

**INFLUENCE OF HOME-BASED LEARNING SUPPORT ACTIVITIES ON  
ACADEMIC PERFORMANCE AMONG PRE-SCHOOL LEARNERS IN  
PUBLIC SCHOOLS IN MIRANGINE SUB-COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN  
PARTIAL FULFILLMENT FOR THE AWARD OF DEGREE OF MASTER OF  
EDUCATION IN EARLY CHILDHOOD STUDIES OF  
MOUNT KENYA UNIVERSITY**

**NOVEMBER 2015**

## **ABSTRACT**

The purpose of the study was to analyze the influence of home-based learning support activities on preschooler`s academic performance in Mirangine Sub-County. Post preschooler`s in the recent past recorded poor performance in continuous assessment tests as claimed in Mirangine Sub-County Deputy Directors` Education Report of the year 2014. The purpose of the study therefore was to establish the relationship between home-based learning support activities and academic performance among preschooler`s in public primary schools in the Sub-County. The study adopted descriptive survey research design and targeted preschool teachers, top class children and their parents/guardians. Simple random technique was used to get the study sample which constituted 11 school teachers, 72 preschoolers and 72 parents/guardians. Data was collected through questionnaire and documentary analysis. Validity and reliability of the instrument was established through expert opinion and test- retest technique respectively. Data was analyzed using Pearson`s Product Moment Correlation Coefficient, frequency counts and percentages. Data analysis was done with the help of computer program (Statistical Package for Social Science) version 21.0. The study found that home-based learning support activities contributed to better performance in most cases. Differences were found in performances with learners from families who implemented home-based learning support activities performing better than learners from families who did not in the average scores. However, it was noted that not all learners from families that implemented home-based learning support activities performed better and vice versa. The study found that home environment was critical in the academic performance of preschoolers, as learning either at home or school occurred through the home environment. The study recommended that parents\guardians create a home environment that promote learning and reinforces what is taught in school while preschool teachers should encourage parents\guardians to participate fully in their children`s education as it is a determinant to their performance. The study recommends to the Ministry of Education Science and Technology and other education stakeholders to design policies that can enhance home-based learning support activities among preschoolers.