

**INFLUENCE OF HOME LITERACY CONTEXT ON LITERACY SKILLS  
DEVELOPMENT AMONG PRE-PRIMARY SCHOOL CHILDREN IN KALOLENI  
SUB - COUNTY, KILIFI COUNTY; KENYA**

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## DECLARATION AND APPROVAL

### Declaration

This research proposal is my original effort and has never been presented for any academic award in any institution.

Signature 

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### Approval

This proposal is being submitted for review with our approval as University supervisors

Signature..... 

Date.....4th November 2023

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## DEDICATION

This research is dedicated to my beloved wife and children for their best wishes and moral support throughout my study programme. I would also like to dedicate this research thesis to myself for not giving up despite the huddles I came across in pursuit of academic success.



## ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisor, Dr. Nancy Cheseto for her invaluable guidance throughout the study process. He was ready to sacrifice his precious time to guide and advise me on key and important areas of study. I also recognize the great support and knowledge I gained from my lecturers. They indeed sacrificed their time to generously pass their knowledge through the material which was organized during the weekends.



## ABSTRACT

Globally, scholars have highlighted that home literacy context influence literacy skills development among learners and their home literacy context is key and important with this regard. In Kaloleni Sub-County Kenya however, pre-primary school children generally have poor literacy skills prompting the need for the present study to try and find out home literacy contexts and how the influence pre-primary school learners literacy skills development. The reason for this study was to assess the effect of home literacy context on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya. To achieve this, the following objectives were addressed; to investigate the influence of environmental print on literacy skills development among pre-primary school children, to ascertain the influence of child home literacy habits on literacy skills development among pre-primary school children, to examine the influence of home literacy resources on literacy skills growth among pre-primary school children and to determine the influence of parental home literacy habits on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya. Parents, schools, teachers and pre-primary school learners were expected to benefit from the study outcomes. A review of literature guided by the objectives attests to the influence of the independent variables on the dependent variable. The bio-ecological approach and emergent literacy model guided the study. A quasi-experimental study design was used and the target populace were pre-primary school children in Kaloleni Sub-County, Kilifi County. A sample of 90 respondents (10 teachers, 40 grade 1-2 pupils and their parents=40) were used and sampled through simple random sampling and purposive sampling. Set ELSD test and questionnaire were used to collect data from pupils, parents and teachers. Validity of these tools was ascertained through expert and peer reviews while Cronbach's Alpha coefficient was used to test their reliability. Gathered quantitative data was analyzed descriptively (frequencies and percentages) and inferentially (linear regression) and presented in tables and figures. All logistical and ethical issues pertaining to research were observed.

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## LIST OF ABBREVIATIONS AND ACRONYMS

**ANOVA:** Analysis of Variance

**ELS:** Emergent Literacy Skills

**ELSD:** Literacy skills development

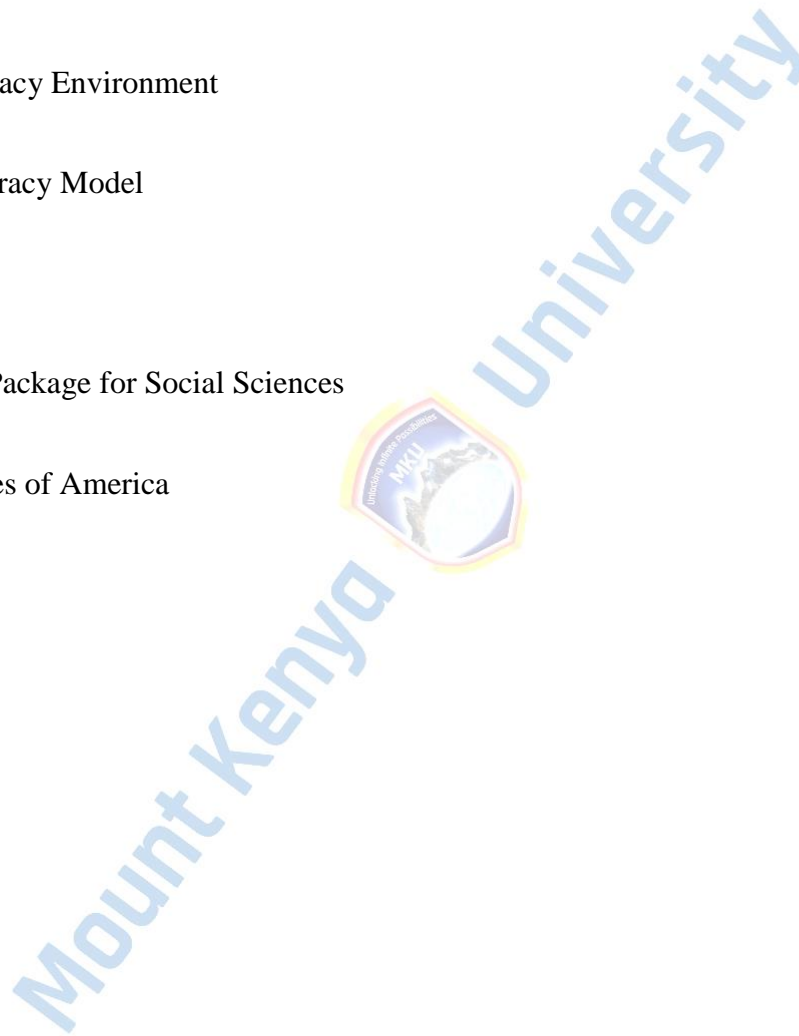
**HLE:** Home Literacy Environment

**HLM:** Home Literacy Model

**NACOSTI:**

**SPSS:** Scientific Package for Social Sciences

**USA;** United States of America



## **CHAPTER ONE**

### **INTRODUCTION.**

#### **1.1: Background of the Study**

Children's development of literacy skills lays the groundwork for their future literacy and academic success. They differ greatly in the skills they bring to formal reading instruction, such as oral language, phonological awareness, and print knowledge; the home literacy environment (HLE) that they encounter during their preschool years then affects these foundational skills. (Niklas, Tayler, & Schneider, 2015). Vuong et al. (2021) in their study suggested that early adult intervention is needed to stimulate children's word knowledge as without it children will be unable to encode and decode inputs on their own. Therefore, the development of children's literacy takes place in a collaborative setting that includes literate homes and classrooms where parents and teachers promote literacy-related activities (Vygotsky, 1978; Tiemensma, 2008).

The interactions, resources, and attitudes that children encounter at home with regard to literacy are collectively referred to as the HLE (Neaum, 2012; Doyle 2012). Reading and writing in support of household chores and routines: creating lists, filling out forms, writing emails and brief messages, taking notes, reading labels and instruction manuals, reading and writing required for shopping, paying accounts, or giving instructions to others, reading and writing to communicate: texting, e-mails, cards, letters, and social network sites; reading and writing for pleasure: books, magazines, newspapers, internet, and social network sites; and reading and writing related to work done at home: any of the following are examples of home language exchanges (HLEs) perusing non-fictional books, writing reports or strategic plans, preparation of invoices, receiving and sending job-related e-mails (Neaum,2012; Doyle 2012).

Literature on parent-child shared book reading indicates that the frequency of reading to children is a significant predictor of children's language and literacy development (Dickinson, Griffith, & Golinkoff, 2012). The amount of time spent having shared reading experiences and the quantity of books in a home are positively correlated with the development of literacy skills (Froiland, Powell, Diamond, & Son, 2013).

The regularity of reading books to youngsters has a substantial effect on a child's overall literacy development. Several studies have stated there is a relationship between reading frequency and early literacy skills (Otaiba et al., 2010; Sawyer et al., 2014). Regular reading by parents helps them become more sensitive to their child's language proficiency, which in turn makes it easier to adopt tactics that enhance children's contributions and comprehension. Children's interest in books is subsequently piqued, which results in more regular book-sharing occasions (Whitehurst, 2011). In other words, a child is likely to feel that way about reading for the rest of their life if their early book and reading experiences are exciting, entertaining, and pleasant.

Studies in the USA indicate a very strong link between the extent of literacy materials (newspapers, magazines, books, dictionaries) in the home and children's reading test scores at ages 9, 13 and 17 (Burchinal & Forestieri 2011; Barone 2011). The most important factor in the development of literacy in young children is the nature of their relationships with the adults in their family. Early children who grow up in families with more engaging literature and artifacts acquire language skills more quickly.

A study by Lin, Molgaard, Wishard, and Cohen (2023) on young children and families' home literacy and technology practices before and during COVID-19 in America showed a decrease in

home book reading, storytelling, writing, and game playing during COVID-19 home learning and an increase in child technology usage for school-related educational programmes by learners at home, before and during COVID-19.

The study however differs in context from the present study as it focused on technology utilization by children in the homes based on their socioeconomic backgrounds whereas the current study emphasizes on the child's home literacy practices in general and not just from watching television. Chan and Foon (2008) said that their research in China presented the educational journey of a four-year-old youngster who was inspired to become an emerging writer by her parents and instructor through environmental print. Within the course of a year, her writings underwent multiple stages of development, and her early, impulsive writing attempts greatly aided in her evolution into a reasonably autonomous and self-assured writer. This study however defers from the present study by design and sample as it only focused on a single child. The study also did not show how environmental print specifically influenced the said improvement in the child's writing skills issues to be addressed by the current study.

Young-Suk (2009) examined the association between home literacy practices and Korean children's developmental trajectories for emergent literacy and conventional literacy skills. She found that some students participated in home reading literacy activities. This raises questions about home literacy habits. Children's emergent and conventional literacy skills in Korean were favorably correlated with frequent reading at home.

Bhuvanewari and Prakash (2017) carried out a study in India to investigate how kindergarten students develop their environmental print awareness. The findings showed that throughout all readings, children were able to identify logos that were most closely related to themselves, their homes, and their communities. Less logos were identified in LKG, and there was no discernible

difference between Tamil and English in terms of identification. More logos were recognised in UKG and grade 1, with English logos being more easily recognised than Tamil ones. The outcomes of this study have consequences for developing environments that are rich in literacy for kids at home and in school. Although the study demonstrates the beneficial effects of ambient print consumption on learners' acquisition of emergent literacy skills, it used a different technique than this one and a relatively small sample, which prevented the results from being generalized to the current study location.

According to a study conducted in the Netherlands in 2019 by Eke, Roel, Marieke, Joran, and Sabine, all kinds of home literacy activities were connected to kids' oral language skills, even though there was a negative correlation between oral language instruction and oral language skills. The study also examined a refined model of home literacy activities and associations with kids' growing literacy skills.

Oral language skills were associated with children's code and phonological skills.

Chigbo-Obasi, Anyikwa, and Obidike (2022) conducted a study in Nigeria to examine the relationship between parental reading beliefs, home literacy practices, and children's reading interest in nursery schools in Anambra State. The results showed that there was a very strong positive correlation between parental reading beliefs and home literacy practices, as well as a strong correlation between home literacy practices and reading interest.

According to a study steered in South Africa by Giacobazzi, Moonsamy, and Mophosho (2021), participants in the environmental print intervention group scored higher on the Concepts About Print assessment, while those in the comparison group did not change their scores over the same time period. The study however focused on concept based assessment scores and not on emergent literacy skills development an area to be addressed in the present study.

Children's levels of competency in reading and numeracy varied, according to a Ugandan study by Nakijoba, Biirah, Akullo, and Mugimu (2024) on parental participation and children's learning of these abilities. Parental involvement in their children's education also played a significant role in the development of core reading and numeracy skills. Nonetheless, a tenuous positive correlation was shown between guardians reading aloud to their children and the advancement of their literacy and numeracy skills. Notably, studies revealed that when TVs and cell phones were present in their households, kids between the ages of 4 and 16 performed better in math. Although this review demonstrates the development of basic literacy skills in students whose parents were involved in their education, it is not the same as the current study because the independent variable under review—parental involvement—differs from the one under investigation—home literacy resources—that made the current study necessary.

According to a study conducted in Tanzania by Mariam and Eustella (2023) on parental engagement strategies for the development of literacy skills in primary school students in the Tabora Region, parents in high-performing schools demonstrated a high level of engagement in their children's literacy development through regular communication between parents and teachers, mutual trust, and cooperative parent-teacher efforts. On the other hand, because of their busy schedules with socioeconomic activities and lack of knowledge about their children's literacy skill development, parents in low-performing schools were less involved. This study failed to specifically address parent home literacy habits and their influence on literacy skills development an issue to be addressed by the present study.

Ndijuye and Benguye's (2023) study on home environment, math and early reading in Tanzania found that family SES forecasted children's early reading and math skills in play-based pre-primary settings. In math, girls fared better than males, but not in early reading. Nevertheless, the

shift in early reading and math abilities from pre-primary to grade one was not substantially predicted by family SES or home learning contexts.

In Ruiru, Kiambu County, Kenya, Kamunge (2018) evaluated the roles of teachers and parents in the development of preschoolers' reading habits. She found that parents play a few key roles in this regard, including creating a home environment rich in literacy and engaging in literacy-related activities; setting up a reading area with comfortable chairs, tables, and adequate lighting; providing appropriate children's reading books, magazines, play and drawing materials; supporting and taking part in shared reading; modeling reading; reading aloud encouraging kids to read signs in their surroundings; listening and telling stories; accompanying their kids to libraries and bookstores; giving books as gifts to kids; and working in tandem with the teacher. A study by Rose (2017) in a study done in Kakamega Central Sub County, Kenya established that parental belief system, literacy practices and availability of home literacy resources were more powerful predictors of ELs of young children. Information contained in this background informs the need for the present study. Kilifi County has an overall literacy rate of 68%. Of these, 49% are women and 51% are men. An estimated 256,000 pupils are served by the 418 elementary schools and 22,500 by the 86 secondary schools. There is a university campus, one college, and thirteen youth polytechnics.

By continuing to build ECDE classrooms and TVETs and hiring caretakers, the County has taken proactive steps to guarantee that high-quality education is readily available to everyone. The County has constructed 613 ECDE classrooms and operates 790 ECD schools through the County Department of Education (DoE). There are 41 VTCs with 382 teachers and 442 fully furnished and operational classrooms.

There is however no accessible literature addressing the influence of home literacy context on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County despite the dismal literacy skills among all learners across every public primary school classes in the Sub-County creating the need for the present study.

## **1.2: Statement of the Problem**

In Kaloleni Sub-County, literacy competencies of learners across primary school levels of education including class eight learners are wanting. This is because these learners struggle with oral literacy, reading, and writing as well as numeracy literacy activities with very few being proficient in all this aspect by the time they finish standard eight. The situation is even worse at pre-primary school level where the pupils at this stage are found to have almost zero literacy skills. This makes their education uptake very slow and burdens the pre-primary school teachers with spending more time than needed in laying literacy foundation for these learners. This is an indication of poor or non-existent literacy environments at home despite studies in the background indicating the significance of HLE on pupil's development of emergent literacy skills at home. Empirical studies on literacy in Kwale County generally focus on reading ignoring other aspects of literacy development among learners for instance, Lower elementary schools in Kwale District have rich literate environments, according to a study by Lusweti (2014) evaluating reading to learn literacy intervention on lower primary kids' literacy skills. Because most students in Kaloleni Sub-County struggle with basic literacy abilities, pre-primary instructors confront several difficulties. Just 15% of students are ready for fundamental literacy, and 85% struggle with phonemic awareness, letter recognition, and basic numeracy. About 70% of students have difficulties with oral literacy and vocabulary, and 75% have trouble with the

fine motor skills needed for writing. With only 20% of parents involving their children in these foundational practices, teachers frequently devote 60% more time to basic literacy development, which takes away from curriculum progression. Additionally, 80% of teachers report feeling overburdened by the need to make up for a lack of literacy activities at home. Since many kids are ill-prepared for structured literacy tasks, this leads to poorer academic progress and more disruptions in the classroom.

This study focused on learning interventions whereas the present study looks at home literacy context. The review also generally focuses on richness of literacy environment of lower primary schools but does not highlight the literacy skills of the learners, areas to be addressed in this study. Okeyo (2021) looked on the effects of family dynamics and school on first-graders' reading abilities in Kinango, Kwale County, Kenya. She identified a favorable and statistically significant association between the reading ability of the pupils and their time of enrollment, attendance, parents' educational backgrounds, and family socioeconomic level.

Similarly, this study differs in context from the present study as it looks at school and family dynamics and not home literacy context creating the need for the present study in Kaloleni Sub-County. As these reviewed studies show, the scopes of the studies done in the county is normally on reading abilities and not in other aspects of literacy development such as writing among others. The studies were also not experimental hence differing from the present study. Such studies are also yet to be conducted in Kaloleni Sub-County an issue to be addressed by the current study. This therefore creates the need for the present research to try and investigate whether there are literacy activities taking place within the home context and how such influence ELSD among pre-primary school learners in Kaloleni Sub-County.

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

This study purposes to evaluate the influence of home literacy context on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya

### **1.4 Study Objectives**

1. To examine the influence of environmental print on literacy skills development among pre-primary school kids in Kaloleni Sub-County, Kilifi County, Kenya
2. To ascertain the influence of child home literacy habits on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya
3. To examine the influence of home literacy resources on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya
4. To determine the influence of parental home literacy habits on literacy skills development among pre-primary school kids in Kaloleni Sub-County, Kilifi County, Kenya

### **1.5 Research Questions**

1. How does the environmental print influence literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya?
2. What is the influence of child home literacy habits on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya?
3. In which ways do home literacy resources influence literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya?
4. How parental home literacy has habits influenced literacy skills development among pre-primary school kids in Kaloleni Sub-County, Kilifi County, Kenya?

## **1.6 Justification of the Study**

The government of Kenya has placed great emphasis on education for the progress of the nation. This is in order to ensure an increase in trained Kenyans capable of ensuring the attainment of vision 2030 and ensuring socioeconomic growth of the community and the nation. Achievement of educated Kenyan population is therefore dependent on children receiving literacy development at home first before attending formal education hence the importance of this study to government policy achievement and national development realization.

## **1.7: Significance of the Study**

By emphasizing the impact of the home literacy environment (HLE) on early children reading skills, particularly in underprivileged areas like Kaloleni Sub-County, this study has the potential to greatly influence educational policy and literacy initiatives in Kenya. The study could highlight the significance of family and community involvement in literacy instruction by offering empirical evidence on how a lack of home-based literacy activities impedes literacy development. Because early literacy foundations are a shared duty between families and schools, this research can encourage educational officials to create methods that prioritize parental literacy participation.

The results may support current national and worldwide initiatives to raise early literacy levels. To improve literacy through active engagement from a young age, Kenya's Competency-Based Curriculum (CBC), for instance, emphasizes parental involvement and hands-on learning. By promoting policies that assist parents in incorporating literacy activities at home—possibly through organized programs or parent seminars on early childhood literacy techniques—the findings of this study could further the objectives of the CBC. In order to guarantee that literacy support begins even before formal education, the Ministry of Education's *Tusome* Early Grade

Reading Program, which has enhanced reading outcomes in lower primary schools, might also be extended to cover HLE features for younger, pre-primary students.

On a global scale, institutions such as the Global Partnership for Education (GPE), UNESCO, and UNICEF stress the value of early childhood education as a key component of poverty reduction and lifelong learning. By tackling literacy inequalities at the basic level, this study supports the United Nations Sustainable Development Goal 4, which aims to guarantee inclusive and high-quality education for all. The information could impact joint initiatives with these groups to offer materials, instruction, and community initiatives that enable parents and guardians to encourage their kids' literacy from a young age, ultimately improving literacy results throughout Kenya.

By bridging these gaps, the study can pave the way for holistic literacy interventions, blending school and home-based approaches and fostering community engagement, thus strengthening the national education system's approach to literacy development.

### **1.8: The Scope of the Study**

The main reason for conducting this study is to assess the home literacy context on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya. The population of this study will be pre-primary school learners. The study will be conducted between April 2023 and July 2024. Lastly, the study will be located in selected Public primary schools in Kilifi County.

### **1.9 Limitations of this Study.**

One of the limitations of this study is the fact that the main target of this study are too young and will not be able to offer any objective information on the topic under investigation in this study. Another limitation is the fact that the study will heavily rely on respondent's responses in order to assess how home literacy context influences literacy skills development among the learners and not a purely experimental study. This may affect the accuracy of results.

Accessibility of participants may pose a challenge as some may not be at home or in school by the time of the researchers visits making it tedious for the researcher to complete the study within a reasonable time frame.

#### **1.10 Delimitations of the Study.**

The study will be delimited by the study topic, objectives and research questions, study population, the sample used, study design, instruments used to collect data and methods of data collection. The other delimitation of the study will be the study location as the results will only be generalized to public pre-primary school learners in Kilifi county only.

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

The assumptions that will guide this study include;

That environmental print does influence literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya. That child home literacy habits influence literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya. That home literacy resources influence literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya. And lastly that parental home literacy habits influence literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya

#### **1.12 Operational Definition of Terms**

**Child home literacy habits:** These are literacy activities that children practice at home by themselves and are initiated by the child and practiced alone or with peers

**Environmental print:** This word as used in the study refers to a combination of informal and formal parent child activities at home

**Home Literacy Context:** Is the setting the family offers the kid to gain definite precursors of reading and spelling, and linguistic competencies, contributes to the development of important literacy skills before the start of official schooling.

**Home literacy resources:** The study employs this term to denote all learning materials available at home to aid literacy development of children and are either purchased or readily available in the home environment

**Learners:** This refers to 5-8 year olds who have been enrolled in pre-school, Grade 1 or 2 in the Kenyan schooling system.

**Literacy Skills development:** Is defined as the acquisition of needed literacy skills or failure to acquire such skills by children.

**Parental home literacy habits:** These are literacy development actions that parent engage in at home in order to help their children improve their literacy skills

**Pre-primary education:** This is used to refer to the 2-year academic program for under 5 year olds in Kenya but having a starting age of 3 years and is a stage before formal primary school years begin

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0: Introduction**

This part includes an empirical literature review that is informed by the objectives, theoretical literature review, and conceptual framework.

### **2.1 Empirical Literature Review**

#### **2.1.1 Environmental print and Literacy skills development among Pre-Primary School Children**

In the framework of home environment literacy (HLE), parent-child literacy activities, both formal and informal, are referred to as environmental print. Research has shown that the frequency of literacy-related parent-child activities, such as shared reading, and the quality of parent-child interactions during those activities predict both "comprehension-related" emergent literacy skills, such as vocabulary and story comprehension, and "code related skills," such as letter knowledge and phonological awareness (Mol & Neuman, 2014; Sénéchal & LeFevre, 2014).

Chan and Foon (2008) observed that many youngsters in China can write between fifty and sixty characters when they are six years old and ready for formal instruction. Penmanship exercises and character copying assignments are the standard writing lessons; nevertheless, in some preschools, teachers are starting to modify the writing curriculum and distinguish emergent literacy from conventional literacy. Scribbles, drawings, and made-up spellings are common in early writings, and these are seen as indicators of youngsters actively exploring the writing system. The study presents the educational journey of a four-year-old girl whose parents and teacher supported her in becoming an emerging writer. Within the course of a year, her writings underwent multiple stages of development, and her early, impulsive writing attempts greatly

aided in her evolution into a reasonably autonomous and self-assured writer. This study however defers from the present study by design and sample as it only focused on a single child. The study also did not show how environmental print specifically influenced the said improvement in the child's writing skills issues to be addressed by the present study.

Neumann (2014) conducted a pre-posttest randomized controlled trial in south-east Queensland, Australia, to investigate the impact of environmental print on emergent literacy abilities in 50 children from a low-SES community in the region who were between the ages of three and four. Children were given multimodal techniques to interact with environmental print over the 8-week (30 minute/week) programme. These tactics included creating letters, identifying words and letters, and tracing letters with fingers. Pre-test results were included as covariates in ANCOVAs. Youngsters in the environmental print group considerably outperformed those in the control group in terms of print awareness, sound knowledge, and print knowledge. The program's moderate to high impact sizes demonstrated how multimodal methods can effectively guide low-SES toddlers' interactions with environmental print in order to build emergent reading skills. The environmental print utilized in the intervention was made up of items that students and teachers had readily available in the classroom or acquired (posters, for example). The adopted study design, methodology and analysis of data differ from that of the present study. The study also did not show how specific environmental print utilized in the experiment influenced the emergent literacy skills areas to be addressed in this study.

Neumann (2018) investigated the effects of an environmental print program for kids and parents on Australia's emerging literacy. In a randomized controlled pre-posttest study, the effects of a parent-child environmental print curriculum were examined on emerging literacy abilities (number name awareness, print concepts, letter and name writing, and environmental print

reading). Parent-child pairs (N = 32, M child age = 3.63 years) used multimodal strategies in an 8-week, 30-minute-per-week training to identify, trace, and write letters and words embedded in environmental print.

The environmental print group significantly improved in letter knowledge and environmental print reading in the post-test, showing improvements across all criteria. The study design and methodology that were employed in this reviewed study differ from that of the present study creating the need for the present study.

Neumann (2016) discovered that, in comparison to parents from lower socioeconomic backgrounds, Australian parents from more privileged backgrounds appeared to teach their kids more on print—more specifically, letters and words. The findings of Neumann (2016) also indicated that it is important to pay attention to the explicit teaching of print ideas in home literacy practices. Emergent literacy is supported at home and at school when print concept knowledge is printed and young children are explicitly taught these concepts. The study however does not show a link between environmental print and emergent literacy among learners as the present study seeks to do.

Bhuvaneshwari and Prakash (2017) carried up a study in India to investigate how kindergarteners acquire their awareness of environmental print. Thirty-eight normally developing Tamil-speaking students from a middle-class socioeconomic background who were enrolled in an English-medium school were observed from kindergarten through the first grade. Twenty-five logos in Tamil and fifteen in English representing the environment were shown to them. Each language's fifteen logos fell into one of three categories: community, home, or child-related. Every six months, the kids were exposed to these stimuli, and their reactions were noted. A score of one was awarded for correct answers, while a score of zero was awarded for incorrect or no responses. In order to

identify a developmental pattern in the awareness of environmental print, the scores were examined. The findings showed that children identified child-related logos the best across all readings, followed by home-related and finally community-related logos. Less logos were identified in LKG, and there was no discernible difference between Tamil and English in terms of identification. More logos were recognized in UKG and grade 1, with English logos being more easily recognized than Tamil ones. The results of this study have implications for developing environments that are rich in literacy for kids at home and in school. Though the study shows positive impacts of environmental print usage on emergent literacy skills development among learners, it employed a different methodology than that of the present study and also used a very small sample making the results impossible to generalize to the present study locale.

According to a study conducted in South Africa by Giacobazzi, Moonsamy, and Mophosho (2021), participants in the environmental print intervention group scored higher on the Concepts About Print assessment, while those in the comparison group did not change their scores over the same time period. The study however focused on concept based assessment scores and not on emergent literacy skills development an area to be addressed in the present study.

The frequency of shared reading between parents and children shared is positively correlated with students' emergent literacy achievement, according to research by Ubong and Ngozi (2020) on the home literacy environment as a predictor of emergent literacy achievement in pre-primary school students in public schools in Akwa Ibom State North-East Senatorial District, Nigeria.

The findings showed a strong correlation between the frequency of parent-child shared book reading and the pre-primary students' emergent literacy achievement in the Akwa Ibom State North-East Senatorial District. The study varies from the current study in that it concentrated on

the home literacy environment rather than environmental print, which made the current study necessary.

Sunday and Melvina (2020) investigated the relationship between the school learning environment and the reading readiness of pre-primary students in the Ogoja Education Zone of Cross River State. They discovered that the condition of the classroom environment positively influences the reading readiness of pre-primary students. It was advised to support carers in making sure their children participate in the required activities at school. Additionally, educational resources have to be supplied in a way that fosters children's growth. The study however was not experimental in any way unlike the present study. It also focused on school only and not both school and home environmental print. These are some of the issues to be addressed by this study.

There is a statistically significant relationship between the physical literacy learning environment and children's literacy skills in Nakawa Division, Uganda, according to a study by Kabasinguzi (2019) on the literacy learning environment and literacy skills development of lower primary children. The relationship was found to be  $r=.537$ ,  $p<0.05$  level of significance. Additionally, there was a statistically significant correlation ( $r=.471$ ,  $p<0.05$  level of significance) between children's literacy skills in lower primary and the social literacy learning environment. Children's literacy abilities in lower primary in Nakawa Division and the temporal literacy learning environment had a statistically significant link ( $r=.139$ ,  $p=0.05$  level of significance). There was no specific focus by the study on environmental print and its influence on children's literacy skills an area the present study seeks to address.

Parental literacy practices were found to be one of the most potent predictors of young children's emergent literacy achievement. Rose (2017) examined the home literacy environment and the development of early literacy abilities of 3–4 year old children in Kakamega Central Sub

County, Kenya. The development of early forms of reading and writing into conventional literacy was found to be facilitated by developmentally appropriate settings, a language-enriched communication environment consisting of printed materials, and social support from caregivers. Research conducted by Eunice (2018) examined the connection between grade two students' reading achievement in Kasarani Nairobi City County and parent-child engagement in reading. The results showed a significant ( $P=0.003$ ) association between the two variables. The reading behavior of parents and the reading performance of second-grade students were shown to be positively correlated, with a correlation value of 0.431 at a significance level of 5%, indicating a strong and noteworthy association. The study concluded that reading proficiency in grade two students and parent-child participation in reading are significantly correlated. The study and the current study are different in context, as the former did not examine environmental print, but the latter does.

Early literacy skills are directly impacted by a number of factors, including parental literacy levels, home language use, and availability to learning resources, according to Gathigia and Mutiga's (2019) study on literacy interventions in rural schools. Additionally, Muthwii's (2004) study on the effects of mother-tongue instruction in Kenya offers a foundation for investigating the ways in which linguistic variety influences early literacy, an important factor in areas such as Kaloleni. Furthermore, African studies that looked at literacy issues in Kenyan primary schools, such as Mugo and Ngugi (2017), show that a major obstacle is a lack of parental involvement, which supports the current study's emphasis on the literacy environment at home.

### **2.1.2 Child Home Literacy Habits and Literacy skills development among Pre-Primary School Children**

Children also engage in literacy activities while at home and these activities are very crucial for ELSD among them. Costabrook (2013) examined literacy habits and emergent literacy and revealed a significant correlation with the child's independent home literacy letter writing, name habits such as wiring and spelling. To explain this, when children spend time at home on their own reading and writing, they learn gradually to master the skills needed in literacy achievement faster. Children, who spend time scribbling on the floor, identify letters and colors tend to achievement literacy since their interest in reading and writing are expressed through their indulgent literacy activities. Though the study showed that independent child home literacy habits influenced their development of literacy skills, the study differed in design and methodology as it was not experimental as the present study.

A study by Lin, Molgaard, Wishard, and Cohen (2023) on home literacy and technology practices for young children and families in America before and during COVID-19 revealed a rise in child technology usage for school-related educational programs from before COVID-19 and during Covid-19 and a decrease in home game playing, book reading, storytelling, and writing during COVID-19 home learning. Prior to COVID-19, transitional kindergarten parents from the upper-income bracket reported using educational games on technology far less frequently than parents in the lower-income group. During COVID-19, kindergarten parents from the upper-income bracket reported using technology for educational games significantly more frequently than those from the lower-income group, and for falling asleep by watching TV less frequently.

Results imply that there aren't much variations in home learning environments across family income groups. The study however differs in context from the present study as it focused on technology utilization by children in the homes based on their socioeconomic backgrounds whereas the present study focuses on the child's home literacy practices in general and not just from watching television.

In a 2016 study, Jørgensen examined how Danish pre-primary school students used digital media for play. The results showed that while children born late preterm fared worse in the control program, they did better in the target program Living Letters than their full-term counterparts. For children who were born late preterm, this approach with sensitive contingent verbal input appears to be quite effective; however, children who were born full term did not benefit from it. The program under evaluation was school-based play, not play at home.

The program was also not of the children own making but schools hence the reviewed study differs from the present study contextually.

According to Maheshwari (2013), play provides a casual, unstructured environment where children can learn concepts, mathematics, and languages. In Ekiti State, Nigeria, Abiodun (2014) investigated how the play way method affected the numeracy abilities of students attending early basic education schools. The research employed a quasi-experimental design. Over the course of six weeks, interactions with the youngsters were aimed at introducing them to numerical literacy. There were two groups participating, each of which saw two distinct types of interactions: demonstrations and directed play. The instrument, an accomplishment test, was validated and had a 0.76 correlation coefficient. The hypothesis examined how gender affected test results as well as variations in student performance within each group.

The outcome demonstrated a statistically significant difference in the kids' performance, with the led play group performing significantly better. The current study will cover various child-at-home literacy activities that were not included in the studies that mostly concentrated on play.

A study by Ubong and Ngozi (2020) exposed a positive relationship between children's home literacy habits and emergent literacy achievements. The results are consistent with the finding of a study steered at Hacepttepe Universities Egitim Fakuitesi Oergisi (2014) which discovered that children who study at home do better in phonological awareness and early literacy experiences while children who do not read, write etc. at home display lower performances in literacy achievements. The results revealed that there was a significant relationship between child home literacy habit and emergent literacy achievement of pre-primary school pupils in Akwa Ibom State North-East Senatorial District. Results however were general for both studies as none shown the relationship between each child home literacy habits with the said emergent literacy achievements an area to be covered by the current study.

Tekle and Geberew (2022) examined early reading challenges in Ethiopian primary school pupils at Qillisoo: perspectives from educators, learners, and guardians. A number of barriers were found to be impeding children's reading abilities, such as a dearth of textbooks and learning resources (fixed desks, large class sizes, and restricted chairs and desks), a lack of preschool exposure, a lack of parental understanding of the importance of reading, the workload that children had at home, the different types of textbooks (colored vs. no colored), the residential areas of the parents, and their employment status.

Educated parents describe a range of strategies they use to help their kids read, such as talking to their kids about their reading skills with teachers, evaluating their kids' reading skills and helping them practice, buying a variety of extra books, creating home reading activities and going through

their kids' exercise books to see what they have learned. This study however differs contextually from the present study as it focused on challenges learners faced as well as their reading difficulties and not on child home literacy habits and literacy skills development areas to be covered in the present study.

Mokua (2014) examined the impact of family background on the English language proficiency of preschoolers in the Ongata Rongai Zone, Kenya. The study concluded that addressing the family background issues is necessary to enhance the English language proficiency in Ongata Rongai. The family's living arrangements and structure have been found to be important contributors to subpar performance. To raise the performance, they must invest more resources. This is a significant challenge since parents are often forced to relocate due to circumstances beyond their control, making it difficult for them to make significant educational investments. It was evident that low English language proficiency is influenced by the parents' socioeconomic status and educational attainment. The study however looked at family background and not child home literacy habits, it looked at overall performance of the child and not focused on literacy skills development areas to be addressed by the present study.

### **2.1.3: Home Literacy Resources and Literacy skills development among Pre-Primary School Children**

The provision of educational materials at home is essential for kids' growth. All kids should have access to high-quality children's books on a regular basis, as they are essential for story time and/or book talks, according to IRA and NAEYC (1998). There are more opportunities to learn about writing letters, identifying words, and identifying letters when there are enough, pertinent and diverse literacy resources available at home. These resources include books (pictures, short stories, chapters, rhyming, and alphabet), magazines, newspapers, and writing instruments.

McGee and Richgels (2007) assert that literacy-rich surroundings play a crucial role in fostering literacy and mitigating reading challenges in both home and school settings. Numerous opportunities for everyday reading, prolonged language play and discourse, experimenting with literacy materials, book talk (discussion of characters, action, and plot), and dramatic play are, in general, some of the key characteristics of a home environment that is rich in literacy (Burns et al., 1999; IRA & NAEYC 1998). Definitely, this daily experience needs to include excellent children's literature.

Toys, art supplies, maps, magazines, audiovisual materials, and toys are some other "literacy objects" that have been discovered to enhance learning in the home setting. Equally important, the family reading space should be stocked with age-appropriate comic books, magazines, newspapers, encyclopedias, atlases, and the Bible (NAEYC, 1998). Better yet, families that provide puzzles and thought-provoking activities like computer games are more likely to set kids up for success in literacy. Family outings to the public library can also add intriguing new titles to the collection (Burns et al., 1999).

An area for the exchange of oral traditions and cultural stories is also crucial. As a result, reading skills are strengthened and oral language forms are encouraged. These studies, however, are out of date because they were carried out decades ago, necessitating a more recent investigation.

Carington and Marsh (2008) outline the ways that technology advancements have altered modern literacy and suggest how these changes may affect our ideas about literacy and the ways that we practice it at home and in schools. Written, oral (narratives and storytelling), visual (pictures in, games, iPads, books, computers, Television visuals), and symbolic (meaning-conveying) elements are all included in the multimodal aspects of literacy. Therefore, technology unavoidably plays a pervasive role in children's language and literacy development, and this

important factor is taken into account in the context of the household in this case study. In low- and middle-income nations, programs that provide children's storybooks and promote parent-child book sharing may lessen differences in parental stimulation and emergent literacy abilities (Weisleder et al., 2017).

Programs like Reach Out and Read, which combine parent education with book distribution, have been shown to enhance literacy results for vulnerable children in higher-income nations (Roy, Weitzman & Tomlin, 2004).

Some of the studies give suggestions and empirical findings on actual impact of literacy resources on literacy development while others deal with distribution of the said resources and not their availability at home and how this influences literacy development in children areas to be covered in this study.

According to Dilek, Feyza, and Catherine's (2018) research, children's home experiences are more closely associated with oral language than print language. Comparably, out of all the assessed aspects, the children's school environment scores that were connected to spoken language sources had the highest average. The home literacy environment and spring semester scores, however, did not significantly correlate. Unlike the current study, which focuses on the development of literacy skills, this one examined test results.

Even though parents are expected to provide a relevant, sufficient and wide range of literacy resources, as noted by McGee and Richgels (2007), these resources were less common in the majority of households. Books (short stories, rhyming, pictures, chapter and alphabet), magazines, newspapers, and writing tools at home allow children to have greater opportunities to learn about writing letters, identifying letters on labels and identifying words.

The review focused on provision of the resources and not on how each available resource influence literacy development among learners an issue the current study will address.

According to Olowe's (2013) investigation of literacy materials and practices in pre-primary school classrooms in Ibadan Metropolis, Oyo State, there is a low amount of literacy material available in pre-primary school classrooms in Nigeria; there is no adequate literacy material available in the classrooms; and literacy practices in the classrooms are only focused on letter knowledge.

It is concluded that because pre-primary school students in Ibadan Metropolis lack access to suitable literacy resources and early literacy activities, they will suffer from low productivity and poor academic accomplishment in the future. The review also looks at availability and not the influence of home literacy resources on the development of literacy skills among learners.

According to a study conducted in Uganda by Nakijoba, Biirah, Akullo, and Mugimu (2024) on parental participation and children's acquisition of literacy and numeracy abilities, children's degrees of competency in these areas varied. The development of foundational reading and numeracy abilities was also considerably aided by parental involvement in their children's schooling. A weak positive link was found, nevertheless, between parents' reading aloud to their kids and the development of literacy and numeracy abilities. Notably, research showed that children aged 4 to 16 had better numeracy abilities when their homes had access to TVs and cell phones. Though this review shows acquisition of basic literacy skills by learners whose parents were involved in their education, it differs from the present study as the independent variable reviewed that is parental involvement differs from that of the present study which is home literacy resources necessitating the need for the present study.

According to a study conducted in 2022 by Victor and Teresa in Vihiga County, Kenya, language instruction in the first language promotes the acquisition of a second language in 85% of students. The study focused on the reading readiness of pre-primary school students. Because of this, it's important to support, nurture, and enhance first language development in order to help with English acquisition, which in turn affects reading readiness. The study also found that learners' social and educational environments, as well as the financial status of their families, significantly influenced their language acquisition and eventual reading readiness (47 percent). The study focused on teaching language and learners reading readiness and not home literacy resources and literacy skills development hence differing in context with the present study.

Rose (2017) conducted a study in Kakamega Central Sub County, Kenya, to examine the home literacy environment and the development of early literacy abilities in 4-year-old children. The findings indicated that the presence of home literacy resources was a stronger predictor of early literacy abilities in young children. The development of early reading and writing into conventional literacy was shown to be facilitated by developmentally appropriate settings and a language-enriched communication environment that included printed materials and caregiver support. Although the current study variable only focused on home literacy resources, the study validated the impact of a home literacy environment on the development of literacy skills.

However, the home literacy environment is a very broad term.

In an experimental study on improving youngsters' language acquisition through parent-child book-sharing, Heather, Pamela, Owen, Frances, and Lia (2020) found that parent education combined with the availability of children's books that are culturally appropriate increased the frequency of reading and enhanced the caliber of caregiver-child reading interactions among preschool-aged children.

Treatment containing training improved storybook-specific expressive vocabulary among children. The children of unschooled caregivers benefited at least as much as the children of well-educated caregivers. This study however focused on book sharing between parents and children and not specifically on home literacy resources. The study methodology also differs from the present study as it was experimental and not quasi-experimental as the present study.

#### **2.1.4 Parental Home Literacy Habits and Literacy skills development among Pre-Primary School Children**

Every parent in the world engages in particular behaviors and/or activities to help their children with ELSD. One of these practices is book-sharing, which has been demonstrated to have a greater impact on kids' language development when parents initiate a conversation about the story's content rather than reading aloud while the kid just listens (Duursma, Augustyn, & Zuckerman, 2008; Mol, Bus, de Jong, & Smeets, 2008).

A series of book-sharing strategies known as dialogic reading are intended to help kids develop and express their opinions about the content of books, leading to them eventually taking on the role of narrators who actively engage in the telling of stories rather than just listening to them (Zevenbergen & Whitehurst, 2003). The present study's methodology differs from that of these previous investigations, which makes it challenging to generalise the findings of these studies to the population under investigation.

The "CROWD" prompts and the "PEER" sequence are key components of the dialogic reading technique (Zevenbergen & Whitehurst, 2003). The PEER sequence involves the adult asking the kid to share something about the book (P), assessing the child's response (E), expanding on the response by reframing and providing more details (E), and then repeating the prompt to ensure

the child has retained the information (R). The CROWD prompts are recall (R), open-ended (O), completion (C), "wh-" questions (W), and distancing (D).

The most crucial component of dialogic reading is developing responsive conversations between adults and children in order to maintain receptive and promote expressive vocabulary. This understanding is built on the idea that responsive conversations are necessary to foster conversation during storybook reading (Blewitt & Langan, 2016; Werker & Hensch, 2015).

These studies however highlight the aspects of dialogic reading approaches and their importance but fails to address the actual influence of each the mentioned dialogic reading approaches on learner's literacy skills development as the present study seeks to do.

According to studies conducted by Mol et al. (2008) and Zevenbergen & Whitehurst (2003), dialogic reading programs have been primarily implemented and assessed in high-income nations, where they have demonstrated benefits on emergent literacy abilities and expressive vocabulary. These programs might work even with populations with poor literacy levels because dialogic reading's goal is to spark discussion rather than read the text word for word (Duursma et al., 2008).

These studies either recommend utilization of dialogic reading or address their implementation without showing its impact of literacy development among learners an issue the present study intends to address.

While rhyming games help children develop their phonological awareness and coding skills, home literacy activities like storytelling and mealtime talks between parents and children can improve the development of spoken language skills (Levy et al., 2006; Curenton et al., 2008).

The studies however talk of possibilities and not actualities. Lai, Ji, Joshi and Zhao (2022) investigated parental beliefs and home literacy environment on Chinese kindergarteners' English

literacy and language skills and their findings revealed three dimensions of home literacy environment: Formal Literacy Activity, Informal Language Exposure, and Passive Literacy Exposure. Results also showed that parental belief was an important predictor of home literacy environment, which further explained 44% of the variance in early English language and literacy skills. Parental belief indirectly predicted children's English receptive vocabulary and expressive vocabulary through Informal Language Exposure, and phonological awareness through Formal Literacy Activity. The review differs from the present study as it looks at beliefs of parents and the literacy environment at home but not on home literacy practices and how these influence literacy skills development as the present study seeks to do.

Results showed that Russian speaking parents in this immigrant context recognize the importance of (early) child literacy experiences at home and try to enhance these experiences, both in Russian and the majority language(s), via (in)direct teaching and code/meaning-focused shared activities. Sviatlana (2021) examined the HLE of Russian-speaking families in Cyprus and its effects the use of heritage language, maintenance, and transmission as well as language and literacy development in minority and majority languages.

The study focused on language use and not on literacy skills development as the present study does. Methodology employed also differs from that of the current study.

A study by Bodunrin, Hassana, and Stephanie (2021) on parental support for early grade children's literacy development during COVID-19 school closures in Northern Nigeria highlighted obstacles parents experienced in addition to unanticipated benefits of the pandemic using thematic analytic method. Time constraints, a shortage of textbooks and other relevant learning resources, and a lack of understanding of effective reading instruction were among the difficulties. On the other hand, parents reported that the additional time spent together during lockdowns had strengthened their

bonds as a family and allowed them to talk to their kids more about moral growth and discipline. The study looked at challenges while the present study does not. It also focused on the lockdown period whereas the present focuses on every day home parental literacy practices and their influence on literacy skills development.

According to a study conducted in Tanzania by Mariam and Eustella (2023) on parental engagement strategies for the development of literacy skills in primary school students in the Tabora Region, parents in high-performing schools demonstrated a high level of engagement in their children's literacy development through regular communication between parents and teachers, mutual trust, and cooperative parent-teacher efforts. On the other hand, because of their busy schedules with socioeconomic activities and lack of knowledge about their children's literacy skill development, parents in low-performing schools were less involved. This study failed to specifically address parent home literacy habits and their influence on literacy skills development an issue to be addressed by the present study.

A child's interest in reading can be influenced by a variety of factors, including parents, teachers, the home and school environments, books, library resources, reading motivation and teaching, and the child's age, according to Kamunge's (2018) study.

The study was conducted in Ruiru, Kiambu County, Kenya. It also proved that parents and educators should work together since they have a part in how preschoolers acquire their reading habits. Additionally, it was found that parents are extremely important in helping their preschool-aged children develop a love of reading. Parents can do this by: establishing a reading-rich environment at home and participating in literacy-related activities; providing age-appropriate children's books, magazines, play, and drawing materials; arranging a comfortable reading area with tables and enough lighting; reading aloud; modelling reading; encouraging children to read

signs in their environment; and telling and listening to stories. The results of this study may differ from those of the current study because it did not employ a quasi-experimental study design, which is why it was necessary.

Parental participation practices were examined by Dorinah and Ong'ang'a (2023) as predictors of students' attainment of early reading literacy abilities. The majority of the youngsters in Kiambaa Sub-County, Kiambu County, Kenya received reading literacy assistance from their significant others and family members, according to the study's findings. The majority of parents read to their children in the living room, very few read outside, some read to their children frequently in the kitchen, and even fewer parents never read to their children in the kitchen. As the current study aims to do, the reviewed study did not, however, address how the described parental home literacy habits influenced children's development of reading abilities.

There is a favorable association between parental participation and the literacy development of preschoolers in Langata Division, according to research by Kathomi (2015). When schools organize school functions that encourage family involvement and foster open communication between parents and teachers, this association is strengthened. On her part, Rose (2017) established that parental belief system and literacy practices were strong predictors of ELSD among young children. The study reviewed studies however focused on parental belief system and parental involvement and not on parental home literacy habits as the present study does.

## **2.2: Theoretical Framework**

### **2.2.1 The Emergent Literacy Theory**

Because Clay (1966) described literacy development from a developmental viewpoint rather than a preparation perspective, her Emergent Literacy Model has great impact. The first thing that stands out is Clay's thorough four-fold explanation of this procedure. According to Clay, literacy

is a socially contextualized practice that entails complicated processing, a continuum of developing skills, and a set of interrelated behaviors. The ideas of "neural ripening" and "getting ready to do it" are rejected by Clay (2001). It's a common belief that kids are born with the ability to read and write at a certain age. Instead, she suggests that even before they receive official instruction in reading, kids are actively practicing literacy and building written language systems. Thus, the idea that literacy development begins early in infancy and continues throughout life is one of Clay's other important ideas. As a result, it acknowledges how young children's literacy behaviors vary and suggests that even at a given age, a kid has some literacy skills that is, language, reading, and writing knowledge even though those skills are not yet fully developed. According to Clay, the concept of "emergent literacy" refers to the ongoing process of a child's reading skill development, which doesn't end when formal schooling starts in primary school (Whitehurst & Lonigan, 1998). Consequently, she makes it clear that infants acquire literacy-related abilities long before they receive formal instruction (Whitehurst & Lonigan, 1998) and that early literacy skill acquisition is as important for subsequent success in language, writing, and reading. Her way of view recognises that early literacy development occurs inside the home. According to her, early literacy abilities are the ideas, practices, and attitudes related to reading and writing that come before and develop into traditional reading and writing. The early years are referred to as the "emergent phase" of literacy development by her. According to Clay, all preschoolers are in the process of becoming literate in a literate culture because they interact with print in a variety of ways both at home and at school.

She subscribes to the theory that a child builds their own literacy. This is highly pertinent to the current study because one of its main goals examines the child's home literacy habits and literacy skills development. The theory aligns with the overall goal of the research, which is to determine

how the literacy setting at home affects the development of literacy abilities in pre-primary school students in Kaloleni Sub-County, Kilifi County, Kenya.

### **2.2.2 The Bio-ecological Theory**

Formalising the idea of the bio-ecological notion, Bronfenbrenner (1993) emphasised how an individual's development is supported and situated within a set of overlapping, nested, yet isomorphic systems. Bronfenbrenner discusses the network effects of different environments in his explanation of nurturing in the developmental environment. He feels that the child in context, not the child as a person, should be the appropriate subject of study in the early stages of literacy development.

He makes two claims concerning the circumstances that need to exist in households for a kid to experience language and literacy development that are pertinent to the current study. The idea of a main context serves as the foundation for Bronfenbrenner's first argument. Here, a youngster watches and engages in activities carried out by people who are more knowledgeable and skilled than the child is. This is pertinent to the values upheld by the current study, which include: parent-child literacy practices; parents' literacy beliefs; and routines and behaviours that kids watch, participate in, and enjoy while being raised by parents. According to the current study, children's literacy experiences are enhanced by opportunities found in their primary context the home. It is theoretically possible for children to exhibit pre-literacy skills that provide a strong basis for conventional literacy when parents model positive behaviours, beliefs, and literacy practices and actively participate in joint literacy practices with their children. The second claim focuses on the secondary developmental setting, when children are given the chance, tools, and support to participate in activities like collaborative writing, book talks, storytelling, joint reading, library

visits, and joint discourse. This kind of print-rich, interactive setting not only creates a cosy, welcoming atmosphere, but it also gives a youngster the freedom to use resources independently and with more experienced people. According to Bronfenbrenner (1993), these asset-based activities facilitate increased cooperative attention, adult modelling of novel verbal forms, discourse on diverse literacy components, and contingent feedback that is significant for literacy development. The theory, which was adopted as a guide for the current study, contends that the home literacy context covered by the study objective parent-child storytelling, environmental print, child home literacy habits, and home literacy resources does, in fact, have some bearing on the improvement of literacy skills among pre-primary school students in Kaloleni Sub-County, Kilifi County, Kenya.

Collectively, these theories suggest that the development of literacy is based on a range of experiences that are impacted by environmental circumstances (Bio-ecological Theory) and social interactions (Emergent Literacy Theory). Thus, the interplay of socially embedded reading activities and the supportive literacy environment offered by family and community shapes parent-child literacy practices, parents' literacy attitudes, literacy resources at home, and children's literacy habits.

The combination of these two theories offers a framework for investigating the potential effects of Kaloleni's home literacy environments on pre-primary students' literacy outcomes. While Bio-ecological Theory sheds light on how the social and physical environment of the family affects literacy development, Emergent Literacy Theory emphasizes the significance of early literacy habits promoted through interaction. By addressing gaps in literacy engagement at the home and community levels, the study expands on these links to examine the degree to which Kaloleni's home literacy environment fosters early reading abilities.

### 2.3 Conceptual Framework

The study conceptualizes that home literacy context which encompasses parents' home literacy habits, home literacy resources, environmental print (informal and formal literacy activities) and child home literacy habits which are referred in this study as the dependent variables have the potential of influencing ELSD among pre-primary school pupils which is referred to as the dependent variable by this study.

Early literacy skills are shaped in a unique way by each element of the home literacy context. Parents' literacy practices, like reading aloud, telling stories, or having book discussions, for instance, provide an example for children and make literacy a visible and important aspect of everyday life. Youngsters who watch their parents participate in literacy-related activities are more likely to follow suit, which promotes the development of fundamental literacy abilities like vocabulary acquisition, print awareness, and reading enthusiasm.

Children can practice reading, writing, and language skills with the help of home literacy resources like books, educational games, and writing supplies. The availability of these materials gives kids more chances to participate either on their own or under parental supervision, which fosters familiarity with letters, sounds, and text structure—all essential elements of literacy development.

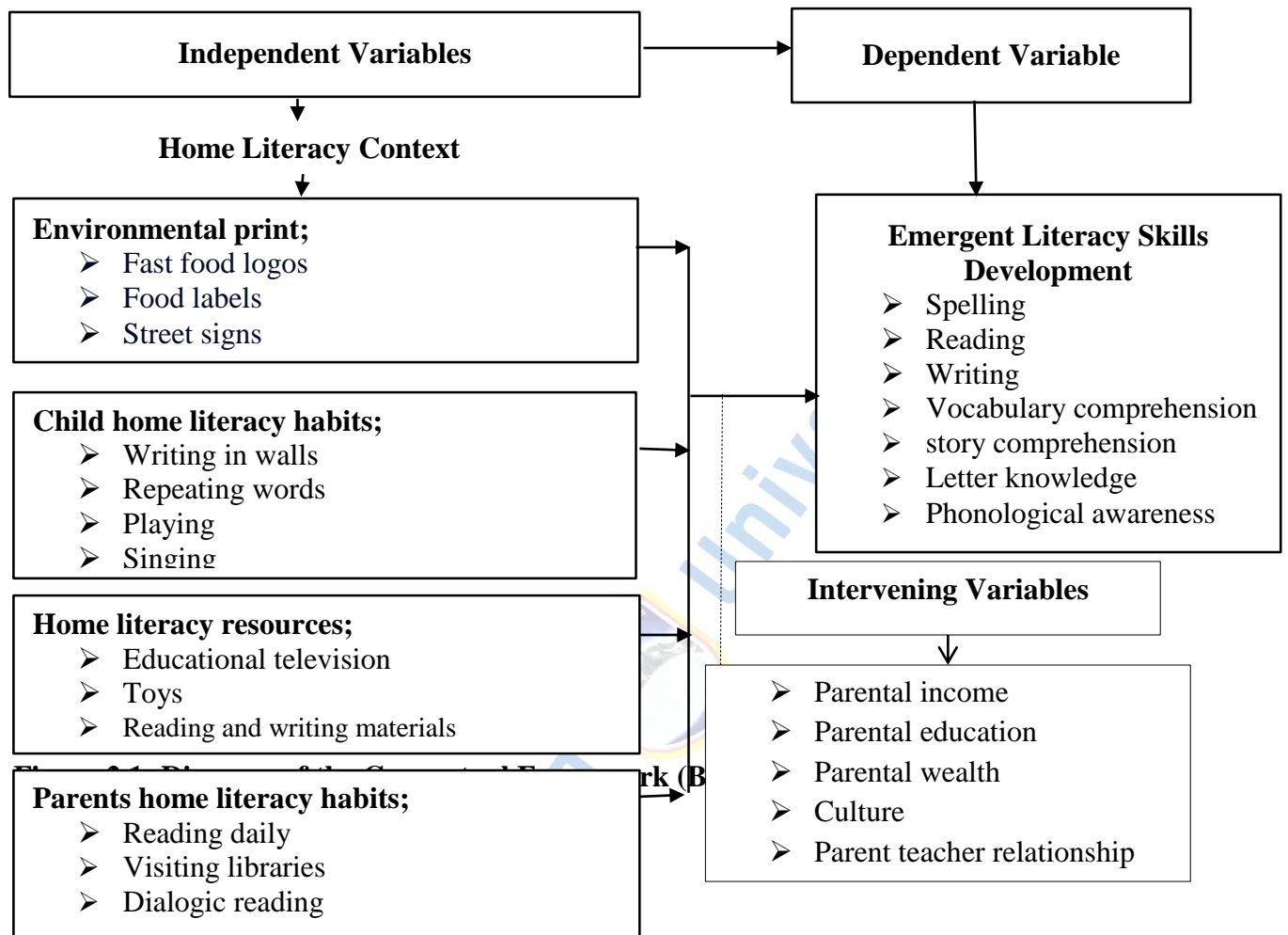
Children can learn reading informally through environmental print, which includes commonplace text found in the home or community (such as labels, signs, menus, and ads).

Children who are exposed to environmental print are able to connect words and symbols to their meanings, so developing print awareness. Children's early reading and comprehension skills are improved when they encounter labels on everyday objects, for example, and realize that print serves a practical role in their lives.

Last but not least, a child's exposure to a literacy-rich environment directly influences their literacy habits, which are reflections of their own interactions with print (such as looking through picture books, trying to write, or asking questions about words). By promoting interest and self-assurance when handling print materials, these behaviors help to build early literacy abilities. Each independent variable in this paradigm affects the dependent variable, ELSD, by offering a helpful environment in which literacy-related activities are visible, accessible, and significant. By encouraging language skills, phonemic awareness, print concepts, and a positive attitude toward literacy, positive home literacy contexts with rich resources and active interaction are likely to improve ELSD. On the other hand, children's literacy development may be hampered by limited exposure to these factors, highlighting the significance of an enhanced home literacy environment.

The study argues that the independent variable can influence the dependent variable in either way (see figure 2.1).

**FIGURE 2.1**



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1: Introduction**

In this chapter, the researcher will present procedures that will be followed in conducting the study as follows;

### **3.2 Research Design**

This study respects the naturalistic setting and ethical constraints specific to educational research by choosing a quasi-experimental approach, which maximizes both practicality and scientific rigor and permits a comprehensive investigation of the impact of home literacy context on ELSD. According to Mugenda & Mugenda (2013), quantitative data will be gathered using the design. The researcher chose this study design for a number of reasons, chief among them being the likelihood of gathering unique data concerning the interplay of the variables over a sizable population. The strategy is suitable because it will allow the researcher to examine a sizable population with data from only a subset of the population. The researcher's decision to employ a one-group pre-test and post-test design in order to collect the necessary data in the study area further supports the design's applicability.

#### **3.2.1 Variables**

Several variables will be examined in this study. These factors fall into two categories: independent and dependent.

These are as follows,

- **Independent variables:** These are home literacy habits, home literacy resources, environmental print (informal and formal literacy activities) and child home literacy habits.
- **The dependent variable:** Literacy skills development among pre-primary school learners

### 3.2.2 Research Methodology

Quantitative research methodology will be used in this study. This is because the study will rely on quantitative approaches and tools for data collection such as structured questionnaires and administered tests. The quantitative methodology is further appropriate as the study will be gathering numerical data through experiments which will further inform the statistical data analysis approaches to be employed.

### 3.3 Target Population

Among the 20 public pre-primary schools in Kaloleni Sub-County, Kilifi County, Kenya that are now open, the target population for this study will include all 20 of these schools' students in grades 1-2, parent volunteers, and class five instructors. Due to their possession of crucial information and superior expertise of the topic being studied, these groups will be chosen to take part in the research. Students in grades 1-2 will be chosen because they have been taught and evaluated on emergent literacy skills; therefore, it is thought that evaluating them will determine their level of ELSD and help identify strategies for enhancing future home literacy contexts.

**Table 3.1: Target population**

<b>Respondents</b>	<b>Population</b>
Grade 1-2 learners parents	40
Grade 1-2 teachers	20
Grade 1-2 pupils with ELSD problems	40
<b>Total</b>	<b>100</b>

### **3.4: Sampling Technique and Sample Size**

#### **3.4.1 Sampling Technique**

A sample of 90 participants was chosen for this study using a purposive sampling technique from the target population of Kaloleni Sub-County's pre-primary school students. Because it enables the selection of people who fit particular criteria pertinent to the study's focus on literacy skills development in connection to the home literacy setting, purposeful sampling was chosen. By using this method, the sample is certain to include individuals who have been exposed to home literacy activities at different levels, which makes them very instructive for the study's goals.

Every person will be selected at random and solely by chance using this sampling technique, meaning that every person will have an equal chance of being chosen at any point throughout the sampling procedure. Out of the twenty public elementary schools that are accessible, ten plain papers will be divided into twenty pieces, with numbers 1 through 10 inscribed on ten of the papers and the remaining ten pieces left blank. The 20 ripped pieces will all be folded and arranged in a bucket

The researcher will go to each of the twenty schools and ask the head teachers for permission to carry out the study. Once permission is granted, the researcher will ask the head teachers to select a piece of paper by shaking a bucket. Only those who select papers with numbers 1 through 10 will have their teachers, parents, and students permitted to take part in the study. Due to their membership in the sampled schools, the ten teachers from the selected schools will be purposefully chosen to take part in the study. Since teachers are frequently too busy to take part in sample processes, purposeful sampling will be used. Afterwards, to identify the needed sample of 40 Grade 1-2 learners with ELSD challenges, an ELSD test will be administered and only learners who score less than 30% will be considered to have ELSD challenge and included in the

experiment. Parents of these 40 learners with ELSD will be purposively selected to participate in the study as they are the ones with more knowledge on home literacy context affecting their children's ELSD. To each sampled subject, a research instrument will be provided by the researcher and field assistants.

### 3.4.2: Sample Size

A suitable formula will be put to use in order to determine the necessary sample size from the study's target population. The Rodeo (2005) sample size calculation formula states that a well-representative sample should account for at least 20% of the total population in small populations and 10% in large populations.

The suggested sample size for this study will therefore be computed as shown in Table 3.2.

**Table 3.2: Sample of the Study**

<b>Respondents</b>	<b>Population</b>	<b>Percentage (%)</b>	<b>Sample (N)</b>
Grade 1-2 Teachers	20	50.0	10
Grade 1-2 pupils with ELSD challenges	400	10.0	40
Grade 1-2 parents	400	10.0	40
<b>Total</b>	<b>820</b>	<b>11.0</b>	<b>90</b>

**Source: Author 2023**

As shown in the table above, the study sample size of 90 participants which comprises 11.0% of the total number of respondents in the target population will be selected.

### **3.5 Research Instruments**

Various instruments will be used for data collection; these include questionnaire for teachers, ELSD test for pupils.

#### **3.5.1 Questionnaires for Teachers and Parents**

The fact that this instrument only includes closed-ended questions makes it helpful for gathering quantitative data. All of the study's objectives will be covered by the questions in the instruments. The instrument's part A collected the respondents' demographic data, and sections B through E will include questions about objectives 1 through 4.

#### **3.5.2: ELSD Test for Pupils**

All students in Grades 1-2 will take a test that the researcher creates, administers, grades, and marks. Students who receive a score of less than 30% on the prescribed test are categorized as having difficulties with ELSD and are consequently part of the research.

### **3.6: Piloting of Research Instruments**

The researcher will conduct a pilot test of the instruments by giving them to a chosen sample of the intended respondents. Four students, four parents, and four teachers from a single public pre-primary school will be chosen at random and will not be part of the completed research. This will help the researcher determine whether the suggested study is feasible and identify any potential flaws in the data collection tools. The reliability and validity of the questionnaire will be determined by the pilot test. The university supervisors will help identify and correct potential costly mistakes and pitfalls in the real study.

#### **3.6.1: Validity of the Research Instruments**

According to Creswell (2005), validity will let the researcher derive conclusions about a chosen sample that are both valid and reasonable. Expert opinions will be used to assess the content validity of the instruments.

Content Validity: Professionals with expertise in early childhood education and literacy development will evaluate the instruments to determine their content validity. Their input will guarantee that the items fully address the early literacy skills and home literacy context structures. Expert feedback will be used to inform changes that will enhance the items' clarity and relevance.

Factor analysis will be used to assess construct validity, which looks at how well the instruments' items match the theoretical constructs they are meant to measure. The study can verify that the instruments appropriately capture the constructs of interest by determining whether the items group together as anticipated.

Criterion Validity: The study will evaluate criterion validity by contrasting the literacy assessments' findings with pre-established benchmarks or early literacy standardized exams. The validity of the proposed instrument would be supported by a positive connection with established measures. The supervisors and fellow researchers to assess the items for content appropriateness and identify any areas that need to be modified to ensure the study's objectives are sufficiently met will examine the instrument closely.

### **3.6.2: Reliability of the Instruments**

The researcher (Kothari, 2005) will measure the degree to which a research instrument produces consistent data or outcomes after multiple trials. To determine the reliability of the pilot instruments, the researcher will evaluate the constancy of the responses with the help of the university supervisors. In order to find any inaccuracies, the suitability of the items in the research instrument will also be assessed. To make sure that the responders comprehend the questions, these mistakes will be fixed. Using Cochran's Alpha Reliability, the reliability

coefficient will be calculated from the piloting data. Instruments are intended to be considered dependable and used in field work if their reliability value is  $r=0.6$ .

### **3.7 Data Collection Techniques**

This study will use administered tests and structured questionnaires to gather quantitative data.

Prior to gathering data, the researcher will first ask the School of Postgraduate Mount Kenya University, NACOSTI, and finally the management of the chosen public elementary school for permission to carry out this study. Data collecting will then start following the building and testing of research equipment to ensure their validity and reliability. The gathering of data will assist the researcher in obtaining high-quality evidence for data analysis and enable the development of a credible and convincing response to the questions that will be asked.

Four public primary schools will provide training sessions for the research assistants prior to the actual data collecting. To help with data collecting, the researcher will hire helpers who are familiar with fieldwork. They will receive a week-long instruction in data collection from the researcher in the chosen schools. Each data collector will practice sampling respondents and giving out research equipment in a real field setting on four respondents as part of the training procedure.

Thereafter, conversations to ascertain the experiences from the exercise will take place. The actual sampling of students with learning disabilities will then take place. During the pretest phase, a reading comprehension exam will be given, evaluated, and graded. Only students with LDs who score poorly on the test, indicating difficulties with ELSD, will be chosen to take part in the study's final phase. Once students with ELSD challenges have been identified, the researcher will train the parents of these students on home literacy contexts; obtain their consent to begin practicing at home with their kids, and use field assistants to watch these parent-child

home literacy activities for a month. A posttest on ELSD will thereafter be given to these students.

During this process the researcher will personally sample and distribute questionnaires to teachers and parents. This fieldwork process will take at most one month after which the instruments will be collected and set for analysis.

### **3.8: Data Analysis Techniques**

The data collected will be analyzed by the study using descriptive data analysis techniques. All of the data that has been gathered will be edited to improve its quality and value for coding.

After processing, the data from this study will be loaded into the Scientific Package for Social Sciences (SPSS) software version 21.0 to create tables that can be further analyzed. Tabulated data will be compared with information in the instruments to ensure that it is an accurate representation of the acquired data after the data has been processed to eliminate any leftover or potential inaccuracies.

The analysis will be sufficient to address the goals and queries that direct this investigation. The examined data will be displayed in tables created using SPSS version 21.0 and will take the form of frequency, percentages, and ANOVA. In chapter four, the data analysis will be given according to the research questions and study objectives.

### **3.9 Ethical Considerations**

The analysis will be sufficient to address the goals and queries that direct this investigation. The examined data will be displayed in tables created using SPSS version 21.0 and will take the form of frequency, percentages, and ANOVA. In chapter four, the data analysis will be given according to the research questions and study objectives.

This research has been guided by ethical considerations to ensure the protection of the rights and welfare of all respondents. In regard to this, the researcher will consider the following in the study process to ensure ethics are maintained:

**Informed Consent:** The researcher will obtain consent from parents or guardians before allowing the pre-primary school pupils to participate in the study. Informed consent forms, which describe the purpose and procedures of this study, the risks and benefits, will be explained to the parents in terms they can understand. After the explanation, they will be allowed to ask questions.

Informed consent regarding voluntary participation of their children will be obtained from parents by having them sign the consent form. Moreover, verbal informed consent about the study will be provided to the children themselves in understandable words according to their age group, and their assent regarding their understanding of participation in the study.

Participation would be strictly on a voluntary basis, as respondents would not be coerced or unfairly influenced to participate in the study. Additionally, parents will be contacted in regards to their right to withdraw consent at any time during this research without any adverse consequences on their part or that of their children.

**Confidentiality and Anonymity:** In ensuring confidentiality on the part of the respondents, all data collected would be anonymized. No personal information, such as names or telephone numbers, shall be noted down or linked to the questionnaires. An identification code shall be

assigned to each participant, which will be used in the data analysis. Data must be stored in a secure way, and access should only be given to the research team. Paper-based data is to be locked in the cabinet; electronic data shall be stored on password-protected devices and cloud storage.

**Data Protection:** The research will be carried out in conformity with the data protection regulations concerning the treatment of data that should be considered as property of respective individuals and handled accordingly without violating any law and/or ethical code. The information provided will only be utilized for the intent of the research and shall not be passed to third parties unless consent is given.

**Risk Assessment:** The study will measure the potential risks to participants, such as those relating to emotional distress regarding literacy assessments or discussions. The study would take all possible precautions to minimize risks by arranging available support resources and taking full care that the assessments are made in a friendly and non-threatening manner.

Additionally, participants can claim the right not to answer any questions or activities if they feel uneasy.

**Ethical Approval:** Ethical approval from the appropriate Institutional Review Board or Ethics Committee will be sought prior to data collection. This is to ascertain that this proposed study will meet ethical standards and that the rights and welfare of participants are protected.

The analysis will be sufficient to address the goals and queries that direct this investigation. The data analysis will be displayed in tables created using SPSS version 21.0 as frequency, percentages, and ANOVA. In chapter four, the data analysis will be presented in line with the goals and research questions of the study.

**CHAPTER FOUR:  
RESULTS PRESENTATION**

**4.1 Introduction**

A presentation of findings showing how the independent variables (environmental print, child home literacy practices, home literacy resources and parent home literacy habits) influence literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya is done as follows;

**4.2 Demographic Information**

Demographic data gathered from parents and teachers covered their gender, marital status, category and education and outcomes are as in table 4.1.

**Table 4.1**

*Respondents Demographic Information*

		<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	30	50.0
	Female	30	50.0
	<b>Total</b>	<b>60</b>	<b>100.0</b>
<b>Marital Status</b>	Single	8	13.3
	Married	27	45.0
	Divorced	5	8.3
	Separated	8	13.3
	Widow/Widower	12	20.0
	<b>Total</b>	<b>60</b>	<b>100.0</b>
<b>Respondent Category</b>	Teachers	20	33.3
	Parents	40	66.7
	<b>Total</b>	<b>60</b>	<b>100.0</b>
<b>Respondents Education</b>	No schooling	6	10.0
	Primary school education	5	8.3
	Secondary school education	9	15.0
	Post-secondary education	40	66.7
	<b>Total</b>	<b>60</b>	<b>100.0</b>

As shown in the table above, among parents and teachers who participated in this research, 50% were men while 50% were women making findings generalizable to the entire study group irrespective of gender (see table 4.1). Similarly, results in the table show that 45% of these respondents were married, 8.3% were divorced, 13.3% were single, another 13.3% were separated while 20% had buried their spouses. Findings also show that 33.3% of the respondents were teachers whereas 66.7% were parents. Among the respondents, 10% had no education, 8.3% had primary school level of education, 15% had secondary school level of education while a majority of 66.7% had post-secondary school level of education. The implication of these outcomes is that most teachers and parents in the study area are married and have post-secondary school level of education.



### 4.3 Literacy Skills Scores among Pre-Primary School Children in Kaloleni Sub-County, Kilifi County, Kenya

An emergent literacy skills development test was administered to 40 pre-primary school learners and outcomes presented in table 4.2 as follows;

**Table 4.2**

*Literacy Skills Development Test Scores*

	<b>Scores</b>	<b>Frequency</b>	<b>Percent</b>
<b>Listening and Speaking</b>	0-20%	15	37.5
	21-40%	20	50.0
	41-60%	5	12.5
	<b>Total</b>	<b>40</b>	<b>100.0</b>
<b>Reading</b>	0-20%	30	75.0
	21-40%	4	10.0
	41-60%	6	15.0
	<b>Total</b>	<b>40</b>	<b>100.0</b>
<b>Dictation</b>	0-20%	35	87.5
	21-40%	5	12.5
	<b>Total</b>	<b>40</b>	<b>100.0</b>
<b>Writing</b>	0-20%	30	75.0
	21-40%	10	25.0
	<b>Total</b>	<b>40</b>	<b>100.0</b>

According to the above results, 37.5% of pre-primary school learners in Kaloleni Sub-County scored 0-20% in listening and speaking test, 50% scored 21-40% in the same test and 12.5% scored 41-60% in this test. In the reading skills test, 75% scored 0-20%, 10% scored 21-40% while 15% scored 41-60%. With respect to dictation skills test, it was shown that 87.5% scored 0-20% while the remaining 12.5% scored 21-40%. Lastly, on writing skills test, the study revealed that 75% scored 0-20% whereas 25% scored 21-40% (see table 4.2). Similar studies conducted in low-resource settings, such as those in Kwale County (Okeyo, 2021), reported comparable trends, highlighting systemic issues in early childhood literacy. The limited access to books and reading resources in the home environment often leads to children arriving at school with inadequate foundational literacy skills. These

results therefore implied that in Kaloleni Sub-County, literacy skills development among pre-primary school learners is generally poor as most of them underperformed in this test.

#### **4.4 Influence of Environmental Print on Literacy Skills Development among Pre-Primary School Children in Kaloleni Sub-County, Kilifi County, Kenya**

The first study objective addressed the influence of environmental print on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya and findings from the collected data are as in table 4.3 to 4.5 below.

**Table 4.3**

*Main environmental print available for pre-primary school learners at home*

	<b>Frequency</b>	<b>Percent</b>
Poster	27	45.0
Calendars	20	33.3
Signboards	7	11.7
Road Signs	6	10.0
<b>Total</b>	<b>60</b>	<b>100.0</b>

On the main environmental print available for pre-primary school learners at home, results from teachers and parents as presented in table 4.3 reveal that the main environmental print available was posters as 45% of the respondents mentioned, followed by calendars as 33.3% mentioned, then signboards as 11.7% mentioned and the least available environmental print in the study area was road signs as 10% of the participants mentioned. The findings therefore imply that in most pre-primary school pupils' homes, posters are the most available environmental print needed for their literacy skills development in Kaloleni Sub-County.

Table 4.4

*Respondent's ratings of the influence of environmental print on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya*

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Writing in walls and floors by children while at home have greatly improved literacy skills development among them	7	11.7	9	15.0	6	10.0	25	41.7	13	21.7
Repeating words by children while at home have greatly improved literacy skills development among them	5	8.3	10	16.7	6	10.0	19	31.7	20	33.3
Playing alone or with others by children while at home have greatly improved literacy skills development among them	6	10.0	9	15.0	6	10.0	17	28.3	22	36.7
Singing alone or with others by children while at home have greatly improved literacy skills development among them	10	16.7	5	8.3	5	8.3	27	45.0	13	21.7
Reading what is written on posters in the streets by children while at home have greatly improved literacy skills development among them	2	3.3	5	8.3	6	10.0	10	16.7	37	61.7
Reading calendars by children while at home have greatly improved literacy skills development among them	9	15.0	9	15.0	5	8.3	26	43.3	11	18.3
Reading newspapers by children while at home have greatly improved literacy skills development among them	28	46.7	10	16.7	10	16.7	12	20.0	0	0.0
Reading road signs by children on the streets have greatly improved literacy skills development among them	28	46.7	15	25.0	5	8.3	10	16.7	2	3.3
Reading of traffic lights by children on the streets have greatly improved	34	56.7	10	16.7	4	6.7	8	13.3	4	6.7

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literacy skills development among them

Reading of signboards by children on the streets have greatly improved literacy skills development among them	3	5.0	10	16.7	28	13.3	30	50.0	9	15.0
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Findings in table 4.4 reveal that 41.7% of parents and teachers agreed that writing in walls and floors by children while at home had greatly improved literacy skills development among them, 33.3% strongly agreed that repeating words by children while at home have greatly improved literacy skills development among them, 36.7% strongly agreed that playing alone or with others by children while at home have greatly improved literacy skills development among them, 45% agreed that singing alone or with others by children while at home had greatly improved literacy skills development among them, 61.7% strongly agreed that reading what is written on posters in the streets by children while at home have greatly improved literacy skills development among them, 43.3% agreed that reading calendars by children while at home have greatly improved literacy skills development among them, 46.7% strongly disagreed that reading newspapers by children while at home have greatly improved literacy skills development among them, 46.7% strongly disagreed that reading road signs by children on the streets have greatly improved literacy skills development among them, 56.7% strongly disagreed that reading of traffic lights by children on the streets have greatly improved literacy skills development among them while 50% agreed that reading of signboards by children on the streets have greatly improved literacy skills development among them. These outcomes implied that environmental print at home greatly influence literacy skills development among pre-primary school learners and therefore these children coming from home with these prints have good literacy skills development.

**Table 4.5**

*Correlations of the relationship between environmental print and literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya*

Control Variables			Listening and Speaking	Reading	Dictation	Writing
<b>Environmental print</b>	<b>Listening and Speaking</b>	Correlation	1.000	.661	.674	.575
		Significance (2-tailed)	.	.000	.000	.000
		df	0	37	37	37
	<b>Reading</b>	Correlation	.661	1.000	.822	.912
		Significance (2-tailed)	.000	.	.000	.000
		df	37	0	37	37
	<b>Dictation</b>	Correlation	.674	.822	1.000	.609
		Significance (2-tailed)	.000	.000	.	.000
		df	37	37	0	37
	<b>Writing</b>	Correlation	.575	.912	.609	1.000
		Significance (2-tailed)	.000	.000	.000	.
		df	37	37	37	0

Correlation results presented in table 4.5 therefore reveal that there is a statistically significant relationship between environmental prints at home and literacy skills development among pre-primary school learners in Kaloleni Sub-County, Kilifi County Kenya. This due to the fact the p-value for listening and speaking ( $p=0.000$ ), reading ( $p=0.000$ ), dictation ( $p=0.000$ ) and writing ( $p=0.000$ ) are all lower than  $p=0.05$  hence the independent variable and dependent variable investigated are significantly related.

#### 4.5 Influence of Child Home Literacy Habits on Literacy Skills Development among Pre-Primary School Children in Kaloleni Sub-County, Kilifi County, Kenya

The second objective addressed the influence of child home literacy habits on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya and findings from the gathered data are as in table 4.6 to table 4.8 that follow;

**Table 4.6**

*Main Literacy Habit by these Pre-Primary School Children*

	Frequency	Percent
Letter writing	6	10.0
Naming	5	8.3
Spelling	4	6.7
Scribbling on floors and walls	5	8.3
Identifying letters, colours or pictures	5	8.3
Repeating words	2	3.3
Playing alone or with others	2	3.3
Singing alone or with others	1	1.7
Making toys using mad, papers, leaves etcetera	23	38.3
Drawing	7	11.7
<b>Total</b>	<b>60</b>	<b>100.0</b>

Respondents were told to select the main child home literacy habit of pre-primary school learners in Kaloleni Sub-County and findings in table 4.6 reveal that the main child home literacy habit was making toys using mad, papers leaves and other available materials as 38.3% of parents and teachers indicated, 10% mentioned letter writing, 8.3% mentioned naming things, 6.7% mentioned spelling, 8.3% mentioned scribbling on floors and walls, 8.3% mentioned identifying letters, colours or pictures, 3.3% mentioned repeating words, 3.3% mentioned playing alone or with others, 1.87% mentioned singing alone or with others while 11.7% mentioned drawing activities. The outcomes implied that though there were numerous child home literacy habits in Kaloleni Sub-County, the main child home habit practiced mostly was making toys using various materials.

**Table 4.7**

*Respondents' responses on the influence of child home literacy habits on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya*

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Letter writing by children at home has greatly enhanced their literacy skills development	4	6.7	5	8.3	4	6.7	13	21.7	34	56.7
Children naming of people, animals or objects at home has greatly enhanced their literacy skills development	5	8.3	11	18.3	10	16.7	19	31.7	15	25.0
Children playing spelling games alone or with peers greatly enhance their literacy skills development	0	0.0	0	0.0	0	0.0	26	43.3	34	56.7
Scribbling on the floor/walls at home greatly enhances children's literacy skills development	6	10.0	0	0.0	5	8.3	12	20.0	37	61.7
Children identifying letters, colours or pictures while at home greatly enhances their literacy skills development	3	5.0	11	18.3	7	11.7	17	28.3	22	36.7
Children repeating words they hear at home greatly enhances their literacy skills development	0	0.0	0	0.0	0	0.0	18	30.0	42	70.0
Children playing alone or with peers at home greatly enhances their literacy skills development	4	6.7	5	8.3	4	6.7	17	28.3	30	50.0
Children singing alone or with peers at home greatly enhances their literacy skills development	7	11.7	7	11.7	6	10.0	17	28.3	23	38.3
Children making toys using mad, papers or leaves greatly enhances their literacy skills development	0	0.0	0	0.0	0	0.0	8	13.3	52	86.7
Children drawing activities greatly enhances their literacy skills development	0	0.0	6	10.0	4	6.7	17	28.3	33	55.0

Study results presented in table 4.7 reveal that 56.7% of parents and teachers strongly agreed that letter writing by children at home has greatly enhanced their literacy skills development, 31.7% agreed that children naming of people, animals or objects at home has greatly enhanced their

literacy skills development, 56.7% strongly agreed that children playing spelling games alone or with peers greatly enhance their literacy skills development, 61.7% strongly agreed that scribbling on the floor/walls at home greatly enhances children's literacy skills development, 36.6% strongly agreed that children identifying letters, colours or pictures while at home greatly enhances their literacy skills development, 70% strongly agreed that 50% strongly agreed that children playing alone or with peers at home greatly enhances their literacy skills development, 38.3 strongly agreed that children singing alone or with peers at home greatly enhances their literacy skills development, 86.7% strongly agreed that children making toys using mud, papers or leaves greatly enhances their literacy skills development and 55% strongly agreed that children drawing activities greatly enhances their literacy skills development. These results therefore imply that in the study area where children practiced the said child home literacy skills development activities at home, there was generally improved literacy skills development among the pre-primary school learners.

**Table 4.8**

*Correlation of the relationship between the child home literacy habits and literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya*

<b>Control Variables</b>			<b>Listening and Speaking Reading Dictation Writing</b>			
			<b>Speaking</b>	<b>Reading</b>	<b>Dictation</b>	<b>Writing</b>
<b>Child home literacy habits</b>	<b>Listening and Speaking</b>	Correlation	1.000	.692	.704	.617
		Significance (2-tailed)	.	.000	.000	.000
		df	0	37	37	37
	<b>Reading</b>	Correlation	.692	1.000	.828	.936
		Significance (2-tailed)	.000	.	.000	.000
		df	37	0	37	37
	<b>Dictation</b>	Correlation	.704	.828	1.000	.654
		Significance (2-tailed)	.000	.000	.	.000
		df	37	37	0	37
	<b>Writing</b>	Correlation	.617	.936	.654	1.000
		Significance (2-tailed)	.000	.000	.000	.
		df	37	37	37	0

Correlations results in table 4.8 reveal that there is a robust relationship between child home literacy habits and pre-primary school children's literacy skills development in Kaloleni Sub-County as the p-value of listening and speaking skills ( $p=0.000$ ), reading skills ( $p=0.000$ ), dictation skills ( $p=0.000$ ) and writing skills ( $p=0.000$ ) are lower than  $p=0.05$ . Therefore, there is a statistically significant correlation between child home literacy habits and pre-primary school children's literacy skills development in Kaloleni Sub-County, Kilifi county, Kenya.

#### 4.6 Influence of Home Literacy Resources on Literacy Skills Development among Pre-Primary School Children in Kaloleni Sub-County, Kilifi County, Kenya

The third study objective addressed the influence of home literacy resources on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya and gathered results were as in table 4.9 to 4.11.

**Table 4.9**

*Main home literacy resource available for these pre-primary school learners at their respective homes*

	<b>Frequency</b>	<b>Percent</b>
Educational television	8	13.3
Toys	6	10.0
Writing books	6	10.0
Reading books	6	10.0
Pencils and colours	4	6.7
Pictures	7	11.7
Colour charts	4	6.7
Maps	2	3.3
Drawing materials	2	3.3
Computer/phone games	1	1.7
Puzzles	1	1.7
Storybooks'	6	10.0
Wall clock	7	11.7
<b>Total</b>	<b>60</b>	<b>100.0</b>

In table 4.9, outcomes based on responses from teachers and parents on the main home literacy resource available to pre-primary school learners in Kaloleni Sub-County reveal that education television was the main home literacy resource based on 13.3% of the respondents, 10% mentioned toys, another 10% mentioned writing books, 10% mentioned reading books, 6.7% mentioned pencils and colours, 11.7% mentioned pictures, 6.7% mentioned colour chats, 3.3% mentioned maps, 3.3% mentioned drawing materials, 1.7% mentioned computers/phone games, 1.7% mentioned puzzles, 10% mentioned storybooks and 11.7% mentioned wall clocks. These results

in overall imply that in the study area, no specific home literacy resource for enhancing literacy skills development in pre-primary school learners in dominant as different homes had different resources with a slight dominance found in educational television as a home literacy resource in Kaloleni Sub-County.

**Table 4.10**

*Respondents responses on the influence of home literacy resources on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya*

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Educational television viewing by children at home has greatly improved literacy skills development among them	6	10.0	9	15.0	4	6.7	22	36.7	19	31.7
Playing with toys at home has greatly improved literacy skills development among pre-primary school children	11	18.3	16	26.7	0	0.0	15	25.0	18	30.0
Availability and use of writing books at home at home has greatly improved literacy skills development among pre-primary school learners	14	23.3	4	6.7	0	0.0	17	28.3	25	41.7
Availability and use of reading books at home at home has greatly improved literacy skills development among pre-primary school learners	12	20.0	5	8.3	7	11.7	12	20.0	24	40.0
Availability and use of pencils and colours by children at home has greatly improved literacy skills development among them	4	6.7	6	10.0	2	3.3	17	28.3	31	51.7
Availability of picture books/charts at home at home has greatly improved literacy skills development among children	6	10.0	8	13.3	0	0.0	19	31.7	27	45.0
Colour chats availability and use by children at home at home has greatly improved literacy skills development among them	0	0.0	13	21.7	3	5.0	13	21.7	31	51.7

Map availability and usage by children at home has greatly improved literacy skills development among them	12	20.0	11	18.3	6	10.0	15	25.0	16	26.7
Drawing materials availability and use by children at home at home has greatly improved literacy skills development among them	7	11.7	6	10.0	4	6.7	20	33.3	23	38.3
Computer/phone games availability and use by children at home at home has greatly improved literacy skills development among them	10	16.7	13	21.7	6	10.0	31	51.7	0	0.0
Puzzle games playing by children at home at home has greatly improved literacy skills development among them	17	28.3	11	18.3	0	0.0	20	33.3	12	20.0
Story book availability and reading by children at home at home has greatly improved literacy skills development among them	0	0.0	0	0.0	0	0.0	24	40.0	36	60.0
Library attendance by children at home at home has greatly improved literacy skills development among them	0	0.0	0	0.0	0	0.0	18	30.0	42	70.0
Wall clock availability and reading at home by children at home has greatly improved literacy skills development among them	9	15.0	9	15.0	4	6.7	5	8.3	33	55.0

The study also found as shown in table 4.10 table 36.7% of respondents agreed that educational television viewing by children at home has greatly improved literacy skills development among them, 30% strongly agreed that playing with toys at home has greatly improved literacy skills development among pre-primary school children, 41.7% strongly agreed that availability and use of writing books at home at home has greatly improved literacy skills development among pre-primary school learners, 40% strongly agreed that availability and use of reading books at home at home has greatly improved literacy skills development among pre-primary school learners, 51.7% strongly agreed that availability and use of pencils and colours by children at home has greatly improved literacy skills development among them, 45% strongly agreed that availability

of picture books/charts at home at home has greatly improved literacy skills development among children, 51.7% strongly agreed that colour charts availability and use by children at home at home has greatly improved literacy skills development among them, 26.7% strongly agreed that map availability and usage by children at home has greatly improved literacy skills development among them, 38.3% strongly agreed that drawing materials availability and use by children at home at home has greatly improved literacy skills development among them, 51.7% agreed that computer/phone games availability and use by children at home at home has greatly improved literacy skills development among them, 33.3% agreed that puzzle games playing by children at home at home has greatly improved literacy skills development among them, 60% strongly agreed that story book availability and reading by children at home at home has greatly improved literacy skills development among them, 70% strongly agreed that library attendance by children at home at home has greatly improved literacy skills development among them while 55% strongly agreed that wall clock availability and reading at home by children at home has greatly improved literacy skills development among them. The study therefore holds that in Kaloleni Sub-County, home literacy resources are strong predictors of literacy skills development among pre-primary school learners with those coming from homes with these resources expected to have better literacy skills development.

**Table 4.11**

*Correlation of the relationship between home literacy resources and literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya*

Control Variables			Listening and			
			Speaking	Reading	Dictation	Writing
Home literacy resources	Listening and Speaking	Correlation	1.000	.717	.713	.648
		Significance (2-tailed)	.	.000	.000	.000
		df	0	37	37	37
	Reading	Correlation	.717	1.000	.818	.941
		Significance (2-tailed)	.000	.	.000	.000
		df	37	0	37	37
	Dictation	Correlation	.713	.818	1.000	.646
		Significance (2-tailed)	.000	.000	.	.000
		df	37	37	0	37
	Writing	Correlation	.648	.941	.646	1.000
		Significance (2-tailed)	.000	.000	.000	.
		df	37	37	37	0

Correlations results in table 4.11 reveal that there is a robust relationship between home literacy resources and pre-primary school children's literacy skills development in Kaloleni Sub-County as the p-value of listening and speaking skills ( $p=0.000$ ), reading skills ( $p=0.000$ ), dictation skills ( $p=0.000$ ) and writing skills ( $p=0.000$ ) are lower than  $p=0.05$ . Therefore, there is a statistically significant correlation between home literacy resources and pre-primary school children's literacy skills development in Kaloleni Sub-County, Kilifi County, Kenya.

#### 4.7 Influence of Parental Home Literacy Habits on Literacy Skills Development among Pre-Primary School Children in Kaloleni Sub-County, Kilifi County, Kenya

Information was lastly gathered on the influence of parental home literacy habits on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya and findings from teachers and parents presented in tables 4.12 to table 4.14.

**Table 4.12**

*Main parental home literacy habit practiced by pre-primary school parents with their children at home*

	Frequency	Percent
Prompting children into reading/writing daily	14	23.3
Prompting children to say something about a book they read	13	21.7
Evaluating a child's response about an activity	16	26.7
Expanding on the child's response by rephrasing and adding information to a story book or child's response to the story	11	18.3
Repeating the prompts to make sure that the child has learned from the expansion	6	10.0
<b>Total</b>	<b>60</b>	<b>100.0</b>

When asked about the main parental home literacy habit, results in table 4.12 reveal that the main parental home literacy habit according to parents and teachers was evaluating a child's response about an activity as 26.7% mentioned, 23.3% mentioned prompting children into reading/writing daily, 21.7% mentioned prompting children to say something about a book they read, 18.3% mentioned expanding on the child's response by rephrasing and adding information to a story book or child's response to the story and 10% mentioned repeating the prompts to make sure that the child has learned from the expansion. These outcomes imply that even though various parental home literacy habits were being employed, evaluating a child's response to an activity was slightly being employed more in Kaloleni Sub-County, Kilifi County, Kenya.

**Table 4.13**

*Respondent's responses on the influence of parental home literacy habits on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya*

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Prompting children into reading/writing daily by parents while at home has led to great literacy skills development among pre-primary school learners	0	0.0	4	6.7	8	13.3	30	50.0	18	30.0
Parent prompting children to say something about a book they read while at home has led to great literacy skills development among pre-primary school learners	0	0.0	3	5.0	3	5.0	16	26.7	38	63.3
Parents evaluating a child's response about an activity while at home has led to great literacy skills development among pre-primary school learners	0	0.0	0	0.0	0	0.0	21	35.0	39	65.0
Parents expanding on the child's response by rephrasing and adding information to a story book or child's response to the story while at home has led to great literacy skills development among pre-primary school learners	0	0.0	0	0.0	0	0.0	12	20.0	48	80.0

Responses from participants as presented in table 4.13 reveal that 50% agreed that prompting children into reading/writing daily by parents while at home has led to great literacy skills development among pre-primary school learners, 63.3% strongly agreed that parent prompting children to say something about a book they read while at home has led to great literacy skills development among pre-primary school learners, 65% strongly agreed that parents evaluating a child's response about an activity while at home has led to great literacy skills development among pre-primary school learners and lastly 80% strongly agreed that parents expanding on the child's response by rephrasing and adding information to a story book or child's response to the story

while at home has led to great literacy skills development among pre-primary school learners. These results too imply that in the study area, parental home literacy habits greatly influenced literacy skills development among pre-primary school learners of Kaloleni Sub-County of Kilifi County Kenya.

**Table 4.14**

*Correlation of the relationship between parental home literacy habits and literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya*

<b>Control Variables</b>		<b>Listening and Speaking Reading Dictation Writing</b>				
		<b>Speaking</b>	<b>Reading</b>	<b>Dictation</b>	<b>Writing</b>	
<b>Parental home literacy habits</b>	<b>Listening and Speaking</b>	Correlation	1.000	.765	.715	.721
		Significance (2-tailed)	.	.000	.000	.000
		df	0	37	37	37
	<b>Reading</b>	Correlation	.765	1.000	.837	.932
		Significance (2-tailed)	.000	.	.000	.000
		df	37	0	37	37
	<b>Dictation</b>	Correlation	.715	.837	1.000	.661
		Significance (2-tailed)	.000	.000	.	.000
		df	37	37	0	37
	<b>Writing</b>	Correlation	.721	.932	.661	1.000
		Significance (2-tailed)	.000	.000	.000	.
		df	37	37	37	0

Correlations results in table 4.14 revealed that there is a strong relationship between parental home literacy habits and pre-primary school children's literacy skills development in Kaloleni Sub-County as the p-value of listening and speaking skills ( $p=0.000$ ), reading skills ( $p=0.000$ ), dictation skills ( $p=0.000$ ) and writing skills ( $p=0.000$ ) are lower than  $p=0.05$ . Therefore, there is a statistically significant correlation between parental home literacy habits and pre-primary school children's literacy skills development in Kaloleni Sub-County, Kilifi county, Kenya.

## **CHAPTER FIVE:**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The results of the study on the effects of environmental print, child home literacy practices, home literacy resources, and parent home literacy habits on the development of literacy skills in pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya are summarised and then recommendations and conclusions are presented, informed by the study's findings.

#### **5.2: Summary**

##### **5.2.1 Influence of Environmental Print on Literacy Skills Development among Pre-Primary School Children in Kaloleni Sub-County, Kilifi County, Kenya**

While addressing the influence of environmental print on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya and it was found that the main environmental print available for pre-primary school learners in this locale was posters others being calendars, signboards and road signs. It was also found that in this locale, environmental print at home greatly influenced literacy skills development among pre-primary school learners and therefore these children coming from home with these prints have good literacy skills development. According to the study, exposure to environmental print, including books, signs, and labels, is essential for the development of literacy abilities. Children performed better on reading and writing tests when they interacted with print-rich settings. This bolsters the claim that providing children with a wide range of reading resources at home improves their literacy experiences and helps them develop their skills. Lastly, environmental print was found to be strongly correlated with literacy skills development among pre-primary school learners in Kaloleni Sub-County, Kilifi County Kenya.

### **5.2.2 Influence of Child Home Literacy Habits on Literacy Skills Development among Pre-Primary School Children in Kaloleni Sub-County, Kilifi County, Kenya**

Regarding the influence of child home literacy habits on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya, the study established that the main child home literacy habit was making toys using mad, papers leaves and other available materials while other habits entailed letter writing, naming things, spelling, scribbling on floors and walls, identifying letters, colours or pictures, repeating words, playing alone or with others, singing alone or with others and drawing activities. The further showed that in the study area where children practiced the said child home literacy skills development activities at home, there was generally improved literacy skills development among the pre-primary school learners. According to the findings, children's literacy skills are greatly influenced by the literacy practices that are practiced at home, like reading aloud and telling stories. Reading, writing, and oral literacy skills were all better among participants whose parents actively participated in literacy-related activities. This supports the idea that children's emergent reading skills are directly influenced by positive parental participation and modeling of literacy behaviors, which is consistent with the ideas presented in Emergent reading Theory (Clay, 2001).

Lastly, it was shown that there was a robust relationship between child home literacy habits and pre-primary school children's literacy skills development in Kaloleni Sub-County, Kilifi County, Kenya.

### **5.2.3 Influence of Home Literacy Resources on Literacy Skills Development among Pre-Primary School Children in Kaloleni Sub-County, Kilifi County, Kenya**

The third study at the same time looked at the influence of home literacy resources on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County,

Kenya and revealed that education television was the main home literacy resource. The rest were toys, writing books, reading books, pencils and colours, pictures, colour charts, maps, drawing materials, computers/phone games, puzzles, storybooks and wall clocks. These resources were further shown to be strong predictors of literacy skills development among pre-primary school learners with those coming from homes with these resources expected to have better literacy skills development. The relationship between children's reading outcomes and the availability of literacy materials at home was a noteworthy discovery. Due to a scarcity of books and other reading materials, many participants were unable to practice and advance critical literacy skills. This emphasizes the need for government regulations and community-based programs that give parents the tools and instruction they need to establish more supportive literacy settings.

There was also a strong correlation ( $p=0.000$ ) between home literacy resources and pre-primary school children's literacy skills development in Kaloleni Sub-County, Kilifi county, Kenya.

#### **5.2.4 Influence of Parental Home Literacy Habits on Literacy Skills Development among Pre-Primary School Children in Kaloleni Sub-County, Kilifi County, Kenya**

Information was lastly gathered on the influence of parental home literacy habits on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya and findings on the main parental home literacy habit was evaluating a child's response about an activity, the rest of the habits included prompting children into reading/writing daily, prompting children to say something about a book they read, expanding on the child's response by rephrasing and adding information to a story book or child's response to the story and repeating the prompts to make sure that the child has learned from the expansion. These parental home literacy habits were further found to greatly influence literacy skills development among pre-primary school learners of Kaloleni Sub-County of Kilifi County Kenya. A strong correlation ( $p=0.000$ ) was also

established between parental home literacy habits and literacy habits and pre-primary school children's literacy skills development in Kaloleni Sub-County, Kilifi county, Kenya.

### **5.3 Conclusions**

The following conclusions were drawn from the outcomes of the study; with respect to the first objective, the study concludes that in Kaloleni Sub-County, Kilifi County, Kenya the main environmental print available for pre-primary school learners is posters and the prints greatly influenced literacy skills development among pre-primary school learners. On the second objective, the study concludes that in Kaloleni Sub-County, Kilifi County, Kenya, the main child home literacy habit was making toys using mad, papers leaves and other available materials and these habits generally enhanced literacy skills development among the pre-primary school learners.

Regarding the third objective of the study, it is the conclusion of this study that in Kaloleni Sub-County, Kilifi County, Kenya, education television is the main home literacy resource and that home literacy resources are strong predictors of literacy skills development among pre-primary school learners. On the last objective, the study concludes that in Kaloleni Sub-County, Kilifi County, Kenya, the main parental home literacy habit was evaluating a child's response about an activity and generally, parental home literacy habits do influence literacy skills development among pre-primary school learners. This study shows that pre-primary school students' reading ability development is greatly influenced by their home literacy situation. To improve early literacy development in Kaloleni Sub-County, parents, educators, and legislators must work together, as seen by the connections found between children's reading outcomes and home literacy practices and resources. It is feasible to enhance literacy competencies and eventually help children in this area succeed academically by filling up the gaps in home literacy practices and resources.

## 5.4 Recommendations

Based on the findings of this study on the influence of home literacy context on early literacy skills development among pre-primary school pupils in Kaloleni Sub-County, the following actionable recommendations are proposed:

**Community Literacy Programs:** Institute community literacy programs to provide the necessary workshops in effective literacy practices for parents and caregivers. Program activities should focus on strategies like reading aloud, storytelling, and engaging children in book talks. This could be regularly conducted at local community centers or schools to facilitate greater participation in an atmosphere of collaboration where parents can share experiences and resources.

**Access to Reading Materials:** Provide reading materials to the families that would be suitable for their child's age. This may include collaboration with local NGOs, schools, and libraries in order to set up a system whereby each household regularly receives different types of books. A mobile library system can similarly be implemented which would travel to different neighborhoods and make reading material accessible.

**Parent-Child Literacy Programs:** Pursue plans that would engage parents and children in literacy activities together. For example, a "Literacy Challenge" could be initiated that would encourage families to read a certain number of books together per month; incentives for participants could include recognition in the events of a community or in small prizes.

**Educator Training:** Professional training for pre-primary school teachers on engaging parents in their children's literacy skills is necessary. Educators should be equipped with tools and resources that will enable them to communicate with the families about the importance of home literacy practices and ways of implementing them.

**Policy Development:** Advocate for the formulation of government policies that give priority to early childhood literacy. This could include government funding for literacy initiatives, public awareness on the importance of home literacy, and integration of literacy development into existing educational frameworks.

**Future Research Directions:** For future studies, a qualitative exploration regarding the dimensions of parental practices and beliefs on literacy is encouraged. Researchers might conduct interviews or focus groups to give more detailed information about the challenges parents face as they work to support their children's development of literacy skills. In addition, such studies may be broadened to include other parts of Kenya, as well as to create a more complete understanding of how contextual factors influence variation in literacy development according to socio-economic status.

**Longitudinal Studies:** Conduct longitudinal studies in order to monitor how such effectiveness in this home literacy intervention would progress over time. This would in fact convey so much value in identifying how changes in home literacy practices might result in the improvement of children's literacy outcomes and inform further program development.

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**APPENDICES**

**APPENDIX I:**

**CONSENT FORM**

Researcher: Mwamwero Abdallah Ndegwa

Master Student Mount Kenya University

Reg no: MECS/2019/46637

Cell: .....

Mark in the Box

- 1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
- 2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
- 3. I agree to take part in the above study.

-----

Participant	Date	Signature
-------------	------	-----------

-----

Name of Researcher	Date	Signature
--------------------	------	-----------

## APPENDIX II:

### STRUCTURED QUESTIONNAIRES FOR PARENTS AND TEACHERS

I seek your assistance in filling in this instrument which intends to gather data from you on the influence of home literacy context on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya. Kindly select the most appropriate response to the questions from the offered choices.

#### PART A: DEMOGRAPHIC DATA

2. Your gender?
  5. Male
  6. Female
3. What is your marital status?
  - a. Married
  - b. Divorced
  - c. Separated
  - d. Single
  - e. Widow/widower
4. Which of these categories do you fall under?
  - Parent
  - Teacher
5. What is your educational status?
  - a. No education
  - b. Primary school education
  - c. Secondary school education

- d. Post-secondary education

**PART TWO: INFLUENCE OF ENVIRONMENTAL PRINT ON LITERACY SKILLS DEVELOPMENT AMONG PRE-PRIMARY SCHOOL CHILDREN IN KALOLENI SUB-COUNTY, KILIFI COUNTY, KENYA**

- 6. Which one is the main environmental print available for pre-primary school learners at home? (select one)
  - a. Writing in walls
  - b. Repeating words
  - c. Playing
  - d. Singing
  - e. Posters
  - f. Calendars
  - g. Newspapers
  - h. If none of the above please state .....
- 7. Please do rate the following as strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA) based on how environmental print influence literacy skills development in these children.

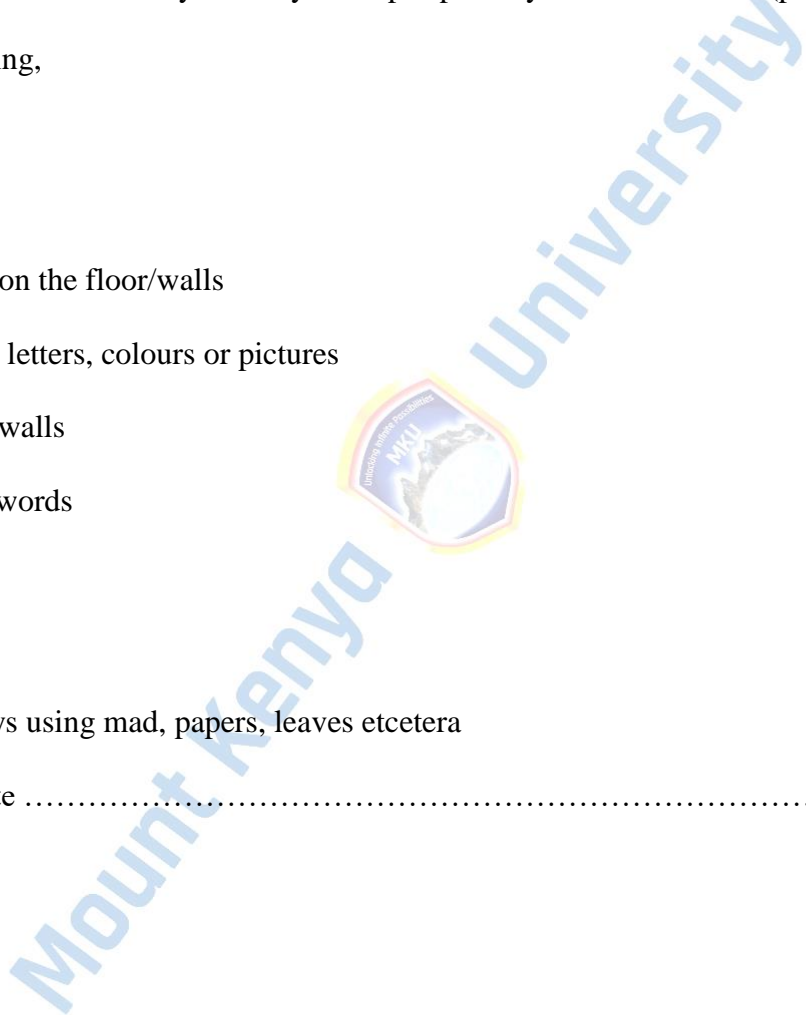
	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
Writing in walls and floors by children while at home have greatly improved literacy skills development among them					
Repeating words by children while at home have greatly improved literacy skills development among them					
Playing alone or with others by children while at home have greatly improved literacy skills development among them					
Singing alone or with others by children while at home have greatly improved literacy skills development among them					
Reading what is written on posters in the streets by children while at home have greatly improved literacy skills development among them					
Reading calendars by children while at home have greatly improved literacy skills development among them					

Reading newspapers by children while at home have greatly improved literacy skills development among them					
---	--	--	--	--	--

**PART THREE: INFLUENCE OF CHILD HOME LITERACY HABITS ON LITERACY SKILLS DEVELOPMENT AMONG PRE-PRIMARY SCHOOL CHILDREN IN KALOLENI SUB-COUNTY, KILIFI COUNTY, KENYA**

8. Which is the main literacy habit by these pre-primary school children? (pick one)

- a. Letter writing,
- b. Naming
- c. Spelling
- d. Scribbling on the floor/walls
- e. Identifying letters, colours or pictures
- f. Writing in walls
- g. Repeating words
- h. Playing
- i. Singing
- j. Making toys using mad, papers, leaves etcetera
- k. If none state .....



9. Kindly rate the following as strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA) based on how child home literacy habits influence literacy skills development in these children.

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
Letter writing by children at home has greatly enhanced their literacy skills development					
Children naming of people, animals or objects at home has greatly enhanced their literacy skills development					
Children playing spelling games alone or with peers greatly enhance their literacy skills development					
Scribbling on the floor/walls at home greatly enhances children's literacy skills development					
Children identifying letters, colours or pictures while at home greatly enhances their literacy skills development					
Children repeating words they hear at home greatly enhances their literacy skills development					
Children playing alone or with peers at home greatly enhances their literacy skills development					
Children singing alone or with peers at home greatly enhances their literacy skills development					
Children making toys using mud, papers or leaves greatly enhances their literacy skills development					

**PART FOUR: INFLUENCE OF HOME LITERACY RESOURCES ON LITERACY SKILLS DEVELOPMENT AMONG PRE-PRIMARY SCHOOL CHILDREN IN KALOLENI SUB-COUNTY, KILIFI COUNTY, KENYA**

10. In your opinion, which is the main home literacy resource available for these pre-primary school learners at their respective homes?

- a. Educational television
- b. Toys
- c. Writing books
- d. Pencils and colours
- e. Pictures
- f. Colour chats
- g. Map
- h. Drawing materials
- i. Computer/phone games
- j. Puzzles
- k. Story books
- l. Library
- m. Wall clocks
- n. If none kindly state .....



Kindly rate the following as strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA) based on how home literacy resources influence literacy skills development in these children.

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
Educational television viewing by children at home has greatly improved literacy skills development among them					
Playing with toys at home has greatly improved literacy skills development among pre-primary school children					
Availability and use of writing books at home at home has greatly improved literacy skills development among pre-primary school learners					
Availability and use of pencils and colours by children at home has greatly improved literacy skills development among them					
Availability of picture books/charts at home at home has greatly improved literacy skills development among children					
Colour charts availability and use by children at home at home has greatly improved literacy skills development among them					
Map availability and usage by children at home has greatly improved literacy skills development among them					
Drawing materials availability and use by children at home at home has greatly improved literacy skills development among them					
Computer/phone games availability and use by children at home at home has greatly improved literacy skills development among them					
Puzzle games playing by children at home at home has greatly improved literacy skills development among them					
Story book availability and reading by children at home at home has greatly improved literacy skills development among them					
Library attendance by children at home at home has greatly improved literacy skills development among them					
Wall clock availability and reading at home by children at home has greatly improved literacy skills development among them					

**PART FIVE: INFLUENCE OF PARENTAL HOME LITERACY HABITS ON LITERACY SKILLS DEVELOPMENT AMONG PRE-PRIMARY SCHOOL CHILDREN IN KALOLENI SUB-COUNTY, KILIFI COUNTY, KENYA**

11. Which one of the following habits do you think is the main parental home literacy habit practiced by pre-primary school parents with their children at home? (Select one)

- a. Prompting children into reading/writing daily
- b. Prompting children to say something about a book they read
- c. Evaluating a child’s response about an activity
- d. Expanding on the child’s response by rephrasing and adding information to a story book or child’s response to the story
- e. Repeating the prompts to make sure that the child has learned from the expansion
- f. If none please state .....

12. Kindly rate the following as strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA) based on how parental home literacy habits influence literacy skills development in these children.

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
Prompting children into reading/writing daily by parents while at home has led to great literacy skills development among pre-primary school learners					
Parent prompting children to say something about a book they read while at home has led to great literacy skills development among pre-primary school learners					
Parents evaluating a child’s response about an activity while at home has led to great literacy skills development among pre-primary school learners					
Parents expanding on the child’s response by rephrasing and adding information to a story book or child’s response to the story while at home has led to great literacy skills development among pre-primary school learners					
Repeating prompts to make sure that the child has learned from the expansion by parents while at home has led to great literacy skills development among pre-primary school learners					

**END**

## APPENDIX III: ELSD TEST FOR GRADE II PUPILS

### INSTRUCTIONS

Read the questions to the child. It is important to read only the bold text in black in quotations.

Award marks as indicated. When complete, add up the number of correct responses out of 50.

### SECTION A: Listening and Speaking

Engage the child with the following conversation and questions.

1. "What is your name?"	-----/1
2. "Rub the chalk board."	-----/1
3. "Raise your left hand."	-----/1
4. "Where do you go for prayers?"	-----/1
5. "Can you sing the first verse of the national anthem in English?"	-----/1
Marks	-----/5

### SECTION B: Reading

6. "Here is a short story. I want you to read it aloud, quickly but carefully. When I say "begin" read the story as best as you can until I say stop. We will keep quiet and listen to you. Ready? Begin."

#### **Our School**

It was on Monday morning and all the children were at the school assembly. The children were standing in neat rows. They were neatly dressed in their school uniform. The head teacher was standing next to the noticeboard. "Can you see the scouts? What are they doing?" My friend Mary asked. "They are raising the flag," I answered. When the school assembly was over, all the children went to their classes. Lessons began. English was the first lesson in our class timetable. The teacher came to class carrying a ruler. "We shall learn spelling and handwriting today," she said. She gave us an exercise. "Peter, Will you bring the books to the staffroom for me to

-----/20

mark?" asked the teacher? "Yes, I will" said Peter.	
Marks	-----/20

**SECTION C: Dictation**

16. Here we have some words. I will read them loud and I would like you to write each word on the paper provided.	
a) Assembly	-----/1
b) Neat rows	-----/1
c) Uniform	-----/1
d) Noticeboard	-----/1
e) Flag	-----/1
f) Lesson	-----/1
g) Timetable	-----/1
h) Ruler	-----/1
i) Spelling	-----/1
j) Handwriting	-----/1
Marks	-----/10

**SECTION E: Writing**

17. Ask the pupil to match the words / phrases in columns A, B and C to make five correct sentences

<b>A</b>	<b>B</b>	<b>C</b>
We have to They have to	trim take comb	good care of our bodies. our nails short. their hair
a.....		-----/1
b.....		-----/1
c.....		-----/1
d.....		-----/1
e.....		-----/1
Marks		-----/5
<b>Final total</b>		----- <b>/40</b>

APPENDIX IV:  
LETTER OF INTRODUCTION



**DIRECTORATE OF GRADUATE STUDIES**

MECS/2019/46637

24<sup>th</sup> July, 2024

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir/ Madam,

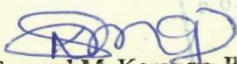
**RE: MWAMWERO ABDALLAH NDEGWA - REGISTRATION NO.  
MECS/2019/46637**

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

The title of the research is "**Influence of Home Literacy Context on Literacy Skills Development Among Pre-Primary School Children in Kaloleni Sub - County, Kilifi County, Kenya.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **July, 2023 and September, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

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

**APPENDIX V**

**LETTER OF AUTHORIZATION**



**OFFICE OF THE PRESIDENT**  
**MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION**  
*STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION*

Telephone:  
Fax:  
Email: cckilificoordination@gmail.com  
When replying please quote  
Ref: Ref: **EDUC.12/7/VOL.11/99**

County Commissioner's Office  
Kilifi County  
P. O. Box 29 - 80108  
**KILIFI**

And Date 8<sup>th</sup> August, 2024

Mr. Abdallah Ndegwa Mwamero  
**MOUNT KENYA UNIVERSITY**

**RE: RESEARCH AUTHORIZATION**  
**MR. ABDALLAH NDEGWA MWAMERO NO: NACOSTI/P/24/38621**

Reference is made to letter unreferenced letter dated 8<sup>th</sup> August, 2024 on the above subject matter.

This office has no objection with you carrying research on “Influence of Home literacy context on literacy skills development among Pre-primary school children in Kaloleni Sub-county, Kilifi County” which is scheduled between 8<sup>th</sup> August, 2024 to 1<sup>st</sup> August, 2025 in Kilifi County so long as they are conducted within Ministry of Education guidelines.

You are therefore required to liaise with the County Education office for guidance.

Thank you.

**ALICE M. KALIMBO**  
**FOR: COUNTY COMMISSIONER**  
**KILIFI COUNTY**






c.c.

**County Director of Education**  
**KILIFI COUNTY**

**All Deputy County Commissioners**  
**KILIFI COUNTY**

**Director of Graduate Studies**  
**MOUNT KENYA UNIVERSITY**

**APPENDIX VI**  
**RESEARCH PERMIT**

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: 457046	Date of Issue: 01/August/2024
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Mr.. Abdallah Ndegwa Mwamwero of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kilifi on the topic: INFLUENCE OF HOME LITERACY CONTEXT ON LITERACY SKILLS DEVELOPMENT AMONG PRE-PRIMARY SCHOOL CHILDREN IN KALOLENI SUB-COUNTY ,KILIFI COUNTY ,KENYA for the period ending : 01/August/2025.</b>	
License No: NACOSTI/P/24/38621	
457046 Applicant Identification Number	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
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.	
See overleaf for conditions	

**APPENDIX VII**

**FIELD ENTRY AUTHORIZATION**

COUNTY GOVERNMENT OF KILIFI



DEPARTMENT OF EDUCATION AND ICT  
DIRECTORATE OF VOCATIONAL TRAINING

Email: [ewanja@kilifi.go.ke](mailto:ewanja@kilifi.go.ke)  
When Replying please quote

P O BOX 519-50108  
KILIFI, KENYA

Date: 8<sup>TH</sup> August, 2024

To Whom It May Concern,

**REF: PERMISSION FOR STUDENT RESEARCH IN KALOLENI SUBCOUNTY**

This is to grant permission to Mr. Abdallah Ndegwa Mwamwero, a student at Mount Kenya University, to conduct research in Kaloleni Sub-county among the pre-primary as per the research License attached to this letter.

We request your kind cooperation in facilitating Mr. Ndegwa research activities which may include granting access to relevant ECDE centres, data, and any other resources that may be required.

Grant him the necessary assistance as we hope that he will adhere to all ethical standards and guidelines set forth by your Centres and will ensure that the research is conducted with respect for the local community and environment.

Eddystella Wanja  
Director Vocational Training

**APPENDIX VIII**  
**MAP OF KALOLENI**



Mount Kenya

**APPENDIX IX**  
**CONSENT FORM**

**CONSENT FORM FOR PARTICIPATION IN RESEARCH**

**TITLE OF STUDY**

Dear Participant,

I invite you to participate in a research study entitled influence of home literacy context on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya. I am currently enrolled in the masters' degree program at Mount Kenya University and am in the process of writing my Master's project. The main purpose of the research is to assess the home literacy context on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya

The enclosed questionnaire has been designed to collect information on: influence of home literacy context on literacy skills development among pre-primary school children in Kaloleni Sub-County, Kilifi County, Kenya.

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire. There are no direct benefits to you for participating in this research. However, you may find it interesting to talk about the issues addressed in the research and it may be beneficial to the field and to future clients or individuals who have experienced similar concerns

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately (*five minutes*) to complete. Please return the questionnaire as soon as possible to enable me complete the project report.

If you have any questions about this project, feel free to contact *the INVESTIGATOR*, MWAMWERO ABDALLAH NDEGWA, 0723790322 If you have questions about your rights as a research participant, please be in touch with the Chairman, Mount Kenya University, Ethical Review Committee, P.O Box 342-01000, Thika.

Thank you for your assistance in this important endeavor.

**CONSENT**

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

# APPENDIX X

## SIMILARITY INDEX

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