Relationship between School Climate and Parents’ Involvement in Early Years Education: A Case of Military Sponsored Schools in Nairobi City County, Kenya

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Abstract: - Parental role in children’s learning is very important. The contribution of parents depends on how they perceive their roles in children’s education and the climate in schools. The purpose of the study was to establish the extent to which parents were involved in their children’s education in military sponsored preprimary schools in Nairobi County. The study also sought to find out the influence of school climate on parents’ involvement in children’s education. Ecological System and Social Exchange theories were used to guide the study. The dependent variable was parents' involvement in children’s education, while the independent variables were school climate in pre-primary schools and strategies put in place to enhance the involvement. The study was conducted in military sponsored pre-primary schools in Nairobi City County. Purposive and random sampling techniques were used to select a sample for the study. Questionnaires for parents and interview schedules were used to collect data. Content validity was used to ensure validity of the instruments, while test-retest method was used to determine reliability of the instruments. The data was collected in two stages and analyzed using descriptive statistics and results presented using tables and text. The results from data analysis revealed that majority of the parents were sometimes involved in children’s education. School climate was found not to be significantly related to parents’ involvement in children’s education and the most common strategies used by schools to encourage parents to be involved in their children’s education were: Building good relationships; requiring parents to attend school meetings; providing welcoming environment and asking parents to ensure that children do homework.

Keywords: School Climate; Parents’ Involvement; Early Years Education; Military Sponsored Schools; Nairobi City County, Kenya

I. INTRODUCTION

Involvement of parents’ in children’s learning is very important because it enhances achievement of learning outcomes (Catalano, 2014). Parental involvement is a gateway through which schools improve the success of their children (Muhammad, 2015). This I because parents and extended families have the most direct and lasting impact on children’s learning and play (Stewart, 2008). There was therefore need to establish the extent to which parents’ with children in military sponsored pre-primary schools were involved in children’s education because the demands of military lifestyle cause many challenges to military family members due to separation (Burrell, Adams, Durand & Castro, 2006). Sheldon (2002) defined parental involvement as an investment made by parents for their children. According to Schuls (2005) parents’ participation in children’s education depends on how they see their roles in their children’s’ learning.

Military sponsored schools have been established globally. In 1989 the US congress passed the military childcare Act which led to the establishment of military child development centres. In UK the government established educational programs for military service personnel children aged 4-18 years both day and boarding to meet education needs of military families (Engel & Lyle, 2010).

In Kenya the forces academies are the brainchild of former president Daniel Moi where through his efforts the schools were started in 1980s. The aim was to make them centres of excellence for children of armed forces personnel. The expansion of the schools has made admission of both military and civilian personnel’s children possible. The schools are unique and admit children from Nursery to form four. Currently there is a preprimary school in every barracks in Kenya. The schools are run by a team of qualified teachers. Preschools are run by trained preschool teachers who are paid by parents through a board established by the unit or brigade commanders (Moi Forces Academy, 2017). It was therefore important to establish the extent to which parents’ were involved in children’s education in the military sponsored pre-primary schools.

According to McKay and Stone (2000) a positive school climate improves the quality of teaching and learning and parents’ involvement in their children’s education. According to Freiberg (2005) school climate is the learning environment which provides learners different experiences depending on school management. Further Perkins (2006) defines school climate as the learning environment created through human relationships and people’s experiences of school life. It is also clear from research that positive school climate is correlated with learners’ performance in school and promotes cooperative learning (Grusec & Hastings, 2015). According to
National School Climate Centre (2007) school climate may be friendly, inviting or unwelcoming to parents. School climate also influences stakeholders’ involvement in children’s education (Sergiovanni & Starrat, 2006). This study was to investigate how parents’ perceived the climate in military sponsored pre-primary schools and how it influenced their involvement in children’s education. Research has shown that positive school climate strongly influence children’s performance and development (Saravia-Shore & Garcia2008). Contrary, a negative school climate poses challenges that deter children’s access to quality education. In addition to poor social relationships, lack of care and sensitivity and negligence of learners’ needs, prevent children from accessing quality education and care. Consequently, the bond between members of the school and the community stands a high chance to break leading to lack of school connectedness and the community. Studies done globally and in Africa have revealed that parent participation in children’s education is limited and is influenced by many factors. Some of the factors are non-flexible work schedules, shortage of resources and moving problems (Wanders, Mendez & Downer, 2007). In Ghana, Osei-Akoto, Chowa and Ansong (2012) found that parental involvements in children’s education were minimal. In Rwanda, a study by Tuyisenge (2015) on determinants of parents’ involvement in their preschool children’s education indicated that daily business engagements hindered parents from fully participating in their children’s education. Studies conducted in Kenya have also shown similar results. In a study conducted by Koech (2009) in Uasin Gishu on parents’ involvement in children’s education had established that parents’ involvement in children’s education was varied and influenced by parents’ level of education (Koech, 2009). Ondieki (2012) revealed that parents’ involvement in children’s learning was limited. Making phone calls, short visits to schools and writing notes were used by teachers as strategies to enhance parental participation in their children’s education. This study was therefore to explore the school climate in military sponsored schools and how it influenced parents’ involvement in their children’s education.

II. STATEMENT OF THE PROBLEM

Involvement of parents’ in children’s education improves children’s academic performance, develops positive attitude towards school and good behavior. Parents’ involvement in children’s education depends on how they perceive their roles in children’s education and the climate in schools of their children are very important. This is because a positive school climate encourages stakeholders’ contribution in children’s education, while a negative climate discourages stakeholders’ involvement.

The studies done in different countries on parental involvement in children’s education appeared to have focused on other factors other than school climate and schools not sponsored by military. Studies done in Kenya on parents’ involvement in children’s education did not also focus on school climate and not done in military sponsored schools. There was therefore a need to conduct a study to establish school climate in military sponsored pre-primary schools and how it influences involvement in their children’s education and hence the current study.

III. OBJECTIVES OF THE STUDY

The following were the objectives of the study.

(i) To establish the extent to which parents’ are involved in children’s education in military sponsored pre-primary schools.
(ii) To find out the relationship between school climate and parents’ involvement in children’s education in military sponsored pre-primary schools.
(iii) To determine the strategies schools have put in place to promote parents’ involvement in children’s education.

IV. THEORETICAL AND CONCEPTUAL FRAMEWORK

The study adopted Ecological Systems Theory and Social Exchange theories which have been described under the following sections.

4.1 Ecological Systems Theory

According to this theory the development of children is affected by many factors within the child, family and environment (Bronfenbrenner, 1986). The ecological environment is a nested arrangement of concentric structures. The ecological systems are: micro, meso, exo and macro systems (Bronfenbrenner, 1986). In this study the researcher focused on how parents’ perception of the school environment influences their involvement in children’s education.

According to Brofenbrenner (1986) school affects community and community affects family members of the child. In this study the researcher was to investigate how school climate influences parental involvement in children’ education.

Exosystem consists of extended family members, parents’ workplaces and school management. The elements directly influence the child. The mesosystem connects the micro and exosystem. Macro system refers to uniformities in the form of lower order systems that occur at the level of the subgroup or the cultures as a whole” (Bronfenbrenner, 1986). The current study intended to find out how school climate influences parental involvement in children’s education.

4.2 Social Exchange Theory

Parents’ perception of preschool environment corroborates well with Social Exchange Theory, by Sabatelli & Shehan (1993) which asserts that human behaviors are motivated by perceptions. According to the theory, human beings normally prefer to incur certain costs if they perceive that they will get a reward that is worth the cost. Personal interest plays a great role in influencing perceptions.
Inside the parent-child relationship, school readiness, and future accomplishments can be likened as parental prizes or youngsters’ prizes offered out to their folks. When parents feel that their children’s school offers a conducive physical and social environment for their holistic development they feel motivated to be involved. This study intended to find out what parents’ think about the school climate in schools of their children.

Social exchange theory was also used by (Raschick & Ingersoll-Dayton (2004) to study adult children and aging parents’ exchange relationships to compare the costs and rewards of taking care of aging family members or parents. The theory has however, been rarely applied to early childhood studies. The researcher therefore employed social exchange theory to establish relationship between parents’ involvement in children’s education and school climate in military sponsored pre-primary schools in Kenya.

The study employed the tenets of the theory (costs and rewards) to determine the levels of involvement exhibited by parents and how their perceptions influenced their involvement.

V. RESEARCH METHODOLOGY

5.1 Research Design

The research adopted a descriptive survey research design where the research variables were described as observed during the data collection process. The researcher found the design appropriate because it enabled him to determine the influence of school climate on parents’ involvement on children’s pre-primary education in military schools.

5.2 Variables

The dependent variables were school climate in pre-primary schools which was measured by using school climate survey scale to determine what parents thought about the climate in the preprimary schools including children’s safety in school, cleanliness, discipline, good learning environment, and extracurricular activities. The other dependent variable was strategies schools have put in place to enhance parents’ involvement in children’s education. It was measured by asking teachers the measures put in place in schools to encourage parents’ participation in their children’s education.

The dependent variable was parents’ involvement in children’s pre-primary education. It was measured by using a Likert scale where parents were required to indicate the extent they participate in different school activities like attending PTA meetings, assisting homework, volunteering and paying fees.

5.3 Location of the Study

The study was conducted in military sponsored pre-primary schools in Nairobi City County due to existence of many military sponsored pre-primary schools compared to other counties.

5.4 Target Population

The study targeted parents and teachers of early years education of school children in military sponsored schools in Nairobi City County. There are six military sponsored schools in the county. The researcher sampled 15% of the parents and 15% teachers to participate in the study.

5.5 Sampling Techniques and Sample Size

Purposive sampling technique was used to select Nairobi City County and military sponsored schools. Simple random sampling was used to select pre-primary schools and parents. The sample of the study consisted 3 schools, 60 parents and 8 teachers.

5.6 Research Instruments

Questionnaires for parents and interview schedules for pre-primary school teachers were used to collect data. The questionnaire for parents consisted of closed ended questions on their perception of climate in schools of their children and their involvement in children’s education. The questionnaire was used to collect demographic information of the respondents, parents’ involvement in children’s education and strategies put in place to enhance parents’ involvement in children’s education. Interview schedules were used to collect data to corroborate the results obtained through the questionnaire and to enhance validity and reliability of the results. A pilot study was carried out in two pre-primary schools in selected sub-counties in Nairobi City County. Prior to actual research, the researcher made a pre-visit to the study area and a survey was conducted to test the correctness of the questions and to assist the researcher in approximating the required time for the research process. To check the content validity of the instruments, expert judgment technique was used. Validity was also ensured through use of pilot results which fine-tuned the research instruments (Kothari, 2004). The reliability of the research instruments was established using test-retest method. The instruments were pretested in two preschools in Nairobi City County which was administered after two weeks. Pearson “r” was used to calculate the reliability coefficients.

5.7 Data Collection and Analysis

Preparation for the research begun with a reconnaissance visit to the study area which helped the researcher to make appropriate arrangements. The necessary travel arrangements were also made and data collection materials prepared in advance. Parents were invited to schools with the help of head teachers. Teachers were interviewed on the nature of parental involvement and the strategies put in place in schools to enhance parents’ involvement in children’s education. After the data was collected, it was cleaned to detect any error and omissions in the questionnaire. It was then coded and analyzed. Quantitative data was analyzed using descriptive statistics that is frequencies, percentages, means, and standard deviations. The qualitative data was analyzed using themes. Statistical Package for Social Sciences (SPSS) was used in the
analysis of data and the results were presented using tables, figures and text.

5.8 Logistical and Ethical Considerations

The researcher sought permission from Kenyatta University Graduate School to conduct research. Permission was also sought from NACOSTI to enable the researcher to collect data from schools. Thereafter permission was also sought from Nairobi City county education department. After obtaining the permit, informed consent was sought from head teachers of the concerned schools to carry out research in their schools. The questionnaires were then distributed to the respondents. Any clarifications regarding the questionnaires were made to the respondents. Informed consent from head teachers and parents was obtained and the purpose of the research explained to them. The respondents were assured confidentiality of the information they provided.

To determine the extent to which parents’ are involved in their children’s education in military sponsored pre-primary schools, the objective to be achieved was:

Objective 1: To establish the extent parents’ are involved in children’s education in military sponsored pre-primary schools.

To determine the nature and extent parents were involved in their children’s education, a questionnaire was administered to the parents. Table 1 presents the results from data analysis.

As it can be seen in Table 1 majority of the parents were sometimes involved in their children’s education. The results also show that the highest parental involvement was in paying schools fees; buying learning materials and participating in school activities. The least parental involvement was in participating in decision making and offering voluntary services.

Table 1: Frequency of Parental Involvement in Children’s Education

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending school meetings</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Assisting child do homework</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Buying teaching-learning materials</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Participating in decision making</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Find out how the child is doing</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Paying fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Participating in school activities</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Offering voluntary services</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Dropping and picking children</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Communicating with the teacher</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

As it can be seen in Table 1 majority of the parents were sometimes involved in their children’s education. The results also show that the highest parental involvement was in paying schools fees; buying learning materials and participating in school activities. The least parental involvement was in negotiating with the teacher.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending school meetings</td>
<td>1</td>
<td>4</td>
<td>3.17</td>
<td>1.193</td>
</tr>
<tr>
<td>Assisting child do homework</td>
<td>1</td>
<td>4</td>
<td>3.42</td>
<td>.900</td>
</tr>
<tr>
<td>Buying teaching-learning materials</td>
<td>3</td>
<td>4</td>
<td>3.83</td>
<td>.389</td>
</tr>
<tr>
<td>Participating in decision making</td>
<td>1</td>
<td>4</td>
<td>2.92</td>
<td>1.165</td>
</tr>
<tr>
<td>Finding out how the child was doing</td>
<td>1</td>
<td>4</td>
<td>3.08</td>
<td>1.165</td>
</tr>
<tr>
<td>Paying fees</td>
<td>4</td>
<td>4</td>
<td>4.00</td>
<td>.000</td>
</tr>
<tr>
<td>Participating in school activities</td>
<td>2</td>
<td>4</td>
<td>3.50</td>
<td>.798</td>
</tr>
<tr>
<td>Offering voluntary services</td>
<td>1</td>
<td>4</td>
<td>2.08</td>
<td>.996</td>
</tr>
<tr>
<td>Dropping and picking children</td>
<td>3</td>
<td>4</td>
<td>3.67</td>
<td>.651</td>
</tr>
<tr>
<td>Communicating with the teacher</td>
<td>1</td>
<td>4</td>
<td>3.33</td>
<td>1.231</td>
</tr>
<tr>
<td>Average</td>
<td>3.30</td>
<td>.513</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To have a clear picture on the extent to which parents were involved in children’s education, average mean scores were generated and the results have been presented in Table 2.
As shown in Table 2 the overall mean score in parents’ involvement in children’s education was 3.30. The results imply that in a scale of 1-3 the parents were sometimes involved in children’s education. Further scrutiny of the results shows that the parents were least involved in offering voluntary services followed by participation in decision making due the nature of their work. Some of the reasons for low involvement in decision making and voluntary services were: Military parents are frequently deployed to secure territorial integrity of the country and Serve as UN peace keepers.

The researcher was also interested to determine whether gender influenced parents’ involvement in children’s education. Table 3 presents the results.

Table 3: Average Parental Involvement in Children’s Education by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>3.52</td>
<td>.422</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>3.08</td>
<td>.538</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.30</td>
<td>.48</td>
</tr>
</tbody>
</table>

Table 3 shows that the average parental involvement in children’s education for male parents was 3.52, while that for female was 3.08. The results imply that male parents’ were more involved in children’s education than female parents. This is because very strict security procedures are followed when accessing schools in military camps. This makes even spouses of soldiers not to want to go to schools due to many searches and frisking done to both personnel and their luggage or vehicles; physically, using machines and sniffer dogs.

Further analysis was done to determine whether the difference in parents’ involvement in children’s education by gender was significant. The results have been presented in Table 4.

Table 4: Independent Samples Test

<table>
<thead>
<tr>
<th>Equal Variance</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed</td>
<td>1.553</td>
<td>10</td>
<td>.152</td>
<td>.433</td>
<td>.279</td>
<td>-1.89 - 1.055</td>
</tr>
<tr>
<td>Not Assumed</td>
<td>1.553</td>
<td>9.457</td>
<td>.153</td>
<td>.433</td>
<td>.279</td>
<td>-1.93 - 1.060</td>
</tr>
</tbody>
</table>

Table 4 shows that the mean difference between male and female parents’ involvement in children’s education was .433 with a p-value of .152. The results imply that the difference in parental involvement between male and female parents was not significant at .05 level of significance.

The findings of this study concurs with a study by Mare (2014) who found out that parents were actively involved in children education. In the same vein, a study by Kombo (2015) revealed that 44.3% of the refugee parents don’t get involved in their children’s education due to ignorance, 83.3% of the refugee parents communicate with the school to find out the progress of their children and 76% of the parents participate in school activities such as attending meetings and clinic days. In addition, Jeynes (2016) found that learners’ whose parents were more involved in children’s education performed better.

The findings of this study concur with those from a study conducted in USA by Martinez (2015) to determine whether differences existed among fourth grade learners. The results revealed that students of highly involved family members significantly outsmarted those of family members who were not involved. The results were also similar to those from a study which was done in Ghana by Sharon, Aber, and Behrman (2018) who found that parents prioritized physical and structural resources when determining early years’ education quality. They also perceived their role as making sure that their children had basic needs and less support to educating children as that was to be a role of teachers the results which are similar to current study findings in military sponsored pre-primary schools. A Ugandan study conducted by Mahuro (2016) found that parental involvement enhances students’ academic achievement and parents were involved in many ways.

6.2 School Climate and Parents’ Involvement in Children’s Education in Military Sponsored Pre-Primary Schools

The second objective was to explore the relationship between school climate and parents’ involvement in children’s education in military sponsored pre-primary schools.
The objective to be achieved was stated as follows:

**Objective 2:** To find out the relationship between school climate and parents’ involvement in children’s education in military sponsored pre-primary schools.

To achieve the objective, climate in schools was determined using a questionnaire and the results have been presented in Table 5.

<table>
<thead>
<tr>
<th>School Climate in Military Sponsored Pre-primary Schools</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel welcomed at school</td>
<td>12</td>
<td>1</td>
<td>5</td>
<td>4.42</td>
<td>1.165</td>
</tr>
<tr>
<td>Involved in decision making</td>
<td>12</td>
<td>3</td>
<td>5</td>
<td>4.00</td>
<td>.739</td>
</tr>
<tr>
<td>Informed how the child is doing</td>
<td>12</td>
<td>3</td>
<td>5</td>
<td>4.50</td>
<td>.674</td>
</tr>
<tr>
<td>Knows teacher expectation</td>
<td>12</td>
<td>2</td>
<td>5</td>
<td>4.67</td>
<td>.888</td>
</tr>
<tr>
<td>Child is safe going to school</td>
<td>12</td>
<td>2</td>
<td>5</td>
<td>4.58</td>
<td>.900</td>
</tr>
<tr>
<td>Open and respectful communication</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>4.67</td>
<td>.492</td>
</tr>
<tr>
<td>Proud child attends the school</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>4.92</td>
<td>.289</td>
</tr>
<tr>
<td>Good relationships with parents</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>4.75</td>
<td>.452</td>
</tr>
<tr>
<td>Improved academic performance</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>4.75</td>
<td>.452</td>
</tr>
<tr>
<td>Wish child went to different school</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>1.17</td>
<td>.389</td>
</tr>
<tr>
<td>Mean</td>
<td>12</td>
<td>1</td>
<td>5</td>
<td>4.24</td>
<td>.318</td>
</tr>
</tbody>
</table>

Table 5 shows that the overall mean score in school climate was 4.24. The results imply that school climate in the military sponsored schools was positive.

Table 6 shows that Pearson correlation coefficient between school climate and parents’ involvement in children’s education was .301, with a p-value of .342 level of significance. The results imply that the relationship between school climate and parents involvement in children’s education was not significant, as such null hypothesis was accepted. This was because parents were rarely involved or sometimes involved in children’s education due to the nature of their duties.

These findings are inconsistent with those of Mohammad (2015) on school climate and parental involvement. The study revealed that there was a significant connection between school climate and parental involvement and that school location also affect parental involvement. In addition Berkowitz (2017) conducted a study on parental involvement and perceptions of school climate in California. The study revealed that frequent school involvement by parents has an encouraging school impression on a child’s school and improves a constructive school environment.

Findings from a study by Chemagosi (2012) found that parents who were involved in their children’s education encouraged them to work hard, supported them and supervised their education to enable them to perform better than those who did not. Mwirichia (2012) found that the most common school activities that parents participated in were provision of instruction materials and attendance of school meetings. Al-Alwan (2014) found that parents were involved in children’s education in many ways including attending school meetings and providing the required resources.
6.3 Strategies Schools Have Put in Place to Promote Parents’ Involvement in Children’s Education

In the third objective of the study the researcher was to find out the strategies schools have put in place to promote parents’ involvement in children’s education. The objective was stated as:

**Objective 3:** To determine the strategies schools have put in place to promote parents’ involvement in children’s education.

To achieve the objective teachers were asked to state some of the strategies they were using to encourage parents to be more involved in their children’s education. Table 6 presents the results.

Table 6: Strategies schools have put in place to promote parents’ involvement in children’s education

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involving parents in decision making</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Providing welcoming environment</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Creating awareness</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Building good relationships</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>Asking parents to ensure that children do homework</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Requiring parents to attend school meetings</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>Participating in co-curricular activities</td>
<td>5</td>
<td>41.7</td>
</tr>
</tbody>
</table>

As shown in Table 6 most used strategies to enhance parents’ involvement in children’s education were: Building good relationships, requiring parents to attend school meetings, providing welcoming environment, creating awareness, and involving parents in decision making. The least used strategies included: Participating in co-curricular activities and involving parents in decision making.

The findings of this study are in agreement with those reported by Jaiswal (2017) who did a study on the role of parental involvement and strategies that promote parental involvement. The strategies to promote parents’ involvement in children’s education were: promoting family activity, organizing community day festivals and orientation, use of newsletters, monthly calendar of events, home visits by teachers, weekly program reports with positive feedback. Others were: invites for educational meetings, encouraging them to assist in classroom, decision making and flexible office visits. The results are similar to the findings of this study.

VII. CONCLUSION

The first objective was to establish the extent to which parents’ were involved in children’s education in military sponsored pre-primary schools. The results revealed that parents were rarely involved in children’s education due to the nature of their duties. The conclusion was that parents’ involvement in children education in military sponsored pre-primary schools was low.

The second objective was to find out the relationship between school climate and parents’ involvement in children’s education in military sponsored pre-primary schools. Findings had shown that the relationship between school climate and parents’ involvement in children’s education not significant. It is therefore clear that school climate did not influence parental involvement in children’s education due to parents’ nature of work.

In the third objective the researcher was to determine the strategies schools have put in place to promote parents’ involvement in children’s education. The results revealed that many strategies were put in place to enhance parents’ involvement in children’s education including building good relationship, providing welcoming environment and creating awareness.

VIII. RECOMMENDATIONS

Based on the study findings and conclusions, recommendations were made for policy, practice and further research. The recommendations for different stakeholders were as follows:

8.1 Parents

Parents as key stakeholders should be at the forefront in giving their input on the kind of school climate they aspire for their children. They should also suggest more convenient ways of involvement in their children’s education.

8.2 Pre-primary school teachers

Teachers should work hand in hand with parents and school management towards realization of a conducive school climate which will encourage more parental involvement.

8.3 School management

Schools should work closely with parents to ensure positive school climate. They should also review and adopt relevant strategies to encourage highest possible parental involvement.

Moreover school management should work closely with military leadership to ensure easy access of the schools by parents to military schools and make flexible office visits to encourage more parental involvement.

8.4 Ministry of Education

The ministry should review early years’ policy frameworks to better school climate, parental involvement and strategies for more parental involvement.

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