

**DETERMINANTS OF PARENTAL INVOLVEMENT IN PUBLIC PRE-  
PRIMARY SCHOOL ACTIVITIES IN YATTA SUB-COUNTY,  
MACHAKOS COUNTY, KENYA**

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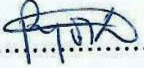
**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION  
DEGREE IN EARLY CHILDHOOD STUDIES OF  
MOUNT KENYA UNIVERSITY**

**APRIL 2025**

## DECLARATION AND APPROVAL

### Declaration by the Student

This research thesis is my original work and has not been presented in any other university or for any other award.

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## DEDICATION

I dedicate this work to my spouse, Eunice Musyoki, son, Jacob Makau and daughters, Anitah Mutheu and Mitchel Mwende, for their support during my studies.



## ACKNOWLEDGEMENT

I would like to thank various individuals who have been actively involved in the research process and various other stages that have culminated in the development of this thesis. I am greatly indebted to my supervisors, Dr. Hannah Kangara and Dr. Hudson Ouko Ong'ang'a, for their invaluable input in compiling this thesis due to their several, but necessary corrections. I thank God for His immeasurable divine guidance and for giving me the spirit of commitment, patience and resilience in the development and eventual production of this piece of work. For my colleagues at Mount Kenya University whom I may not be able to thank in person, I owe all of you a lot of gratitude. Thanks, and may God bless you.



## ABSTRACT

Parents' involvement in pre-primary school activities is important in ensuring that learners acquire quality education. However, in Yatta Sub-county, levels of parents' involvement in school meetings, volunteering activities and learning material development in pre-primary schools is low. The study attempted to determine the factors influencing parental engagement in public pre-primary school activities in Yatta Sub-county, Machakos County, Kenya. The goals were to determine the impact of parents' education level, employment, marital status, and attitude toward participation in public pre-primary school activities. The study was based on the dynamic theory of determinants and the parental involvement theory. The study used a mixed technique and so employed a contemporaneous triangulation research design. The target population was 256 respondents, which included 64 headteachers, 128 pre-primary school teachers, and 64 parent representatives, from whom a sample of 155 respondents was drawn using Yamane's Formula. Stratified sampling was utilized to establish five strata depending on the number of zones in Yatta Sub-County. To guarantee proportionality, purposive sampling was used to choose (3) headteachers and (3) parent representatives from each zone. To eliminate prejudice and discrimination, 25 pre-primary school teachers were chosen from each zone using simple random sampling. This technique resulted in a sample size of 15 headteachers, 15 parent representatives, and 125 pre-primary teachers. Questionnaires were utilized for collecting quantitative data from pre-primary school teachers, while interviews were used to acquire qualitative data from head teachers and parent representatives. Validity, reliability, credibility, and dependability were established by piloting with 16 respondents from a selection of public pre-primary schools in Yatta Sub-county. The validity was established by the opinion of experts. The split-half technique was used to check reliability, and the Cronbach Alpha Method produced a reliability rating of  $r = 0.745$ , showing high internal reliability. Credibility was verified by triangulation among multiple specialists. Dependability was assessed by comprehensive reporting on each process. The data analysis begins with identifying common themes in the respondents' remarks about what they have experienced. Qualitative data was organized thematically around the objectives and conveyed narratively. Quantitative data were examined descriptively by determining frequencies and percentages, while inferential analysis was performed using Pearson's Product Moment Correlation Analysis in Statistical Packages for Social Sciences (SPSS 23) and presented in tables. The study found that parents hardly participated in their children's pre-primary school education. Parents hardly attended school meetings, took part in volunteer activities, or helped produce instructional materials. This might be linked to their educational backgrounds, employment, marital status, and attitudes toward early childhood education. The report suggests that the Ministry of Education arrange seminars to educate parents about their involvement in pre-primary education. Parents should arrange their time wisely in order to fully engage in pre-primary school activities for their children's benefit. Parents should value the education of their children regardless of their marital status and participate in their pre-primary school activities. Parents should understand the value of education and thus inculcate a positive attitude towards the early education of their children for holistic academic growth and development.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>APA</b>	American Psychological Association
<b>ECE</b>	Early Childhood Education
<b>ERC</b>	Ethical Review Committee
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>SPSS</b>	Statistical Package for Social Sciences



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This chapter discusses the study's background, problem statement, purpose, objectives, research questions, rationale, significance, limitations, scope and delimitations. It also includes a list of operational definition of terms.

#### 1.1 Background to the Study

There is a favorable association connecting parental' engagement in the educational achievements of their children's results and their contributions towards the academic success of their offspring. In the opinion of Duncan and Brooks-Gunn (2013), parental involvement in the educational experience of their youngsters can have an impact either directly or indirectly on the upbringing of the youngster in the USA. Conversations between parents and children and improvements to the youngster's home educational setting are examples of direct impacts. This suggests that household members are in charge of equipping young children with the competencies they need in early childhood, yet educational institutions take responsibility with minimal help supplied by households. Nevertheless, a number of factors play a major role in determining how involved parental figures are in the educational development of their children.

The degree of education, employment, income, status in marriage, attitude, and number of members of the household all factors that influence families' participation in early childhood educational endeavors (Hinshaw, 2011). Based on Sirin (2015), early childhood schooling in Britain is the fundamental and vital pedagogical cornerstone where the cultivation of reading and cognitive arithmetic starts. Such early childhood educational abilities are attainable in a supportive and encouraging atmosphere, claims Sirin (2015).

The United Nations General Assembly's (2006) determination, lends credence to this reality. The Geneva Convention's item 2 confirmed that improving and placing family dynamics in viewpoint is necessary in order to attain ECE goals. In the face of increased transparency and expectations for early childhood students to meet rigorous educational standards, educational institutions and parents have partnered to share responsibility for youngsters' schooling in more organized ways. In accordance with these claims, Fantuzzo and Childs (2010) state that for over thirty years, a central topic in preschool learning has concerned parental' engagement in the educational experiences of their young ones. It has been determined that that parental mindset, profession, financial position, and relationship history, in addition to their degree of education, have a significant impact on their child's academic success.

For instance, in many Sub-Saharan African nations, parental figures play a key role in their children's educational achievement. According to Nannyonjo (2015), students in early childhood education institutions in Nigeria who had parental figures who either dropped out of educational institutions or only completed elementary school fared much worse than students whose parents completed senior four, senior six, or graduate school. These hypotheses suggest that parental schooling is a particularly significant factor influencing the lives of learners besides the classroom and their early childhood education (Nannyonjo, 2015).

These claims, however, do not demonstrate a connection between the standard and degree of achievement in education amongst pupils enrolled in preschool programs with the particular educational backgrounds of the parents. Likewise, it has been asserted that parental jobs and earnings often influence, to a great degree, the amount of money that parents can devote to their children's schooling. The economic situation of parents is therefore taken into account to ensure or decide access to resources and possibilities for

learning that are important for their engagement in the education of their youngsters. Yeung, Linver, and Brooks-Gunn (2013) assert that the professions of parents seem to have an impact on the caliber and trajectory of their children's academic performance in Ghana. Yeung et al. (2013) point out that the majority of parents are lacking enough assets or the cash to meet their children's instructional demands. This suggests that the most significant factor influencing a student's academic achievement is their familial history, which is also crucial to their lives outside of the classroom.

The present investigation aimed to fill an empirical vacuum by examining the association between parents' financial standing and career and the education of their children's accomplishments in basic vocabulary, innovative thinking, and mathematical literacy. Nevertheless, there is still more to be learned about the connection between these variables. As to Phillips (2011), children's interests in academics and future ambitions are influenced by their residential surroundings, which is also a main socializing factor. Lower economic standing is thought to have a detrimental impact on academic success because it makes it more difficult to get the required assets and increases stress levels at home.

Although families in Tanzania generally possess the ability to utilize a broad spectrum of materials to assist and encourage the growth of early children, parental financial status frequently impacts their capacity for preparing their preschoolers for education. That parental figures who work in well-paying jobs may buy their children's books, playthings, and high-quality daycare to support a variety of educational endeavors at home. This supports the idea that wealthy parents look for resources to assist them in preparing their early youngsters for schooling. Similarly, Parsons, Adler, and Kaczala (2012) point out that a parent's self-perception and their capacity to assess a youngster's prospective impartially may have a significant influence on the connection concerning

them and the child in their care. They contend that parents may reject or disregard a child's delayed development if they believe it to be a danger or an insult. A young person will unavoidably be impacted by their parents' views in numerous other areas of their life, including education, as these viewpoints remain completely concealed from them. Kenya is hardly a rare instance, with parents not taking an active role in their children's early childhood development. For instance, Ondieki (2012) believes that the different early childhood initiatives adults engage in—such as doing volunteer work, joining conferences, and corresponding with the school—have an impact on their children's academic achievement. It also showed that caregivers who have greater confidence in their ability to parent and make decisions also learn more about the growth of their kids. They are less harsh with their young ones and instead show them more affection and care.

Regretfully, Ondieki (2012) points out that a number of obstacles prevent parents from being fully involved in their children's schooling. For example, a lot of parents' individual educational encounters provide challenges to their engagement in the classroom. People who left school early for academic reasons, for instance, lack confidence in academic environments. This confirms Baumania's (1991) claims that while involvement from their parents meet their children's fundamental needs—such as food and shelter—they do not participate in the lives of their children.

Baumania (1991) asserts that absentee parents provide minimal or no monitoring, have lessened standards or expectations on conduct, and exhibit minimal to no affection or care for their young children. On the other side, because of the absence of family assistance, youngsters experience tension, worry, or terror. As a result, youngsters from households where adults are against their schooling typically do badly in almost every aspect of life.

These children typically show deficiencies in relationships, psychological intelligence, cognitive abilities, as well as connection. Anecdotes from the Nairobi County Government's Education Office (2012) demonstrate how parental engagement in early childhood educational activities like conferences, academic days, and talents days is significantly influenced by their socioeconomic characteristics, including their financial situation, occupation, relationship status, and degree of schooling. Document data show that households from wealthier economic origins are more likely than families from poorer economic strata to be present at their preschool children's activities. This might indicate that parents with greater resources recognize the value of devoting time to the development and growth of their young ones prior to entering primary school.

Yatta Sub-county is no exception with the level of parental involvement in the schooling of their offspring at the school level being still low. For instance, a report by the Ministry of Education (2019) shows that parents leave the education of their children to teachers once they admit them to pre-primary school. Many parents do not attend meetings nor do they go to school even on invitation by pre-primary school teachers (MoE, 2019). This is attributed to many dynamics which establish the degree to which parents participate in the education of their children. Thus, this investigation try to assess the determinants of parents' participation in pre-elementary school activities.

## **1.2 Statement of the Problem**

Role of parents in the pre-primary school education of their children cannot be overlooked. Parents compliment teachers' work at school by ensuring that they provide curriculum support materials, pay levies and prepare children for school daily. They also model the behaviour patterns of their children. Nevertheless, in several pre-elementary schools in Yatta Sub-county, levels of parents' involvement in school meetings, volunteering activities and learning material development is low. Parents

leave the education of their children to teachers once they admit them to pre-primary schools. Many parents do not attend meetings nor do they go to school even on invitation by Pre-primary learning institutions educators (MoE, 2019). Attempts to address such obstacles have failed to produce significant improvement due to several factors. Despite this situation, few studies conducted empirically have questioned the determinants of parents' involvement in pre-primary school activities, Hence a necessity for this research.

### **1.3 Purpose of the Study**

The purpose of the study was to assess the determinants of parents' involvement in pre-primary school activities in Yatta Sub-county, Machakos County, Kenya.

### **1.4 Objectives of the Study**

The study was guided by the following research objectives:

- i. To assess the levels of parental involvement in pre-primary school activities in Yatta Sub-county;
- ii. To determine the influence of parental level of education on involvement in pre-primary school activities in Yatta Sub-county;
- iii. To examine the influence of parental occupation on involvement in pre-primary school activities in Yatta Sub-county;
- iv. To establish the influence of parents' marital status on involvement in pre-primary school activities in Yatta Sub-county;
- v. To determine the influence of parents' attitude on involvement in pre-primary school activities in Yatta Sub-county.

## **1.5 Research Questions**

The study was guided by the following research questions:

- i. What are the levels of parental involvement in pre-primary school activities in Yatta Sub-county?
- ii. To what extent does parental level of education influence their involvement in pre-primary school activities in Yatta Sub-county?
- iii. To what extent does parental occupation influence involvement in pre-primary school activities in Yatta Sub-county?
- iv. Does parental marital status influence involvement in pre-primary school activities in Yatta Sub-county?
- v. Is there a significant influence of parents' attitude towards education on involvement in pre-primary school activities in Yatta Sub-county?

## **1.6 Rationale of the Study**

As noted earlier, in many pre-elementary schools in Yatta Sub-county, levels of parents' engagement in their young people's early childhood schooling has been poor. A report by the Ministry of Education (2019) displays that parents leave the education of their children to teachers once they admit them to pre-primary school. Many parents do not attend meetings nor do they go to school even on invitation by pre-primary school teachers. Thus, this research aims to analyze the factors of parents' participation in early childhood school events.

## **1.7 Significance of the Study**

Headteachers and Pre-primary learning institutions educators may benefit from the study in understanding the issues related to parents' involvement in pre-primary school activities. Parents may gain insight into the examination in encouraging them to comprehend their roles in early education and thus, make their children relatively

comfortable in pre-elementary schools. Pre-elementary school students may benefit from this study in making them aware of the role of their parents in providing them with all the requirements in institutions. This investigation may help legislators in the county administration raise concern about the need of increasing the financial status of early childhood education households in order to ensure good schooling and complete growth for their offspring. Academicians and practitioners may also benefit from this study in laying a solid platform for subsequent investigation.

### **1.8 Scope of the Study**

The study was conducted in public pre-primary schools in Yatta Sub-county. The factors influencing parents' participation in preschool education school events were evaluated in the present investigation. Due to the investigation's mixed approach, a contemporaneous triangulation method of inquiry was used. In this investigating information from preschool educators were gathered using surveys, while administrators and parental leaders' qualitative data was gathered using guides for interviews. In 2021, the investigation was carried out from May to August.

### **1.9 Limitations of the Study**

During the study, the investigator ran across a number of restrictions:

- i. The research findings may not be applicable to all early childhood educational institutions as additional factors may impact parents' engagement in school-related events beyond the parameters studied. In this situation, the investigator suggested conducting more study on parental' engagement in early childhood educational events, but with an additional emphasis.
- ii. Numerous selected pre-primary institutions were unreachable by car due to the region's inadequate transportation system.

In order to get around this, the investigator rode motorcycles to the tested institutions of learning, which were located in rural regions.

- iii. Several participants, particularly caregivers, declined to engage honestly concerning the levels of parents' involvement in pre-primary school activities.

In this situation, the investigator indicated to them that the experiment was meant to enhance their attempts to get active in their children's early childhood education.

- iv. The sample might not have been representation of all those surveyed. In this example, the investigator included as many people who participated as possible to achieve a fair split.

### **1.9 Delimitations of the Study**

The investigation relied on a number of constraints;

- i. The investigation concentrated on the influence of parental educational level, parental occupation, parents' marital status and attitude on their contribution in pre-primary school instruction.
- ii. Data for the present investigation was gathered from headteachers, pre-primary school teachers as well as parents' representatives.

### **1.11 Assumptions of the Study**

The investigation assumed:

- i. That records on parents' involvement in meetings and academic clinics for their pre-primary school children are available and accessible in public pre-primary schools.
- ii. That different dynamics such as parental level of education, occupations, marital status and attitude determine their involvement in pre-primary school activities.
- iii. Individuals are expected to participate and offer truthful feedback.

## 1.12 Operational Definitions of Key Terms

**Determinants of Parents' Involvement in School Activities:** are a set of factors that enable parents to take part in the pre-primary education of their children. These included parents' level of education, parents' occupations, marital status and attitude.

**Parental Level of Education:** Refers to the scores achieved in school or qualifications which a caregiver of a pre-primary school youngster has acquired; this comprises; primary and secondary education, basic certification, diploma, bachelor's degree and postgraduate.

**Parental Occupation:** refers to the forms of economic activities parents or members of a family are engaged in. These include; general labor, self-employment, salaried employment, businesses and farming.

**Parents' Attitude:** refers to perceptions and beliefs which parents have towards the education of their children in pre-primary school settings.

**Parents' Marital Status:** refers to a state where a parent is single, married, separated or divorced.

**Parents' Involvement in Pre-primary School Activities:** refers to the act of taking part or getting involved in a child's early childhood education.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this chapter, the researcher presents the literature of the previous studies covered related to the researcher's area of study. It is based on the concept of parents' involvement in pre-primary school activities, the concept of determinants of parents' involvement in pre-primary school activities and the influence of parental level of education, parental occupations, parents' marital status and parents' attitude towards education on involvement in pre-primary school activities. The investigator will present opposing viewpoints that are crucial to the numerous writers who have presented distinct perspectives on the topics under investigation. It also offers a synopsis of the literature evaluation with citations to the gaps found, as well as theoretical and conceptual frameworks that will direct the investigation.

#### **2.1 Empirical Literature Review**

Empirical literature review is based on the concept of parents' involvement in pre-primary school activities, the concept of determinants of parents' contribution in pre-primary school activities and the influence of parental level of education, parental occupations, parents' marital status and parents' attitude towards education on involvement in pre-elementary school activities.

##### **2.1.1 The Concept of Parents' Involvement in School Activities**

Parental involvement in pre-primary school activities refers to parental participation in initiatives designed to further the schooling of their children in preschool settings. Parents take part in events including charitable contributions, education days, meetings with committees, and academic clinics. According to Radin (2005), parental participation in their young people's early childhood education has been a major theme

within learning for over thirty years and is seen to be a significant factor that improves children's education. In response to a research paper published in the US by Fantuzzo, McWayne, and Perry (2004), there is an increasing amount of research indicating that parental engagement in the education of children has a very positive impact, and increasing numbers of educational institutions are recognizing this and urging households to get more engaged. This is true even though a plethora of research indicates that parental participation is crucial to their educational development and that this engagement has long-lasting, beneficial effects.

Working for parents' wider acknowledgment and involvement in all offspring's educational activities is crucial, argues Fantuzzo et al. (2004), considering the significant influence parents may have on their children. Serving as an educational inspiration for children of their own is an especially significant responsibility of parents. In German research on parents' participation in the schooling of their children, 111 youngsters participated. When parental figures are interested, youngsters learn more, do better in educational institutions, and behave better. In comparison to their peers whose parents never showed much interest in their academic pursuits, a record 75.5% of those surveyed said youngsters whose caregivers met their fundamental needs and served as positive role models for them in the classroom achieved remarkable test scores.

According to his research, kids with less participating parents who never served as positive role models for their kids had worse test scores, less college ambitions, worse attendance records, along with a greater proportion of dropouts than youngsters with active parental figure. This demonstrates that adults are important contributors to their young people's early schooling. These investigations, nevertheless, are not demonstrating a clear correlation between parental example-setting and achievement domains like psychological and mental growth.

Regardless of the kid's educational level, they have not specified the parents' time of contact to address academic concerns with the youngster. According to a study conducted in Uganda with 175 parents regarding the impact of homework on learning outcomes, students who said their parents constantly helped them with their homework achieved high scores in comparison to their peers whose parents never helped them with their assignments.

Parents have a crucial part of instructional decision-making processes. and their engagement in the administration of schools may have a significant impact on scholastic achievement or lack thereof. Kenya and Yatta Sub-county are no different. This is due to the fact that Koech (2009) states that the institutions with the greatest outcomes are those where parents of the students are recognized to be actively involved in the operations of the institution. In particular, these schools have strong administration councils with class representatives and active Parents and Teachers Associations that collaborate with the instructional institutions and periodically hold the school administrators accountable.

Teachers always encouraged caregivers to support their children's scholarship goals. A composed school-related homework legislation, the Kenya School Improvement Project Baseline Survey (2004), reports comparable results, noting youngsters execute better academically when their guardians participate in their schoolwork. Regardless of these results, parental participation in their young people's preschool years remains low.

### **2.1.2 The Concept of Determinants of Parents' Involvement in School Activities**

The degree of schooling, family income, parents' work, and social standing are factors that influence parental participation in preschool children's academic activities. Family relations have a variety of roles in the passage of special needs preschool pupils from

kindergarten to publicly funded elementary schools worldwide (Hinshaw, 2011). Sirin (2015) noted in British research that the growth of intellectual abilities such as literacy and mathematical skills starts in the preschool years, which is the initial and vital scholastic cornerstone. Early childhood academic capabilities can be attained in a supportive and encouraging atmosphere, according to Sirin (2015). The 2006 declaration on preschool education and the role of parenting to accomplish the Millennium Development Goals by the UN General Assembly attests to this reality. The idea that achieving ECE objectives requires improving socioeconomic position was confirmed by item 2 of the Geneva Convention. According to these results, there is a significant correlation between the factors that influence parents' participation in preschool education academic events and the parents themselves.

### **2.1.3 Parental Level of Education and Involvement in Pre-primary School Activities**

Preschoolers with parental figures who tend to be less educated generally do less well than those with parental figures who have become better educated (Hill & Tyson, 2013). Perna and Titus (2014) found that students in preschool programs with parental figures who completed high school or higher education fared far better than students in preschoolers having parental figures who failed to complete elementary school or who merely completed elementary school. The research investigation was conducted in the Netherlands.

Additionally, in accordance with Perna and Titus (2014), pre-primary students with parents who held an undergraduate degree saw the most improvement in test results. These findings may indicate that parents are able to assist youngsters with their academic tasks or provide guidance on challenging assignments, as well as that literate parents engage with their young ones in educational activities or literacy-fostering

activities. The educational background of parents is a major indicator of their offspring's academic and cognitive results, according to similar research conducted in the United States. Conger and Donnellan (2014) did a study in Moscow to support these claims. They found that, under extremely strong preconceived notions, parental educational background and level determines 77 percent of educational accomplishment and subsequent performance among students.

Gargiulo and Graves (2018) assert that parents' participation in preschool curricular events is declining in Italy due to the low educational attainment of parents and the fact that the majority of parents have never served as academic exemplars for their pre-primary school students. According to socioeconomic status (SES) characteristics, there is a widely recognized positive correlation between SES and children's accomplishment (Gargiulo and Graves, 2018). Parental academic achievement is a significant indicator of economic status, and as previously said, it affects the educational and behavioural results of youngsters. Relative to additional factors influencing parents' participation in preschooler's school-related events, the authors also observe that schooling for parents and continuous rather than transient poverty are better indicators of children's cognitive results.

In Sub-Saharan Africa, parents' educational attainment is widely acknowledged as a critical determinant of their children's learning results in pre-primary school environments. For instance, Nyarko (2011) suggests that parenting style influences children's academic achievement and that parental education level influences parenthood style in Ghana. Parents in highly educated households are probably less rigid and more lenient with their child rearing. In the North West Province of South Africa, which showed a clear correlation between parenting philosophies and students' academic achievement.

The situation is similar in Kenya, where parents' educational attainment is seen as crucial to their children's academic results. For instance, a research conducted in Kisumu East Sub-county by Okumu and Otieno (2015) found that parents' strong academic performance dramatically lowers the likelihood that their children will drop out of preschoolers, for both boys and girls, in both towns and villages. In comparison to their untrained parallels, parents with educations spend more time with their young ones and less time on domestic tasks.

The situation in Yatta Sub-county is the same, with parents who lack education being less successful in supporting the academic achievements of their children. Fathers without formal education show a lesser fascination in and time for their children's academic issues, and as a result, they have been unable to keep an eye on and oversee their academic progress. Ng'eno (2012) found that better-educated parents who are receptive to school-related information are far more inclined than less-educated moms to talk about their child's academic success in an investigation conducted in Kuresoi Division and Yatta Sub-county. Parents with greater levels of education have higher expectations for their children's academic performance. Much research, meanwhile, nonetheless remains to be conducted on parental learning because Ng'eno (2012) and other empirical studies have not examined the ways in which parents' varying educational backgrounds affect their participation in preschool-related events.

#### **2.1.4 Parental Occupations and Involvement in Pre-primary School Activities**

Child development outcomes and economic well-being are significantly predicted by the financial and nonfinancial resources of parents. It is anticipated that children whose parents are wealthier will fare better as adults and in pre-primary education. A study conducted in Kuala Lumpur by Gershoff, Raver, Aber, and Lennon (2014) took note of this fact and found that children attending pre-primary schools who receive non-cash

resources from their parents, such as high-quality parental care, are also more likely to experience positive development and learning outcomes. Gershoff et al. (2014) claim that children who grow up in poverty experience a variety of cumulative impacts. This suggests that children's access to opportunities is reliant on the resources that are available. Families with low incomes and no financially rewarding jobs may choose to devote their limited resources on basic requirements instead of investing in their children. Children in wealthy homes are more likely to have access to possibilities for favorable outcomes than children in less affluent families. These possibilities are provided by well-employed parents and more parental assets. It's possible that these differences in access to opportunities will persist for many generations.

The standard of care provided by parents and parental participation are non-economic drivers of parents' involvement in preschooler's educational endeavors, and they have an impact on the educational results in addition to financial resources. Butler, Beach, and Winfree (2016) contend that in India, young children are more likely to experience behavioral and cognitive issues due to a lack of parental participation and resources. Consistent with these claims, research carried out in Austria by Conger et al. (2014) found that the stress of being a single parent or having little money can divert parents, preventing them from engaging in activities, such as educational ones, with their children's development. Conger et al. (2014) also pointed out that suitable replacement caretakers can be hard to come by or inaccessible for low-income parents who work outside the house and frequently cannot afford child care.

Duncan and Brooks-Gunn (2010) conducted similar research and reported their findings at the annual meeting of the British Educational Research Association. The investigations looked at pre-primary school-placement choices in math and English in 44 Middle Schools as well as 124 elementaries.

Their analysis took into account data on the prior attainment, gender, ethnicity, and home neighborhood of pre-primary schools. They discovered that, regardless of their prior attainment, middle-class pre-primary schools are more likely to be assigned to higher sets than working-class pre-primary schools, with the former group having a higher probability of being placed in lower sets.

According to the institutions of learning, the primary factors used to determine setting were perceived ability and past accomplishment. But more than half of the pre-primary schools with low prior English achievement placed in the medium or upper sets. Setting decisions were impacted by pre-primary pupil conduct and teacher assessments, but socioeconomic status played a larger role. The majority of pre-primary school students that access education at higher levels often come from middle-class and upper-middle-class households, according to the American Psychological Association (2012). These are mostly decisions made by their parents, guardians, and other family members rather than youngsters themselves. Investment in children was shown to be correlated with household income in another research.

For instance, APA (2012) showed the connection concerning district income and the enrollment of students in pre-primary schools, showing that there is a significant enrollment gap and that relatively few children in low-income families attended school. In his research, parental income is a significant factor in pre-primary students' academic success. This factor also has a significant impact on the psychological and fundamental equilibrium in educational settings can contribute to low focus, low awareness, dissatisfaction sickness, and psychological issues in children's educational results. According to Okoli (2014), parental professions in many Sub-Saharan African nations may lead to insufficient oversight of children prior to and following school, which may put them at greater risk of academic difficulties and increase their exposure to pre- and

post-school hazards. There is a favorable correlation between household heads who work as public employees and less volatile higher wages in research done in KwaZulu Natal Province, South Africa. Research, a significant portion of Kenya's economically active population is ineffective, which highlights the burden of familial dependence. Highly educated employees also tend to take on simply excellent employment opportunities, which may result in extended periods of unemployment or migration. As a result, the family's early childhood school enrollment declines and household finances are squeezed.

These include the expectations of the family and the society resulting from the potential benefits of education for the family, financial difficulties, parents' conflicting views toward education, and low attendance rates brought on by the necessity of child labor (Okumu & Otieno, 2015). Conversely, there are several explanations for the academic success of pre-primary schools from affluent backgrounds. These include literate parents' capacity to provide homework assistance for pre-primary schools, keep an eye on and supervise their children's academic progress, and provide them with access to the information and social networks that are essential for their success in life.

The educational attainment of the parents' coefficients in Yatta Sub-county showed a pleasant rising trend. When pre-primary school students are denied basic necessities, it has been seen that they do badly in their academic work. This is a regular phenomenon. Githinji and Kanga (2011), as well as other reviewers, did not, however, point out how parents' participation in kindergarten educational events is impacted by their various vocations.

### **2.1.5 Parents' Marital Status and Involvement in School Activities**

Children's socioemotional development, which in turn affects their learning results, is greatly influenced by their parents' marriage status. The mainstream of parents is either married, single, separated, or divorced, and this often affects how well their children develop. According to a San Francisco-based study by Blake (2013), youngsters raised by single parents had a lower chance of graduating from their secondary school or even going to college than kids raised by two parents. Blake (2013) also suggested that politicians and academics have serious concerns about this link. Particularly in view of current estimates that, before turning 18, half of every child born in the past ten years would live in a single-parent household for a period of time.

The correlation between family breakdown and decreased educational achievement raises concerns about whether the sudden rise in unstable families will have long-term negative effects on the educational achievement of the next generation. Education is a critical factor in determining long-term economic success (Blake, 2013). In line with these claims, Bumpas (2014) discovered in Dutch research that one factor contributing to the poor academic performance of kids from single-parent households is the unstable financial situation of their family. According to Bumpas (2014), there is a greater likelihood for mother-only households to be impoverished compared to other family types, and their poverty is more severe than that of other groups. Bumpas (2014) also found that income instability is typical, even for single-parent households with incomes over the low-income level.

In research on the consequences of family disruption on subsequent generations in China, Beane and David (2013) found that children from unbroken and non-intact households varied in pre-primary schooling by 30 to 50 percent depending on their income. Social scientists need to consider how single parenthood and family dynamics

impact parenting styles and the parent-child bond, as well as how these factors impact children's long-term wellbeing. A young person's chance of dropping out of school increases if their family is not intact. Low educational expectations are linked to this alienation from school since strong aspirations are a key component in predicting educational progress. The learners' attendance record is a useful sign of behavioral disengagement, whereas the attitude toward attending primary and secondary schools and putting in a lot of effort in the classroom is a good indicator of emotional detachment.

Barker and Stevenson (2016) pointed out that while stepparent households' median earnings are often greater than that of other stepparent households, it is a bit less compared to that of two-parent families that remain intact. In addition to the pressure of separation, a second marriage, or both, along with the disagreement between the children and step-parents over the mother's male spouse, the standards of interactions between parents and children in single-parent and step-parent homes may be poorer than in intact families. Children raised by stepparents may encounter tension between their biological parents and live apart from their biological parent, which is another common experience shared by children raised by single parents.

Adeshinwa and Aremu (2010) proposed that variables found in the youngster's household, community, authorities, and educational institutions could be combined responsible effects for these declines in Nigeria; however, they concluded that each of the above factors needed to be thoroughly looked at. For this reason, the purpose of this investigation is to critically examine the type of family and its influence on the educational performance of students enrolled in preschool programs. Family units have a big influence and serve as the young person's first socializing facilitators, therefore social structures in the family may have a favorable or bad contribution to the academic

achievement of a child. Differences in the psycho-social and emotional fortification between families with monogamous and polygamous members may indicate whether parents participate heavily or not in pre-primary school activities. Mwangi (2011) reports that monogamous households in Kenya, and Yatta Sub-county in particular, foster a positive learning environment. Peterson (2012) observed that disputes are comparatively simpler to resolve in monogamous families as opposed to polygamous ones. Furthermore, compared to the latter, a lesser psychological disruption is anticipated in the former. As a result, students from polygamous homes are more prone than those from monogamous ones to encounter difficulties. This will inevitably have an impact on their academic performance. This is due to the possibility that psychological issues might be the cause of learning difficulties.

A study undertaken by Mwangi (2011), however, does not support the idea that obstacles prevent parents from participating in pre-primary school activities, even in monogamous households. The present investigation aimed to address research gaps by examining the impact of parents' marital status on their engagement in pre-primary school activities, as noted by Mwangi (2011) in the evaluated literature.

#### **2.1.6 Parents' Attitude towards Education and Involvement in Pre-primary School Activities**

The views of parents have a significant impact on how pre-primary school students see their level of academic proficiency. Research indicates that parents have a significant influence on how their children view themselves in this area. A sophisticated theoretical model has been put out to explain how parents' perspectives toward the education of their children's outcomes may affect how youngsters view themselves. Parsons et al. (2012) state that when parents of preschool students have unfavorable opinions about the educational experiences of their children, the feedback these students receive from

their parents negatively affects how competent they believe they are academically. In support of these claims, Phillips (2011) conducted a study in Venezuela that found that among exceptionally talented third-grade students, parental views and assessments of their young children's academic competency predicted young children's perceptions of oneself more accurately than did actual indications like test results and grades. Given this, it's critical to comprehend the ways in which parents share their perspectives with their offspring. These results indicate that parents' expectations and responses to their children's objective learning outcomes are influenced by their attitudes and views about their young people's capabilities.

According to Moon and Ivins (2014), parents in Nicaragua may convey their views on their children's performance in preschool settings through their convictions, perceptions, and degree of satisfaction with that performance. Moon and Ivins (2014) claim that by expressing their satisfaction or dissatisfaction, parents assist kids in understanding objective information, like grades or test results from standardized assessments. Youngsters might then utilize this knowledge to create their own impressions of themselves. It is well acknowledged in many Sub-Saharan African nations that a parent's perspective on their children's preschool years has a significant role in determining how much of their child attends preschool or kindergarten.

Parent cognitions, ideas, emotions, and sentiments can increase our understanding of child development, according to a study done in Morocco by Karam, Perlman, and Zellman (2014). Parents' views are a good indicator of the emotional environment in which youngsters and their parents function as well as the quality of the connection, according to Karam et al. (2014). These results confirm that parents watch their children via a filter of both unconscious and conscious ideas, beliefs, and mindsets, and that filter shapes how they interpret their children's behavior when they have the correct attitude

and accurate perceptions. Put differently, good acts are directed by them when their ideas about their children are benign. On the other hand, truthful ideas typically result in constructive behaviors. Distressing and erroneous ideas, however, divert parents' attention from the work at hand and result in unfavorable feelings and conclusions that eventually hinder good parenting. In Kenya, somebody's disposition to respond favorably or unfavorably toward a kid is determined by the opinions of their parents regarding childrearing. Achoka (2016) conducted an investigation in Kakamega County and found that the views of parents are primarily evaluated based on how warm and accepting or cold and rejecting the parent-child relationship is, as well as how open-minded or limiting the boundaries parents set for their children are.

Investigations show that caregivers, in particular, are thought to have a significant impact on children's assessments of their academic ability. These are prevalent phenomena in the Yatta Sub-county. For instance, Nancy's (2010) study in the Yatta Sub-county found a strong correlation between children's feelings about themselves of learning ability and families' levels of fulfillment with their pre-primary school achievement. Nancy (2010) found that children in kindergarten programs whose parents valued math accomplishment more had greater favorable self-perceptions about their ability to succeed in school.

This suggests that there are few favorable parental views on the learning results of their preschool education school students, with the majority of parents giving up and losing hope for their youngsters' academic futures. Nancy (2010) and other empirical research, however, have not shown how various aspects of parents' attitudes affect their engagement in their children's preschoolers schooling.

## **2.2 Theoretical Literature Review**

Two theories shaped this investigation; parental involvement theory by Palkovitz (2010) and the dynamic theory of determinants by Kyriakides (2009).

### **2.2.1 The Dynamic Theory of Determinants**

The study was anchored on the dynamic theory of determinants which was proposed by Kyriakides (2009). This theory is predicated on the idea that various levels of elements should be anticipated to have both direct and indirect impacts on parents' engagement in their children's education. This theory holds that expectations of parents and students are shaped in part by variables or determinants such as the values society places on education and the relevance of learning. Within the framework of this research, the factors pertaining to parents as stakeholders pertain to the measures implemented by parents to facilitate their children's participation in educational pursuits without impediments, given that parents possess a clear comprehension of the actions expected of them in order to enhance their children's engagement in preschoolers school-related activities.

This theory emphasizes how parents' involvement in their children's pre-primary education is influenced by several criteria, including their educational background, employment, marital situation, and attitude. Put differently, the degree to which parents participate in their children's early childhood development is determined only by alterations in those attributes.

### **2.2.2 The Parental Involvement Theory**

This study was also based on parental involvement theory whose proponent was Palkovitz (2010). Palkovitz (2010) asserts that there is a lot more agreement regarding parents who are interested in the educational opportunities for their young people than those who are not, and that the fundamental components of parenting, such as protection

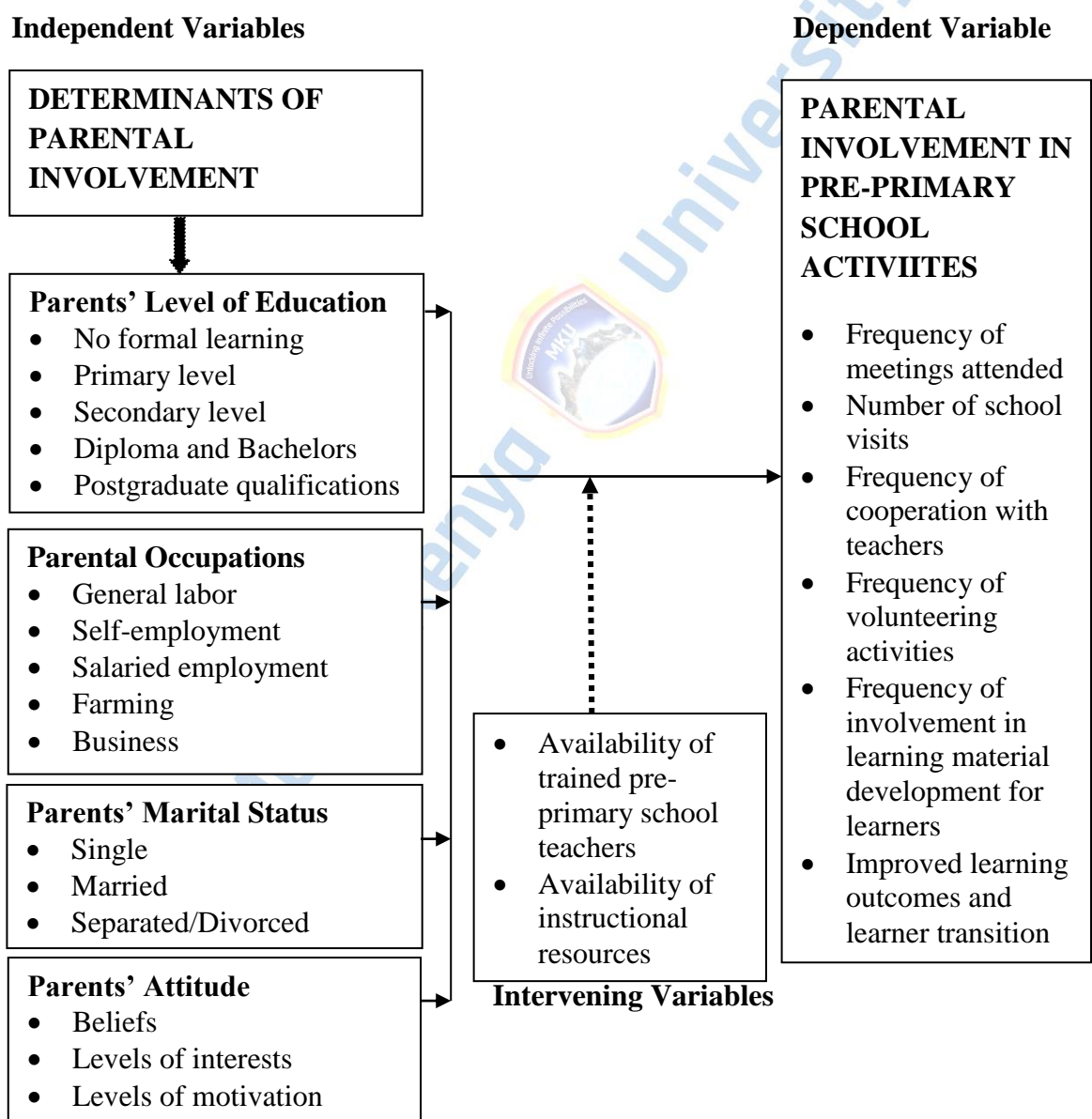
and nourishment, are more widely acknowledged. According to this hypothesis, parents' engagement in interventions may be essential for improving learning outcomes for pre-primary school students and facilitating broader generalization of recently acquired abilities since they may assist their children in practicing newly developed abilities in a variety of real-life contexts. In the words of Palkovitz (2010), a range of parental characteristics might have an impact on a child's educational performance. A greater degree of education may enable parents to better comprehend and use various pedagogical strategies, which will help their kids acquire and apply new abilities. Furthermore, according to this hypothesis, parents' accomplishment views, economic standing, and living conditions are all positively correlated with greater education among parents, and these factors may enhance children's educational chances and attainments.

Concerns about planning, fretting, or keeping an eye on their kids' life may not be observable actions in the overall setting of the present research, but they may have a big impact on how parents behave with their kids in various situations. Compared to parents who react to their youngsters without much thought, parents who give their children thoughtful advice on how to handle personal difficulties or developmental challenges are far more probable to be well-prepared to be active with their youngsters in a good way (Palkovitz, 2010).

Indirect kinds of participation are seen by parents who work extra to support their children economically and they have jobs. In a similar vein, parents who do not work but yet send child support or keep an eye on their young ones through outside agencies are also indirectly involved. This theory is also pertinent since it emphasizes how important factors influencing parents' participation in preschool activities at school are, including their educational background, relationship status, revenue, and attitudes.

### 2.3 The Conceptual Framework

In this research, the conceptual framework was centered on the determinants of parents' participation in pre-primary school activities. These included parents' education levels, occupations, marital status as well as attitudes, which served as the independent variables. Parents' involvement in pre-primary school activities was the dependent variable. Additionally, the availability of trained pre-primary school teachers and instructional resources acted as intervening variables, as illustrated in Figure 1;



**Figure 1: The Conceptual Framework of the Study**  
**Source: Researcher (2024)**

## 2.4 Research Gaps

Literature review has established that parents' involvement in pre-primary school activities is very important for the academic success of their children. Nonetheless, a number of studies and understanding shortcomings have been noted by the assessment. For instance, on parental level of education and involvement in pre-primary school activities, Ng'eno (2012) carried out a study in Kuresoi Division and Yatta Sub-county, study showed that women with higher levels of education are more inclined than those with lower levels of education to talk to their children about how they are doing in their educational pursuits. However, Ng'eno (2012) as did other empirical studies have not interrogated how specific levels of education of parents influence parents' involvement in pre-primary school activities.

On parental occupations and involvement in pre-primary school activities, Githinji and Kanga (2011) as did other review literature has not indicated how different forms of parental occupations influence parents' involvement in pre-primary school activities. On parents' marital status and involvement in pre-primary school activities, research by Mwangi (2011) does not support the idea that obstacles prevent caregivers from participating in early childhood educational events, especially in monogamy homes. According to Mwangi (2011) together with the research that was examined, there is no indication of how the romantic relationship status of parents affects their child's participation in preschool events.

On parents' attitude and involvement in pre-primary school activities, Nancy (2010) conducted in Yatta Sub-county, which established that there is much association between parents' level of satisfaction with their children's performance in pre-primary school and children's self-perceptions of academic competence. Nancy (2010) established that pre-primary school learners of parents who placed greater importance

on achievement in math had more positive self-concepts of their competencies to perform well in school. However, Nancy (2010) similar to other empirical investigations, this one has not demonstrated how various aspects of parental mindsets affect their engagement in their children's early childhood education. The investigation aimed to address the investigator's curiosity by filling these studies and understanding deficiencies.

## **2.5 Summary of Literature Review**

From the literature review, it is evident that parents perform a crucial part in the early education of their children in pre-primary school settings. Parents also ensure that learners enroll in schools, attend school regularly and register impressive grades in basic numeracy, language and creativity skills. For such to be realized effectively, parental level of education, occupations, marital status and above all, attitude, come into play as the main determinants which influence parents' involvement in pre-primary school activities. However, much still need to be done since reviewed studies have not interrogated how specific determinants of parents' involvement in pre-primary school activities.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the research approach utilized to conduct the study. It focuses on the research design, study site, target population, sample size, sampling procedures, research instruments, pilot study, reliability and validity, data collecting methods, data analysis, and ethical issues.

#### **3.1 Research Methodology**

This investigation used a mixed methodology. This was significant since the present investigation gathered and examined data that was both qualitative as well as quantitative. Creswell (2014) contends that with quantitative data, the investigator asks specified questions and gathers measurable information from a significant number of volunteers. In this instance, data was gathered using surveys. Conversely, information that was qualitative was collected by using participant viewpoints along with information collection methods that was mostly made up of their words. In this example, data were gathered via interviews.

To complement and enhance the larger collection of quantitative data, information in qualitative form were also collected. Congruent findings in areas like how the patterns identified in the qualitative analysis were connected to the statistical findings in the quantitative analysis, were intended to be found by the investigator by gathering both forms of data simultaneously. In order to get a deeper understanding of the subject under study than could be achieved by using the two procedures alone, the technique centered on integrating both approaches.

### **3.2 Research Design**

The investigation used concurrent triangulation design, which allowed for the collection of different but related data on the research topic to better comprehend it. The goal of this approach was to blend the numerous benefits and distinct drawbacks of a quantitative strategy with bigger sample sizes and apply universality with the qualitative technique, which is distinguished by small numbers of samples and deep expertise. Concurrent triangulation design implies the synchronous but separated collecting and analysis of data of both kinds to allow the investigator to best understand the study challenge (Creswell, 2014). The framework was employed when the investigator wanted to use qualitative data to support or validate the quantitative results, or to draw clear distinctions and associations between the numerical outcomes of the quantitative method and the findings of a content-driven qualitative models. This made it easier to compare the qualitative findings with the numerical information and come to a reasonable and solid conclusion about the phenomena.

### **3.3 Location of Study**

The investigation was conducted at Yatta Sub-county. The sub-county has an estimated population of 172, 583 people and an area of 1, 062.4 km<sup>2</sup>, resulting in an average population count of 162 people per km<sup>2</sup> (KNBS, 2019). The primary economic activity of Yatta Sub-county are farming, sand harvesting, and trading. Nevertheless, as previously stated, many pre-primary schools in the Yatta Sub-county have low levels of parental engagement with educational conferences, community service, and learning material production. In accordance with the Ministry of Education (2019), after their children are admitted to pre-primary school, parents delegate responsibility for their education to instructors.

Numerous parents are reluctant to attend seminars or go to school, even when invited by pre-primary school instructors (MoE, 2019). Given this context, the investigator chose the Yatta Sub-county as for the investigation site.

### 3.4 Target Population

As indicated in Table 1, the target population consisted of 256 respondents, 64 of whom were headteachers, 128 pre-primary instructors in schools, and 64 parent representatives.

**Table 1: Target Population of the Study**

<b>Respondents</b>	<b>Target Population</b>
Headteachers	64
Pre-primary School Teachers	128
Parents' Representatives	64
<b>Total</b>	<b>256</b>

**Source: Yatta Sub-county Education Office (2024)**

### 3.5 Sampling Procedures and Sample Size

Yamane's Equation was utilized to assess the sample for this investigation, and the steps involved are indicated below:

$$N_0 = \frac{N}{1 + N(e^2)}$$

$N_0$  represents the intended sample size at an interval of confidence of 95%. Given the desired populace,  $N$ , and the 5% (or 0.05) confidence level, it is calculated. Thus, the following formula may be used to determine the required number of samples:

$$N_0 = \frac{256}{1 + 256(0.05)^2}$$

$$N_0 = 155 \text{ respondents}$$

Using stratified sampling, five distinct strata were produced according to the number of zones in the Yatta Sub-county. Purposive sampling was used to choose three head teachers and three parent representatives for each zone.

Nevertheless, in order to prevent prejudice and favoritism, 25 pre-primary instructors were randomly selected from every zone. The investigator managed to gather a sample of 125 pre-primary school teachers, 15 administrators, and 15 parent advocates thanks to this sampling technique, as indicated in Table 2;

**Table 2: Sampling Grid**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Sampling Techniques</b>
Headteachers	64	15	Purposive sampling
School Teachers	128	125	Simple random sampling
Parents' Representatives	64	15	Purposive sampling
<b>Total</b>	<b>256</b>	<b>155</b>	

**Source: Researcher (2024)**

### **3.6 Research Instruments**

These were the devices used for gathering information on the specific, predefined themes of the research aims. These featured interview instructions for head teachers and parent representatives, as well as surveys for teachers of pre-primary students.

#### **3.6.1 Questionnaires for Pre-primary School Teachers**

A questionnaire with a restricted assessments was employed in this investigation to collect statistical information from pre-primary instructors. This is because a survey is an analysis tool used to gather information regarding participants. It comprises a series of inquiries jointly with other suggestions. Often, the statistical examination of the replies is considered while creating it. The assessment was designed with three sections to collect information on various investigations aspects. The sex and degree of schooling of those who responded were gathered in the first section of the questionnaire.

The objectives of the study served as the basis for the test questions in Sections B, C, D, and E of the survey form. The Likert scale depicts a scale with supposedly equal intervals among replies, hence the test items including 5-point Likert type inquiries regarding the study goals were applicable (Creswell, 2014).

### **3.6.2 Interview Guides for Headteachers and Parents' Representatives**

Structured, unorganized, directed, and non-directional inquiries are all possible. Administrators and parent delegates were interviewed in a systematic manner using flexible examination questions in order to collect qualitative data for the present investigation. Structured interviews were crucial for this investigation as they permitted the investigator to establish a good connection with the participants, pose more inquiries, and make a goal-directed effort to get verbal responses from any number of participants that would be accurate and trustworthy measures. The parents served as the fundamental analytical unit in this instance.

### **3.7 Piloting of Research Instruments**

A pilot test of the research instruments was conducted with 16 respondents from a sample of pre-primary schools in Yatta Sub-county, following Kothari's (2005) guideline that a pilot sample should comprise 10% of the study sample (10% of 155). The objective of the pilot test was to assess the suitability and clarity of the questions, the relevance of the information sought, and the language used in the instruments. The pilot study results were also utilized to pretest the research instruments, validating and confirming their reliability. It aimed to anticipate any problems or challenges respondents might face, such as difficulties in interpreting the questions or managing the time needed for data collection. Concurrently, the interview schedules underwent trial runs to ensure that the questions were appropriately worded and elicited a suitable range of responses.

This process helped the researcher identify areas needing revision. The respondents who participated in the piloting were excluded from the actual data collection.

### **3.7.1 Validity**

To confirm the reliability of the research instruments, university supervisors with expertise in early childhood studies provided assistance with validation. In order to get the respondents' acceptance or rejection of the interpretation made, the investigator in this investigation quickly transcribed the interview findings and sent them back. The study took into account the recommendations offered in order to strengthen the validity of the results that would be drawn. This is due to Kothari's (2005) assertion that expert opinions, comments, and ideas are crucial when it comes to updating assessments in the devices. In this instance, the investigator looked over the study instruments to make sure the things were suitable and to find any items that were confusing or unclear. To make sure everyone involved comprehended these issues completely, they were reiterated. By substituting more appropriate queries for the ambiguous ones, the researcher enhanced the questionnaire's quality.

### **3.7.2 Reliability**

In order to enhance the dependability of the equipment, the investigator, in collaboration with the supervisor, estimated the coherence of the replies on the test surveys so as to critically evaluate their reliability. The test items' dependability was determined using the split-half approach. In this case, the examination components were administered to the participants once, and the responses were divided into two equal groups, referred to as "halves." The dependability of Cronbach Alpha falls between 0 and 1. The test items in the scale have better internal consistency when the Coefficient is nearer 1. The study yielded an adequate Cronbach Alpha Coefficient of  $r = 0.745$ , indicating strong internal reliability.

### **3.7.3 Credibility**

Since only those who participated or readers may fairly evaluate the veracity of the results, many analysts triangulated the data to establish the veracity of the tools. Credibility, according to Creswell (2014), involves demonstrating that the credibility of the investigation's results is increased by depending heavily on the quality than the quantity of data collected.

### **3.7.4 Dependability**

To ensure reliability, each stage of the investigation's descriptive data collection process was thoroughly recorded, making it possible for the investigator to repeat the investigation and get comparable outcomes. Reliability, as defined by Kothari (2005), guarantees that the results of the research are dependable and consistent. The same standards that were used to the investigation's execution, analysis, and presentation were also utilized to evaluate this. Every phase of the examination was documented in detail so that another investigator may carry out a similar investigation and produce comparable findings. This allowed the research team to understand the protocols and their effectiveness as well.

## **3.8 Data Collection Procedures**

The investigator requested an endorsement document and examination permission from the NACOSTI in addition to an introduction note from Mount Kenya University's School of Postgraduate Studies. Moreover, the investigator requested a document of endorsement from Machakos's county commissioner and director of education. The investigator organized consultations with those who participated to deliver examinations and do interviews with the intention of gathering preliminary data for the study after securing experimental permissions and letters of authorization. With the assistance of an investigator's assistant who had received three days of training, survey forms were given

to participants in order to gather statistical information. The completed surveys were gathered and securely kept in preparation for data processing. In order to gather qualitative information, the investigator also spoke with leaders of the parents and administrators through surveys.

### **3.9 Data Analysis Procedures**

The first step in data analysis was to find recurring patterns. The pertinent data was divided up into clauses, each of which stood for a unique concept. The responses supplied for the closed-end inquiries have tags and identifiers on them. The frequencies of the responses were made with the mission for presenting data about those who responded and to illustrate the general pattern of what was discovered on the many aspects under investigation. Thematic analysis along the study goals was used to examine the qualitative data, which were then presented narratively. Utilizing the Statistical Packages for Social Science (SPSS Version 23), the quantitative information was analyzed using the Product Moment Correlation method by Pearson Analysis for inferential evaluation and proportions and frequencies for descriptive examination. The findings were subsequently displayed in tables.

### **3.10 Ethical Considerations**

When doing research, it is important to explain the study's purpose, participant requirements, informed consent process, and confidentiality protections. Prior to beginning the data collecting procedures, the Mount Kenya Ethical Review Committee (MKU ERC) granted an ethical clearance certificate for this project.

#### **3.10.1 Confidentiality and Privacy**

Any details provided by those surveyed that impacted on their personal lives would be kept confidential, the investigator agreed. The responders were given the investigator's word that no private data would be shared with outside parties.

### **3.10.2 Informed Consent**

The investigator gave the responders an explanation of the nature and goal of the study. In order for the respondents to voluntarily participate, the investigator gave them an explanation of the process that will be used to gather the data.

### **3.10.3 Storage of Data Collected**

The acquired unprocessed information were organized for convenient access. PCs prints were filed once the information were evaluated, and soft copies were kept on records and removable drives.

### **3.10.4 Safety of Stored Data**

A computer's passcode was created to prevent unwanted access to the stored data, protecting unprocessed and transformed information.



## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0 Introduction

This chapter summarizes the study's findings. It is organized according to the four research issues addressed by the study for clarity and chronology. However, in the first part, background information on the respondents is offered since it may be useful in analyzing the data that they supplied.

#### 4.1 Response Rates

Pre-primary school teachers were given 125 questionnaires for this study, of which 119 were completed and returned. Eleven parent advocates and thirteen administrators were additionally interviewed by the investigator at the same time. The response rates obtained are displayed in Table 3;

**Table 3: Response Rate**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those Who Participated</b>	<b>Achieved Return Rate (%)</b>
Headteachers	15	13	86.7
School Teachers	125	119	95.2
Parents' Representatives	15	11	73.3
<b>Total</b>	<b>155</b>	<b>143</b>	<b>92.3</b>

**Source: Field Data (2024)**

In accordance with Table 3, the response percentage for headteachers was 86.7 percent, for preschool educators it was 95.2%, and for parents' representatives it was 73.3 percent. This resulted in a median rate of response of 92.3%, Creswell (2014) support the claims that any response rate above 75 percent is adequate and within satisfactory bounds to allow findings to be extrapolated to the intended audience.

#### 4.2 Respondents' Demographic Information

The study tools collected participants' information regarding demographics. Among them were gender as well as levels of education.

#### 4.2.1 Gender of the Respondents

Data on the respondents' distribution by gender was gathered, and Table 4 displays the findings:

**Table 4: Distribution of the Respondents by Gender**

Gender	Headteachers		School Teachers		Parents' Representatives	
	f	%	f	%	f	%
Male	9	69.2	27	22.7	4	36.4
Female	4	30.8	92	77.3	7	63.6
<b>Total</b>	<b>13</b>	<b>100.0</b>	<b>119</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>

**Source: Field Data (2024)**

Table 4 shows that 4 (or 30.8%) of the sample's headteachers were female, whereas 9 (or 69.2%) of the headteachers were male. Nonetheless, just 27 (22.7%) of the pre-primary school instructors were male, with the bulk, 92 (77.3%), being female. Similarly, 4 (36.4 percent) of the parent representatives were male, and 7 (63.6 percent) of the parent representatives were female. These findings show that there was sufficient gender parity throughout the whole investigation. These findings confirm that parents' engagement in their children's pre-primary educational experiences is determined by a variety of factors that affect male and female all parties involved, including head teachers, pre-primary school instructors, and parents.

#### 4.2.2 Respondents' Level of Education

Because this element may have an influence on the ability of the participants to offer significant details on the investigation's aims the analysis gadgets also gathered material on their schooling. Table 5 summarizes the results.

**Table 5: Respondents' Level of Education**

Educational Qualifications	Headteachers		School Teachers		Parents' Representatives	
	f	%	f	%	f	%
No Basic Education	0	0.0	0	0.0	0	0.0
Primary Level	0	0.0	0	0.0	2	18.2
Secondary Level	0	0.0	0	0.0	3	27.3
Certificate	3	23.1	60	50.4	4	36.4
Diploma	6	46.2	40	33.6	1	9.1
Bachelors' Degrees	2	15.4	11	9.2	1	9.1
Postgraduate	2	15.4	8	6.8	0	0.0
<b>Total</b>	<b>13</b>	<b>100.0</b>	<b>119</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>

**Source: Field Data (2024)**

Table 5 indicates that 6 (46.2 percent) of the head educators held diplomas, 3 (23.1 percent) held certificates, and 2 (15.4%) held bachelor's degrees in their fields. The remaining 15.4 percent of the head teachers held higher education degrees. Nonetheless, slightly over half of the pre- elementary school teachers—60, or 50.4%—had certificates, slightly over a third—40, or 33.6%—possessed diplomas, and slightly over a third—11, or 9.2%—possessed university degrees. Only eight, or 6.8 percent, had postgraduate degrees. The parents' representatives were divided into four groups: the majority, 4 (36.4%), had certificates; substantially greater than one-quarter, or 3 (27.3%), had secondary schooling; 2 (18.2%) had elementary instruction; 1 (9.1%) had a bachelor's degree; and none had postgraduate training. The fact that the study's respondents only had a basic education confirms the expectation that they would be qualified to reply to inquiries about the degree to which various factors influence parents' engagement in their children's preschool years.

### 4.3 Levels of Parents' Involvement in School Activities

Assessing the degree of parental engagement in preschool education educational endeavors was the study's initial goal. In order to do this, the investigator evaluated how often students participated in the material production process, attended school functions, and made volunteer visits. Instructors at elementary schools provided descriptive data, and Table 6 displays the findings;

**Table 6: Levels of Parents' Involvement in Pre-primary School Activities**

Parents' Involvement Activities	Good	Fair	Below Average
	%	%	%
Attendance of school meetings	30.3	11.8	6.6
School visits	29.4	17.6	53.0
Volunteering activities	26.1	18.5	55.7
Involvement in material development for learners	32.8	15.1	52.1

**Source: Field Data (2024)**

From the table above, 36 (or 30.3%) of the pre-primary school instructors said that parents attend meetings at school in a good way, 14 (11.8%) said that it is fair, and 69 (or 57.9%) said that it is below average. In a similar vein, 35 (29.4%) preschool educators said that parent visits to the educational institution are good, 21 (17.6 percent) said they are fair, and 63 (53.1%) said they are below average. Table 6 reveals that, among pre-primary educators, 31 (or 26.1%) said that parent engagement in volunteer work is good, 22 (18.5%) said it is fair, and 66 (55.4%) said it is below average. Table 6 also shows that 62 (52.1 percent) Pre-primary learning institutions educators said that family engagement in the preparation of learning materials is below average, while 39 (32.8 percent) of the teachers said that parental involvement is good. Throughout the discussions, headteachers concurred with the pre-primary school instructors'

observations that parents regularly abstain from pre-primary school activities intended to foster the academic achievement of their children. H1 noticed the headmaster;

*At my school, parents rarely attend meetings unless made mandatory, they rarely visit schools on their own volition to assess how their children are progressing, rarely participate in volunteering activities, nor are they frequently taking part in the development of materials for the learning of their children while at school.*

However, parents' legislatures differed with the headteachers and pre-primary learning institutions educators. Parents' representative, PR1, stated;

*I value the education of my child and cannot miss attending school meetings whenever I am invited. I sometimes visit my child's school to take stock of how he is progressing and even take in volunteering activities as a motivation.*

In spite of these paradoxes, it is clear that parents have a critical influence in the intellectual and intellectual development of preschoolers. The things they do, including going to meetings, visiting schools, doing volunteer work, and creating learning resources, are important for the overall development of the kids in pre-primary classrooms. These results support Koech's (2009) claims that caregivers have a crucial role and sometimes underappreciated part in their youngsters' academic lives in pre-primary institutions.

When everything is said and done, the greatest institutions have parental figures who get involved in school-related events, as reported by Koech (2009). This suggests that parents have a responsibility to mold their children's behavior patterns and academic abilities by actively engaging in school-related activities including doing volunteer work, visiting schools, joining conferences, and creating learning resources.

#### 4.4 Parents' Level of Education and Involvement in Pre-primary School Activities

The study sought to assess how parents' educational level determine their involvement in pre-primary education. Descriptive data were provided by pre-primary school teachers. Findings are displayed in Table 7:

**Table 7: Parents' Level of Education**

Levels of Education	Number of Parents	
	f	%
No Basic Education	235	10.0
Primary Education	493	21.0
Secondary Education	281	12.0
Certificate	362	15.4
Diploma	540	23.1
Bachelors' Degrees	223	9.5
Postgraduate	211	9.0

**Source: Field Data (2024)**

Table 7 reveals that 23.1 percent of parents whose children attend pre-primary schools have a diploma, while twenty-one percent have an elementary school diploma, 15.4 percent have a certificate, 12 percent have a high school diploma or higher, ten percent have no fundamental schooling, 9.5 percent have an undergraduate degree, and 9 percent have an advanced degree. Administrators and parent advocates observed during the conversations that a majority of students enrolled in pre-primary schools have fundamental schooling and diplomas, based on information from school files. They stated;

*In my school, many parents have basic primary education, certificates and diplomas with some having studied up to undergraduate and postgraduate levels.*

These results support the notion that parents' educational attainment is essential for their successful participation in school-related activities and that all parents have made an effort to complete a basic education. Parents' excellent academic performance

substantially decreases the likelihood of preschoolers leaving school for both boys and girls in both city and rural settings, are supported by these findings. Okumu and Otieno (2015) also found that, in comparison to their uneducated counterparts, educated parents spend more time with their children and less time on domestic tasks. This suggests that parental education is crucial because it strengthens their comprehension of their responsibilities for their children's pre-primary education.

**Table 8: Views of Pre-primary School Teachers on the Influence of Parents' Level of Education on Involvement**

<b>Summary of Test Items</b>	<b>SA %</b>	<b>A %</b>	<b>U %</b>	<b>D %</b>	<b>SD %</b>
In pre-primary schools, parents with no academic qualifications rarely participate in school activities	45.4	9.2	3.4	37.8	4.2
Having primary education has enabled parents to participate in academic activities in pre-primary schools	53.8	10.1	5.0	26.1	5.0
Lack of basic certification has not improved the ability of parents to take part in academic activities in schools	30.1	8.4	5.9	51.3	4.3
In schools, many parents have a diploma and degree qualifications that have enabled them to participate in school activities	58.9	19.3	3.4	11.8	6.6
Having postgraduate qualifications has enabled parents in pre-primary schools to effectively participate in school meetings and other functions	63.1	10.1	4.2	12.6	10.0

**Source: Field Data (2024)**

Table 8 shows that while 11(9.2 percent) of the early childhood education instructors concurred with the assertion, 54(45.4 percent) completely concurred that parents without academic credentials seldom engage in school events.

Still, a pitiful 4(3.4%) disagreed, 45(37.8%) disagreed, and 5(4.2%) severely disagreed, 12(10.1%) of the preschool teachers enthusiastically concurred, making roughly over fifty percent (64, 53.8%) of those who felt that parents' participation in learning experiences in preschools had been made possible by their elementary education. In the meanwhile, 31 (26.1 percent) disapproved, 6 (5.0%) were firmly opposed, and 6 (5.0%) were indifferent. The investigation also showed that 10 (8.4%) of the early childhood education instructors who concurred completely concurred with the statement that parents' participation in learning opportunities at early elementary schools has not increased due to a lack of basic qualification, which was shared by 36 (30.1%) of the instructors who were interviewed. Nursery school instructors were split on the issue: 61 (51.3 percent), disapproved, 5 (4.3%) were firmly opposed, and 7 (5.9%) were unsure.

These results support those of an investigation conducted in the Netherlands by Perna and Titus (2014), which showed that scholars in pre- elementary institutes with parents who finished high school or university performed significantly better than students in early childhood schools with parents who did not finish elementary school or who only finished elementary school. Perna and Titus (2014) also found that pre-primary students whose parents held a university degree saw the most improvement in test results. This suggests that parents' engagement in their children's elementary school years cannot be overstated, nor can the importance of fundamental learning for them. This indicates how well caregivers are able to assist their children with educational tasks and provide guidance on challenging assignments. It also suggests that literate parents engage in educational or literacy-fostering activities with their young ones.

While 23(19.3%) of the Pre-primary learning institutions educators approved, significantly over half, or 70(58.9%), completely concurred that many parents had diplomas and degrees that have allowed them to engage in school activities.

In contrast, 8(6.6%) was completely opposed, 14(11.8%) disapproved, and 4(3.4%) were unsure. The vast majority of early childhood education teachers—75, or 63.1%—firmly concurred with the statement that postgraduate training has made it possible for parents in early elementary schools to engage in conferences and other activities with effectiveness. Twelve, or 10.1 percent, also concurred. However, 12(10.0%) were firmly opposed, 15(12.6%) disapproved, and 5(4.2%) were indecisive. These results support the findings of an American study by, which showed that parental educational attainment is a significant indicator of youngsters' behavioral and educational achievements as well as a major factor in determining their capacity to participate in educational endeavors.

In an investigation carried out in Moscow, Conger and Donnellan (2014) similarly found that parents' educational attainment and level account for 77 percent of the future student performance. According to Gargiulo and Graves (2018), parents in Italy have very low educational attainment and are becoming less involved in pre-primary school activities since the majority of them have never served as academic role models for their pre-primary school students. According to research done in Ghana by Nyarko (2011), parents in highly educated households are probably less rigid and more lenient in their childrearing.

These results demonstrate a clear relationship between child raising methods and students' academic achievement and the educational attainment of parents. Children whose caregivers had lower levels of schooling were prone to engage in antisocial and deviant behaviors because these parents disciplined their children with forceful methods. Put another way, compared to their uninformed counterparts, educated parents spend more time with their children and less time on home tasks.

#### 4.4.1 Inferential Analysis

To investigate the potential relationship between parents' education levels and their involvement in pre-primary school activities, data were gathered on two main aspects: the degree to which education level influences parents' involvement (Great Extent = 3, Low Extent = 2, and Not Sure = 1) and the frequency of their participation in various activities (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1). These activities included attending meetings, volunteering, and contributing to the development of learning materials for students. The findings are presented in Table 9;

**Table 9: Extent to which Parents' Education Determines Involvement in Pre-primary School Activities, Frequency of Attendance of Meetings, Involvement in Volunteering Activities and Learning Material Development**

Extent of Determination of Parents' Level of Education	Involvement in pre-primary school activities		
	Frequency of Attendance of Meetings	Frequency of Involvement in Volunteering Activities	Frequency of Involvement in Learning Material Development
1	1	1	1
1	1	2	1
1	1	2	3
2	3	2	2
2	3	3	3
1	3	3	2
1	1	4	2
3	5	5	4
3	3	4	2
3	1	4	3
3	2	3	4
2	2	4	3
3	4	4	3

**Source: Field Data (2024)**

Table 9 indicates that in an elementary school where a large number of parents hold higher education credentials, such as diplomas, bachelor's degrees, and postgraduate degrees, there is a high attendance rate at meetings, a high frequency of volunteerism,

and a high frequency of involvement in the creation of educational materials. This further proposes that the degree to which parents participate in their youngsters' academic pursuits in pre-primary school settings is largely determined by their educational background. These results were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 10;

**Table 10: Pearson's Product Movement Correlation Analysis of the Relationship between Parents' Level of Education and Involvement in Pre-primary School Activities**

		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>A</b>	Pearson Correlation	1	.555*	.639*	.661*
	Sig. (2-tailed)		.049	.019	.014
	N	13	13	13	13
<b>B</b>	Pearson Correlation	.555*	1	.520	.448
	Sig. (2-tailed)	.049		.069	.124
	N	13	13	13	13
<b>C</b>	Pearson Correlation	.639*	.520	1	.597*
	Sig. (2-tailed)	.019	.069		.031
	N	13	13	13	13
<b>D</b>	Pearson Correlation	.661*	.448	.597*	1
	Sig. (2-tailed)	.014	.124	.031	
	N	13	13	13	13

\*. Correlation is significant at the 0.05 level (2-tailed).

Key: **A**- Extent of Determination of Parents' Level of Education; **B**- Frequency of Attendance of Meetings; **C**- Frequency of Involvement in Volunteering Activities; **D**- Frequency of Involvement in Learning Material Development

Table 10 demonstrates a positive correlation between parents' education level and their immersion in pre-primary school activities ( $r(13) = 0.555, 0.639, 0.661, p = 0.049, 0.019, 0.014$  at  $\alpha = 0.05$ ). These results provide additional evidence that parents' education level influences their involvement in pre-primary school activities, including how frequently they attend meetings, volunteer, and create learning materials for their children in pre-primary schools.

#### 4.4.2 Thematic Analysis

During the interviews, the administrators and parents' representatives also noted that many parents have basic primary education, followed by secondary education,

certificate qualifications, diplomas, bachelors' degrees and postgraduate qualifications in that order. They noted that different education levels possessed by parents determine their involvement in pre-primary school activities. They noted that parents with no academic qualifications rarely participate in school activities. Headteacher, H2, noted;

*In my school, many parents with no basic education rarely see the value of education and thus, on many occasions do not participate in the pre-primary education of their children. They rarely come for meetings, even when invited.*

However, on their part, parents disagreed and noted that many parents may not have education as such but value education and only miss school activities due to other commitments. Parents' representative, PR2, observed;

*I know many parents who have no basic education but do not miss attending pre-primary school activities, but only miss due to several factors other than their education level.*

In spite of these paradoxes, parents' educational attainment has a significant role in determining how well they participate in their children's pre-primary education. Similar to quantitative results, these opinions support those of Perna and Titus (2014), who argue that parents' educational attainment influences their children's academic achievement in school, but not always. Pre-primary schools with university-educated parents had the biggest gains in test results. This suggests that parents place a high importance on receiving a basic education and that it plays a crucial role in their engagement in their children's preschool education. Additionally, parents' educational attainment improves their capacity to assist their kids with homework and challenging assignments.

#### **4.5 Parents' Occupations and Involvement in School Activities**

The study sought to examine the occupations of parents and how they affect their participation in activities at pre-primary schools. Results are shown in Table 11:

**Table 11: Occupations of Parents of Learners**

Nature of Occupations	Number of Parents	
	f	%
General labourer	445	18.9
Self-employment	492	21.0
Salaried employment	447	19.1
Subsistence farming	539	23.0
Business	422	18.0

**Source: Field Data (2024)**

Table 11 shows that 23 percent of parents whose children attend pre-primary schools work as subsistence farmers, twenty-one percent have their own business, 19.1 percent have jobs and get pay, 18.9 percent are general laborers, and 18 percent are involved in commercial ventures. The administrators and parent representatives backed this, pointing out that parents work in a variety of jobs, from manual labor to business. PR3, the parents' representative, mentioned

*Many parents work in different sectors to earn a living. Some are general labourers, others are self-employed, some are in formal employment, some are subsistence farmers whereas others undertake business activities*

This suggests that parents of students enrolled in pre-primary schools earn a living through a range of economic endeavors. This supports the conclusions of a research conducted by Duncan and Brooks-Gunn (2010), which found that parents participate in a variety of economic endeavors in order to make a livelihood and get funds to support the education of their children, regardless of degree. These results highlight the importance of jobs as a source of revenue for children's academic pursuits and socioeconomic assistance.

**Table 12: Views of School Teachers on the Influence of Parents' Occupations on Involvement in School Activities**

Summary of Test Items	SA %	A %	U %	D %	SD %
Many parents of pre-primary school learners work as general laborer which has made it difficult to attend school activities	52.1	13.4	4.2	20.2	10.1
In pre-primary schools, parents are self-employed which has made it easy to schedule their tasks to participate in school activities	40.3	10.9	5.0	28.6	15.2
Being in formal employment has made it difficult for parents to effectively get time to take part in school activities	43.7	14.3	2.5	29.4	10.1
Farming activities are demanding for parents who are farmers to create time and take part in pre-primary school activities	57.1	10.9	3.4	21.0	7.6
In schools, many parents engage in business activities which make them lack adequate time to attend school activities	54.6	9.2	5.9	21.8	8.5

Table 12 shows that 52.1%, or slightly more than half, of the pre-primary school teachers completely concurred with the statement that it has become challenging for their students to attend school events since many of their parents are general laborers. In addition, 16 people, or 13.4 percent, concurred with the assertion. Conversely, a mere 4.2 percent of early childhood education instructors were indifferent, compared to 20.2% who objected and 10.1% who were firmly opposed. These results support the claims presented by Butler et al. (2016) that youngsters in India may be more likely to have behavioral and cognitive issues as a result of low parental resources and participation.

Conger et al. (2014) conducted research in Austria as well, which found that the stress of being a single parent or having little money might divert parents from engaging in activities with their kids, including educational ones. Appropriate replacement caregivers can be hard to come by or unavailable for low-income parents who work outside the house and frequently cannot afford child care. In accordance with Table 12, 48 (40.3%) and 13 (10.9%) of the pre-primary school instructors firmly believed that the fact that parents work for themselves in early childhood education institutions has made it easier for them to organize their work and participate in school events. On the other hand, 18(15.2%) were firmly opposed, 34(28.6%) disapproved, and 6(5.0%) were unsure.

This suggests that parents who work for themselves are able to manage their time well and take part in their kids' extracurricular activities in preschool settings. Conversely, 52 (43.7 percent) of the instructors of pre-primary schools completely concurred, as did 17 (14.3 percent) of the early elementary school teachers who concurred that parents' official job has made it difficult for them to successfully find time to participate in pre-primary school-related events. But among the pre-primary educators, 3 (2.5%) disapproved, 35 (29.5 percent) disapproved, and 12 (10.1%) severely disapproved.

These results support the American Psychological Association's (2012) claims that, at higher levels, the majority of pre-primary school students who receive education come from households in the middle and upper quintiles of affluence. These are mostly decisions made by their parents, guardians, and other family members rather than the kids themselves. This suggests that while formal job is crucial for providing for the family financially, it also prevents parents from having the opportunity to actively engage in their children's pre-primary education. The opinion that agricultural activities require parents who are farmers to make time and participate in pre-primary school

activities was strongly agreed upon by slightly more than half of the elementary school teachers, 68 (57.1%), as well as 13 (10.9%). Nonetheless, 9(7.6%) completely disapproved, 25(21.0%) disapproved, and 4(3.4%) were unsure. The opinion that many parents in early elementary schools are involved in business activities and so do not have enough time to attend school events was firmly concurred with by 65 (54.6 percent) of the early childhood educators, which is slightly more than half of them. Eleven (9.2 percent) also agreed. Nonetheless, 10(8.5%) were firmly opposed, 26(21.8%) disapproved, and 7(5.9%) were unsure.

These results corroborate the claims made by Okoli (2014) that parental employment led to less monitoring of youngsters before and after educational institutions, which might put youngsters at risk for greater dangers and make them struggle more in school. In conclusion, our results support the idea that parents' jobs have a significant role in determining how well they participate in preschool education school-related events. Economic commitments frequently take up a large portion of parents' time, leaving them unable to meet their children's academic needs and thus unable to join in early childhood curricular activities.

#### **4.5.1 Inferential Analysis**

Statistics were gathered on the degree (Great Extent = 3, Low Extent = 2, and Not Sure = 1) to which parents' occupations determine their involvement in pre-primary school activities, as well as the frequency of meeting attendance, volunteer work, and involvement in the development of learning materials for learners, in order to test the possibility of an association between parents' professions and taking part in school activities. Results are displayed in Table 13:

**Table 13: Extent to which Parents' Occupations Determine Involvement in Pre-primary School Activities, Frequency of Attendance of Meetings, Involvement in Volunteering Activities and Learning Material Development in Schools**

<b>Extent of Determination of Parents' Occupations</b>	<b>Involvement in school activities</b>		
	<b>Frequency of Attendance of Meetings</b>	<b>Frequency_of Involvement in Volunteering Activities</b>	<b>Frequency of Involvement in Learning Material Development</b>
1	1	1	1
1	1	2	1
1	1	2	3
1	3	2	2
2	3	3	3
3	3	3	2
1	1	4	2
3	5	5	4
2	3	4	2
2	1	4	3
2	2	3	4
3	2	4	3
3	4	4	3

**Source: Field Data (2024)**

Table 13 demonstrates how parents participate in a range of economic activities, which greatly influences how involved they are in preschool education educational events. Put another way, parents work long hours and, if they don't prepare ahead, have limited time for their youngsters' pre-primary school activities. These results were analyzed using Pearson's Product Moment Correlation Analysis. Results are presented in Table 14:

**Table 14: Pearson's Product Movement Correlation Analysis of the Relationship between Parents' Occupations and Involvement in Pre-primary School Activities**

		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>A</b>	Pearson Correlation	1	.684**	.689**	.553*
	Sig. (2-tailed)		.010	.009	.050
	N	13	13	13	13
<b>B</b>	Pearson Correlation	.684**	1	.520	.448
	Sig. (2-tailed)	.010		.069	.124
	N	13	13	13	13
<b>C</b>	Pearson Correlation	.689**	.520	1	.597*
	Sig. (2-tailed)	.009	.069		.031
	N	13	13	13	13
<b>D</b>	Pearson Correlation	.553*	.448	.597*	1
	Sig. (2-tailed)	.050	.124	.031	
	N	13	13	13	13

\*. Correlation is significant at the 0.001 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

Key: **A**- Extent of Determination of Parents' Occupations; **B**- Frequency of Attendance of Meetings; **C**- Frequency of Involvement in Volunteering Activities; **D**- Frequency of Involvement in Learning Material Development

Table 14 demonstrates that parents' jobs and their participation in pre-primary school activities are positively correlated ( $r(13) = 0.684, 0.689, 0.553, p = 0.010, 0.009, 0.050$  at  $\alpha = 0.05$ ). These results provide more evidence that parents' participation in pre-primary school activities is influenced by their line of work. This suggests that the type of work parents do influences how frequently they volunteer, attend school functions, and provide learning resources for their preschool-aged children.

#### 4.5.2 Thematic Analysis

The headteachers and parents' representatives mentioned in the interviews that a parent's daily profession influences how much the parent participates in pre-primary school-related events. Notable Headteacher, H3

*Many parents work as general labourers undertaking menial jobs which consume much of their time to attend school functions. Some are self-employed and can plan their time properly though this has not been the case and fail to attend to school activities. Those in formal employment also complain of a lack of permission from their employers to allow them to participate in pre-primary school functions.*

The parental delegates also endorsed these ideas that indicated the nature of occupations that many parents undertake rarely accord them an opportunity to participate in pre-primary school education activities and programmes as anticipated. Parents' representative, PR4, noted;

*Many of us undertake different kinds of jobs that consume most of our time. Some of us practice farming and business activities which are too demanding such that, without planning, deny us the chance to attend school activities.*

These points of view, consisting of the quantitative results, lend weight to Okoli's (2014) assertion that parent's career paths contribute to little oversight of young people prior to and after school, which may lead to children having greater challenges attending school along with being subjected to greater hazards ahead of and afterschool. From these mixed findings, parents' occupations have, on many occasions, acted as a hindrance to their ability to participate effectively in pre-primary education.

#### **4.6 Parents' Marital Status and Involvement in School Activities**

The study intended to find out the marital status of parents and how such marital status influences their involvement in pre-primary school activities. Descriptive data were collected and presented as shown in Table 15;

**Table 15: Parents' Marital Status**

Nature of Occupations	Number of Parents	
	f	%
Single parent	543	23.2
Married	1384	59.0
Separated and divorced	418	17.8

**Source: Field Data (2024)**

Table 15 shows that 59 percent of parents of students enrolled in pre-primary schools are married, 23.2 percent are single, and 17.7 percent have split up or divorced. This supports the claims made by Adesehinwa and Aremu (2010) that a family's social

environment may either help or impede a child's academic progress because of its significant effect over them and role as the child's main socialization instrument. This suggests that the marital status of parents has a significant role in the socioeconomic dynamics that affect their ability to participate in kindergarten educational events by assigning them chores and home obligations.

**Table 16: Views of School Teachers on the Influence of Parents' Marital Status on Involvement in Activities**

Summary of Test Items	SA %	A %	U %	D %	SD %
In pre-primary schools, learners come from single-parent families which make it hard for them to create time and attend school activities	58.0	15.1	4.2	16.0	6.7
In pre-primary schools, many parents are married and thus take time to participate in their children's education	59.7	19.3	2.5	11.8	6.7
Family status of parents of pre-primary school learners does not allow them to participate in school activities	38.7	12.6	3.4	32.8	12.5
Parents who are divorced rarely take part in academic activities of their school children	30.3	10.1	6.7	47.1	5.8
In pre-primary schools, parents who are separated usually have no time to participate in their children's academic activities	33.6	10.9	4.2	42.9	8.4

**Source: Field Data (2024)**

Table 16 shows that 69 (58.0%) of the pre-elementary school instructors strappingly established with the statement that students in pre-primary schools typically come from single-parent households, which makes it challenging for them to make time for school and attend events. Only 18 (15.1%) of the educators agreed. Conversely, 5 (4.2%) were unsure, 19 (16.0%) disapproved, and 8 (6.7 percent) were firmly opposed.

These results support research by Blake (2013) that was carried out in San Francisco and found that children raised by single parents have a lower likelihood of finishing their secondary education or going to college. Blake (2013) also discovered that in these kinds of family setups, the single parent might not have enough time to engage in preschool academic pursuits in an effective manner. Bumpas (2014) also discovered in an investigation done in the Netherlands that the unstable financial situation of single-parent households contributes to the lower academic performance of their children.

Additionally, Bumpas (2014) discovered that mother-only households had a higher probability of poverty compared to other family types, and their level of poverty is more severe than that of other types of households. This suggests that being a single parent is extremely difficult because the majority of household duties fall on the one parent, leaving them with little time to contribute in their youngsters' kindergarten school-related events. While 23(19.3%) of the early childhood education instructors agreed, somewhat more than half, or 71(59.7%), completely concurred that many parents who are married in preschool programs spend time to become interested in the schooling of their children. Alternatively, 3 (2.5 percent) disapproved, 14 (11.8 percent) disapproved, and 8 (6.7 percent) severely objected. These results corroborate those of Blake (2013), who found that children raised in households headed by both parents had higher graduation and even college attendance rates.

This suggests that duties are divided between the two parents, and as a result, parents set aside time to take part in kindergarten school-related events. According to Table 16, 15 (12.6 percent) of the educators in pre-primary school who concurred wholeheartedly with the statement that the family situation of pre-primary school learners prevents them from participating in school activities. This makes 46(38.7%) of the preschool education school instructors who completely concur with this statement.

On the other hand, 15(12.5%) were firmly opposed, 39(32.8%) disapproved, and 4(3.4%) were unsure. This runs counter to the claims made by Adesehinwa and Aremu (2010) that a family has a significant impact on the youngster and that, depending on the social environment inside the home, the family's role as the child's primary socialization agent either helps or hinders the child's academic progress. Differences in the psychosocial and emotional fortification between families with monogamous and polygamous members may indicate whether parents participate heavily or not in preschool education school-related functions. This suggests that the sorts of families and the marital status of the parents have a crucial influence in determining how well their children do in school since it affects how much time parents set aside to support and supervise their children's academic endeavors and activities in preschool settings.

Table 16 demonstrates that 12(10.1%) and 36(30.3%) of the instructors in pre-primary completely concurred with the statement that divorced parents seldom participate in their children's academic pursuits. But 56 (47.1%) disapproved, 7 (5.7%) were sharply opposed, and 8 (6.7%) were unsure. The survey also showed that 13(11.9%) of preschool educators were broadly in agreement with the statement that parents who are separated often don't have time be active in their children's educational initiatives, whereas 40(33.6%) of the instructors significantly concurred. On the other hand, 10 (8.4%) completely disapproved, 51 (42.9 percent) disapproved, and 5 (4.2%) were unsure.

These results support those of Chinese research by Beane and David (2013), which showed that children raised in non-intact families had higher school dropout rates. This is because, according to Beane and David (2013), these parents struggle to strike a balance between their obligations to their families and their attendance at school. This suggests that separation and divorce provide each parent additional obligations and less

time for their children to attend pre-primary school. They are usually too busy taking care of the family to have time to keep an eye on the actions of their children and academic progress.

#### 4.6.1 Inferential Analysis

Data on the degree (Great Extent = 3, Low Extent = 2, and Not Sure = 1) to which parents' marital status determines their involvement in pre-primary school activities, as well as the frequency of meeting attendance, volunteer work, and involvement in learning material development for learners, were gathered in order to assess the possibility of a connection between parents' marital status and involvement in pre-primary school activities. Results are displayed in Table 17:

**Table 17: Extent to which Parents' Marital Status Determines Involvement in Pre-primary School Activities, Frequency of Attendance of Meetings, Involvement in Volunteering Activities and Learning Material Development**

Extent of Determination of Parents' Marital Status	Involvement in School Activities		
	Frequency of Attendance of Meetings	Frequency of Involvement in Volunteering Activities	Frequency of Involvement in Learning Material Development
1	1	1	1
1	1	2	1
1	1	2	3
2	3	2	2
2	3	3	3
2	3	3	2
2	1	4	2
3	5	5	4
3	3	4	2
3	1	4	3
3	2	3	4
2	2	4	3
3	4	4	3

Source: Field Data (2024)

Table 17 demonstrates how parents' participation in Pre-primary learning institutions activities is largely influenced by their marital status. Put differently, it establishes the frequency of parental involvement in school functions, volunteer work, and curriculum creation. These results were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 18:

**Table 18: Pearson's Product Movement Correlation Analysis of the Relationship between Parents' Marital Status and Involvement**

		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>A</b>	Pearson Correlation	1	.584*	.791**	.637*
	Sig. (2-tailed)		.036	.001	.019
	N	13	13	13	13
<b>B</b>	Pearson Correlation	.584*	1	.520	.448
	Sig. (2-tailed)	.036		.069	.124
	N	13	13	13	13
<b>C</b>	Pearson Correlation	.791**	.520	1	.597*
	Sig. (2-tailed)	.001	.069		.031
	N	13	13	13	13
<b>D</b>	Pearson Correlation	.637*	.448	.597*	1
	Sig. (2-tailed)	.019	.124	.031	
	N	13	13	13	13

\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

Key: **A**- Extent of Determination of Parents' Marital Status; **B**- Frequency of Attendance of Meetings; **C**- Frequency of Involvement in Volunteering Activities; **D**- Frequency of Involvement in Learning Material Development

Table 18 demonstrates that parental marital status and participation in pre-primary school activities are positively correlated ( $r(13) = 0.584, 0.791, 0.637, p = 0.036, 0.001, 0.019$  at  $\alpha = 0.05$ ). These results provide more evidence that parents' participation in Pre-primary learning institutions activities is influenced by their marital status. How frequently parents volunteer, attend school functions, and provide learning resources for their preschool-aged children is significantly influenced by their marital status.

#### **4.6.2 Thematic Analysis**

Headteachers and parents' representatives mentioned in the interviews that one important factor influencing a parent's capacity to engage in pre-primary education is their marital status. According to Headteacher, H4,

*Parents who are either single or divorced sometimes find it difficult to balance family responsibilities such as feeding for their families and creating time to take part in pre-primary school activities.*

Parents' representatives also indicated that family responsibilities pose a challenge to single and separated parents who must shoulder all the tasks alone. This makes it hard for them to adequately participate in Pre-primary learning institutions academic activities. Just as noted in quantitative findings, these views supported those expressed by Blake (2013) that single-parenthood is a real challenge since, when not well planned, it denies parents adequate time to participate effectively in Pre-primary learning institutions activities. This is compared to instances where both parents are together such that tasks and they can dedicate time to participate in the Pre-primary learning institutions activities. From these mixed findings, parents' marital status is key to the success of children in their education since it determines the extent to which parents create time to participate in and monitor the academic undertakings and activities of children in pre-primary institutions.

#### **4.7 Parents' Attitude and Involvement in School Activities**

The study also sought to determine the influence of parents' attitudes on their children's participation in activities at pre-primary school activities. Descriptive data were collected from pre-primary school teachers and the results are shown in Table 19.

**Table 19: Views of Pre-primary School Teachers on the Influence of Parents' Attitude on Involvement in School Activities**

Summary of Test Items	SA %	A %	U %	D %	SD %
In pre-primary schools, parents do not believe in the early schooling of their children	25.2	8.4	7.6	51.3	7.2
Parents in pre-primary schools are interested to send their children to school and encourage to do well	66.4	13.4	3.4	11.8	5.0
Parents often encourage their children to study well at school and perform better in pre-primary schools	63.0	10.1	4.2	16.0	6.7
In pre-primary schools, parents feel that early education makes their children less productive, thus no need to participate	28.6	7.6	5.9	52.1	5.8
In pre-primary schools, parents believe that assisting their children with their academic activities is their role	33.6	6.7	5.0	47.9	6.8

**Source: Field Data (2024)**

Table 19 displays just over a quarter of early childhood educators, or 30(25.2), completely concurred with the statement that parents in pre-primary programs do not think that early education is important for their children. Similarly, 10 (8.4%) concurred. Conversely, 61(51.3%) disapproved, while 9(7.2%) were firmly opposed. Slightly over half, 9(7.6%), were indifferent. Notably, 16(13.4%) of the Pre-primary learning institutions instructors and slightly more than two-thirds, or 79(66.4%), instructors at the pre-primary educational institutions completely concurred that parents in these schools are interested in sending their children to school and encouraging them to do well. Nonetheless, 6(5.0%) were firmly opposed, 14(11.8%) disapproved, and 4(3.4%) were unsure. These results support the claims made by Parsons et al. (2012) that elementary-level students' views of their learning ability are negatively impacted by

feedback they receive from their parents if those parents have negative attitudes regarding their children's education. This suggests that parents' views are crucial to their ability to participate in early childhood educational events. Put another way, a major factor influencing how frequently a kid participates in preschool-level educational activities is the mindset of the parent towards the child's education. In other words, parents' expectations and responses to their kids' objective learning results are influenced by their attitudes and views about their offspring' ability. The majority of the teachers—75, or 63.0%—strongly agreed with the statement that parents frequently motivate their kids to do well in school and get better grades. Twelve, or 10.1%, also agreed. On the other hand, 5 (4.2%) disapproved, 19 (16.0%) disapproved, and 8 (6.7 percent) severely objected.

These results support the claims made by Moon and Ivins (2014) that parents' views, perceptions, and degree of fulfillment with their children's performance in early childhood education are some ways that parents in Nicaragua may express their perceptions of their children's competence. Moon and Ivins (2014) claim that by expressing their satisfaction or dissatisfaction, parents assist youngsters in understanding objective information, such grades or test results from standardized assessments. Children might then utilize this knowledge to create their own impressions of themselves. This suggests that parents watch their children through a filter of both consciously and unconsciously thoughts, ideologies, and attitudes, and that filter shapes how they interpret their children's behavior when they have the correct attitude and accurate perceptions.

Table 19 reveals that, along with 9 (seven.6%) who completely concurred, 34 (28.5 percent) of the pre- elementary school instructors agreed that parents believe early education reduces a child's productivity, thus there's no need for them to participate.

But 7 (or 5.9%) disapproved, 62 (52.1 percent) disagreed, and 7 (or 5.8 percent) severely objected. This suggests even further that the emotions and worldviews of parents have a significant effect on how their children behave in the classroom. Table 19 data also show that 40 (33.6%) Pre-primary learning institutions instructors intensely approved with the statement that parents in pre-primary schools think it is their responsibility to help their children with their academic tasks. Simultaneously, 8 (6.7 percent) also concurred. Nonetheless, 57 (47.9%) disapproved, 8 (6.6%) completely disapproved, and 6 (5.0%) were unsure. This supports the findings of a research project in Kakamega County by Achoka (2016), who establish that the attitudes of parents are primarily evaluated in terms of the temperateness and approval or the distantness and refusal present in the parent-child connection, plus the degree to which parents are lax or strict in the boundaries they impose on their offspring.

Nancy (2010) conducted research in the Yatta Sub-county and found a strong correlation between The views of youngsters of their own academic proficiency and parents' satisfaction levels with their Pre-primary learning institutions performance. Nancy (2010) found that children in pre-primary schools whose parents valued math accomplishment more had more positive self-perceptions about their ability to succeed in school. This suggests that parents' favorable opinions of their children's early schooling are important and inspire them to achieve well.

#### **4.7.1 Inferential Analysis**

To verify the possibility of a relationship between parents' attitude and involvement in Pre-primary learning institutions activities, data were collected on the extent (Great Extent = 3, Low Extent = 2 and Not Sure = 1) to which attitude determines parents' involvement in pre-primary school activities and frequency of attendance of meetings,

involvement in volunteering activities and involvement in learning material development for learners. Results are shown in Table 20:

**Table 20: Extent to which Parents' Attitude Determines Involvement in Pre-primary School Activities, Frequency of Attendance of Meetings, Involvement in Volunteering Activities and Learning Material Development in Schools**

Extent of Determination of Parents' Attitude	Involvement in school activities		
	Frequency of Attendance of Meetings	Frequency_of Involvement in Volunteering Activities	Frequency of Involvement in Learning Material Development
1	1	1	1
2	1	2	1
2	1	2	3
2	3	2	2
2	3	3	3
2	3	3	2
2	1	4	2
3	5	5	4
3	3	4	2
2	1	4	3
3	2	3	4
2	2	4	3
3	4	4	3

**Source: Field Data (2024)**

Table 20 shows that, to a great extent, parents' attitude is a major determinant of their involvement in the academic activities of their children in pre-primary schools. It determines how often they participate in school meetings, volunteering activities and learning material development. These results were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 21:

**Table 21: Pearson's Product Movement Correlation Analysis of the Relationship between Parents' Attitude and Involvement in School Activities**

		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>A</b>	Pearson Correlation	1	.642*	.674*	.630*
	Sig. (2-tailed)		.018	.012	.021
	N	13	13	13	13
<b>B</b>	Pearson Correlation	.642*	1	.520	.448
	Sig. (2-tailed)	.018		.069	.124
	N	13	13	13	13
<b>C</b>	Pearson Correlation	.674*	.520	1	.597*
	Sig. (2-tailed)	.012	.069		.031
	N	13	13	13	13
<b>D</b>	Pearson Correlation	.630*	.448	.597*	1
	Sig. (2-tailed)	.021	.124	.031	
	N	13	13	13	13

\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

Key: **A**- Extent of Determination of Parents' Attitude; **B**- Frequency of Attendance of Meetings; **C**- Frequency of Involvement in Volunteering Activities; **D**- Frequency of Involvement in Learning Material Development

Table 21 shows that there is a positive correlation between parents' attitude and involvement in Pre-primary learning institutions activities ( $r(13) = 0.642, 0.674, 0.630$ ,  $p = 0.018, 0.012, 0.021$  at  $\alpha = 0.05$ ). These findings further support the fact that parents' attitude determines their involvement in Pre-primary learning institutions activities. Their belief system and perceptions determine how often they attend school meetings, participate in volunteering activities and learning material development for their children in pre-primary schools.

#### 4.7.2 Thematic Analysis

During the interviews, the advocates of parental figures and administrators also mentioned that, to some extent, parents believe in the early education of their children.

They noted;

*In our school, parents believe that early education is key to future academic growth and development. Despite their demanding family chores, they attend pre-primary education activities since they value the early education of their children.*

These views further support the perspectives held by Parsons *et al* (2012) that, if parents of Pre-primary learning institutions learners possess unfavorable opinions about the children's schooling, then the feedback that Pre-primary learning institutions learners of such parents receive has a negative influence on the learners' perceptions of their academic competence. As noted earlier, these views further point to the fact that, to effectively attend Pre-primary learning institutions activities, parents' attitudes play an important role. With the right attitude and non-faulty perceptions, Parents' perceptions of the conduct of their children are shaped by a filter of both consciously and unconsciously thoughts, opinions, and beliefs that they use to watch them. In other words, positive parents' perceptions towards their early education are crucial and motivate learners to perform.



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## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter summarizes the key study findings, conclusions, recommendations, and proposals for further research, as mentioned in the research goals.

#### 5.1 Summary of Research Findings

The next part presents an overview of the investigation's results that reflect the purposes of the research, which included evaluating the impact of parents' educational level, occupations, marital status and attitude in pre-primary educational activities.

##### 5.1.1 Levels of Parents' Involvement in School Activities

The research found that parents rarely participate in pre-primary education. They rarely attend school meetings, participate in volunteering activities and learning material development. This indicates that parents' involvement in key activities in pre-primary schools has been a challenge, although such activities play a major role in the holistic growth of children.

##### 5.1.2 Parents' Level of Education and Involvement in School Activities

The investigation proved that the majority of parents with children in pre-primary schools have basic education from primary to postgraduate qualifications. This points to the fact that education level is regarded as an important ingredient that enables parents to effectively participate in pre-primary education. However, the study established that parents with no academic qualifications rarely participate in school activities while those with basic primary education, certificates, diplomas, degrees and postgraduate qualifications take part in academic activities in pre-primary schools. This indicates that, with education, parents understand the value of early education and thus, their roles in pre-primary schools.

With education, parents can support the Pre-primary learning institutions work and the likelihood that literate parents would engage in school-related or literacy-fostering tasks with youngsters, in addition to their capacity to assist their children with completing their schoolwork or provide guidance on challenging assignments. This was supported by the inferential analysis ( $r(13) = 0.555, 0.639, 0.661, p = 0.049, 0.019, 0.014$  at  $\alpha = 0.05$ ) which showed, to a great extent, an association between caregivers educational attainment and their ability to participate in pre-primary education. In summary, level of education is a key ingredient that empowers parents to effectively and frequently attend school meetings, participate in volunteering activities and learning material development for their children in schools.

### **5.1.3 Parents' Occupations and Involvement in School Activities**

From the study findings, parents undertake different kinds of occupations as a source of livelihood. Most of the parents are engaged in subsistence farming, self-employment, formal employment, general labour and business activities in that order, which has had a great influence on their ability to participate in pre-primary education. The study established that those who work as general labourers find it difficult to attend school activities compared to self-employed parents. This is because, with self-employment, parents can plan their time effectively and participate in the academic activities of their children in Pre-primary learning institutions settings.

Concerning formal employment, parents lack the time and permission to partake in school activities. In summary, these findings affirm the fact occupations of parents act as major determinants of their effective involvement in Pre-primary learning institutions activities. As noted earlier, economic engagements, though important, take much of parents' time with little left to attend to the academic demands of their children and thus, not able to participate in preschool activities.

This was corroborated by the inferential analysis ( $r(13) = 0.684, 0.689, 0.553, p = 0.010, 0.009, 0.050$  at  $\alpha = 0.05$ ), which showed a positive correlation between the occupations of parents and their involvement in learning institutions activities.

#### **5.1.4 Parents' Marital Status and Involvement in School Activities**

From the mixed findings, it is evident that most parents of Pre-primary learning institutions learners are married with a few of them being single, separated or divorced and this has had a net effect on their involvement in Pre-primary learning institutions activities. The study established that single parent, separated or divorced family status makes it hard for them to create time and attend school activities. This is attributed to the fact that the only parent may not have adequate time to participate effectively in Pre-primary learning institutions activities. However, married couples share responsibilities and thus create time to participate in the pre-primary learning institutions activities. This further indicates that the role of family and marital status of parents is a key determinant of involvement in Pre-primary learning institutions activities. The inferential analysis ( $r(13) = 0.725, 0.561, 0.733, p = 0.005, 0.046, 0.004$  at  $\alpha = 0.05$ ) also indicated that there is a positive correlation between parents' marital status and involvement in Pre-primary learning institutions activities.

#### **5.1.5 Parents' Attitude and Involvement in Pre-primary School Activities**

From the study findings, parents' attitude influences their involvement in Pre-primary learning institutions activities. Parents believe in the early education of their children, show interest in the success of their children and understand the value of assisting their children with homework activities. Thus, as noted earlier, to effectively attend Pre-primary learning institutions activities, parents' attitudes play an important role. In other words, the attitude of parents towards the education of their children is a key determinant of how often they take part in preschool activities.

Inferential analysis ( $r(13) = 0.642, 0.674, 0.630, p = 0.018, 0.012, 0.021$  at  $\alpha = 0.05$ ) also showed that there is a positive correlation between parents' attitude and involvement in Pre-primary learning institutions activities. Parents' belief systems and perceptions determine how often they attend school meetings, participate in volunteering activities and learning material development for their children in pre-primary schools.

## **5.2 Conclusions**

Drawing from the study findings, it is evident that parents rarely participate in pre-primary education. They rarely attend school meetings, participate in volunteering activities and learning material development. Majority of parents with children in pre-primary schools have basic education from primary to postgraduate qualifications. However, the study established that parents with no academic qualifications rarely participate in school activities while those with basic primary education, certificates, diplomas, degrees and postgraduate qualifications take part in academic activities in pre-primary schools.

From the study findings, it is also evident that parents undertake different kinds of occupations as a source of livelihood. Most of the parents are engaged in subsistence farming, self-employment, formal employment, general labour and business activities. However, those who work as general labourers, as well as those in formal employment, find it difficult to attend school activities compared to self-employed parents. Most parents of pre-primary learning institutions learners are married with a few of them being single, separated or divorced and this has had a net effect on their involvement in pre-primary learning institutions activities. The study established that single parent, separated or divorced family status makes it hard for them to create time and attend school activities.

This is attributed to the fact that the only parent may not have adequate time to participate effectively in pre-primary learning institutions activities. However, married couples share responsibilities and thus create time to participate in the Pre-primary learning institutions activities. From the mixed findings, parents' attitude influences their involvement in Pre-primary learning institutions activities. Parents believe in the early education of their children, show interest in the success of their children and understand the value of assisting their children with homework activities.

### **5.3 Recommendations for Practice**

The research suggests the following actions:

- i. On parents' educational level and involvement, the investigation suggests that the Ministry of Education set up meetings and conferences to educate caregivers about their function as interested parties in early childhood education and the importance of participating in their children's school learning experiences.
- ii. On parents' occupations and involvement in Pre-primary learning institutions activities, the study recommends that parents should plan their time well, despite their workplace commitments, so that they can effectively participate in Pre-primary learning institutions activities for the benefit of their children.
- iii. On parents' marital status and involvement in Pre-primary learning institutions activities, the study recommends that parents should value the education of their children regardless of their marital status and participate in their Pre-primary learning institutions activities.
- iv. On parents' attitude and involvement in Pre-primary learning institutions activities, parents should understand the value of education and thus inculcate a positive attitude towards early education of their children as a tool for holistic academic growth and development.

### 5.3.1 Recommendations for Further Research

The report provides these suggestions for future investigations:

- i. A study should be undertaken to assess how headteachers' management practices influence parents' involvement in pre-primary learning institutions activities;
- ii. A study should be carried out to examine the influence of government policy on parents' involvement in pre-primary learning institutions activities, and;
- iii. A study should be carried out to determine how teacher attitude influence parents' involvement in pre-primary learning institutions activities.



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## APPENDIX I

### LETTER OF INTRODUCTION

May 2021

Dear Sir/Madam,

#### RE: PERMISSION TO CARRY OUT RESEARCH

At Mount Kenya University, I am enrolled in a Master of Education program on Early Childhood Studies. My research is about **Determinants of Parents' Involvement in Public Pre-primary School Activities in Yatta Sub-county, Machakos County, Kenya**. You were selected for involvement in an investigation with a view to do this. With the greatest of gratitude, I request that everyone responding to engage completely in the research. This information will solely be employed to serve educational purposes; your identity will not be revealed in the publication. You will get access to the investigation's results on demand.

I truly value your collaboration and support.

Regards

Yours faithfully,

Paul Musyoki Makau



### APPENDIX III

#### QUESTIONNAIRE FOR PRE-PRIMARY SCHOOL TEACHERS

Respected responder,

The investigator is a student at Mount Kenya University pursuing a Master of Education in Early Childhood Studies degree. My topic of research is **Determinants of Parents' Involvement in Public Pre-primary School Activities in Yatta Sub-county, Machakos County, Kenya**. Your provided details will be kept private and utilized exclusively for the purpose of this investigation.

#### Section A: Demographic Information

*Instruction: Double-check the relevant response and complete the areas supplied.*

1. Gender:

Male

Female

2. Highest qualification

Certificate

Diploma

Degree

Post-graduate

#### Section B: Levels of Parents' Involvement in School Activities

1. Kindly assign a grade to each stage of involvement of parents in the following activities in your pre-elementary institutions

Indicators of School Activities	Good	Fair	Below Average
Attendance of school meetings			
School visits			
Volunteering activities			
Involvement in material development for learners			

2. On a scale of 1-5, rate how often parents participate in the following pre-primary school activities

Parents' Involvement Activities	Very Often	Often	Sometimes	Rarely	Never
	5	4	3	2	1
Attendance of school meetings					
Volunteering activities					
Involvement in material development for learners					

### Section C: Parents' Level of Education and Involvement in School Activities

1. What is the highest level of education for parents of pre-primary school learners in your school?

No formal education [ ]

Primary [ ]

Secondary [ ]

Diploma [ ]

Bachelors' Degree [ ]

Postgraduate [ ]

2. Please assess the degree to which your parents' levels of education determines their participation in pre-primary school activities

Great (3) [ ]

Low (2) [ ]

Not Sure (1) [ ]

3. Determine whether you concur with the following statements on how parental' educational level affects their participation in pre-primary school activities

Key: SA-Strongly agree. A = Agree, U = Undecided, D = Disagree, and SD = Strongly Disagree.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my early childhood school, parents with no academic qualifications rarely participate in school activities					
2	Having primary education has enabled parents to participate in academic activities in my early childhood school					
3	Lack of basic certification has not improved the ability of parents to take part in academic activities in my early childhood school					
4	In my early childhood school, many parents have a diploma and degree qualifications that have enabled them to participate in school activities					
5	Having postgraduate qualifications has enabled parents in my Early childhood learning institutions to effectively participate in school meetings and other functions					

#### Section D: Parents' Occupations and Involvement in Pre-primary School Activities

1. Mark some of the occupations of most parents of your pre-primary school

learners

General laborer [ ]

Self-employment [ ]

Salaried employment [ ]

Farming [ ]

Business [ ]

2. Evaluate the degree by which, on a rating system of 1 to 3, parents' occupations determine their involvement in pre-primary school activities

Great Extent (3) [ ]

Low Extent (2) [ ]



No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my early childhood school, learners come from single-parent families which make it hard for them to create time and attend school activities					
2	In my early childhood school, many parents are married and thus take time to participate in their children's education					
3	Family status of the parents of my Early childhood learning institutions learners does not allow them to participate in school activities					
4	Parents who are divorced rarely take part in academic activities of their Early childhood learning institutions children					
5	In my early childhood school, parents who are separated usually have no time to participate in their children's academic activities					

#### Section F: Parents' Attitude and Involvement in School Activities

1. On a rating system of 1-3, rate the extent to which parents' attitude determines their involvement in preschool activities

Great Extent (3)      [   ]

Low Extent (2)      [   ]

Not Sure (1)      [   ]

2. Would you kindly indicate how much you agree with statements on the influence of influence of parents' attitudes on their involvement in preschool activities

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my early childhood school, parents do not believe in the early education of their children					
2	Parents in my Early childhood learning institutions are interested to send their children to school and encourage to do well					
3	Parents often encourage their children to study well at school and perform better in my early childhood school					
4	In my early childhood school, parents feel that early education makes their children less productive thus no need to participate					
5	In my early childhood school, parents do believe in assisting their children with their academic activities					

Thank you

Paul Musyoki Makau

**APPENDIX IV**  
**INTERVIEW GUIDE FOR HEADTEACHERS AND PARENTS’**  
**REPRESENTATIVES**

Dear interviewee,

**Section A: Demographic Information**

1. Gender:.....
2. What would be your most advanced degree?.....

**Section B: Levels of Parents’ Involvement in School Activities**

1. What are the levels of involvement of parents in academic activities in your preschool?  
.....  
.....
2. On a rating system of 1-5, how frequently do parents participate in academic activities in your pre-primary school?  
.....  
.....

**Section C: Parents’ Level of Education and Involvement in School Activities**

1. In your school, what is the greatest educational attainment of parents of learners in your pre-primary school?  
.....
2. On a scale of 1-3, how much a parent's educational level influences their engagement in preschool activities?  
.....  
.....

3. How much a parent's educational attainment influences their participation in preschool activities?

.....  
.....

**Section D: Parents' Occupations and Involvement in Pre-primary School Activities**

1. What are some of the occupations of parents of your pre-primary school learners?

.....  
.....

2. On a scale of 1-3, what is the extent to which parents' occupations determine their involvement in preschool activities?

.....  
.....

3. How do parents' occupations influence their involvement in pre-primary school activities?

.....

**Section E: Parental Marital Status and Involvement in School Activities**

1. What is the marital status of the parents of your pre-primary school pupils?

.....  
.....

2. On a scale of 1-3, what is the degree to which parents' marital status determines their contribution in preschool activities?

.....  
.....

3. To what degree to which parents' marital status influence their engrossment in preschool activities?

.....  
.....

**Section F: Parents' Attitude and Involvement in pre-primary school activities**

1. On a scale of 1-3, to what extent does parents' attitude determine their involvement in preschool activities?

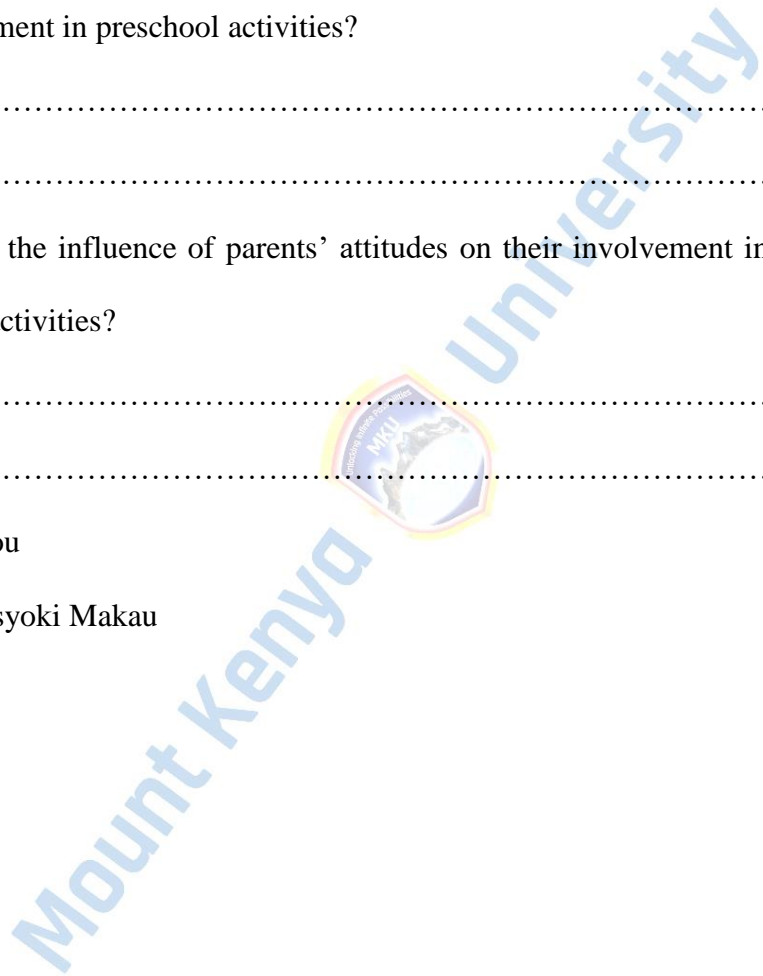
.....  
.....

2. What is the influence of parents' attitudes on their involvement in pre-primary school activities?

.....  
.....

Thank you

Paul Musyoki Makau



## APPENDIX V

### ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REF: **MKU/ERC/1488**

TO: **PAUL MUSYOKI MAKAU**

REG: **MECS/2017/77965**

Date: 29 January 2020

Dear Sir/Madam,

**RE: DETERMINANTS OF PARENTS PARTICIPATION IN PRE-PRIMARY EDUCATION IN YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **889**. The approval period is .

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

**The Chairman**  
**Mount Kenya University**  
**Ethics Review Committee**  
**P. O. Box 342 - 0100, Thika**

**Prof. Francis W. Muregi**  
**Chairman, Mount Kenya University IERC**

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,

Cell: +254 720 790 796, 0709 153 000

Email: info@mku.ac.ke, Web: www.mku.ac.ke

Chartered and ISO 9001 : 2015 Certified Institution.

**Unlocking Infinite Possibilities**

**APPENDIX VI**  
**INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE  
STUDIES OF MOUNT KENYA UNIVERSITY**



**DIRECTORATE OF GRADUATE STUDIES**

---

MECS/2017/77965

24<sup>th</sup> February, 2021

*The Director, Research Coordination Division  
National Commission for Science, Technology & Innovation  
Utalii House, 8<sup>th</sup> & 9<sup>th</sup> Floor  
P.O Box 30623- 00100  
NAIROBI*

Dear Sir/Madam,

**RE: PAUL MUSYOKI MAKAU - REGISTRATION NO. MECS/2017/77965**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the Department of **Early Childhood Studies** in the School of Education.

The title of his research is *"Determinants of Parents Participation in Pre-Primary Education in Yatta Sub-County, Machakos County, Kenya."*

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between **February and April, 2021**.

Any assistance accorded to him will be highly appreciated.

Thank you.

Mount Kenya University  
P. O. Box 342 - 01000, THIKA  
Office of the Director  
Graduate Studies

*For* **Dr. Samuel M. Karenga, Ph.D.**  
**Director, Graduate Studies**  
Enc.

**APPENDIX VII**  
**AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR**  
**SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI**



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 840351

Date of Issue: 18/March/2021

**RESEARCH LICENSE**



This is to Certify that Mr.. PAUL MAKAU MUSYOKI of Mount Kenya University, has been licensed to conduct research in Machakos on the topic: DETERMINANTS OF PARENTS' PARTICIPATION IN PRE-PRIMARY EDUCATION IN YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA for the period ending : 18/March/2022.

License No: NACOSTI/P/21/9435

840351

Applicant Identification Number

Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.

APPENDIX VIII

RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER,  
MACHAKOS



**OFFICE OF THE PRESIDENT**  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL  
GOVERNMENT

Telephone: 21009 and 21983 - 90100  
Email Address: [countycommasaku@gmail.com](mailto:countycommasaku@gmail.com)  
Fax No. 044-21999

OFFICE OF THE  
County Commissioner  
P.O. Box 1 - 90100  
MACHAKOS.

When replying please quote

REF:CC/ST/ ADM 5/9 VOL I /295

30<sup>th</sup> March 2021

Deputy County Commissioner  
YATTA SUB-COUNTY

**RE: RESEARCH AUTHORIZATION – PAUL MAKAU MUSYOKI**

This is to confirm that *Mr. Paul Makau Musyoki* of *Mount Kenya University* has been authorized to carry out a research on '*Determinants of Parents' Participation in Pre-Primary Education in Yatta Sub-County, Machakos County, Kenya* for a period ending 18<sup>th</sup> March 2022.

Kindly accord him the necessary support to enable him achieve his goal.

Thank you.

A handwritten signature in black ink, appearing to read 'E. Omojo'.

ELIJAH OMOYO  
for: COUNTY COMMISSIONER  
MACHAKOS

APPENDIX IX

RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF  
EDUCATION, MACHAKOS

**MINISTRY OF EDUCATION**

STATE DEPARTMENT OF BASIC EDUCATION  
AND EARLY LEARNING

Telegrams: "SCHOOLING" Machakos  
Telephone: Machakos (  
Fax: Machakos  
Email -[cdemachakos@yahoo.com](mailto:cdemachakos@yahoo.com)  
**When replying please quote**



OFFICE OF THE  
COUNTY DIRECTOR OF  
EDUCATION  
P.O. BOX 2666-90100,  
**MACHAKOS**

MKS/ED/CDE/R/4/VOL.4/191

Date: March 30, 2021.

Paul Makau Musyoki  
Mount Kenya University

**RE: RESEARCH AUTHORIZATION**

Reference is made to the letter from National Commission for Science,  
Technology and Innovation Ref: **NACOSTI/P/21/9435** dated  
**18<sup>th</sup> March, 2021.**

You are hereby authorized to carry out your research on "**Determinants  
of Parents' Participation in Pre-Primary Education in Yatta Sub-county,  
Machakos County.**" for a period ending **18<sup>th</sup> March, 2022.**

  
SIMON NJIRU

FOR: COUNTY DIRECTOR OF EDUCATION

**MACHAKOS**



**APPENDIX X**  
**RESEARCH AUTHORIZATION LETTER FROM COUNTY GOVERNMENT**  
**OF MACHAKOS**



REPUBLIC OF KENYA  
COUNTY GOVERNMENT OF MACHAKOS  
OFFICE OF THE COUNTY SECRETARY

Telephone: +254-202004086  
Email: [info@machakosgovernment.co.ke](mailto:info@machakosgovernment.co.ke)  
[countysecretary@machakosgovernment.co.ke](mailto:countysecretary@machakosgovernment.co.ke)

Machakos Highway  
P.O Box 1996-90100  
Machakos, Kenya

*When replying please quote:*

OUR REF: GMC/2/CS/GEN/VOL.1/116

31<sup>st</sup> March, 2021

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CARRY OUT RESEARCH- PAUL MUSYOKI MAKAU

I trust this finds you well.

The above named student at Mount Kenya University has been granted the authority to carry out a research on 'Determinants of parents participation in pre-primary education' in Yatta Sub County, Machakos County for a period ending 18<sup>th</sup> March, 2022.

He will carry out the research under the leadership of the Chief Officer, Department of Education and Skills training.

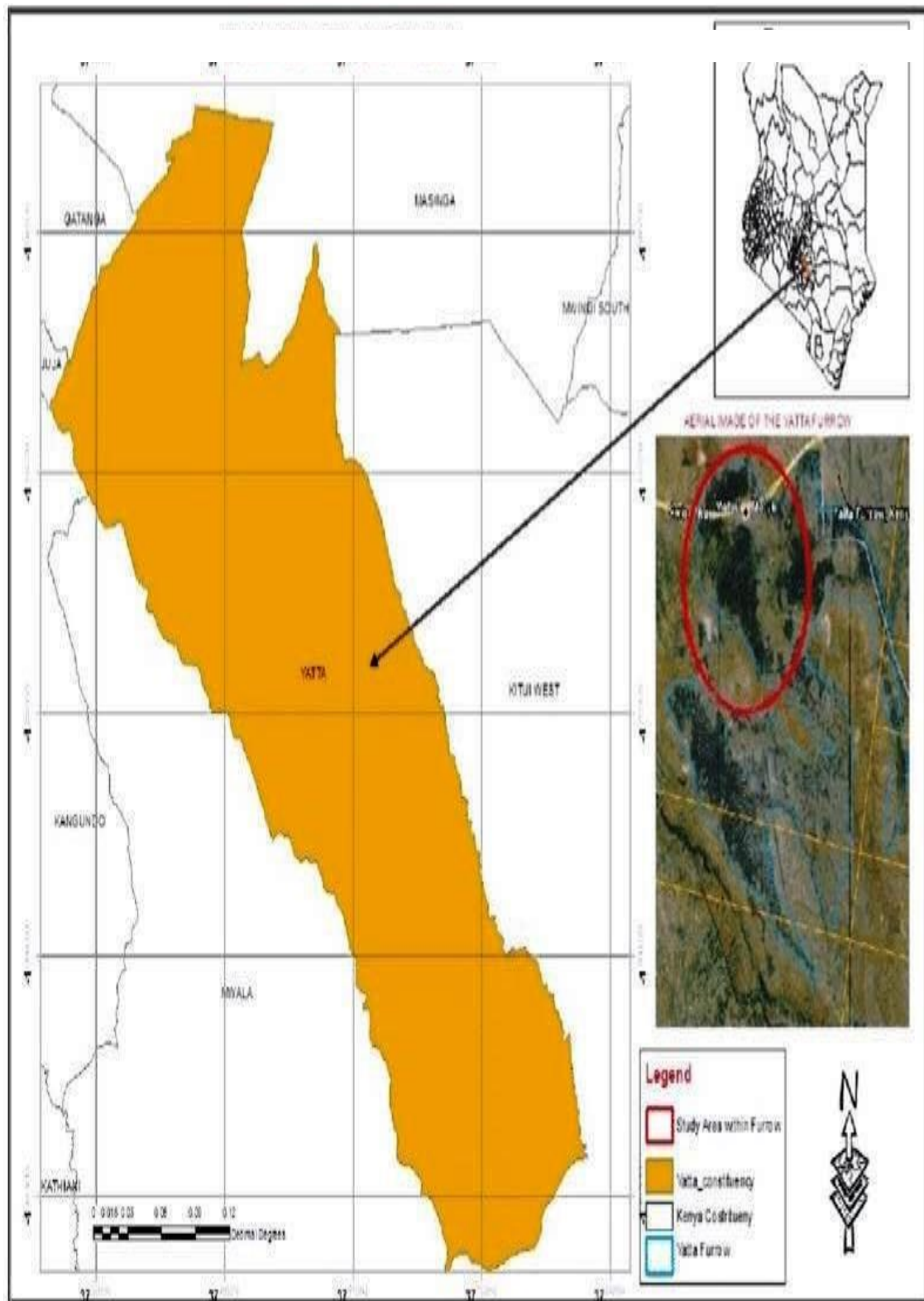
Please accord him the necessary assistance.

TIMOTHY G. JAMES  
CHIEF OFFICER-ADMINISTRATION AND  
OFFICE OF THE COUNTY SECRETARY



Cc: Chief officer - Education and Skills training.

**APPENDIX XI**  
**THE MAP OF KENYA SHOWING YATTA SUB-COUNTY IN MACHAKOS COUNTY**



**Source: Independent Electoral and Boundaries Commission (2012)**

**APPENDIX XII**  
**SIMILARITY INDEX REPORT**

DETERMINANTS OF PARENTAL INVOLVEMENT IN PUBLIC PRE-PRIMARY SCHOOL ACTIVITIES IN YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA

ORIGINALITY REPORT



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