INFLUENCE OF SCHOOL CLIMATE ON PARENTS' INVOLVEMENT IN EARLY YEARS EDUCATION IN MILITARY SPONSORED SCHOOLS IN NAIROBI CITY COUNTY, KENYA

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR AWARD OF THE DEGREE OF MASTER OF EDUCATION IN (EARLY CHILDHOOD EDUCATION) IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

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DECLARATION

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

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Supervisor's Declaration

I confirm that this project report has been submitted for appraisal with my approval as university supervisor

Signature……Date……

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DEDICATION

I dedicate this Project to my wife Esther, my son Nick Marwa and my daughters Gloria Nyangi and Pauline Mosae. Without their patience, understanding, support and most of all love, the completion of this work would not have been possible.

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My sincere gratitude and appreciation goes to Dr. Nyakwara Begi of Kenyatta University Department of Early Childhood & Special Needs Education for guiding and supporting me during development of this project report. Lastly I appreciate the Kenya Air force commander for giving me a study leave to do the project.

TABLE OF CONTENTS

DECLARATION ..... **ii**
DEDICATION ..... **iii**
ACKNOWLEDGEMENT ..... **iv**
TABLE OF CONTENS……..**v**
LIST OF TABLES..... **viii**
LIST OF FIGURES..... **ix**
ABBRIVIATION AND ACRNOMY ..... **x**
ABSTRACT ..... **xi**

CHAPTER ONE..... 1
INTRODUCTION AND CONTEXT OF THE STUDY 1
1.1 Introduction 1
1.2Background of the Study 1
1.3 Statement of the Problem 3
1.4 Purpose of the Study..... 3
1.4.1 Objectives of the Study 3
1.4.2Research Hypotheses..... 4
1.5 Significance of the Study 4
1.6 Limitations and Delimitations of the Study..... 5
1.6.1 Limitations of the Study 5
1.6.2 Delimitations of the Study..... 5
1.7Assumptions of the Study..... 5
1.8 Theoretical and Conceptual Framework 5
1.8.1 Theoretical Framework 6
1.8.2Ecological Systems Theory 6
1.8.3 Social Exchange Theory..... 6
1.8.4 Conceptual Framework 8
1.9 Definitions of Terms 9

CHAPTER TWO 10
LITERATURE REVIEW 10
2.1 Introduction 10
2.2 Parents' Involvement in Children's Education in Pre-Primary Schools 10
2.3 School Climate and Parents' Involvement in Children's Education in Military Sponsored Schools 11
2.4 Strategies Schools Use to Promote Parents' Involvement in Children's Education 13
2.5 Summary of Literature Review 14

CHAPTER THREE 15
RESEARCH METHODOLOGY 15
3.0 Introduction 15
3.1 Research Design 15
3.1.1 Variables 15
3.2 Target Population 16
3.3 Sampling Techniques and Sample Size 16
3.3.1: Sampling Techniques 16
3.3.2 Sample Size 17
3.4 Research Instruments 17
3.5 Pilot Study 18
3.6.1 Validity 18
3.6.2 Reliability 18
3.7 Data Collection Techniques 18
3.8 Data Analysis 19
3.9 Logistical and Ethical Considerations 19

CHAPTER FOUR 20
FINDINGS, INTERPRETATIONS AND DISCUSSION 20
4.1 Introduction 20
4.2 Demographic Information of the Respondents 20
4.2.1 Gender 20
4.2.2 Age 20
4.2.3: Highest Level of Education 21

4.3 Parents' Involvement in Children's Education in Military Sponsored Pre-Primary Schools..... 21
4.4 School climate and parents' involvement in children's education in military sponsored pre-primary schools..... 26
4.5 Strategies Schools Have Put In Place to Promote Parents' Involvement In Children's Education.. 28

CHAPTER FIVE..... 31
SUMMARY, CONCLUSION AND RECOMMENDATIONS..... 31
5.0 Introduction..... 31
5.1 Summary of findings of the study..... 31
5.2 Conclusion..... 32
5.3 Recommendations..... 33
5.3.1 Parents..... 33
5.3.2 Pre-primary school teachers..... 33
5.3.3 School management..... 34
5.3.4 Ministry of education, Science and Technology..... 34
5.4 Recommendations for Further Research..... 34

REFERENCES..... **35**

APPENDICES..... **38**
APPENDIX I: QUESTIONNAIRE FOR PARENTS..... 38
APPENDIX II..... 40
INTERVIEW SCHEDULE FOR PRE-SCHOOL TEACHERS..... 40
APPENDIX III: APPROVAL LETTER FROM GRADUATE SCHOOL..... 41
APPENDIX IV: AUTHORIZATION LETTER FROM GRADUATE SCHOOL..... 42
APPENDIX V: MAP OF NAIROBI CITY COUNTY..... 43
APPENDIX VI: RESEARCH LICENSE FROM NACOSTI..... 44

LIST OF TABLES

Table 3.1 Sampling Frame 17
Table 4.1: Gender of the Respondents 20
Table 4.2: Age of the Respondents 21
Table 4.3: Highest Level of Education 21
Table 4.4: Frequency of Parental Involvement in Children's Education…….. 22
Table 4.5: Average Mean Scores in Parental Involvement in Children's Education…….. 23
Table 4.6: Average Parental Involvement in Children's Education by Gender.... 24
Table 4.7: Independent Samples Test 27
Table 4.8: School Climate in Military Sponsored Pre-primary Schools 27
Table 4.9: Strategies schools have put in place to promote parents' involvement in children's education 29

LIST OF FIGURES

Figure 1.1: School Climate Factors Influencing Parents' Involvement in Children's Education. 8

ABBRIVIATION AND ACRNOMY

PTA	Parents Teachers Association
UN	United Nation
USA	Untied State of America
NACOSTI	National Commission for Science and Technology

ABSTRACT

Parental role in children's learning is very important. The contribution of parents depends on how they perceive their roles in children's' education and the climate in schools. The purpose of the study was to establish the extent to which parents were involved in their children's education in military sponsored preprimary schools in Nairobi County. The study also sought to find out the influence of school climate on parents' involvement in children's education as well as determine the strategies schools have put in place to promote parents' involvement in children's education. Ecological System and Social Exchange theories guided the study. The dependent variable was parents' involvement in children's education, while the independent variables were school climate in pre-primary schools and strategies put in place to enhance the involvement. The study was conducted in military sponsored pre-primary schools in Nairobi City County. The study targeted parents and teachers of pre-primary military sponsored schools in Nairobi City County. Purposive and random sampling techniques were used to select a sample for the study. Questionnaires for parents and interview schedules for pre-primary school teachers were used to collect data. Content validity was used to ensure validity of the instruments, while test-retest method was used to determine reliability of the instruments. The data was collected in two stages and analyzed using descriptive statistics and results presented using tables, figures and text. The results from data analysis revealed that majority of the parents were sometimes involved in children's education. School climate was found not to be significantly related to parents' involvement in children's education and the most common strategies used by schools to encourage parents to be involved in their children's education were: Building good relationships; requiring parents to attend school meetings; providing welcoming environment and asking parents to ensure that children do homework. The study recommended more parental involvement in children's education and use of appropriate strategies to enhance more parental involvement in children's education.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter presents background of the study, statement of the problem, purpose of the study, objectives of the study, significance and assumptions of the study. The limitations and delimitations of the study and the operational definitions of terms have also been presented in this chapter.

1.2Background of the Study

Participation of parents' in children's school activities enhances achievement of learning outcomes (Catalano, 2014). Okeke (2014) affirms that children's success in school depend on the nature of parental involvement. This is because parents who play active role in education of their children perform better (2015). It was therefore important to find out how parents were involved in school activities. According to Schuls (2005) parents' involvement depends on how they perceive their roles and therefore the climate in schools was important. According to McKay and Stone (2000) a positive school climate improves the quality of teaching and learning.

According to Halpin and Croft (1963) school climate is the learning environment which provides learners different experiences depending on school management. Perkins (2006) states that school climate is the learning environment in school. It is also clear from research that positive school climate is correlated with learners' performance in school and promotes cooperative learning (Grusec & Hastings,

2015; Welsh, 2000). School climate also influences stakeholders 'involvement in children's education (Sergiovanni & Starrat, 1988). School climate may be friendly, inviting or unwelcoming to parents (National School Climate Centre, 2007). This study therefore investigated how parents' perceive the climate in military sponsored pre-primary schools.

Positive school climate influence children's performance and development (Gilbert & Gay, 1985). Contrary, a negative school climate poses challenges that hinder children's access to quality education. In addition to poor social relationships, lack of care and sensitivity and negligence of learners' needs, prevent children from accessing quality education and care. Consequently, the bond between members of the school and the community stands a high chance to break leading to lack of school connectedness and the community.

Studies done globally and in Africa have shown that many factors influence parents' engagement in children' education. In Ghana, parents were less involved in school activities (Chowa, Ansong, Osei & Akoto, 2012). In Rwanda, a study by Tuyisenge (2015) indicated that daily business engagements hindered parents' participation school activities.

Studies conducted in Kenya have also shown similar results. In a study conducted by Koech (2009) in Uasin Gishu established that parents' engagement in school activities was varied and influenced by parents' level of education (Koech, 2009). Ondieki (2012) established that making phone calls, short visits to schools and writing notes were some of the strategies used by teachers to enhance parents'

engagement in school activities. This study was therefore to establish school climate in military sponsored schools and how it related parents' involvement in school activities.

1.3 Statement of the Problem

Involvement of parents' improves children's academic performance, develops positive attitude towards school and good behavior. It depends on how they perceive their roles and the climate in schools of their children is very important. This is because a positive school climate encourages stakeholders' involvement in children's education, while a negative climate discourages stakeholders' involvement.

The studies done in different countries appeared to have focused on other factors other than school climate. Most of the studies done in Kenya did not also focus on school climate and not done in military sponsored schools. There was therefore a need to conduct a study to establish school climate in military sponsored pre-primary schools and hence the current study.

1.4 Purpose of the Study

To explore parents' involvement in children's education in military sponsored preprimary schools. The study was also to find out the influence of school climate on parents' involvement as well as determine the strategies schools have put in place to promote the involvement.

1.4.1 Objectives of the Study

(i) To establish parents' involvement in children's education in military sponsored pre-primary schools.

(ii) To find out the relationship between school climate and parents' involvement in children's education in military sponsored pre-primary schools.

(iii) To determine the strategies schools have put in place to promote parents' involvement in children's education.

1.4.2Research Hypotheses

Ha1: There is a difference in involvement in children's education in military sponsored pre-primary schools between male and female parents.

Ha2: There a relationship between school climate and parents' involvement in children's education in military sponsored pre-primary schools.

1.5 Significance of the Study

Results from this study may be useful to stakeholders in military sponsored pre-primary schools in understanding the influence of school climate on parents' involvement in school activities and be used by management of military sponsored schools to put in place strategies to enhance parents' active participation in school activities. The results may also be useful to management of schools to create a conducive environment to encourage to be more engaged in schools. The results may further influence education policies that promote appropriate parental involvement and conducive school climate for learning in military sponsored pre-primary schools.

1.6 Limitations and Delimitations of the Study

1.6.1 Limitations of the Study

Some respondents were skeptical to provide information that tended to profile them in terms of their level of involvement since most parents abide by military standing orders that guide matters pertaining to military installations including schools. Accessing the parents also challenging since the researcher lacked a formal gathering for them. To manage these limitations the researcher made prior arrangements with the respondents and also sought permission from the workplace so that there was adequate time to visit all the selected schools.

1.6.2 Delimitations of the Study

The research was done in military sponsored pre-primary schools in Nairobi City County. There could be many factors influencing parents' engagement in school activities like parents' demographic factors and location of schools. The current study was also delimited to school climate in military sponsored pre-primary schools.

1.7Assumptions of the Study

It was assumed that parents understand the benefits of getting engaged in school activities. The study further assumed that parents have inherent perceptions regarding preschool climate. It also assumed that respondents provided true information that reflected their opinions and perceptions of school climate.

1.8 Theoretical and Conceptual Framework

1.8.1 Theoretical Framework

This study was guided by Ecological Systems Theory and Social Exchange theories which have been described under the following sections.

1.8.2Ecological Systems Theory

The ecological systems are: micro, meso, exo and macro systems (Brofenbrenner, 1986). In this study the researcher focused on how parents' perception of the school environment influences their engagement in school activities. In this study the researcher will investigate how school climate influences parental involvement in children' education.

Exosytem consists of extended family members, parents' workplaces and school management. The elements directly influence the child. The mesosytem connects the micro and exosystem (Brofenbrenner, 1986). The current study intended to find out how school climate influenced parental involvement in school activities.

1.8.3 Social Exchange Theory

Parents' perception of preschool environment corroborates well with Social Exchange Theory, by Sabatelli & Shehan (1993) which asserts that human behaviors are motivated by perceptions. Inside the parent-child relationship, school readiness, and future accomplishments can be likened as parental prizes or youngsters' prizes offered out to their folks. When parents feel that their children's school offers a conducive physical and social environment for their holistic development they feel motivated to be involved. This study intended to find out what parents' think about the school climate in schools of their children.

Social exchange theory was also used by (Raschick & Ingersoll-Dayton (2001) to study adult children and aging parents' exchange relationships to compare the costs and rewards of taking care of aging family members or parents. The theory has however, been rarely applied to early childhood studies.

The study employed the tenets of the theory (costs and rewards) to determine the levels of involvement exhibited by parents and how their perceptions influence their involvement.

1.8.4 Conceptual Framework

The literature reviewed has shown possible interlinks among important variables in this study as shown in Figure 1.1 below.

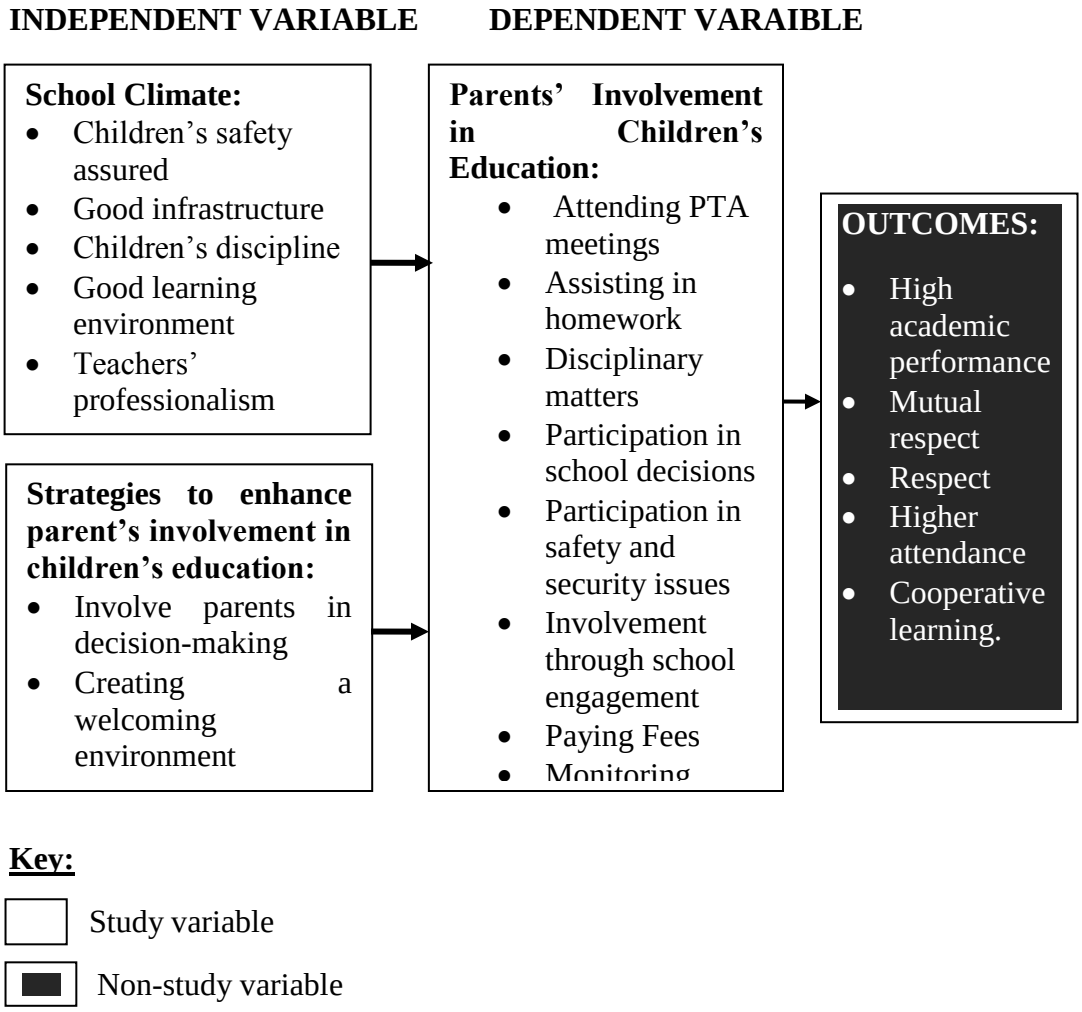

Figure 1.1: School Climate Factors Influencing Parents' Involvement in Children's Education.

As shown in figure 1.1 school climate influences parents' engagement in schools which in turn influences learning outcomes.

1.9 Definitions of Terms

Pre-primary School - Institutions for young children aged 3-5 years.

Parent involvement: Participation and supports that parental provide to their children in school and at home.

School Climate: Clean school environment, school safety, disciplined staff, welcoming environment, communicating with parents and good relationships.

Strategies: Activities and approaches to encourage parents' involvement in children's education.

Early Years Education: Pre-primary and lower primary School Education.

Preschool education: Education offered to children of 3-5 years that prepare them for lower primary school education.

Military Sponsored Schools – Institutions which are established and run by the armed forces.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter describes the literature reviewed related to the objectives of this study. It covers parents' involvement in children's education; school climate and strategies to promote parents' involvement in children's education.

2.2 Parents' Involvement in Children's Education in Pre-Primary Schools

Ntekane (2018) defined parental involvement as a situation where parents participate directly or indirectly in the school and learning process of their children. It also involves parents' building and strengthening relationships with teachers which will show commitment towards their children's education (Clinton& Hattie, 2013).

It is in two forms: Involvement in activities at school and at home (Clinton & Hattie, 2013). The focus of this study was on activities at school. The Kenya Constitution (2010) provides for basic education as a right and a responsibility to both the state and parents to ensure that children have access to quality education. The Education Act (2013) also requires parents to be active school activities.

A USA study by Martinez (2015) revealed that learners whose parents were engaged in school activities performed better than those who were not involved. This was because the correlation between involvement and involvement which is vital as it points to the need to investigate the extent of parental involvement. A South African study by Kwatubana & Makhalemele (2017) revealed that

stipulations of then policy regarding their involvement was limiting and parents only volunteered as food handlers.

In Rwanda, a study by Tuyisenge (2015) found that daily business engagements hindered parents from fully engaging in education for children. This study examined the relationship between school climate on parents' involvement in early year's education in military sponsored schools in Nairobi city county, Kenya.

A Ugandan study conducted by Mahuro (2016) found that the Ugandan parents were not maximally engaged school . The current study focused on children's education in military sponsored pre-primary schools. Waiswa (2016) study which was done in Mumias East Sub-County in Kenya revealed that the correlations between the strategies used by teachers to communicate and levels of parental involvement were significant.

2.3 School Climate and Parents' Involvement in Children's Education in Military Sponsored Schools

School climate includes physical, academic and social dimensions. It comprises of the quality and character of school life which shapes children's development and education (Grusec & Hastings, 2015).

Some of the important components of school climate include: Physical appearance of the school; collaborative decision-making; school-community relations; staff expectations, and learner-teacher relations (Thapa, Cohen, Guffey

& Higgins-D' Alessandro, 2013). When children feel safe and cared for by the school there is optimal development and learning.

Favorable school climate is also associated with increased learning outcomes, better health, and high completion rates (Thapa et al., 2013). School climate relates directly to social, behavioral and academic outcomes of learners right from preschool level to institutions of higher learning in future (Grusec & Hastings, 2015). It is, therefore, imperative that a positive school climate is built in preschools to cultivate a sustainable culture which fosters development and education to the children.

An Iranian study by Mohammad (2015) revealed that school location affected parental involvement. The limitation of this research is that it was carried out in secondary schools. A study by Berkowitz (2017) revealed that frequent school involvement by parents had a positive school impact on learners' performance.

A study by Duman (2018) employed a case study which used structured interviews, field notes and documented data. Content and thematic analysis was used to analyze documents. The findings revealed that parents choose schools for children because of: better services, appeal of schools, strength of academic programs, proper culture and safety. The influence of school climate on parental involvement has received less attention. Studies have mainly focused on association with student achievement.

2.4 Strategies Schools Use to Promote Parents' Involvement in Children's Education

Children are also more successful when their parents are interested in what they are learning (Schueler, 2014). Schools should plan activities to help parents to learn how to support their children at home (Catalano, 2014). Strategies used by schools to promote parental involvement are based on the framework of parent involvement developed by Epstein (2005).Communication is one of the most critical components of engaging parents and school use all means of communication such as notes & fliers, electronic communication including e-mails texts and social media (Muhammad, 2018). Schools encourage parents to find time within their busy schedules to volunteer.

Jaiswal (2017) study revealed that strategies are related with how to overcome barriers to parental involvement. The barriers were: lack of time, ignorance, cultural differences and unwelcoming environments. Other strategies suggested by the researcher were: promoting family activity, organizing community day festivals and orientation, use of newsletters, webpages, monthly calendar of events, home visits by teachers, and weekly program reports with positive feedback. Others are: invites for educational meetings, encouraging assisting in classroom, positive school environment, inclusive policy decision making, and flexible office visits, welcome programs for new students and parents and provision of suggested list of programs for discussion, review and adoption to increase involvement for better educational outcomes. A UK study by Okeke (2014) showed that many parents didn't know how to get involved. The study

recommended that parents be involved in curriculum matters, home visits and parent- teacher games and association.

According to Ntekane (2018) there are various strategies that schools can employ including use of traditional ways (fliers and announcements) and nontraditional ways(television, phone calls and sending email) and using home language to send information in order to break language barriers. Mendez (2018) studied on collaborative effort to engage parents including communication and capacity building.

2.5 Summary of Literature Review

It is clear that parents' involvement in children's education depends on how they perceive their roles and the climate in schools of their children. The studies done in different countries appeared to have focused on other factors other than school climate. Most of the studies done in Kenya on parents' engagement in children's education did not also focus on school climate and not done in military sponsored schools which is the focus of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter covers the study research design, variables of the study, location of the study, target population, sampling techniques and sample size. It also presents research instruments; pilot study, validity and reliability of the research instruments, data collection procedures, data analysis and logistical and ethical considerations of the study.

3.1 Research Design

The design used in this study was descriptive survey design which was appropriate because it will enable him to determine the influence of school climate on parents' involvement on children's pre-primary education in military schools.

3.1.1 Variables

a) Independent variables

They have been described as follows:

(i) School climate in pre-primary schools. It was measured by using school climate survey scale to determine what parents think about the climate in the preprimary schools including children's safety in school, cleanliness, discipline, good learning environment, discipline and extracurricular activities.

(ii) Strategies put in place to enhance parents' involvement in children's education. It was measured by asking teachers the measures put in place in schools to encourage parents' participation.

b) **The dependent variable was parents' involvement in children's pre-primary education.** It was measured by using an instrument which required parents to indicate the extent they participate in different school activities like attending PTA meetings, assisting homework, volunteering and paying fees.

3.2 Location of the Study

The study was done was done in military sponsored pre-primary schools in Nairobi City County. The county was selected because it has more military sponsored pre-primary schools compared to other counties.

3.3 Target Population

The study targeted parents and teachers of early years education of school children in military sponsored schools in Nairobi City County. There are six military sponsored schools in the county. The researcher will sample 15% of the parents and 15% teachers to participate in the study.

3.4 Sampling Techniques and Sample Size

3.4.1: Sampling Techniques

Purposive and random sampling techniques were used to select Nairobi County, military sponsored schools and parents. According to Mugenda and Mugenda (2003) a sample size of 10% to 30% is adequate for small studies. The study therefore sampled15% of schools, parents and teachers.

3.4.2 Sample Size

The sample size was distributed as displayed in Table 3.1

Table 3.1 Sampling Frame

	Total number of school	Sample size of schools
Preschool teachers	54	8 (15%)
Parents	400	60 (15%)

The study therefore was conducted in 8 preschools, where 15% of parents having children in pre-primary II were sampled from each school. Sampling of parents was done through their children at school and then followed at their respective work stations at the time of data collection.

3.5 Research Instruments

The instruments used to collect data were: Questionnaires for parents and interview schedules for pre-primary school teachers.

3.5.1 Questionnaires for Parents

The questionnaire for parents consisted of closed ended questions on their perception of climate in schools and their involvement. The questionnaire consisted of section A and B. Section A gathered demographic information of the respondents. Section B collected data on parents' involvement in children's education, while section C gathered information on strategies put in place to enhance parents' involvement in children's education.

3.5.2 Interview Schedules

The interview was administered to pre-primary school teachers to capture in-depth information regarding parents' involvement in their school and strategies put in place.

3.5 Pilot Study

Prior to actual research, the researcher made a pre-visit to the study area and a survey was conducted to test the correctness of the instruments.

3.6.1 Validity

Content validity was used ensure that the instruments were valid. It was also done using the expert advice through discussions with the researcher's supervisor. Validity was also ensured through use of pilot results which fine-tuned the research instruments.

3.6.2 Reliability

The instruments were pretested in two preschools in Nairobi City County which was administered after two weeks. Pearson "r" was used to calculate the reliability coefficients.

3.7 Data Collection Techniques

Preparation for the research begun with a reconnaissance visit to the study area in which helped the researcher to make appropriate arrangements. The necessary travel arrangements were also made and data collection materials prepared in advance. Data was collected as follows:

Stage One: Administration of questionnaire to parents

It was administered to parents of the sampled pupils. The parents were invited to schools with the help of head teachers.

Stage Two: Interviewing teachers

Teachers were interviewed on the nature of parental involvement and the strategies put in place in schools to enhance parents' involvement in children's education.

3.8 Data Analysis

After the data was collected, it was cleaned to detect any error and omissions in the questionnaire. It was then coded and analyzed. The statistics used to analyse data were frequencies, percentages, means, standard deviations and Person correlation and results were presented using tables, figures and text.

3.9 Logistical and Ethical Considerations

Permission to conduct data was sought from relevant authorities after obtaining authority form Graduate school. Permission was also sought from Nairobi City county education department. After obtaining the permit, informed consent was sought from head teachers of the concerned schools to carry out research in their schools. The questionnaires were then distributed to the respondents. Any clarifications regarding the questionnaires were made to the respondents. The respondents were assured confidentiality of the information they provided.

CHAPTER FOUR

FINDINGS, INTERPRETATIONS AND DISCUSSION

4.1 Introduction

The results from data analysis, interpretation and discussions of the results have been presented in this chapter. The results have been presented according to the objectives of the study which have been restated as follows:

4.2 Demographic Information of the Respondents

4.2.1 Gender

The gender of the respondents was determined and the results have been presented in Table 4.2 below:

Table 4.1: Gender of the Respondents

	Frequency	**Percent**
Male	6	50
Female	6	50
Total	12	100

As it can be seen in Table4.1 male and female respondents were equal.

4.2.2 Age

The researcher also established the age of the respondents was determined and the results have been presented in Table 4.2 below:

Table 4.2: Age of the Respondents

	Frequency	Percent
18-25	4	33.3
26-35	6	50
Above 45	2	16.7
Total	12	100

Table 4.2 show that majority of the parents were 50 years and below.

4.2.3: Highest Level of Education

The highest level of education attained by the respondents was determined and the results have been presented in Table 4.3 below:

Table 4.3: Highest Level of Education

	Frequency	Percent
Secondary	2	16.7
College	9	75
University	1	8.3
Total	12	100

As shown in Table 4.3 the majority of the parents were college graduates.

4.3 Parents' Involvement in Children's Education in Military Sponsored Pre-Primary Schools

The study was to establish the extent parents' involvement were involved in their children's education in military sponsored pre-primary schools. The objective to be achieved was:

Objective 1: To establish the extent to which parents' are involved in children's education in military sponsored pre-primary schools.

To determine the nature and extent parents were involved in their children's education, a questionnaire was administered to the parents. Table 4.4 presents the results from data analysis.

Table 4.4: Frequency of Parental Involvement in Children's Education

	Never		Rarely		Sometimes		Always		Total	
	f	%	f	%	f	%	f	%	f	%
Attending school meetings	2	16.7	1	8.3	2	16.7	7	58.3	12	100
Assisting child do homework	1	8.3	0	0.0	4	33.3	7	58.3	12	100
Buying tg-learning materials	0	0.0	0	0.0	2	16.7	10	83.3	12	100
Participating in decision making	2	16.7	2	16.7	3	25.0	5	41.7	12	100
Find out how the child is doing	2	16.7	1	8.3	3	25.0	6	50.0	12	100
Paying fees	0	0.0	0	0.0	0	0.0	12	100.0	12	100
Participating in school activities	0	0.0	2	16.7	2	16.7	8	66.7	12	100
Offering voluntary services	4	33.3	4	33.3	3	25.0	1	8.3	12	100
Dropping and picking children	0	0.0	0	0.0	5	41.7	6	50.0	12	100
Communicating with the teacher	2	16.7	0	0.0	3	25.0	6	50.0	12	100

As it can be seen in Table 4.4 the majorities of the parents were some times and always involved in their children's education. The results also show that the highest parental involvement was in paying schools fees; buying learning

materials and participating in school activities. The least parental involvement was in participating in decision making and offering voluntary services.

To have a clear picture on parents' involvement in children's education, average mean scores were generated and the results have been presented in Table 4.5.

Table 4.5: Average Mean Scores in Parental Involvement in Children's Education

	N	Min	Max	Mean	Std. Dev.
Attending school meetings	12	1	4	3.17	1.193
Assisting child do homework	12	1	4	3.42	.900
Buying teaching-learning materials	12	3	4	3.83	.389
Participating in decision making	12	1	4	2.92	1.165
Finding out how the child was doing	12	1	4	3.08	1.165
Paying fees	12	4	4	4.00	.000
Participating in school activities	12	2	4	3.50	.798
Offering voluntary services	12	1	4	2.08	.996
Dropping and picking children	12	3	4	3.67	.651
Communicating with the teacher	12	1	4	3.33	1.231
Average	12			3.30	.513

As shown in Table 4.5 the overall mean score in parents' involvement in children's education was 3.30. The results imply that in a scale of 1-3 the parents were sometimes involved in children's education. Further scrutiny of the results shows that the parents were least involved in offering voluntary services followed by participation in decision making due the nature of their work. Some of the

reasons for low involvement in decision making and voluntary services were: Military parents are frequently deployed to secure territorial integrity of the country and Serve as UN peace keepers.

In the same vein, a study by Mwanamisi (2015) found that 44.3% of the refugee parents were preliterate and don't get involved in their children's education due to ignorance, 64% of refugee parents are unable to meet educational, 83.3% of the refugee parents communicate with the school to find out the progress of their children and 76% of the parents participate in school activities such as attending meetings and clinic days.

The researcher was also interested to determine whether gender influenced parents' involvement. Table 4.6 presents the results.

Table 4.6: Average parental involvement in children's education by gender

	Gender	N	Mean	Std. Deviation
Average parental	Male	6	3.52	.422
involvement	Female	6	3.08	.538
Average			3.30	.48

Table 4.6 shows that the average parental involvement in children's education for male parents was 3.52, while that for female was 3.08. The results imply that male parents' were more engaged than female parents. This is because very strict security procedures followed to access schools in military camps. This makes even spouses of soldiers not to want to go to schools due to many searches and frisking done to both personnel and their luggage or vehicles; physically, using machines and sniffer dogs.

Further analysis was done to determine whether the difference in parents' involvement in children's education was significant. The results have been presented in Table4.7.

Table 4.7: Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Average Parental Involvement	Equal variances assumed	1.553	10	.152	.433	.279	-.189	1.055
	Equal variances not assumed	1.553	9.457	.153	.433	.279	-.193	1.060

Table 4.7 shows that mean difference between male and female parents' involvement in children's education was .433 with a p-value of .152. The results imply that the difference in parental involvement between male and female parents was not significant at .05 level of significance.

The findings of this study concurs with those from a study conducted in USA by Martinez (2015 found that learners whose parents were engaged in school activities outsmarted those who parents did not.

The results are also similar to those from a study which was done in Ghana by Sharon, Aber, and Behrman (2018) found that parents prioritized physical and

structural resources when determining early years' education quality. They also perceived their role as making sure that their children had basic needs and less support to educating children as that was to be a role of teachers. A Ugandan study conducted by Mahuro (2016) targeting head teachers and parents of grade 3 and 6 children found that parents' participation was limited due to many factors.

4.4 School climate and parents' involvement in children's education in military sponsored pre-primary schools

The second objective was to explore the relationship between school climate and parents' involvement in children's education in military sponsored pre-primary schools.

The objective to be achieved was stated as follows:

> **To find out the relationship between school climate and parents' involvement in children's education in military sponsored pre-primary schools.**

To achieve the objective, climate in schools was determined using a questionnaire and the results have been presented in Table 4.7.

Table 4.7: School Climate in Military Sponsored Pre-primary Schools

	N	Min	Max	Mean	Std. Dev
Feel welcomed at school	12	1	5	4.42	1.165
Involved indecision making	12	3	5	4.00	.739
Informed how the child is doing	12	3	5	4.50	.674
Knows teacher expectation	12	2	5	4.67	.888
Child is safe going to school	12	2	5	4.58	.900
Open and respectful communication	12	4	5	4.67	.492
Proud child attends the school	12	4	5	4.92	.289
Good relationships with parents	12	4	5	4.75	.452
Improved academic performance	12	4	5	4.75	.452
Wish child went to different school	12	1	2	1.17	.389
Mean	12	5		4.24	.318

Table 4.7 shows that the overall mean in school climate was 4.24. The results imply that climate the military sponsored schools was positive.

Table 4.8 Correlations between school climate and parents' involvement in military sponsored pre-primary schools

		Average parental involvement	**Average school climate**
Average parental involvement	Pearson Correlation	1	.301
	Sig. (2-tailed)		.342
	N	12	12
Average school climate	Pearson Correlation	.301	1
	Sig. (2-tailed)	.342	
	N	12	12

Table 4.8 shows that the Pearson correlation coefficient between school climate and parents involvement in children's education was .301, with a p-value of .342

level of significance. The results imply that the relationship between school climate and parents involvement in children's education was not significant.

A Malaysian study by Mohamad (2018) using questionnaires and found that several strategies were used to promote parents engagement in school activities. A study by Duman (2018) found that parents choose schools for children because of better services, appeal of schools, and strength of academic programs, proper culture and safety. A study by Ngusa (2018 found that school climate influenced pupils performance which was influenced by parents engagement in school activities.

4.5 Strategies Schools Have Put In Place to Promote Parents' Involvement In Children's Education.

In the third objective the study was to find out the strategies schools have put in place to promote parents' involvement in children's education. The objective was stated as:

> **Objective 3: To determine the strategies schools have put in place to promote parents' involvement in children's education.**

To achieve the objective teachers were asked to state some of the strategies they using to encourage parents to be more involved in their children's education. Table 4.9 presents the results.

4.9: Strategies schools have put in place to promote parents' involvement in children's education

	Frequency	Percentage
Involving parents in decision making	8	66.7%
Providing welcoming environment	10	83.3%
Creating awareness	8	66.7%
Building good relationships	12	100.0%
Asking parents to ensure that children do homework	9	75.0%
Requiring parents to attend school meetings	12	100.0%
Participating in co-curricular activities	5	41.7%

As shown in Table 4.9. The most common strategies included building good relationships; requiring parents to attend school meetings; providing welcoming environment; and asking parents to ensure that children do homework. The least used strategies included: Participating in co-curricular activities and involving parents in decision making.

The results are in agreement with those reported by Jaiswal (2017) which revealed several strategies promoting family activity, organizing community day festivals and orientation, use of newsletters, web pages, monthly calendar of events, home visits by teachers, and weekly program reports with positive feedback. Others are: invites for educational meetings, assisting in classroom, positive school environment, inclusive policy decision making, and flexible office visits,

welcome programs for new students and parents and provision of suggested list of programs for discussion, review and adoption to increase involvement for better educational outcomes. The current study sought to determine the strategies schools have put in place to promote parents' involvement in children's education

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of findings, conclusions, recommendations and suggestions for further research.

5.1 Summary of findings of the study

The results show that the majority of the parents were some times and always involved. The results further revealed that the highest engagement was in paying schools fees; buying learning materials and participating in school activities. The least parental involvement was in participating in decision making and offering voluntary services. The overall mean score in parents' involvement in children's education was 3.30. The results imply that in a scale of 1-3 the parents were sometimes involved in children's education.

Parents were least involved in offering voluntary services followed by participation in decision making due the nature of their work. Some of the reasons for low involvement in decision making and voluntary services were: Military parents are frequently deployed to secure territorial integrity of the country and Serve as UN peace keepers.

The difference in parental involvement between male and female parents was not significant at .05 level of significance and did not influence children's education.

This was because the difference between male and female parents' involvement in children's education was .433 with a p-value of .152.

In regards to relationship between school climate and parents' involvement in children's education, results revealed that school climate and parents involvement in children's education was not significant at the level p (>0.05) and school climate did not influence parental involvement in children's education. This was because parents were rarely involved in children's education due to the nature of their duties.

The strategies schools have put in place to promote parents' involvement in children's education included building good relationship, attending school meetings, providing welcoming environment, creating awareness, homework supervision and low participation in co-curricular activities.

5.2 Conclusion

The first objective was to establish the extent to which parents' were involved in children's education in military sponsored pre-primary schools. The results revealed that parents were rarely involved in children's education due to the nature of their duties. The conclusion was that parents' involvement in children education in military sponsored pre-primary schools was average.

The second objective was to find out the relationship between school climate and parents' involvement in children's education in military sponsored pre-primary

schools. Findings had shown that the relationship between school climate and parents' involvement in children's education not significant. It is therefore clear that school climate did not influence parental involvement in children's education due to parents' nature of work.

In the third objective the researcher was to determine the strategies schools have put in place to promote parents' involvement in children's education. The results revealed that many strategies were put in place to enhance parents' involvement in children's education including building good relationship, providing welcoming environment and creating awareness.

5.3 Recommendations

The recommendations for different stakeholders were as follows:

5.3.1 Parents

Parents as key stakeholders should be at the forefront in giving their input on the kind of school climate they aspire for their children. They should suggest more convenient ways of involvement in their children's education.

5.3.2 Pre-primary school teachers

Teachers should work hand in hand with parents and school management towards realization of a conducive school climate which will encourage more parental involvement.

5.3.3 School management

Schools should work closely with parents to ensure positive school climate. They should also review and adopt relevant strategies to encourage highest possible parental involvement.

Moreover school management should work closely with military leadership to ensure easy access of the schools by parents to military schools and make flexible office visits to encourage more parental involvement.

5.3.4 Ministry of education, Science and Technology

The ministry should review early years' policy frameworks to better school climate, parental involvement and strategies for more parental involvement.

5.4 Recommendations for Further Research

This study was on school climate and parental involvement in military sponsored schools; there is need to study on other factors that influence parental involvement other than school climate. The current study was carried out in Nairobi count hence there is need to conduct the study in other counties in Kenya.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PARENTS

Section A: Demographic Information

1. Gender : Male ( ) Female()
2. Age category

Below 18() 18 -25() 26-35() 37-45( ) above 45( )

3. Highest level of education:

No formal education ( ) Primary ( ) Secondary ( ) College ( ) university ( )

Section B: Parental Involvement in Children's Education

		Never	Rarely	Some times	Always
1.	Attending school meetings				
2.	Assisting my child in doing homework				
3.	Buying teaching teaching-learning materials for my child				
4.	Participating in school decision making				
5.	Going to school to find out how my child is doing				
6.	Paying school Fees				
7.	Participating in children's school learning activities				
8.	Offering voluntary services to the school				
9.	Dropping and picking my child from school				
10.	Communicating with the teacher of my child				

Section C: School Climate

Please indicate how much you agree or disagree with the following statements about the school of your child.

		SD	D	N	A	SA
1.	I feel welcomed at my child's school					
2.	Parents are involved in making important school decisions					
3.	I am informed how my child is doing in school					
4.	I know what my child's teacher expects of my child					
5.	My child is safe going to and from school					
6.	Communication with parents occurs in an open and respectful manner					
7.	I am proud that my child attends this school.					
8.	Teachers in the school have built good relationships with parents					
9.	My child's academic performance has improved because of the staff at this school					
10.	I wish my child went to a different school.					
11.	I know what is going on in my child's school.					
12.	I feel welcome at my child's school.					
13.	I know what my child's teacher expects of my child.					

APPENDIX II

INTERVIEW SCHEDULE FOR PRE-SCHOOL TEACHERS

Section A: Demographic Information

1. What is your gender?
2. What is your age?
3. What is your highest level of education?
4. Are parents involved in making important decisions in your school? Explain your answer.
5. Do you communication with parents? Explain how.
6. How do you built good relationships with parents of children in your class?
7. Do parents know what is going on their child's school? Explain how.
8. What strategies do use to make parents feel welcome in this school?
9. Do parents know what is expected of their children?
10. Do you inform parents how their children are doing in school? Explain how
11. How do you make parents feel welcome in this school?
12. What are the strategies put in place in your school to promote parents involvement in the education of their children?

APPENDIX III: APPROVAL LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 10th July, 2019

TO: **Ragero Joseph Mariba**
C/o Early Childhood & Special
Needs Education Dept.

REF: E55/OL/CTY/32082/2017

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting 26th June, 2019 approved your Research Project Proposal for the M.Ed Degree Entitled, **"Influence of School Climate on Parents' Involvement in Early Years Education in Military Sponsored Schools in 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.

HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Early Childhood Studies & Special Needs Education Department.

Supervisors:

1. Dr. Nyakwara Begi
   C/o Department of Early Childhood Studies
   Kenyatta University

APPENDIX IV: AUTHORIZATION LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/CTY/32082/2017

DATE: 10th July, 2019

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR RAGERO JOSEPH MARIBA – REG. NO. E55/OL/CTY/32082/2017.

I write to introduce **Ragero Joseph Mariba** who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the **Department of Early Childhood and Special Needs Education.**

Ragero intends to conduct research for a M.Ed Project Proposal entitled, **"Influence of School Climate on Parents' Involvement in Early Years Education in Military Sponsored Schools in Nairobi City County, Kenya".**

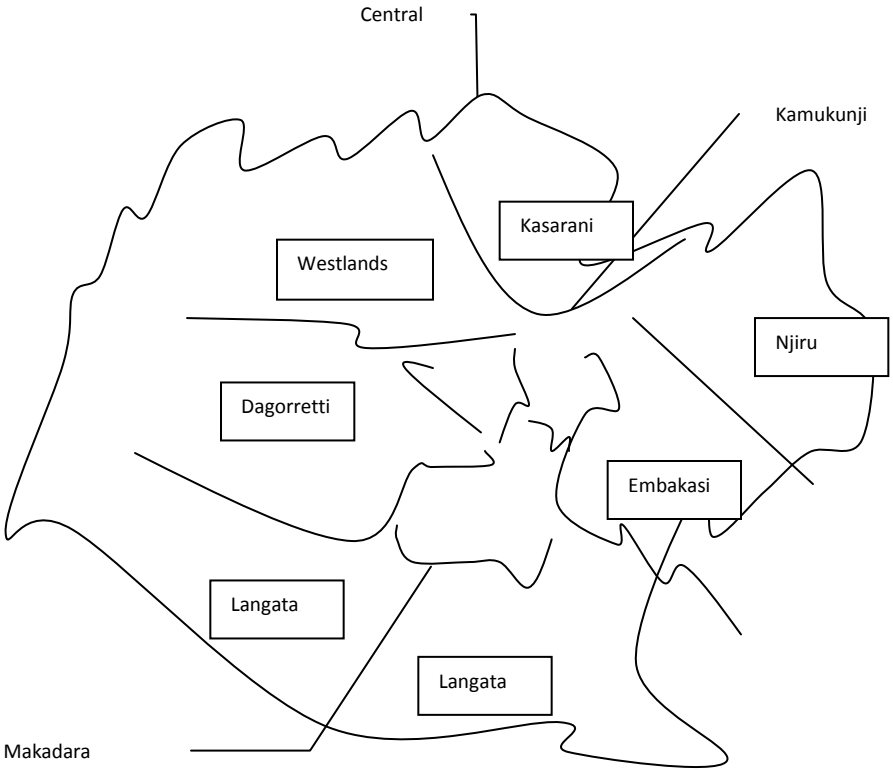
Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
AG. DEAN, GRADUATE SCHOOL

HI/lnn

APPENDIX V: MAP OF NAIROBI CITY COUNTY



APPENDIX VI: RESEARCH LICENSE FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **197938**

Date of Issue: **09/September/2019**

RESEARCH LICENSE

This is to Certify that Mr.. RAGERO MARIBA of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF SCHOOL CLIMATE ON PARENTS' INVOLVEMENT IN EARLY YEARS EDUCATION IN MILITARY SPONSORED SCHOOLS IN NAIROBI CITY COUNTY, KENYA for the period ending : 09/September/2020.

License No: **NACOSTI/P/19/1252**

197938

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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