

Parental involvement in children's home learning activities in Early Childhood Education in Njoro Sub-county, Kenya

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Abstract

The purpose of this study was to investigate parental involvement in children's home learning activities in Early Childhood Education in Njoro sub-county, Nakuru County in Kenya. The objectives of this study were: to establish ways in which parents facilitated their children's learning at home; to establish the kind of knowledge and skills that parents exhibited in helping their children with homework; and to examine ways of improving parental involvement in their children's home learning. Epstein's theory of overlapping spheres of influence provided the theoretical framework. A mixed methods approach and descriptive survey design guided the study. The sample was drawn from twenty three pre-schools and included forty six pre-school teachers, twenty three head teachers and forty six parents. Interview schedules and questionnaires were used to collect data. The study found that most parents assisted their children with homework especially in reading and writing activities. Most of the parents had the knowledge and skills of helping their children with homework. Teachers reported that talking to individual parents was the most effective method in improving their involvement in children's home learning. The study is expected to make improvements on parental involvement in Early Childhood Education which will go a long way to benefit learners through quality teaching and learning.

Key words: Early Childhood Education, parental involvement, home learning

Full text: <http://www.kaeam.or.ke/articles/v10/Paper2.pdf>