

**ROLE OF TEACHERS AND PARENTS IN PRESCHOOL CHILDREN READING
HABITS DEVELOPMENT IN RUIRU, KIAMBU COUNTY, KENYA**

BY

JENNIFER WANGUI KAMUNGE

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DECLARATION

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

Signature Date.....

Jennifer Wangui Kamunge

E65/CE/24040/2012

Department of Library and Information Science, Kenyatta University

Supervisors' declaration: This project has been submitted for appraisal with my approval as
University supervisor(s)

Signature..... Date.....

Dr.Peter.Wamae

Department of Library and Information Science, Kenyatta University

DEDICATION

This work is dedicated to my mother, Monica who introduced books to me as part of the toys at a very tender age and my grandson, Patrice, who made me develop interest in the topic of research.

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ACRONYMS

SPSS Statistical Package for Social Scientists software

NACOSTI National commission for Science Technology and Innovation

ABSTRACT

The Kenya Early Childhood Development policy framework and the service standard guidelines outlines the roles of parents, teachers and other Early Childhood Education stakeholders. In spite of this, parents/caregivers and teachers hold different perceptions towards parental involvement and are ignorant of their Early Literacy Development roles in parent teacher partnership. Parent teacher partnership in Early Childhood Education is low in Kenya. The purpose of the study was to establish teachers' and parents' roles in preschool children reading habits development with the aim of promoting parent teacher partnership in Early Literacy Development. The objectives of the study were to identify factors that influence children reading interest, determine parents and teachers perceptions towards parental involvement in Early Literacy Development and to establish parents' and teachers' roles in preschool children's reading habit development. The descriptive survey design was used in this study. The target population was 162 preschool teachers and 4,385 parents. A sample size of 367 parents and 115 teachers was selected. Structured questionnaire was used to collect data. Quantitative data was collected from the questionnaire and analyzed using the Statistical Package for Social Scientists Software. The data collected contained descriptive data which included frequencies and percentages which were presented in form of tables. The study established that parents, teachers, home and classroom environments, books, library facilities, motivation and teaching of reading, age of the child are among factors that influence children's reading interest. It also established that parents and teachers play roles in preschool children reading habits development and should therefore collaborate. It also established that the teachers' roles in preschool children's reading habits development includes: Facilitating a literacy rich classroom environment and supporting literacy related activities, providing reading materials, providing literacy knowledge and skills in form of print awareness, letter knowledge, phonological awareness, vocabulary and comprehension skills through direct instruction, encouraging storytelling and singing songs; setting a library corner outside the classroom, assessing children literacy development, guiding parents on effective literacy practices at home and organizing parents literacy workshops and collaborating with parents. The study also established that the parents' roles in preschool children's reading habits development includes: Facilitating a literacy rich home environment and literacy related activities; providing appropriate children reading books, magazines, play and drawing materials, reading space with comfortable chairs, tables and proper lighting, supporting and participating in shared reading, reading aloud, modeling reading, encouraging children to read signs in the environment, telling and listening to stories. Visiting libraries and bookshops with their children, presenting books as presents to children and collaborating with the teacher. The study recommended Parental involvement policies and programs of Early Literacy Development to be formulated to ensure high levels of parent- teacher partnership in Early Childhood Education Development.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. Introduction

This chapter covers the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, and significance of the study, limitations, assumptions, theoretical and conceptual framework and definition of operational terms.

1.2. Background to the Study

Reading is the act of getting meaning from printed words and basis for learning all the other subjects (Guthrie, 1994). Language is the basis for learning to read and foundation for school readiness and achievement (Tamis-Lemonda & Rodriguez, 2009). Speaking, listening, reading and writing are language expression. Children develop language through listening, responding and being listened to by parents and care givers from birth. Children need to develop the pre literacy skills before they can begin to read and write (Honig, 2000). These skills include print awareness, letter knowledge, phonological awareness, vocabulary, and comprehension skills. Children develop pre literacy skills, when they are provided with opportunities to interact with adults and with each other, while listening and responding to stories, encouraged to describe events and when taught and immersed in a language rich environment.

Exposing children to reading at an early age provides them with essential knowledge and literacy skills for development of a strong academic and social foundation. It improves children's vocabulary and communication skills and increases their reading success in later years. Reading habit refers to" behavior which is expressed in the likeness of reading of individual types and tastes of reading. It is the how often, how much and what students read.

(Chettri & Rout, 2013; Busayo, 2011). Reading habits development is the creation of a strong desire to read that continues throughout the student's life. The purposes of reading include getting information or leisure. Reading habit development is manifested by one reading voluntarily and repeatedly for leisure. Developing children's reading habits assists in children vocabulary development. Increases their attention span, encourages thirst for knowledge, inspires lifelong love of books and prepares them for school. ("5 Reasons Why Reading Habits Are Important _," 2017). It helps them explore by themselves the wealth of human experiences and knowledge (Owusu-Acheaw & Larson, 2014). Lack of children's exposure to books during their early life makes it difficult for them to develop the reading habits later (Deavers, 2000). Reading habits contribute to the creation of a literate society.

Children's literacy development journey begins at home. The seed of literacy sown at home continues to grow in school as teachers add schooled literacy experiences. Children reading interest is influenced by external and internal factors. Children literacy development occurs in a collaborative environment which includes a literate rich home and classroom environment where teachers and parents support literacy related activities (Vygotsky, 1978; Tiemensma, 2008).

Parental involvement refers to the parent's behaviors at home and in school settings with the aim of supporting their children's education progress (Nokali, Bachman & Votruba-drzal, 2011). It bridges the home and the school and benefits children, students, parents and teachers from early childhood through high school (Haack, 2007). Parental involvement in children literacy development at home improves children attitude towards reading, language comprehension, expressive skills, children's reading interest and school readiness(Kimathi, 2014).Teachers and parents' barriers to parental involvement impacts on partnership in children literacy development.

Research studies suggest that both teachers and parents hold different perceptions towards parental involvement and their roles in Early Literacy Development. Some parents value their role in their children's literacy and language development and foster their children's emergent and language skills (Weigel & Martin, 2008)(Switzer, 2015); (Weigel, Martin, & Bennett, 2006). Other parents are not aware of their role and are not involved in their children literacy development (Mudzielewana, 2014) .Some teachers guide parents on best literacy practices at home (Power, 1992; Tabbada-Rungduru, 2014). Other teachers call upon the parents only when extra funds are needed (Weigel et al., 2006). The Kenya Early Childhood Development policy framework and the service standards and guidelines (Republic of Kenya, 2006) indicate the parents' role is to partner with the local communities in the provision of play and learning materials. The teachers/care givers role is to provide a supportive learning environment and to respect the parent's role of bringing up children.

Local research studies reveal that parents and teachers hold different perceptions towards parental involvement and their early literacy development roles (Weigel et al., 2006).Caregivers have negative perceptions towards their role and have insufficient knowledge about emergent reading development and their roles (Wambiri, 2014). Some teachers and other Early Childhood Education stake-holders are ignorant of their early literacy development roles in teacher-parent partnership. Some teachers are of the opinion that the parents' roles in early literacy development include providing learning materials and establishing favorable home conditions that support their children's learning at school. Some parents are of the opinion that they are not responsible for providing learning materials and should be less involved in their children's learning activities. Parent teacher partnership in Early childhood Education in Kenya is low (Koech, 2010). There is a positive correlation between parental involvement and the preschool children literacy development (Marangu,

2015). Parents' perception of their role in children reading development is a major contributor to their involvement in emergent reading (Wambiri & Ndani, 2015). Lack of reading motivation from teachers and parents is a major contributor to non-reading culture among students in Kenya (Ronald, Benard, & Ondari, 2014).

1.3.Statement of the Problem

Children, parents and teachers benefit from parent teacher partnership and parental involvement in early literacy. The Kenya Early Childhood Development policy framework and the service standard guidelines (Republic of Kenya, 2006) outlines the roles of parents, teachers and other Early childhood Education stake holders. In spite of this, parents/caregivers and teachers hold different perceptions towards parental involvement and are ignorant of their Early Literacy Development roles in parent teacher partnership. While some teachers are of the opinion that the parents' roles in Early Literacy Development include providing learning materials and establishing favorable home conditions that support their children's learning at school, some of the parents are of the opinion that they are not responsible for providing learning materials and should be less involved in the children's learning activities. Teacher-parent partnership in Early Childhood Education in Kenya is low. If this situation is allowed to continue it may impact negatively on children's school readiness, school success, lifelong skills and development of a literate society. The current research study sought to establish teachers' and parents' roles in preschool children's reading habits development with the aim of promoting parent teacher partnership in Early Literacy Development.

1.3.1 Purpose

The purpose of the study was to establish teachers and parents roles in preschool children reading habits development with the aim of promoting parent teacher partnership in Early Literacy Development.

1.3.2. Research objectives

1. Identify factors that influence children's reading interest.
2. Determine parents' perceptions towards parental involvement in Early Literacy Development
3. Determine teachers' perceptions towards parental involvement in Early Literacy Development
4. Establish parents' roles in preschool children's reading habits development
5. Establish teachers' roles in preschool children's reading habits development.

1.3.3. Research questions

1. What factors influence children reading interest?
2. What is the parents' attitude towards parental involvement in Early Literacy Development?
3. What is the teachers' attitude towards parental involvement in Early Literacy Development?
4. What are the parents' roles in preschool children reading habits development?
5. What are the teachers' roles in preschool children reading habits development?

1.3. Significance of the Study

The study is significant in the following ways:

- It will promote parent teacher partnership in Early Literacy Development.
- It will promote children's reading habits development
- It will assist education policy makers in defining parental involvement policies.
- It will add knowledge to the existing body of Early Childhood Education.

1.4 Limitations and Delimitations of the Study

1.4.1. Limitations of the study

The research study was limited due to the data collection tools. The study only used the questionnaire as the data collection tool due to the busy schedules of parents and teachers

1.4.2. Delimitations of the study

The study covered the teachers and parents of preschool children in Ruiru Sub County, Kiambu County only. The findings will not be generalized for other counties in the country.

1.5. Assumptions of the Study

Most parents are naturally involved in the development of reading of their children in some way and are willing to disclose the roles they play .Most teachers are trained to teach reading to preschool children and are willing to reveal the role they play.

1.6. Theoretical and Conceptual Framework

1.6.1. Theoretical framework

The study was guided by Vygotsky's Zone of proximal development theory (1978). What the child is able to do in collaboration with others today he will be able to do independently tomorrow (Vygotsky, 1978). Zone of proximal development is the gap between what the Learner has already mastered; (the central level of development) and what a learner can achieve when provided with education and support (the potential development). He believes that learning takes place at a social level before it takes place on an individual level. Learning and development are embedded within social events which occur as a learner interacts with other people, objects and activities in a collaborative environment in which adults and primary care givers support scaffolding. Scaffolding includes all kinds of support accorded by an adult or peers to children learning how to carry out tasks they could not perform alone. He suggests that children learning can be aided by the support of peers, teachers and parents along the Zone of proximal development.

Children’s literacy development can be aided by the support of peers, teachers and parents. This theory relates to this study because it seeks to establish the parents’ and teachers’ roles in supporting preschool children’s reading habits development.

1.6.2. Conceptual framework

The conceptual framework is a concise graphic and visual depiction of the major concerns of the study and their relationship. The following conceptual framework represents the variables of the study and the arrows show the relationship between the variables.

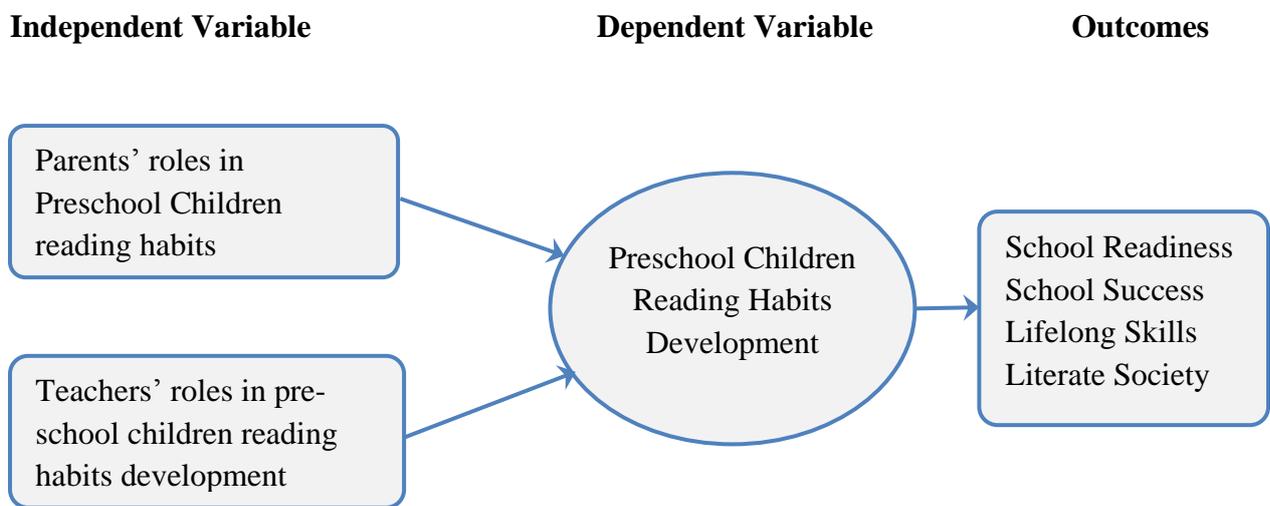


Figure 1. Conceptual framework

Source Researcher: 2018

The Independent variables are parents’ roles in preschool children’s reading habit development and teachers’ roles in preschool children reading habits development. The Dependent variable is preschool children reading habit development.

The Independent variables and the dependent variable are related. Independent variables parents’ and teachers’ role in preschool children reading habits development guide the dependent variable preschool children reading habits development. The outcomes of

preschool children's reading habits development include school readiness, school success, lifelong skills and a literate society.

1.7 Operational Definition of Terms

In this study, the following terms will be used to mean as follows:

Preschool children. Children aged between three and six years.

Children reading habits development. Creation of a strong desire to read that continues throughout the student's life.

Role. The function or position that a parent or teacher is expected to perform the preschool children's reading habit development

Early/Emergent literacy/Children literacy development. The skills, knowledge and attitudes that are presumed to be developmental precursors to conventional reading and writing and the environments that support their development.

In this study Early/Emergent literacy/Children literacy development will refer to preschool children's reading habit development.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter covers the literature related to the study which includes: the factors that influence children reading interest, the perceptions of parents and teachers towards their role in Early Literacy Development, teachers' and parents' roles in preschool children's reading habit development.

2.2. Factors that Influence Children's Reading Interest

Comprehensive Emergent Literacy Model (CELM) recognizes language development, phonological awareness, print awareness (alphabetical knowledge and concepts of print) and writing as components of early literacy (Rohde, 2015). It suggests that each of the four components of early literacy has its own development and also supports the development of the other components. According to CELM, early literacy is learned within the context of culture, community and demographics. It recognizes the role played by the environment in which families and children live. The context of culture refers to the customs, beliefs and socialization of a particular group. Community refers to the surrounding neighborhoods and the decisions made by the local organizations, e.g. providing children access to the library and a high quality Early Childhood Education program. Demographic includes the background experience and lifestyles of both children and teachers. CELM suggests that emergent literacy is informed by these environmental factors and that they can either be "supports" or "barriers" to your children's early literacy learning experiences that influence their reading interest. Children's literacy skills begin at home when they interact with others and are exposed to literacy related materials including books and facilities. Through the formal instruction and training at school, the children's literacy skills that were developed at home are further developed. What children learn in school is supported by the home.

Research studies suggest that children's phonemic awareness during the pre-school years is a predictor of later reading abilities. That the development of reading habits is founded on reading for pleasure which is manifested in spontaneous reading or desire to read, a positive attitude and motivation to read out of the reader's free will when the reader chooses their own reading materials, time and the place that suits them best. Research studies also suggest that a positive relationship exists between choice of books and affective reading.

Children require a range of reading opportunities to develop their reading habits. Research studies suggest that children's literacy development is the concern of teachers, parents and librarians among others, while collaboration between home, school and community is crucial in supporting children's literacy development and reading motivation. The mission of the public library includes among others to create and strengthen children's reading habits and to support, initiate and participate in literacy activities and programs for all age groups (Bovero, 2004). While the role of the school is formal education, the public libraries supplement the learners' literacy encounters when they provide leisure reading books, reference books, a place to study and a qualified librarian who introduces books and encourages children to read. School and public/ community libraries with a vast number of reading materials can make up for the lack of books at home and thus provide access to books by children from parents of low social economic status. Tiemensam (2008) investigated some aspects related to the home, parents, family, caregivers as well as the schools, libraries, the community and how each individually and in partnership support the learner becoming a reader in urban areas of South Africa and established that the home, school and community literacy environments are important aspects that foster children's reading habits development. The sample size comprised of 170 primary school learners from grade three to seven, 50 teachers and 22 head teachers. The study findings indicated that

majority of the parents (95.8%) were literate and were involved in the education and reading of their children. Electricity was available in majority of the learners' homes (95.3%) and 88.2% learners' listened to the radio and watched the Television. A few (35.3%) had access to computers while 85.8% had more access to newspapers than books at home. More than half of the learners (67.1%) revealed that stories had been read to them before they joined formal school, 86.5% had been encouraged to read while more than half (58,8%) had received a book as a present. Majority of the learners (75.3%) read for home work or school work, leisure and information, while 76, 5%) read on their own once a week, others (20.6%) once a month and the minority (2.9%) never read at all. Majority of the learners (94.1%) read books and a few (40.6%) read magazines while 64.7% were enrolled as members of a library. Most of the learners (71.1%) got books from the school libraries and less than a half (41%) from public libraries. Majority of the learners (77.3%) indicated there was a public library near their school. Majority of the learners(86,5%) reported that they read aloud in class while a few (30%) read silently once a day and more than a half (54%) once a week while most teachers (65,6%) read stories to them once a week. Majority of the teachers (68%)had a teaching experience of more than 10 years , 94,1% supported learners in reading activities in the classroom while 88% used both formal and informal activities to encourage the children's reading, These included activities around stories (81,8%), reading related activities (63,6%). competitions/rewards/games(45%), library activities(29,5%),feedback by learners on reading(27%), Exhibitions (15,9%) and drama activities (11%). Majority of the teachers (72%) had classroom collections while over a half (56%) had a library corner within the classroom. Majority of the headmasters (81.8%) used special events/projects (100%), reading activities (61%) and library related activities (33.3%) to encourage the children reading. Over a half of the teachers(60%) held meetings with the parents and were of the opinion that more than a half of the parents (52%) were interested in their children reading, while only a few(

6%) were not interested. Teachers differed in their opinion on factors that hinder children reading development. Majority of the teachers (89%) were of the opinion that parents were among the factors that hinder children reading development, another 44.7%, it was resources/access/libraries, 32%, television, videos and computer games watching and 23,4% physical environment / socio-economic issues. The study findings suggested that parents and the school need to entice children to create a desire and motivation to read during their early years in order to develop reading habits. The support of the community literacy development is also important in the development of children's reading habits.

Parents' definition of the home environment and the parent/child engagement in literacy related activities including regulating use of the television, and allocating time for reading; engagement in shared book reading and storytelling, modeling reading, encouraging children to read a recipe or directions, singing songs, reciting poems and rhymes, visiting local libraries together with the children and working in partnership with the child's school, influence children reading interest (Bornstein, 2002). Mngoma(1997) suggested that the home background environment, parents, availability and suitability of books, teaching of reading, age, sex, teachers, classroom environment and academic ability influence children reading interest.

The home environment conditions and home literacy play a significant role in predicting children's reading and writing ability. Ngorocho(2011) conducted a longitudinal study on the role of the home environment in literacy skills development of Kiswahili speaking of primary school children in rural Tanzania which established that there was a relationship between the parents education, parents occupation , parental involvement in the child's school homework, the number of books available at home, housing variables including quality of house construction materials and source of light with the children's phonological awareness and

reading and writing abilities. The sample size comprised of 75 primary school grade two children aged between 8 and 10 years and their mothers/female guardians. The study findings indicated that over a half (60%) of the families lived in poorly constructed houses of low quality roof, wall and floor including grass and mud. Most of the mothers / female caregivers (73%) had attained primary education while less than half of the fathers (41%) and a few mothers/ female guardians (4%) had attained secondary / higher education. Less than a half of the fathers (44%) and a few mothers (14%) had regularly paid jobs. In the majority of the homes (65%) neither school subject books nor reading books were found. Only in a few homes (5%) more than three school subject books were found. Some of the children (17%) could not blend any syllables words correctly while others (4%) could not read or write any of the Kiswahili letters.

Children from high risk family backgrounds perform poorly the pre-literacy tasks which include oral language, phonological awareness, letter knowledge and sentence recall than those children from low risk family backgrounds. Provision of appropriate children's age books, play materials, parents reading aloud at home are some of the indicators of children's stimulation of early language development and school readiness. (Anderson, Scott, & Wilkinson, 1985); Heath et al., 2014); Iltus; 2007) suggest. Children's reading interest is influenced by home, motivation and attitude, peers, schools, teachers and the library facilities available. Chettri & Rout, (2013) suggest. Parents' literacy teaching has positive outcomes on the acquisition of their children's literacy. (Martin, and Colbert, 1996) suggest. Children literacy development is supported best when critical concepts are directly taught by the teacher who possesses knowledge and skills in child development and Early Childhood development, in a literacy rich classroom environment (National Association for the Education of Young Children, n.d.) ; (Anderson, et al., 1985)

2.3. Parents' and Teachers' Perception Towards Parental Involvement in Early Literacy Development

Parental barriers to parental involvement include lack of skills and insufficient information on home-school collaboration. Teachers' barriers to parental involvement include the teachers' attitudes, expectations, self-efficacy and training in parental involvement practices (Hoover-Dempsey&Sandler, 1997; Haack, 2007and Lindle, 1989).

Tabbada-Rungduru(2014) explored the activities undertaken by parents in teaching their children how to read and the activities designed by the teachers in promoting Early Literacy Development in Philippines and found that most parents (4.79 mean), believed that it was their responsibility to teach children reading at home and their children would perform better when communication was good between parents and teachers. The teachers were also involved in preschool children reading skills development by combining playing and reading activities in the classroom. A weak correlation between the children's reading ability and some of the parents' home based literacy activities and teachers' literacy activities was noted.. After computing the mean , the study findings indicated that most parents bought coloring books, art materials and clay for their children (4.51 mean),monitored their children TV time at home (4.44 mean), engaged themselves in singing, recited rhymes with the children (4.24 mean), read to the children (4.17 mean) and talked about what they had read(4.29 mean), played games with the children (3.57mean) and took children to the library or book stores but did not allow them to select a reading book of their choice.(2.81 mean). Teachers facilitated the Early Literacy Development of the children. They mostly (5 mean) organized parent-teacher conferences, updated them with upcoming events and activities, initiated short talks when they accompanied their children to class, communicated through the child's diary issues pertaining to the homework and also asked them to volunteer in

enrichment programs of the center including cooking, craft making. They also organized parental workshops and field trips to popular places including the museums more frequently (4.37 mean) and asked parents to read a book in the child's classroom less frequently (3.26 mean). Teachers in most cases (5mean) gave children opportunities in the classroom for working in small and large groups and holding discussion, talking about topics that interested them to learn new words and enhance their vocabulary and to role play. They read aloud stories and provided children with opportunities to discuss the book they had read, taught children letter names, phonemics and also trained them in speaking and listening skills. They also provided an accessible functional library with reading materials kept in a noticeable place and a writing corner within the classroom with writing and print materials that were linked to the class activities. They ensured children mastered the relevant reading skills and reading became interesting. Over a half (56%) of all the children aged between 3.5 and 5.5 years recognized the letters of the Pilipino alphabet which they had learned either from the teacher or the parent. The sample size consisted of 114 day care children aged between three and a half and five and a half years of three day care centers together with their parents and the teachers

2.3.1. Parents perception towards parental involvement in early literacy development

Parents' literacy beliefs and life challenges impact their children's literacy learning and development. Switzer (2015) investigated how the parents of low socio economic status perceived the importance of literacy experiences within the home and how their perceptions impacted on the children's literacy learning development during early childhood in Rochester, U.S.A and found that parents perceived their children's literacy learning development as important regardless of the parents' socio economic status. Parents who regard their children's literacy development as important, create a literacy rich home environment, make regular library visits with their children, assist the child with homework,

read and write with child at home and participate in the child 's classroom activities. The sample size consisted of three parents and three preschool children of a kindergarten aged between four to five years. The study findings indicated that all the three parents perceived children literacy learning and development to be a very important aspect of the child's development. Two of the parents had attained high school education and were diploma holders. They held the belief that the school is crucial in the child's development and parental involvement would improve their relationship with the children. They created a literacy enriched home environment, read to the child at home, assisted in the home work, participated in the child's classroom and visited the library frequently. The children assessment on concepts of print, book handling, print awareness, written and pictorial representation and classroom behavior indicated that their children scored highly with over a half (65%) in print awareness, handled the book well, turned the book pages well and read from left to right, drew pictures that depicted themselves and were also attentive, engaged and interactive in the preschool classroom. One of the parents was a single parent and was away from home most of the time while her mother (the grandmother of the children) who was faced with health and financial challenges took care of her child and another younger sibling. The grandmother had neither attained high school education nor a diploma but wanted to create a literacy rich home environment She read to the child at home and sometimes assisted in the homework while other times she visited the kindergarten seeking advice from teachers. The assessment of the child of the single parent on concepts of print, book handling, print awareness, written and pictorial representation and classroom behavior indicated he scored highly in print awareness (80%) but could not handle the book properly, pointed the back cover of the book and could not read from left to right, did not make any drawings and was less attentive, engaged and interactive in the preschool classroom.

Some parents have a good perception towards parental involvement in Early Literacy Development. Akindele(2012) assessed the children reading culture and parental involvement in their children's formative years (from birth to seven years) in Covenant University, Nigeria and established that parents have a good perception of their children' early literacy development and are involved in most of the early reading practices. The sample size consisted of 211 parents from the university. The study findings indicated majority of the parents (75.3%) had attained higher learning education and most of them (95.2%) practiced early childhood reading. Over a half (56%) spent an average of less than one hour reading to their children while a few of them(3.3%) were of the opinion that reading to children was time wasting. The parents mostly read to their children bible story books (59.7%), picture books (55.7%), religious books (50.2%) and poetry books (19.9%) among others. Few parents (22.7%) borrowed books from libraries while the majority (96.6%) bought books from bookshops. The parents who read to their children at least less than half an hour observed substantial behavioral, academic and communication skills development benefits in their children as a result of the early reading practices compared to those who did not read to their children. Behavioral development benefits observed by the parents included among others emotional, spiritual, personal interest and confidence development while academic development benefits included vocabulary growth, knowledge of the alphabet and love for reading while the communication skills development included speech, language and listening skills development. Parents who read to their children mostly observed academic benefits in their children (95.8%), communication skills development benefits (93.7%) and behavioral benefits (89%).Parents who frequently did not read to their children observed 45% communication skills development benefits, 40% academic and behavioral development benefits in their children. Majority of the parents (87.7%) were of the opinion that without parental involvement, the preschool learning activities provided in the nursery schools were

insufficient for proper child growth and development. Most parents (83.4%) indicated that lack of time was the major obstacle in their children reading culture development and lack of parental involvement (23.3%) among others

There is a connection between the parental literacy beliefs, home literacy environment and the children literacy outcomes. Mothers who consider themselves as having a role to play in facilitating the home reading processes provide their children with more reading experiences at home. Weigel et al., (2006) investigated parental beliefs about literacy development, how the parental literacy beliefs were associated with some other aspects of the home literacy development and the connections between the parental literacy development beliefs with the preschool aged children's literacy abilities in the United States and found that mothers who held facilitative beliefs engaged their children with various literacy practices and their children developed more print knowledge and reading interest than the mothers who held conventional beliefs. The sample size consisted of 79 mothers and their 79 preschool children. Children's emergent literacy including print knowledge, emergent writing and reading interest along with their mothers literacy beliefs were assessed at home when they were three years old before they had joined the Early Childhood learning centers and one year later after joining the centers. The study findings indicated that majority of the mothers (66%) had completed high school while a few (34%) were university graduates. Two categories of parental literacy beliefs were identified among mothers which included facilitative beliefs and conventional beliefs. The majority of the mothers (67%) held facilitative beliefs and took an active role in teaching their children reading at home, provided them with opportunities for vocabulary development and acquisition of knowledge, morals, communication and life skills and believed this provide them with opportunities to do better in school. These mothers revealed that they had been read to at an early age at home and

therefore enjoyed reading to their children. Some mothers held conventional beliefs and believed that preschool children were too young to learn about reading, teaching children to read was mostly the prerogative of the schools and not the parents and did not teach children before they joined the preschool. Most of the mothers who held facilitative beliefs (83.1%) had introduced books to their children at home at an early age , modeled writing , engaged their children in literacy activities including drawing pictures, shared reading, singing songs, telling stories, playing games. The mothers who held conventional beliefs reported that they had experienced challenges while reading at home which included lack of reading books, a quiet reading place and engaging children in shared reading. The children of facilitative mothers had manifested more print knowledge (9.54 mean) and reading interest (11.57 mean) compared to the children of conventional mothers who attained a 7.69 mean score on print knowledge and 9.61 mean score on reading interest .

Parents who value their role in Early Literacy Development organize the home to support literacy and language development. Engage children in literacy and language enhancing activities. Act as literacy models and partner with their childcare providers (Weigel & Martin, 2008). Some parents are not aware of their role and are not involved in the development of their children reading skills at the foundation phase. (Mudzielewana, 2014).

2.3.2. Teachers perception towards parental involvement in Early Literacy Development

Most educators perceive parental involvement is important in the children reading skills development and expect parents to play a role in it. Mudzielewana, (2014) research study investigated the extent of parental involvement in their children reading in the foundation phase in South Africa and found that some parents are positive towards parental involvement in their children reading skills development and are involved while other parents are ignorant of their role and not involved. The sample size consisted of 10 parents, 10 learners and four

educators from four primary schools. The research findings indicated that half (five) of the parents were involved in assisting their children in the learning and development of reading skills while the other half were not involved. Half of the parents (five) believed that their children would learn more when assisted by the parents and were involved in their children reading skills development. They taught their children the concepts of reading, assisted in the school homework, read and explained stories to the children and made library visits with them. The other half of parents (five) believed that development of children's reading skills is the concern of the schools and not parents. They reported that they encountered challenges in the development of their children's reading skills which included lack of time, inadequate understanding of the curriculum and lack of proper communication on the information on enhancing children's reading skills development. All the four educators (100%) agreed that parental involvement in their children's reading skill development is important and expected the parents to create and spend time at home assisting in their children's reading skills development. They organized parental literacy seminars and meetings which emphasized how parents could support their children reading skills development. The educators expected the parents to create and spend time at home to assist their children reading skills development.

Some teachers guide parents on best early literacy practices at home. Power(1992) investigated parent teacher partnerships in early literacy learning in Australia and noted that children, teachers and parents benefited from the parent teacher partnership. The parents became more interested in their children's learning, revealed their children's capabilities which assisted in determination of the teachers expectations of the children. They also provided a feedback on the success of the classroom teaching strategies used by the teachers

which helped them in planning and evaluating the program. Children enjoyed reading while at home and in school.

Local studies suggest that teachers and parents are positive towards parental involvement in early childhood education but differ on the parents' roles of early literacy development in teacher-parent partnership. Mukuna & Indoshi, (2012) investigated parents' and teachers' perceptions towards their involvement in Early Childhood Education in Kenya and found that both parents and teachers were positive towards parental involvement in early childhood education development but differed on their roles. The sample size consisted of 153 parents of preschool children and 29 teachers from 14 preschools. The study findings indicated that majority of the teachers (75.9%) and over a half of the parents (55.1%) agreed that parent's role in early childhood education development included paying school fees for their children and providing their basic needs. Most of the teachers (82.8%), 76.4% of parents were of the opinion that supporting children in their homework and disciplining them was not the role of the parents. Parents and teachers differed on the responsibility of providing learning materials. While the majority of the teachers (86.2%) agreed that parents were responsible for the provision of learning materials, most of the parents (84.5%) disagreed. Also, while over a half of the parents (51.8%) agreed that they were responsible for providing snacks for their children, 65.6% of the teachers disagreed. Parents were of the opinion that they should be more involved in establishing favorable home conditions that support their children's school learning with 4.38mean score, be moderately involved in curriculum decision-making process e.g. determining the class size, the children's daily learning schedule ,(3.72mean) and less involved in the children's learning activities at home (3.59mean) e.g. helping their children in their homework and at school (3.46mean) e.g. volunteer teachers, fundraising ,school repairs and clubs participation..

Koech (2010) explored the parent teacher partnerships and strategies used in the preschools to promote these relationships in Kenya and found that Early Childhood Education Development stakeholders including teachers and officials of the Ministry of Education differed significantly in their definition of the role of parents in parent teacher partnership in Early Childhood Education Development and parent teacher partnership in Early childhood education was low. The sample size consisted of 135 parents with preschool children, 60 preschool teachers, 10 head teachers, nine Ministry of Education officials (five at district level and four at national level). The study findings indicated that parents were not sure of their roles in parental involvement modes which included parenting, volunteering, learning at home, decision making, community collaboration and communication with a mean score of 3.73 while the teachers agreed with most of the stipulated parent's roles in partnership with a mean of 4.05. Ministry of Education officials at district and national levels agreed with most of the stipulated parents' roles in parental involvement mode with a mean score of 4.09 and 4.33 respectively, while head teachers disagreed with the parents' role in volunteering mode with a mean score of 3.60.

Wambiri (2014) investigated caregivers perceptions and practices around print among children aged between 30 and 42 months in Kenya and found that majority of the caregivers (74%) were ignorant, negative towards their role in their children emergent reading and have insufficient knowledge about emergent reading development. The sample size comprised of 133 caregivers who included parents, relatives and hired child minders.

Some teachers guide parents on best early literacy practices at home (Tabbada-Rungduru; 2014, Power, 1992). Other teachers recognize that parental involvement is important but differ on what constitutes it. Parents and teachers are positive towards parental involvement in Early childhood education development. In Kenya, parent- teacher

partnership in Early childhood education is low (Koech, 2010). Some parents , teachers , Ministry of Education officials differ on some modes of partnership and are ignorant of their expected roles in parent teacher partnership (Koech, 2014). Caregivers have insufficient knowledge about emergent reading development and their role in it (Wambiri, 2014)

2.4. Parents' and Teachers' Roles in Early Literacy Development

2.4.1. Parents' roles in early literacy development

Opportunities, Recognition, Interaction, Model framework suggests that the requirements for literacy development include opportunities for literacy learning, recognition by others of learning achievement, appropriate interaction with users of language and a model of use (Nutbrown & Hannon, 2011). Opportunities, Recognition, Interaction Model (ORIM) notes that families and teachers can support children's literacy development during their early childhood years. For instance parents can facilitate children with opportunities for literacy development by providing them with reading and writing materials, help them in the interpretation of environmental print, share stories, show recognition of their children's literacy achievement through encouragement when they achieve the skills in book handling and reading .They can interact with children by involving them in literacy activities in routine home activities including turning book pages, act as reading models by reading newspapers to find out information or for leisure and writing shopping lists. ORIM framework was used by Raising Early Achievement in Literacy (REAL) project in a partnership program in the United Kingdom between the University of Sheffield, schools in the city, families and teachers and noted there was an improvement in the children's literacy though the extent varied and confirmed that the parents roles in supporting children's early literacy development includes providing children with opportunities for literacy learning, recognition of their learning achievement, appropriate language interaction and modeling reading. The project placed emphasis on major strands of Early Literacy Development which

included using books, early writing, environmental print and oral language and aimed at enabling and encouraging parents with children aged three to five years to support their children's literacy development. The parents were required to focus on providing children with opportunities to engage in literacy, showing recognition of their children's literacy achievement, making time to interact with their children in literacy activities and being literacy models of their children. The teachers assisted parents in supporting their children literacy development through home visits, provision of literacy resources, postal communication with families and special events. A control group among the children were identified which was tested at the beginning of the program and at the end. Improvement in the children's literacy was noted though the extent varied. The Foundation of Literacy Study (Weigel et al., 2006) established that parents' played a crucial role in fostering their children's literacy and language development when they valued their role, engaged their children regularly in literacy enhancing activities, organized supportive homes for literacy and language development, acted as role models of literacy and partnered with their child care providers. Vygotsky(1978) & Lui, (2012.) suggested that the parents' role in children's reading development is to be a facilitator between the child and the reading materials which he termed as the Zone of Proximal Development. It also includes providing children with a stimulating literate home environment and opportunities for shared reading, reading aloud, telling stories, using print to find out meaning of things and assisting in language development while (Martin&Colbert 1996; Wigel&Martin,2008&Martin 2004) concur. The parents' role in children's reading habit development also include providing appropriate reading books and magazines, modeling, regulating use of the television and allocating time for family reading, teaching children language, reading and writing and identifying learning opportunities for environmental print awareness at home. e.g. children reading menus and shopping lists. (Ryan, 2000).Tabbada-Rungduru(2014) suggests that parents support their

children's early literacy development by engaging them in shared reading, teaching and modeling literacy –related skills, providing books and educational games and a print rich environment at home. Busayo, (2011) suggests that the parents' role in encouraging their children reading habits includes visiting bookshops and libraries and offering books as prizes or gifts to children. Manifesting positive attitude towards reading by praising the child's reading progress, setting a good reading example, creating a learning environment at home, a library corner with reading materials, reading aloud to the children, regulating use of the television and allocating children playing and reading time,.

Tamis-Lemonda & Rodriguez, (2009) notes that some parenting aspects contribute to children's early language learning. These include parents participation in children's routine learning activities (e.g. shared book reading, storytelling) which facilitates the children's growth in vocabulary, phonemic skills, print concept knowledge, the quality of the child engagements (e.g. the parents cognitive stimulation and sensitivity/response, the parents amount and style of language used during conversation with the child) which is a strong predictor of the children's early language development) and provision of learning materials such as books which enhance the children's vocabulary development and early reading. He suggests that the parents' role in Early Literacy Development therefore includes: facilitating children's participation in routine learning activities including shared book reading, storytelling, facilitating quality child – parent conversations, talking and listening to the child and providing learning materials including books, and teaching the alphabet in preparation for formal school while (Caddell, 2000) concur.

2.4.2. The teachers' roles in early literacy development

According to Vygotsky(1978) and Lui(2012), the teacher's role in children's learning development is to facilitate a suitable classroom environment that maximizes the child's

ability to interact with others through discussion , collaboration and feedback. The Expert Panel on Early Reading (Ontario Ministry of Education, 2003) asserted that the teacher's role in children's early reading skills development includes planning time and organizing the classroom activities for group and individual child instruction. Providing knowledge and skills using direct instruction to children for decoding, fluency and comprehension. Motivating children to read by acting as role models of reading, facilitating a literacy rich environment with a variety of reading materials and providing children with opportunities for social interaction, discussions and teamwork and observing and assessing the children's strengths and weaknesses. Acquiring knowledge of other cultures and collaborating with other families and communities and undergoing continuous professional development to ensure the students' improvement.

Saracho(2002) investigated the teachers' roles in promoting literacy in the context of play in a kindergarten classroom in U.S.A. and found that the teacher's role in promoting Early Literacy Development in the context of play included a discussion leader, a storyteller, an examiner, an informer, decision maker, instructional guide and a monitor .The sample size comprised of five Early childhood teachers and five year old kindergarten children of their classroom. Children were taught by teachers reading/writing concepts in the context of play while observations were made, videotaped and afterwards analyzed. The study findings indicated that the teacher played the role of an instructional guide when she guided the children's learning including associating letter sounds, objects or pictures with words, planned appropriate experiences, set up the learning environment and displayed motivating reading materials. The teacher also played the role of a discussion leader as she led the discussion in the classroom, introduced new vocabulary words sometimes by singing and asking the children to participate. A storyteller as she told stories to the children, allowed

them to respond and motivated them to participate and predict what would happen next .An examiner when she asked questions pertaining to a new concept that was being taught or reviewed old information, monitored the responses of the children, clarified concepts and expanded their knowledge. An informer as she reviewed old information by asking children questions and using riddles and provided current information. A decision maker when she made spontaneous and reflective decisions related to children activities, materials and goals as she observed, taught, interacted with children and while planning the classroom learning environment and setting up teaching and learning materials. The monitor of the learning center as she interacted with and monitored the children's play activities and materials, and ensured optimum learning occurred.

Teachers can facilitate children with literacy opportunities by providing them with varied literacy activities within and outside school by creating time for reading, encouraging them to make use of libraries and demonstrating literacy activities in the classroom. Teale and Sulzby, (1989) suggested that the teachers' roles in promoting literacy in the preschool includes creating a physical learning environment that promotes reading and writing, facilitating reading and writing using child's play, making reading and writing a daily routine, reading aloud to children, encouraging children to write to one another, assessing the children's literacy development and engaging parents in literacy activities

It also includes facilitating an appropriate physical environment and literacy rich classroom environment, modeling reading, teaching children pre literacy skills using the play approach, assessing children literacy development, establishing a lending classroom library and encouraging children to engage in language and literacy related activities, providing families with ideas on fostering their children Early Literacy Development and organizing parents' literacy development workshops (Lindle, 1989). Switzer (2015) suggests that teachers can

support children literacy learning and development at home by allowing children to borrow books from the classroom. Sending home packets of short stories and writing pages and encouraging parents to read and write with the child. Providing parents with information on creating literacy enriched home environment and expressing support and availing themselves for the families. Busayo, (2011) suggests that the teacher's role is to be knowledgeable on the books children enjoy reading, to introduce books to children by providing them with a brief of their contents to enable them to make the choice of the book they would like to read, being aware of the appropriate number of books required for the classroom and the school library and requesting for them and sensitizing parents and policy makers on the importance of facilitating access to books.

2.5 Summary

The literature reviewed studies pertaining to the study topic. The empirical studies reviewed have revealed that Early Literacy Development is a continuous process which begins at infancy when children are exposed to print and continues to be nurtured throughout their lifetime and that parents and teachers are among the factors that influence children reading interest. The empirical studies have also revealed that some teachers and parents are positive towards parental involvement in Early Literacy Development. Some of the teachers' guide parents on best early literacy practices at home and a notable parent- teacher partnership in Early Literacy Development exists. Children, parents and teachers have benefited from the parent -teacher partnership. In Kenya, some parents and teachers are positive towards parental involvement in early childhood education development. However, they differ on their Early Literacy Development roles in parent teacher partnership. Some Early childhood Education Development stakeholders differ on the role of parents in parent teacher partnership and parent teacher partnership is low. Some parents have insufficient knowledge of emergent reading and are ignorant of their roles. This study was therefore necessary to fill

in the knowledge gap pertaining to the role of teachers and parents in preschool children reading habits development.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the following: Research Design, Location of the Study, Target Population, Sampling Techniques and Sample Size, Research instruments, Pretesting/Pilot Study, Data Collection Techniques, Data analysis, Logistical and Ethical Issues.

3.2 Research Design

The descriptive survey design was used in this study. The descriptive survey design uses interviews and questionnaires to collect information. It can be used to collect information about peoples' opinions, habits, perceptions or any other social science issue. Descriptive studies describe characteristics of the variables of interest (Sekeran, 2003). They provide factual, accurate and systematic data which cannot be used to explain what caused the situation but provide basis for further investigation (Mugenda and Mugenda, 2012). The descriptive survey design described the parents and teachers perceptions towards parental involvement in early literacy development and their roles in preschool children reading habit development. The research study was quantitative. The Likert scale was used to measure the parents and teachers attitude towards parental involvement in Early Literacy Development and their roles in preschool children reading habit development. The data collected from a number of teachers and parents responses was rated according to the Likert scale and quantified.

3.2.1. Variables

Dependent variable was preschool children's reading habits development. The independent variables were parents' and teachers' roles in preschool children reading habit development.

The independent variables parents' and teachers' roles in preschool children's reading habits development guide the dependent variable preschool children's reading habits development

Independent variable: Parent's roles in preschool children's reading habits was measured by the parents' awareness of factors that influence children's reading interest, parents attitude towards parental involvement in early literacy development, parents awareness of their role in facilitating a literacy rich home environment and supporting literacy related activities .This included the parents provision of appropriate physical environment (proper lighting, furniture, space) and appropriate children reading and play materials. It also included the creation of environmental print awareness, participation in reading aloud, shared reading, telling and listening to stories, modeling reading, discussions and conversations around books, visiting libraries and bookshops, presenting books as rewards and collaborating with the teacher.

Independent variable: Teachers' roles in preschool children's reading habits development was measured by teacher's awareness of the factors that influence children reading interest. Teacher's attitude towards parental involvement in early literacy development. Teacher's awareness in the facilitation of a literacy rich classroom environment and supporting literacy related activities. This included: structuring and directing classroom instructions, providing reading materials and Direct instruction on the pre-literacy knowledge and skills (print awareness, letter knowledge, phonological awareness, vocabulary and comprehension skills). Modeling reading, engagement in storytelling, singing songs, setting a library corner outside the classroom, assessing children literacy development, organizing parents' literacy workshops and guiding parents on effective literacy practices at home.

3.3. Location of the Study

The study was carried out in Ruiru Sub County, Kiambu County, Kenya. Ruiru is 22 kms from Nairobi and three kilometers within Nairobi's city boundary. Ruiru Sub County was chosen because both public and private early childhood education learning centers are located here.

3.4. Target Population

Target population refers to the particular entity of people, objects or units to which a researcher can reasonably generalize his/her research findings (Mugenda, 2003). Target population was 162 preschool teachers, and 4,385 parents with preschool children.

3.5. Sampling Techniques and Sample Size

3.5.1 Sampling techniques

The researcher used stratified sampling to select the schools to be studied. All Early childhood education learning centers in Ruiru Sub County were stratified into public and private. Thirty early childhood education learning centers including twenty private and ten public were selected. Random sampling was used to select parents and teachers from the selected early childhood development centers.

3.5.2. Sample size

The Yamane formula was used to calculate the sample size for teachers and parents (Israel, 1992). $n = \frac{N}{1 + N(e)^2}$

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size. N = population, e= level of precision. The research attained a 5% level of precision and a confidence level of 95%. The following is an illustration of how the calculations of the sample for the teachers, schools and parents were done.

- i. To calculate the sample size for teachers when the population is 162.

$$n = \frac{162}{1 + 162(e)^2}$$

$$e^2 = 0.0025$$

$$N \cdot e^2 = 0.405$$

$$1 + (N \cdot e^2) = 1.405$$

$$n = \frac{N}{(1 + (N \cdot e^2))} = 115$$

Sample size for teachers $n = 115$

To calculate sample size for parents when the population is 4,385

$$n = \frac{4,385}{1 + 4,385(e)^2}$$

$$e^2 = 0.0025$$

$$N \cdot e^2 = 10.9625$$

$$1 + (N \cdot e^2) = 11.9625$$

$$\frac{N}{(1 + (N \cdot e^2))} = 367$$

Sample size for parents $n = 367$

Table 3.1.: Sample Size For Teachers and Parents

Category	Target population	Sample size
Teachers	162	115
Parents	4,385	367
Total parents and teachers	4,547	482

3.6. Research Instrument

The research used the questionnaire to gather information. Different sets of questionnaires were used to solicit for information from the parents and the teachers. The questionnaire is a flexible tool which is easy to administer to large samples and can be completed by the respondent or by the researcher on one to one interview with the respondent.(Mugenda and Mugenda,2012; Walliman,2011). The questionnaire was ideal for this research study because the sample size was big and parents and teachers could fill it at their convenient time.

3.7. Pre-testing/Pilot Study

A Pilot study was conducted on small scale to pre-test the questionnaires and streamline the instrument and establish they were eliciting the desired answers, to increase content validity and information reliability. Twenty copies of both the parents and teachers questionnaires were given to parents and teachers from private and public Early Childhood Education learning centers which were not sampled. After an interval of one week, similar questionnaires were administered to the same respondents. The responses or lack of responses were analysed and correlation performed on the two data sets.

3.7.1. Validity

Validity is the degree to which data collected accurately represents the variable being measured (Mugenda and Mugenda, 2012). By sampling parents and teachers from public and private Early Childhood Education learning centers, the Researcher minimized the bias that could have arisen from sampling teachers and parents from one type of Early Childhood Education Learning center. The sample size was also substantial enough to give a representation of the population. Validity was therefore ensured through pretesting the instrument.

3.7.2. Reliability

Reliability is the consistency and dependability of data collected through repeated use of a scientific instrument of data collection” (Mugenda and Mugenda, 2012) As highlighted earlier, the Researcher sampled across parents and teachers from both public and private Early Childhood Education Learning centers which minimized the bias that could have arisen from sampling teachers and parents from one type of Early Childhood Education Learning center.. The questionnaires were administered to the respondents from Early Childhood Development centers which were not sampled in succession of an interval of one week after which correlation between the two data sets was performed which ascertained that the tool was measuring what it was expected to measure. The test-retest method was therefore used to ensure reliability of the information

3.8. Data Collection Techniques

The questionnaire method was used to collect information from teachers and parents. Three trained research assistants assisted the researcher to administer the questionnaires on an agreed day. The Researcher visited the Head teachers of the selected Early Childhood Education learning centers and requested for the personal details of the selected parents.

Communication to parents regarding the questionnaires was done through a written note or telephone. Questionnaires of both teachers and parents were collected after three days.

3.9. Data Analysis

After quantitative data was collected from the questionnaires, it was sorted and analyzed using SPSS. The collected data contained descriptive data which included frequencies and percentages and was presented in form of tables, graphs and charts.

3.10. Logistical and Ethical Considerations

The key ethical issues include privacy of participants, voluntary participation, consent, confidentiality, reactions of participants to the way you seek data, effects on participants on the way in which you use, analyze and report the data and the behavior and objectivity of the Researcher (Saunders, 2003). Before data collection, permission was sought from NACOSTI and the Kiambu County Director of Education. An introduction letter bearing the information that they were free to participate or not, the objectives of the study that data collected would be treated as confidential and used for academic purposes was given to the respondents before distribution of the questionnaire. To protect privacy of the respondents, the questionnaire was anonymous.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations and discussions according to the objectives of the study. This chapter is in tandem with the study objectives and discussions on the findings are made based on the variables of interest, which forms the basis for conclusions and recommendations given in the subsequent chapter. The study was based on the following objectives to: identify factors that influence children's reading interest, determine parents' perceptions towards parental involvement in Early Literacy Development and determine teachers' perceptions towards parental involvement in Early Literacy Development. The study also sought to establish parents' roles in preschool children's reading habits development and the teachers' roles in preschool children reading habits development.

4.2 General and Demographic Information

4.2.1 General Information

In this study, teachers and parents were selected because they are believed to have very good information regarding their roles in preschool children's reading habits development in Ruiru Sub County. The researcher administered questionnaires to both teachers and parents. Questionnaire return rate is the proportion of the questionnaires which are received by the researcher for purposes of analysis from the sample that participated in the survey as intended in all the research procedures. A total of 482 questionnaires were distributed to both parents and the teachers but 344 were duly completed and returned by the parents and teachers making a response rate of 71.4%. According to Mugenda and Mugenda (2003), a 50% response rate can be used to establish the research objectives. The response rate of this study was 71.4% and was therefore acceptable.

4.2.2 Demographic Information

This section deals with the demographic information of the respondents for both teachers and the parents. In this study a set of personal characteristics namely, educational background, teachers and relationship with the children for parents were established as explained below.

a) Level of Education

The study sought to establish the level of education for the teachers and the parents. Table 4.1 presents the findings:

Table 4.1: Level of Education for Teachers and Parents

Level of Education	Teachers	Parents
Primary Education	9 (8.0%)	34 (14.7%)
Secondary Education	42 (37.2%)	149 (64.5%)
University Education	49 (43.4%)	46 (19.9%)
Non-Committal	13 (11.5%)	2 (0.9%)
Total	113 (100%)	231 (100%)

Source: Research data 2018

As shown in Table 4.1, majority 43.4% of the teachers had University education, 37.2% had secondary education and 8.0% had primary education while 11.5% did not indicate their highest level of education. On the other hand, 64.5% of the parents had secondary education, 19.9% with University education and 14.7% with primary education while 0.9% did not respond. The level of education in a research is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomenon.

Response to teachers training

Yes	100 (88.5%)
No	13(11.5%)
Total	113(100%)

Teachers were also asked to state whether they had undergone teacher training. In terms of teacher training, 100 (88.5%) teachers had undergone teacher training while 13(11.5%) had not. In a way, the response of an individual is likely to be determined by his educational status and therefore Abagi (1997) posits that it becomes imperative to know the educational background of the respondents. One pertinent issue about the efficiency of teachers is their qualifications and since the majority of the teachers were trained, it is most likely that they were aware of the teachers' roles in preschool children reading habits development.

b) Biological Relationship with the Child

The parents were asked to state their relationship with the children and Figure 4.1 presents the findings.

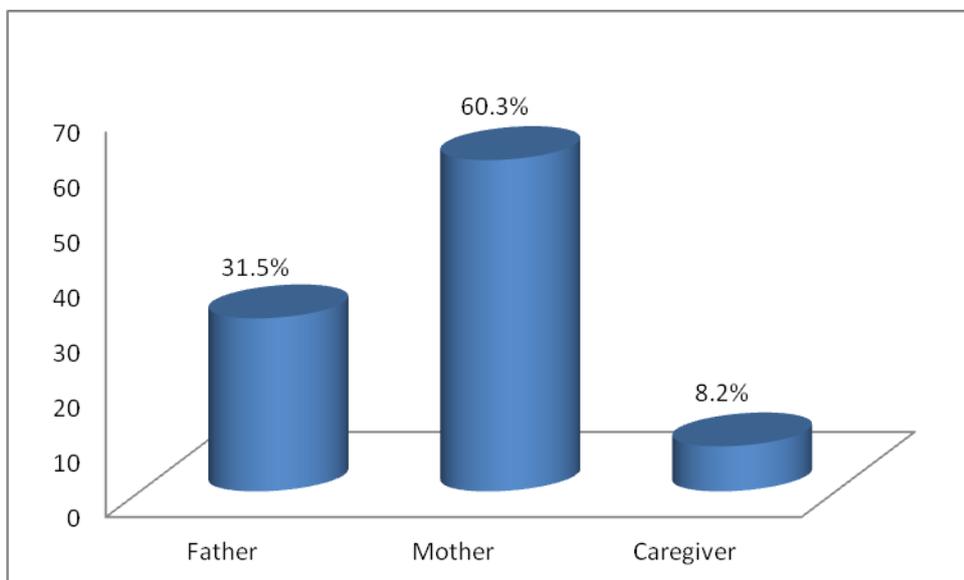


Figure 4.1: Respondents' Biological Relationship with the Child

Source: Research data

As presented in Figure 4.1, majority 60.3% of the parents who participated in this study were mothers, 31.5% fathers and 8.2% were caregivers.

4.3 Factors Influencing the Children’s Reading Interest

Objective one of the study sought to identify those factors that influence children’s reading interests. The parents were therefore asked to state the extent to which they agreed with some identified factors. The responses given were based on the Likert scale through which the parents rated the extent to which they agreed with the given aspects which were indicators of the identified factor on a scale of 1 – 4 where 1 was Strongly Agree and 4 was Strongly disagree (1-Strongly agree, 2- Agree, 3- Disagree, 4- Strongly Disagree). The items were subjected to descriptive statistics analysis and the results obtained were as shown in Table 4.2

Table 4.2: Factors that Influence Children Reading’s Interests According to Parents

Factors	SA	A	D	SD
Parents	97 (42.0%)	123 (53.2%)	2 (0.9%)	9 (3.9%)
Home environment	60 (26.0%)	147 (63.6%)	5 (2.2%)	19 (8.2%)
Books	74 (32.0%)	123 (53.2%)	12 (5.2%)	21 (9.1%)
Library facilities	35 (15.2%)	97 (42.0%)	32 (13.9%)	67 (29.0%)
Teachers	90 (39.0%)	109 (47.2%)	11 (4.8%)	21 (9.1%)
Classroom environment	42 (18.2%)	130 (56.3%)	24 (10.4%)	34 (14.8%)
Teaching of reading	53 (23.0%)	138 (60.0%)	18 (7.8%)	21 (9.1%)
Motivation of reading	57 (25.0%)	143 (62.7%)	9 (3.9%)	19 (8.3%)
Age of the child	92 (40.4%)	106 (46.5%)	19 (8.3%)	11 (4.8%)

For these study findings, Strongly Agree and Agree were considered as Agreed. As presented in Table 4.2, majority 95.2% of parents agreed that parents influenced children reading interests, 89.6% agreed that home environment do influence children reading interest, 85.2%

books, 57.2% library facilities and 86.2% agreed that teachers did influence. The study further indicated that 74.5% of the parents believed that class environment influenced the children's reading interest, 83.0% cited teaching of reading and 87.7% motivation of reading while 86.9% of the parents agreed that age of the child influenced the child's reading habits.

This implies that majority of the parents agreed that parents, home environment, books, library facilities, teachers, classroom environment, teaching of reading, motivation of reading and age of the child are factors that influence children reading interest. These findings concur with (Chettri & Rout, 2013) who found out that children reading interest is influenced by home, motivation and attitude, peers, schools, teachers and the library facilities available. Ngorocho, (2011) agrees that there is a relationship between the home environment, the available literacy facilities with the children phonological awareness, reading and writing. The study findings also agrees with Tiemensam (2008) who concluded that the home, school and community literacy environments are important aspects that foster children reading development and that Children's Reading habits Development is the concern of the schools caregivers, librarians, and the community.

The teachers were also asked to state the extent to which they agreed with some identified factors that influence children's reading interests. The responses given were based on the Likert scale through which the teachers rated the extent to which they agreed with the given aspects which were indicators of the so identified factor on a scale of 1 – 4 where 1 was Strongly agree and 4 was Strongly disagree (1-Strongly agree, 2- Agree, 3- Disagree, 4- Strongly Disagree). The items were subjected to descriptive statistics analysis and the results obtained were as shown in Table 4.3

Table 4.3: Factors that Influence Children Reading Interests According to Teachers

Factors	SA	A	D	SD
Parents	77 (68.1%)	33 (29.2%)	1 (0.9%)	2 (1.8%)
Home environment	76 (67.9%)	32 (28.6%)	3 (2.7%)	1 (0.9%)
Books	74 (66.7%)	33 (29.7%)	3 (2.7%)	1 (0.9%)
Library facilities	57 (51.4%)	40 (36.0%)	11 (9.9%)	3 (2.7%)
Teachers	86 (76.1%)	25 (22.1%)	2 (2.1%)	-
Classroom environment	60 (53.1%)	43 (38.1%)	7 (6.2%)	3 (2.7%)
Teaching of reading	72 (63.7%)	26 (23.0%)	12 (10.6%)	3 (2.7%)
Motivation of reading	80 (71.4%)	29 (25.9%)	3 (2.7%)	-
Age of the child	50 (44.6%)	31 (27.7%)	23 (20.5%)	8 (7.1%)

For these study findings, Strongly Agree and Agree were considered as Agreed. Table 4.3 shows that 97.3% of the teachers agreed that parents influenced children's reading interest, 96.5% agreed that home environment do influence them, 96.4 % also agreed that books were a factor. The study further revealed that 87.4% of the teachers agreed that library facilities was a factor, 98.2% agreed that it was teachers, 91.2% classroom environment, 86.7% teaching of reading, 97.3% motivation of reading and 72.3% age of the child. These findings implies that majority of the teachers agreed that parents, home environment, books, library facilities, teachers, classroom environment, teaching of reading, motivation of reading and age of the child influence children's reading interest. These findings implies that majority of

the teachers agreed that parents, home environment, books, library facilities, teachers, classroom environment, teaching of reading, motivation of reading and age of the child influence children reading interest. The study findings agree with National Association for the Education of Young Children, (n.d.) and (Anderson et al., 1985) that suggested that children literacy development is supported best when critical concepts are directly taught by the teacher who possesses knowledge and skills in child development and Early Childhood development, in a literacy rich classroom environment.

The study findings also agree with Tiemensam (2008) who concluded that the home, school and community literacy environments are important aspects that foster children's reading development and that Children's Reading habits development is the concern of the schools, teachers, parents, caregivers, librarians, and the community. The study also concurs with Ngorocho, (2011a) who states that there is a relationship between the home environment, the available literacy facilities with the children phonological awareness, reading and writing.

Most teachers (96.4%) and parents (85.2%) agreed that books influenced children's reading interest. However, while most teachers (87.4%) agreed that library facilities influenced children's reading interest, only over a half of the parents (57.2%) agreed that library facilities were a factor that influenced children's reading interest. The study findings concur with Akindele (2012) who established that only few parents borrowed reading books for their children from the libraries while the majority bought books from the bookshops. The study findings suggest that some of the parents are ignorant of the fact that public libraries provide access to reading books and reading space for free. This may be partly attributed to the fact that there are many academic libraries (university and college libraries) in Ruiru Sub County while public libraries are located far away outside the county within a distance of 25 km.

4.4 Parents' Perception of Parental Involvement

To establish the parents' perception towards parental involvement in Early Literacy Development, the parents were asked to state the extent to which they agreed with some identified factors that influenced parents' attitude. The responses given were based on the Likert scale through which parents were given some indicators of the so identified factor on a scale of 1 – 4 where 1 was Strongly agree and 4 was Strongly disagree (1-Strongly agree, 2-Agree, 3- Disagree, 4- Strongly disagree) and Table 4.4 presents the findings.

Table 4.4: Parents' Perception of Parental Involvement

Factors	SA	A	D	SD
Parents play role in reading habits	155 (67.4%)	62 (27.0%)	2 (0.9%)	11 (4.8%)
Parents play no role in reading habits	12 (5.2%)	42 (18.3%)	33 14.3%	143 (62.2%)
Teachers play role in reading habits	176 (73.9%)	46 (20.0%)	1 (0.4%)	13 (5.7%)
Teachers play no role in reading habits	20 (8.7%)	30 (13.0%)	28 (12.2%)	152 (66.1%)
Parents and teachers to collaborate	140 (60.9%)	79 (34.3%)	2 (0.9%)	9 (3.9%)

For these study findings, Strongly Agree and Agree were considered as Agreed .As presented in Table 4.4, (94.4%) of the parents agreed that parents play roles in preschool children's reading habits development. When asked if the parents played no role in preschool children's reading habits, 5.2% strongly agreed and 18.3% agreed. The parents (93.9%) also agreed that

teachers play roles in preschool children's reading habits development and when asked whether teachers play no role, only 8.7% strongly agreed while 13.0% agreed. The study also revealed that 95.2% of the parents agreed that both parents and teachers should collaborate in preschool children's reading habits development.

This implies that majority of the parents agreed that both parents and teachers played roles in preschool children's reading habits development and also that they should collaborate in preschool children's reading habits development. This finding therefore confirms the Kenya Early Childhood Development policy framework and the service standards and guidelines (Republic of Kenya, 2006) which indicates that the parents' role is to partner with the local communities in the provision of play and learning materials; while the teachers'/care givers' role is to provide a supportive learning environment and to respect the parent's role of bringing up children.. The study findings also concur with Tabba-Rungduim, et al (2014) who concluded that both parents and teachers are involved in the children's reading skills development. The parents are involved in teaching their children how to read and facilitate the development of their reading skills through story reading and providing books. That the teachers are involved in teaching children how to read using classroom activities combining with reading aloud and providing children with opportunities to express themselves. The study findings also agree with Akindele (2012) who established that parents have a good perception of their children's Early Literacy Development and are involved in most of the early reading practices.

4.5 Teachers' Perception Towards Parental Involvement

Objective three of the study sought to determine teachers' perception towards parental involvement in early literacy development. The teachers were therefore asked to state the extent to which they agreed with some identified statements regarding teachers' attitude

towards parental involvement in early literacy development. The responses given were based on the Likert scale of 1 – 4 where 1 was Strongly agree and 4 was Strongly disagree (1- Strongly Agree, 2- Agree, 3- Disagree 4- Strongly Disagree) and Table 4.5 presents the findings.

Table 4.5: Teachers’ Perception Towards Parental Involvement

Factors	SA	A	D	SD
Parents play a role in reading habits	42 (37.5%)	39 (34.8%)	19 (17.0%)	11 (9.8%)
Parents play no role in reading habits	8 (7.3%)	24 (21.8%)	34 (30.9%)	44 (40.0%)
Teachers play a role in reading habits	80 (71.4%)	22 (19.6%)	3 (2.7%)	7 (6.3%)
Teachers play no role in reading habits	10 (9.2%)	3 (2.8%)	21 (19.3%)	75 (68.8%)
Parents and teachers to collaborate	93 (83.0%)	12 (10.7%)	1 (0.9%)	6 (5.4%)

For these study findings, Strongly Agree and Agree were considered as Agreed. Table 4.5 shows that 72.3% of the teachers agreed that parents play a role in preschool children’s reading habits development. When asked if the parents played no role in preschool children’ reading habits development, 7.3% strongly agreed and 21.8% agreed. The teachers, 91.0% also agreed that teachers play a role in preschool children’s reading habits development and when asked whether teachers play no role, only 9.2% strongly agreed while 2.8% agreed. The

study also revealed that 93.7% of the teachers agreed that both parents and teachers should collaborate in preschool children's reading habits development. Majority of the teachers agreed that both parents and teachers play roles in preschool children reading habits development and both teachers and parents should collaborate in preschool children reading habits development. These findings concur with other studies including (Weigel& Martin, 2008), Switzer (2015), (Weigel et al., 2006) who found out that both teachers and parents hold different perceptions towards parental involvement and their roles in early literacy development. Some parents value their role in their children's literacy and language development and foster their children's emergent and language skills. On the other hand Mudzielewana(2014) disagrees with this and indicates that some parents are not aware of their role and are not involved in their children's literacy development.

4.6 Parents' Roles in Preschool Children's Reading Habits Development

Objective four of the study sought to establish the parents' roles in preschool children's reading habits development. Parents were therefore asked to state the extent to which they agreed with some identified statements regarding parents' roles in preschool children reading habit development. The responses given were based on the Likert scale of 1 – 4 where 1 was Strongly Agree and 4 was Strongly Disagree (1-Strongly agree, 2- Agree, 3-Disagree, 4- Strongly disagree) .Table 4.6 presents the findings.

Table 4.6: Parents' roles in Preschool Children's Reading Habit Development

Roles	SA	A	D	SD
Facilitating a literacy rich home environment and literacy activities	39 17.0%	99 43.0%	40 17.4%	52 22.6%
Providing reading books, magazines, play and drawing materials	48 20.9%	100 43.5%	27 11.7%	55 23.9%
Providing reading space, chairs, tables and proper lighting.	50 21.75	88 38.3%	21 9.1%	18 7.8%
Supporting and participating in shared reading	46 20.0%	156 67.8%	21 9.1%	7 3.0%
Supporting and participating in reading aloud.	32 14.0%	154 67.4%	19 8.3%	24 10.5%
Telling and listening stories	64 27.8%	157 63.8%	2 3.0%	7 3.0%
Visiting libraries and bookshops and allowing children to choose books	34 14.8%	83 36.1%	83 36.1%	30 13.0%
Presenting children with books as gifts	45 19.6%	126 54.8%	31 13.5%	28 12.2%
Modeling reading	65 28.3%	128 55.7%	20 8.7%	17 7.4%
Encouraging children to read signs in the environment	91 39.6%	125 54.3%	6 2.6%	8 3.5%
Collaborating with the teacher	164 71.3%	59 25.7%	1 0.4%	6 2.6%

For these study findings, Strongly Agree and Agree were considered as Agreed. The study revealed that 60.0% of the parents agreed that they played the role of facilitating a literacy rich home environment and supporting literacy related activities and 64.4% provided appropriate children's reading books, magazines, play and drawing materials. As shown in Table 4.6., 60% of the parents provided reading space with comfortable chairs, tables and proper lightings while 87.8% supported and participated in reading aloud. Another 81.2% supported their preschool children by reading books aloud. The study also established that 91.6% of the parents played a role of telling stories to children and listening to their stories, 50.9% visited libraries, bookshops and allowed their children to choose books for reading, while 74.4% presented their children with books and gifts. The parents (79.5%) played the role of modeling reading, 93.9% encouraged children to read signs in the environment while 97% collaborated with the teachers. The findings confirm (Weigel et al., 2006) who indicated that parents particularly mothers who consider themselves as having a role to play in facilitating the home reading processes provide their children with more reading experiences at home.

Majority of the parents therefore agreed that their roles in preschool children's reading habits development included: Facilitating a literacy rich home environment and literacy related activities; providing appropriate children reading books, magazines, plays and drawing materials. Other roles included providing reading space with comfortable chairs, tables and proper lighting, supporting and participating in shared reading and reading aloud. They also played the roles of telling stories to children and listening to their stories, visiting libraries and bookshops and allowing children to choose books. Other roles included presenting children with books as gifts, modeling reading, encouraging children to read signs in the environment and collaborating with the teacher. Mudzielewana (2014) however, noted that

some parents were not aware of their role and were not involved in the development of their children reading skills at the foundation Phase. According to (Weigel,D. & Martin, 2008), (Martini, 2004) parents' roles include providing children with a stimulating literate home environment and opportunities for shared reading, reading aloud, telling stories, using print to find out meaning of things and assisting in language development. The study findings concur with Nutbrown & Hannon, (2011) who concluded that the parents' roles in children's literacy development include providing children with opportunities, recognition, interaction and models of literacy at home. Weigel,. & Martin(2008)&Switzer, (2015) noted that parents who valued their role in Early Literacy Development organized the home to support literacy and language development and engaged children in literacy and language enhancing activities., acted as literacy models and partnered with their childcare provider, created a literacy rich home environment, made regular library visits with their children, assisted the child with homework, read and wrote with the child at home and participated in the child 's classroom activities and suggested that parents' roles in early literacy development included providing children with a stimulating literate home environment and opportunities for shared reading, reading aloud, telling stories, using print to find out meaning of things and assisting in language development.

4.7 Teachers' Roles in Preschool Children's Reading Habits Development

Objective four of the study sought to establish the teachers' roles in preschool children's reading habits development. Teachers were therefore asked to state the extent to which they agreed with some identified statements regarding their roles in preschool children's reading habits development. The responses given were based on the Likert scale of 1 – 4 where 1 was Strongly Agree and 4 was Strongly Disagree (1-Strongly agree, 2- Agree, 3- Disagree, 4- Strongly Disagree) .

Table 4.7 presents the findings.

Table 4.7: Teachers' Roles in Preschool Children's Reading Habit Development

Roles	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>
Facilitating a literacy rich classroom environment and supporting related activities	87 (79.1%)	22 (20.0%)	1 (0.9%)	-
Providing reading materials	70 (64.2%)	31 (28.4%)	4 (3.7%)	4 (3.7%)
Providing literacy knowledge and skills	80 (71.4%)	26 (23.2%)	6 (5.4%)	-
Encouraging storytelling and singing songs	87 (77.7%)	25 (22.3%)	-	-
Setting a library corner outside the classroom	44 (39.3%)	39 (34.8%)	20 (17.9%)	9 (8.0%)
Assessing children's literacy development	77 (68.8%)	32 (28.6%)	1 (0.9%)	2 (1.8%)
Guiding parents on effective literacy practice at home	57 (50.9%)	49 (43.8%)	2 (1.8%)	4 (3.6%)
Organizing parents' literacy workshops	44 (39.3%)	56 (50.0%)	7 (6.3%)	5 (4.5%)
Collaborating with the parents	95 (84.8%)	17 (15.2%)	-	-

For these study findings, Strongly Agree and Agree were considered as Agreed. The study shows that 99.1% of the teachers agreed that they played the role of facilitating a rich

classroom environment and supporting literacy related activities, 92.6% provided appropriate children's reading materials. As shown in the Table, 60% of the teachers provided literacy knowledge and skills in form of print awareness, letter knowledge, phonological awareness, vocabulary and comprehension skills through Direct instruction. All the teachers (100%) encouraged storytelling and singing songs, while 74.1% supported the preschool children's reading habits development by setting a library corner outside the classroom. The study also established that 97.4% of the teachers played a role of assessing children's literacy development while 94.7% guided parents on effective literacy practices at home. Another 89.3% organized parents' literacy workshops and all teachers agreed that they collaborated with the parents in playing some roles in children's reading habits development in Ruiru Sub-County.

The majority of the teachers therefore agreed that they played varied roles in preschool children's reading habits development which included Facilitating a literacy rich classroom environment and supporting literacy related activities. Other roles included providing reading materials, providing literacy knowledge and skills in form of print awareness, letter knowledge, phonological awareness, vocabulary and comprehension skills through Direct instruction, encouraging storytelling and singing songs and setting a library corner outside the classroom. The study also established that teachers played the role of assessing children's literacy development, guiding parents on effective literacy practices at home and organizing parent's literacy workshops and collaborating with parents. The study findings concur with Saracho (2002) who concluded that the teachers' role in promoting early literacy in the context of play includes a discussion leader, a storyteller, an examiner, an informer, decision maker, instructional guide and a monitor. The study findings also concur with Vygotsky (1978) and Lui(2012) who concluded that the teacher's role in Early Literacy Development is

to facilitate a suitable classroom environment that maximizes the child's ability to interact with others through discussion, collaboration and feedback, facilitating an appropriate physical environment and literacy rich classroom environment, modeling reading, and teaching children pre literacy skills using the play approach. The study findings also agree with Ontario Ministry of Education (2003) report which asserted that the teacher's role in children's early reading skills development includes planning time and organizing the classroom activities for group and individual child instruction. Providing knowledge and skills using direct instruction to children for decoding, fluency and comprehension. Motivating children to read by acting as role models of reading, facilitating a literacy rich classroom environment with a variety of reading materials and providing children with opportunities for social interaction, discussions and teamwork and observing and assessing the children's strengths and weaknesses. Acquiring knowledge of other cultures and collaborating with other families and communities and undergoing continuous professional development to ensure the students' improvement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary, conclusions and recommendations of the study findings. The study was carried out based on the following objectives: to identify factors that influence children's reading interest, determine parents' perceptions towards parental involvement in Early Literacy Development, determine teachers' perceptions towards parental involvement in Early Literacy Development, and establish parents' roles in preschool children reading habits development and the teachers' roles in preschool children's reading habits development. The researcher administered a total of 482 questionnaires to both teachers and parents but 344 were duly completed and returned, making a response rate of 71.4%. From the findings, the general and demographic information were established.

5.2 Summary

Objective one of the study sought to identify factors that influence children reading interest. The study revealed that both parents and teachers agreed that parents, home environment, books, teachers, classroom teaching of reading, motivation of reading, motivation of reading, library facilities and age of the child influenced children reading interest. Comparatively, while the majority of the teachers (87.4%) agreed that library facilities influence children's reading interest, only over a half of the parents (57.2%) agreed that library facilities influence children's reading interest.

Objective two of the study sought to establish the parents' perceptions towards parental involvement in Early Literacy Development. The study findings revealed that majority of the parents (94.4.2%) agreed that parents played roles in preschool children's reading habits development, while 95.2% agreed that both parents and teachers played a role in preschool children's reading habits development and they should therefore collaborate.

. Objective three of the study sought to determine the teachers' perceptions towards parental involvement in Early Literacy Development. The study established that most of the teachers (72.3%) agreed that parents played roles in preschool children's reading habits development while majority of the teachers (93.7%) stated that both parents and teachers played roles in preschool children's reading habits development, and they should therefore collaborate.

Objective four of the study sought to establish the parent's roles in preschool children's reading habits development. The findings revealed that most of the parents agreed that the parents' roles in preschool children's reading habits development included: facilitating a literacy rich home environment and literacy related activities; providing appropriate children reading books, magazines, play and drawing materials, providing reading space with comfortable chairs, tables and proper lighting, supporting and participating in shared reading and reading aloud, telling children stories and listening to their stories, presenting children with books as gifts, modeling reading, encouraging children to read signs in the environment and collaborating with the teacher. However, the findings showed that 50.9% of the parents agreed that parents' roles in preschool children reading habits development included visiting libraries and bookshops and allowing children to choose books.

Objective five sought to establish the teachers' roles in preschool children reading habits development. The study findings revealed that majority of the teachers agreed that the teachers' roles in preschool children's reading habits development included: facilitating a literacy rich classroom environment and supporting literacy related activities, providing reading materials, providing literacy knowledge and skills in form of print awareness, letter knowledge, phonological awareness, vocabulary and comprehension skills through direct instruction, encouraging storytelling and singing songs; setting a library corner outside the

classroom, assessing children's literacy development, guiding parents on effective literacy practices at home ,organizing parents' literacy workshops and collaborating with parents.

5.3 Conclusions

The aim of the study was to establish teachers' and parents' roles in preschool children's reading habits development. The conclusions made are as follows:

- The study established that teachers agreed that parents, home environment , books ,teachers, classroom teaching of reading, motivation of reading, library facilities, and age of the child , are among the factors that influence children's reading interest . The study also established that parents, home environment , books ,teachers, classroom teaching of reading, motivation of reading both at home and the school and age of the child , are among the factors that influence children's reading interest but were not sure whether However, parents were unsure whether library facilities influence children reading interest .Based on the findings, the study concluded that parents were unsure that libraries influence the development of the children's reading habits development.
- The study also established that most teachers and parents were positive towards parental involvement and collaboration between teachers and parents in preschool children's reading habits development in Ruiru Sub County.
- The study also established that most parents agreed that their roles in preschool children's reading habits development included facilitating a literacy rich home environment and literacy related activities; providing appropriate children's reading books, magazines, play and drawing materials, providing reading space with comfortable chairs, tables and proper lighting, supporting and participating in shared reading and reading aloud, telling and listening stories, presenting children with books

as gifts, modeling reading, encouraging children to read signs in the environment and collaborating with the teacher. However only over a half of the parents agreed that parents' roles in preschool children's reading habits development included visiting libraries and bookshops and allowing children to choose books for their own reading. The study finally concluded that the parents were ignorant of the role of libraries in preschool children's reading habits development, rarely visited libraries and bookshops while accompanied by their children and neither allowed children to choose their reading books.

5.4. Recommendations

- The study established that only over a half of the parents agreed that their roles in preschool children reading habits development included visiting libraries and bookshops while accompanied by their children and allowing children to choose books for their reading .This implied that parents were ignorant of the role of libraries in the development of children's reading habits, and rarely visited libraries and bookshops while a accompanied by their children and neither allowed children to choose their reading books. To encourage children's reading habits development, it is important among others to facilitate a range of reading opportunities .and access to suitable reading materials including books. Libraries form part of the literacy development environment. They provide resources and services and an environment for reading that contributes towards the development of lifelong literacy skills and knowledge. The mission of the public library includes to create and strengthen children reading habits and to support, initiate and participate in literacy activities and programs for all age groups. Public libraries provide access to a wide range of recreational and cultural resources more than the home and the school. Public/community and school libraries with a variety of reading materials make up for the lack of books at home and thus

provide children from low economic backgrounds with access to reading materials. The enthusiasm for leisure reading which is the foundation for development of the reading habits is closely linked to the possibility of the learners choosing their reading materials, in the most suitable place and time. Based on the study conclusion that parents were ignorant of the role of libraries in preschool children's reading habits development, rarely visited libraries and bookshops while accompanied by their children and neither allowed children to choose their reading books, the study makes the following recommendations:

- Parents facilitate a range of reading opportunities and access to suitable reading materials.
- Parents play the role of facilitating a literacy rich home environment and literacy related activities including visiting libraries and bookshops frequently accompanied by their children. They ensure the provision of appropriate children's age books, play materials and help children by reading aloud at home in order to enhance the children's stimulation of early language development and school readiness
- Parents establish their children's reading interest and guide them on the most suitable books but also allow them to make a choice of their reading books.

Policy Recommendation

To create awareness of the role of libraries in preschool children's reading habits development among the parents, the study makes the following policy related recommendations:

- Public /Community libraries create awareness and promote early literacy development in the community through the media including the radio, television and the press.

- Public /community and school libraries provide adequate number of children's reading resources including books. They should also provide professional librarians to ensure access to the books by advising and assisting the children in choosing and using the books to motivate the children reading interest..
- The Public/Community libraries initiate children's story reading and book clubs programs to encourage their reading habits development.
- Public/Community libraries be constructed within Ruiru sub county to ensure their easy access by the members of the community including teachers, parents and children.

The Kenya Early Childhood Development policy framework and the service standards and guidelines (Republic of Kenya, 2006) indicates that the parents' role is to partner with the local communities in the provision of play and learning materials while the teachers'/care givers' role is to provide a supportive learning environment and to respect the parent's role of bringing up children. In spite of the Kenya Early Childhood Development policy framework and the service standard guidelines outlining the roles of parents, teachers and other Early Childhood Education stakeholders, previous local studies have indicated that Early Childhood Education stake holders , parents/caregivers and teachers hold different perceptions towards parental involvement in Early Childhood Education Development and are ignorant of the parents' Early Literacy Development roles in parent teacher partnership. The current study has established that both parents and teachers in Ruiru Sub County are positive towards parental involvement in early literacy development and collaboration in preschool children's reading habits development. To ensure high levels of parent-

teacher partnership in early literacy development, the study makes the following policy recommendation:

- The government of Kenya formulates Parental involvement policies and programs of Early Literacy Development.

5.5 Recommendations for Further Research

The study recommends that:

- A similar study be carried out in other counties since the current study findings are limited to teachers and parents of Ruiru Sub County of Kiambu County.

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APPENDIX 1: PARENTS QUESTIONNAIRE

Introduction

I am a post graduate student in one of the local universities conducting research on the roles of Teachers and Parents in Preschool children reading habits development. This is a voluntary exercise.

All the information provided will be treated with absolute confidentiality and used for the purpose of the study.

Please tick where appropriate [✓]

Background Information

Relationship with the child. Father [] Mother [] Caregiver []

Education Background

Highest level of education.

- Primary Education []
- Secondary Education []
- University Education []

Please tick how you strongly agree or disagree with the following statements.

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

A. FACTORS THAT INFLUENCE CHILDREN READING INTEREST

The following factors influence children reading interest.

- a) Parents
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- b) Home environment
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- c) Books

- Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- d) Library facilities
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- e) Teachers
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- f) Classroom environment
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- g) Teaching of reading
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- h) Motivation of reading
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- i) Age of the child
Strongly agree [] Agree [] Disagree [] Strongly Disagree []

B. PARENTS ATTITUDE TOWARDS PARENTAL INVOLVEMENT

- a) Parents play roles in preschool children reading habits development
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- b) Parents play no roles in preschool reading habits development
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- c) Teachers play roles in preschool children reading habits development.
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- d) Teachers play no roles in preschool children reading habits development.
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- e) Parents and teachers should collaborate in preschool children reading habit
development.
Strongly agree [] Agree [] Disagree [] Strongly Disagree []

C. PARENTS' ROLES IN PRESCHOOL CHILDREN READING HABITS DEVELOPMENT

The parents roles in preschool children reading habits include:-

- a) Facilitating a Literacy rich home Environment and supporting literacy related activities.
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- b) Providing appropriate children reading books, magazines, play materials and drawing materials.
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- c) Providing reading space with comfortable chairs, tables and proper lighting.
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- d) Supporting and participating in shared reading,
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- e) Supporting and participating in reading aloud,
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- f) Telling and listening stories
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- g) Visiting libraries and bookshops and allowing children to choose books.
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- h) Presenting children with books as gifts
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- i) Modelling reading
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- j) Encouraging children to read signs in the environment
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- k) Collaborating with the teacher

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

THANK YOU

APPENDIX II: TEACHERS QUESTIONNAIRE

Introduction

I am a post graduate student in one of the local universities conducting research on the role of Teachers and Parents in Preschool children reading habits development. This is a voluntary exercise.

All the information provided will be treated with absolute confidentiality and used for the purpose of the study.

Please tick where appropriate [✓]

Background Information

Education Background

Highest level of education.

- Primary Education []
- Secondary Education []
- University Education []

Teacher training Yes [] No []

Please tick how you strongly agree or disagree with the following statements.

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

A. FACTORS THAT INFLUENCE CHILDREN READING INTEREST

The following factors influence children reading interest.

- a) Parents
Strongly agree [] Agree [] Disagree [] Strongly Disagree []
- b) Home environment

- | | | | | |
|--------------------------|--------------------|-----------|--------------|-----------------------|
| | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| c) Books | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| d) Library facilities | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| e) Teachers | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| f) Classroom environment | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| g) Teaching of reading | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| h) Motivation of reading | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| i) Age of the child | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |

B. TEACHER’S ATTITUDE TOWARDS PARENTAL INVOLVEMENT

- | | | | | |
|---|--------------------|-----------|--------------|-----------------------|
| a) Parents play roles in preschool children reading habits development | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| b) Parents play no roles in preschool reading habits development | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| c) Teachers play roles in preschool children reading habits development. | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| d) Teachers play no roles in preschool children reading habits development. | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |
| e) Parents and teachers should collaborate in preschool children reading habit development. | Strongly agree [] | Agree [] | Disagree [] | Strongly Disagree [] |

C. TEACHERS' ROLES IN PRESCHOOL CHILDREN READING HABITS DEVELOPMENT

The teachers' roles in preschool children reading habits includes:-

- a) Facilitating a Literacy rich classroom Environment and supporting literacy related activities.

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

- b) Providing reading materials.

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

- c) Providing Literacy knowledge and skills (print awareness, letter knowledge, phonological awareness, vocabulary and comprehension skills through direct instructions)

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

- d) Encouraging storytelling and singing songs.

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

- e) Setting a library corner outside the classroom.

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

- f) Assessing children literacy development.

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

- g) Guiding parents on effective literacy practices at home.

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

- h) Organizing parents literacy workshops.

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

- i) Collaborating with the parent

Strongly agree [] Agree [] Disagree [] Strongly Disagree []

THANK YOU

APPENDIX III: BUDGET

ACTIVITY	QUANTITY	COST PER UNIT	TOTAL COST IN KSHS.
Concept writing and Presentation	Laptop	45,000	45,000
	Printing and photocopying 20 draft pages	24	480
Proposal writing	Printing 50 pages of proposal	10	500
	Flash disk	600	600
	Printing of 15 copies of 30 slides	2	750
	Photocopying of 7 copies of 50 pages proposal	2	700
	Spiral binding of 7 proposal	70	490
	Travel	2,000	2,000
	Miscellaneous	1,000	1,000
Pilot Study	Travel	2,000	2,000
	Printing 6 pages of Questionnaires	10	60
	Photocopying 20 copies of 6 page Questionnaires	2	240
	Miscellaneous	1,000	1,000
Data Collection	Travel	4,000	4,000
	Printing questionnaire 6 pages	10	600
	Photocopying 482 questionnaires of 6 pages	2	5,784
	Hiring research assistants 3 days	1,000	3,000
	Miscellaneous	1,000	1,000
Project Presentation	Printing Approximately 70 pages	10	700
	Photocopying 6 copies	2	840
	Binding 6 copies	500	3,000
	Miscellaneous	2,000	2,000
Final Project	Printing 5 copies (70 pages)	10	3,500
	Hard Cover binding (5 Copies)	1,000	5,000
GRAND TOTAL			79,444

APPENDIX IV: WORK PLAN

ACTIVITY	TIME FRAME
Concept writing	May 2016
Concept presentation	June 2016
Proposal writing	July 2016 – March 2017
Proposal presentation	April 2017
Pilot study	October 2017
Data collection	October – November 2017
Data analysis and presentation	November 2017
Project writing	December 2017
Project submission	December 2017