

**PARENTAL INVOLVEMENT'S INFLUENCE ON ACCESS-
TRANSITION RATE FROM PRE-PRIMARY TO PRIMARY
EDUCATION IN KAKAMEGA COUNTY, KENYA.**

**BY
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**A RESEARCH THESIS SUBMITTED IN FULFILMENT OF THE
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KENYA.**

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DECLARATION

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

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DEDICATION

This work is dedicated to God almighty for the life, patience and strength given to me. Secondly, it is dedicated to my children Nigel Mark Waswa, Maria Sisa, Shantal Nehema Nakhanu and Ita Paula Namirimo for the inspiration they gave me. Thirdly to my parents Joseph Waswa and Pauline Waswa for all the virtues and values they implanted in me.

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LIST OF ABBREVIATIONS AND ACRONYMS

CRC	:	Convention of Rights of Children.
DICECE	:	District Centre for Early Childhood Education.
ECD	:	Early Childhood Development.
ECDE	:	Early childhood Development and Education.
ECE	:	Early Childhood Education.
MOE	:	Ministry of Education.
NACECE	:	National Centre for Early Childhood Education.
NACOSTI	:	National Commission for Science, Technology and Innovations.
SPSS	:	Statistical Package for Social Sciences.
PTA	:	Parents Teachers' Association.
PTO	:	Parents Teachers Organization.
UN	:	United Nations.
UNESCO	:	United Nations Educational Scientific and Cultural Organisation.

ABSTRACT

Pre-primary school years present significant opportunities for children acquiring the required competencies for transition. One of the challenges facing basic education in Kenya is poor access and transition. A lot of research has been carried out on the importance of parental involvement in children's education but quite few have examined contributions that parents make to their children access and transition from one class to another. The purpose of this study was therefore to investigate parental involvement influence on pre-primary pupils' access and transition to primary school education in Kakamega County, Kenya. This study was guided by Bronfenbrenner's ecological system model that described pattern of interplay of different people and institutions to the life of a child over time. The study employed survey design approach. The study was carried out in Kakamega County which is characterised by low access and transition from pre-primary to primary school education focusing on Kakamega central Sub-county. Target population were all pre-primary schools. For inclusivity, stratified sampling was used, whereas simple random was used to sample 45 pre-primary schools including both private and public schools. Purposive sampling was used to get the area of study and the 38 respondents from public and 52 from private pre-primary schools. The collective sample size was 90 respondents. Piloting was done in 4 schools drawn from rural and urban. Content validity was done by the specialists in the department who checked the tools to see if they captured the necessary information. Reliability was done using test and retest method. Data collection utilised questionnaires for pre-school teachers and interview schedule for parents. Data cleaning, organization and coding was done before analysis. Data was analysed using qualitative and quantitative techniques. The teachers reported that only 51.1% of parents participated in supporting in feeding program, 26.7% participated in providing writing materials and only 15.6 % participated in checking if children did school work. Further revealed that parents never participated in providing play materials to school, coming to school to tell children stories or coming to school as resource persons in outdoor activities. On the other hand, parents revealed that 46% participated in providing writing materials, 42.2 % involved in calling teachers to monitor children learning and 44.4% promptly paid school fees. Further, parents revealed that 1% engaged in supporting feeding program, 2% providing reading materials, 1% visit schools to monitor children learning, 2% read stories to children at home and 2% parents attend school meetings. It was recommended that strategies should be put in place to enhance parental involvement such as sensitization, regular communication about children progress and parents involved in decision making in schools. The study results are significant in aiding school administrations and other policy makers to come up with ways of creating awareness and promoting parental participation in pre -primary education.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations and delimitations, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background of the Study

Parental involvement plays a vital role in children's education. Parents who go to school regularly have regular interactions with the teachers and have latest information about their children's academic achievements. They also assist their children in homework, attend other school related activities such as parent- teacher meetings, pay school levies, volunteer in school and provide their children with school needs such as school uniforms (McKenna & Millen, 2013). Children from families where parents actively participate in their education in most cases develop positive attitude towards education and are always keen on their performance in class since they are aware of their parents expectations education wise (Cheung & Pomerantz, 2012). Such children do their school work effectively and consistently and also work hard in class to achieve good grades (Lunenburg & Irby, 2002).

When good parent-teacher relationship exists, it always results in regular communication between teachers and parents on the child's schoolwork performance hence attaining the required competencies for success of their education life (McKenna & Millen, 2013).

In countries such as United States of America (USA), Parental involvement in their children's education is key since they (parents) are responsible for providing information to the teachers on children's life which assists teachers on what care to give to children. With such information, transition rate from pre-primary to primary education tends to range between 99 and 100% (Cosby, 2005).

Bruce, (2003) equated parental involvement to stones used for laying a foundation of a house. He indicated that stones used for laying a foundation are different in kind but have an effect on the structure as a whole. He further argued that for holistic development and growth, children depend on appropriate nurturance given by parents and other caregivers which comes in through parental involvement.

Berndt, (1997) indicates that children who given what they require in their formative years have the best foundation and preparation for their adult life. He further states that the type of experiences children get from their parents shape their future development, growth, health, happiness and learning both at home and school.

Similarly, Arnold, Doctoroff, Ortiz & Zeljo (2008) study in America revealed that high parental involvement when children are at pre-primary school level has been linked to pre-literacy development, children's positive attitude towards school and well developed mathematical and social skills. Goodall & Vorhaus (2011) in review of best practice in parental engagement in UK, pointed out that activities parents can get involved in include parents monitoring children time at home, talking to their children about what they learned and other school activities, parents assisting children with homework and

attending other school events when called upon. Besides, parents could get involved in their children's education by provision of learning and play materials, reading to them, allowing children to participate in joint activities like cooking as well as talking out to them about learning and school. Further, they could spend time with their children which provides an opportunity for extended learning.

According to Juan, File, Powell, San & Son (2010) parents' school participation positively improves children's social and numeracy skills. Further, they noted that parents' participation in education strengthens children's academic achievements. This, they argued, is due to the fact that parents who participate actively in their children's education become aware of what is needed in school, provide for their children educational needs, significance of education is communicated to their children, assist their children in school assignments and are available for their children which translates into children working hard to achieve the required competencies. This shows that active parents always strive to know the needs of their children's education, their obligations, objectives of education and how to achieve them hence becoming active players in the education sector.

Throughout pre-colonial and colonial times, African children were not included in free and universal primary education, causing difficulties in engaging parents in primary education. According to Ansong Chowa, and Osiek-Akoto (2012), in a study on parental involvement and academic performance in Ghana, Children from homes where parents and other care givers get more involved in their children school activities always portrays higher levels of school enrolment, transition and performance. On the contrary, Chowa,

Masa, & Tucker (2013) in another study in Ghana on the effects of parental involvement and academic performance indicated that quite a number of parents do not on their own free will get involved in pre-primary pupils' activities. They only go to school for meetings since it is a must they attend and they paid penalties in case of non-attendance.

A study carried out in South Africa on perceptions of parents on parental involvement on education performance revealed that some parents were of the viewpoint that teachers were capable and knew what to do in school independently thus parental involvement was not necessary (Phendla, 2004; Armstrong, Mentz & Mogadime, 2010). With such negative ideologies, parents in African countries have continued to be passive in engaging in educational related activities and this is a culture that some stakeholders inculcate in the communities yet they play a negative role in the attainment of children education.

In Rwanda a study on factors preventing to execute effective early childhood education indicated that there was low parental involvement in pre-primary school education due to payments expected from parents (Maniragaba & Ntahombyariye, 2012). Similarly, Ndarihорanye & Ndayambaje, (2012) in another study done in Rwanda on socio-economic effects on early childhood education indicated that quite a number of parents had a desire of participating in their children education but due to poverty, they were not able to cater for levies obtruded on them.

A study in Kenya by Abidha, Mengich & Ndegwa (2007) on parental involvement in children homework point out that parents do not get involved in schooling due to

illiteracy. They argued that children were not given carry-home assignments by teachers, some parents were too busy fending for their families and in return, opted to take their children for remedial work. Mwoma (2009) in her study on parental involvement in children's education in Gucha District in Kenya notes that parents seldom listen to their children on account that they were always busy with other activities. This is an indicator that parents do not fully participate in children's academic activities which could have a negative impact on access and transition from pre-primary to primary education. On the other hand, a study by Mwirichia (2013) on the influence of parental involvement on academic performance in pre-school children in Meru reports that parents in Kenya participate in pre-primary school learners' activities and they helped the learners to study. These activities included: Making of play materials with their children, parents helping their children with homework and checking status of homework. Mwirichia (2013) concludes that children whose parents are involved in their school work perform better than those whose parents are not.

A study by Ondieki (2012) in Dandora, Nairobi revealed that those children whose parents actively involved in their activities while still in pre-primary school performed better than those whose parents rarely got involved. Ndani (2008) indicated that there was some notable dissimilarity in the level of involvement among different communities in pre-primary school activities. She indicated that in private schools, communication was the most common way of involvement since parents were required to sign and make comments in homework books on daily basis. The parents gave suggestions on where children should go for field trips and discussed their children performance. She further indicated that in public schools, parents participated in attending meetings as well as

decision making on provision of learning materials, infrastructure development and fees payment.

A study by Amunga (2013) on the influence of parental involvement on academic performance in English Language among Secondary schools students indicated that parents got involved in their children schooling actively through paying fare for tours, school fees payment, giving children enough time for studies and supporting them to improve in class work.

According to Government of Kenya, Kenya economic survey (2017), only 35% of children in Kakamega County were enrolled in Pre-primary schools. Basic education statistics booklet (2014), indicated that Kakamega County is one of the 22 counties that registered low enrolment at ECDE level. It further reveals that ECDE enrolment was averagely 66.7% in 2014 and this is an indicator that children who were in the ECDE schooling age did not enrol in the learning level hence not benefiting from the rich foundation received at ECDE level in Kakamega County. The Uwezo Kenya annual learning assessment report indicated that in 2010, pre-primary enrolment in Kakamega central Sub County was at 39%. A similar report of 2011 revealed that pre-primary enrolment in Kakamega central Sub County stood at 50.8% and dropped to 50.6% in 2012. This is an indicator that access to pre-primary education in Kakamega central sub county is low and this could be worse during transition to primary school education. Data from the ministry of Education office, Kakamega County in 2015 indicated that 63% of pre-primary school age children had enrolled in schools and only 54% of those enrolled transited to grade one in 2016. However, all the above mentioned studies have not

specifically interrogated parental involvement's influence on access-transition rate from pre-primary to primary education. This is the most important period in any human growth and development and foundation of learning is laid here too. Most of the studies reviewed focused on parents in relation to education performance, skills and knowledge development but none touched on parental involvement influence on access and transition from pre-primary to primary education. It is with this background that it is crucial to explore the impact of parental involvement in children's access and transition rate from pre-primary to primary school education. This research therefore sought to focus on parental involvement in pre-primary school access and transition to primary education.

1.3 Statement of the Problem

Parental involvement in children's education achievements at pre-primary level is very important in promoting holistic development. It is expected that children from homes where parents and other care givers get more involved in their lives always portray higher levels of school enrolment, class performance and transition from one class to another. Parents' school participation positively improves children's social and numeracy skills, strengthens children's academic achievements, shares the value of education with their children, assists them in school assignments and are available for their children at all times which translate into children working hard to achieve the required competencies.

Parents further participate in this cause by facilitating their children with teaching and learning materials, providing spiritual nourishment and security. However, there was low parental involvement at pre-primary school level due to a myriad of reasons such as; lack

of commitments from parents, lack of policies to enhance parental involvement and different goals set by learning institutions on parental involvement. Therefore, there is need to boost parental involvement in their children's education to enhance the holistic development. Hence the need for this study to investigate the influence of parental involvement in pre-primary pupils' access-transition rate to primary education in selected schools in Kakamega central sub County, Kenya. The study also sought to establish ways of parental involvement, factors influencing parental involvement and strategies teachers use to enhance parental involvements at pre-primary level. This was done with an eye on what could possibly hinder smooth access and transition rates from pre-primary to primary education.

1.4 Purpose of the Study

The purpose of this study was to investigate the influence of parental involvement on pre-primary pupils' access and transition rates to primary school education in selected schools in Kakamega central sub county, Kakamega County, Kenya. The study sought to establish the influence of parental involvement on access and transition rate of pupils from pre-primary to primary education; ways of parental involvement; factors influencing parental involvement and strategies teachers use to enhance parental involvements at pre-primary level, without which it could hinder smooth access and transition from pre-primary to primary education.

1.5 Objectives of the Study

The objectives of this study were:

- i. To establish the influence of parental involvement on access and transition rate of pupils from pre-primary to primary education in Kakamega central sub county, Kakamega County.
- ii. To determine ways parents are involved in their children access and transition from pre-primary to primary education in Kakamega central sub county, Kakamega County.
- iii. To establish factors influencing children's access and transition from pre-primary to primary education in Kakamega central sub county, Kakamega County.
- iv. To establish strategies of improving parental involvement in improving access-transition rate of pupils from pre-primary to primary education in Kakamega central sub county, Kakamega County.

1.6 Research Questions

- i. To what extent can parental involvement influence the rate of access and transition of pupils from pre-primary to primary education?
- ii. In what ways do parents get involved in their pre-primary children's education, access and transition from pre-primary to primary level?
- iii. What factors influence children's access and transition from pre-primary to primary education?
- iv. What strategies can be used to improve access and transition from pre-primary to primary education?

1.7 Assumptions of the Study

The present study assumed that parents were not involved in their children's education at pre-primary level and this could affect their access and transition from pre-primary to primary education in large numbers. It was also assumed that pre-primary teachers and parents would be in a better position to tell ways of parental involvement and how parental involvement in children's early life influences access and transition rate from pre-primary to primary education. Furthermore, it was assumed that pre-primary teachers and parents would be in a better position to establish the factors influencing children's access and transition from pre-primary to primary education and would be in a position to suggest better strategies for enhancing parental involvement, children's access and transition rate of pupils from pre-primary to primary education.

1.8 Significance of the Study

The findings of this study may be found beneficial to parents, teachers, care givers and guardians for awareness creation on the importance of parental involvement in children's early years of life, access and transition from pre-primary to primary education and higher education levels.

Secondly, it was hoped that the head teachers and other school managers may use the information generated from this study to create awareness to all pre-primary stakeholders in the communities on the importance of parental involvement to their children both at home and at school levels.

Thirdly, it was hoped that the ministry of education and other stakeholders may use the strategies suggested to enhance parental involvement in pre-primary education.

Fourthly, the findings may help the policy makers in the ministry of education both at national and county levels to come up with policy framework that spells out clearly the roles of the parents, the Ministry of Education (M.O.E) Administrators and teachers at pre-primary education level.

Lastly, the findings of this study may also help the pre-primary managers and administrators to strategize on how to improve transition from pre-primary to primary education.

1.9 Limitation of the Study

The study faced the following challenges:

Being a practising teacher, the researcher faced time limitations. This factor was addressed by coming up with a balanced, workable program to guide the study. Finance resources also posed a challenge considering that the researcher had a number of financial obligations. However, this was solved by the researcher coming up with a workable budget. Most of the school heads were unwilling to provide information especially on enrolment but the researcher solved this by presenting the research permits.

1.10 Delimitations of the Study

The study was confined to pre-primary teachers and parents from sampled schools in Kakamega County, Kakamega Central Sub-County. It was assumed that Kakamega central sub County was representative of other sub-counties because it strides across the rural and urban neighbourhoods.

Secondly, respondents for the study were the longest serving teachers and parents in pre-primary two in the same pre-primary schools. It was assumed that the longest serving teachers had a lot of information and experience.

Finally, there are other players and partners involved in enhancing pupils' access and transition rates from pre-primary to primary education such as NGOs and area administrators, but this study only focused on the teachers and parents and not the other players and partners. This was due to time constraints.

1.11 Theoretical and Conceptual Framework.

1.11.1 Theoretical Framework.

This study was guided by the insights of Bronfenbrenner's ecological system model (1979). The model indicates that a child's upbringing and training depends on the environment that surrounds them (Arias de Sanchez, Doiron, Gabriel & Wartman, 2010). The model acknowledges direct and instant experiences a child gets from the immediate people around them and at the same time shows patterns of interplay between a single person, groups and institutions as they interact over a period. Four forms of ecology within which children are reared are identified and include the Microsystems, Mesosystems, Exosystems and Macrosystems.

Arias et al (2010) indicated that the individual at the centre of the four surrounding systems is the child, and is affected by the experiences associated with the four forms. The innermost effect of the child is microsystems. Microsystems comprise of the people that have instant relationship with the child such as those found in school, family, church and peer groups. The connections between the systems and the child's progress is visible.

In case of any disconnect within the system, the child's educational development is affected (Paquette & Ryan 2001).

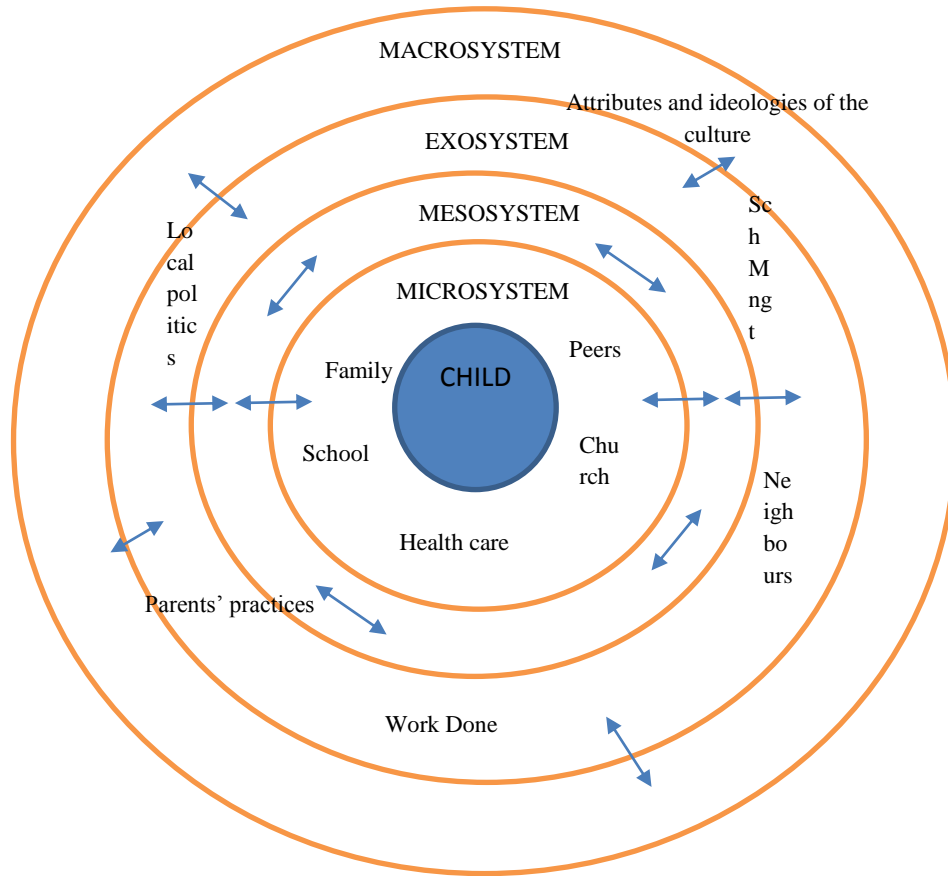
Mesosystem is the second level and it contains the interconnections between the microsystems. Within the groups in the first system, for example the teacher-parent relationships, has an instant effect on the child and any breakdown in the relationship may affect children's access and transition rate from pre-primary to primary education. Epstein (2002, 1995) argues that family, school and community are essential spheres of effect on development of children and that a child's educational progress is enriched when these three domains work in partnership towards shared goals.

The third level is exosystem. It comprises of the things that affect the child from the outside environment. These are home locality (Neighbours), school management, physical proximity of the parent, type of work parents are engaged in, parents' practices and work conditions could hinder parents availability to care for children at home, going to schools for meetings, checking or helping children with homework and visiting schools to check on children's learning (Crivello, Voglar & Woodhead, 2008).

Macrosystem is the fourth level that was suggested by Bronfenbrenner (1979). The level contains cultural beliefs that affect the child and everybody around them. Cultural beliefs such as religion and family values influence the child's development. Peters (2010) suggests that children think and exhibit meaning in life according to culturally designed experiences. The parents' attitudes and value to pre-primary education influence the families' commitment towards enrolling children to pre-primary schools. Likewise,

teachers' attitudes toward children and the way they prepare them will influence their transition from pre-primary to primary education.

In accordance with Bronfenbrenner's guide, the ways and strategies every system employs during the period of access and transition from pre-primary to primary education are supreme to the child's development educationally. More so, the experiences that a child gets during formative years have a great impact on the adjustment needed during access to pre-primary education and transition to primary education. The model assumes that when the right attitude, activities and strategies are well employed in every subsystem, children are expected to undergo smooth access and transition from pre-primary to primary education and could hopefully minimize difficulties faced. It is therefore important to find out parental involvement influence on access- transition rate, ways of parental involvement, factors influencing and strategies employed to influence access and transition from pre-primary to primary education. Figure1.1 diagram of different sub-systems and the way they influence the child's access- transition rate from pre-primary to primary education.

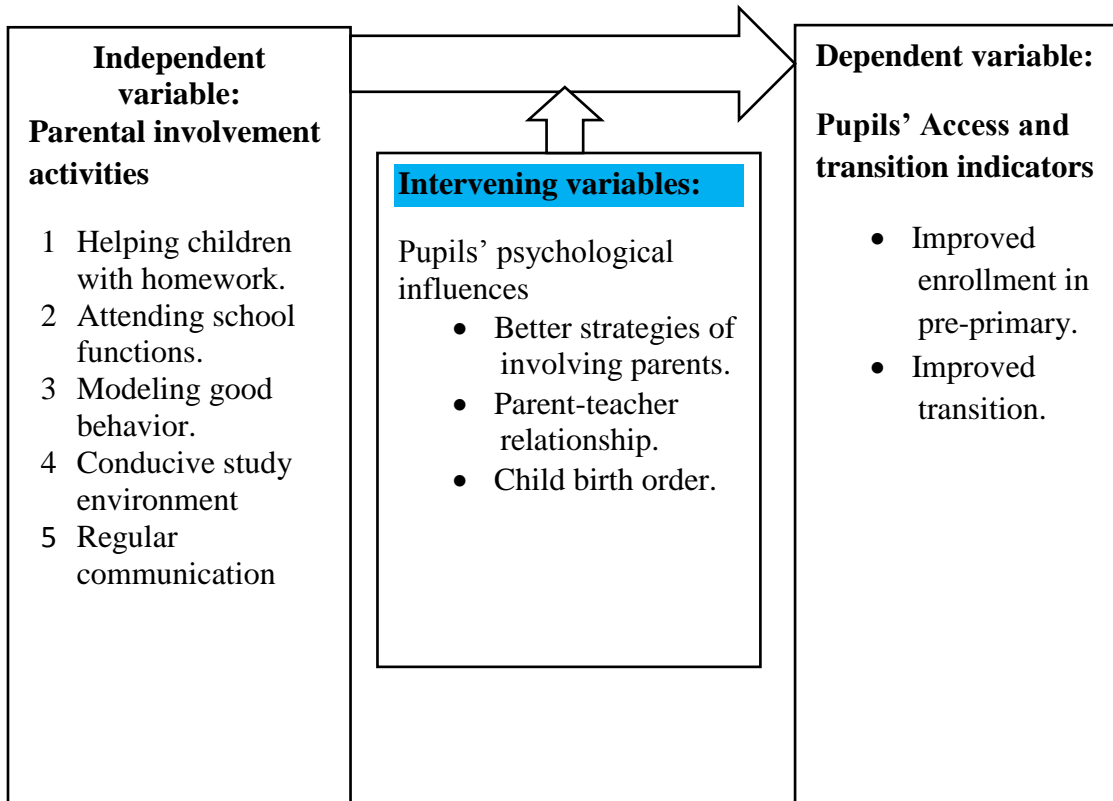


Source: Pepler (2017).

Figure 1.1: Illustrations of Bronfenbrenner’s social Ecological Model.

1.11.2 Conceptual Framework

In its attempt to analyse the role of parents in pre-primary education, the study considered variables such as parental involvement, rate of access to education and transition from pre-primary to primary education as indicated in figure 1.2.



Key:



Aspects not focusing on.

Source: adapted from Orodho (2009).

Figure 1.2 Influence of Parental Involvement on Pre-Primary Pupils' Education

The conceptual framework illustrates the connections between the independent and dependent variables. The dependent variables of the study were parental involvements which included: helping children with homework, attending school functions, modeling good behavior, providing conducive study environment and regular communication. The dependent variables were pupils' Access and transition indicators such as improved enrolment in pre-primary and improved transition to primary education. The relationship

between independent variables and dependent variables is affected by the pupils' psychological state influenced by strategies laid and teacher parent relationship which have a lot of influence on the dependent variable.

1.12 Operational definition of key terms

Academic achievement: Acquiring the required competencies in an educational level.

Access: Entry or enrolling to schools.

Enrolment: Number of learners in a school.

Influence: Impact caused by an action.

Level of involvement: How often parents participate in learners' education.

Parent: Care taker of a child.

Parental involvement: Activities done by parents when attending to children e.g. checking on homework, paying school fees, buying uniform etc.

Pre-primary school education: Education program offered to children before formal education.

Rate of transition: Number of children who are promoted to higher level of learning

Social class: Rating a family as wealthy or poor.

Transition: Completion of pre-primary school and moving to standard one

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises the literature review relating to parental involvement in general and access and transition of children at pre-primary level. The first part deals with literature on parental involvement, pupils' access and transition. The second deals with ways of parental involvement while the third deals with factors that might be influencing parental involvement. Lastly, this chapter deals with strategies for enhancing parental involvement in children's education and transition.

2.2 Influence of Parental Involvement and Children Access -Transition

Early childhood has been identified as the most important period in any human growth and development. It is the period that has long lasting, if not, permanent effects on adult life. From the period that the child is born to the age of eight (8) years, there are gradual mastering complex developmental levels such as cooing, growling, thinking and interacting with the world around (Kochanska, Murray, & Harlan, 2000). Evidence from fields such as Nutrition, Psychology, Physiology, Health, and Education reveals that crucial development of intelligence, social behaviour and personality of a child occurs during its early years. What happens during these first years has significance in later development of an individual. Parkes, (2013) stipulates that every child has a right to free education which will unlock the child's potentials to the fullest and it is a responsibility of the parents to ensure their children go to school.

Willmore (2016) established that school environment where teachers, administrators and parents have healthy and positive relationships can build resilience and enhance transition in learners. Shore (1998) in a study carried out in USA concurs with Willmore (2016) that home-school transition can be very challenging to children and this is the period where parents and school administrators need to put in place a healthy school environment and relationships to facilitate smooth transition of children to pre-primary learning and higher levels. To add on, home-school transition encompasses forming new groups and relationships with school mates and school staff and if not well coordinated will negatively influence children's transition (Shore 1998). According to Dockett, and Perry (2001) as cited by Gonzales (2016) in a study in Australia revealed that behavioural and pro-social skills are required for successful forming of friends and relationships which later help in access to school and transition from one class to another and if well implemented can ensure that children are well integrated in the school environment.

Peters, Sally (2010) in their study on transition from early childhood education to school established that for an effective transition, policies for parents and students should be put in place to guide the schools but also school readiness is vital for the learners to meet the demands of the grade level they are moving in. Furthermore, they said that successful entry in school and transition requires partnerships involving school administrators, teachers and parents. Additionally, parents play a vital role in effective transition because when school partners work together and have regular communication, they build a conducive environment for effective transition.

Chowa et al (2013) in their study in Ghana revealed that Parents getting involved in a child's early years of education is always associated positively with a child's later academic performance and transition. They also established that children from homes where parents and other care givers get more involved in their school activities always portray higher levels of school transition and performance. From most of the studies reviewed, parental involvement and transition from one level to another was the major focus but not influence of parental involvement to children enrolling to pre-primary and transiting to primary education. This study sought to find out the influence of parental involvement to children access and transition from pre-primary to primary education in selected schools in Kakamega central Sub County, Kakamega County, Kenya.

2.3 Ways of Parental Involvement in their Children's Education

The formative years of a child's life are very important since they are a foundation on which their later years depend on. Hornby (2011) indicated that all human beings are equivalently talented and are equally able of profiting from schooling experiences only that quite a number do not put in as much efforts as the others. Berndt (1997) further reveals that children given what they require in their formative years have the best foundation and preparation for their adult life and the type of experiences children get from their parents shape their future development, growth, happiness, learning both at home and school and health hence parents should provide needed materials and services like writing, reading, volunteer in schools among others. Similarly, Bruce (2003) indicated that stones used for laying foundation of a house are different in kind but has an effect on the structure as a whole. He further noted that for holistic development and

growth of children, appropriate nurturance given by parents and other caregivers is paramount

Chowdhury, Obaydullah & Rahman (2011) in the research on Perception of Parents of their Involvement in Children's Learning Activities in Pre-school in Bangladesh revealed that when parents get involved in their children education when still in tender age, learning become meaningful to them and work hard in class and attain good grades. They also named the roles that parents are to engage in when interacting with their children at school such as a volunteer, a teacher, adult educator, parent, adult learner, and decision maker.

Eldeeb (2012) in a research in Dubai classified parental involvement into seven groups which paid particular attention to learning opportunities. Some of the categories included members of parent education group which did home visitation and provided parents with child development skills and other information needed. Other groups or categories consisted of parents viewing educational activities and programs on television sets, parents teaching their children at home, and entire family undergoing an educational program. Hill and Taylor (2004) in the study in America indicated when parents get involved as care givers, volunteering at school, actively participating in academic related activities specifically at home and attending school meetings inspire children to work hard in school which translates in good performance in class. In a summary, most of the literature reviewed emphasised a lot on behaviour associated with parental involvement in upper classes but did not dwell on ways which care givers and parents should be much involved in at pre-primary school level and more so on pupils' enrolment and transition.

Creemers, Guldemon& Van der Werf (2001) in a study on parental involvement whose aim was to look at effectiveness and school improvement reveal that a parent getting involved in their children's education is not only necessary but also one of the most cost effective means of improving children education. Furthermore, they said that when a parent visits school regularly, he develops rapport with the teachers and when he sits with children at home and assists them with homework, they improve their learning hence a better transition to the next level in school.

Bronfenbrenner (1979) stipulates that there is a big influence of the child's environment to its development. The way the family of the child relates to the school is multidimensional thus the school has influence to the family, while the family influences the school. The model adds that participation of parents in early intervention activities and practices to their children has a great benefit to the school performance of the children. Parents get involved in paying school fees, running of the school, providing required materials among others. Bezruczko, Hagemann, Mavrogenes& Reynolds (1996) in their study carried out in Canada revealed that parents and other care givers should be teachers, on lookers or spectators of their children's education. They should be volunteer resource persons, develop resources and also be policy makers.

According to Daniel (2005), parents can get involved in monitoring children time at home, talking to their children about what they learned and other school activities. Parents should assist children with homework and attend other school events when called upon. Besides, Goodall & Vorhaus (2011) in a study in UK established that parents could get involved in their children's education by provision of learning and play materials,

reading to them, allowing children to participate in joint activities like cooking as well as talking to them about learning and school. They also could spend time with their children which provides an opportunity for extended learning.

Swadener (2012) asserts that in any society, children are very important to their care givers, parents, communities and the state. Further, he said that they are great resources as they will determine future achievement for the family, community and the country hence need to be invested in heavily. Additionally, said that when parents participate in activities like assisting in homework, paying school fees, attending meetings when called upon among others, they make their children work hard in acquiring the required competencies. This will make them succeed in life hence become extremely important resources to their parents especially during their parent's old age. Khajehpour & Ghazvini, (2011), in a study in Iran revealed that children could develop interest in achieving their goals when teachers and parents work in unison. More so, when parents provide a good home learning environments to their children, coupled with school work, they assist children in complementing activities given at school. Coupled with positive talking about school, high levels of social skills are developed in children, which means that there is a likelihood of children to be more self-controlled and co-operative, all of which has definite outcomes for a child's education.

Gonzalez-DeHass, Holbein, & Willems (2005) found out that there is a strong positive connection between students' achievements, motivation, attitudes and parental involvement. The findings further revealed that different achievements and motivation made by students was a result of different aspects of parental involvement and suggested

that parents to be involved in their children's education by visiting schools regularly, assisting children in homework, eating with children, reading for children and providing learning materials. Another study established that students in school could be more encouraged and put more efforts in school activities if their parents visited and engaged in school matters and activities frequently. But in case parents engaged and were closer to school staff more often than children, learners reported weak performance in academic activities because they felt not loved (Izzo, Weissberg, Kaspro & Fendrich, 1999).

Yoder and Lopez (2013) described parental involvement as a home-school communication where parents supported their children with learning at home, parents getting involved in school activities and parents participating in decision making at school level. They further said that better grades, attendance, and positive attitude are indicators of development of learning progress in children and they can be tracked through parent-teacher communication as a means of participation. However, they failed to address how parental involvement affects access-transition of ECDE children to primary education. Powell et al (2010) pointed out that parents' school participation clearly envisioned positive children's social skills and mathematics skills. They further noted that parents' participation in their children education strengthens children academic achievements. So, parents need to engage in activities such as helping learners in academic work, providing school uniform, visiting schools regularly to check on children learning, frequently calling teachers to monitor learning of their children and attending school meetings.

In Africa, Chowa et al. (2013), indicated that parents generally engaged in their children's schooling as manifested in attendance of meetings at school, checking on their school attendance and parents-teachers discussing learners' expectations. However, other parents never bothered with their children's schooling and never assisted them with homework directly. They further indicated that some parents do not involve in pre-primary activities except attending mandatory school meetings. They noted that failure to attend school meetings attracted penalties.

Ndarihoranye & Ndayambaje (2012) in a study in Rwanda indicated that quite a number of parents had a desire of participating in their children's education but due to poverty, they were not able to cater for levies obtruded on them. Similarly, Ntahombyarye & Maniragaba (2012) in another study in Rwanda indicated that there was low parental involvement in pre-primary school education due to payments expected from them hence parents were not willing to participate actively in children's education claiming that they did not have money. The studies carried out in Africa also failed to show how parental involvement influenced pupils' access-transition from pre-primary to primary grade one which is the focus of this study.

In Kenya, Mwoma (2009) in a study conducted in Gucha District on fathers' involvement in children education indicated that parents involving in activities like discussions with teachers on children progress and emergent problems, parents visiting schools for information, parent-child discussions, parents being role models of constructive life (social and educational) have good repercussion on children's early education. However, she indicated that parents, and in specific fathers, seldom listen to their children while

talking to them because they were always occupied with other activities. Ndegwa et.al. (2007) indicated that parents who less involved themselves in their children's schooling had a number of reasons such as illiteracy, children not given homework assignments by teachers and some parents were too busy fending for their families and in return opted to take their children for remedial lessons. Another study in Kenya by Ondieki (2012) in Dandora, Nairobi, titled parental involvement in pre-schoolers academic work and whose purpose was to establish influence of parental involvement on pre-schoolers' academic work indicated that those children whose parents actively involved in their activities while still in pre-primary school had a better performance compared to those children whose parents never or rarely got involved. He further suggested activities parents can engage in as: - paying school fees, assisting in homework, providing teaching and learning materials among others.

According to Malmberg, Mwaura & Sylvia (2008), learners whose parents got involved in their ECD education showed mastery of competencies than those whose parents never bothered. They further indicated that learners who attended Madrasa pre-primary school programmes overall scored significantly higher than those who did not attend. This is an indicator that if parental involvement is high in their children's schooling both in pre-primary learning schools and at home, children's levels of acquisition of the required competencies similarly could improve.

Ndani (2008), in a study done in Kiambu indicated that there was a notable dissimilarity in the level of involvement among different communities in pre-primary school activities in different pre-primary schools set-ups. She further indicated that in private schools,

communication was the most common way of involvement since parents were required to sign and make comments in homework books on daily basis. They (parents) participated in deciding where children should go for field trips, parents discussing with teachers' performance of their children at the end of the term and accompanying their children for field trips. In public schools, parents participated in attending meetings and at times participated in activities like making decisions on providing learning materials, construction of facilities, maintenance of school infrastructure and fees payments.

According to Mwirichia (2013), parents who got involved in their children's pre-primary activities made learning of the children easier. The activities included: assisting children with homework, checking if school work was done by the child, assisting children to make play materials, provision of play materials among others. Furthermore, indicated that children of parents who got involved in their school activities performed better in acquiring required competencies than those children of parents who did not get involved. But the study does not talk about parental involvement and children access-transition especially from pre-primary to primary education.

A study by Amunga (2013) in Likuyani, Kakamega County indicates that parents got involved in their children schooling actively through paying money for tours, school fees payment, giving children enough time for studies and supporting them to improve in class work. The examined studies indicates that as much as parents get involved in their children education, activities vary from one area to another based on the way inhabitants view education and the socio-economic status of the family. Furthermore, most of the studies dwelled on ways of parental involvement in their children education specifically

activities related to improved class performance of the children, but failed to investigate how parental involvement affect access- transition from pre-primary to primary school education. Therefore, this study sought to analyse parental involvement influence on pupils' access to pre-primary schooling and transition from pre-primary to primary school education in the selected schools from both public and private schools in Kakamega central sub county, Kakamega County, Kenya.

2.4 Factors Influencing Parental Involvement, Children's Access and Transition

As much as great and significant progress has been made globally on improving children's education in their formative years, different countries continue to face multiple and differed challenges in children enrolling and having a smooth transition to the next levels of education (Bennett, Kaga & Moss 2010). UNESCO (2010) reported that as much as Kenya had made efforts to expand enrolment in early childhood education, transition to primary grade one was still low. Only 35% of all the eligible children were covered by the early childhood programme. This has been attributed to among other factors, parental involvement.

2.4.1 Parents' Economic Level In Relation To Involvement, Access and Transition

Parent's economic level is connected to children's academic activities. Children's enrolling and transiting from one level to another is majorly hindered by the economic level of a family (Eamon, 2005). Eamon further indicated that the socio- economic level of a home plays a major role in the upbringing of the children. Children who come from a home that is socio- economically disadvantaged are likely to abandon schooling as compared with those from a well off family because they are not exposed to similar

resources. Epstein (2005) argued that parental involvement has a significant effect on learner's achievements, self-esteem, attendance, emotional well-being, overall behaviours and their goals in life but many children do not attain required education due to poverty in their homes. Chavkin and Gonzales (1995) in a study in Mexico said that benefits of children's education interestingly, depend on the parents' education level and family income.

McLeods (2007) on Maslow's hierarchy of needs theory opines that children living in poverty tend to perform poorly in education which is attributed to lack of provision of safety, physiological, psychological and motivational needs. It is estimated that above 70% of poor people in Africa dwell in the rural set up and depend on agricultural activities for income and feeding the family yet investment in agricultural development is drastically decreasing (Battiato, DeJong, Hoover-Dempsey, Jones, Reed, & Walker, 2001). Battiato et al (2001) also estimate that more than 218 million people in sub-Saharan Africa live in abject poverty and the situation is worse in East and South Africa, two regions with the highest population on the continent with a deplorable state of socio economic status. UNESCO (2010), reports that education in many African countries is not free and compulsory and this has made children from less fortunate households not to access basic education because parents are not able to shoulder the burden of life, school fees included.

Morakinyo, (2003), in Nigeria, added that the socio economic status of a family is a key factor in academic achievement of children. He also indicated that children who come

from families where the socio- economic status is promising perform better than those from struggling economy.

In Kenya, Ondieki (2012) working in Dandora, Nairobi established that parents and other caregivers rewarded their children using material presents and praises when children portrayed desired behaviour, these made children learn the association of reward with good behaviour hence engaged in good behaviour more. He also indicated that the rewards varied from one family to another and the determining factor was the socio-economic state of the family. Of the studies highlighted factors affecting parental involvement in children's education but failed to address how the factors affected access and transition from one grade to another.

2.4.2 Education Levels of Parents and their Involvement in Access and Transition

Parents' level of education is a significant factor that can influence children's schooling and eventually the child's education achievements (Johnstone-Schrag, 2011). Parents with higher attainment educationally are always ready to support and volunteer in school activities (Kim, 2002). Jones, Li-Grining, Pressler, Raver, & Zhai, Bub, (2011) in their study in Colombian revealed that parents and other care givers who are educated had better feelings and thinking of their children schooling than those who were not. Anders, Melhuish, Sammons, Siraj-Blatchford, Sylva, &, Taggart (2011) working in England argued that anything meaningful and successful in terms of projects or programs of children comes as a result of parents' education level and participating in their children's early life.

According to Crosnoe, Elder Jr & Mistry (2002), parent's educational level is a major factor in determining transition in education. It was further noted that the mother's education level carries 20% effect higher than the father's. Similarly, Hornby and Lafaele (2011) researching in New Zealand revealed that education level of parents determines the socio-economic status of the family and contributes a lot in the children's academic enrollment, transition, performance and achievement. Both studies reveal that parents who are educated tend to help their children with school homework more than those who are not educated. They further indicated that educated parents also provide conducive learning environment, more attention and appropriate mental and physical stimulation to their children. It is noted that children of the same age group whose parents' perception and beliefs are different towards education also perform differently and have different abilities intellectually and at the same time they show different behaviors and goals towards life.

Baeck, (2010) in a study in Norway concurs with other studies and point out that educated parents have high expectations in their children's success educationally and would strive to see that their children attends school as compared to uneducated ones. He further pointed out that attainment in education has a high influence on career opportunities and the family earnings later in life and educated parents put great emphasis on higher education and create a positive learning environment motivating their children to excel in school by assisting them in activities such as numeracy, reading and games or puzzles hence improving children's perception of achievement. In other words, a parent is the person at the center who can instill positive changes in children's education and development, motivates their children and provide stimulating environment which will

make them transit from one level to another and attain academic excellence.

In Africa, Chowa et al (2012), working in Ghana indicated that highly educated parents are greatly involved with children at home than those with low or equivalent education level with their children. Stephanie (2015) is in agreement that parents' level of education is considerably linked to schooling of the children.

In Kenya, Makewa, Otewa & Role (2012) established that many parents are not able to pay for education for their children and as a result opted to have their children to stay at home than enrolling them to school. They also argued that parents' education level is one of the major factors determining the perception of education in the family. It should be noted that low education level resulting into increase in poverty level leads to parents not being able to pay school fees for their children and even feeding them (UNESCO, 2010). They further indicated that children from homes that parents are not sufficiently educated cannot meet costs of educational needs hence experience irregular school attendance culminating into dropping out of school. A research done by Abdi, (2010), in Wajir County established that parents who are not educated do not allow their children to attend ECD schools. He further stated that such children stay home and look after their young siblings and livestock as their parents went to look for water and carrying out other household activities. Such activities and perception leads to poor foundation laid in children educational life hence affecting their life in general.

2.4.3 Family Size, Structure and Parental Involvement

According to Schunk (2012), the size and structure in a family plays a key role in building or destroying learners' school enrolment, transition and performance. He added that a child's family is the primary socializing agent which helps him/her fit in in the society and a structure that does not support children growth and development works against their education needs.

Roberts & Kaiser (2011) established that a learner's performance is closely associated with where they come from and especially the practices that go on in their home. They further said that in many polygamous homes, parents do not have enough time to socialize with their children resulting in low acquisition of the required competencies hence affecting the entire education cycle of the child. Majoribanks (2005) reckoned that the way the family is set plays a key role in the learner's life within and outside school, and has key influence on learners' transition from one level to another. Single parent family versus both parents, size of a family, parental practices, characteristics of the mother and the Child's neighborhoods affect the child's interest in school and their future aspirations.

According to Khan, Awan, & Mohsin, (2013) those children who are always troublesome generally come from unstable homes. The unfavorable way they are socialized is carried over to school and generally acts as an impediment to their learning and academic progress. Khan et al (2013) added that a child who comes from a problematic home is always disturbed, unhappy, mentally tortured and does not have enthusiasm for education attainment. Epstein (2018) notes that the number of children in a family is another factor.

Those families with fewer children have been linked to high academic achievement than those with high population of children. She added that children from families with few children receive more attention from their parents and increased parental involvement makes children perform better in their education hence transition rate from one level to another is improved.

In Africa, studies done in Nigeria on the impact of family structure on university students' academic performance state that children with single parents differ in mental development with those with both parents (Abdu-Raheem, 2015). Furthermore, he said that a child's mental preparedness affects what he can permanently register in their brain and this affects acquisition of required competencies hence higher rate in transition from one class to another.

In Kenya, Bii, Kiptum, Ronoh, Sitienei & Too (2013) revealed that parents with many children in their family coupled with extreme poverty always have a challenge in taking their children to school and in the case where they are enrolled, end up dropping out due to lack of required materials like uniform, books, and even don't get time to assist their children in homework and indicate that the situation is worse at ECDE level. In such a complex situation, the education of children is not guaranteed and they stand not to benefit from pre-primary school education which gives them a firm foundation for their future learning.

2.4.4 Parents' Age and Involvement in children Transition

The age of a parent is a major factor when it comes to parental involvement in a child's schooling life (Keenan, Hipwell, Chung, Stepp, Stouthamer-Loeber, Loeber, & McTigue, 2010). Children born by teenage parents in most cases care less when it comes to schooling than children of older parents and this was attributed to poor parent-child interaction because young parents do not have enough time to interact with the child (Entwisle, 2018). Entwisle (2018) further argues that teenage parents suffer from low education, socio-economic disadvantage, and do not see the need to take their children to school and these affect the way their children learn in school. Miller-Perrin & Perrin (2012) also support the idea that teenage parents possess less skills and knowledge on developmental milestones of a child, hence providing little stimulating environment to their children which later on affect the children transition to other classes. They further revealed that teenage parents in most cases are punitive and less consistent in positive ways of rearing of their children and this affects the way they behave in school hence affecting learning having a negative impact on transition to higher levels in learning.

McLeod & Allard, (2013) established that teenage parents and poor home environment is frequently characterized by depression, conflict, disruption, divorce and separation than older parents and their children. They further indicated that as a result, children do not enroll in school and in cases where they enroll, they end up dropping out of school due to un-conducive home environment hence poor transition. Eamon (2005) noted that mothers' characteristics such as age and education play a very important role in education attainment of children. Mothers who are educated and old enough have high self-esteem and happy in most cases which translates to their children attending school well hence

attaining higher scores in tests. He also indicated that there is a great difference in the way mothers involve in their children education between mothers who give birth in their early age and those who delay. He further noted that those who delay know how to stimulate children educationally, hence provide proper cognitive stimulation and conducive environment which affect them positively in their academic life hence higher transition rates to upper classes.

2.4.5 Home Locality and Parental Involvement in Children's Schooling

Kavanagh (2014), in a study in Ireland established that family background-home inclusive- is one of the major determinants to transition of children from one level to another and in a situation where parents have a positive relationship with the school motivates children and become more eager to learn.

Hornby (2011) notes that the locality where children stay plays a major role in where and how they will get education. Moreover, pre-primary is where children acquire literacy as a social process and it is vital that children enroll to pre- primary when they are still young for them to transit well in other levels of education. Axford, & Whear, (2008) concur with Hornby (2011) that the child's environment plays a crucial role in his/her academic attainment. Children who come from homes where they are less stressed in most cases tend to perform better and have smooth transition than those who come from a less motivated and stressed homes.

Moore (2013) established that attendance and children transition are greatly connected with the home location of the child. Furthermore, he indicated that home location

considerably affects the cognitive skills of a child and that children from poor families, home and locality such as slums and rural areas are greatly disadvantaged and start schooling with lower cognitive skills which eventually affects them educationally than those staying in rich, urban dwellings. Sparkles (1999), argues that lower school education attainment is greatly connected with overpopulation or under population of the place where they stay. Children staying in overcrowded localities are affected by lack of networks, resources, learning institutions and negative neighborhood and these have a great influence on education attainment at school.

In Africa, a research done by Adelaiye, Ekibe & Mat (2014) on family background and students' academic performance in Nigeria indicates that the background of children forms the foundation of their development. This includes family background as reflected in socio- economic status, parents' education, family size, family structure and perception of life. A child's home has a great influence on their social, psychological, economic and educational state (Ajila and Olutola 2000). Nwokeyen (2015) asserts that parents are the first socializing agents to the children and the background of the family and context of the children affect their reactions to situations in life as well as their level of performance in educational activities.

In Kenya, in a study done by Ndani (2008) in Thika, Kenya, disclosed that there was a big difference in the way parents get involved in their children education in pre-primary schools between urban and rural setups. Rural communities were found to participate higher than those from urban areas. Parents from urban setups were found to participate

more in fees payment but not in other activities like volunteering and making decisions to the school management.

2.4.6 Unemployment and Parental Involvement in children Access and Transition

Unemployment creates social misfits in a society since children from displaced families always lower their grades in school, some do not even get enrolled in school and in return are at a higher risk of not getting employed in future (Gregg, Macmillan & Nasim, 2012). Rege, Telle & Votruba (2011) reckon that parental job loss or displacement lessens grade point average of children in Norway by six percent of a standard deviation. Rege et.al (2011) also affirms the fact that children from families that are manifested with low socio economic status in most cases exhibit lower level of literacy, comprehension and numeracy, always have lower retention rates in schools, higher problematic school behavior levels, likely to have difficulties and show negative attitudes towards schooling. In Africa, Tamara (2016) working in Zambia revealed that parents and families' social background remains one of the significant sources of educational inequality. He added that children's success in education majorly relied on the socio-economic status of the parents and other family members at large.

In Kenya, Makewa et.al (2012) revealed that many parents were unable to pay educational costs for their children as a result of unemployment in the family. Moreover, poverty in a family makes parents and guardians not able to sustain homes with enough food, could not provide educational materials to their children making children not to attend school regularly culminating in dropping out from school. He added that

unemployment leads to low income which affects the literacy level in a family hence low participation in children's education.

2.4.7 Disability and Parental Involvement in children's Access and Transition

Children not accessing education, dropping out, having low academic achievements and engaging in child labor are majorly associated with low status in socio-economics of the family which comes as a result of parental disability. Disability makes it difficult sometimes for parents to actively participate in the labor market hence poverty in the family (Shore & Juillerat, 2012). They further revealed that often, impairment condition of the parent causes social exclusion plunging the household into poverty in return making children not attending school regularly.

Olsen & Clarke, (2003) established that there are a lot of negative implications with parent's disability. They further indicated that impairments cause a parent to have limitations in everyday activities hence economic hardship in a family and children whose parents are impaired receive less supervision and it forces the children to play a role of caretakers to their parents, a role that does not correspond with their age. Nevertheless, a disabled parent can impact negatively on attendance of school by children. Mont & Nguyen, (2013) note that children from a home with a disabled parent, school attendance is likely to be lower since they are forced by circumstances to remain at home to play a role of care takers to their parents or engaging in child labor to increase income to their families

In Kenya, Mukobe (2013) indicated that disability causes enormous effects in a family. A family with a person living with disability is faced with poverty since the family always spends most of the family income on disabled parents. Further, many people living with disability and the family they come from in most cases lack access to learning, health services, employment and other basic needs and services in life. Enrolling their children in schools would therefore mean parting with money for school fees and other educational needs like uniform, books and feeding programs.

2.4.8 Parenting Style and Parental Involvement in Children Access and Transition.

Parents may take up and use different parenting styles on rearing of their children. These styles include: Authoritative, Authoritarian, uninvolved and permissive. Each of the parenting styles has consequences in the way children will behave particularly in their learning. Kosterelioglu (2018) in a research in turkey revealed that a positive parenting style had an average relationship in children's learning. Furthermore, the way parents practice their parenting style depicts how children perform in school. Combes, Kea & Montalvo (2010) noted that healthy parenting at home comprises providing of stable, secure environments and intellectual stimulation to children and these result in children attending school regularly hence acquiring the required competencies which makes them have a smooth transition to upper levels in education.

Kordi & Baharudin (2010), pointed out that a parenting style that a parent uses to bring up their children always influences children positively or negatively to their school achievements. According to Fatima, Khan, Rafir, Saleem & Sohail (2013), a positive relationship between parents and children and consistent parental involvement enhances

educational achievement and completion rate of children. Parental involvement on the schooling of children caused significant positive academic achievements in children.

Lau, Li & Rao (2011) in a study in China, Australia and United States of America indicated that the style like authoritarian slowed down parental involvement towards children hence a negative effect to children schooling while those whose parents implored authoritative parenting style experienced high academic achievements due to the closeness and involvement they receive from their parents. On the other hand, those whose parents used permissive parenting style experience negative classroom achievements.

In Africa, a study conducted in Ethiopia established that parenting styles goes with or differs with the sex of the child. Parents were found to commonly practice authoritative parenting style to their daughters as compared to the sons who received authoritarian parenting style (Seleshi and Sentayehu, 1982). Keshawn (2005), concurs with Mekonnen (2017) that daughters of Ethiopian parents were brought up using authoritative style of parenting but parents predominantly used neglectful type of parenting to their sons.

In Kenya, Barasa, Chungalwa, Ndurumo & Poipoi, (2012) in Vihiga County established that there was remarkable connection between academic performance and authoritative parenting style of students in colleges. Furthermore, students who were troublesome in colleges emanated from families that parents used authoritative type of parenting style and this was the most style used in Kenya.

2.5 Strategies Used by Teachers to Improve Parental Involvement

Parents and other care givers play a crucial role in rearing of the children while school is charged with responsibility for organizing and offering good education to the children (Epstein, 2018). Goodall & Vorhaus (2011) in a study in UK indicated that it is important having partnerships focusing on parental involvement in children schooling for smooth transition from one level to another. Winquist (1997) in a study in America indicated that in families with two parents, participation in education activities by both parents and school meetings are very crucial in children's education particularly on transition but in most cases, male parents' participation in children education activities is substantially less compared to that of the mothers. Added that participation is only noticed equally in single parent families where mothers' participation equals the fathers since they are the only parents to participate in those activities.

According to Deborah (2000), when teachers, parents and other care givers share important information on children pertaining their education, it helps them to know how to assist the children to become successful in education and eventually their lives. She further said that, consistent communication by the school to children's families indicates schools are willing and ready to cooperate with parents in supporting children's acquire required competencies resulting in improved transition from class to class. Piper (2010) noted that schools could involve and encourage parents' participation in their children education by having parents regularly participate in activities in school. Practicing the aforementioned strategies help in improving parents participation in their children education hence improving transition rate to higher levels in learning. Margaret & Leer (2012) explain that having parents offer volunteer services in schools enhances parental

involvement in school activities which motivates children to study hard hence improved rates in transition. Rodd (2012) indicated that having parents involved at decision levels in schools builds good relationship between schools and parents hence positive achievements in children's education facilitating smooth and improved transition to higher learning levels..

Crosnoe (2011) indicated that there are many barriers reported by parents hindering them from fully getting involved in their children education. These includes fear of school, language used in meetings, lack of time and low self- esteem in parent but if school management reduces the mentioned barriers, then parental involvement could improve. Goodall and Vorhaus (2011) notes that listening to parents by educators, using language understood by all parents, effective communication by both parties, educators taking initiative of knowing family situations could enhance parental involvement in education activities at school and home. Enhanced parental involvement is a motivating factor to children and children would work hard to please their parents culminating in improved grades and transitions in school.

In Africa, Deborah (2000) suggested those surveying parents' interests and availability for volunteer activities in school, using parents in driving school bus, having parents come to school to have lunch meals with learners are good methods and strategies for having parental involvement enhanced. In return, children are happy to see their parents in school and feel encouraged to work harder in class hence remarkable transition from one level to another.

In Kenya, Mwangi (2016) & Murungi (2013) suggested that teachers conducting home visits, encouraging parents to visit schools, organizing for academic days, good communication between school and parents could enhance parental involvement since parents will feel appreciated and valued by the school hence positive impact on children enrollment in pre-primary and transition to primary.

2.6. Summary

The literature reviewed in this chapter has indicated that parental participation at pre-primary level improves pre-primary pupils' education. The studies also indicate that children from homes where parents and care givers get involved in their school activities always portray higher level of school performance than those who receive lesser parental involvement. In addition, the studies indicate that children could develop interest in achieving their educational goals when teachers and parents work together. At the same time, if parents provide a good home learning environments to their children, coupled with school work, complementing activities including positive talking about school, high levels of social skills are developed in children and there is a likelihood in children to be more self-controlled and cooperative. All these have definite positive outcomes in a child's education. The more the parents get involved in their children life at home and education at pre-primary level, the more children will develop interest in school. This literature further indicated that there are many barriers hindering parents from fully getting involved in their children's education. These include parents' socio-economic level, parents' employment status, disability, age, family size, family structure, parents' home locality, unemployment among others. Strategies to enhance parental involvement such as parents and other care givers sharing important information on children

pertaining their education, school visitation by parents, consistent communication by the school to children's families helps both the teachers and parents to assist children become successful in education and eventually their lives. Similarly, the reviewed literature indicated that schools could involve and encourage parents to participate in their children's education by having language used in meetings being one of the community's catchment. Equally, having teachers conduct home visitations, and encouraging volunteer services from parents to school could enhance parental involvement in education activities at school and home. Although a lot of benefits related to parental involvement and children's education have been highlighted, the literature failed to verify how enrollment to pre-primary and transition from pre-primary to primary education is affected.

Studies done in Kenya on Parental involvement are majorly done in other counties-not Kakamega-and focused much on attendance, academic performance and other learning outcomes but did not address the issue of enrolling in pre-primary and transition to primary school education. There was a research done in Kakamega county focused on Likuyani sub county on how parents got involved in their children schooling actively through paying money for tours, school fees, giving children enough time for studies and supporting them to improve in class work. However, no studies done in Kakamega County considered parental involvement influence on access and transition of pre-primary pupils to school education. This study therefore desired to find out whether parental involvement promotes pre-primary pupils enrollment and transition to primary school education among schools in Kakamega County, a case of Kakamega Central Sub County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design, the study area, sampling procedures and sample size. The chapter also explains the instruments that were used in data collection, pilot study, data collection procedure and data analysis. The chapter ends by providing ethical considerations of the study.

3.2 Research Design

This study employed survey design. A survey research design is appropriate because it involved collecting data in order to test the questions concerning the current status of the subjects of the study. Mugenda and Mugenda (2003) noted that survey is an attempt to collect data from members of a population with respect to one or more variables. Survey design utilizes quantitative and qualitative approach in data collection from the sample. Survey is descriptive research to a researcher that entails collecting data that is original from a relatively large number of cases within a short time (Orodho 2005).

3.3 Variables of the Study

Variables of the study included the independent variable (parental involvement influence) and the dependent variable (access and transition to primary education) as described below.

3.3.1 Independent variable

The independent variables of this study comprised:

- i) Parental Involvement influence in their children's schooling which was measured by looking at ways parents engage in educational activities of their children at home and school. These included parents communicating with their children regarding school and what they are learning (through signing diaries and homework), parents visiting schools and attending school events such as conferences and meetings, parents monitoring of children learning progress by calling teachers or visiting school to check on the child's learning progress, parents volunteering as resource persons in classrooms to engaging children in riddles, songs, tongue twisters and outdoor activities, (in play and dance). Furthermore, parents are involved in providing teaching and learning materials through donation to schools as well as supporting schools by paying fees promptly, supporting feeding program by providing labour to school or donating food stuffs.

3.3.2 Dependent Variables

The dependent variables of this study were: access and Transition from pre-primary to primary education.

- i) Access: The researcher looked at how many pupils previously enrolled in Pp2 (2017).
- ii) Transition: This was measured by establishing the number Pupils who were promoted and moved to grade one the following year 2018 in the same school and other schools.

Dependent variables are those factors that appear and disappear when a researcher or experimenter removes, introduces or varies the independent variable (Jaeger, 1990).

3.4 Location of the Study

The study was done in Kakamega central sub county within Kakamega County. The sub county comprises of two zones; Lurambi and Municipality. The sub County is densely populated with the highest enrolment in the county. However, access and transition rates are the lowest according to the Uwezo Kenya learning assessment report; 2010- 2012, Kenya Economic survey of 2017 and the records from the ministry of Education office of Kakamega county 2015 to 2016. Despite this high population, the transition from pre-primary to primary education remained very low, hence the need for this study.

3.5 Target Population

The study targeted 149 schools- 62 public and 87 private pre- primary schools). There were 220 pre-school teachers who were targeted plus 1890 pre- primary II parents in the study area. The total population of respondents in different categories are as presented in table 3.1.below.

Table 3.1 Target Population

Category	Public	Private	Total
Teachers	108	112	220
Parents	1070	820	1890

3.6 Sampling Technique and Sample Size

The teachers of pp2 classes and class parent representatives were selected to form the population of the study because it is the transition class to primary education.

3.6.1 Sampling Techniques

Purposive sampling was used to select locale of study, parents and teachers. Stratified sampling was used to sample the schools. Schools were categorized as public and private from urban and rural setups. The longest serving teacher was picked for the study in the multi stream schools.

3.6.2 Sample Size

A Sample Size of 90 respondents was sampled for the study. Forty five (45) teachers were involved in the study. Nineteen (19) pre- primary schools teachers from public and Twenty six (26) from private pre- primary schools respectively were sampled for the study. In addition 45 (30%) pp2 parent representatives all drawn from 45 selected pre-schools were sampled. Gay (1981) said that between 10% and 30% sample size of the total population is adequate for descriptive research. The information is summarized in table 3.2

Table 3.2: Sampling Frame

Description	Target population	Selected sample	Percentage
Private pre-primary schools	87	26	30%
Public pre-primary schools	62	19	30%
Total	149	45	30%

3.7 Research Instruments

The study employed questionnaire and interview schedule as described below.

3.7.1 Questionnaire for Teachers

The study utilized a questionnaire for teachers. The questionnaire comprised of two sections A, and B. Section (A) collected demographic data about the teachers and school: gender of the teacher, type of school and data on enrolment in PP2 class plus those promoted to primary Grade One the following year. Section B gathered information on the study objectives: parental involvement in their children education at pre-primary level, factors affecting access- transition from pre-primary to primary Grade One and strategies used by teachers and parents to enhance access- transition from pre-primary to primary education. The tool was measured using a 3 Likert scale where 1= strongly Agree, 2=Agree and 3 =Disagree. (Any score between 1 and 2 means agreement whereas 3 means disagreement).

3.7.2 Interview Schedule for Parents

An interview schedule was pre-pared for the 45 parents in advance. The schedule gathered information pertaining the extent of parental involvement in their children education at pre-primary school level. The researcher used the interview schedule because the tool helps to ensure respondents' willingness to participate, flexibility of asking questions and enabled probing for response accuracy. The interview schedule also facilitated the researcher to reach out on both literate and illiterate parents. To ensure confidentiality, the researcher administered the schedules personally. Frequency tables were used to analyse the feedback from interview schedules.

3.8 Piloting of the Study

The pilot study was done in Kakamega central Sub County using 4 teachers and 4 parents from 4 pre-primary schools. 2 public pre-primary schools and 2 private pre-primary schools in the Sub County were selected by the researcher for piloting activity. The sample was not included in the main study. A questionnaire was administered to 4 teachers, 1 pp2 pre-primary teacher per pre-primary school and an Interview schedule was administered to 4 parent representatives from the same schools. The process and the outcome of piloting assisted the researcher in removing any ambiguity from the instruments, checking on the unforeseen problems respondents were likely to encounter, and improve on the instruments. The pilot took 2 days.

3.8.1 Validity of the Instruments

Content validity was assured by the researcher involving experts from Kenyatta University' Early Childhood Department. The experts read through each item in the

questionnaires to ensure the tool was not only relevant but also measured all the required information. Ambiguous items were edited to make them clearer to the respondents, irrelevant questions were removed or modified and new useful ones were added to ensure the tool captured relevant data only. According to Mugenda & Mugenda (1998), validity of a study instrument is the degree to which it measures what is intended by the researcher. Creswell (2005) in the books 'Threats to validity and Planning, conducting and evaluating quantitative and qualitative research' said that validity shows that information collected and scores from an instrument enables a researcher to make meaningful and good conclusions. The researcher also made the questionnaire extremely simple and user friendly English so that all respondents would have no problem understanding of the required information.

3.8.2 Reliability of the Instruments

Test re-test method and technique was used to assess the reliability of the tools during the piloting stage. The teachers' questionnaire was administered to 4 teachers from the population of the study to answer questions on parental involvement influence on pupils' access - transition from pre-primary to primary education while the interview schedule was administered to 4 pp2 parents' representatives. The same questions were given to the same respondents after a fortnight. The pilot sample population was not included in the main sample. The answers from the two sets were computed for each respondent. The results were correlated using Pearson's product moment correlation co-efficient and the results revealed that there was a high positive correlation between the 2 sets of scores where $r = 0.836$ with a relevance value of 0.018. Therefore, the tools were found reliable for data collection for the study. According to Creswell (2005) Test re-test reliability

method indicates the extent to which scores from the same respondent within a given interval of time between the two administrations of the test correlate. Best (1992) noted that a reliable instrument gives consistent measurement to what it is measuring at different intervals of time.

3.9 Data Collection Procedures

Data was collected in one month where the first week was used to visit selected schools in Kakamega central sub County. During the first visits, the researcher sensitized the Head teachers and the pre-primary teachers. The researcher planned with the pre-primary schools for data collection for the remaining 3 weeks. Data collection was scheduled as follows: 3 pre-primary schools were visited on each day, questionnaires administered to a longest serving Pp2teacher and interview schedules to pp2 parent representative per selected pre-primary school. The questions lasted for approximately 50 minutes per each respondent. The questions sought to determine parental involvement influence on children access to pre-primary education and transition from pre-primary to primary school education.

3.10 Data Analysis Procedures

The data was prepared coded and analysed using Statistical Packages for Social Science (SPSS) version 23. Quantitative data was gotten from the close-ended questions to the teachers while the qualitative data was derived from the open ended questions. Qualitative data derived from the interview schedules were organised into different themes and were discussed using the study objectives and inferences were made basing on each theme. Green (2002) said that quantitative research procedures result in

information that can be expressed using statistics or numbers, finding out the extent of occurrence of something while qualitative research finds out a person's views that are not easily measured during analysis. Data was analysed using qualitative and quantitative techniques. Quantitative information such as demographic data and parental involvement were analysed using descriptive statistics. The data was cleaned, coded and labels to variables were assigned (i.e. PIV for frequency of parental involvement, PIW for ways of parental involvement and FIPV for factors influencing parental involvement, SA for suggested strategies for increasing Access rates and ST for suggested strategies for increasing Transition rate).

3.11 Logistical and Ethical Consideration

3.11.1 Logistical Considerations

The researcher was issued with an introductory letter from the graduate school, Kenyatta University, introducing him to the National Commission for Science, Technology and Innovation (NACOSTI) for a research permit. The permit obtained from NACOSTI was used as an introduction to the Ministry of Education, Science and Technology at the County level and any other relevant authorities who needed to be notified. The ministry of education at the County level issued the researcher with acceptance letter which was used as introductory letter to schools. The researcher then sought permission from the head teachers before commencing data collection.

3.11.2 Ethical Considerations

Respondents' confidentiality was assured through the anonymity principle of not requiring them to write their names on any interview schedule. They were also assured

that the information they gave will be treated confidentially. The pre-primary school managers, parent representatives and the pre-primary teachers were explained to the purpose and methods of data collection and ensured consent before collecting data.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study which have been discussed under key subsections in line with the research objectives. It contains the statistical results that were generated from the data analysis, together with the interpretation thereof. The presentation in this chapter was guided by the research objectives. The results therefore, were generated so as to appropriately address the research objectives and questions. The findings are presented in line with the study objectives:

- i. To establish the influence of parental involvement on access and transition rate of pupils from pre-primary to primary education in Kakamega Central Sub County, Kakamega County.
- ii. To determine ways parents are involved in their children's access and transition from pre-primary to primary education in Kakamega Central Sub County, Kakamega County.
- iii. To establish factors influencing children's access and transition from pre-primary to primary education in Kakamega Central Sub County, Kakamega County.
- iv. To establish strategies of improving parental involvement in improving access-transition rate of pupils from pre-primary to primary education in Kakamega Central Sub County, Kakamega County

4.2: Presentation of Results and Discussions

Data for this study was presented in sections. Demographic information of the teachers and the pre-primary schools was presented first then the descriptive results and discussions for each objective followed.

4.2.1: Response Rate

Table 4.1 Shows the Response Rate of the Respondents,

Category	Sample size	Response	Response rate
Pre-primary Teachers	45	45	100%
Parents representatives	45	45	100%
Total	90	90	100%

As shown in table 4.1, all the respondents turned up and answered questions translating the response rate to 100%. This meant a good representation of the population. Nevertheless according to Mugenda & Mugenda (2003), any response rate of 70% and above is good for the study.

4.2.2. Demographic Characteristics of the Respondents

The demographic information of the respondents is considered very crucial not only for subsequent discussions of the findings but also for the authenticity and generalization of the results. Demographic information required from the teachers who participated in the study included teachers' academic level, gender, age levels, years of service and type of pre-primary school teaching and entry and transition rate. Tables 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 present the demographic information findings on pre-primary teachers.

4.2.2.1 Type of pre-primary

Selection of pre-primary teachers who participated in this study was done depending on the type of school they teach, whether private or public. Table 4.2 below presents the findings as per the type of pre-primary they teach.

Table 4.2: Types of Pre- school

Types of pre –school	Frequency	Percentage
Private	26	57.78%
Public	19	42.22%
Total	45	100%

Table 4.2 indicates that out of the 45 teachers selected for the study from both public and private pre-primary schools, 58.% of them were from private while 42% were from public pre-primary schools. This indicates that there could be more private pre-primary schools than public pre-primary schools in Kakamega Central Sub County. That could explain why more teachers were selected from private schools. By extension, ECDE education in the area is being predominantly managed by private sector players such as communities, churches and individuals.

4.2.2.2 Gender of the Teachers Selected

As far as teachers gender was concerned, teachers were asked to indicate their gender whether they were male or female.

Table 4.3: Teachers' Gender

Gender of the teachers	Frequency	Percentage
Female	45	100%
Total	45	100%

From Table 4.3 above, it was established that all teachers sampled for the study were female. This meant that pre-primary teaching in Kakamega Central Sub County was more preferred by female than male teachers. This agrees with a study done by Ngure (2014) on Dynamics of Gender disparity among teachers of young children in Thika Sub-County. The study established that more pre-primary teachers in Thika Sub-county were female compared to male. Some of the reasons to explain that included parental preference for female teachers than male. Since the children join pre-primary school at very tender ages, many parents believe that female teachers are better placed to take care of them. Many pre-primary school teachers are poorly remunerated and faced with this scenario, it emerged that possibly many male teachers turn down such teaching opportunities as compared with female teachers. This heavily tilts the balance of the teachers in favour of female teachers. Consequently, children may lack holistic nurture of being male or female figures.

4.2.2.4 Training Level of Teachers

Pre-primary teachers were asked to indicate their training level. They were to indicate ranging from untrained, certificate in ECDE, diploma in ECDE and degree in ECDE as shown in Table 4.4.

Table 4.4: Pre-primary Teachers' Level of Training

Teachers training level	Frequency	Percentage
Untrained	0	0%
Certificate in ECDE	18	40%
Diploma in ECDE	27	60%
Degree in ECDE	0	0%
Total	45	100%

From table 4.4 above, it was established that all the teachers were trained. Most teachers had attained up to Diploma training (27(60%) and the remaining had attained at least a certificate in ECDE 18(40%). This implies that all the teachers sampled to participate in the study had knowledge of handling children in class and were competent to establish good teacher parent relationships to enhance access-transition in pre-school. Since teachers are the custodians of the children, their training levels are positive influence and perhaps it explains why there was a marked boost in the pupils transition rates from pre-primary to primary grade one in the sub County as shown in table 4.7. This is in resonance with a study done by Chen & Chandler (2001), to establish how teachers' characteristics such as level of education and a sense of efficacy promote positive attitude towards parental involvement. The study indicated that educated teachers communicate effectively to parents on matters concerning learning of children. A case of lower education level of the teacher meant low teacher-parent communication thus hindering access-transition in pre-primary school.

4.2.2.5 Age Bracket of the Teachers

The teachers were asked to indicate their age bracket. They were to indicate whether they were between 20-30 years, 31-40 years, 41-50 years or over 51 years of age. Table 4.5 indicates the age bracket of Pre-primary teachers sampled to participate in the study.

Table 4.5: Age bracket of Pre-primary School Teachers

Age bracket of the teachers	Frequency	Percentage
20-30 years	6	13.3%
31-40 years	13	28.9%
41-50 years	26	57.7%
Over 51 years	0	0%
Total	45	100%

From table 4.5 above, most teachers were aged above 31 years (87%). It can be implied therefore that these teachers were mature and probably experienced in not only handling children but also capable of establishing good teacher parental relationships that could enhance access- transition in pre- primary schools. This corresponds with a study by Howes, Phillips, Whitebook (1992), reporting that a considerable age level was necessary and make teachers be effective in child care at school. Elderly teachers were found to most prefer compared to young ones.

4.2.2.6 Years of Service of the Respondents in the Present School

The teachers were asked to indicate the number of years they have been teaching in the pre-primary school sampled. They were to indicate whether they have been in the same

school between 1-5 years, 6-10 years, 11-15 years or over 15 years. Table 4.6 indicates years of service in the participating school.

Table 4.6: Years of Service of the Respondents in the Present School

Years of service	Frequency	Total%
1-5	7	15.6%
6-10	15	33.3%
11-15	13	28.9%
Over 15 years	10	22.2%
Total	45	100%

From table 4.6 above, Most of the teachers had experience ranging six (6) years to fifteen (15). These meant that most teachers had stayed in the same pre-primary school for more than five years. Consequently, there was a good sign of low staff turnover at the pre-primary schools in Kakamega Central Sub County. This finding is in line with the study done by Epstein (1995) which indicated that one of the major barriers in parental involvement in children education was failure to retrain teachers in a particular school. He further suggested that retaining of experienced teachers should be incorporated into teacher education programs and higher education programs to assist educators to know their roles in schools, community and family partnerships.

4.2.2.7 Transition Rate of Pre-Primary Pupils to Primary Grade One

Teachers were asked to indicate the transition rate of learners from pre-primary to primary grade one. Schools records were used to determine this. The 2017 enrolment in pre-primary 2 class and those who were promoted to primary grade one in 2018 was

taken per sampled pre-primary schools in both public and private pre-primaries. The results are shown in table 4.7.

Table 4.7: Transition Rate

Schools	No. Enrolled in pp2 in 2017	Transition	Dropout	Transition rate
Public	1219	708	511	58.08%
Private	645	598	47	92.7%
Total	1864	558	558	70.06%

From table 4.7 above indicated a singular difference transition rate between public and private pre-primary schools. The transition improved to (93%) in private pre-schools. The total number of children enrolled in pre-primary public schools in year 2017 were one thousand, two hundred and nineteen (1,219) pupils. Out of these pupils, only seven hundred and eight (708) transitioned to primary grade one giving a transition rate of 58 per cent. This clearly shows that just slightly more than half of the children proceed to primary grade one. In the private schools, six hundred and forty-five (645) children were enrolled. Five hundred and ninety-eight (598) were promoted to primary grade one, giving a transition rate of 93 per cent. This shows that only (47) forty-seven did not proceed to primary grade one. For both public and private pre-primary schools, the transition rate was seventy per cent. From these findings, it can be noted that the rate of transition in private schools is very high and encouraging compared to the public schools. The findings are in line with study finding done by Giallo (2010) on making the transition to primary school in Australia, establishing that parents getting involved in their children during transition period had a constructive effect on the children transition

to school. It can be argued that perhaps this is because parental involvement in private schools is much higher compared to public pre-primary schools. This can be attributed to a number of factors as highlighted in the study like parents' socio-economic status among other factors.

4.3 Results by objectives

Objective one of the study sought to establish influence of parental involvement on access and transition of learners in school. The parents were asked to say if their involvement had an influence on access to education and transition from one level to another similarly the teachers asked to indicate if parental involvement had an influence on access to education and transition from one level to another. The respondents were required to state whether they agree, disagree or don't know. Tables 4.8 and 4.9 gives the findings.

Table 4.8 perceptions of teachers on whether parents' involvement influence access-transition rate of their children in school.

Q- Do you think parents' participation influences pupils access-transition from pre-primary to primary?

Item	Frequency	Percentage
Yes	29	64.4%
No	6	13.3%
Don't know	10	22.2%
Total	45	100%

Table 4.8 above indicates that most teachers felt that parental involvement in ECD children education activities had influence on access-transition rate in pre-primary (64%). The remaining either did not know or disagreed. The results are in agreement with findings of Besi & Sakellariou (2019) on parental involvement in Greece which established that co-operation between pre-primary and primary teachers coupled with interaction with parents result into successful transition. Willmore (2016) also indicates that an environment where parents and teachers have a positive relationship enhances learners' transition from one class to another. Peters & Sally (2010) add that successful entry in school and transition requires good partnerships between the school administrators, teachers and parents.

Table 4.9 Perceptions of Parents on Whether their Involvement Influences Access-Transition Rate of their Children in School

Q- Do you think your participation will influence access-transition from pre-primary to primary?

Item	Frequency	Percentage
Yes	20	44.4%
No	12	26.7%
Don't know	13	28.9%
Total	45	100%

Table 4.9 above, indicate that (44.4%) of the parents felt that parents' participation in their children's education at pre-primary level boosted access to pre- primary education and transition rate to primary school education. (26.7%) said their participation had

nothing to do with children's access and transition rate from pre-primary to primary school education while (28.9%) did not know. The results are in agreement with findings of Choi (2017) who established that some parents do not get involved due to cultural beliefs and some believed that letting children on their own is a way of fostering independence in their children.

4.4 Findings on ways of Parental Involvement in Pre-Primary Children Education

Objective two sought; to find out the teachers' and parents opinions on ways of parental involvement in their children education. The parents were asked to mention the ways and a 3-point likert scale was used to establish teachers' views on the ways parents were involved in education activities with responses ranging from agree strongly, agree and disagree. Ways of Parental involvement was measured using a number of activities they involved in to enhance their children transition from pre-primary to primary grade one. The activities were categorized as teaching and learning resources, supporting learners with extending learning and supporting schools with feeding program among others. The answers from the teachers were considered parents not involved if it was disagree, moderately involved if it was agree and highly involved if it was strongly agree they participated in most activities. The activities were further sub grouped in smaller activities as presented in tables 4.10 and 4.11.

4.4.1 Parents' views on their ways of Participation in Pre-Primary Education Activities

Table 4.10 Parents' Views on their ways of Participation in pre-primary Education Activities

Item	Frequency	Percentage
Provide writing materials	21	46.7%
Checking and help children in homework	19	42.2%
Pay school fees promptly	20	44.4%
Sign school diary	9	20%
Attend school meetings	9	20%
Calling teachers to check on children learning	21	46.7%
Read story books to children at home	2	4.4%
Provide reading materials	2	4.4%
Support feeding program in school	1	2.2%
Visit school to monitor progress of child.	1	2.2%

Table 4.10 above revealed that most of parents 21(47%) provided writing materials to their children which tied with monitoring children's learning by calling teachers 21(47%), followed by paying school fees promptly 20(44%) and helping children with homework 19(42%). The above findings could be an indicator that parents do not value pre-primary education and this could be the reason why they do not participate actively. This is in line with a study done by Chowa et al (2013), conducted in Ghana which established that quite a number of parents do not in their own free will involve in pre-primary activities, they only go to school for meetings since it was a must that they attended and paid penalties in case of non-attendance. Berndt (1997) further said that children given what they require in their formative years have the best foundation and

preparation for their adult life and the type of experiences children get from their parents shape their future development, growth, happiness, learning both at home and school .and health hence parents should provide needed materials and services like writing, reading, volunteer in schools among others. Similarly, Bruce (2003) equated parental participation in their children life to stones used for laying foundation of a house. Said the stones are different in kind but has an effect on the structure as a whole hence different ways parents participate in their children education life has an impact on holistic development and growth of children that could only transferred to children through appropriate nurturance given by parents and other caregivers.

4.4.2 Teachers' view on ways of Parental Involvements in Pre-Primary School Education

Table 4.11: Parental Involvements in Pre-Primary School Education.

Activity : Provision of teaching and learning resources	Strongly agree	Agree	Disagree
Parents provide writing materials i.e. pens, colours books to their children in school	12(26.7%)	8 (17.8 %)	25(55.5%)
Parents provide reading materials charts, cards and story books	3 (6.7%)	0(0%)	42 (93.3%)
Parents provide play materials to school	0(0%)	0(0%)	45 (100%)
Activity : Parents support learners with extending learning activities			
Parents check if children school work was done.	7(15.6%)	5(11.1 %)	33(73.3 %)
Parents help their children with homework.	3(6.7%)	1 (2.2%)	41(91.1. %)
Parents come to school to tell children stories.	0(0%)	0(0%)	45(100%)
Activity: Parents providing their children with other school needs.			
Parents pay school fees promptly	7(15.6%)	16(35.5%)	22(48.9%)
Parents support feeding program	23(51.1%)	14(31.1%)	8(17.8%)
Parents come to school as resource persons in outdoor activities.	0(0%)	0(0%)	45(100%)
Activity: Parents monitoring learners' progress.			
Many parents come promptly when called for meetings.	6 (13.3%)	8(17.8 %)	31(68.9%)
Parents visit school to check on children learning	2(4.4%)	3(6.7%)	40(88.9%)
Parents call teachers to check on children learning	3(6.7%)	7(15.6%)	35(77.8%)

Table 4.11 above is discussed in various sub sections 4.4.2.1, 4.4.2.2, 4.4.2.3 and 4.4.2.4.

4.4.2.1 Provision of Teaching and Learning Resources

Table 4.11 above indicates that teachers disagreed 42 (93%) that parents provided reading materials, 25 (55%) also disagreed that parents provided writing materials to their children in school. This could be because parents did not take pre-primary school education seriously for the reason that children at that stage are not ready for reading. Another implication could be that most parents in both rural and urban areas could be not having good income to buy the resources. Other reason could be most that parents do not understand the importance of materials in preschools for writing purposes hence feel is not their duty to provide. This is in line with the study done by Chowa.et. el. (2013) which revealed that quite a number of parents in Ghana do not on their free will involve in pre-primary activities. Powell et al (2010) pointed out that parents need to engage in activities such as provision of the necessary resources to school to facilitate effective teaching and learning of their children.

4.4.2.2 Parents' Involvement in Supporting Learners with Extending Learning Activities

Parental involvement in supporting learners with extended learning included checking if children school work was done, helping children with homework and coming to school to tell children stories. Table 4.11 above revealed all respondents argued that parents never visited schools as resource persons to tell children stories. Most of them (91%) and (73%) respectively neither helped their children with homework nor checked their children books to see what they did at school. The reason here could be that most parents do not care, they are busy with work fending for their families at the expense of their children education, lacking time to help their children with homework or are illiterate hence don't

know how to help their children with homework. The above findings are contrary with the study done by Mwirichia (2013) which established that parents got involved in their children pre-primary activities which made learning of the children easy. The activities included: assisting children with homework, checking if school work was done by the child, assisting children to make play materials, provision of play materials among others. In line with the study findings, Ndegwa et.al (2007), revealed that parents did not get involved in their children education because of various reasons such as illiteracy, children not being given homework assignments by teachers and some parents were too busy fending for their families and in return opted to take their children for remedial lessons.

4.4.2.3. Parents' Involvement in School Activities

Parental involvement in school activities included parents paying school fees promptly, Parents supporting feeding program at school and Parents coming to school to play with children. From table 4.11 above established that all parents never involved in school activities by acting as resource persons in outdoor activities. Agreed 37(82.2. %) that most parents supported the schools with feeding program. This is in line with a study done by Mwirichia (2013) and Ndegwa et.al (2007) which established that parents in Kenya get involved in their children pre-primary activities which made learning easy. Below (2004) also asserts that the primary educators and caregivers of children are the parents and they ensure good and accessible services for their children in school fether learning. The implication here is that parents are aware of importance of children having food at school. Moreover, the study established that slightly above half 23(51%) respondents agreed that parents pay school fees promptly. The above is in line with the study done by Maniragaba et.al (2012) in Rwanda which established that among factors

preventing parental involvement in pre-primary education in Rwanda was non-payment of school fees by parents. Further indicated that non-school fees payment was either due to parents not willing or did not have the money. Powell et al (2010) indicated that parents' participation in their children education by providing required school needs such as payment of school fees strengthens children academic achievements so parents need to. Being that the respondents came from private and public schools, it is likely that school fees payment was dictated by financial wellbeing of the parents and mostly those parents of children in private pre-primary schools pay school fees promptly as compared to those in public schools. The scenario poses dangers in children dropping out of school since their parents did not pay school fees promptly. Lack of parental involvement in the activity could be as a result of financial problems or low income among parents in Kakamega Central Sub-County.

4.4.2.4 Parents' Participation in Monitoring Activities

Parental participation in monitoring activities included parents coming promptly when called for meetings, Parents visiting school to check on children learning and Parents calling teachers to check on children learning. From table 4.11, above revealed that most parents did not visit schools regularly to check on children learning progress nor called the teachers to check on how their children were learning 89% and 78% respectively. They also did not show up promptly when called for meetings (69%). These findings were in congruence with a study done by Chowa et al. (2012) in Ghana. The study revealed that a good number of pre-primary school parents did not get involved in pre-primary school activities voluntarily but were only forced by circumstances to attend PTA meetings since it was mandatory and failure to attend resulted in penalties. Ndani

(2008) similarly indicated that there was a notable dissimilarity in the level of involvement among different communities in pre-primary school activities in different pre-primary schools set-ups. She indicated that in private schools, communication was the most common way of involvement as a means of monitoring their children learning since parents were required to sign and make comments in homework books on daily basis. This is an indicator that many parents do not monitor the learning progress of their children.

4.5 Factors Influencing Parental Involvement

The third objective of the study sought; to get teachers' views on factors influencing parental involvement that could be hindering access and transition rate at pre-primary level in Kakamega Central sub County of Kakamega County. To achieve this objective, factors influencing parental involvement were established. Teachers and parents were asked to mention some of the factors that might be hindering parental involvement in Kakamega central sub county in relation to access-transition rate.

4.5.1 Teachers Views on Factors Influencing Parental Involvement

The results are shown in table 4.12.

Table 4.12: Factors Influencing Parental Involvement, Teachers Views

Factor	Frequency	%
Parents education level	32	71.1
Parents age	40	88.9
Parents socio economic status	36	80
Parents employment	35	77.8
Family structure	32	71.1
Gender of parent	24	53
Parent home locality	33	73.3
Parent disability	25	55.6
Parenting style	29	64.4

Table 4.12 above revealed that parents age (89%) had influence on their participation in pre-primary education. For instance too old parents did not have enough energy to participate actively in their children education at pre-primary level nor did young parents not have time for their children at pre-primary level for the reason that is their active age in live and spend much time fending for the family than involving in children's education. The above findings were in line with Gunn & Furstenberg, 1986; Comp 1995; Connelly & Straus, (1992) who established that parental age had impact on the way they participate in their children education, Further notes that teenage parents possess less skills and knowledge on developmental milestones of a child, hence providing little stimulating environment to their children which later on affect the children transition to other classes. The researchers further said that, teenage parents in most cases are punitive, less consistent and less effectively in their child rearing positions. Hann, Osofsky,

Barnard & Leonard (1994) findings in their research indicated that children born by teenage parents in most cases fare less well in schooling than children of older parents. This was attributed to poor parent-child interaction because young parents do not have enough time to interact with the child. Brooks-Gunn et al, (1997) concurs with the other that teenage parents suffer from low education, socio- economic disadvantage, and do not see the need to take their children to school

Secondly, socio-economic status (80%) was mentioned as a factor. These could be that those parents from poor families do not participate fully in their children education probably because they could not afford all educational requirements of their children at pre-primary level like school fees payment, buying reading and writing materials, support feeding program among other educational needs as compared to the well-off parents who were not many. The findings concur with Hochschild (2003), who revealed that the socio-economic level of a home plays a major role in the upbringing of the children. Further, he said that children who come from a home that is stressed socio-economically are likely to abandon schooling as compared with those from a well off family. This is so because those children who come from homes with low income will not be exposed to similar resources like those from well off families. Morakinyo (2003) added that the socio economic status of a family is a key factor in academic achievement of children from those families.

Thirdly, the findings also revealed that the employment status of parents (78%) was one of the major influencers on parents' participation in pre-primary education of their children. This implies that children from families that are employed were able to access

school requirements easily resulting in none disturbed school attendance and regular contact with their teachers hence acquiring required competencies for smooth transition to primary grade one. This is in line with a study by Gregg (2012) revealed that unemployment creates social misfits in a society, furthermore indicated that children from displaced families always lower their grades in school, some do not even get access to school and this in return they are at a higher risk of not getting employed in future. The above factors were also mentioned by UNESCO report (2010) which indicated that parents' economic level, parent's education level, family size and child ordinal position in the family affected their participation in children education.

Fourthly, home locality influenced parents' involvement in school activities. 73 % had an opinion that the home location was a hindrance to parents' participation. The findings are in line with study done by (Hornby, 2011) who found out that the locality where children stay plays a major role in where and how the children will access education. He further said that pre-primary schools are where children acquire literacy as a social process and it is vital that children enrol to pre-primary school when they are still young.

Fifthly, Parental education level is one of the major factors mentioned. 71% indicated that parents' education level could hinder or increase parental involvement in their children education. The results are in line with study done by Okantey (2008) which showed that Parents' level of education is a significant factor that can influence parental involvement of their children's schooling and eventually the child's education achievements. Secondly, research done by Abdi (2010) in Tabaj Division, Wajir East states that parents who are not educated do not allow their children to attend ECD

schools. They would rather stay at home and look after their young siblings and livestock as their parents go to look for water and carrying out other household activities.

4.5.2 Parents views on Factors Hindering Parental Involvement

Parents were also asked to mention what factors could be hindering their participation in children’s education at pre-primary level. Table 4.13 gives a summary of parents’ views.

Table 4.13 Factors Hindering Parental Involvement as Reported By Parents

Factor	Frequency	%
Language used in school	15	33.3
Fees arrears in school	25	55.6
Parents not invited by school management	19	42.2
Parent physical impairment	22	48.9
Parent education level	17	37.8
Age of parents	20	44.4
Level not valued	25	55.6

Table 4.13 established that fees arrears and level not valued (56%) were major factor hindering parents’ participation in children education. Thirdly, physical impairment (49%) was also found to be a factor hindering parents’ participation in children education. The findings were in unison with findings of Mont & Nguyen (2013) who revealed that a parent with physical mental or psychological impairment status living in a household, attendance in school activities is ineffective because those parents find it difficult as much as they might be willing. At a community level, parents’ physical

impairment plays a major factor in that some parents find it difficult to reach school to attend to their children educational activities, some are poor hence feel shy, some are just not bothered among other factors.

Fourthly, parents' age (44%) also hindered their effective participation in children's education. This could be that parents who have children when still young or too old don't have time to participate and energy respectively to participate actively in their children's education. The findings are in line with findings McLeod, & Allard, (2013) who indicated that teenage parents and their children's home environment is frequently characterized by depression, conflict, disruption, divorce and separation than older parents and their children. Brook-Gun et.al (1997) also said that teenage parents possess less skills and knowledge on developmental milestones of a child, hence providing little stimulating environment to their children which later on affect the children transition to other classes. (Connelly & Straus, 1992; Comp 1995) revealed that that teenage parents in most cases are punitive and less consistent in positive rearing of their children. Other factors included parents not invited (42%), parents education level (38%) and language used in school (33%)

4.6 Strategies to use to Improve Parental Involvement in Improving Access-Transition Rate

The fourth objective of the study sought; to get teachers and parents' suggestions on Strategies that could be utilized to improve parental involvement in pre-primary pupils' enrolment and transition from pre-primary to primary school education. The results from the study are shown as follows in table 4.14 and 4.15 below.

4.6.1 Suggestions from Teachers on ways to be employed to Improve Parents' Participation.

The results are summarized in table 4.14

Table 4.14: Teachers Suggestions on Strategies Schools could use to Improve Parental Involvement in Pre-primary

Strategies	Frequency	Percentage
The schools to sensitize parents on the importance of parental involvement.	10	22.2%
Regular communication about children progress to parents by the school staff.	7	15.6%
School management inviting parents to participate in decision making about the school.	5	11.1%
School management to invite parents to school for sharing stories with children.	5	11.1%
Parents to be involved in pre-primary funds management	11	24.4%
Parents being invited to school to participate in making teaching, learning and play materials.	7	15.6%
Total	45	100%

From Table 4.14; it was revealed that schools could improve parental involvement in pre-primary education by: Parents being involved in pre-primary funds management (24%), doing sensitizations (22%), communicating regularly about learners learning progress to parents (16%) and involving parents as resource persons (16%). The findings corresponds with findings of Goodall & Vorhaus (2011), who noted that listening to parents by educators, using language understood by all parents, effective communication by both

parties, educators taking initiative of knowing family situations could enhance parental involvement in education activities at school and home. They further noted that enhanced parental involvement is a motivating factor to children and children would work hard to please their parents culminating in improved grades and transitions in school. Piper (2010) suggested that schools could involve and encourage parents’ participation in their children education by having parents regularly participate in academic and non-academic activities in school. Practicing the aforementioned strategies help in improving parents participation in their children’s education hence improving transition rate to higher levels in learning. Margaret & Leer (2012) suggest that having parents offer volunteer services in schools enhances parental involvement in school activities which motivates children to study hard hence improved rates in transition.

4.6.2. Suggestions from Teachers on Ways of Improving Pupils’ access and Transition.

Table 4.15: Teachers’ Views on Strategies Pre-Primary Schools Could use to improve access–transition on Pre-Primary Pupils’ to Primary School Education.

Strategies	Frequency	Percentage
Active supervision from teachers and parents	6	13.3%
Positive reinforcement from teachers and parents.	7	15.6%
Increased instructional time in class	3	6.7%
Learners given remedial lessons.	9	20%
Consistent monitoring of learners	8	17.8%
Parents helping learners with homework and reading stories to learners by parents and teachers	6	13.3%
Parents providing learners with learning materials	6	13.3%
Total	45	100%

From Table 4.15, it was felt that schools could boost pre-primary to primary transition by giving remedial learning in areas of weakness (20%), doing close and constant monitoring (18%) as well as parents and teachers giving positive rewards (16%). These findings were consistent with findings of Van der Sluis, van Steensel, & Bögels (2015), which established that positive reinforcement from parents and teachers towards learners results in improved transition from one grade to another. Further, they indicated that teacher attention was the most important reinforcement and plays a positive role in pupils' transition from one grade to another. Rodd (2012) indicated that having parents involved at decision making in schools builds good relationships between schools and parents hence positive achievements in children's education facilitating smooth and improved transition to higher learning levels. Deborah (2000) suggested that surveying parents' interests and their availability for volunteer activities in school, using parents in driving school bus, having parents come to school to have lunch meals with learners are good methods and strategies for having parental involvement enhanced. In return, children are happy to see their parents in school and feel encouraged to work harder in class hence remarkable transition from one level to another.

Mwangi (2016) & Murungi, (2013) suggested that teachers conducting home visits, encouraging parents to visit schools, organizing for academic days, good communication between school and parents could enhance parental involvement since parents will feel appreciated and valued by the school hence positive impact on children enrollment in pre-primary and transition to primary

4.6.3 Report from Parents on Suggested Ways to be used to Improve Parental Involvement in Improving Access and Transition

The parents were also asked to give their suggestion on ways that could be used to improve their participation with the Children School which could translate into improved access and transition rates. The parents said that the schools should involve them actively in matters pertaining education. Use of appropriate language by teachers and parents' involvement in funds management will greatly enhance parental involvement. Equally, regular communication from teachers on the progress of the children in school and parents being empowered in skills and knowledge would assist them to help their children at home educationally. The findings are in line with those of Gargiulo and Graves (1991) who established that schools could involve and encourage parents' participation in their children education by having educational materials and language used in meeting being translated in language of the community catchment, having and encouraging volunteer services from parents to school, parents participating in decision making in schools, adult education offered and family literacy programs. Margaret and Leer (2012), support by indicating that having parents offer volunteer services in schools enhances parental involvement in school activities. The findings are also supported by Abouchaar and Desforges (2003) by indicating that parents should be involved in decision making by participation in school committees and other groups in schools. Rodd (2012), supports the other researchers by stating that having parents involved at decision levels in schools builds good relationship between schools and parents hence positive achievements in children's education by facilitating smooth and improved transition to higher learning levels.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary. It also gives a conclusion and recommendations as per the study objectives are given. Finally suggestions for future research.

5.2 Summary of the Study

The first objective of the study sought to establish the influence of parental involvement on access and transition rate of pupils from pre-primary to primary education in the selected pre-primary schools in Kakamega Central Sub County, Kakamega County. Findings revealed that most of the parents were aware that parental involvement in children's education had influence on access and transition. Few parents indicated that despite parents enrolling their children in pre-primary schools, some parents had no clue whether their direct involvement had influence on children's education and a small number denied that their involvement had no role to play in children's education.

The second objective of the study sought to determine activities of parental involvement in pre-primary education from the selected public and private pre-schools that could influence children access and transition from pre-primary to primary school education in Kakamega central sub county, Kakamega County. Findings from the parents revealed that the activities participated in most were providing writing materials and supporting the schools in feeding program. The teachers interviewed indicated that majority of parents did not help their children in homework and never participated as resource persons in school by coming to school to make teaching and learning materials and play

with children. This shows that most Parents are too busy to participate in their children education leaving the role to teachers in school.

The third objective was to establish factors influencing parental involvement in access-transition from selected pre-primary schools in Kakamega central sub county, Kakamega County. From Parents interviewed, it was revealed that parents fear going to school to participate in their children educational activities because of school fees arrears, pre-primary education was not valued by the parents, bodily physical impairment and parents not invited by schools for them to participate actively in education. On answering the same question, teachers interviewed revealed that factors hindering parental involvement included: parents' age, parent socio-economic status, parent employment, home locality parent education level and family, parenting style, parent physical impairment and lastly gender favour issues.

The last objective of the study sought for suggestions on strategies to be used to improve enrolment and transition from pre-primary to primary education from sampled schools in Kakamega central sub county, Kakamega County, Kenya. From parents and teachers, it was suggested that schools should sensitize parents on the importance of parental involvement in pre-primary school education of their children. In addition, regular communication about children's progress to parents by the school staff should be done regularly. The school management could invite parents to participate in running of the school and do so by use of appropriate language by teachers. Parents should also constantly monitor their children's learning progress and assist them with homework to promote parent-teacher-child nearness. Parents should also visit schools regularly in

order to motivate their children, assist them gain confidence and acquire the require competencies hence higher access and transition rates from pre-primary to primary grade one.

5.3 Conclusion

Parental involvement in education of learners was found to be significantly related to children's access and transition from pre-primary to primary education. Children are likely to enrol and transit from one level to another when their parents actively participate in their education both at home and school. All teachers and parents did not participate in the same activities simultaneously and parents were mostly involved in supporting the school feeding program but not or slightly lesser participated in provision of play material, helping children in homework, coming to school to play with learners and acting as resource persons to schools. Parents' age, their socio-economic status, employment, family structure and parenting style were found to have the highest influence on parental involvement. When children experience high parental involvement, access to pre-primary education and transition rate from pre- primary to primary education improves.

Employing various strategies in fostering parental involvement proved to improve access of children to pre-primary and transition from the same level to a higher level. Strategies suggested by the respondents as ways to increase parental involvement include: Parents to be involved in managing pre-primary school funds, sensitizing parents on the importance of parental involvement in pre-primary school education, regular communication about children progress to parents by the school staff and parents being

invited to school to participate in educational activities at school. To improve access and transition, active supervision, increased instructional time in class, positive reinforcement from teachers and parents, remedial lessons, constant monitoring of learners, Parents helping learners with homework, reading stories to learners by parents and teachers and Parents providing learners with learning materials were suggested by the respondents as effective mitigation ways.

5.4 Recommendations

A number of recommendations were drawn from the findings of the study and suggested to various stakeholders and for future research.

5.4.1 Recommendations to the Parents

Study findings established that most parents did not get involved in their children's education at pre-primary level and those involved were not serious. It was therefore recommended that guardians and parents should get time to get involved in their children's learning at pre-school level if they hope to see improvement in children access to and transition from pre-primary to primary education.

5.4.2 Recommendations for School Managers

There is need for the school managers to carry out sensitization activities to parents on the importance of parental involvement to enhance parental participation. Teachers should be communicating regularly about children's progress to parents and school managers be involving parents in the running of pre-primary schools, for example,

making decisions on how to spend funds and when to. These could make learners work hard in class and transit to grade one in larger numbers.

5.4.3 Recommendations to Policy Makers

The study recommends that policy makers should come up with activities such as parents' workshops or seminars in schools to create awareness on the value of ECDE education for them to support learners effectively both at home and in school.

5.5 Suggestions for Further Research

- i) The current research is confined to one sub county (Kakamega central). There is need for a more comprehensive study to be carried out in other schools and homes in the entire Kakamega County.
- ii) The current study focused on responses of long serving teachers in Pp2 class, one teacher in every school and responses from parent representatives at pre-primary level. There is need to involve other teachers in pp1, parents and the school administration. This will hopefully generate mixed responses which will be good for this area of study.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PRE-PRIMARY SCHOOL TEACHER

The purpose of this study is to determine influence of parental involvement on access and transition rate from pre-primary school to primary education in both public and private pre-primary schools in Kakamega central sub-county. The information that you will provide will be kept confidential and limited to the purpose of the study. Kindly answer the questions as per given instructions either writing an answer in the spaces provided or answer question by ticking (✓) one respond (Agree, Strongly agree or Disagree) to each item.

Section A

Demographic information

- 1) Type of pre-primary school Public Private
- 2) Gender: Male Female
- 3) Level of training in ECDE. (Please tick once).

Certificate	
Diploma	
Degree	

4) What is your age bracket? (Please tick once).

20-30 years	31-40 years	41-50 Years	Over 50 Years

5) For how long have you been teaching ECDE in this school? (Please tick once).

1-5 years	6-10 years	11-15 Years	Over 15 Years

6) Kindly provide 2017 ECD enrollment and those who transited to grade one in 2018

Total no of children in pre-primary 2 class in year 2017	Number promoted to grade one in 2018.

Section B: parental involvement in their pre-primary school children education

7A) Using the statement bellow, indicate whether you agree, disagree or don't know.

In your opinion, do you think parental involvement has influence in their children education? (Kindly tick once)

Yes	No	Don't Know

7B) Using the statements below, indicate by ticking the option(s) through which parents in your school participate in their children education at pre- primary level. Tick (✓) one respond (Agree, Strongly agree or Disagree) to each item.

ways of participation	Strongly agree	Agree	Disagree
Provision of teaching and learning materials			
Parents provide writing materials such as books, pens color) to their children in school			
Parents provide charts, cards ETC to their children in school)			
Parents provide play materials to school			
Supporting learners with extending learning activities			
Parents check if the children have done school work.			
Parents help children with homework.			
Parents come to school to tell children stories. (as resource persons)			
Parents participating in other school activities			
Parents pay school fees promptly without being			

pressurized.			
parents support feeding program			
Parents come to school to play with children (as a resource persons).			
Parents participating in monitoring activities.			
Parents come promptly when called for meetings.			
Parents visit school to check on children learning progress.			
Parents call teachers to check on children learning progress.			

8) In your opinion, what factors hinder parents from actively participating in their children education activities?

9) Indicate strategies you think could be used to improve parental involvement in pre-primary Children education and pupils access- transition from pre-primary to primary in Kakamega Central Sub- County

A) Strategies that could be used to increase parental involvement.

B) Strategies that could be used to improve pupils' transition from pre-primary to primary grade one.

Thank you for your co-operation

APPENDIX II: PARENTS INTERVIEW SCHEDULE

1. Kindly in your opinion, does your participation in school related activities influence your child's learning access and transition Yes No

Don't know

2. What activities do you participate in to enhance your child learning in school and home?

3. In your opinion, mention factors that hinder parents from participating in their children education resulting in low access and transition?

4. Kindly, give suggestions you think if used could enhance your participation in the school so as to improve children's' access and transition.

a. Access.

b. Transition.

Thank you for your participation.

**APPENDIX III: RESEARCH AUTHORIZATION FROM KENYATTA
UNIVERSITY**



**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/20358/2012

DATE: 14th July, 2017

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

Dear Sir/Madam,

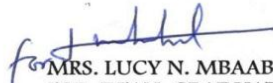
**RE: RESEARCH AUTHORIZATION FOR POLYCARP SISA WASWA – REG. NO.
E55/OL/20358/2012**

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

Mr. Waswa intends to conduct research for a M.Ed. Proposal entitled, “Parental Involvement’s Influence on Access-Transition Rate from Pre-Primary to Primary Education in Kakamega County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,


MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

EO/rwm

APPENDIX IV: APPROVAL OF RESEARCH PROPOSAL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 14th July, 2017

TO: Polycarp Sisa Waswa
C/o Early Childhood Studies Department

REF: E55/OL/20358/2012

SUBJECT: APPROVAL OF RESEARCH PROPOSAL
=====

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 7th June, 2017 entitled "Parental Involvement's Influence on Access-Transition Rate from Pre-Primary to Primary Education in Kakamega County, Kenya".

You may now proceed with your Data collection, subject to clearance the 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.

EDWIN OBUNGU
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Early Childhood Studies Department

Supervisors:

1. Dr. Catherine Gakii Murungi
C/o Early Childhood Studies Department
Kenyatta University
2. Dr. Hudson Ouko
C/o Early Childhood Studies Department
Kenyatta University


EO/rwm

APPENDIX V: RESEARCH AUTHORIZATION FROM NATIONAL COMMUNICATION FOR SCIENCE, TECHNOLOGY AND INNOVATIONS


THIS IS TO CERTIFY THAT:
MR. POLYCARP SISA WASWA
of KENYATTA UNIVERSITY, 507-50100
KAKAMEGA, has been permitted to
conduct research in Kakamega County


on the topic: PARENTAL INVOLVEMENTS
INFLUENCE ON ACCESS-TRANSITION
RATE FROM PRE-PRIMARY TO PRIMARY
EDUCATION IN KAKAMEGA COUNTY
KENYA

for the period ending:
14th November, 2018


.....
Applicant's
Signature

Permit No : NACOSTI/P/17/98821/20067
Date Of Issue : 15th November, 2017
Fee Received : Ksh 1000




.....
Director General
National Commission for Science,
Technology & Innovation

**APPENDIX VI: AUTHORIZATION LETTER FROM NATIONAL
COMMISSION FOR SCIENCE TECHNOLOGY AND INNOVATION**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: 020 400 7000,
0713 788787, 0735404245
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/98821/20067**

Date: **15th November, 2017**

Polycarp Sisa Waswa
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Parental involvements influence on access-transition rate from pre-primary to primary education in Kakamega County Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **14th November, 2018**.

You are advised to report to **the County Commissioner, the County Director of Education, Kakamega 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.

G.P. Kalerwa

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

**APPENDIX VII: COUNTY DIRECTOR OF EDUCATION AUTHORIZATION,
KAKAMEGA COUNTY**

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY

Telephone: 056 - 30411
FAX : 056 - 31307
E-mail : wespropde@yahoo.com
When replying please quote.



COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY
P. O. BOX 137 - 50100
KAKAMEGA

STATE DEPARTMENT OF EDUCATION

REF: WP/GA/29/17/VOL.III/2015

30th November, 2017

Polycarp Sisa Waswa
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/17/07301/17544 dated 15th November, 2017 to carry out research on "**Parental involvements influence on access-transition rate pre-primary to primary in Kakamega County Kenya**" for a period ending 14th November, 2018

Please accord her any necessary assistance she may require.

A handwritten signature in blue ink, appearing to read 'Fredrick M. Kiiru'.

FREDRICK M. KIIRU
COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY

**APPENDIX VIII: KAKAMEGA CENTRAL SUB COUNTY MAP SHOWING
LOCATIONS**



Source: Kakamega County integrated plan 2017.