RELATIONSHIP BETWEEN PARENT-CHILD ENGAGEMENT IN READING AND GRADE TWO PUPILS’ READING ACHIEVEMENT IN KASARANI NAIROBI CITY COUNTY, KENYA

EUNICE WAMBUI NGANGA
E55/CE/28155/2015

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SEPTEMBER, 2018
DECLARATION

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

Signature_____________________________Date___________________________

Eunice Wambui Nganga
E55/CE/28155/2015

Supervisor

This project has been submitted for appraisal with my Approval as University supervisor.

Signature: __________________________Date_____________________________

Dr. Gladwell Wambiri
Senior Lecturer
Department of Early Childhood Studies
Kenyatta University
DEDICATION

This work is dedicated to my dear husband Mr. John Muchina and our two children David and Naomi.
ACKNOWLEDGEMENT

I am grateful to my supervisor Dr. Gladwell Wambiri for taking me through the research process, right from the proposal presentation and defense, analysis of the data, up to the end of this research project. My sincere appreciation goes to my dear husband, our two children and friends for their moral support and encouragement. I also recognize Kenyatta University for offering me this chance to pursue a Master of Education in Early Childhood Education. Finally, I feel much indebted to the many experts in the special education and Early Childhood fields whose works are referred to in this research project. God bless them all.
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<thead>
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<tr>
<td><strong>EGRA</strong> : Early Grade Reading Assessment</td>
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<td><strong>IRA</strong> : International Reading Association</td>
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<td><strong>KCPE</strong> : Kenya Certificate of Primary Education</td>
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<td><strong>KCSE</strong> : Kenya Certificate of Secondary Education</td>
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<td><strong>KICD</strong> : Kenya Institute of Curriculum Development</td>
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<td><strong>KNEC</strong> : Kenya National Examination Council</td>
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<td><strong>NACOSTI</strong> : National Council of Science, Technology and Innovation</td>
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<td><strong>NAEYC</strong> : National Association of the Education of Young Children</td>
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<tr>
<td><strong>NASMLA</strong> : National Assessment System for Monitoring Learning Achievement</td>
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<td><strong>NCES</strong> : National Centre for Education Statistics</td>
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<td><strong>PISA</strong> : Program for International Student Assessment</td>
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<td><strong>RNG</strong> : Random Number Generator</td>
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<td><strong>RTI</strong> : Research Triangle Institute</td>
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<td><strong>SES</strong> : Socio-Economic Status</td>
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<td><strong>USA</strong> : United States of America</td>
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<td><strong>USAID</strong> : United States Agency for International Development</td>
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ABSTRACT

Poor reading performance among pupils has been reported to be a wide spread problem globally, regionally and locally. Parent’s engagement in reading with their children at home has been found to influence the acquisition of reading skills among children yet children’s reading requires a collaborative effort from the parents, children themselves and their teachers. This support would positively influence children’s reading in several ways including; reading achievement, language comprehension and expressive language skills. The purpose of this study was to investigate the relationship between parent-child engagement in reading and grade two pupils reading performance. Holdaway’s theory of literacy development was used in the study. The study involved grade two pupils in public primary schools in Kasarani Sub-County and their parents. This study employed a correlation research study design. The study targeted a total population of 2,220 grade two pupils in 25 public primary schools in Kasarani Sub-County. The sample size comprised of 112 grade two pupils who were selected systematically from four public primary schools within Kasarani Sub-County. A similar number of parents or guardians of these pupils were selected as respondents leading to a total of 224 respondents. Questionnaires and document analysis were used to collect data. The levels of correlation coefficient were ascertained at a significance level of 0.05. From the Pearson Correlation test statistics, the findings revealed that the relationship between parent-child engagement and pupils’ reading achievement was significant (P=0.003). A correlation coefficient of 0.431 was established between parents’ reading behavior and grade two pupils’ reading performance depicting a high and significant positive relationship between the two at a significance level of 5%. The study concluded that there is a significant relationship between parent-child engagement in reading and grade two pupils’ reading performance was accepted. There was no statistical difference between parents’ educational level and reading performance among their children. The study recommended that head teachers and teachers should put more emphasis on learners to acquire reading skills. Parents should read to or listen to their children read as often as possible, preferably every day. Curriculum for educating parents on the importance of being involved and how to be involved in their children’s reading is necessary. County Directors of Education should mobilize head teachers, to work with other teachers and community members to establish grade, school or community libraries.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter presents background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study (Rationale), limitations and delimitations of the study and assumptions of the study. In addition, this chapter presents theoretical framework, the conceptual framework and operational definition of terms which were employed in this study.

1.1 Background to the Study

The issue of parent-child engagement in reading as an accelerating and motivating factor is a worldwide accepted fact and continues to be the most influential factor in learners’ performance and cannot be overlooked (Carter, Chard & Pool, 2009). It has become common knowledge among parents that children should be read to at home. In fact, one of the national education goals is to increase the percentage of children who are read to by their parents (National Education Goals Panel, 1995). There is wide variation in the amount of time parents read to their children. Weinberger found that children whose parents contributed less time devoted to reading were more likely to have reading problems at school (Resetar, Noell, & Pellegrin, 2006).

In the United States, strong correlations exist between the amount of text read to a child by a parent and achievement. However, too many children in schools across the United States are having a difficult time with student performance in reading. In 1988, Juel
stated (as cited in Hinden & Paratore, 2007) there is an 88% chance that a child who struggles in first grade will struggle with reading in fourth grade. The study also found reading scores between third and fifth grades were 50% higher for those students who had high levels of early parental outreach than for those students who had low levels of parent outreach activities. Further, Black (2005) established that 3% of grade three children, 16.6% of grade five children and 5.5% of grade seven children in the state of Queensland were performing below average in reading. This is a clear indication that poor reading performance among pupils is widespread hence needs to be investigated.

In similar studies conducted on children’s reading in Africa, the National Assessment System for Monitoring Learner Achievement (NASMLA, 2010) reveal a similar trend with over 92% primary school pupils not being able to read. The Southern and Eastern Africa Consortium for Monitoring Education (2007) report also indicates low reading achievement among children across many parts in Africa including Kenya. Similar studies on children’s reading performance indicate that a significant number of children in several parts of the world are not able to read at their grade levels (Maduekwe and Adeosun, 2010; Manjula, Saraswathi, Parkash & Ashlatha, 2009) and to make it worse, only a half of those who join primary schools leave with mastery of basic reading skills.

Parent-child engagement in reading is crucial to nurture reading interests. According to Walker, Wilkins, Dallaire, Sandler and Hoover-Dempsey (2005) the provision of opportunities, interaction, recognition and modelling are the roles of parents can perform in the teaching of reading. Once the children start schooling, the teaching duty is shared
between the family and school, and a partnership should be built. Nevertheless, parents remain as a key stakeholder for they can provide the individual attention and bonding that is impossible for teachers to achieve. As a result, many schools and researchers are interested in engaging parents to read with the young at home and at school (Blom-Hoffman, O’Neil-Pirozzi, & Cutting, 2006), hence the need to investigate parent-child engagement in reading in relation to their children’s reading achievement.

In developing countries, similar studies have been conducted to establish reading performance in primary and secondary schools. Consistently, studies conducted in Kenya (KNEC, NASMLA, & RTI, 2010; Kigotho, 2008; 2011; 2015) have reported poor reading performance among primary school pupils with majority of the learners unable to read at their class levels. A similar study on early grade reading conducted in Timor-Leste established that by grade one, 70% of the pupils could not read a single word in ‘Portuguese’ or ‘Tetum’ (World Bank, 2009). In Tanzania, another study indicated that 92.3% of grade three pupils could not read a grade two text in English (R T I, 2010). Findings from the same study also indicated that in Uganda 98% of grade three pupils could not read a grade two story in English and that 28% could not read a grade two text by the time they completed primary school.

Further, similar studies conducted by the National Assessment System for Monitoring Learner Achievement (NASMLA, 2010, Uwezo, 2010) and the Southern and Eastern Africa Consortium for Monitoring Education (SACMEQ, 2007) indicated that over 92% of primary school pupils are not able to read in Africa, Kenya included.
According to Gichobi (2013), the poor examination performance in the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) has been attributed to poor reading performance. According to the Audit report of 2012, some class eight candidates could not write simple English and Kiswahili words. Further, Wambiri (2013) contends that adults’ support in children’s reading is a critical factor in enhancing children’s reading development. Other studies (Freeman, Domitrovinch & Welsh, 2004; Sheldon & Epstein, 2005, Wambiri, 2007), have demonstrated that if parents engage with their children in reading related activities early in life, this impacts positively on children’s reading ability.

Substantial evidence from research (Wasik & Karweit, 1994) stipulates that early stimulation plays a very essential role in later reading skills. On the other hand (Rowe, 1991) states that reading activity at home significantly influence learners’ reading achievement, attitudes towards reading and attendance in the grade room especially for children between five and 14 years. Further, (McNeal, 1991; Sui-Chui and Wilms, 1996) established that if parents fail to engage in reading with their children, it results negatively in attainment of reading skills and also on their academic performance. Therefore, there is an urgent need to establish how parent-child engagement in reading influences children’s reading achievement in early grades.

Accordingly, Uwezo (2015) study based on the state of education in Kenya revealed that household-level factors, such as mothers’ education and household poverty, determine early learning achievement. It was also established that attendance at pre-school of such
children made no systematic difference to learning in school. Hence the need to examine the level of parent-child engagement in reading in relation to children’s reading achievement and the factors that influence this relationship. The findings of this study could provide a solution to poor reading achievement by suggesting ways of enhancing children’s motivation in reading and interest from the early stages as they interact with their children around reading related activities.

In another study done in Kenya by Muindi (2011) similarly reveals that Kenyan pupils trail behind those in Tanzania, Seychelles, Mauritius and Swaziland in the same grade in relation to reading skills. Such deviations in children’s reading needed to be investigated to find out if parental involvement had any effect on poor reading achievements. Wambiri (2007) studied the strategies that caregivers including parents use when interacting with children around the print materials. She reported that caregivers, who included parents largely, lacked knowledge on how to support children’s emergent reading development. She further asserts that parents have a role to help their children to get engaged in all literacy activities among them reading story books aloud that are important to early literacy development, which are very much related to literacy instructions in reading and writing in preschools.

Locally, available studies on parent-child engagement in reading in early childhood (Maina, 2010; Wambiri, 2007) have focused mainly on emergent reading before formal school. To this day, the real relationship between parent-child engagement in reading and grade two pupils’ reading achievement remains unknown. Therefore, there is an urgent
need for new studies to examine the relationship between parent-child engagement in reading and grade two pupils’ reading achievement and the factors which might be influencing this engagement. It is against this background that the researcher sought to investigate the relationship between parent-child engagement in reading and grade two pupils’ reading achievement as well as the factors which might be influencing this relationship in this Sub-County.

1.2 Statement of the Problem

It is evident that amount of time parents read to their children determine the achievement of the children in reading skills. Locally available studies on reading performance at lower primary school level (KNEC, 2010; Uwezo, 2016) mainly focused on the more visible and apparent indicators around school facilities and infrastructure, the data on enrolment and attendance. Even though, these indicators may contribute to reading achievement in some regions and particularly in public primary and secondary schools. In addition, it seems to be other pertinent and more widespread indicators, one of which has been thought to be parent-child engagement in reading.

Parental involvement has been reported to contribute to children’s reading and learning as well. Studies done in Kenya have not been conducted on children’s reading at pre-primary school level yet parental involvement is crucial for this level of schooling. Most of the studies done locally including KNEC (2010), Uwezo (2016) among others, mainly focused on the more visible indicators around school facilities and infrastructure, data on enrolment and attendance. In addition, most studies conducted on reading have not made
efforts to establish the relationship that parent-child engagement as an aspect of parental involvement has on primary school children’s reading. It is against this background that this study sought to investigate the relationship between parent-child engagement in reading and grade two pupils reading performance.

1.3 Purpose of the Study

The purpose of this study was to investigate how parent-child engagement in reading influenced grade reading achievement of grade two pupils. This study examined parent-child engagement, the correlation of parent-child engagement in reading, parents’ reading behavior, parents’ educational level and parental-time factor against grade two pupils reading achievement.

1.4 Research Objectives

This study focused on the following objectives:

i. To establish the relationship between parent-child engagement in reading and grade two pupils’ reading achievement in Kasarani Sub-County, Kenya.

ii. To examine the relationship between parents’ reading behavior and grade two pupils’ reading achievement in Kasarani Sub-County, Kenya.

iii. To investigate the relationship between parents’ education level and grade two pupils’ reading achievement in Kasarani Sub-County, Kenya.

iv. To assess the relationship between parental-time factor and grade two pupils reading achievement in Kasarani Sub-County, Kenya.
1.5 Research Hypotheses

From the stated objectives, the researcher formulated the following four research hypotheses:

\( H_{a1} \): There is a significant relationship between parent-child engagement in reading and grade two pupils’ reading achievement.

\( H_{a2} \): There is a relationship between parents’ reading behavior and grade two pupils’ reading achievement.

\( H_{a3} \): There is a relationship between parents’ education level and grade two pupils’ reading achievement.

\( H_{a4} \): There is a relationship between parental-time factor and grade two pupils’ reading achievement.

1.6 Significance of the Study

It is hoped that the findings of this study will make various educational stake holders like head teachers, school management committee, parents and teachers associations to understand the impact of parental involvement on pupil’s achievement in reading skills and therefore put in place appropriate measures to counter the problem. The study will also help educational planners and policy makers to understand the relevant educational policies to be used to improve pupils’ academic performance irrespective of their parents’ socio-economic status.

Findings of this study will assist educationists (school Administrators, as well as educational planners and policy agenda-setters within the Ministry of Education) to come
up with better practices for incorporating parental involvement in academic affairs of primary school children.

Curriculum developers specifically the Kenya Institute of Curriculum Development (KICD) may be one of the bodies that may find the information from the findings of this study very useful especially in developing curriculum meant to foster and create awareness on parental involvement in their children’s reading.

Parents, teachers and the management of pre-primary schools may find these findings very beneficial especially in establishing a collaborative effort between parents and teachers in children’s reading. In enhancing a positive reading culture, a strong foundation in reading among pre-primary school children need to be established.

Findings from this study may be very helpful especially in making parents be part of these reading programmes. In addition, this will help parents with negative attitude towards education to change their negative attitude and start to assist pupils do home assignment while at home in order to improve their academic performance.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

The findings for this study were generalized to areas with similar characteristics at grade-two level.
The study focused on reading achievement which may be affected by other factors such as family size, parental age and parental status (single versus both parents). The study did not take into account these factors.

The fact that the questionnaires were written in English language was another limitation to parents who were not well versed with English language but efforts were made to translate them into a vernacular version to cater for them since the study needed to be as representative as possible.

**1.7.2 Delimitations of the Study**

This study only focused on grade two pupils and their parents from public primary schools in Kasarani because at grade two level, this is where conventional reading is developed. Also, at grade two level, pupils are expected to read and write. In addition, these children are usually given homework and this may require parents’ support. The researcher only involved pupils from public primary schools because this is the area which has registered poor reading achievement over a long period of time compared to private schools. This study was delimited to parent-child engagement in reading, parents’ reading behavior, parents’ educational level and parental-time factor and how they correlate to grade two pupils reading achievement.

**1.8 Assumptions of the Study**

One assumption of this study was that the sample was a true representation of the population. Moreover, it was assumed that the answers to the questionnaires were true
reflection of the respondents’ engagement in reading with children. Further, it was also assumed that the population under study remained constant before and after the study. Finally, it was also assumed that parents were aware of the important role they played in their children’s reading achievement.

1.9 Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

This study was guided by Holdaway theory of literacy development which was developed in 1979. This study adopted this theory because it provides a framework for understanding how children learn. This theory also gave insight on factors that enhance children’s reading achievement. These factors include: observation, collaboration, practice and performance, which this study intends to investigate. Holdaway noted that, when parents read frequently in their child’s presence, they act as positive role models since the child want to emulate them and be like them. Further, as the children emulate them, they attempt to read on their own and when parents reinforce these attempts, children’s reading skills improves significantly thereby improving their reading achievement.

Holdaway also contends that, the interest and enthusiasm that parents express as they read, motivates children to try to read available reading materials themselves. Motivation to read enables children to practice reading on their own and this improves their reading skills significantly. Improvement of reading skills leads to better reading achievement. In addition, through observation, children perceive their parents as being competent and
possessing reading skills and abilities and as a result, they emulate and practice the reading behavior they have observed from their parents. This theory, however did not examine the factors that influence parent-child engagement in reading and how this impacts on children’s reading achievement. Further, this theory did not specify the nature of the reading materials that parents read in the presence of their children as well as the influence of parental-time factor. Holdaway theory of literacy development was relevant to the current study because it integrates child’s reading achievement as a product of parent-child engagement in reading, parent’s reading behavior, parent’s education level and parental-time factor.
### 1.9.2 Conceptual Framework

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Process</th>
<th>Dependent Variable</th>
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| Parent-child engagement | - Read to the child  
- Listen to child reads  
- Ask child questions after reading  
- Ask child to re-tell story | PUPILS’ READING PERFORMANCE  
- High  
- Average  
- Low |
| Parents’ reading behaviour | - Read regularly in child’s presence  
- Talk about text with the child  
- Read to the child  
- Encourage the child to read | |
| Parents’ education level | - University level  
- Secondary school level  
- Primary school level  
- Never went to school | |
| Parental-time factor | - Attend school functions  
- Communicate with the child’s teachers  
- Help child with reading homework  
- Utilize free reading programs | |

**Intervening Variables**

- Socio-Economic Status of the parents
- Parental age
- Education policies
- School governance

**Figure 1.1: Conceptual Framework Showing the Relationship between Variables**

**KEY**

- Study Variables
- Non-Study Variables

Figure 1.1 illustrates variables of interest in this study. They include: Parent-child engagement in reading as independent variable which will be examined under the following factors; parents’ reading behavior, parents’ education level and parental- time factor while grade two pupils’ reading achievement will be the dependent variable. The
illustration in this figure shows the possibility of parent-child engagement in reading, parents’ reading behavior, parents’ education level and parental-time factor influencing grade two pupils’ reading achievement. The true relationship between these variables is illustrated or presented in figure 1.1 above.
1.10 Operational Definition of Terms

**Parent engagement** - Refers to a set of groups defining actions, beliefs, and attitudes that serve as an operational factor in defining categorical differences in reading among children from different economic backgrounds.

**Parental-time factor** - Refers to all those factors confined to time dedicated to reading with children and assisting them in home work at home.

**Parents’ education level** - Refers to the highest level of education attained by parents

**Parents’ reading behavior** - Refers to all undertakings a parent involved in towards the acquisition of reading skills by children

**Reading achievement** - The academic achievement as indicated by the reading and language scores of the Standards of Learning tests.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of related literature to relationship between parent-child engagement in reading and grade two pupils’ reading achievement. The literature also highlights some of the factors that influence parent-child engagement in reading. The literature is presented under the following sub-headings: parent-child engagement in reading, parents’ reading behavior, parents’ education level, parental-time factor and children’s reading achievement. At the end of the chapter, there is a summary which has key knowledge issues, main research gaps of the study and what this study aims to address. All this have been organized in relation to the study objectives presented earlier in chapter one.

2.2 Parent-Child Engagement in Reading and Grade Two Pupils’ Reading Achievement

Research has established that parents are a major influence in the early years of their children (Lombard, 1994) as children develop knowledge and reading skills. Further, Feitelson (1988) contends that certain homes stimulate reading while others do not. Substantial evidence documented from research (Share, Jorm, Maclean, Mathews, & Waterman, 1983) suggests that such homes equip children with literary knowledge that enables them to acquire reading faster than others. Accordingly, Greenhough and Hughes (1998) argue that parents, who converse and interact with their children while listening to them read, raise the potential value of the activity.
A US based study by Holloway, Yamamoto, Suzuki and Mindnich (2008) affirm that involvement of parents in reading has an affirmative impact on the learners’ overall achievements because parents who are actively involved in the education of their children often are more knowledgeable in regards to the school’s objectives and procedures, assist children to learn ways of enhancing their perceptions of competence, communicate the significance of education to children and control over achievement outcomes and structure learning experiences that result in skill development (Hill & Taylor, 2004 as cited in Holloway, 2008). Therefore, active parents make efforts to always be cognizant about their child’s school aims and objectives towards their children’s education and become active players in determining how the school should pursue them.

In his study on Parent-child reading, a voyage between home and school, Valarie-Wing (2008) compared various dimensions of parental involvement and revealed that parents were more satisfied with the support for home reading than the other aspects. More than 90 per cent of parents agreed that the schools encouraged them to read with the students. The schools also tried to motivate parents to buy reading materials or encourage the students themselves to borrow materials from schools, which could constitute a reading environment at home. On the other hand, home-school communication, volunteering and providing opportunities for parents to express their ideas (decision-making) only gained moderate recognition. Moreover, schools could only moderately promote role awareness of the parents.
Evidence documented from research (Hancock and Gale, 1996; Poulson, Maclead, Bennett & Wray, 1997) purport that programs that encourage home reading increase parental understanding of how children learn to read. A study conducted by Tizard (1982) demonstrated that parents, who listen to their children read, contribute to their children’s success in school. In a similar study conducted by Maclead (1996) it was established that such interventions work well for weak readers and minority groups. Similarly, (Brooks, 1998) has also established that listening to children read is a passive means of parents supporting their children’s reading. Other researchers, (Topping and Lindsay, 1992; Brooks, 1998) contend that paired reading which is a guided activity, allows the child to read alone. Therefore, it is important to conduct a study to investigate the relationship between parent-child engagement in reading and children’s reading achievement.

Some researchers such as Fantuzzo, et al (2004) and Grolnick (1994) purport that parents who provide a place for education, ask their children about school and read with their children, motivate their children to learn, hence enhancing their children’s reading achievement. Additionally, Grolnick (1994) established that parents who encourage, motivate and reinforce their children’s efforts to read have children who perform well in reading.

Similarly, a study involving 200 parents in Nigeria Maduekwe and Adeosun (2010) discovered that parent-child engagement in reading at home leads to higher grades, higher test scores, higher graduation rates, better school attendance, lower suspension rates, higher self-esteem, increased motivation and fewer instances of violet behavior.
among pupils. Further, Gest et al (2004) and Rowe (1991) contend that parent-child engagement in reading at home has significant positive influence on academic achievement, language comprehension, expressive skills, pupils’ interest in reading and attitudes towards reading. However, these studies did not examine the relationship between parent-child engagement in reading and children’s reading performance and the factors that influence this engagement in relation to school going children which this study aim to focus on.

In the Kenyan context, there are few studies that have looked at parent-child engagement in reading sighting a positive relationship between parent-child engagement in reading and children’s reading performance. In a study conducted by Mwoma (2009) in Gucha involving 160 fathers established that some preschool children whose fathers were involved in their education performed better than their peers who had uninvolved fathers. This study examined children’s academic performance in general at preschool level but not specifically in reading performance at lower primary school level where conventional reading is developed, hence the need for a study examining this relationship.

Numerous studies have consistently shown that lack of parent-child engagement in reading at home results negatively to children’s reading ability in school. Studies on pupils’ reading performance have shown that pupils across the world are performing poorly in reading and majorities are not able to read at their grade levels. A nationwide test for reading skills conducted in the USA by NCES (1999) reported a proficient level of 31% which was less than the most basic level of 38%. Other studies conducted in the
West (Rosebrock, 2006; Snow et al., 1999; Strickland & Riley-Ayers, 2006) indicated that about 10% of pupils annually do not reach the average reading levels.

An early grade reading acquisition conducted in Timor-Leste among pupils in grade one, two and three by World Bank (2009) established that, at the end of grade one, 70% of pupils could not read a single word in “Portuguese” or “Tetum”. The study also established that 40% of the pupils were not able to read a single word at the end of grade two and that 20% could not read a single word at the end of grade three. Unfortunately, this study did not examine the level of parent-child engagement in reading at lower primary school level and factors that influence parent-child engagement.

Research has also raised concerns about pupils’ reading achievement in developing countries. In Uganda, Mulindwa and Marshall (2013), report from a cross-sectional assessment indicated that only 40% of the pupils in grade three scored over 50% in English reading while only 30% of the grade six pupils scored over 50%. In Uganda and Tanzania, the RTI (2010) study indicated that pupils were performing poorly in reading with 92.3% of grade three pupils in Tanzania unable to read a grade two text in English while 5.8% could not read a similar grade two text in Kiswahili. In Uganda, the study established that 98% of the pupils in standard three could not read a grade two story in English while 28% could not read a grade two text by the time they completed primary school. These studies mostly focused on the contribution of more visible and apparent school factors and did not examine the relationship between parent-child engagement and
children’s reading achievement as well as those factors that might be influencing this engagement, hence the need for this study investigating this relationship.

Consistently, studies conducted in Kenya have also demonstrated that pupils are performing poorly in reading and that majority are not able to read at their grade level. A study conducted by RTI (2010), reported that on average, pupils scored 30.4 words per minute in English oral reading fluency test and that 14% of the study sample scored zero words per minute an indication that they could not be able to read even one word. The same study also indicated that the number of “non-readers” in Kenya was less than that of the pupils scoring zero words per minute in other African countries such as Mali, Senegal and Uganda. The RTI (2010) study also established the average score of 30.4 words per minute in oral language test was higher than scores in other languages; Gikuyu 20.0, Kiswahili 21.2 and Dholuo 19.6 words per minute. However, this study did not examine the relationship between parent-child engagement in reading and children’s reading achievement.

In addition, the Uwezo clusters of research (Uwezo, 2010; 2011; 2013; 2015 & 2016) have consistently raised concerns over the poor reading achievement in Kenya. According to these studies, a high percentage of grade two pupils could not read at their grade level and that some pupils completed primary school unable to read. In particular, the Uwezo (2010) reported that 85% of grade two pupils could not read a grade two text in English while 81% could not read a similar text in Kiswahili, 27% of grade five pupils were found to be unable to read a grade two text in English; while 23% could not read a
similar text in Kiswahili. This study also established that 4% of the pupils could not read a grade two text in English and Kiswahili by the time they completed primary school.

A similar study commissioned by KNEC (2010) among grade two pupils raised concerns over the low scores in reading. According to this study, more than half of the pupils (52.7 %) did not attain the desirable competence level in reading tests. However, these studies did not examine the relationship between parent-child engagement in reading and children’s reading achievement but rather dwelt on the more visible and apparent school factors such as teachers’ qualification, teacher to child ratio, condition of physical facilities among others. Therefore, it became urgent for a study to be conducted to examine the relationship between parent-child engagement in reading and children’s reading achievement and the factors that influence this relationship at lower primary school level.

2.3 Parents’ Reading Behavior and Grade Two Pupils’ Reading Achievement

Studies have demonstrated that the home literacy activities are to take child to the library, play games to teach child new things, read to child, share reading, and to provide reading materials. Research has showed that reading enrichment activity at home had significant positive influences on students’ reading achievement (Begum, 2007; Jurgens, & Burchinal, 2005). Greater parents’ involvement was associated with stronger pre-literacy skills and literacy experiences during the preschool years were associated with subsequent reading achievement (Arnold, et al., 2008).
The reading behavior of parents as shown by research can affect children’s reading acquisition directly and indirectly (Moon & Wells, 1979). Studies that have been conducted on parents’ reading behavior (Briggs & Elkind, 1977; Morrow, 1983; Wells, 1985) have indicated that the literary behavior of parents is expressed through reading to their children or by creating reading and verbal interaction opportunities for their children. Further, Baker and Scher (2002) established that parents’ who are of the view that reading is a worthwhile and valuable activity have children who are motivated to read for pleasure.

Valarie-Wing (2008) in his study indicated that respondents could hold different standards of role modeling effects and parents’ roles. Fortunately enough, this did not make all of them leave the responsibilities to the schools. About half of the parents disagreed that schools should be the only one to promote reading. Parents, indeed, acted according to their motivational beliefs, since their self-efficacy and role construction were correlated with their behaviour. The only exception was the correlations between their beliefs in the roles of school and parenting and learning at home.

In a five-year longitudinal study, Senechal and LeFevre found out that parent involvement in teaching reading was directly correlated to emergent literacy (as cited in Resetar, Noell, & Pellegrin, 2006). Livingston and Wirt (as cited in Darling, 2005) have found that children with richer home literacy environments demonstrate higher levels of reading skills and knowledge when they enter kindergarten than children with less literacy-rich environments. Family literacy activities include reading aloud, shared
reading, and making print materials available. These activities have been found to have significant effects on children’s literacy learning (Huag & Doleis, 2007).

Research shows that children who see their parents read at home will be successful in their early reading (Cassidy, et. al, 2004). In addition, children’s individual differences in language and early literacy skills at the beginning of school have been attributed to the quality and quantity of language interactions with their parents and exposure to print in the home environment. Children who have attention drawn to the print around them will gain the important message that print conveys meaning (Williams & Rask, 2003).

Regular parent-child practice to read improves the child’s reading ability. A five-year longitudinal study on parental involvement in the development of children’s reading skills conducted by Austin (2007) reported that story book reading by parents at home positively influences children’s reading fluency. The study also found that when parents taught letter sounds and word reading to their children at home, there was a significant improvement in children’s reading skills. He argued that families where children are at risk of failing to read should take up these practices in order for their children to succeed in school.

Chi-Hui and Hwa-Wei (2016) conducted a study to determine the parental factors related to children’s reading by comparing two types of families, transnational marriage families in which the mother was not born in Taiwan and local families. Data for this study came from the PIRLS 2006. There were 273 children from transnational marriage families.
Children’s gender, mother’s education level and well-off condition of families were all identical. The study selected 273 children from local families who were the grade mates of the children from transnational marriage families. To A two-way ANOVA was examined on parents’ reading attitudes. The results showed that mothers above high school had more positive attitudes toward reading. The family type effect and interaction between both were not significant. Similarly, a 2 two-way ANOVA was to examine parents’ reading behaviors. There was a significant parent’s reading behaviour on children’s reading performance ($F(1, 372) = 33.95, p < .001, \epsilon^2 = .08.$)

Studies have proved that when parents read to their children and listen attentively as children read aloud regularly, they help children to comprehend the relationship between the pronounced word and the written word thereby promoting children’s reading development (Denton, Reaney & West, 2001; Fantuzzo, et al., 2004)). Research conducted by Fantuzzo, et al., (2004); Grolnick (1994) shows that the practices associated with parental responsibilities for learning such as providing a place for education activities, asking children about school and reading to them are related to children’s motivation to learn, hence contributing to their reading achievement at school.

Evidence from research (Hess and Holloway’ 1983) indicates that reading aloud to children helps in establishing reading skills and that this behavior helps in stimulating important grade room discussion which further enhances their reading skills. Further, (Snow, Dubberr & Deblauw, 1983) stipulate that parents and children learn and remember stories and parts of stories that enable children to enrich their language and
later use the same language as they tell stories and express themselves orally. Other studies (Hewison & Tizard, 1980; Tizard, Schofield, & Hewison, 1982) have established that when 7-year old children read to their parents, they end-up improving their reading skills. Moreover, other studies (Taylor, Blum, & Logsdon, 1986) have established that pleasurable and purposeful adult-guided parent-child reading is a more natural effective means of promoting the acquisition of reading than are more traditional curricula, hence there was a need for such a study to establish the relationship between parents’ reading behavior and grade two pupils’ reading achievement.

2.4 Parents’ Education Level and Grade Two Pupils’ Reading Achievement

The influence of parents’ level of education on children’s reading achievement has received much attention in research with numerous studies indicating positive influence on children’s school success particularly at the primary and secondary school levels. However, at the lower grade school level, such studies are minimal, hence the need to investigate the influence of parents’ education level on grade two pupils’ reading achievement.

Studies conducted across the world have established that parents’ education level influences the way parents engage with their children in reading and its impact on children’s reading achievement. Gottfried et al (2004) found that both mothers’ education and family income were important predictors of the physical environment and learning experiences in the home but that mothers’ education alone was predictive of parental warmth. In USA, (Hoover-Dempsey & Sandler, 1995; Zill & Nord. 1994) concluded that
parents who had formal education, engaged more with their children in learning than those who had less formal education.

Further, Daubler and Epstein (1993) reported a significant relationship between parents’ level of education and parents’ engagement levels in their children’s education at home. The study established that parents who had higher levels of education were more likely to engage with their children in learning. On the other hand, Smith (2005) established that Hispanic parents living in USA failed to get involved in their children’s education because of their limited education backgrounds compared to other parents from other races. Further, Murray and Fairchild (2009) established that maternal education had the most consistent direct influence on children’s cognitive and behavioral outcomes with some indirect influence through a cognitively stimulating home environment.

Demographic factors such as family composition and educational level of parents affect educational performance of children. Children who are linguistically diverse with low education level may not experience the types of literacy interactions that correlate with school-based reading success. According to Burchinal, Peisner-Feinberg, Pianta, and Howes (as cited in Downer & Pianta, 2006), maternal education and family income are key elements of family structure that have been associated with young children's academic outcomes, language development, and cognitive abilities. Along with this, efforts have been made to explain the role of parents in children’s learning.
Children who live in poverty score 27 points lower on reading tests than that of higher income homes (Hindin & Paratore, 2007). Research also indicates that children from low income homes often have difficulty learning to read. This is attributed to low-literate parents lacking the skills to support their children’s efforts to gain literacy. In addition, if parents or other adults do not have the necessary skills for providing literacy-rich experiences or exposure to varied and extensive vocabulary, then their children will be lagging behind other students of the same age. Along with this, a positive correlation exists between the child's school performance, education and income level with that of the parent. If parents are knowledgeable about literacy skills they can assist the child with phonics, context clues, picture clues, as well as other word recognition techniques.

As families establish opportunities for children to engage with language and print through interacting and modeling with their child, early literacy skills, such as, oral language, vocabulary and print awareness and letter knowledge increase (Carter, et. al, 2009). According to the Learning First Alliance (as cited in Resetar, Noell, & Pellegrin, 2006) tutoring and home reading are two crucial components needed to produce an effective environment for reading development for at-risk readers. However, Torgeson (as cited in Hindin & Paratore, 2007) stated, studies indicate although intervention programs make noteworthy gains in word reading and comprehension, they often fail to help students achieve sufficient rates of accuracy and fluency.

Muruwei (2011) examined the influence of parents’ level of education on their children performance in English language at the senior secondary level of education. The research
design was descriptive survey. The sample of the study was 250 students randomly selected from forty secondary schools in Bayelsa State, Nigeria. The instrument used for the study was A 20 item-questionnaire. Oral interview and practical observations were complementary tools. The result of the findings showed that parents’ level of education was not significant predictor of children’s academic performance.

Hanafi (2008) investigated the relationship between aspects of socio-economic factors and academic achievement among form five students from three (3) secondary schools in Kedah- India with a sample of 430 students. The result revealed that both parents’ level of education and reading materials available in the home were related to children’s academic achievement.

Chi-Hui and Hwa-Wei (2016) on Parental factors related to children’s reading: Evidence from comparing transnational marriage families and local families revealed that here was also a significant main effect of mother’s education, $F(1, 371) = 22.76, p <.001, \epsilon^2 = .06$. Children of mothers above high school had better reading achievement than children of mothers below high school did. The interactions between gender and family type, mother’s education and family type, and gender, family type and mother’s education were not significant. However, the interaction between gender and mother’s education was significant, $F(1, 371) = 5.06, p <.05)$. Post hoc test found that girls of mothers above high school had the best reading achievement among all.
Ayodele, Aremo and Abogan (2010) examined family characteristics, students reading habits, environment and students’ academic performance in Nigeria, using structured questionnaire. Data was collected from 110 first-degree final year students, using random sampling analyzed using multiple linear regression technique. The result revealed that students’ academic performance positively influenced by students’ parents’ level of education, maternal income level, age, income of the students and number of hours allocated for reading on daily basis. The hypothesis that parents’ educational level positively affects students’ academic performance was confirmed valid for the country. The result also revealed that higher educational attainment and income status of parents were essential factors contributing to high academic record of students of tertiary institutions.

Owoeye (2008) investigated the influence of parents’ level of education on children’s performance in reading and fluency. A sample of 680 out-of- school children in Osun State were used in the study. Data collected was analyzed using percentages and chi-square statistics. Results indicated that parents’ level of education has significant effect on children’s reading competence.

Magnuson (2007) explored the relationship between grade 4 children’s reading and parental behaviors and attitudes and found parental behaviors and attitudes were linearly predictive of children’s reading achievement. Level of parental education is a determining factor in children’s reading abilities and achievement (Westerlund & Lagerberg, 2008).
Marks (2008) compared the influence of father’s and mother’s socioeconomic characteristics on student performance by analyzing the data from the OECD’s 2000 Program for International Student Assessment (PISA) study that examined student achievement in reading, mathematics and science. He found that in a larger number of countries the effects of mother’s education on reading are stronger than that of father's education. Mothers’ education is related to their beliefs about reading (Lynch, et al., 2006), and then their beliefs are associated with the children’s home reading activities.

Weigel, Martin, and Bennett (2006) found that maternal education level significantly predicted literacy belief, and facilitative mothers were more likely to have higher education levels. Children of college-educated mothers read more often, watched less television, participated more in structured activities, and had mothers who were more involved in their schooling when compared with children of less educated mothers (Raley, 2007). But, Magnuson (2007) has suggested that the children’s reading achievement would improve when their young and less educated mothers (below college) completed additional 1.5 years of education. And these effects persisted through age 12 of children. In conclusion, there are several parental factors having influence on children’s reading. Among all, mother plays an essential role in her child’s reading.

Another study on parental education was done by Nannyonjo (2007) in Uganda. In this study it was found that pupils with parents who did not finish primary or just finished primary, and pupils with parents who finished senior four or senior six or university performed considerably better. The highest increase in test scores was for pupils whose
fathers had a university degree. Fathers’ education had a stronger influence on children’s performance than mothers. These results possibly reflect the ability of parents to support the pupils’ school work, and likely interactions of literate parents as well as their ability to support their children with homework or help with difficult homework questions.

Similarly, Okumu et al. (2008) in a study of Socioeconomic Determinants of Primary School Dropout in Uganda found that high academic attainment are higher among girls in urban than rural areas. It was established that educated mothers had the ability to manage time well and hence getting time to be with her children as compared to uneducated mothers. Also educated mothers were found to be more effective in helping their children in academic work. They also monitored and supervised their children’s academic progress; this alone served as an impetus to enable the child to do better in school. On the other hand, educated fathers were found to be very vital in guiding their children to do assignments apart from helping them to access necessary information required for them to achieve good grades in their academic work. Its therefore clear that from this that the level of education of parents are very instrumental in determining the academic achievement of their children.

Similarly, Mwoma (2009) study on fathers’ involvement in preschoolers’ learning established that fathers’ education levels influenced their engagement in their children’s learning. Despite having many studies conducted to establish the influence of parents’ education on parents’ engagement in reading with their children, the relationship between parents’ level of education and children’s reading performance at lower primary school
level remains unclear. Hence there was a need for a study to look at the relationship between parents’ level of education and children’s reading achievement at grade-two level.

2.5 Parental Time-Factor and Grade Two Pupils’ Reading Achievement

Most studies have highlighted parental time factor as one of the factors influencing parent-child engagement in reading at home. A study conducted by Epstein (1995) in USA established that parents who work full-time faced difficulties in engaging with their children in education matters regardless of their socio-economic status. Further, Roselle and Granville (2005) in a study conducted in Scotland discovered that parents lacked time to engage with their children in reading because of work and family involvement.

Further, Hoover-Dempsey & Sandler (1995) and Lareau (1989) contend that demands on parents’ time particularly in relation to family and work responsibilities are factors that have been reported to influence parent-child engagement in reading. Similarly, Brandt (2011) revealed that majority of the parents in USA were not attending parent-teacher meetings, school functions and did not assist their children with their assignment and projects. Accordingly, (Garcia, et al., 2002; Weiss, Mayer, Kreider et al., 2003) contend that parents in employment that is relatively demanding and inflexible tend to be less involved in their children’s education than those whose jobs are more flexible. Substantial evidence gathered from research (Smith, 2008) has reported minimal parent-child engagement in children’s education in USA which is attributed to lack of time.
A study conducted by the National Council for Educational Statistics in the USA found that 26% of the children who read on average three to four times a week, recognized all the letters of the alphabet as compared to 14% of the children who were read to less frequently. The study also reported that 54% of the children who were guided in reading by parents more frequently were more likely to write their own names as compared to (40%) of those who were guided by their parents less frequently (NCES, 1999, cited in Rosebrock, 2006). In addition, the study documented a positive impact of parents’ reading to their children at home on children’s academic performance.

Hill, Frank and Stafford (2011) revealed in their study that active involvement of parent’s involvement in children’s reading at home is directly related to learners’ test scores. For instance, when learners are bought for book to supplement those offered by the school, the parents creates a conducive atmosphere for learning at home by allocating time to not only help with the home but to also any difficulties that the child may be experiencing in school or with their academics, the child will thus improve academically. Therefore, parents ought to create study room in which the children can study and discuss any important school related matter with them. If such an enabling environment is created the learners automatically appreciate the value of learning and subsequently improve their academic performance.

A study by Valarie-Wing (2008) shows that parents generally held positive beliefs in their capabilities to read with the children. In the area of parenting, a positive belief was found. They were confident in spending at least 10 minutes each week and reading
regularly with the children ($M = 3.7; SD = .8$). Moreover, they were willing to give a
degree of freedom for students to choose their favourite materials ($M = 4.1; SD = .7$) or
they prepared by themselves ($M = 3.8; SD = .8$), indicating that parents would like to let
students’ interests guide the reading development. In a similar vein, they claimed they
could help children’s learning by interacting ($M = 3.8; SD = .8$) and solving their
difficulties ($M = 4.1; SD = .6$).

According to Paratore (as cited in Musti-Rao & Cartledge, 2004) attempts have been
made to explain how low achievement can be traced to the role of parents in children's
Chard, & Pool, 2009) stated that variables in the home that contribute to the children’s
early literacy success may even outweigh those in the school setting. Parents of low-
performing readers are less likely to use effective methods of reading instruction.
Weinberger found that children whose parents contributed less time devoted to reading
were more likely to have reading problems at school (Resetar, Noell, & Pellegrin, 2006).

Locally, some researchers (Wambiri, 2007) have also identified parental time factor as a
major hindrance to parent-child engagement in reading from an early age. This study
established that most parents were leaving their children under the care of care-giver who
were responsible to carry out all the duties concerning these children. This means that
majority had no time to engage with their children in reading related activities. However,
most of these studies have mainly focused on parent-child engagement in children’s
education in a general way and at preschool level and not specifically in reading at grade-
two level where conventional reading is developed. They have also failed to specify the required levels of parent-child engagement in reading at grade-two level. It was therefore very urgent to conduct a study to establish the relationship between parental time factor and children’s reading achievement at grade-two level.

This study may shed light on the importance of parent-child engagement in reading in helping children to acquire literacy skills. It may also play part in shedding light on the importance of parent-teacher partnership in helping children to read. Further, it may also play part in empowering parents to be effectively involved in their children’s reading and reading related activities at home. The study may also lead to the formulation of policies which may help in enhancing parental involvement through sensitization and training programmes on the need to support their children in reading.

2.6 Summary of Literature Review

In view of the literature discussed, it is evident that parent-child engagement in reading is crucial in enhancing reading achievement and it has been associated with positive outcomes throughout a child’s academic life and after. Therefore, it is important for every parent to engage his/her child in reading related activities at home and likewise offer support to them at school in order to enable them achieve their full potential.

Reviewed literature has also revealed that parent-child engagement in reading is low internationally which could be a major contributing factor to poor reading achievement among pupils. However, in Kenya several studies have been conducted examining the
influence of school factors on children’s reading achievement both at upper and lower primary school level but parent-child engagement in reading has not received much attention locally. Research on Factors that might have influenced parent-child engagement at grade two level such as parental time factor, parents’ education level and parents’ reading behavior have not received due attention locally. This is critical since the development of conventional reading takes place at this level. Conventional reading is important for future learning. Finally, while parental-time factor, parents’ reading behavior and parents’ level of education have been explored at preschool level internationally, such studies have not received due attention at grade two level. Therefore, this study was necessary to fill the knowledge and literature gaps regarding the relationship between parent-child engagement in reading and children’s reading achievement at grade-two level and also to explore the factors that might be influencing such a relationship.
CHAPTER THREE

RESEARCH DESIGN AND RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used during the study, the research design, variables, location of the study, target population, sampling technique and sample size, research instruments, pilot study, data collection procedures and data analysis procedures. In addition, this chapter also presents logical and ethical considerations.

3.2 Research Design

This study employed a correlation research design to establish the relationship between parent-child engagement in reading and grade two pupils’ reading achievement. The study design enabled the researcher to explore relationship between parent-child engagement in reading and children’s reading achievement and also examine the influence of parents’ reading behavior, parents’ education level and parental-time factor on this relationship. This design was also employed because it enabled the researcher to describe in quantitative terms the degree to which variables are related.

3.3 Study Variables

The study focused on one independent variable; parent-child engagement in reading which was examined under the following headings; parents’ reading behavior, parents’ education level and parental-time factor and one dependent variable; children’s reading achievement.
3.3.1 Independent Variable:
Parent-Child Engagement in Reading

This refers to parents’ attitudes, values and behaviors that can positively influence children’s reading habits. This was assessed by requesting parents to indicate how often they engage in reading activities with their children on a 5-point Likert scale. Parents were requested to choose from five responses: (Never-1), (rarely-2), (sometimes-3), (often-4) and (very often-5) (Appendix B, section B). Frequencies of parent’s responses on the ten items in the questionnaire regarding parent-child engagement in reading were categorized as either high or low based on the individual scores. Those whose scores were between 10 and 40 were termed as low while those whose scores were above 50 were put in the highest category. This was examined under the following sub-headings:

i) Parents’ Reading Behavior

These are parents’ reading related observable actions that motivate children to read. Parents’ reading behavior was assessed by having them indicate how often they undertake various activities in the presence of their children, on a 5-point Likert scale. Parents were requested to indicate how often they undertook some activities using five responses; 5- very often, 4-often, 3- sometimes, 2-Rarely and 1-Never (Appendix B, section C). Parents’ responses on the ten items in the questionnaire regarding parents’ reading behavior were computed. Parents’ reading behaviors were then categorized as high or low based on the individual scores. Those whose scores were between 10 and 35 were termed as low while those whose scores were between 36 and 50 were termed as high.
ii) Parents’ Education Level

Parents’ education level has been found to influence parent-child engagement in reading at home either positively or negatively. A study by Dauber and Epstein (1993) reported a significant relationship between parents’ engagement levels in their children’s education at home. Parents’ education level (Appendix B, section D) was measured by having them indicate their highest education level and also state if their level of education hinders them from engaging with their children in reading.

iii) Parental-Time Factor

Studies conducted across the world have shown that parental-time factor influences parent-child engagement in reading at home either positively or negatively. According to Roselle and Granville (2005), parents in Scotland lacked time to engage in reading with their children. Parental-time factor (Appendix B, section E) was measured by having parents indicate the number of days they do some reading activities with their children in a week. They were required to choose from five alternatives ranging from very often (more than 5-days) to Never (0-days) from a 5-point Likert scale. Parents’ scores were recorded after which their frequencies and percentages were calculated and categorized as either high or low based on the individual scores. Those whose scores were between 10 and 40 were put in the lower category while those whose scores were above 50 were put in the highest category.
3.3.2 Dependent Variable

The dependent variable was children’s reading achievement

Children’s Reading Achievement

Studies conducted across the world (NCES, 1999; Uwezo, 2010) have established that majority of the children are performing poorly in reading. Children’s reading achievement was determined by getting reading scores obtained in two previously done examinations, adding the scores for each selected child after which the scores were divided by two to get the average scores. From these, the researcher was able to follow the trend regarding child’s reading achievement (Appendix C). Children’s reading achievement was categorized as high, average or low based on the individual average score.

Data were obtained using a researcher developed questionnaire that parents were required to respond to questions regarding their engagement in reading with their children at home, their reading behavior, educational level and time factor in relation to their availability to support their children in reading. Parents’ scores were recorded after which their frequencies and percentages were calculated and categorized into two categories: high or low as per the individual scores.

Data on children’s reading achievement were obtained using a document analysis. Scores from two previously done reading examinations were obtained, the two scores for each selected child were added together and then divided by two to get the average score. The average scores were categorized into three categories; high, average or low respectively.
3.4 Location of the Study

Kasarani Sub-County was the study location of this study. Studies conducted in this Sub-County have shown that pupils in public primary schools are performing poorly in reading compared with other Sub-Counties in Nairobi as reported by Uwezo Kenya (2012). It was for this reason that public primary schools in this Sub-County were chosen for this study. The researcher was also compelled to choose this location because studies available locally had not paid much attention on the relationship between parent-child engagement in reading and also the influence of parents’ reading behavior, parents’ education level and parental-time factor on parent-child engagement in reading at grade two level. Kasarani is one of the seventeen Sub-Counties in Nairobi. It has an area of approximately one hundred and fifty-two point six zero square kilometers.

Kasarani comprises of two zones: Ruaraka zone and Kahawa zone. There are 25 public primary schools in Kasarani Constituency, with Ruaraka zone having 12 public primary schools and Kahawa zone having 13 public primary schools. The study was only conducted in Ruaraka zone and in four public primary schools within Ruaraka zone due to the poor reading achievement that had been reported in this area. Kasarani is a cosmopolitan area where different communities live. The languages used in this area are mostly English and Kiswahili. So, a child at grade-two level is expected to read in both languages. However, the region lags behind in reading as average percentage of grade three children who can read a paragraph both in Kiswahili and English is low as discussed in the background to the study.
3.5 Target Population

Grade two pupils in public primary schools in Kasarani Sub-County formed the target population. According to sources from District Education officer from Kasarani Constituency, there 2,220 grade two pupils in the region and twenty-five public primary schools. The researcher used grade two pupils for this study because at this grade level, pupils were able to read and were given homework. Grade two was also a very important grade since the development of conventional reading which is important for future learning takes place at this grade level. The grade was also appropriate for this study since some of the items that were measured in this study involved children’s reading and parents’ assistance with homework. In addition, this grade was selected because very few studies in Kenya, had examined parent-child engagement in reading in relation to children’s reading achievement at grade two level. Parents or guardians of the grade two pupils in the sampled schools were the respondents in this study.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Technique

Purposive Sampling was used to select Kasarani Sub-County based on the poor reading achievement (Uwezo Kenya, 2012) that had been reported in this region. Kasarani was purposively selected from seventeen Sub-Counties in Nairobi and one zone (Ruaraka) in Kasarani Sub-County was the focus of this study to make it more representative. Stratified Random Sampling Technique was used to select four public primary schools from Ruaraka zone using the Random Number Generator (RNG) in order to get a representative sample. The use of stratified random sampling technique was ideal because
it enabled all categories of subjects of the study to be selected. Two lists, each with six public primary schools from Ruaraka zone were used to select the study schools. The grade twos in each study school automatically became the study grade. On average, 10% of grade two pupils were selected as respondents from each of the four public primary schools through systematic sampling technique, and this was equated to a similar number of parents or guardians. In a descriptive research, a sample size of 10-50% is acceptable (Mugenda & Mugenda, 2003). This is because, the larger the sample the better the representative of the mean and standard deviation of the target population. In order to get a specific number of pupils, the grade two teachers were requested to provide the researcher with the grade registers bearing pupils names.

Using a systematic sampling method, (nth number to be 3), the researcher picked every third name until the total number (112) of grade two pupils was attained. Ten percent of the pupils from each of the selected four public primary schools constituted the study sample. Parents or guardians of the selected pupils became the study respondents. Purposive Sampling Technique, Stratified Random Sampling Technique and Systematic Sampling Technique were used because they were cost effective in that they helped to cut on cost for carrying out the sampling procedures and they had also less time constraints. In order to get a representative sample, the number of boys and girls was taken in to consideration.
3.6.2 Sample Size

The sample size for this study was calculated using the total number of boys and girls in grade two from four public primary schools which were the study schools. There were 2,220 grade two pupils in 25 public primary schools in Kasarani Sub-County and the researcher selected 112 pupils of the total population in four public primary schools in this study. Ten percent of grade two pupils (boys and girls) in each school using a systematic sampling method were sampled. This was in line with Kothari (2010) who recommends that a representative sample of 30% is ideal for a smaller population while a sample of 10% is ideal for a bigger population. In addition, Gay (1991) also suggests that for descriptive studies, 10% of the accessible population is satisfactory.

The sample in this study constituted of 112 pupils and an equivalent number of their parents or guardians bringing to a total of 224 respondents. The sample size was as shown in Table 3.1 where 10% was selected out of the number of pupils in each of the sampled schools.

Table 3.1 Study Sample

<table>
<thead>
<tr>
<th>Zones</th>
<th>Number of Sampled schools</th>
<th>Number of pupils in the study school</th>
<th>Percentage of children in the study 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>School. A</td>
<td>280</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>School. B</td>
<td>240</td>
<td>24</td>
</tr>
<tr>
<td>B</td>
<td>School. C</td>
<td>280</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>School. D</td>
<td>320</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>1120</td>
<td>112</td>
</tr>
</tbody>
</table>
3.7 Research Instruments

Data for this study were collected by means of two sets of instruments; a document analysis which was used to collect data on children’s reading achievement and a questionnaire for parents. The questionnaire was divided into five sections. The document analysis comprised of three columns.

3.7.1 Questionnaire for Parents

A questionnaire with closed-ended and open-ended questions was used to gather relevant information from parents who were the study respondents in this study. A questionnaire was therefore utilized to collect relevant information in regard to parent-child engagement in reading (Appendix B, section B), parents’ reading behavior (Appendix B, section C), parents’ education level (Appendix B, section D) and parental-time factor (Appendix B, section E). Questionnaires were preferred in this study because it was easy to administer and ideal for collecting more data within a shorter period of time. Gay (1992) noted that questionnaires enable the researcher to gather data from many respondents simultaneously and are easy to be administered. According to Borg and Gall (1985), questionnaires are generally less expensive and do not waste time in administration. The different sections in the questionnaire were scored differently. The scores regarding parents’ responses in the different sections were calculated and categorized into various levels (high, average or low) depending on the scale.
3.8 Pilot Study

The questionnaire was piloted in two public primary schools in Kasarani Sub-county. The pilot study did not include any private school because the researcher was to collect the data from public primary schools in Kasarani Sub-County due to the poor reading performance that has been reported in this area (Uwezo, 2012). The two schools were selected purposively for the pilot study. Twenty parents (ten from each of the pilot school) were selected at random to whom the questionnaires were administered through their children. The two pilot schools were not included in the final study. Pilot study was used to enhance the reliability and validity of the research instruments as described in the following sub-sections.

3.8.1 Validity of the Instruments

The questionnaire in this study was based on objectives stated in this study. Pilot study helped to improve the face validity and content of the research instruments. The researcher sought assistance of the supervisor and other university lecturers, who, as experts in research methods and education, assisted in enhancing validity of the instrument. According to Borg and Gall (1989), validity of an instrument is improved through expert judgments. The feedback from the experts was used to enhance and adjust the research instruments. For instance, ambiguous items were removed and more other valuable items related to research objectives were adjusted to enhance the content of the instruments.
3.8.2 Reliability of the Instruments

The research instruments were tested in order to establish their reliability. The test re-test technique was used to estimate the reliability of the instruments. This involved administering the same instruments twice to the same group of respondents who were selected for this purpose. The instruments were administered to four parents twice within a period of two weeks. The questionnaires were scored manually and the two scores obtained were compared in order to establish the extent to which the contents of the questionnaires showed consistency in eliciting the same responses every time the instruments were administered. The scores from both tests were correlated to get the coefficient of reliability using Pearson’s moment formulae at .05 level of significance. A correlation coefficient of 0.73 for questionnaires was obtained and hence the instrument was considered reliable and accepted.

3.9 Data Collection Procedure

The researcher sent a letter to the sampled respondents in the region to clarify the purpose of the study. Upon getting the clearance, the researcher personally administered the questionnaires to the sampled respondents through their children. Use of the questionnaires eased the process of data collection because all the selected respondents were reached on time. During the administration of the research instruments, the purpose of the research was explained by the researcher through a letter so as to get rid of suspicion and fear among respondents.
3.10 Data Analysis

Upon receipt of the completed questionnaires, the collected data were checked for errors in responses, biases, exaggeration and omissions. The researcher used both the qualitative and quantitative analysis of the data obtained from the study. The responses from the questionnaires were categorized into their particular levels and numbers in each level were counted. Quantitative data were edited and analyzed using descriptive statistics such as frequencies, percentages, mean and standard deviation. The researcher also used Pearson’s correlation to determine the relationship between parent-child engagement in reading and children’s reading achievement at grade-two level. Presentation of data involved the use of tables. The correlation coefficient was established at a significance level of .05. Qualitative data was categorized into themes in relation to the research objectives and presented in form of narratives and direct quotes Table 3.2 summarizes how the analysis was carried out based on each research objective.
### Table 3.2: Data Analysis Techniques

<table>
<thead>
<tr>
<th>Variable</th>
<th>Nature of data</th>
<th>Score</th>
<th>Analysis tool</th>
<th>Mode of presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demographic Information</td>
<td>Quantitative</td>
<td></td>
<td></td>
<td>Tables</td>
</tr>
<tr>
<td>2. Parent-child engagement in reading</td>
<td>Quantitative</td>
<td>5-Likert scale (5=Very often, 4=often, 3-sometimes, 2-Rarely and 1-Never)</td>
<td>Frequency, percentage, mean and standard deviation</td>
<td>Tables</td>
</tr>
<tr>
<td>3. Parent’s reading behaviour</td>
<td>Quantitative</td>
<td>5-Likert scale (5=Very often, 4=often, 3-sometimes, 2-Rarely and 1-Never)</td>
<td>Mean and standard deviation</td>
<td>Tables</td>
</tr>
<tr>
<td>4. Parent’s education level</td>
<td>Quantitative</td>
<td>1-3=Low, 4-6=average, 7-10=High</td>
<td>Frequency and percentage</td>
<td>Tables</td>
</tr>
<tr>
<td>5. Parent’s time factor</td>
<td>Qualitative</td>
<td>&gt;5=Very often, 5 Days=often, 3-4 Days=sometimes, 1-2 Day=Rarely, 0 Days=Never</td>
<td>Mean and standard deviation</td>
<td>Tables</td>
</tr>
<tr>
<td>6. Reading achievement</td>
<td>Quantitative</td>
<td>1-3=Low, 4-6=average, 7-10=High</td>
<td>Mean and standard deviation</td>
<td>Tables</td>
</tr>
</tbody>
</table>

### 3.11 Logistical and Ethical Considerations

Before going to the field to collect data, the researcher obtained a letter from the Dean Graduate School, Kenyatta University allowing the researcher to carry out the study. In addition to this, the research proposal was viewed and approved by Kenyatta University Ethics Review Committee and a research permit was obtained from the National Council of Science, Technology and Innovation (NACOSTI). The County Government of Nairobi and the local administration of Kasarani Sub-County were informed of the study and their
consent was also obtained. All the head teachers of the selected public primary schools were informed of the study.

The researcher clearly informed the participants that the study was for academic purposes only hence their participation was completely voluntary. Participants were informed that they were free to withdraw from the study at any time and this involved no penalty. In the case of withdrawal, another research subject was purposively selected from that school to fill the gap left. The researcher made personal follow up to ascertain the cause for withdrawal so as to prevent such from happening to the other subjects.

At the beginning of the data collection process, all the respondents were informed about the purpose of the study through a letter written by the researcher. The researcher made it clear to them that the study is for education purposes and no one was allowed to access the information before it was translated into a study report. The respondents were informed as well that their individual details such as names appeared nowhere even in the final report and that the report would have group data hence their identity being sealed. All information obtained from parents remained confidential. In addition to these, data were coded to hide the identity of the participants and no names were included in the study.

The respondents’ consent was sought at the beginning of the study after the briefing and no one was coerced into participating in the research study. Only those who willingly gave their consent participated in the study. The information in the consent was fully
explained to the participants (parents) and after agreeing to it, they were asked to sign the consent form before the study took place. All the participants were given an opportunity to have any question answered.

The researcher sought permission from the area Education Officer by briefing him/her about the purpose of the study in the area. All interested members of the community who included parents were allowed to inquire about the study and its significance were well explained to them. The researcher made it clear that the research findings were made available to the study schools so that were well informed about the influence of parents’ reading behavior, parents’ education level and parental-time factor on parent-child engagement in reading and how this impacts on children’s reading achievement at grade two level.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study aimed at investigating the relationship between parent-child engagement in reading and grade two pupils reading achievement. This chapter presents the data analysis and discussion of the study findings. The data was presented in the form of frequencies and percentages using graphs and frequency tables. The data are presented under three sections: section one covers demographic information for parents, section two presents the response rate for the questionnaires and section three of the chapter presents the findings based on the following objectives:

i. To establish the relationship between parent-child engagement in reading and grade two pupils’ reading achievement in Kasarani Sub-County.

ii. To examine the relationship between parents’ reading behavior and grade two pupils’ reading achievement in Kasarani Sub-County.

iii. To investigate the relationship between parents’ education level and grade two pupils’ reading achievement in Kasarani Sub-County.

iv. To assess the relationship between parental-time factor and grade two pupils reading achievement in Kasarani Sub-County.
4.2 Respondents’ Demographic Information

This section presents the respondents’ demographic information based on gender and professional qualification.

4.2.1 Distribution of Respondents by Gender

The first demographic data the researcher collected was on gender. The results were as shown in table 4.1.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>21</td>
<td>21.0%</td>
</tr>
<tr>
<td>Female</td>
<td>79</td>
<td>79.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 revealed that majority 79% of the respondents who participated in the study were female parents while 21% were male parents. This shows that in most homes in Kasarani Sub-County, the female parents help their children with homework more than male parents.

4.2.2 Respondents’ Academic Qualification

The researcher investigated respondents’ academic qualification and the results were as presented in table 4.2
Table 4.2: Respondents’ Academic Qualification

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never been to school</td>
<td>11</td>
<td>11.0%</td>
</tr>
<tr>
<td>Did not complete primary school</td>
<td>15</td>
<td>15.0%</td>
</tr>
<tr>
<td>Did not complete secondary school</td>
<td>34</td>
<td>34.0%</td>
</tr>
<tr>
<td>College</td>
<td>31</td>
<td>31.0%</td>
</tr>
<tr>
<td>University</td>
<td>9</td>
<td>9.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

N=100

Table 4.2 presents data for respondents’ academic qualification. Data on the level of education of the respondents revealed that parents’ level of education spread across all the education levels presented, Results indicated that 31 (31.0%) of the participants were college graduates and only 9 had obtained degree. Nevertheless, more than a third (34.0%) did not complete secondary school, 15 (15.0%) did not complete primary school and 11 (11.0%) had never been in school implying that many parents of children attending public primary schools in Kasarani Sub-County had not attained better education.

**4.2.3 Response Rate**

The researcher established the response rate in order to ascertain the ideal number of respondents who actually participated against the sampled population. The research instrument also solicited demographic information of the parents in terms of gender and level of education. Table 4.3 presents the response rate of questionnaires for parents.
Table 4.3: Response Rates

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sampled Respondents</th>
<th>Those Who Participated</th>
<th>Achieved Return Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>112</td>
<td>100</td>
<td>89.29</td>
</tr>
<tr>
<td>Parents</td>
<td>112</td>
<td>100</td>
<td>89.29</td>
</tr>
<tr>
<td>Total</td>
<td>224</td>
<td>200</td>
<td>89.29</td>
</tr>
</tbody>
</table>

From Table 4.3, grade two pupils and their parents registered an average response rate of 89.29%. The research considered the response rate of 89.29% as adequate and suitable as attested to by Creswell (2009) where he asserts that a response rate of 75.0% and above is adequate for generalization of the outcomes to the target population. Mugenda and Mugenda (2003) also noted that, a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and 70% and over is excellent. Based on this assertion, a response rate of 89.29% was excellent.

4.2.4 Children’s Reading Achievement

To measure children’s reading achievement, the researcher used children’s reading scores from two previously done examinations. The two reading scores for each selected child were added together and then divided by two to get their average scores. This enabled the researcher to determine reading achievement of children. The average scores were categorized into three levels: high, average or low. The low category ranged between 10 and 30; average category ranged between 31 and 40 while the high category ranged between 41 and 50 marks. The results were presented in Table 4.4.
Results in Table 4.4 showed that slightly more than half 54(54.0%) of the grade two pupils were competent in word recognition. About 7.0% of the grade two pupils recorded average results in word recognition, whereas 39(39.0%) had low scores in word recognition. As children move further away from elementary school, a stronger focus is put on being able to comprehend text. Since there is a strong relationship between word recognition and reading comprehension, oral reading fluency has become an accepted way to quantify a pupil’s reading competence.

Results further revealed that almost a third of children (mean=26.33) had high achievement in reading skills. However, half of children (mean=50.0) performed low in reading while the least (mean=25.67) had average achievement in reading skills. Children who lag behind in their reading skills receive less practice in reading than other
children do. They also miss opportunities to develop reading comprehension strategies and often encounter reading material that is too advanced and consequently, may acquire negative attitudes about reading itself. This is in agreement with a report by NAEP (2013) which advocates that more than 20% of English speaking children at age 11 still struggle to read. This performance could be attributed to inadequate teaching and learning materials in schools. These findings are worth noting because in today’s information society, the ability to read and write is crucial for maximizing success in the endeavors of daily life, continuing intellectual growth and realizing personal potential. It is the ground of almost all processes of learning and acquisition of basic literacy skills to become a means of engaging with diverse forms of knowledge, understanding and communication (Geske & Ozola, 2009).

The performance of poor letter sound recognition could be as a result of poor teaching methods on letter and sound recognition and hence grade two pupils could not be able to link letter and sound well. These findings corroborate the assertions of Wolf (2016), that early teaching of decoding skills lays a firm foundation for acquisition of reading skills. In other words, successful acquisition of decoding skills during the lower primary levels is a good indicator of later literacy achievement.

These findings also implied that grade two pupils had a problem in sound recognition, word recognition and hence could not read sentence and paragraph easily. It could also be an indication of poor reading practices by the pupils. These are in agreement with those of Dahl (2004) and Samuels (2005) that fluency is usually measured through oral
readings, although good readers also demonstrate this skill when reading loudly. Frequent oral reading is the best way for children to improve their fluency. These findings affirm the fact that skills such as letter-sound, letter combinations and the making of sense and association of words need to be acquired first before the reader can read more complicated skills. This implies that successful acquisition of reading skills during the lower primary levels is a good indicator of later literacy achievement.

Results in Table 4.3 indicate that 30(30%) of grade two pupils registered high scores in comprehension skills. However, majority 60(60%) of the pupils had low scores in comprehension skills. This is attributed to the fact that most pupils (60%) registered poor story reading skills hence could have affected the acquisition of comprehension skills since in most cases children who are poor readers may not be good at comprehending skills. These findings are consistent with the assertions of Hanson and Padua (2014) that word recognition plays a crucial role in reading process and that, in reading, comprehension is necessary to understand the text. Further, Glende (2013) confirms that pupils with poor letter, word and sound recognition skills are likely to experience reading problem. Hence, these findings affirm the fact that letter sound recognition, word recognition (vocabulary), and comprehension skills are imperative to children’s acquisition of reading skills. In other words, grade two learners with poor reading skills need early intervention to enable them become good readers.

These findings were consistent with the findings of a study conducted by Kim, Petscher and Foorman (2015) which examined variance in reading comprehension scores that
existed between learners, grades, schools and districts for children in grades 3. Also, Kim et al. (2015) affirm that many factors such as the cognitive factors, fluency and semantic, spelling and a motivational factor, reading and self-concept are key in comprehension based on preferred reading approaches. The findings also agree with those of Ouko (2015) who did a comparison between grade one pupils in performance in numeracy and literacy and found that there was lower performance in literacy as compared to numeracy implying that reading skills were still adequate.

These findings also agree with those of Mulindwa and Marshall (2013) which indicated that only 40% of the pupils in grade three scored over 50% in English reading while only 30% of the grade six pupils scored over 50%. Similarly, the RTI (2010) study indicated that pupils were performing poorly in reading with 92.3% of grade three pupils in Tanzania unable to read a grade two text in English while 5.8% could not read a similar grade two text in Kiswahili.

The findings of the current study are also consistent with a report by Uwezo (2016) which showed that a high percentage of grade two pupils could not read at their grade level and that some pupils completed primary school unable to read. In its report, Uwezo (2016) stated that 85% of grade two pupils could not read a grade two text in English while 81% could not read a similar text in Kiswahili, 27% of grade five pupils were found to be unable to read a grade two text in English; while 23% could not read a similar text in Kiswahili.
4.3 Parent-Child Engagement in Reading and Grade Two Pupils’ Reading Achievement

The first objective of the study sought to establish the relationship between parent-child engagement in reading and grade two pupils’ reading achievement in Kasarani Sub-County, Kenya. To measure the extent parents engaged in reading with children, a 5-point Likert scale ranging from “very often” to “Never” was used. Parents’ responses to the 10 items in the questionnaire were calculated to determine how often parents implemented those statements. The responses were assigned the following scores: (very often-5), (often-4), (sometimes-3), (rarely-2) and (never-1). The scores were categorized into two levels: high and low respectively. Those who scored between 10 and 39 were termed as low, while those who scored between 41 and 50 were placed in the high category of parent-child engagement in reading. Data was collected from grade two parents and the results are indicated in Table 4.4.
Table 4.5: Ratings of Parent-Child Engagement in Reading

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read to your child</td>
<td>100</td>
<td>3.4</td>
<td>0.19</td>
</tr>
<tr>
<td>Listen to your child read</td>
<td>100</td>
<td>3.6</td>
<td>0.44</td>
</tr>
<tr>
<td>Provide your child with reading materials of his/her choice</td>
<td>100</td>
<td>3.8</td>
<td>0.23</td>
</tr>
<tr>
<td>Read signs and posters in the environment</td>
<td>100</td>
<td>3.3</td>
<td>0.60</td>
</tr>
<tr>
<td>Help your child with his/her reading homework</td>
<td>100</td>
<td>3.3</td>
<td>0.50</td>
</tr>
<tr>
<td>Help your child to pronounce words correctly</td>
<td>100</td>
<td>3.2</td>
<td>0.32</td>
</tr>
<tr>
<td>Answer your child’s questions about text</td>
<td>100</td>
<td>3.1</td>
<td>0.30</td>
</tr>
<tr>
<td>Ask your child questions after reading a story</td>
<td>100</td>
<td>2.7</td>
<td>0.46</td>
</tr>
<tr>
<td>Play language games with your child</td>
<td>100</td>
<td>3.5</td>
<td>0.34</td>
</tr>
<tr>
<td>Label things in the environment (for example flowers)</td>
<td>100</td>
<td>2.8</td>
<td>0.60</td>
</tr>
</tbody>
</table>

Summary of score range

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-39</td>
<td>67</td>
<td>67.0</td>
</tr>
<tr>
<td>41-50</td>
<td>33</td>
<td>33.0</td>
</tr>
</tbody>
</table>

*Data are on a 5-point Likert Scale (5-very often 4-often 3-sometimes 2-rarely 1-Never)

Key: N=Number of items in the survey, SD=Standard Deviation

Results in Table 4.5 indicated that parents of second graders were averagely supportive to read with them at home. Provision of reading materials to children for reading had the highest score (mean=3.8, SD=0.23). However, parent asking questions after reading a story had the lowest score (mean=2.7, SD=0.46). This kind of interaction is essential for children to learn. Labeling things in the environment also had a low mean score of below
3.0 (mean=2.8, SD=0.60). This implied that other than being supportive in reading process at home, not many parents invested much energy in preparing reading environment for the children.

Results in Table 4.5 further indicated that the level of parent-child engagement in reading for majority of parents (67.0%) was low. Only 33.0% of the parents scored the high level of engagement and believed that they had a role to play in their children’s reading at home. The results implied that most of the parents did not believe they had a role to play in children’s reading related activities at home. According to Grolnick (1994), parents who provide a place for education, follow up their children’s learning progress in school and read with their children. Further analysis was done to determine whether there was a relationship between parent-child engagement in reading and grade two pupils’ reading achievement. To test the result, the following hypothesis was formulated.

**H<sub>a1</sub>: There is a significant relationship between parent-child engagement in reading and grade two pupils’ reading achievement.**

Pearson Correlation test was used to find out whether the relationship between parent-child engagement in reading and grade two pupils’ reading achievement was significant. The results were presented in Table 4.6.
The results presented in Table 4.6 show that parent-child engagement positively correlate with pupil’s reading achievement. Parent-child engagement was highly significant and associated with pupil’s reading achievement. A coefficient of 0.165 means that a unit increase in parent-child engagement at home improved the reading skills among children by 16.5% at a significance of $p<0.05$ ($p=0.003$). The results show that the relationship between parent-child engagement and pupils’ reading achievement was significant. The alternative hypothesis ($H_{a1}$: There is a significant relationship between parent-child engagement in reading and grade two pupils’ reading achievement) was accepted. This implies that the more parents engaged with their children in reading at home the faster the acquisition of reading skills among children leading to improved achievement.

The findings agree with those of Maduekwe and Adeosun (2010) in Nigeria which indicated that parents who encourage, motivate and reinforce their children’s efforts to read have children who perform well in reading. This way, parent-child engagement in reading at home leads to higher grades, higher test scores, higher graduation rates, better school attendance, lower suspension rates, higher self-esteem, increased motivation and
fewer instances of violet behavior among pupils. This was also in line with the views of Gest et al. (2008) who observed that parent-child engagement in reading at home has significant positive influence on academic achievement, language comprehension, expressive skills, pupils’ interest in reading and attitudes towards reading.

The findings of the current study are also in conformity with those of Halloway (2008) which indicated that parental involvement through assisting children to learn ways of improving their competence in reading skills and communication has an affirmative impact on the children’s reading achievement at school. Hence, active parents make efforts to always be cognizant about their child’s school aims and objectives towards their children’s education and become active players in determining how the school should pursue them.

Mwoma (2009) harmonize with the above studies that some preschool children whose fathers were involved in their education performed better than their peers who had uninvolved fathers. Other studies like those conducted by Rosebrock (2006); Strickland& Riley-Ayers, 2006) corroborated these revelations by revealing that about 10% of pupils annually do not reach the average reading levels due to lack of parental involvement in reading at home.
4.4 Parents’ Reading Behavior and Grade Two Pupils’ Reading Achievement

The second objective of the study sought to examine the relationship between parents’ reading behavior and grade two pupils’ reading achievement in Kasarani Sub-County, Kenya. To measure parents’ reading behavior with children, a 5 point-Likert scale ranging from very often to Never was used. Parents’ responses to the ten items in the questionnaire were assigned scores as follows: (Never-1), (rarely-2), (sometimes-3), (often-4) and (very often-5). Parent’s responses in the study items were calculated to establish the scores. The scores were scored into two categories. Parents who scored between 10 and 35 were placed in the low-level category of parents’ reading behavior, while those who scored between 36 and 50 were placed in the high category of parents’ reading behavior. The results based on the ratings of parents’ reading behaviours were presented in Table 4.7.
Table 4.7: Ratings of Parent’s Reading Behaviours

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read regularly in my child’s presence</td>
<td>100</td>
<td>3.3</td>
<td>0.61</td>
</tr>
<tr>
<td>I always utilize free reading programs</td>
<td>100</td>
<td>3.4</td>
<td>0.42</td>
</tr>
<tr>
<td>I always read stories to my child</td>
<td>100</td>
<td>3.3</td>
<td>0.59</td>
</tr>
<tr>
<td>I always communicate with my child’s teacher</td>
<td>100</td>
<td>3.4</td>
<td>0.47</td>
</tr>
<tr>
<td>I always explain difficulty words to my child</td>
<td>100</td>
<td>2.8</td>
<td>0.95</td>
</tr>
<tr>
<td>I always provide reading materials to my child</td>
<td>100</td>
<td>2.8</td>
<td>0.55</td>
</tr>
<tr>
<td>I always ask my child to re-tell a story after a story session</td>
<td>100</td>
<td>2.5</td>
<td>0.59</td>
</tr>
<tr>
<td>I always encourage my child to ask questions after reading</td>
<td>100</td>
<td>2.7</td>
<td>0.60</td>
</tr>
<tr>
<td>I always help my child with his/her reading homework</td>
<td>100</td>
<td>2.9</td>
<td>1.04</td>
</tr>
<tr>
<td>I always talk about text in picture books/magazines/Newspapers with my child</td>
<td>100</td>
<td>2.9</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Summary of score range

<table>
<thead>
<tr>
<th>Score Range</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-35</td>
<td>64</td>
<td>64.0</td>
</tr>
<tr>
<td>36-50</td>
<td>36</td>
<td>36.0</td>
</tr>
</tbody>
</table>

Key: N=Number of items in the survey, SD=Standard Deviation

Results in Table 4.6 indicated that the items: ‘I always ask my child to re-tell a story after a story session’ (m=2.5, SD=.59), ‘I always encourage my child to ask questions after reading (m=2.7, SD=.60); ‘I always explain difficult words to my child’ (m=2.8, SD=.95); ‘I always provide reading materials to my child’ (m=2.8, SD=.55); ‘I always talk about text in picture books/magazines/Newspapers with my child’ (m=2.9, SD=.50) and ‘I always help my child with his/her reading homework’ (m=2.9, SD=.04) had mean scores below 3.0 (mean<3.0).
These findings implied that most parents who took part in this study did not ensure their children mastered the told stories, hardly provided reading materials to their children, did not help their children in pronunciation of words, and rarely assisted their children in homework at home. Parents and children learn and remember stories and parts of stories that enable children to enrich their language and later use the same language as they tell stories and express themselves orally (Chi-Hui & Hwa-Wei, 2016). In reference to this implication, Tizard, Schofield, and Hewison (1982) established that when 7-year old children read to their parents, they end-up improving their reading skills.

Results in Table 4.7 further indicated that the level of reading culture for majority of parents (64.0%) was low and only 36.0% of the parent’s registered high scores in reading behaviours. These findings implied that most of the parents did not fully involve in their children’s reading skills acquisition at home. These findings concur with those of Begum (2007) which indicated that home literacy activities are to take child to the library, play games to teach child new things, read to child, share reading, and to provide reading materials.

This study findings also corresponds with that of Austin (2007) which revealed that when parents taught letter sounds and word reading to their children at home, there was a significant improvement in children’s reading skills. According to Valarie-Wing (2008), only half of the parents agreed that they read with their children at home and this indeed helped to enhance their motivational beliefs, since their self-efficacy and role construction was correlated with their behaviour. Further analysis was done to determine
whether there was a relationship between parents’ reading behavior and grade two pupils’ reading achievement. To test the result, the following hypothesis was formulated.

**H₂:** There is a relationship between parents’ reading behavior and grade two pupils’ reading achievement.

Pearson Correlation test was used to find out whether the relationship between parents’ reading behavior and grade two pupils’ reading achievement was significant and the results were presented in Table 4.8.

**Table 4.8:** Parents’ Reading Behavior and Pupils’ Reading Achievement

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>Significance (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of parents’ reading behaviour</td>
<td>0.431</td>
<td>0.04</td>
<td>.001</td>
</tr>
<tr>
<td>$R^2$.623</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted $R^2$.624</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The findings in Table 4.8 shows relationship between parents’ reading behavior and grade two pupils’ reading achievement. A correlation coefficient of 0.431 was established between parents’ reading behavior and grade two pupils’ reading achievement depicting a high and significant positive relationship between the two at a significance level of 5%. Also, the correlation analysis depicts that a unit increase in the parents’ reading behavior improved the reading skills and children’s performance by 43.1%. The correlation was significant at $p<0.05$. Therefore, the second hypothesis ($H₂$: There is a relationship between parents’ reading behavior and grade two pupils’ reading achievement) of the study was accepted.
The findings of the study are supported by Arnold et al. (2008) who noted that pleasurable and purposeful adult-guided parent-child reading is a more natural effective means of promoting the acquisition of reading than are more traditional curricula, hence the need for such a study to establish the relationship between parents’ reading behavior and grade two pupils’ reading achievement. Greater parents’ involvement was associated with stronger pre-literacy skills and literacy experiences during the preschool years were associated with subsequent reading achievement.

Jurgens and Burchinal (2005) also showed that reading enrichment activity at home had significant positive influences on students’ reading achievement. The findings are further supported by Chi-Hui and Hwa-Wei (2016) that there was a significant parent’s reading behaviour on children’s reading achievement.

In a related study finding, Livingston and Wirt (as cited in Darling, 2005) also found that children with richer home literacy environments demonstrate higher levels of reading skills and knowledge when they enter kindergarten than children with less literacy-rich environments. Also, Huag and Doleis (2007) noted that family literacy activities include reading aloud, shared reading, and making print materials available have significant effects on children’s literacy learning.

4.5 Parents’ Education Level and Grade Two Pupils Reading Achievement

The third objective of the study sought to investigate the relationship between parents’ education level and grade two pupils’ reading achievement in Kasarani Sub-County,
Kenya. To measure parents’ education level, parents were required to indicate their highest education level and state if their education level influenced the way they engaged in reading with their children at home. Table 4.9 gives a presentation of the parents’ level of education against the performance of their children.

Table 4.9: Parents’ Level of Education and Pupils’ Reading Achievement

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Achievement of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>None</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Primary school</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Secondary school</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>College</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>University</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

Results in Table 4.9 showed that all children of parents with no education, except one registered low achievement in reading. Results further showed that out of 15 (15.0%) children whose parents had attained primary education, 8 (8.0%) had average achievement, 5(5.0%) performed averagely while 2 (2.0%) highly performed in reading. In contrast, high proportion of children (22.0%) whose parents had attained college education level registered low achievement against 21 children, whose parents had attained secondary education, registered an average achievement. Further, the results indicated that out of 9 children whose parents had attained University education level, 8
(8.0%) had average achievement in reading while none registered high achievement. These findings implied that pupils’ achievement in reading was majorly affected if the parents had no education at all. However, as the education level of parents move upwards from primary to university levels, there was variation of pupil’s achievement in reading.

The researcher further used an open item in questionnaire to find out if the education level among parents hindered them from reading with their children. Findings revealed that majority of parents who reported that they never attained education agreed that they were barred from assisting their children with their studies at home because they could hardly read. This was demonstrated by one of the respondents who gave the following statement:

“I have reading and writing difficulties so it becomes difficult to assist my child with his homework. Otherwise, he is smart and records better performances every term because teachers are there to provide everything.”

The above findings revealed that most parents without education believed that it was the work for teachers to provide all kinds of educational help to children at school. This is according to Msila (2012) who noted in his study that majority of parents were of the opinion that teachers had the necessary skills to lead schools without parents’ support. In a controverting statement, another respondent who had attained college education level reported:

“I always make sure that my children complete their homework and assist them especially in tasks with words which they cannot easily read and understand their meanings.”

The above findings implied that an educated parent is active in helping their children to acquire reading skills at home. This gives a child at home prerequisite skills in reading.
and becomes fluent hence easily understands and master subsequent skills when he/she gets admitted to grade one.

These findings are consistent with those of Gottfried et al. (2006) which similarly established that parents who had higher levels of education were more likely to engage with their children in learning. According to Murray and Fairchild (2009) maternal education had the most consistent direct influence on children’s cognitive and behavioral outcomes.

These results are similar to findings of Hanafi (2007) which revealed that both parents’ level of education and reading materials available in the home were related to children’s academic achievement. The findings were also similar to those of Ayodele et al. (2010) whose results revealed that students’ academic performance is positively influenced by their parents’ level of education.

The findings further agree with those of Jacquelyn, (2005) which investigated the relationship of parents’ education level to their children academic achievements and revealed that mother’s education has a more influence than father. In addition to this concept, Karshen (2003) says that students whose parents are well educated get higher positions than those whose parents are not educated. Thus, educated parents help their children in school work activities.
In agreement with the findings of the current study, Raley (2007) showed that children of college-educated mothers read more often, watched less television, participated more in structured activities, and had mothers who were more involved in their schooling when compared with children of less educated mothers.

The findings of this study are also in consistent with those of Nannyonjo (2007) which indicated that pupils with parents who did not finish primary or just finished primary, and pupils with parents who finished senior four or senior six or university performed considerably better. The study further reflected the ability of parents to support the pupils’ school work, and likely interactions of literate parents as well as their ability to support their children with homework or help with difficult homework questions.

The findings of the current study also conform to those of Hindin and Paratore (2007) showed that if parents or other adults do not have the necessary skills for providing literacy-rich experiences or exposure to varied and extensive vocabulary, then their children will be lagging behind other students of the same age. Also, if parents are knowledgeable about literacy skills they can assist the child with phonics, context clues, picture clues, as well as other word recognition techniques.

According to Okumu et al. (2008), educated mothers had the ability to manage time well and hence getting time to be with her children as compared to uneducated mothers. Also educated mothers were found to be more effective in helping their children in academic work. They also monitored and supervised their children’s academic progress; this alone
served as an impetus to enable the child to better in school. In addition, the findings are also supported by Mwoma’s (2009) study on fathers’ involvement in preschoolers’ learning established that fathers’ education levels influenced their engagement in their children’s learning. To test whether relationship between parents’ education level and grade two pupils’ reading achievement was significant, the following hypothesis was stated and tested:

**Hₐ₃**: There is a relationship between parents’ education level and grade two pupils’ reading achievement.

A Pearson Correlation test was done to test the relationship between parents’ education level and grade two pupils’ reading achievement and the results are presented in Table 4.10.

**Table 4.10: Parents’ Education Level and Grade Two Pupils’ Reading Achievement.**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>Significance (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent’s education Level</td>
<td>0.532</td>
<td>0.33</td>
<td>.123</td>
</tr>
<tr>
<td>R²=.456</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted R²=.423</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results presented in Table 4.10 show that parents’ education positively affected grade two pupils’ reading achievement. Based on these findings, it can be concluded that parents’ education level significantly determines grade two pupils’ reading achievement. However, the correlation between parents’ education level and grade two pupils’ reading
achievement was not significant at a significance level of 5% (p>0.05). Therefore, the third hypothesis ($H_{a3}$: There is a relationship between parents’ education level and grade two pupils’ reading achievement) was rejected. The results implied that there was no statistical difference between parents’ educational level and reading achievement among their children.

These findings of the current study are consistent with those of Hanafi (2008) and Ayodele, Aremu and Abogou (2010) on various aspects of relationship between parents’ level of education and academic achievement which found no significant relationship between parents’ level of education and academic achievement among College students. The findings also concur with those of Muruwei (2011) in Bayelsa State, Nigeria which confirmed that fathers’ and mothers’ levels of education was not a significant predictor of academic achievement across school levels. The findings of the current study further concur with those of Muruwei (2011) which examined the influence of parents’ level of education on their children achievement in English language at the senior secondary level of education and found that parents’ level of education was not significant predictor of children’s academic achievement.

Nevertheless, findings of the current study disagree with those of Further et al. (1993) which indicated a significant relationship between parents’ level of education and parents’ engagement levels in their children’s education at home. Furthermore, the hypothesis that parents’ educational level positively affects students’ academic achievement was confirmed valid by Ayodele (2010) in Nigeria.
The findings also disagree with those of Owoeye (2008) which investigated the influence of parents’ level of education on children’s achievement in reading and fluency and indicated that parents’ level of education has significant effect on children’s reading competence. Magnuson (2007) also explored the relationship between grade 4 children’s reading and parental behaviors and attitudes and found parental behaviors and attitudes were linearly predictive of children’s reading achievement.

4.5 Parental-Time Factor and Grade Two Pupils Reading Achievement

The fourth objective of the study sought to assess the relationship between parental-time factor and grade two pupils reading achievement in Kasarani Sub-County, Kenya. To measure the influence of parental-time factor on parent-child engagement, parents were required to indicate the number of days in a week they engaged in some reading related activities with their children on a 5-point Likert scale. Parents were required to choose from five alternatives ranging from very often (more than 5 days) to Never (0 days). The scores regarding parents’ responses were calculated and categorized as either high or low based on the individual scores. The results are shown in Table 4.10.
Table 4.1: Ratings of Parent’s Reading Behaviours

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read with your child</td>
<td>100</td>
<td>2.3</td>
<td>0.61</td>
</tr>
<tr>
<td>Read for the child</td>
<td>100</td>
<td>2.4</td>
<td>0.42</td>
</tr>
<tr>
<td>Answer your child’s questions after reading</td>
<td>100</td>
<td>2.3</td>
<td>0.59</td>
</tr>
<tr>
<td>Attend school functions</td>
<td>100</td>
<td>2.6</td>
<td>0.47</td>
</tr>
<tr>
<td>Communicate with your child’s teacher</td>
<td>100</td>
<td>2.8</td>
<td>0.95</td>
</tr>
<tr>
<td>Help your child with reading homework</td>
<td>100</td>
<td>2.8</td>
<td>0.55</td>
</tr>
<tr>
<td>Explain difficult words</td>
<td>100</td>
<td>2.2</td>
<td>0.59</td>
</tr>
<tr>
<td>Listen to your child read</td>
<td>100</td>
<td>2.7</td>
<td>0.60</td>
</tr>
<tr>
<td>Utilize free reading programs with your child</td>
<td>100</td>
<td>2.9</td>
<td>1.04</td>
</tr>
<tr>
<td>Read as a family</td>
<td>100</td>
<td>2.9</td>
<td>0.50</td>
</tr>
</tbody>
</table>

| %                | 36.0 |

*Data are on a 5-point Likert Scale (5 days-very often, 4 days-often, 3 days-sometimes, 2-1 day rarely, 0 days-Never)

Key: N=Number of items in the survey, SD=Standard Deviation

Results in Table 4.6 indicated that all items had mean score of below 3.0 (mean<3.0). These findings implied that most parents who took part in the study did not spare adequate time for: reading with the children; reading for the child at home; answering the child’s questions after reading, attending school functions, communicating with the children’s teacher, helping with reading homework, explaining difficult words for the children, listening for the children as they read and reading as a family. In agreement to the findings of the current study, Roselle and Granville (2005) in a study conducted in
Scotland discovered that parents lacked time to engage with their children in reading because of work and family involvement.

Studies conducted in the United Kingdom reported low levels of parental involvement in their children’s education. In a study involving fathers in 26 families in Britain, Welsh et al., (2012) found that parental involvement in their children’s reading and support in homework assignments were rated least among other aspects of parental involvement. Consistent with the current study’s results, Brandt (2011) revealed that majority of the parents in USA were not attending parent-teacher meetings, school functions and did not assist their children with their assignment and projects. Smith (2008) also reported minimal parent-child engagement in children’s education in USA which is attributed to lack of time.

These findings also concur with those of a study conducted in Kenya by Wambiri (2007) which identified parental time factor as a major hindrance to parent-child engagement in reading from an early age. According to Wambiri (2007) most parents were leaving their children under the care of care-giver who were responsible to carry out all the duties concerning these children. This means that majority had no time to engage with their children in reading related activities. The findings also agree with those of Mwoma (2009) which revealed that children whose fathers spared time in their education performed better at school than peers whose fathers were not willingly involved. In order to determine the significance of the relationship between parental-time factor and grade two pupils’ reading achievement, the following hypothesis was generated and tested:
H₄: There is a relationship between parental-time factor and grade two pupils’ reading achievement.

Pearson correlation test was done between the two related variables and means of the two variables were computed. The results have been presented in Table 4.12.

Table 4.12: Parental-time factor and pupil’s reading achievement

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>T-test</th>
<th>Significance (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental-time factor</td>
<td>0.214</td>
<td>0.04</td>
<td>13.754</td>
<td>.001</td>
</tr>
<tr>
<td>R²=.567</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted R²=.562</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The findings in Table 4.12 show the relationship between methods of instruction and trainees’ satisfaction with quality of education. A correlation coefficient of 0.214 was established depicting a low but significant positive relationship (p=0.001) at a significance level of 5%. The findings also show that the correlation is significant at p<0.05 and hence the fourth hypothesis (H₄: There is a relationship between parental-time factor and grade two pupils’ reading achievement) was accepted. Based on the outcome therefore, it can be deemed that there is a significant relationship between parental-time factor and grade two pupils’ reading achievement.

These findings coincide with those of Guest et al. (2004) who found that parental-time factor in children’s reading activities at home has a significant positive influence not only on academic achievement but also on language comprehension, expressive skills, pupils’ interest in reading and attitudes towards reading. The findings of this study are also supported by those of Resetar et al. (2006) who found that children whose parents contributed less time devoted to reading were more likely to have reading problems at
school (Resetar, Noell, & Pellegrin, 2006). Variables in the home that contribute to the children’s early literacy success may even outweigh those in the school setting hence parents of low-performing readers are less likely to use effective methods of reading instruction.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study aimed at investigating the relationship between parent-child engagement in reading and grade two pupils' reading achievement. This chapter presents summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.2 Summary of Research Findings

The first objective of the study sought to establish the relationship between parent-child engagement in reading and grade two pupils' reading achievement in Kasarani Sub-County. The study established that provision of reading materials to children for reading had the highest score (mean=3.8, SD=0.23). However, parent asking questions after reading a story had the lowest score (mean=2.7, SD=0.46). Other than being supportive in reading process at home, not many parents invested much energy in preparing reading environment for the children. A coefficient of 0.165 means that a unit increase in parent-child engagement at home improved the reading skills among children by 16.5% at a significance of p<0.05 (p=0.003).

The second objective of the study sought to examine the relationship between parents' reading behavior and grade two pupils' reading achievement in Kasarani Sub-County. The study established that most parents who took part in this study did not ensure their children mastered the told stories, hardly provided reading materials to their children, did
not help their children in pronunciation of words, and rarely assisted their children in homework at home. From the Pearson Correlation test statistics, the results a correlation coefficient of 0.431 was established between parents’ reading behavior and grade two pupils’ reading achievement depicting a high and significant positive relationship between the two at a significance level of 5%.

The third objective of the study sought to investigate the relationship between parents’ education level and grade two pupils’ reading achievement in Kasarani Sub-County. In contrast, high proportion of children (22.0%) whose parents had attained college education level registered low achievement against 21 children, whose parents had attained secondary education, registered an average achievement. Further, the results indicated that out of 9 children whose parents had attained University education level, 8 (8.0%) had average achievement in reading while none registered high achievement. Pupils’ achievement in reading was majorly affected if the parents had no education at all. However, as the education level of parents move upwards from primary to university levels, there was variation of pupil’s achievement in reading. Pearson correlation test showed that results parents’ education level did not significantly determined grade two pupils’ reading achievement.

The fourth objective of the study sought to assess the relationship between parental-time factor and grade two pupils reading achievement in Kasarani Sub-County. Findings revealed that most parents who took part in the study did not spare adequate time for: reading with the children; reading for the child at home; answering the child’s questions
after reading, attending school functions, communicating with the children’s teacher, helping with reading homework, explaining difficult words for the children, listening for the children as they read and reading as a family (mean score<3.0). From the Pearson correlation test, the results were statistically significant at significance level of 5% and that there was a positive relationship between parental-time factor and pupil’s reading achievement.

5.3 Conclusions

Based on the findings of the current study, the following conclusions have been drawn.

The results show that the relationship between parent-child engagement and pupils’ reading achievement was significant. The alternative hypothesis ($H_{a1}$: There is a significant relationship between parent-child engagement in reading and grade two pupils’ reading achievement) was accepted.

Pearson correlation analysis depicted that a unit increase in the parents’ reading behavior improved the reading skills and children’s achievement by 43.1%. The correlation was significant at $p<0.05$. Therefore, the second hypothesis ($H_{a2}$: There is a relationship between parents’ reading behavior and grade two pupils’ reading achievement) of the study was accepted.

The correlation between parents’ education level and grade two pupils’ reading achievement was not significant at a significance level of 5% ($p>0.05$). Therefore, the third hypothesis ($H_{a3}$: There is a relationship between parents’ education level and grade
two pupils’ reading achievement) was rejected. The results implied that there was no statistical difference between parents’ educational level and reading achievement among their children.

A correlation coefficient of 0.214 was established depicting a low but significant positive relationship (p=0.001) at a significance level of 5%. The findings also show that the correlation is significant at p<0.05 and hence the fourth hypothesis (H₄: There is a relationship between parental-time factor and grade two pupils’ reading achievement) was accepted. Based on the outcome therefore, it can be deemed that there is a significant relationship between parental-time factor and grade two pupils’ reading achievement.

5.4 Recommendations

Based on the findings of the study and conclusions, the study makes the following recommendations for various categories of stakeholders.

5.4.1 Recommendations for Head Teachers

i) Findings revealed that majority of parents did not engage in their children’s studies at home and hence most learners were unable to acquire reading skills as compared to those who get parental assistance in reading. The study recommends that head teachers and teachers should put more emphasis on learners to acquire reading skills. They should provide necessary materials and environment which can motivate learners to develop reading skills.
5.4.2 Recommendations for Teachers

i) It is evident that other factors such as parent-teacher communication is also important in relation to acquisition of reading skills in schools. Therefore, teachers need to be encouraged to enhance their relationship with parents.

5.4.3 Recommendations for Parents

i) Since a significant number of parents gave the main reason for not being involved in children’s reading as inability to read, establishment of adult literacy gradees in the area of study would increase literacy levels among the parents. This would empower parents to be effectively involved in their children’s reading related activities at home.

i) Children need time and support while learning about books and learning to read. Parent involvement in literature includes shared reading experiences and literature discussions.

ii) Parents should read to or listen to their children read as often as possible, preferably every day. Parents should not only share reading experiences with their children but should also discuss the piece of literature throughout the shared reading experience.

iii) Mothers should be encouraged to spend more time with their children at home, continuously nurturing them with practices such as reading, speaking English language and holding discussions with them on how they can best handle their studies.
5.4.4 Recommendations for Ministry of Education

i. To improve the levels of engagement of parents in children’s reading at home, the Ministry of education needs to formulate policies on parental involvement through sensitization and training of parents towards enabling them support their children’s reading culture and development.

ii. The current curriculum does not emphasize on the significance of parental involvement in children’s education. Hence, curriculum for educating parents on the importance of being involved and how to be involved in their children’s reading is necessary. This curriculum will help parents to understand their role in children’s reading and activities that they can be involved in to help their children learn to read. The curriculum should also address teacher-parent collaboration.

5.4.5 Recommendations for County Directors of Education

i) County Directors of Education should mobilize head teachers, to work with other teachers and community members to establish grade, school or community libraries.

ii) County Directors of Education should organize reading campaigns in school; which should culminate into reading competitions. Parents and their children may be involved in these reading campaigns.
5.4.6 Recommendations for Other Agencies

i) Non-governmental organizations could fund adult education programmes to reduce the numbers of parents who are not able to read in this Sub-County in order to empower parents to be effectively involved in their children’s reading at home.

ii) Private individuals and community-based organizations play a crucial role in the education sector and therefore need to provide funds for training parents on parental involvement and for purchasing reading materials for children.

5.4.7 Recommendations for Further Research

i. The current study looked at only parent-related aspects whereas there are more other important aspects related to teachers and learners. These other aspects need to be investigated so as to strengthen the study based on triangulation.

ii. This study was conducted in Kasarani Sub-County, which is majorly based on urban setting. There is need for similar studies to be conducted in rural setup in order to establish a comprehensive comparison in both settings.
REFERENCES


Gichobi, M. (2013). KCPE audit lays bare language lapses as candidates gear up for exams. *Daily Nation, Tuesday, October 1, 2013 page10*


National Assessment System for Monitoring Learner Achievement (NASMLA, 2010)


APPENDICES

APPENDIX A: INFORMED CONSENT FORM FOR PARENTS

My name is Eunice Wambui Nganga. I am a Masters student from Kenyatta University. I am conducting a study on Relationship between parent-child engagement in reading and grade two pupils reading performance. The information from this study may be used by the Ministry of Education to improve parent-child engagement in reading in Kasarani as well as other regions of Kenya.

Procedures to be followed
You will be expected to answer some questions as stipulated in the questionnaire in order to get your views on your engagement in reading with your child. You are kindly requested to complete the questionnaire. You may decline from participating in this study. Your decision will not affect in any way your child’s education in this school. Please remember that participation in the study is voluntary. You are free to ask questions related to the study at any time. You may also withdraw your participation in the study at any time without any consequences to the services you receive or your child receives from this school now or in future.

Discomforts and risks
In case you feel that some of the information being sorted in the questionnaire is not worthy being said, you are kindly requested to express your opinion on it and seek further clarification from the researcher. You may also withdraw from participation at any time. The questionnaire may take approximately between ten to fifteen minutes to be filled hence I kindly ask for your patience.

Benefits
If you participate in this study, you will help us learn and be enlightened on the extent to which parents engage in reading with their children at home, the reading related behaviors parents show in the presence of their children and the factors that could be influencing this engagement and all these help in enhancing children’s reading performance. Information sort from this study is very important particularly in informing parent-child interactions that may influence children’s reading performance positively.

Confidentiality
You will answer the questions from the questionnaire alone and nobody will have access to the information. Do not write your name anywhere on the questionnaire for confidentiality reasons. The questionnaire will be kept in a locked cabinet for safe keeping by the researcher. Everything will be kept private.

Contact information
If you have any questions about this task, you can contact my supervisor. Her contact is Dr. Gladwell N. Wambiri 0735282800 Email: wambiri.gladwell@ku.ac.ke or Eunice Wambui Nganga on eunicenganga2011@gmail.com or 0721834969
Participant’s statement
The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can withdraw from participating in this study at any time. I understand that I will still get the same services as well as my child whether I decide to withdraw my participation from the study or not and my decision will not change the services I receive from this school or that I will get from any other school at any other time.

_________________________________  ______________________
Signature or Thumbprint                          Date

Investigator’s statement
I, the undersigned, have explained to the volunteer in a language s/he understands the procedures to be followed in the study and the risks and benefits involved.

Name of Researcher …………………………………………………

_________________________________  ______________________
Researcher’s signature                          Date
APPENDIX B: QUESTIONNAIRE FOR PARENTS

INSTRUCTIONS

*Please answer the questions in this questionnaire as honestly as possible.*

This is a fact-finding study and therefore, the information you will provide will help to establish the relationship between parent-child engagement in reading and children’s reading performance. The information gathered will help in making recommendations on the appropriate reading related parent-child engagements that enhance their children’s reading performance. This information will also remain confidential and will only be used for the purpose of this study. It will not be disclosed to anyone. The questionnaire has been divided into various sections. Each section contains ten items on a Likert scale and covers a particular theme. The questionnaire has both open-ended and closed-ended questions which will require 15-20 minutes to answer. Please feel free to answer these questions by giving relevant information.

Tick [✓] where appropriately or fill in the required information on the spaces provided.

**SECTION A: DEMOGRAPHIC INFORMATION**

1. Indicate your gender:    male [ ]          female [ ]

2. What is your highest level of education?

   i. Never been to school [ ]

   ii. Did not complete primary school [ ]

   iii. Primary school [ ]

   iv. Did not complete secondary school [ ]

   v. College [ ]

   vi. University [ ]

 Others (specify) -----------------------------------------------
**SECTION B: PARENT-CHILD ENGAGEMENT IN READING**

This section contains 10 items in a Likert scale which has been designed to assess parent-child engagement in reading. You have been given five alternatives to choose from. Kindly indicate how often you engage your child in the following activities using this guide.

5-very often   4-often   3-sometimes   2-rarely   1-Never

<table>
<thead>
<tr>
<th>Activity</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read to your child</td>
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<tr>
<td>Listen to your child read</td>
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<tr>
<td>Provide your child with reading materials of his/her choice</td>
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<tr>
<td>Read signs and posters in the environment</td>
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<tr>
<td>Help your child with his/her reading homework</td>
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<tr>
<td>Help your child to pronounce words correctly</td>
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<tr>
<td>Answer your child’s questions about text</td>
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<tr>
<td>Ask your child questions after reading a story</td>
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<tr>
<td>Play language games with your child</td>
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<tr>
<td>Label things in the environment (for example flowers)</td>
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</tbody>
</table>

**SECTION C: PARENTS’ READING BEHAVIORS**

The following section contains 10 items in a Likert scale. The scale is designed to establish parent’s reading behavior and has been adapted for the purposes of this study. Please indicate how often you implement each of the following statements using this guide.

5-very often   4-often   3-sometimes   2-rarely   1-Never

<table>
<thead>
<tr>
<th>Activity</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read regularly in my child’s presence</td>
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<tr>
<td>I always utilize free reading programs</td>
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<td></td>
<td></td>
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<tr>
<td>I always read stories to my child</td>
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<tr>
<td>I always communicate with my child’s teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I always explain difficulty words to my child</td>
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<tr>
<td>I always provide reading materials to my child</td>
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<tr>
<td>I always ask my child to re-tell a story after a story session</td>
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<tr>
<td>I always encourage my child to ask questions after reading</td>
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<tr>
<td>I always help my child with his/her reading homework</td>
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<tr>
<td>I always talk about text in picture books/magazines/Newspapers with my child</td>
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</tbody>
</table>
SECTION D: PARENTS’ EDUCATION LEVEL

1. Please indicate your highest level of education
   University ( )
   Secondary ( )
   Primary ( )
   Never went to school ( )

2. Does your education level hinder you from reading with your child (yes) (No)

3. If yes, explain why----------------------------------

SECTION E: PARENTAL-TIME FACTOR

This section contains 10 items in a Likert scale that has been designed to assess the amount of time parents spend reading with their children in a week. You have been given five alternatives to choose from. Please indicate how often you and your child do the following activities. Please use this guide.

Very often (more than -5 days) often (4-days) sometimes (3-days) Never (0-days)

<table>
<thead>
<tr>
<th>Activity</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read with your child</td>
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<tr>
<td>Read for the child</td>
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<tr>
<td>Answer your child’s questions after reading</td>
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<tr>
<td>Attend school functions</td>
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<tr>
<td>Communicate with your child’s teacher</td>
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<tr>
<td>Help your child with reading homework</td>
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<tr>
<td>Explain difficult words</td>
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<tr>
<td>Listen to your child read</td>
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<tr>
<td>Utilize free reading programs with your child</td>
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<tr>
<td>Read as a family</td>
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</tbody>
</table>
APPENDIX C: DOCUMENT ANALYSIS

Name of the child_____________________________year________Term_____
Name of the school_________________________________________________
Gender:                                     Boy      ( )                               Girl        ( )

<table>
<thead>
<tr>
<th>Reading Examinations</th>
<th>Score obtained x/50</th>
<th>Average Score (Total score)/2</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>High</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Average</td>
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<td></td>
<td></td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>

| Exam 1 | Letter name recognition | | |
|--------|-------------------------| | |
|        | Letter sound recognition| | |
|        | Word recognition        | | |
|        | Story reading           | | |
|        | Paragraph and sentence reading | | |
|        | Comprehension skills    | | |

| Exam 2 | Letter name recognition | | |
|--------|-------------------------| | |
|        | Letter sound recognition| | |
|        | Word recognition        | | |
|        | Story reading           | | |
|        | Paragraph and sentence reading | | |
|        | Comprehension skills    | | |
APPENDIX D: KASARANI SUB-COUNTY MAP
APPENDIX E: APPROVAL FROM GRADUATE SCHOOL

KENYATTU UNIVERSITY
GRADUATE SCHOOL

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

Internal Memo

FROM: Dean, Graduate School

TO: Eunice Wambui Nganga
    C/o Early Childhood Studies Dept.

DATE: 9th April, 2018

REF: E55/CE/28155/2015

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 13th February, 2018 entitled “Relationship between Parent-Child Engagement in Reading and class two Pupils’ Reading Performance in Kasarani Nairobi City County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

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

Thank you.

HARLEY ISABOK
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Early Childhood Studies

Supervisors:

1. Dr. Gladwell Wambiri
    C/o Department of Early Childhood Studies
    Kenyatta University

Hi/tnn
APPENDIX F: AUTHORIZATION LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

Our Ref: E55/CE/28135/2015
DATE: 9th April, 2018

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

Dear Sir/Madam,


I write to introduce Ms. Eunice Wambui Nganga who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Ms. Eunice intends to conduct research for a M.Ed Project Proposal entitled, “Relationship between Parent-Child Engagement in Reading and class two Pupils’ Reading Performance in Kasarani Nairobi City County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]
MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX G: AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref: No. NACOSTI/P/18/37831/22462

Date: 14th May, 2018

Eunice Wambui Nganga
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Relationship between parent-child engagement in reading and class two pupils’ reading performance in Kasarani Nairobi City County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 14th May, 2019.

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

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

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
CONDITIONS

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

THIS IS TO CERTIFY THAT:
MS. EUNICE WAMBUI NGANGA of KENYATTA UNIVERSITY, 43844-100 NAIROBI, has been permitted to conduct research in Nairobi County on the topic: RELATIONSHIP BETWEEN PARENT-CHILD ENGAGEMENT IN READING AND CLASS TWO PUPILS’ READING PERFORMANCE IN KASARANI NAIROBI CITY COUNTY, KENYA for the period ending: 14th May, 2019

 Permit No : NACOSTI/P/18/37831/122462
 Date Of Issue : 14th May, 2018
 Fee Recieved : Ksh 1000

Applicant’s Signature

Director General
National Commission for Science, Technology & Innovation