FAMILY CHARACTERISTICS INFLUENCING READING READINESS OF PUPILS IN PRE-PRIMARY SCHOOLS IN SIAYA COUNTY, KENYA

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A RESEARCH THESIS PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION (EARLY CHILDHOOD STUDIES) DEGREE OF KENYATTA UNIVERSITY

FEBRUARY, 2018
DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This thesis has been complimented by referenced sources duly acknowledged. Where text, data (including spoken word), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to pre-primary school pupils for the study was based on them and without them this study would not have been realized.
ACKNOWLEDGEMENT

First and foremost, I thank the Almighty for the health and care that He has provided me. Secondly, I appreciate my supervisors Dr. Wanjohi Githinji and Dr. Hudson Ouko for all their guidance in the production of this thesis. I acknowledge the contribution of my parents Margret and John, wife Phoebe and children Hastings, Talasha and Talia, thank you for your love, motivation and for standing by me in all times of need. To my brothers Eustace, Chris, William, father Steve and Sister Susan. I am grateful for all the support you gave me. Appreciation also goes to my friends Chege, Jaoko, Amuga, Judy, Mbewa and Nyongesa, you always encouraged me to soldier on. I thank all people who assisted me in one way or another.
# ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ECLS-B</td>
<td>Early Childhood Longitudinal Study Birth.</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education.</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education.</td>
</tr>
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<td>KNEC</td>
<td>Kenya National Examinations Council.</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NAEP</td>
<td>National Assessment of Education Progress.</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations.</td>
</tr>
<tr>
<td>PALS-K</td>
<td>Phonological awareness, alphabet knowledge, knowledge of letter sounds, concept of letter sounds and concept of word recognition.</td>
</tr>
<tr>
<td>RTI</td>
<td>Research Triangle Institute</td>
</tr>
<tr>
<td>SES</td>
<td>Social Economic Status.</td>
</tr>
<tr>
<td>U.S.A</td>
<td>United States of America.</td>
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ABSTRACT

Extensive researches are available on school factors influencing reading ability of the pre-primary school pupils are available. However, there are relatively few studies on the family characteristics influencing reading readiness of pre-primary school pupils. Moreover, the family characteristics' role in reading readiness of the children cannot be underestimated. Reading incompetency has always been assumed to be as a result of school related factors and many attempts have been made by the government and different organizations to improve teaching of reading competency but there has been less effort focusing on family characteristics influencing reading readiness. This study therefore explored the family characteristics influencing reading readiness of pre-primary school pupils. The objectives of the study were to determine the influence of parents' occupation, family income, parents' level of education and parental involvement on reading readiness of pre-primary school pupils. The study may be significant since the study findings may provide important information that may be utilized by the stakeholders in education to improve the level of reading readiness among the pre-primary school pupils. This study was guided by Brofenbrenners Ecological Systems Theory. This theory shows the different aspects of the environment which influence a child's development relationship. The study adopted a descriptive research design which allowed for in-depth exploration of the study variables. The dependent variable for the study was pre-primary pupils' reading readiness while the independent variables were family characteristics namely; family income, parents' occupation, parents' level of education and parental involvement. This study was carried out in Siaya County where the reading level has been lower than the national level. The target population of the study was pre-primary school pupils and their parents in Siaya County since this is the age at which family characteristics are believed to have a great influence. Stratified random sampling was used to sample schools as public and private pre-primary schools. Purposive sampling was used to select schools and pupils. A sample of 96 public pre-primary school pupils and 16 private pre-primary school pupils were included in the study. Questionnaires and reading readiness test analysis were used for data collection. Reading readiness test analysis was used to collect data from the children while questionnaires were used to collect data from the parents. Data collected was analyzed using descriptive statistics with the help of statistical package for social sciences (SPSS) version 20. The findings of the study revealed that parents' occupation, family income, parents' level of education and parental involvement influences reading readiness of pupils in pre-primary schools. The study recommends in-service training for the teachers on teaching reading readiness skills, adult education programmes for the parents, resource mobilization and awareness creation on family income and parental involvement.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter presents introduction and background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study as well as limitations and delimitations. Further, this section presents assumptions of the study, theoretical and conceptual framework and lastly operational definition of terms.

1.1 Background to the Study

Reading is a process that motivates the reader to acquire new ideas, thoughts and develop imaginative skills. It involves imitating words, speaking in learnt vocabulary and making sense of written texts. It allows the reader to interpret as well as to ask and answer questions (Schwartz, 2008). In addition reading is important for future personal accomplishment and provides endless enjoyment (Obama, 2009). It is the foundation for all other subject areas in terms of comprehension and it enables the learner to answer questions (Bird, 2008).

Globally, more than 796 million people cannot read and write while around 20% of the English speaking children reach the age of 11 without the ability to read confidently (UNESCO, 2008). According to Davis and Braun (2011), children are unable to read in most towns in America, Canada, England, Australia and New Zealand. This may imply that the children may not have acquired the reading readiness skills at the appropriate time that could enable them read at the right time and age. Consequently, it can also mean that there may be other factors that are influencing reading ability of the children. The current study looked at the family
characteristics influencing reading readiness of pupils in pre-primary schools in an attempt to solve the problem.

Studies conducted in the developing world have indicated that over the past years many developing countries have concentrated on expanding access to primary school enrollment, but increase in school enrollment has not translated into significant improvements in learning achievement for all pupils. This is especially true in India, where 96% of children aged six to fourteen are enrolled in school, but 53% of children in grade five are not able to read a grade two level text (Deshpande and Lee, 2013). A study on early grade reading acquisition in Timor-Leste found out that, by the end of grade one, 70% of the pupils could not read a single word in “Portuguese” (World Bank, 2009). In fact, the enrollment of pupils in lower primary has increased in many parts of the world and in particular in Kenya where the population of children has gone up but this has not resulted in reading achievement.

In Nigeria, a study that was conducted in Savana region, Sokoto estate showed that about 80% of grade 3 pupils were not able to read a single word (Watsins, 2012). Similarly, a study conducted covering 20% of villages with 200-1000 population in rural Guinea-Bissau revealed that out of 9,947 children of class one to four aged 7-17 tested for literacy, only 19% were able to comprehend and read a simple word. In spite of surveying 351 schools, no successful school was found where children reached reasonable levels of literacy for their age (Boone, 2013). This means that the problem of reading incompetency did not start in lower primary since the problem is seen immediately the children are enrolled in grade one.

Similar studies conducted in Uganda and Tanzania revealed poor literacy levels. Specifically, in Uganda, a study found that, 98% of the grade 3 pupils could not read a
grade 2 text in English. In Tanzania, the Study found that 92.3% of the pupils in grade 3 could not read a grade 2 text in English and that about 28% could not read a grade 2 text by the time they complete primary school (RTI, 2010). Similar studies done in Africa show dismal reading ability among primary school pupils. NASMLA and UWEZO,(2010) show that 92% of children are unable to read words of their class level. One in every five children is unable to read a word written in the blackboard after five years in school. The report also shows that in Kenya about half of the pupils cannot read at their class level. A study by UWEZO (2010) in Kenya shows that only three out of ten children can do class two work, and another 50% of children in standard four and five cannot comprehend stories written for standard two pupils. The report further states that 50% of class eight pupils can barely read or write. This indicates that the low level of reading competency might not have started in the classes stated in the study but might have begun as early as the children were enrolled in pre-primary schools and advanced through the other levels. This called for a study to find out the cause of this in the earlier grades hence the study on family characteristics influencing reading readiness of pupils in pre-primary schools.

Similarly, a study conducted in Langata division by Kathomi (2015) established that there is a positive correlation between parental involvement and literacy development of pre-primary school pupils. The study looked at parental involvement and not family characteristics; it also established the relationship between the parental involvement and literacy development. The current study focused on the influence of family characteristics on reading readiness of pupils in pre-primary schools. A different study by Wambiri (2014) conducted in Thika district established that parental involvement had a positive influence on reading of the children. Wambiri (2014) study was on the influence of parental involvement on the children”s reading
and not reading readiness. It also pointed out the influence of caregivers on reading and not influence of family characteristics. The current study looked at the influence of family characteristics on reading readiness of pupils in pre-primary schools. Available studies have also shown that majority of pupils cannot read at expected class levels and some complete primary school unable to read text of the expected level (KNEC, 2010; RTI, 2010; Uwezo, 2010). More studies in Kenya have shown that many learners are not able to read text of their levels (Uwezo report, 2013). This report indicated that among the pupils who are enrolled in grade 7, 2 out of 10 pupils do not have grade 2 literacy competency. This means that nearly all children at all levels face reading difficulties that requires quick measures to correct the anomalies. It also implies that early intervention preferably amongst the pre-primary school pupils on reading readiness would be appropriate. However, (KNEC, 2010; RTI, 2010; Uwezo, 2010; Uwezo, 2013) studies focused on reading not reading readiness. The studies were also conducted in lower and upper primary. The current study was based on the family characteristics influence on reading readiness of pupils in pre-primary schools.

Another study showed deficiency in acquisition of literacy competency across East African region. The study revealed that 2 out of 10 grade seven pupils do not have the literacy competency they should have acquired in lower primary (Uwezo, 2012). Similarly, a study conducted in Kenya revealed that, 1 out of 5 children in class 4 could not read a simple class 2 paragraph (Uwezo, 2011). In Siaya County, only 4 out of 10 children in class 3 are able to read a Kiswahili and an English paragraph compared to 5 out of 10 children nationally (Uwezo, 2012). This means that Siaya County is below the national reading index, therefore a study in this area on reading
was appropriate. However, there was need for a study on the family characteristics influence on reading readiness of pupils in pre-primary schools.

Uwezo (2011, 2012) studies were conducted in higher levels of learning and not in pre-primary schools. Available studies also looked at reading ability of the pupils and not reading readiness. Consequently, available evidence shows other factors like parental involvement influence on reading and not how family characteristics influence reading readiness. Without knowledge on family characteristics influence on reading readiness of pupils in pre-primary schools, early childhood educators, policy makers and parents would not have appropriate intervention measures for the children. Therefore, there was a need for a study on family characteristics influencing reading readiness of pupils in pre-primary schools.

1.2 Statement of the Problem

Reading is the foundation to education and all other subject areas depend on reading for comprehension, it allows the reader to interpret, ask and answer questions. A person with limited reading skills may not accomplish many things that are related to reading like reading signs, applying for a job, among others. Most studies on reading have been done on higher levels of education other than early childhood education. Although a few studies in early childhood had a bias on parental factors they dwelt on reading other than reading readiness.

Despite the many studies that have been conducted across various levels of education, there was need for a study at pre-primary school reading readiness. Without information on reading readiness and family characteristics influencing the same, children’s foundation for reading will not be laid. Consequently such children are likely to have a deficit as they start formal school. This will in turn affect children’s
academic progress through pre-primary and subsequent levels of schooling. This is likely to hamper their social progress. Therefore, the current study set out to investigate the influence of family characteristics on reading readiness of pupils in pre-primary schools.

1.3 Purpose of the Study

The purpose of this study was to establish the family characteristics influencing reading readiness of pupils in pre-primary schools in Siaya County. More specifically, the study looked at parents' occupation, family income and parents' level of education. This study also explored the relationship between parental involvement and reading readiness of pupils in pre-primary schools.

1.4 Research Objectives

The objectives of this study were:

i. To determine the influence of parents' occupation on reading readiness of pupils in pre-primary schools.

ii. To determine the influence of family income on reading readiness of pupils in pre-primary schools.

iii. To establish the influence of parents' level of education on reading readiness of pupils in pre-primary schools.

iv. To establish the influence of parental involvement on reading readiness of pupils in pre-primary schools.

1.5 Research Questions

The study endeavoured to answer the following questions:

i. To what extent does parents' occupation influence reading readiness of pupils in pre-primary schools?
ii. How does family income influence reading readiness of pupils in pre-primary schools?

iii. Does parents' level of education influence reading readiness of pupils in pre-primary schools?

iv. Does parental involvement influence reading readiness of pupils in pre-primary schools?

1.6 Assumptions of the Study

This study was carried out with several assumptions. It was assumed that the respondents would respond to the questions honestly and participate actively during the session. The study also assumed that both public and private pre-primary schools use the same syllabus. The study was also carried out with the assumption that the reading readiness test would give the correct reading readiness level of the pre-primary school pupils.

1.7 Limitations and Delimitations of the Study

Limitations and delimitations of the study are explained in the sections below

1.7.1 Limitations of the Study

In carrying out this study, the researcher anticipated that some of the respondents may consider some information as confidential and therefore would not be willing to provide them. The challenge was overcome by assuring the respondents that the information sought was purely for academic purposes and that their identities would not be revealed.

Another challenge envisaged was to have the respondents fill the questionnaires due to time factor. This was however addressed by ensuring the questionnaire was not bulky and that it had simple and clear questions which addressed all the objectives.
1.7.2 Delimitations of the Study

There are many family characteristics that may influence reading readiness of pre-primary school pupils but this study focused on parents’ occupation, family income, parents’ level of education and parental involvement since these are the most common to many families in this study area. The study also delimited itself to pre-primary schools and not to the primary schools or secondary schools because it is at this stage that family characteristics are believed to have a great impact on the children’s reading readiness.

1.8 Significance of the Study

The study findings may provide important information that may be utilized by the stakeholders in education to improve reading readiness among the pupils in pre-primary schools. The ECD policy makers may use the study findings on family characteristics influencing reading readiness of pupils in pre-primary schools to make policies that may help improve the reading readiness of the pupils in pre-primary schools.

ECD teacher training colleges will acquire more knowledge on family characteristics influencing reading readiness of pupils in pre-primary schools. This will enable the colleges instil the right knowledge to the teacher trainees. The education implementers such as administrators and teachers will acquire the right knowledge on family characteristics influencing reading readiness of pupils in pre-primary schools which will help them at school to engage the parents and families and other stakeholders appropriately. This will lead to healthy interaction between the pre-primary school pupils, parents, community, NGOs and caregivers.
1.9 Theoretical and Conceptual Framework

This study was guided by Urie Bronfenbrenner’s Ecological Systems Theory (1979). The theory is described below.

1.9.1 Ecological Systems Theory

According to Bronfenbrenner’s theory, a child’s development is reliant on his immediate environment and on the collaboration with the larger environment. The theory recommends five systems in which a child develops; micro system, mesosystem, exosystem, macrosystem and chronosystem. Each of the systems has an influence on development of the child and a change in one system will flow through the others. This study focused on mesosystem as the study is on influence of family characteristics on reading readiness. The family is a microsystem that impact on an individual’s development and reading readiness which actually is a skill that is acquired both in the family and more so at school. In this case the family and the school are both Microsystems that influence the development of the pupil. Therefore, the study finds this theory and particularly the mesosystem level relevant to the study hence was adopted for the current study.

The mesosystem are the interconnections between the Microsystems. It entails all the interactions between the different parts of a person's microsystem. The mesosystem is where a person's individual Microsystems do not function independently, but are intertwined and exert influence upon one another. These interactions have an indirect impact on the individual. Härkönen, (2005) pointed out that the mesosystem bids the connotation between the structures of the child’s microsystem. For example, it links the school and family. Therefore, it shows the relationship between a child’s family and school that influences the school’s related activities such as reading readiness.
One aspect of a pupil’s mesosystem would be the relationship between family and school. The family is an influential part of the mesosystem, it is the most close, most intense and also most durable microsystem. The family influences impact on the other aspects of the child’s development. Most inputs and developments are developed in the family. These include language; the family also takes an active role in a pupil’s school related activities, such as shared book reading and assisting pupils in homework. This has a positive impact on a child’s development since the different elements of his microsystem are working together. The child’s development could be affected in a negative way if the different elements of his microsystem are working against one another. Different families have different characteristics hence difference in reading readiness.

This study adopted this theory because it provides a framework for understanding the influence of family characteristics on reading readiness of pre-primary school pupils. The theory also gives insight on how the family and school interact to promote reading readiness competency. The theory shows the interdependence between home and school while the study is on family characteristics influence on reading readiness of pre-primary school pupils. Therefore, the theory and the study are actually related hence relevant to the study.

1.9.2 Conceptual Framework

There are several variables that may influence reading readiness of pupils in pre-primary schools. They are either dependent variables or independent variables. The independent variables in this case are family characteristics which are; Parents’ occupation, family income, parents’ level of education and parental involvement while the dependent variable is reading readiness of pre-primary school pupils.
In the framework diagram, the independent variables that are, parents' occupation, family income, parents' level of education and parental involvement have arrows pointing at reading readiness which illustrates they influence reading readiness. An arrow from reading readiness points at outcome, which means the results to be obtained if children have developed reading readiness skills. An arrow from moderating variable point sat reading readiness; this shows other factors apart from the independent variables that may influence reading readiness. The influence of independent variables on the dependent variable is illustrated in the figure 1.1.
Figure 1.1: Family Characteristics Influencing Reading Readiness of Pupils in Pre-Primary Schools

- Study variables
- Non-Study variables
1.10 Operational Definition of Terms

**Family income:** This referred to what a family receives in terms of resources like Salary, business, wages or investment gains as quantified in 3.2.1

**Formal occupation** This referred to a job such as teaching, nursing

**Grade:** This was the level of a child.

**Informal occupation** This referred to jobs that did not have a fixed routine or specific income such as mining, farming.

**Reading Literacy:** This referred to the ability to recognize sounds and words.

**Parents' education:** This referred to highest certificate acquired such as Primary, Secondary, College, Degree, Master and above.

**Parents’ occupation:** This referred to the main work done by a parent or a guardian to earn a living.

**Parental involvement:** This referred to participation of the parents in activities such as shared reading, listening to children read, and reading for the children to listen.

**Reading:** This referred to the process of extracting meaning from the reading materials that are provided to the children.

**Reading readiness:** This referred to pre-primary school pupil’s ability to read.
CHAPTER TWO-REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter consists of the review of literature related to influence of family characteristics on reading readiness of pupils in pre-primary schools. In particular, literature on parents’ occupation, family income and parents’ level of education is discussed. The chapter also reviews literature on parental involvement and lastly the chapter summarizes the literature reviewed.

2.1 Influence of Parents’ Occupation on Children’s Reading Readiness

Parental occupation is well-defined as the key work carried out by the parent or guardian. A study by PISA(2012) conducted among children of professionals and casual labourers in United States, China and Germany disclosed that the nature of the relationship between parents’ occupations and pupils’ academic achievement varies across countries: for example, in mathematics, the children of casual workers like cleaners in Shanghai-China outshone the children of professionals in the United States, whereas the children of professionals in Finland were outclassed by the children of professionals in Germany, on average. Parents can balance their work schedule to assist their children in reading readiness activities. They can get involved in activities like reading with and for the child as well as storytelling. Through this, their reading readiness level will improve. (PISA, 2012) looked at how the parents’ occupation affected the academic achievement of the learners and also did not state the grade of the learners. It also dwelled on mathematics and not reading readiness. The current study looked at the influence of parents’ occupation on reading readiness of pupils in pre-primary schools.
A different study conducted by PISA (2009) further found out that in most countries, children of professional parents have better academic results in school compared to children whose parents were not professionals. However, in countries like Colombia, Mexico, Indonesia, Italy and Peru these are exceptions since in these countries; the children whose parents work as professionals performed best in secondary schools. This gap in academic performance between the children whose parents work in professional occupations and the children whose parents are casual labourers tends to be wider in mathematics and narrower in comprehension and reading. The professional parents have higher literacy and advanced vocabulary. This puts them higher compared to their counterparts to interact with their children in many languages more so English. This in turn positively influences their children’s reading readiness. The current study focused on academic achievement of the learners and not on reading readiness.

PISA (2009) found that many parents know, impulsively, that taking sometime with the pre-primary school children and participating actively in their school activities will give their children a good head-start in life. But as majority of the parents have to juggle competing needs at work and home, there is always no enough time. Moreover, most parents become reluctant to provide help to their children with school work because some feel they have inadequate skills that would create a difference to the children's progress in school. According to the analyses of PISA's data, it doesn't require unlimited hours or a lot of knowledge for parents to make a difference. In fact, most parent-child activities that are linked to better reading outcome among pupils need rather little time and no professional knowledge. What these activities require is interest and active engagement. PISA’s (2009) study showed that the type of occupation that the parents are involved in could not allow them participate actively
in their children’s learning activities but was not specific on which activity. The current study focused on reading readiness of pupils in pre-primary schools.

Another study by Shernoff (2013) in Sweden revealed that children in professional occupations tend to do well academically in relation to the pupils whose parents are considered to do elementary work. Professional occupations are more physical and involving hence a parent who does elementary work may be more exhausted at the end of the day to assist their children. A study conducted by Epstein (2012) found out that some occupations may hinder a parent from being concerned with their children’s academic progress. He pointed out that a soldier may have inadequate time to interact with their children compared to a teacher who can offer guidance and also have enough time to interact with their children. Shernoff (2013) and (Epstein, 2012) studies looked at academic achievement of the learners and were not specific to any class. The current study focused on reading readiness of pupils in pre-primary schools.

Kapinga (2014) conducted a study in Tanzania to establish the impact of parental socio-economic status on students’ academic achievement in secondary schools and found out that the students of formally employed parents performed better than the students whose parents were informally employed. The parents that are formally employed are better placed to provide for their children by purchasing stationery since they have a reliable income compared to children whose parents were informally employed. This means that the children from formally employed families have a better head-start on reading readiness compared to their counterparts from informally employed parents. Kapinga (2014) study was concerned with parents’ occupation in relation to academic achievement which is not the case with the current study which focused on pre-primary school pupils reading readiness.
In Kenya a study by Murithi (2012) on parental determinants of academic performance of learners in public day secondary in Imenti North, Meru County, found out that, parental occupation has a direct influence on the students’ academic performance. Some occupations are more involving and the parent may lack adequate time to interact with their children and also other occupations have higher income that make those parents in such occupations better placed to provide for their children the right stationery. Murithi (2012) study mainly focused on the higher levels of learning like lower and upper primary. The study also looked at the academic achievement as a whole against the current study which concentrated on the lower level of learning that's, pre-primary and was so specific to the reading readiness of pupils in pre-primary schools

2.2 Influence of Family Income on Children’s Reading Readiness

Family income is the sum of the income of the adult members of the family. It includes every form of income e.g. salaries, wages or investment gains. A research by Tamis-LeMonda and Rodriguez (2014) in USA found out that children from low-income families tend to have less advanced vocabulary compared to their peers from high-income families from as early as three years. The difference in vocabulary widen until age 5 when they enter school. This resulted in reading readiness deficiency in pre-primary school and first grade. Feister (2013) did an analysis of reading scores in USA by the foundation analyst on the 2011 National assessment of Education Progress (NAEP) mostly referred to as National Report Card. He established that the score gap in reading between children from lower and higher families was twenty nine points (29). A similar study by Hart and Risley (2003) in USA found a significant difference between children in higher and low-income families. In the study, they found that children from low-income families had as few as 3 million
words in their first three years of life in comparison to 11 million words for children from higher income families. The children from high income families are advantaged since their parents are at a position of providing them the necessary reading readiness materials like picture books. The findings of (Tamis-LeMonda and Rodriguez, 2014; Feister, 2013; Hart and Risley, 2003) studies showed that the difference in family income had an implication on the vocabulary acquired by the children against the current study which focused on influence of family income on reading readiness of pupils in pre-primary schools.

Safwat and Sheikhany (2014) in their study in Egypt to establish the relationship between parent-child interaction and language development pointed out that family income has a strong significant relationship and a strong predictor of language development. This difference could be as a result of availability of adequate reading materials resources and stationery that the children from the high income families can interact with. The study concentrated on language in general. This study was specific to reading readiness and its influence on family income. According to Pitter (2015) the low background status perpetuates education deprivation hence the unemployed parents will definitely find it difficult to pay school fees and meet other educational expenses for their children while employed parents have higher income and therefore deploy their resources in a manner creating pre- primary school conditions conducive for successful school performance. This means that unemployed parents belong to the category of the low economic status in the family hence may not be able to meet certain requirement such as buying reading materials. The current study focused on influence of family income on reading readiness against (Pitter, 2015) study which looked at family income influence on school performance and (Safwat and Sheikhany, 2014) study which dueled on language development.
In Kenya, Onderi, Kiplangat and Awino (2014) on investigating the factors behind poor academic performance of pupils in KCSE, used descriptive survey design and a sample of 21 secondary schools, 16 school principals, 64 teachers and 32 parents. The study found out that the poor performance in all subjects including languages were related to among other factors family income. Onderi, et al (2014) study was conducted in secondary schools and also concentrated on performance in all the subjects against the current study which was more specific to reading readiness of pre-primary school pupils. In a separate study, Wambiri and Ndani (2015) found out that the average household income had a direct relationship with children's emergent reading development. This implies that reading competency varies depending on the household income, higher income families are likely to have adequate reading resources hence the children from such families interact with a lot of reading materials that can enable them outperform their counterparts from lower income families in reading, therefore family income influences reading. Wambiri and Ndani (2015) study discussed household income in relation to reading and not reading readiness. The current study focused on the influence of family income on reading readiness.

2.3 Influence of Parents’ Level of Education on Children’s Reading Readiness

The level of education of the parents refers to highest certificate acquired such as K.C.P.E, KCSE, Diploma and Degree. Available studies globally have shown a significant relationship between parental level of education and reading readiness. A study in USA by Isaacs and Magnuson (2011) used data from the Early Childhood Longitudinal Study Birth (ECLS-B) Cohort to establish the relationship between
maternal level of education and children’s school readiness in terms of academic skills. The study established that, mother’s level of education increases the reading score of the children. Isaacs and Magnuson (2011) study focused on maternal education and not on both parents. The current study tried to determine the influence of between both parents” level of education on reading readiness of pupils in pre-primary schools.

Another study (Gouleta and Schools, 2004) was conducted in Northern Virginia to establish the relationship between parental social, cultural and educational influence on reading readiness. The study used a study instrument called PALS-K (phonological awareness, alphabet knowledge, knowledge of letter sounds, concept of letter sounds and concept of word recognition in isolation) that was developed in Virginia University to measure reading readiness in English. The study found out that children whose fathers had higher levels of education outperformed their peers whose fathers had lower levels of education. Gouleta and Schools (2004) study looked at the influence of the fathers” level of education only against the current study which focused on the influence of both parents level of education on reading readiness of pupils in pre-primary schools.

Manan, David and Dumanig (2015) conducted a study in Pakistan on dysfunction between language policy and children socio-cultural ecology. The study employed a mixed methodology and a sample from 245 students, 11 principals and 8 teachers. The study found out that less educated families have less exposure to language and they meet language passively. The current study was conducted in pre-primary schools and was specific to reading readiness against (Manan, et al.2015) study which didn’t show in which grade it was conducted and studied language as a whole.
Ngorosho (2011) did a study in Tanzania to investigate the role of home environment in literacy skills (reading, writing). He used samples of children from grades 2 to 6 and measured their reading and phonological awareness ability while parents responded to questionnaire based interview. The results showed significant relationship between mother’s education and reading ability. Ngorosho (2011) study concentrated on the mothers’ level of education on reading ability. The current study looked at the influence of both parents level of education on reading readiness.

Another study by Magoma (2016) on family socio-economic status in four districts; Westlands, Lari, Kasarani, and Ganze in Kenya, used comparative and correlation research design to determine the impact of SES on children’s language. She pointed out that a mother’s education level has a significant relationship with school readiness. Magoma, (2016) study dealt on school readiness but didn’t provide information on reading readiness. The current study showed how the parents level of education influence reading readiness of the pre-primary school pupils. In a different study Wambiri and Ndani (2015) pointed out that parents’ level of education had a significant relationship with emergent reading development of the children. This means that the higher the parents’ level of education the higher the reading level of the children while the lower the parents’ level of education the lower the reading level of the children. This shows that the parents’ level of education influences the reading ability of the pre-primary school pupils. Wambiri and Ndani (2015) study looked at the influence of parents’ level of education on reading against the current study which focused on influence of parents’ level of education has on reading readiness of pupils in pre-primary schools.
2.4 Influence of Parental Involvement on Children’s Reading Readiness

Families differ from each other with regard to what extent and how they are involved in activities connected with early reading. Parental involvement entails parental provisions and practices that support early literacy and language skills. The level of parental involvement in children activities has many benefits to the child’s development in many areas, more so it is of great importance in children’s language development. Many researchers have defined the concept of parental involvement differently.

Laurea (2000) explains parental involvement as “preparing children for school”. This involve activities such as reading and talking to children for language development, teaching children the alphabet, participating in school events like teacher parent meetings and also by meeting requests made by the teachers. He further argued that parental involvement is associated with better language outcome although the level of parental involvement is still low than teachers would prefer. Clarke (2014) in his longitudinal study among the pre-school and kindergarten pupils in USA defined parental involvement as parental practices and provisions that support early learning and healthy development. In the study, parents’ activities that support early language and literacy skills for preschool are such as providing access to print materials and community resources (e.g libraries) interactive book reading and language based interaction e.g. telling stories, singing songs and reciting nursery rhymes.

Mann and Foy (2003) shows three aspects of family literacy activities that influence children’s language development as: frequency of parents reading, child shared reading and parent belief on the importance of book related activities and parent shared reading. The parents who involve their children in such activities increase their motivation to read and enable them develop positive attitude towards reading hence
acquire more vocabulary skills. Parental influence often starts even before the child pronounces the first word (Holt, 2009). This is seen through verbal interaction, name illustrations, reading various texts, asking them questions without expecting any answer and by encouraging their responses. The involvement of parents in literacy activities and reading is mostly connected with the parent’s belief on the importance of children’s language development (Gestwicki, 2014).

Weigel (2006), in his study in Australia looked at two different types of mothers that is; facilitative mothers and conventional mothers. Facilitative mothers are those that are involved in their children"s learning while conventional mothers are not. Most facilitative mothers say that their active involvement in teaching their children will bring better learning outcome. They believed that shared reading enabled children to learn new words. To them, reading is an enjoyable activity. In contrast, Conventional mothers often believe that the preschool children are so young to be involved in literacy activities such as reading. There are individual differences among children and there could be no significant differences between the two groups of children. However, the four year olds of involved parents showed better features of written word and greater interest in reading than children of uninvolved parent. Weigel (2006) study focused on mothers alone. The current study looked at the influence of both parents involvement in reading readiness of the pre-primary school pupils.

Burchinal (2002) in his study of African Americans says that, parental involvement in the early years is a significant predictor of language competencies among children during and beyond the pre-school period. Burchinal (2002) study showed how parental involvement influences language achievement in general. The current study was very specific to reading readiness and focused on the influence of parental involvement on reading readiness of pre-primary school pupils.
Another study in USA by McCoy and Cole (2010), found parental involvement in early reading activities and encouragement of literacy skills to have greater effect on children’s language development than all other variables connected to the family. Further, the study linked parental involvement to the development of children abilities as parents encourage their children to learn a lot at home. A study in Sweden by Alivernini (2013) on Progress International Reading Literacy Study (PIRLS) established that, the amount of books and reading materials provided in a family had a great influence in the reading scores of pupils. A similar study by Krolak (2006) in Germany by the German foundation stiftung Lesson, on reading behavior in the new century showed that, the availability of reading materials at home create lasting motivation for reading in children.

A subsequent study by Lemmer (2007) in South Africa showed that, family engagement has mainly focused on providing financial resources to schools and participating in other school activities. She further noted that many African countries had policies requiring parents to be involved in governing schools while few parents take part in activities involving children’s literacy skills like reading. It means that the aspect of involvement of the parents is only common on nonacademic activities but little on academic activities like reading. Therefore, there is need for parents to be involved in reading readiness activities of the children to increase the level of reading readiness. Lemmer (2007) study based its argument on reading and not on reading readiness. The current study focused on parental involvement influence on reading readiness of pre-primary school pupils. Abuya (2013) did a study on the parental involvement in their children’s schooling in Dokolo Uganda. Data was collected through focus group discussions and survey. The findings (Abuya, 2013) study showed that parents are a key factor in reading readiness. However, the study did not
explore influence of parental involvement on reading readiness of pre-primary school pupils.

A study by Kimathi (2014) showed the relationship between parental involvement and pupils reading in Meru County, Kenya. The study applied descriptive study design. The study found a low parental involvement in their children’s literacy activities at home that was related to low levels of children reading competence. This study did look at the relationship between parental involvement and literacy activities. Literacy activities involve reading, writing and even listening. It therefore means that a literacy activity is a broad aspect. The current study was very specific to the influence of parental involvement on reading readiness of pre-primary school pupils. A study in Gucha district involving 160 fathers for example, established that children whose fathers were involved in their education performed better at pre-school than their counterparts whose fathers were not involved Bitengo (2012). This study however, examined the overall children’s academic performance and not reading readiness in particular. The study also targeted fathers’ involvement and not both parents. The current study focused on influence of parental involvement on reading readiness of the pre-primary school pupils. A different study by Wambiri (2014) conducted in Thika district established that parental involvement had a positive influence on reading of the children. Wambiri (2014) study was on the influence of parental involvement on the children’s reading against the current study which focused on reading readiness of pupils in pre-primary schools.

Another study by Githinji (2007) in Nyeri County looked at parental factors contributing to language development. He found out that parental factors have a significant impact in language development. Githinji (2007) focused on parental
factors and language development. The current study was based on parental involvement and was also very specific to reading readiness.

2.4 Summary of Literature Reviewed

This chapter has discussed literature related to family characteristics influence on reading readiness. Such family characteristics are: parents' occupation, family income and parents' level of education and lastly, parental involvement.

Available studies in relation to parental occupation showed that, the children of parents in formal occupation tend to have a higher reading competency level in relation to their counterparts whose parents were in informal occupations. Most of those studies focused on reading competency. A study on parent’s occupation in relation to reading readiness was therefore necessary.

The available studies on family income and parental involvement suggest a significant influence on reading competency of the pupils. These studies have focused on pupils in lower and upper primary. It was therefore important to carry out a study in pre-primary school.

Studies on parents' level of education in relation to reading readiness are limited. The available studies show parents' level of education in relation to reading ability. It was therefore necessary for a study on parents' level of education influence on reading readiness to add more knowledge.

Most studies have dwelt on school factors that influence reading. It was therefore necessary to carry out a study on family characteristics influencing reading readiness of pupils in pre-primary schools and more specifically in relation to reading readiness which most studies sidelined.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher presents the research design, variables of the study, location of the study, sampling technique and sample size. It also encompasses research instruments, piloting of the study, validity and reliability of the instruments, data collection techniques and data analysis procedures as well as logistical and ethical considerations.

3.2 Research Design

In order to investigate the problem, the study adopted the descriptive survey design. The study design was appropriate to find out the state of affairs, as they exist at present by collecting and analyzing available evidence in order to make informed inferences (Kothari, 2004). Similarly, the study design was appropriate to collect information about people’s attitudes, opinions, habits, or any other education or social issue (Orodho and Kombo, 2002). The study design was also found appropriate in this study since it was aimed at determining the influence of family characteristics on reading readiness of pupils in pre-primary schools. Therefore, this study design was applicable in this study since data was collected and analyzed to show the influence of independent variables on the dependent variable.

3.3 Study Variables

Variables of this study were two namely; dependent and independent variables.

3.3.1 Independent Variables

The independent variables for this study were family characteristics that were:
i) Parents' occupation- this referred to the key work carried out by a parent or a guardian. It was classified as those not working, casual labourers, Business, civil service, employees and managers.

ii) Family income-this referred to combined gains of a family. The family income was categorized in terms of the earnings a family earns on monthly basis. It involved categories such as those that earn less than 5000 were categorized as low, 5001-10000 as moderate and above 10001 as high-income families.

iii) Parents" level of education- this referred to highest certificate acquired such as Primary, Secondary, College, Degree and Master and above.

iv) Parental involvement- this referred to participation of the parents in activities that enable the child to learn reading. This included activities such as reading with the child, reading for the child, answering the child's questions and monitoring reading progress.

3.3.2 Dependent Variable
The dependent variable was reading readiness of pupils in pre-primary schools; the reading readiness level of pupils in pre-primary was calculated from a reading test analysis that had been administered by the teacher in the pre-primary schools. Each pupil was asked to read sounds of letters that were categorized in section one and read words that were placed in section two and three.

3.4 Location of the Study
The location of the study was Alego-Usonga sub-County in Siaya County. The county borders Kisumu, Vihiga and Busia counties. The main economic activity in this area is agriculture and trade. The county was selected for the study since only 4 out of 10
children in class 3 are able to read a Kiswahili and an English paragraph compared to 5 out of 10 children nationally (Uwezo, 2012). This shows that the majority of the pupils at all levels of learning in the county have reading incompetency. Therefore the current study sought to find out if the problem might have originated from pre-primary schools since the children are expected to have developed the reading readiness skills by the time they get to class one. This is to guarantee them a good head start. The County was also purposively chosen for the study since on earlier study (Uwezo, 2011; 2012) revealed low ratings in reading scores. This prompted the researcher to choose the study area. Appendix iv shows the map of the study area.

3.5 Target Population
This study targeted pupils in all the public and private pre-primary schools in Siaya County. Specifically, the study targeted all pupils in pre-primary II in Alego-Usonga Sub-County which was selected to represent the geographical setup of the entire County. Pre-primary II was chosen since at this level a pupil is expected to have acquired the reading readiness skills. According to the ministry of education in Alego-Usonga Sub- County, there were 131 public pre-primary schools and 35 private pre-primary schools. All pre-primary school pupils participated. The parents of these pupils also formed part of the target population; the parents have diverse characteristics and background such as occupation, income, level of education and level of involvement. This would influence the acquisition of the reading readiness skills amongst their children.

3.6 Sampling Technique and Sample Size
Sampling techniques and sample size have been discussed below. The rationale for sampling is also stated.
3.6.1 Sampling Technique

This study employed two sampling techniques; first, Siaya County was purposively selected because of its dismal score in reading tests (Uwezo, 2012). Purposive sampling was also used to sample the pupils to participate in the study. A reading readiness test was administered to the pupils by the class teachers and then a reading readiness list was made indicating the first achievers to the last achievers. From the list, the first three pupils and the last three pupils for public pre-primary schools were selected; this enabled the researcher to identify the parents that were included in the study. For private pre-primary schools, the first two pupils and the last two pupils were selected; this also made the researcher include their parents in the study. Therefore, the parents of the pupils that were purposively sampled from a reading readiness participated in the study by filling the questionnaires. Purposive sampling was found appropriate since it allowed for the researcher to select the higher achievers and the lower achievers from a reading test that their parents could be included in the study. Stratified random sampling was used to sample the schools. The schools were put into two strata, which were private and public pre-primary schools. The schools were also sampled in terms of their social status. This allowed each subgroup to be adequately represented.

3.6.2 Sample Size

This study used a sample size of 12% as a representative of the study population. A sample of at least 10% in a qualitative study is acceptable (Mugenda and Mugenda, 2004). Therefore, the sample consisted of 96 public and 16 private pre-primary school pupils that were purposively selected from the reading readiness progress record. Tables 3.1 in the next page illustrate the sample frame.
Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Type of School</th>
<th>Target population</th>
<th>Sample Size (12%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>Public</td>
<td>42</td>
<td>6</td>
</tr>
<tr>
<td>School B</td>
<td>Public</td>
<td>45</td>
<td>6</td>
</tr>
<tr>
<td>School C</td>
<td>Public</td>
<td>49</td>
<td>6</td>
</tr>
<tr>
<td>School D</td>
<td>Public</td>
<td>51</td>
<td>6</td>
</tr>
<tr>
<td>School E</td>
<td>Public</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td>School F</td>
<td>Public</td>
<td>44</td>
<td>6</td>
</tr>
<tr>
<td>School G</td>
<td>Public</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>School H</td>
<td>Public</td>
<td>37</td>
<td>6</td>
</tr>
<tr>
<td>School I</td>
<td>Public</td>
<td>41</td>
<td>6</td>
</tr>
<tr>
<td>School J</td>
<td>Public</td>
<td>44</td>
<td>6</td>
</tr>
<tr>
<td>School K</td>
<td>Public</td>
<td>48</td>
<td>6</td>
</tr>
<tr>
<td>School L</td>
<td>Public</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>School M</td>
<td>Public</td>
<td>43</td>
<td>6</td>
</tr>
<tr>
<td>School N</td>
<td>Public</td>
<td>46</td>
<td>6</td>
</tr>
<tr>
<td>School O</td>
<td>Public</td>
<td>31</td>
<td>6</td>
</tr>
<tr>
<td>School P</td>
<td>Public</td>
<td>45</td>
<td>6</td>
</tr>
<tr>
<td>School Q</td>
<td>Private</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>School R</td>
<td>Private</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>School S</td>
<td>Private</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>School T</td>
<td>Private</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>3320</strong></td>
<td><strong>112</strong></td>
</tr>
</tbody>
</table>

3.7 Research Instruments

The study employed questionnaire and reading readiness test analysis. The instruments are described below.

3.7.1 Questionnaire for Parents

The questionnaire was found to be appropriate for this study because it is concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic. Orodho, (2009) noted that a questionnaire has the ability to collect large amount of information in reasonably quick space of time. A questionnaire constructed by the researcher with the assistance
of his supervisors measuring parents” occupation, family income, parents” level of education and paternal level of involvement was used.

The data for parents” occupation was scored on a five point Likert scale. The scores ranged from 1 for not working at all, 2 for casual labourers, 3 for business, 4 for civil service employees and 5 for managers.

The data for family income was scored on a three point Likert scale. It involved categories such as those that earn less than 5000 were categorized as low, 5000-10000 as moderate and above 10000 as high-income families. The scores ranged from 1 for low, 2 for moderate and 3 for high family income.

The data for parents” level of education was scored on a five point Likert scale. Parental level of education was categorized according to the highest level of academic qualification attained. That is primary, secondary, College, degree and master and above. The scores ranged from 1 for primary, 2 for secondary, 3 for college, 4 for degree and 5 for master and above.

The data for parental level of involvement was scored on a Likert scale of 1 to 5 whereby 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree. The activities that showed parental involvement in the pre-primary school pupils were; reading with the child, reading for the child, monitoring reading progress, attending parents- teacher meetings among others. The family characteristics were analyzed using mean score analysis, tables and graphs as well as frequencies.
3.7.2 Reading Readiness Test Analysis

A reading readiness assessment test was used to test the reading readiness level of pupils in pre-primary schools. This was a set of letters for section A, sounds for section B and simple words for section C. Section A was considered as level one of reading readiness, section B was considered as level two of reading readiness and section C was considered as level three of reading readiness. A pupil who could recite letters in section A only was considered to be in level One of reading readiness, those who could read section A and B were considered to be in level two of reading readiness while those who were able to read up to Section A, B and C were considered to be in level three of reading readiness. See appendix II.

3.8 Pilot Study

The research tools were piloted in three pre-primary schools; two public pre-primary schools and one private pre-primary school in Siaya County. The pilot study enabled necessary corrections and adjustments to be made on the selected items. Piloting also helped in testing the reliability and validity of the research instruments. The schools used in the pilot study were not part of the study population.

3.9 Validity and Reliability of the Study Tools

Validity and reliability of the study instruments are discussed below;

3.8.1 Validity of the Instruments

To ensure content validity, the study instruments were piloted. This helped the researcher to achieve enough and accurate information on the study variables. Further, validity was achieved through item analysis. This was done with the help of the supervisors and other professional researchers who were familiar with the study topic.
Item analysis helps in the judgment of the content domains of the study (Yaghmale, 2009).

Cross-validation is a strategy of validation in a qualitative research. It makes sure that the descriptions and explanations are theoretically based, factual and that they are logically understandable. It contributes and support research questions or hypothesis by analyzing its sources, methods and also shows interpretations from different viewpoints. The following methods were used in cross validation.

1. Cross- validation of the methods was done through cross- examining the data collection process that followed ethical and logical procedures taken in data collection. This was done by other researchers.

2. Cross-validation analysis was done through asking other researchers to review and analyze the findings of the study. The main reason for doing this was to see the findings in different perspectives.

Finally, Validity of this study was ensured by covering all the variables and objectives of the study in the research instruments.

3.9.2 Reliability of the Instruments

The internal consistency of the items for each variable was determined by calculating the Cronbach’s alpha coefficient using SPSS version 20. Cronbach’s alpha is expressed as a correlation coefficient ranging from 0 to +1. Its coefficient measures how well items in the instrument are positively correlated to one another. The closer to 1 the estimated Cronbach’s alpha coefficient is the higher the internal reliability of the instrument. An alpha coefficient above 0.7 is acceptable (DeVellis, 2011).

Correlations between the two sets of scores were computed using Cronbach’s alpha method given by;
\[
\alpha = \frac{P}{P-1} \left[ 1 - \frac{\sum_i \sigma_i^2}{\sigma_T^2} \right]
\]

Where \( p \) is the number of items in the scale (given the denominator of the first term, \( p \) must be 2 or greater)

\( \sigma_i^2 \) is the variance of the \( i^{th} \) item, \( i = 2 \ldots p \) and

\( \sigma_T^2 \) is the variance of the entire test, to test the reliability of the two sets of data.

The alpha coefficient ranges between 0.0 to 1.0 though there is actually no lower limit to the coefficient. The closer Cronbach’s alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale.

George and Mallery (2003) provide the following rules of thumb:

- \( \alpha > .9 \) – Excellent,
- \( \alpha > .8 \) – Good,
- \( \alpha > .7 \) – Acceptable,
- \( \alpha > .6 \) – Questionable,
- \( \alpha > .5 \) – Poor, and
- \( \alpha < .5 \) – Unacceptable

While increasing the value of alpha is partially dependent upon the number of items in the scale, it should be noted that this has diminishing returns. It should also be noted that an alpha of .8 is probably a reasonable goal. It should also be noted that while a high value for Cronbach’s alpha indicates good internal consistency of the items in the scale, it does not mean that the scale is uni-dimensional. The correlation was found to be 0.78 which according to George and Mallery (2003) was acceptable.
3.10 Data Collection Techniques

Two steps were involved in the data collection, that is pre-visit and the actual visit. The two are explained below.

3.10.1 Pre-visit to the Study Schools

Before the actual study the researcher made prior visit to the sampled schools for the researcher to familiarize himself with the respondents. The researcher met with the teachers, pupils and parents and carried out some of the activities expected during the actual visit for the study.

3.10.2 The Actual Study Visit

Data was collected in two phases; in the first phase, the researcher went to the sampled pre-primary schools which he was now familiar with and with the assistance of the teachers of the sampled schools, he administered the test and made an average list of scores of the tests from the highest to the least achievers. After that, the researcher purposively selected the first three achievers and last three achievers from public pre-primary schools. For private pre-primary schools, the researcher again purposively selected the first two achievers and the last two achievers since the study used a sample size of 12%, the selected pupils formed a sample frame. The reading readiness tests also helped to identify the reading readiness level of the pre-primary school pupils.

The researcher with the assistance of the class teacher made arrangements to meet the parents of the selected pre-primary school pupils by requesting them to come to school so that they could fill the questionnaires in the presence of the researcher. Where a parent was not able to read and understand any information, the researcher clarified. In a case where the parent failed to turn up, the pre-primary pupil whose
parent didn’t come was given the questionnaire to take to the parent to fill. The researcher then went to the schools where the questionnaires had not been collected and collected them. After data was collected, coding and scoring was done, and then the data was finally analyzed.

3.11 Data Analysis Procedures
The researcher adopted descriptive statistics. Descriptive statistics were used to describe the basic features of data into simple summaries in the study. This included; frequencies, means, standard deviations and percentages. Some of the descriptive statistics were summarized in the form of tables and graphs. A computer software package for analyzing qualitative data called Statistical Package for Social Sciences (SPSS) was employed. SPSS enabled in-depth data access, preparation, analytical reporting, graphical presentation and modelling.

3.12 Logistical and Ethical Considerations
Logistical and Ethical considerations are discussed in the sub-sections below.

3.12.1 Logistical Considerations
The researcher requested for permission from the relevant authorities before undertaking the research process. The researcher began by obtaining a letter of authorization from the Graduate School, Kenyatta University. Then the researcher proceeded to National Council for Science and Technology and then to the Siaya County Director of Education and Alego-Usonga Sub-County Director of Education to request permission to conduct the study. This would end by seeking authority from the head teachers to conduct studies in their schools. Lastly, the researcher also provided consent letters to the respondents to request for their participation. This is as shown in appendix VI.
3.12.2 Ethical Considerations

Privacy and confidentiality was catered for by not asking the respondents to give their names. The respondents were informed that their participation was voluntary and any information provided would be held with confidentiality. Time schedules for the study and schools were taken into consideration to avoid interfering with school programs.
CHAPTER FOUR

RESULTS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

In this chapter, the results from data analysis are presented and discussed. The chapter presents both descriptive analyses of the results organized according to the objectives of the study.

The objectives of the study were: to determine the influence of parents’ occupation on reading readiness of pupils in pre-primary schools; to determine the influence of family income on reading readiness of pupils in pre-primary schools; to establish the influence of parents’ level of education on reading readiness of pupils in pre-primary schools and lastly, the study sought to establish the influence of parental involvement on reading readiness of pupils in pre-primary schools.

4.2 Parents’ Occupation and Reading Readiness

The first objective of the study sought to determine the influence of parents’ occupation on reading readiness of pupils in pre-primary schools in Siaya County. This was stated as “not working”, “Casual labourer”, “Business person” and “Civil servant”. The type of occupation that parents are involved in are presented in figure 4.1
Results in Figure 4.1 show that the majority of the parents in the study area were casual labourers making up 40% of the total sample. Those in business were 29% while those who worked in the civil service formed only 6% of the total sampled parents of pre-primary school pupils. Of importance to note, is the 25% of the parents who were not involved in any kind of work. The duration the parents take in their occupation has been presented in the next section.

4.2.1 Working Hours in a Day

The study sought to establish the duration that the parents take in places of their occupation. Parents were asked to choose the category of the hours they take working. The results of the findings are shown on table 4.1
Table 4.1: Working Hours in a Day

<table>
<thead>
<tr>
<th>Hours</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>6-10</td>
<td>24</td>
<td>25%</td>
</tr>
<tr>
<td>11-15</td>
<td>37</td>
<td>38%</td>
</tr>
<tr>
<td>16-20</td>
<td>24</td>
<td>25%</td>
</tr>
<tr>
<td>Over 20</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100%</td>
</tr>
</tbody>
</table>

The study established that 3% of parents working take between 0-5 hours, 25% take 6-10 hours, 38% take 11-15 hours, 25% take 16-20 hours and 9% take over 20 hours. This shows that more than half of the parents spend the most part of the day in their areas of work. Since most of the parents spend most time in their places of work, the study sought to find out if the parents interacted with their children. This has been presented in section 4.2.2

4.2.2 Interacting with the Child

This research sought to find out whether the respondents get enough time to interact with their children out of their occupation. The parents were to give their answers as either Yes or No. The results are as shown in the table 4.2

Table 4.2: Interacting with the Child

<table>
<thead>
<tr>
<th>Interaction with the child</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61</td>
<td>64%</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>36%</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100%</td>
</tr>
</tbody>
</table>

The study found from majority of the respondents that 64% of the parents didn’t get enough time to interact with their children whereas only 36% of the respondents agreed that they got time to interact with their children. To establish
further
interaction between the parent and the child, section 4.2.3 presents the interaction in terms of reading to the child.

### 4.2.3 Reading to the Child

The researcher sought to find out whether the respondents teach their children reading. The respondents were asked to say Yes or No. The results are presented in table 4.3 in the table below.

<table>
<thead>
<tr>
<th>Reading to the child</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>43%</td>
</tr>
<tr>
<td>No</td>
<td>55</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The study revealed that only 43% of the respondents teach their children how to read whereas 57% of the respondents said that they didn’t teach their children reading. As shown by the findings in table 4.3, many parents don’t teach their children reading. The next sub-section established whether it was their occupation that hinders them from teaching their children reading.

### 4.2.4 Changing Occupation to Prepare your Child to Read

The researcher sought to find out whether the respondents were willing to change their occupation so that they can prepare their children to read. The parents were to give their answers as either *Yes* or *No*. The results are shown in table 4.4.

<table>
<thead>
<tr>
<th>Changing occupation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70</td>
<td>72%</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The study revealed that 72% of the respondents were willing to change their occupation in order to prepare their children to read and 28% of the respondents were not for changing their occupation to prepare their children to read. To further find out the influence of parents’ occupation on reading readiness of pupils in pre-primary schools section 4.2.5 shows more details.

4.2.5 Effect of Parents’ Occupation on Reading Readiness Activities

This study sought to find out how parents’ occupation had an effect on reading readiness of pupils in pre-primary schools. In carrying out this task, a likert scale was adopted on occupation statements concerning parents’ occupation and reading readiness. The scale ran from 1 to 5 whereby 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree. This is as shown in the table 4.5 below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My occupation doesn’t allow me to prepare my child for reading.</td>
<td>3.79</td>
<td>.047</td>
</tr>
<tr>
<td>2. A change in occupation would allow me prepare my child for reading</td>
<td>4.02</td>
<td>0.621</td>
</tr>
<tr>
<td>3. I am too busy to prepare my kid for reading</td>
<td>3.89</td>
<td>.456</td>
</tr>
</tbody>
</table>

The study revealed that on “my occupation doesn’t allow me to prepare my child for reading” a mean of 3.79 was revealed showing that they agree. On “change in occupation would allow me prepare my child for reading” a mean of 4.02 was acquired showing that they agree whereas on, I’m too busy to prepare my child for reading” a mean of 3.89 was revealed showing that they agree. To show the influence
of parents’ occupation on reading readiness in pre-primary schools, section 4.2.6 gives more information

**4.2.6 Influence of Parents’ Occupation on Reading Readiness of Pupils in Pre-Primary Schools.**

The study sought to establish the influence of parents’ occupation on reading readiness of pupils in pre-primary schools. In doing this, parents’ occupations were compared to the highest level of reading readiness attained by the pupils in pre-primary schools. The levels were categorized into level one, two and three.

**Table 4.6: Influence of Parents’ Occupation on Pre-primary Reading Readiness of Pupils in Pre-primary Schools**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Highest Level of Reading</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level One</td>
<td>Level two</td>
</tr>
<tr>
<td>Not Working</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Casual Labourer</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Business</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Civil Service</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Table 4.6 shows that of 24 children hailing from households where parents were unemployed, only three (3) were able to reach level three (Oral and Aural ability). When calculated, this represents 8% of the total pre-primary school pupils from unemployed parents. Of 38 pre-primary school pupils whose parents were casual labourers, four (4) of them were able to reach level three while 26 of them only managed up to reach level one and eight (8) reached level two. In the six (6) pre-
primary school pupils whose parents were working in the civil service, three (50%) managed to reach level three. This means that the type of the parent’s occupation influences the reading readiness of pupils in pre-primary schools.

This confirmed Epstein’s (2012) argument that some occupations may hinder a parent from being concerned about their children’s academic progress. He pointed out that a soldier may have inadequate time to interact with their children compared to a teacher who can offer guidance and also have enough time to interact with their children. The findings of the current study also agree with those of Shernoff (2013) in Sweden which revealed that, children of parents in professional occupations tend to do well academically in relation to the pupils whose parents are considered to do elementary work.

The findings of the current study agree with those of PISA(2012) conducted among children of professionals and casual labourers in United States, China and Germany disclosed that the nature of the relationship between parents’ occupations and pupils’ academic achievement varies across countries: for example, in mathematics, the children of casual workers like cleaners in Shanghai-China outshone the children of professionals in the United States, whereas the children of professionals in Finland were outclassed by the children of professionals in Germany, on average.

The findings of the current study confirmed those of PISA (2009) which found out that in most countries, children of professional parents have better academic results in school compared to children whose parents were not professionals. However, countries like Colombia, Mexico, Indonesia, Italy and Peru are exceptions since in these countries; the children whose parents work as professionals performed best in secondary schools. This gap in academic performance between the children whose
parents work in professional occupations and the children whose parents are casual labourers tends to be wider in mathematics and narrower in comprehension and reading.

4.3 Family Income

The second objective of the study was to determine the influence of family income on reading readiness of pupils in pre-primary schools in Siaya County. The study sought to establish the total income of the families where pre-primary school pupils” came from. The income was categorized into three levels as: Less than 5000, 5000 – 10000 and above 10000. Results are shown in Figure 4.2.

**Figure 4.2: Family Income**

<table>
<thead>
<tr>
<th>Parents’ Monthly Income</th>
<th>10000 and above</th>
<th>5000 - 10000</th>
<th>Less than 5000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Less than 5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5000 - 10000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10000 and above</td>
</tr>
</tbody>
</table>

Figure 4.2 shows that majority (71 of 96) of parents whose pre-primary school pupils” participated in the study had a monthly income of less than 5000 shillings. The results also show that 17 of the 96 families earned between 5000 and 10000 shillings per
month while only 8 of the sampled children had parents who earned more than 10000 per month. This implies that, the majority of the parents in the study area lived on less than two dollars per day which is termed as the poverty line. This study sought to establish if both parents earned income in section 4.3.1

4.3.1 Income from both Parents

Parents were asked to indicate if they were both (mother and father) earning income for the family. The parents were to give their answers as either Yes or No. The results are tabulated in Table 4.7

Table 4.7: Income from both Parents

<table>
<thead>
<tr>
<th>Both Parents Earning</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>29</td>
<td>30.2</td>
<td>30.2</td>
<td>30.2</td>
</tr>
<tr>
<td>No</td>
<td>67</td>
<td>69.8</td>
<td>69.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Results in Table 4.7 show that most children (69.8%) of the pre- primary school pupils in Siaya County came from households where only one parent was earning. Only 30.2% of the children came from households where both parents earned income for the family. This is further discussed in section 4.3.2

4.3.2 Family Income and Reading Readiness Activities

The researcher sought to find out whether family income influences reading readiness activities. The results are presented in table 4.8.
Table 4.8: Influence of Family income on Reading Readiness Activities

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I earn too little to afford literacy materials for my children</td>
<td>3.89</td>
<td>1.002</td>
</tr>
<tr>
<td>Reading materials are very costly</td>
<td>3.91</td>
<td>.456</td>
</tr>
</tbody>
</table>

The study revealed that on „I earn too little to afford literacy materials for my children“, a mean of 3.89 was revealed showing that they agree; On „reading materials are very costly“, a mean of 3.91 was revealed showing that they agree. To further show the influence of family income on reading readiness of pupils in pre-primary schools, section 4.3.3 presents more details.

4.3.3 Influence of Family Income on Pre-primary School Pupils Reading Readiness

Data was analyzed in various ways to find out the influence of family income on reading readiness of pupils in pre-primary schools. Table 4.9 presents the results.

Table 4.9: Influence of Family Income on Reading Readiness of Pupils in Pre-Primary Schools.

<table>
<thead>
<tr>
<th>Monthly Income * Highest Level of Reading Cross-tabulation</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highest Level of Reading</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level One</td>
<td>Level two</td>
<td>Level three</td>
</tr>
<tr>
<td>Monthly Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5000</td>
<td>45</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>5000 - 10000</td>
<td>8</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>10000 and above</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>
| Total                                                     | 53       | 28       | 15       | 96

Results from table 4.9 show that only 6 out of 71 children from households where parents earned less than 5000 shillings were able to reach level three of reading
readiness test. 3 out of 17 of those from households where parents earned between 5000 and 10000 shillings reached level three. Of eight (8) children whose parents earned more than 10000 shillings per month six (6) of them reached level three while none remained at level one.

Therefore, these findings in table 4.9 are in agreement with the findings of Blanden and Gregg (2004) who, when studying the impact of family income on education attainment, found out that the principal beneficiaries of the education expansion were children from richer families. Tamis-LeMondaand Rodriguez"s (2014) study in USA revealed that children from low-income families tend to have less advanced vocabulary as compared to their peers from high-income families from as early as three years. The difference in vocabulary widen until age 5 when they enter school. This resulted in reading readiness deficiency in pre-primary school and first grade. Most of the children from families of low economic status were in level one of reading ability. This depicted similarities with Pitter’s (2015) study which found out that the low background status perpetuates education deprivation hence the unemployed parents will definitely find it difficult to pay school fees and meet other educational expenses for their children while employed parents have higher income and therefore deploy their resources in a manner creating pre- primary school conditions conducive for successful school performance.

The findings of the current study are also in line with those of Feister’s (2013) study in USA by the foundation analyst on the 2011 National assessment of Education Progress (NAEP) mostly referred to as National Report Card. The study established that the score gap in reading between children from lower and higher families was twenty nine points (29). A similar study by Hart and Risley (2003) in USA found a significant difference between children in high and low-income families. In the study,
they found that children from low-income families had as few as 3 million words in their first three years of life in comparison to 11 million words for children from higher income families.

The findings of the study confirmed Isaac’s and Magnusson’s, (2011) study that used data from the Early Childhood Longitudinal Study- Birth (ECLS-B) Cohort in the United States of America to estimate the associations between family income and children's school readiness measured by academic skills, behavior, and physical health at school entry. The (ECLS-B) study found large gaps in the measures of school readiness across groups of children defined by family income. Such differences were much smaller, however, when potential confounds were included as controls in regressions. In multivariate models, they found out significant, but modest, links between household income and measures of children's achievement and behaviour. The study observed that an additional $1,000 of average income throughout early childhood resulted in about a 0.015 standard deviation in reading for children in low-income families, with smaller effects in children’s behaviours. Therefore, Isaac’s and Magnusson’s, (2011) study observed that, children living in poverty are much less likely to have cognitive and early literacy readiness skills than are children living above the poverty threshold.

The findings of the current study are also in agreement with those of Safwat and Sheikhany’s (2014) in Egypt which established the relationship of parent-child interaction and language development. They pointed out that family income has a strong significant relationship and a strong predictor of language development. Consequently, the findings of the current study also agree with those of Wambiri and
Ndani’s (2015) study which showed that the average household income had a direct relationship with children’s emergent reading development.

4.4 Parents’ Level of Education

The third objective of the study sought to find out the influence of parents’ level of education on pre-primary school pupils’ reading readiness in pre-primary schools in Siaya County. This has been addressed using tables and figures in the subsections below.

4.4.1 Educational Level Attained

For purposes of this study, levels of education for parents were determined by the highest educational certificate attained, i.e. primary school certificate, secondary school certificate, College certificate, Master and above. Results were presented in figure 4.3 below.

Figure 4.3: Parents’ Level of Education
Results in Figure 4.3 show that, 68 parents had attained a primary education certificate, 15 had a secondary school certificate and nine had a college certificate. Three parents had a university degree while only one had a master degree or above. As has been indicated by the findings in figure 4.3 many parents at least had primary education, the next section established if they had reading skills

4.4.2 Reading Ability

This study sought to find out if the respondents knew how to read. The parents were to give their answers as either Yes or No. The results are shown in table 4.10

<table>
<thead>
<tr>
<th>Reading ability</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82</td>
<td>85%</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100%</td>
</tr>
</tbody>
</table>

The findings of the study show that 85% of the parents know how to read while only 35% don’t know how to read. The study suggests that most of the parents in the study area know how to read. To find out if this big percentage of parents who know how to read transfer the same knowledge to their children, this is demonstrated in the next section.

4.4.3 Transfer of Reading Skills to Pre-primary School Pupils

This study sought to establish whether the parents with reading skills transferred the same to their children. The parents were to give their answers as either Yes or No. The results of the study are shown in table 4.11
Table 4.11: Transfer of Reading Skills

<table>
<thead>
<tr>
<th>Ability to pay</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>47%</td>
</tr>
<tr>
<td>No</td>
<td>50</td>
<td>53%</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100%</td>
</tr>
</tbody>
</table>

The study findings show that 47% of the respondents transfer their reading skills to their children while 53% don’t transfer. The study suggests that just a few parents with reading skills prepare their children to read. This further explains the reason for low reading readiness skills in the study area. The results have shown that more than half of the parents do not assist their children in reading even though they have reading ability. Section 4.4.4 establishes the reasons behind this.

4.4.4 Parents’ Reading Skills

The study sought to find out the extent of the parents reading skills and the transfer of the skills to the pre-primary school pupils. A scale of 1 to 5 where 1 is strongly disagree 2- disagree 3- neutral 4 –agree 5- strongly agree was used. The results are presented in table 4.12 below.

Table 4.12: Parents’ Reading Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Standard dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>I lack reading skills to transfer to my child</td>
<td>1.67</td>
<td>.473</td>
</tr>
<tr>
<td>I don’t see it necessary for my child to know how to read</td>
<td>1.56</td>
<td>.781</td>
</tr>
</tbody>
</table>

The study established that on „I lack reading skills to transfer to my child” a mean of 1.67 was found out, showing that majority of the respondents disagreed with the statement; On, I don’t see it necessary for my child to know how to read” a mean of 1.56 was established showing that they also disagreed. The influence of parents’ level
of education on pre-primary II school pupil’s reading readiness is discussed in the next section and also illustrated in table 4.13

4.4.5 Influence of Parents’ Level of Education on Pre-primary School Pupils Reading Readiness

The researcher sought to find out the influence of parents’ level of education on pre-primary school pupils’ reading readiness. Parents’ levels of education were categorized as primary, secondary, college, degree and master and above. The parents’ level of education was compared to the level of reading readiness attained by their pre-primary school pupil. The reading readiness levels were categorized as level one, two and three.

Table 4.13: Influence of Parents’ Level of Education on Pre-primary School Pupils Reading Readiness

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>The ability of the child to read</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level One</td>
<td>Level two</td>
</tr>
<tr>
<td>Primary</td>
<td>43</td>
<td>18</td>
</tr>
<tr>
<td>Secondary</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>College</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Degree</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Master and above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>28</td>
</tr>
</tbody>
</table>

Results from Table 4.13 show that, most of the children whose parents had only attained primary certificate were concentrated in level one of the reading readiness.
test. The table shows that 43 of 68 children could not go beyond level one while only seven (7) of the children in the same cohort were able to reach level three. Conversely, children from households where parents had a college certificate and above had better reading readiness levels. This implies that parental education level had a strong influence on the reading readiness of children.

The findings of the current study in table 4.13 are related to those of Manan, David and Dumanig’s (2015) study in Pakistan on dysfunction between language policy and children socio-cultural ecology. The study employed a mixed methodology and a sample from 245 students, 11 principals and 8 teachers. The study found out that less educated families have less exposure to language and they meet language passively.

The findings of the study are also in line with Feitels on and Goldstein’s (2000) study which revealed that illiterate parents tend to have lower expectations regarding education of their children. Martin (2012) reported that, highly educated parents continue to transmit their advantages to their children, both by sending them to pre-primary schools and by encouraging their school enrolment. Therefore low education in parents would also be duplicated in the children. This supports the findings of the current study which showed an influence of parents” level of education on reading readiness level of their children.

This study is also consistent with Okantey’s (2008) study on facilitating educational attainment and student achievement; it was observed that children were more disadvantaged when their parents had low education level; forming a cycle of uneducated family members and making every generation of the family not to go higher than their parents. Okantey (2008) asserted that parental education level leads to good income which can empower parents to give children solid foundation for
schooling and success in life. Lower educational level is associated with higher prevalence of indicators of unhealthy lifestyle. He further observed that children from highly educated families are more ambitious and attain higher levels of education. Therefore, parents’ efficacy has stronger predictors of schooling success. Illiterate parents tend to have lower expectations regarding education of their children.

The findings of the current study are in line with a study in Northern Virginia to establish the relationship between parental, social, cultural and educational influence on reading readiness. The study used a study instrument called PALS-K (phonological awareness, alphabet knowledge, knowledge of letter sounds, concept of letter sounds and concept of word recognition in isolation) that was developed in Virginia University to measure reading readiness in English. The study found out that children of fathers of higher levels of education outperformed their peers whose fathers were of lower levels of education. Illiterate parents cannot read to their children nor encourage love for learning thus lag behind their middle class counterparts by the time they start school. Hence, low reading readiness observed in this study is likely because of the low level of education of most of the parents in the study area.

The findings of the current study are also consistent with Ngorosho’s (2011) study in Tanzania to investigate the role of home environment in literacy skills (reading, writing). He used samples of children from grades 2 to 6 and measured their reading and phonological awareness ability while parents responded to questionnaire based interview. The results showed a significant relationship between mothers’ education and reading ability.

The findings of the current study are also in agreement with those of Magoma (2016) study on family socio-economic status in four districts; Westlands, Lari, Kasarani, and
Ganze in Kenya which used comparative and correlation research design to determine the impact of SES on children’s language and pointed out that mothers education levels have a significant relationship with school readiness. The findings of this study are in line with a study conducted in Northern Virginia to establish the relationship between parental social, cultural and educational influence on reading readiness. The study used a study instrument called PALS-K (phonological awareness, alphabet knowledge, knowledge of letter sounds, concept of letter sounds and concept of word recognition in isolation) that was developed in Virginia University to measure reading readiness in English. The study found out that, children whose fathers had higher levels of education outperformed their peers whose fathers had lower levels of education. Ngaruiya (2013) found out that mothers’ education levels have a significant relationship with school readiness. The findings are in agreement with the current study.

4.5.1 Influence of Parental Involvement in Reading Readiness Activities

The study sought to establish if the parents read with their pre-primary school children, spared time to read for their pre-primary school children and guide pre-primary school children to do their homework. The study also considered attendance of Parents- teachers meetings and lastly it looked at talks between parents and teachers on pre-primary school pupils’ reading readiness progress.

Data was analysed to establish the extent to which the respondents agree or disagree with the statements on the parental involvement on reading readiness activities. In carrying out the task, the researcher adopted a scale of 1 to 5 whereby 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree. Results are presented in table 4.14.
Table 4.14: Parental Involvement in Reading Readiness Activities

<table>
<thead>
<tr>
<th>No</th>
<th>Reading Readiness Activities</th>
<th>Mean</th>
<th>Standard dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I spare time to read with my child</td>
<td>2.95</td>
<td>.453</td>
</tr>
<tr>
<td>2</td>
<td>I take time to read for my child</td>
<td>2.98</td>
<td>.671</td>
</tr>
<tr>
<td>3</td>
<td>I guide my child on homework</td>
<td>2.94</td>
<td>1.673</td>
</tr>
<tr>
<td>4</td>
<td>I praise my child when he or she performs Well in school.</td>
<td>3.82</td>
<td>.893</td>
</tr>
<tr>
<td>5</td>
<td>I provide reading materials for my child</td>
<td>2.89</td>
<td>.672</td>
</tr>
<tr>
<td>6</td>
<td>I talk to the teachers about my child’s progress</td>
<td>2.93</td>
<td>.771</td>
</tr>
<tr>
<td>7</td>
<td>I play together with my child</td>
<td>1.73</td>
<td>1.244</td>
</tr>
<tr>
<td>8</td>
<td>I answer my child’s questions</td>
<td>3.64</td>
<td>1.897</td>
</tr>
<tr>
<td>9</td>
<td>I attend parent teacher meetings</td>
<td>4.89</td>
<td>.548</td>
</tr>
<tr>
<td>10</td>
<td>I listen carefully to my child as she or he talks</td>
<td>3.77</td>
<td>.988</td>
</tr>
</tbody>
</table>

The study found that on „I spare time to read with my child” a mean of 2.95 was obtained showing that they were neutral; „I take time to read for my child” a mean of 2.98 was obtained showing that they were neutral; „I guide my child on homework” a mean of 2.94 was obtained showing that they were neutral; „I praise my child when he or she performs well in school” a mean of 4.02 was obtained showing that they agree; „I provide reading materials for my child” a mean of 2.89 was obtained which means that they were neutral; „I talk to the teachers about my child’s progress” a mean of 2.93 was found showing that they were neutral; „I play together with my child” a mean of 1.73 was obtained showing that they disagreed; „I answer my child’s questions” a mean of 4.44 was obtained which indicated that they agree; „I attend parent -teachers meetings” a mean of 4.89 was obtained showing that they agree and
lastly; „I listen carefully to my child as she or he talks” a mean of 3.77 was obtained showing that they agree.

The means obtained were low, this is a clear indication that parental involvement among pre-primary II pupils is still below average. This implies that there are certain factors hindering parental involvement. However, parents take part in the reading readiness activities at different levels and ways; this explains why pre-primary school pupils of the same class are at different levels of reading. This further suggest that pre-primary school pupils whose parents are more involved in their children’s reading readiness activities are at a higher reading readiness level than the less involved parents.

The findings of the current study are consistent with Weigel's (2006) study in Australia which looked at two different types of mothers that is; facilitative mothers and conventional mothers. Facilitative mothers are those that are involved in their children’s learning while conventional mothers are not. Most facilitative mothers say that their active involvement in teaching their children will bring better learning outcome. They believe that shared reading enables children to learn new words. To them, reading is an enjoyable activity. According to them, Conventional mothers often believe that the preschool children are so young to be involved in literacy activities such as reading. In contrast, there are individual differences among children and there was no significant difference between the two groups of children. However, the four-year-olds of involved parents showed better features of written word and greater interest in reading than children of uninvolved parents. According to UNESCO (2010) when parents are not involved in their children's education, they are more likely to display behavioural problems, get poor school results, and have a high absentee rate, repeat school years or drop out of school. This means that parental
involvement has a great impact on the achievement of children's reading readiness skills. The finding of the current study agree with those of the current study.

The findings of the current study support those of Laurea’s (2000) study which explained parental involvement as “preparing children for school”. This involves activities such as reading and talking to children for language development, teaching children the alphabet, participating in school events like teacher parent meetings and also by meeting requests made by the teachers. He further argued that parental involvement is associated with better language outcome although the level of parental involvement is still low than teachers would prefer.

The findings of the current study are also in agreement with those of Clarke’s (2014) study among the pre-school and kindergarten pupils in USA. He defined parental involvement as parental practices and provisions that support early learning and healthy development. In the study, parents activities that support early language and literacy skills for preschool, such as providing access to print materials & community resources (e.g libraries) interaction book reading & language based interaction e.g. telling stories, singing songs, reciting nursery rhymes.

The findings of the current study on parental involvement are in line with those of Mann and Foy’s (2003) study which showed three aspects of family literacy activities that influence children’s language development as: frequency of parents reading child shared reading and parents belief on the importance of book related activities and parent shared reading. The parents who involve their children in such activities increase their motivation to read and enable them develop positive attitude toward reading hence acquire more vocabulary skills.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings and the implications that can be drawn from these findings. The chapter also presents conclusion and recommendations for different stakeholders to improve pre-primary school pupils' reading readiness. Lastly, the chapter suggests relevant areas for further research that other scholars can undertake to improve the reading readiness among pre-primary school pupils in other counties and around the globe.

5.2 Summary of the Study Findings

Parents' occupation influences reading readiness of pupils in pre-primary schools. It was observed that the pre-primary school pupils whose parents are in formal occupations were in a higher level of reading readiness compared to their counterparts whose parents were in informal occupations. This was because the parents in formal occupations were viewed to have reliable income and hence could be better placed to buy literacy materials that can improve reading readiness. However, there are instances when the parents in informal employment provide literacy materials since they could be earning a lot from the wages they earn to purchase stationery.

Family income is a factor that influences reading readiness of pupils in pre-primary schools. It was established that, pre-primary school pupils whose parents earned Kshs.10001 and above were a grade higher in reading readiness than the pre-primary school pupils whose parents earned below Kshs. 10000. The observation applies to
many cases except one where a pre-primary school pupil scored exemplary higher than pupils from higher income earning families.

Parents’ level of education is directly related to reading readiness of pupils in pre-primary schools. It was found out that parents of higher level of education had extra knowledge and vocabulary that they transferred to their children and this enabled their children achieve more in reading readiness. This was with an exception of one case where a pre-primary school pupil whose parents had only primary education outperformed his counter parts in reading readiness.

Parental involvement was found to have an influence on reading readiness of pupils in pre-primary schools. It was observed that parents who were involved in pre-primary school pupils’ reading readiness activities facilitated their children’s acquisition of reading readiness skills. However, some parents lacked the necessary knowledge and skills hence involvement was non-significant.

5.3 Conclusion

It can be concluded that family characteristics namely; parents’ occupation, family income, parents’ level of education and parental involvement influences reading readiness of pre-primary school pupils. Parents’ occupation affects the reading readiness level of the pre-primary school pupils. Family income influences the reading readiness level of the pre-primary school pupils. Parents’ level of education has a direct influence on reading readiness of pre-primary school pupils. Parental involvement was found to influence reading readiness of pre-primary school pupils. This implies that if these family characteristics are well provided for, children are likely to have a head start in reading and thus progress fairly well in reading, academic and social life.
5.4 Recommendations

The following recommendations were drawn for different key stakeholders:

5.4.1 National and County Government

The parents’ level of education was found to influence reading readiness of the pre-primary school pupils. The policy makers should strengthen the adult education program to enhance the knowledge of the parents so that they can be involved in their children’s education effectively.

Parents’ occupation was found to influence the reading readiness of the pupils; therefore the policy makers should make policies that would ensure that the employers do not keep the workers extra hours since the parents also need time to be with their children.

The findings of the study showed that family characteristics influence reading readiness of pre-primary school pupils, therefore the national government in conjunction with the county government should organize for in-service training of the teachers so that they are equipped with the right knowledge on reading readiness of pre-primary school pupils.

5.4.1 Parents

The findings of the study showed that most parents were actively involved in the education of their children. However, the low reading readiness among the children showed that the involvement of the parents in the education of their children had little impact on improvement of the reading readiness among the children. Parents should therefore seek the best way of participating in the education of the children so that the reading readiness can be improved. Moreover, they should be educated on the best practices of ensuring that children are taken care of and ensure that the reading
readiness is improved among them children. In addition, they should also be advised to read for their children at home and purchase literacy materials to ensure that the reading readiness of the children is greatly improved.

5.4.3 Teachers

Family characteristics were found to have an influence on reading readiness of pre-primary school pupils. Therefore, the teachers need to be on the lookout to detect the family characteristics influencing reading readiness of the pre-primary school pupils and also identify pupils who have not developed the reading readiness skills early enough and make plans for remedial sessions. The teachers also need to attend seminars and workshops to enhance their knowledge on teaching reading readiness skills.

5.4.4 Recommendation for other agencies

Family income was found to influence reading readiness of pre-primary school pupils. The pupils from higher income families were found to be in higher reading readiness level compared to their counterparts form lower income earning families. Therefore, there is need for all agencies to empower parents in economic activities that can enable them increase their earning. This would make them have the ability to buy reading materials like picture books that can enhance the children's reading readiness.

5.5 Areas for Further Research

(i) This study focused on the family characteristics influencing pre-primary school pupils' reading readiness. There is need for a holistic study on other factors that influence the pre-primary school pupils' reading readiness.
(ii) The current study focused on the family characteristics influencing reading readiness of pre-primary school pupils in Siaya County. There is need for the study to be carried out in the whole republic to give a broader overview of the whole country.

(iii) The study looked at the influence of family characteristics on pre-primary school pupils. There is need for a study on family characteristics influencing pupils in primary and secondary schools in Kenya.
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Feitelson, D., & Goldstein, Z., (2000). *Patterns of Book Ownership and Reading to Young*

Fiester, H. R., & Gibson, N. (2013). The Effect of Office Discipline Referrals, Race, Gender, and Beginning of the Year Fluency Scores on Reading Comprehension for Fifth Grade Students for exams. Daily Nation, Tuesday, October 1, 2013 page10.


Gichobi, M. (2013). KCPE audit lays bare language lapses as candidates gear up


UNESCO (2010). EFA global monitor report 2010: reaching the marginalized, regional


APPENDICES

Appendix I: A Questionnaire for Parents

Instructions

We would like to know a few things about your interaction with your child in pre-primary school. So please answer these questions carefully and as honestly as possible. The answer you provide will be kept strictly confidential. Put a (√) against the word or sentence that is most appropriate or applicable to you. There is no wrong or right answer for any of the questions in this questionnaire.

Instructions: First, please give us some information about yourself: (Tick one that is the most appropriate)

Section A: Influence of Parents’ Occupation on Reading Readiness

1. What do you do to earn a living?
   Not working ( )
   Casual labourer ( )
   Business ( )
   Civil servant employee ( )
   Manager ( )

2. How many hours do you work in a day?
   0-5 ( )
   6-10 ( )
   11-15 ( )
   16-20 ( )
   Over 20 hours ( )

3. Do you get enough time to interact with your child out of your occupation?
   Yes ( )
   No ( )

   If yes, do you teach her on any reading?
   Yes ( )
   No ( )

4. Would you consider changing occupation to prepare your child to read?
   Yes ( )
   No ( )
In a scale of 1 to 5 where 1 is strongly disagree 2- disagree 3- neutral 4 –agree 5- strongly agree. Indicate the extent to which you agree with the following statements on parents’ occupation.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My occupation doesn’t allow me to prepare my kind for reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A change in occupation would allow me prepare my kid for reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I am too busy to prepare my kid for reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION B: Influence of Family income on Reading Readiness**

1. What is the approximate family income in a month?
   - Less than 5000 (   )
   - 5001-10000 (   )
   - 10001 and above (   )

2. Do both parents earn income?
   - Yes (   )
   - No (   )

In a scale of 1 to 5 where 1 is strongly disagree 2- disagree 3- neutral 4 –agree 5- strongly agree. Indicate the extent to which you agree with the following statements on family income.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I earn too little to afford literacy materials for my children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading materials are very costly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION C: Influence of Parents’ level of education and reading readiness**

1. Did you attend School?
   - Yes (   )
   - No (   )
2. If yes, which educational level did you reach?

   Primary (   )
   Secondary (   )
   Collage (   )
   Degree (   )
   Master & above (   )

5. Do you know how to read
   Yes (   )
   No (   )

6. If yes, do you transfer these skills to your kids
   Yes
   No

In a scale of 1 to 5 where 1 is strongly disagree 2- disagree 3- neutral 4 –agree 5- strongly agree. Indicate the extent to which you agree with the following statements on parent level of education

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I lack reading skills to transfer to my child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t see it necessary for my child to know how to read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION D: Parental Involvement**

In a scale of 1 to 5 where 1 is strongly disagree 2- disagree 3- neutral 4 –agree 5- strongly agree. Indicate the extent to which you agree with the following statements on parental involvement.

<table>
<thead>
<tr>
<th>Activities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I spare time to read with my child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 I take time to read for my child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 I guide my child on homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 I praise my child when he or</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td></td>
<td></td>
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<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I provide reading materials for my child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I talk to the teachers about my child's progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I play together with my child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I answer my child's questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I attend parent teacher meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I listen carefully to my child as she or he talks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

she performs well in school.
Appendix II: Reading Readiness Assessment Test

SECTION A

Read the following sounds appropriately

a b c d e f g h i j
k l m n o p q r s t
u v w x y z

SECTION B

Read the following sounds appropriately

ba da fi ga hu ja ka
lo ma ne pa ru pe ra
so ta va wa yi za

SECTION C

Read the following words

bag tank wax man
mat set flag leg
### Appendix III: Work Plan 2016-2017

<table>
<thead>
<tr>
<th>Activity/Period</th>
<th>February-August 2016</th>
<th>September 2016-April 2017</th>
<th>May-September 2017</th>
<th>October-December 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal draft submission</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal defense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questionnaire construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilot testing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis defense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Appendix IV: Budget of the Study**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Unit Cost</th>
<th>Total amount (ksh.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stationery</td>
<td>20 Reams of printing services @ ksh.600</td>
<td></td>
<td>12000</td>
</tr>
<tr>
<td></td>
<td>4 Writing materials @ 1,000</td>
<td></td>
<td>4,000</td>
</tr>
<tr>
<td></td>
<td>2 Cartridge @ 4,800</td>
<td></td>
<td>9,600</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Accommodation for 2 field assistants for 7 days Ksh. 1,000</td>
<td></td>
<td>28,000</td>
</tr>
<tr>
<td>Accommodation self</td>
<td>40 days @ 3000</td>
<td></td>
<td>120,000</td>
</tr>
<tr>
<td>Transport</td>
<td>To and from Nairobi 5,000</td>
<td>5,000</td>
<td>40,000</td>
</tr>
<tr>
<td>Airtime</td>
<td></td>
<td>1,000</td>
<td>8,000</td>
</tr>
<tr>
<td>Internet services</td>
<td></td>
<td>1,000</td>
<td>7,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>238,600</strong></td>
</tr>
</tbody>
</table>
Appendix V: A map of Alego-Usonga Sub-County, Siaya County
Appendix VI: Research Authorization from Kenyatta University

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

Our Ref: E55/CE/26466/2015
DATE: 12th August, 2016

Director General,
National Commissioner for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR OBILLOH WILLIAMS OTIENO – REG. NO.
E55/CE/26466/2015

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

Mr. Otieno intends to conduct research for a M.Ed Proposal entitled, “Family Characteristics Influencing Pre-Primary School Pupils Reading Readiness in Siaya County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
Appendix VII: Research Permit

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref: No. NACOSTI/P/16/90741/13187

Date: 31st August, 2016

Williams Otieno Obiloh
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Family characteristics influencing pre primary school pupils reading readiness in Siaya County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Siaya County for the period ending 29th August, 2017.

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Siaya County.
The County Director of Education
Siaya County.
Appendix VIII: Research Authorization from County Director of Education

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION: WILLIAMS OTIENO OBILOH

The above mentioned has been mandated to carry out research in Siaya County vide an authorization letter from National Commission for Science, Technology and Innovation Ref. No.NACOSTI/P/16/90741/13187 dated 31st August, 2016

The research title is “Family characteristics influencing preprimary school pupils reading readiness in Siaya County, Kenya”.

Kindly accord the requested assistance.

SAMUEL C. ONDIEKI
FOR: COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY

Our Vision: To have a globally competitive quality education, training and research for Kenya’s sustainable development
Appendix IX: Research Authorization from County Commissioner

REPUBLIC OF KENYA
THE PRESIDENCY
MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT

Office of the
County Commissioner
SIAYA COUNTY
P.O. Box 83
SIAYA
6th October, 2016

E-Mail cc.siyaya@yahoo.com
When replying please quote
CC/SC/A. 31/ (89)

All Deputy County Commissioners
SIAYA COUNTY

RE: RESEARCH AUTHORIZATION - WILLIAMS OTIENO OBILLOH

The person referred to above from Kenyatta University has been authorized by
the Director – General/CEO, National Commission for Science, Technology and
Innovation to carry out research on “Family characteristics influencing pre-
primary school pupils reading readiness in Siaya County Kenya.” The research
period ends on 29th August, 2017.

Please accord him the necessary support as he carries the research in your Sub
Counties.

W. WACHIRA
FOR: COUNTY COMMISSIONER
SIAYA COUNTY

 CC County Director of Education – Siaya

✓ Williams Otieno Obilloh
Appendix X: Researcher’s Letter

WILLIAMS OTIENO OBILLOH,

P.O.BOX 149-40608,

URANGA.

12-06-2016

TO,

THE HEADTEACHER,

DIBUORO PRI, SCHOOL,

P.O.BOX 14,

URANGA.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a teacher at Uradi Primary School. I am currently pursuing my Master degree in Early Childhood Studies at Kenyatta University, and a research thesis is a requirement for this course.

My area of interest is to study the family characteristics influencing pre-primary school pupils reading readiness in Siaya Sub-County Siaya County. National Council for Science and Technology and directors of education from Siaya County and Siaya Sub-County have already granted me authority (see attached copies) May I also assure you that all the information gathered in this school will be treated with a lot of confidentiality.

Thanking you in advance for your assistance and co-operation.

Yours Faithfully,

Williams Otieno Obilloh
Appendix XI: Parents Concept Form

This is to declare that I……………………………………………. a parent of pre-
primaryII……………………..pupil of ……………… pre-primary school, have
been informed of the intention of this research activity which is educational and I
willingly give approval for my child and I to voluntarily participate in the research. I
have been assured of anonymity and confidentiality and in turn I guarantee to be
genuine and honest in the whole undertaking. I know and aware that I can freely
withdraw from the activity during or before it commences.

Signed:

1. ___________________ Parent _____________ Date _____________
2. ___________________ Researcher ___________ Date _____________
3. ___________________ Witness _______________ Date _____________

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