

UNIVERSITY OF EDUCATION, WINNEBA



**PARENTAL INVOLVEMENT IN PRE-SCHOOLERS' READING AND
WRITING SKILLS AT EARLY CHILDHOOD CENTERS IN THE SISSALA
WEST DISTRICT**

BASIN NAWAI SUMAILA

(202137166)

**A thesis submitted to the school of graduate studies in
partial fulfilment of the requirement for the award of
the degree of Master of Philosophy
(Early Childhood Education)**

**DEPARTMENT OF EARLY CHILDHOOD EDUCATION
FACULTY OF APPLIED BEHAVIOURAL SCIENCES IN EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA**

FEBRUARY, 2026

DECLARATION

Student's Declaration

I, **BASIN NAWAI SUMAILA**, declare that this thesis, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:.....

Date:.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of supervisor: Prof. Hans Kweku Wiabo Baffoe

Signature:.....

Date:.....

DEDICATION

To my dear parents and my family for their understanding, support, patience, encouragement, prayer and commitments during this study. And all individuals who helped me in diverse ways in putting this piece together. I say may Allah bless you all.

ACKNOWLEDGEMENTS

I would like to express my utmost gratitude to my supervisors, Prof. Hans Kweku Wiabo Baffoe for his immense professional guidance, patience, support and resilience during my study. I shall always be grateful to you. To Dr. Micheal Subey, Head of Department (Early Childhood Education) for being with me throughout the work with words of encouragement.

I do hereby acknowledge and appreciate all authors, writers, publishers and firms whose extracts from copyright materials have been used in my thesis. The extracts were also acknowledged individually where they appear in this thesis.

I shall also remain grateful to my respondents for the maximum cooperation and help they accorded me in this study.

I humbly acknowledge Hon. Mohammed Adams Sukparu (MP for Sissala West Constituency) and my friends, especially Mr. Frank Anderson Junior and Miss. Basin Fatima for the support and inspiration throughout the two-year programme in the University of Education, Winneba.

TABLE OF CONTENT

DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENT	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	7
1.3 Purpose of the Study	12
1.4 Objectives of the Study	12
1.5 Research Questions	12
1.6 Significance of the Study	13
1.7 Delimitation of the Study	14
1.8 Definition of Terms	14
1.19 Organization of the Study	17
CHAPTER TWO: LITERATURE REVIEW	18
2.0 Overview	18
2.1 Concept of Literacy Development	19

2.2 Theoretical framework	22
2.3 Factors that influence pre-schoolers literacy skills such as reading and writing skills at early childhood centers.	24
2.4 Parents, Perceptions of the importance of their Role in the Reading and Writing of their children	25
2.5 Parents' Perceptions Towards their Role in the Reading and Writing Skills of their Children	28
2.6 Teachers Perception of Parental Role in the Reading and Writing Skills of their pre-schoolers'	29
2.6 Conceptual Framework	31
2.7 Summary of Related literature Review.	35
CHAPTER THREE: METHODOLOGY	37
3.0 Overview	37
3.1 Research Paradigm	37
3.1 Research Design	39
3.2 Research Design	40
3.3 Population	41
3.4 Sample size	41
3.5 Sampling techniques	42
3.6 Research Instrument	42
3.7 Validity and Reliability of the Instruments	44

3.8 Pilot Testing of the Research Instrument	46
3.9 Trustworthiness Criteria	48
3.10 Data Collection Procedures	49
3.11 Data Analysis Procedures	50
3.12 Ethical Considerations	50
CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION	52
4.0 Overview	52
4.1 Demographic characteristics of respondents	52
4.2 Analysis of Research Questions	56
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	86
5.0 Overview	86
5.1 Summary	86
5.2 Key Findings of the Study	87
5.3 Conclusions	88
5.4 Recommendations	88
5.5 Limitations of the Study	89
REFERENCE	90
APPENDIX A	103

LIST OF TABLES

Table 1: Gender Characteristics of Parents	52
Table 2: Age Characteristics of Parents	53
Table 3: Ethnicity Characteristics of Parent	54
Table 4: Education Characteristics of Parents	55
Table 5a: Breakdown of Subthemes Addressing Research Question 1	57
Table 6a: Parents' response on how they perceive the importance of their role in the reading and writing of their children at early childhood centers.	63
Table 6a: Breakdown of Themes Addressing Research Question 2	64
Table 7: Breakdown of Themes Addressing Research Question 3	72
Table 8: Teachers Perception of parental role in the reading and writing skills of their pre-schoolers	80

LIST OF FIGURES

Figure 1: Conceptual Framework Illustrating How Parental Involvement Influences Pre-Schoolers' Reading and Writing Skills.	31
----------------------------------------------------------------------------------------------------------------------------	----

ABSTRACT

The purpose of this study was to investigate Parental involvement in pre-schoolers' reading and writing skills at early childhood centers in the Sissala West District. The approach of this study was mixed methods approach, which involved the collection of both quantitative and qualitative data. A case study design was adopted for this study. The qualitative instrument was a one-on-one interview guide, while the quantitative instrument was a questionnaire. The sample size of the study comprises of 11 parents and 115 teachers. A stratified random sampling procedure was used to select the schools based on characteristics such as public basic school in the Sissala West District. Findings showed that, pre-schoolers phonemic awareness predicts their reading skills later in life. That reading for pleasure, which manifests in spontaneous reading or a desire to read, a positive attitude, and motivation to read out of one's own free will, when one chooses their reading materials, time, and location that suits them best, is the foundation for the development of reading habits. There is a significant relationship between parental role and a child's early reading development and benefits of academic development included vocabulary growth, knowledge of the alphabet, and a love of reading, while the benefits of behavioral development included emotional, spiritual, personal interest, and confidence development. It was recommended that socialization activities should be conducted at home, even outside of formal schooling, as this is essential for the growth of pre-schoolers literacy abilities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Parental involvement is widely recognized as one of the most influential factors in the cognitive, social, and emotional development of young children. It plays a pivotal role in shaping early literacy outcomes, including reading and writing skills, which are foundational for lifelong learning (Britto et al., 2019). Early literacy development does not begin at school; rather, it starts at home when parents actively engage in activities that expose children to language, letters, words, and storytelling. Such engagements include reading bedtime stories, engaging in conversations, introducing simple educational games, and providing learning materials like books and writing tools (Sheldon, 2009). These simple but consistent activities create a rich and stimulating home learning environment, which can significantly improve children's literacy readiness before they enter formal schooling.

In the Sissala West District, like many other rural and semi-urban areas in Ghana, parental involvement in early childhood education is influenced by several socio-cultural and economic factors. Parents often play multiple roles, including provider, caregiver, and informal teacher, which directly affects the type and extent of engagement they have in their children's early learning. The region, predominantly rural, faces challenges such as low literacy levels among parents, limited access to quality pre-schools, and economic constraints, all of which can limit the availability of learning materials and structured home literacy activities. Despite these challenges, the involvement of parents remains a

critical determinant of literacy development for pre-schoolers in the district (Heath et al., 2014; Kiuru et al., 2012).

Research indicates that parents are a child's first educators and the home is the first classroom. The early home environment significantly influences the development of pre-literacy skills such as letter recognition, phonemic awareness, and the ability to write simple words (Segers & Verhoeven, 2012). Parents who provide literacy-rich environments by making books, alphabet charts, and storytelling a part of everyday life help children develop curiosity, confidence, and motivation to learn. These children are often better prepared to enter early childhood centres, where they can more effectively engage with structured literacy and numeracy programs. In contexts such as the Sissala West District, where educational resources in some preschools may be limited, parental involvement becomes even more critical in bridging learning gaps and preparing children for formal education (Duke, 2012; Silinskas et al., 2012).

The positive influence of parental involvement is not limited to cognitive development; it also extends to behavioral, social, and emotional outcomes. Sanders and Sheldon (2009) explain that children whose parents actively support their learning display improved school attendance, enhanced discipline, and better engagement in classroom activities. Furthermore, Henderson (1991) notes that active parental involvement is linked to higher motivation, better homework completion, and positive attitudes towards learning. These outcomes are crucial in the Sissala West District, where schools face challenges related to student absenteeism, low literacy levels, and behavioral difficulties. By fostering a strong home-school connection, parents contribute not only to academic

success but also to the overall development of children, ensuring they can thrive both socially and academically.

Parental involvement also plays a significant role in reducing educational inequalities. Studies have shown that children from low-income or rural households, including those in regions like Sissala West, are often at risk of literacy delays due to limited access to quality pre-school programs and educational resources (Ramey & Finkelstein, 1981; Sonia & Sarah, 2007). However, research by Melhuish et al. (2008) indicates that children from such households can still achieve strong literacy outcomes when parents engage in home learning activities, such as reading together, practicing letter writing, or playing word games. This demonstrates that even in contexts with limited formal educational opportunities, parental involvement can significantly improve pre-schoolers' reading and writing skills.

The type and quality of home literacy activities are essential determinants of early literacy development. Baroody and Diamond (2012) argue that children benefit most when home learning is both structured and interactive. Activities such as shared reading, letter tracing, storytelling, and vocabulary games not only develop reading and writing skills but also enhance cognitive abilities like memory, attention, and problem-solving. Burgess, et al. (2002) similarly assert that parent-child interactions involving language-rich activities directly influence emergent literacy. In the Sissala West District, encouraging such practices can help pre-schoolers gain familiarity with language concepts, thereby supporting their learning in early childhood centres.

Partnerships between parents and teachers are critical for promoting literacy development. Lukie et al. (2014) highlight that when schools and parents collaborate,

children develop stronger literacy skills and demonstrate higher academic confidence. Teachers can support parents by providing guidance on reading strategies, take-home literacy activities, and other interactive exercises that reinforce learning at home. In the Sissala West District, such collaboration is particularly important because many parents may lack formal training or awareness of how to support literacy development at home. Schools can play a central role in equipping parents with practical strategies to foster reading and writing skills among pre-schoolers (Not et al., 2006; Clarke et al., 2014).

Early childhood education (ECE) programs in the Sissala West District are designed to complement parental involvement by providing structured opportunities for learning and social interaction. Programs that focus on emergent literacy prepare children for formal schooling by developing essential skills such as letter recognition, phonemic awareness, basic writing, and comprehension (Clarke et al., 2014). Children who participate in quality ECE programs are better equipped to engage with classroom instruction, adapt to learning routines, and demonstrate positive social behaviors. For children who receive limited support at home, ECE programs serve as a critical bridge to formal education, helping reduce literacy gaps and enhance school readiness (Not et al., 2006).

Family background, socio-economic status, and parental education levels are also strong predictors of literacy outcomes. Heath et al. (2014) and Kiuru et al. (2012) emphasize that children's exposure to reading and writing activities at home significantly affects their emergent literacy. In rural districts like Sissala West, disparities in parental literacy, income, and access to educational resources contribute to variations in pre-schoolers' literacy skills. Children from literate households with available reading materials and active parental support often enter early childhood centres with a head start in reading

and writing. Conversely, children from disadvantaged homes may require additional support from both teachers and community programs to achieve comparable literacy outcomes (Segers & Verhoeven, 2012; Moorman Kim et al., 2012).

Programs such as Head Start in the United States demonstrate the effectiveness of combining early education with parental involvement, particularly for children from low-income families (Schmitt et al., 2015). Such programs provide educational guidance, health services, and parental support to enhance children's readiness for school. While similar formal programs are limited in rural Ghana, insights from these initiatives underscore the importance of supporting parents in fostering literacy skills in pre-schoolers. In the Sissala West District, community-based approaches and school-led interventions that guide parents on literacy practices could significantly improve children's reading and writing skills.

School readiness is a critical outcome of parental involvement in early literacy. Not et al. (2006) note that children who lack exposure to reading and writing before entering school often struggle to cope with classroom demands. These struggles can lead to poor academic performance, reduced motivation, behavioral challenges, and increased likelihood of dropping out. In the Sissala West District, where access to quality pre-schools may be limited, the role of parents in preparing children for school is even more pronounced. Parents who actively engage their children in literacy activities contribute to smoother transitions into early childhood centres and improved long-term educational outcomes (Lukie et al., 2014).

Several studies have also highlighted the broader social and emotional benefits of parental involvement. Reynolds (1989) and Supplee et al. (2004) found that children with

supportive and engaged parents demonstrate better social behaviors, maintain positive relationships with peers, and are less prone to conduct problems. These findings suggest that parental engagement in literacy activities not only promotes academic readiness but also fosters holistic development, including emotional regulation, social competence, and self-confidence. In rural communities such as the Sissala West District, where schools may face resource constraints, parental support becomes essential in creating a learning environment that nurtures both cognitive and socio-emotional growth.

In the Sissala West District, parental engagement is influenced by socio-economic factors, cultural practices, and access to educational resources. Despite these challenges, active participation by parents through home literacy activities, collaboration with teachers, and involvement in early childhood education programs can significantly enhance children's literacy skills, school readiness, and overall development. Understanding the role of parental involvement in this context is critical for designing effective interventions, policies, and programs that support pre-schoolers' learning and ensure equitable access to quality education.

Therefore, this study seeks to fill this gap by investigating the role of parental involvement in the reading and writing skills of pre-schoolers in early childhood centres within the Sissala West District, examining both the home and school dimensions of literacy support, and exploring the challenges and opportunities that influence effective parental engagement in this rural context. By doing so, the study will provide evidence-based insights that can inform policy, early childhood education programs, and community strategies to improve literacy outcomes for children in the district

1.2 Statement of the Problem

Parent-teacher partnerships and parental involvement in early literacy are essential for the academic success of pre-schoolers, particularly in developing reading and writing skills. According to Mullis et al. (2004), when parents actively participate in their children's literacy development from an early age, the results are not only significant but also long-lasting. These partnerships help create a strong foundation for a child's educational journey and ensure that both parents and teachers work towards a shared goal improving the child's literacy and overall academic development.

In the district where this study was conducted, it was observed that many pre-schoolers struggle with early literacy tasks such as letter recognition, phonemic awareness, and word formation. These struggles were more common among children from low-income households. From the researcher's observation at one of the partner schools, it was evident that there were large disparities in reading readiness among the children in the same kindergarten class. Some children could easily identify letters and read simple words, while others had difficulty holding a pencil properly or recognizing the alphabet. This wide gap was largely due to the varied levels of parental support at home.

Low-income families in the district often face barriers that limit their ability to support their children's literacy development. These include lack of access to educational resources, limited parental education, and competing economic responsibilities. Britto et al. (2015) emphasize that children from underprivileged homes frequently enter kindergarten unprepared for the demands of formal learning. This issue, unfortunately, has been confirmed in my own observation in the District, where many children enter school without the foundational skills required for successful reading and writing.

Early childhood education family programs, however, offer a powerful solution to this problem. These programs help close the achievement gap by promoting greater parental involvement and strengthening parent-teacher relationships. According to Heath et al. (2014), when schools involve families in meaningful ways, they empower parents to contribute positively to their child's education. It was noted in the district that when parents were invited to participate in school literacy events or workshops, they became more interested in their child's progress and more confident in supporting literacy activities at home.

However, one major barrier observed in the district is the difference in perceptions between parents and teachers regarding their respective roles in early literacy development. While many teachers believed that parents should provide learning materials and create a conducive home environment for learning, some parents expressed the belief that it is solely the school's responsibility to educate their children. This disconnect often results in limited collaboration between parents and teachers, which negatively affects the child's progress. Waldfogel (2012) supports this observation, noting that a lack of shared understanding between parents and teachers can hinder efforts to promote literacy development in the early years.

In the District, few parents attended school meetings or literacy-related programs, even when they were organized during convenient times. Interviews with some parents revealed that they saw little value in their participation, thinking their role was less important in the child's education. This aligns with findings by Odonkor (2007), who noted that in Ghana, parent-teacher partnerships in early childhood education remain weak due to a lack of awareness and understanding among parents.

Furthermore, the lack of consistent communication between schools and homes contributes to this challenge. Many teachers in the district admitted that they rarely communicated with parents unless there was a problem. This reactive approach to parent engagement limits the opportunities for building a strong partnership. As a result, many parents feel excluded from the learning process and are unsure of how to support their children at home. To foster a better relationship, schools need to take the lead in reaching out to parents with simple, clear, and supportive communication about their child's learning needs.

From the researcher's observation, children whose parents showed active interest in their learning by reading with them, providing basic materials such as pencils and storybooks, and attending parent-teacher meetings performed better in reading and writing tasks. These children were more confident in class and engaged more actively in literacy activities. This aligns with findings by Mullis et al. (2004), who emphasized that early parental involvement in literacy activities has long-term positive effects on children's academic achievement, including reading and writing. Similarly, Fan and Chen (2001) noted that children whose parents are engaged in school-related activities demonstrate higher motivation, self-confidence, and academic performance. Parental engagement creates a supportive home environment that reinforces classroom learning, leading to improved literacy outcomes (Jeynes, 2007).

Another problem identified in the district was the lack of structured programs to train parents on how to support their children's literacy development. Many parents did not know how to conduct reading activities or assist with writing at home, and some lacked literacy skills themselves, which created a barrier to home-based learning. This observation is consistent with Baker et al. (2001), who highlighted that parental knowledge and literacy

skills are critical in shaping children's home learning experiences. Parents with limited literacy may feel less confident in helping their children, which reduces the frequency and quality of literacy interactions. To address this, schools and educational leaders can introduce parent workshops or home learning support sessions. Research by Wasik and Hindman (2011) demonstrates that parent-focused training programs, which provide practical strategies such as storytelling, letter games, rhymes, and the use of picture books, significantly improve parents' ability to support children's literacy and subsequently enhance children's reading and writing skills.

The availability of learning materials at home also played a crucial role in children's literacy development. Children with access to books, alphabet charts, and writing tools were better prepared and more enthusiastic about participating in classroom literacy activities. This observation is supported by Waldfogel (2012), who found that children exposed to rich home literacy environments tend to develop higher reading and writing competence. Similarly, Melhuish et al. (2008) noted that the presence of books, educational games, and other literacy materials at home is strongly associated with emergent literacy skills and school readiness. Even in low-resource contexts, providing print-rich environments, including simple handmade materials, can positively impact early literacy development (Sénéchal & LeFevre, 2002). Schools can play a facilitative role by encouraging parents to create such environments and offering guidance on using everyday resources effectively.

Additionally, parental involvement not only affects literacy skills but also children's motivation and engagement. According to Henderson and Mapp (2002), when parents actively support their children's learning, children exhibit higher levels of participation,

attention, and persistence in academic tasks. Active engagement in reading and writing at home reinforces classroom instruction and fosters a sense of achievement and self-efficacy among learners. This is particularly important in rural municipalities like Sissala West, where formal literacy resources may be limited, making home-based support critical for early learning success.

Overall, the researcher's observations are consistent with a broad base of literature emphasizing the interplay between parental involvement, access to learning materials, and children's emergent literacy skills. Studies consistently indicate that both the quantity and quality of parental engagement along with providing a supportive home learning environment are critical determinants of children's reading and writing development (Dearing et al., 2006; Fan & Chen, 2001; Jeynes, 2007). This underscores the need for interventions that combine parent education, teacher guidance, and access to literacy resources to improve early literacy outcomes in contexts like the Sissala West District.

In summary, the lack of parental involvement in early literacy development in the district remains a significant concern. Parents, teachers, and schools must work together to build strong partnerships. Parents need to recognize their role in their children's literacy journey, while teachers and schools must create opportunities and environments that welcome parental participation. Based on observations in the partner school and supported by research (Heath et al., 2014; Britto et al., 2015), it is clear that children benefit most when both home and school environments are actively involved in supporting their early literacy development.

If this situation continues without improvement, it could have long-term negative impacts on pre-schoolers' readiness for school, their academic performance, and their ability to

succeed later in life. A literate society begins with literate families, and that process starts with collaboration between homes and schools. Thus, early interventions aimed at educating parents and encouraging active involvement must be prioritized in the district and beyond.

1.3 Purpose of the Study

The purpose of this study was to investigate the parental involvement in pre-schoolers reading and writing skills at early childhood centers in the Sissala West District.

1.4 Objectives of the Study

The objectives of the study are to:

1. identify the factors that influence pre-schoolers' reading and writing skills at early childhood centres in the Sissala West District.
2. examine the specific strategies and activities parents use at home to support their pre-schoolers' reading and writing development in the Sissala West District.
3. explore parents' attitudes, beliefs, and perceived responsibilities regarding their role in developing their children's reading and writing skills in the Sissala West District.
4. assess teachers' perceptions of the impact of parental involvement on pre-schoolers' reading and writing outcomes in early childhood centres within the Sissala West District.

1.5 Research Questions

The study sought to answer the following research questions.

1. What factors influence pre-schoolers' reading and writing skills at early childhood centres in the Sissala West District?
2. What strategies and activities do parents use at home to support their pre-schoolers' reading and writing development in the Sissala West District?
3. What are parents' attitudes, beliefs, and perceived responsibilities regarding their role in developing their children's reading and writing skills in the Sissala West District?
4. How do teachers perceive the impact of parental involvement on pre-schoolers' reading and writing outcomes in early childhood centres within the Sissala West District?

1.6 Significance of the Study

The findings of this study provide valuable information for educational policymakers and district education authorities. By highlighting the role of parental involvement in early literacy development, the study can inform policies that encourage active family engagement in early childhood education programs. The results can support the design of structured parent-training programs, home literacy support initiatives, and school-parent collaboration guidelines. Such policies can ensure that parental involvement becomes an integral part of early childhood education, thereby helping to improve literacy outcomes and reduce educational disparities among pre-schoolers.

For teachers and school administrators, the study offers practical strategies to enhance children's reading and writing skills through the active engagement of parents. Teachers can use the findings to develop take-home literacy activities, organize parent workshops, and create school-based engagement sessions that guide parents on effective ways to

support learning at home. Parents, in turn, will gain insights into simple, practical strategies, such as shared reading, storytelling, rhymes, and writing exercises, which can improve their children's literacy skills, confidence, and participation in classroom activities. The study emphasizes the importance of collaboration between home and school to create a supportive learning environment for pre-schoolers.

The study contributes to theoretical understanding in early childhood education by demonstrating how parental involvement influences literacy development. It provides practical application of social learning and constructivist principles, showing that children learn effectively when guided and supported by more knowledgeable others, such as parents and teachers. The study also enriches knowledge about home literacy environments, parental engagement, and emergent literacy, offering a framework for future research in similar contexts and guiding interventions aimed at enhancing early literacy outcomes.

1.7 Delimitation of the Study

The findings of this study were limited to general early childhood Centres in the Sissala West District. This study was delimited to public early childhood centers in the Sissala West District in the Northern Region of Ghana. Content-wise, this study was conceptually delimited to the parental involvement in pre-schoolers reading and writing skills at early childhood centers in the Sissala West District.

1.8 Definition of Terms

For this study, the following definitions were adopted:

Cognitive skills: Skills that enhance the ability to think and reason.

Early Childhood Centres: An educational program that serves pre-schoolers during the preschool years.

Reading: Reading is a demanding activity in which the eye rapidly adapts to the text, focusing only closely enough to decipher symbol groups.

Writing: Writing is a cognitive and social activity that uses writing systems to produce enduring representations of human language, as well as neuropsychological and physical processes.

Early Literacy: What pre-schoolers know about reading and writing before they read or write.

Literacy: The ability to read and write.

Literacy skills: Literacy skills such as reading and writing are the emerging skills related to phonological awareness (e.g., language sound structure awareness), alphabet usage (e.g., letter), and oral language usage, which cover sentence recall, depth, and spread of vocabulary terms and correct grammar (Heath et al., 2014).

Elaborative Talk: Detailed conversations between a parent and child.

Fluency: Easy, clear, fluid written or spoken expression of ideas, done without hesitation.

Head Start: A program of the United States Department of Health and Human Services that

provides comprehensive early childhood education services to low-income pre-schoolers and their families.

Home Learning Environment: An environment created by the Parents or caregivers that have a powerful influence on a child's early cognitive development. Practices in the

home such as reading to pre-schoolers, using complex language, responsiveness, and warmth of interactions all contribute to a child's language and literacy development such as reading and writing (Melhuish, 2011).

Print awareness: Basic understanding that written language has meaning, is different from pictures, and that there are rules about the way we read and write.

Phonological Awareness: An individual's awareness of the phonological structure, or sound structure, of Words.

Vocabulary: Background knowledge of words and their meanings in different contexts.

Literacy development: Literacy development such as reading and writing is the learning process of an individual, which starts from birth and is an ongoing process throughout the life of a child (Morrow, 2012).

Literacy instruction: Literacy instruction is the manner of teaching students to improve their knowledge and skills in reading and comprehension (Moorman Kim et al., 2012; Silinskas et al., 2012).

Parental involvement: Researchers have defined Parental involvement as having a Parents' attend meeting in school and volunteer for school activities (school-based involvement; Fan, Williams, & Wolters, 2012). Fan et al. (2012) further defined Parental involvement to include having Parents tell stories about family members' school experiences, assisting their pre-schoolers in reviewing lessons, understanding tasks for accomplishing homework, and actively ensuring their pre-schoolers arrive at school on time every day (home-based involvement).

Pre-schoolers: Pre-schoolers aged between three and six years.

Role: The function or position that a Parents' or teacher is expected to perform the preschool pre-schoolers reading habit development

Pre-schoolers literacy development: The skills, knowledge, and attitudes that are presumed to be developmental precursors to conventional reading and writing and the environments that support their development.

1.19 Organization of the Study

This study was in five chapters. The first chapter of the study includes the background and the problem statement of the problem, the purpose of the study, research objectives, research questions, the significance, delimitations, operational definition of terms, and organization of the study. Chapter two entails the review of related literature; it presents an overview of the theoretical framework of the study, empirical review and conceptual framework.

Chapter three focused on the methodology that was adopted for the study; Includes research paradigm, research approach, design, population, sample and sampling techniques, instruments used to gather the data, validity, and reliability of the instruments, and the procedures for data collection, data analysis procedures, trustworthiness of the instrument and ethical considerations. Chapter four discussion of the findings, and finally, the summary of findings, conclusions, recommendations, and limitations of the study constituted the chapter Five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter detailed relevant literature and reviewed on theories and concepts of the study. In general, the literature review integrated what others have done and written to establish the theoretical framework for the research work. The following strands were covered:

Theoretical framework

Conceptual Framework

Factors that influence pre-schoolers' reading and writing skills at early childhood centers

Parents perception of the importance of their role in the reading and writing of their children

Parents' perceptions towards their role in the reading and writing skills of their children

Teachers' perceptions of parental role in the reading and writing skills of their pre-schoolers'

Empirical review

Summary of the related literature

2.1 Concept of Literacy Development

The foundational knowledge and understanding of the language for pre-schoolers are laid in the years before pre-schoolers come to pre-school (Bowman & Tremain, 2004). This knowledge begins in infancy and continues to grow along with the child. The socio-cultural background is important because for learning to take place within each child, it requires the learner to develop meaningful relationships and interactions with others. The findings indicate that pre-schoolers acquire language skills in social contexts, through their interactions with others such as peers, teachers, and parents. Consequently, the sociocultural background of each child plays a major part in their approach to understanding literacy practices.

In view of the empirical fact that important literacy skills such as reading and writing begin in infancy, the language environment of the home makes an important contribution to pre-schoolers development. The amount of speech that pre-schoolers hear from their parents is particularly important (Wood, 1998 as cited in Johnson, 2003). Justice (2004) concurs, and suggests that a child's potential for learning is realized in interaction with more knowledgeable others. This then increases their language skills, vocabulary, and knowledge about the world.

However, it is well recognized that upon entering early childhood centres, the foundational knowledge of pre-schoolers varies dramatically. This highlights the need

for strong connection and consistency in the partnership with families, to support a two-way sharing of knowledge and understanding. It is well documented that young pre-schoolers are active participants and naturally engage in their acquisition of oral language (Speaker, Taylor, & Kamen, 2004; Pullen & Justice, 2003; Justice, 2004; Hansen, 2004). An aspect of this is when pre-schoolers can understand and follow simple oral instructions. This oral language development begins in infancy when adults respond to infants babbling. In language-rich environments, pre-schoolers are subject to high-quality oral input from their peers and others (Justice, 2004).

Studies carried out by Roth, Speece & Cooper (2002) and Gambrell (2004) indicate that there is a growing recognition of the significance of vocabulary knowledge and print awareness as important predictors of beginning reading. Pullen & Justice (2003) confirm these findings and conclude that if any pre-schoolers entering early childhood environments are showing premature difficulties with the development of oral language, these pre-schoolers are then more likely to experience literacy problems.

A key feature of developing oral language in young pre-schoolers is storytelling, that is, pre-schoolers retelling tales which are personal stories constructed by the pre-schoolers from a direct experience that has occurred to them. It is recognized that most pre-schoolers love to share personal information about themselves. During this period, pre-schoolers can engage in conversations with adults and also have multiple exchanges with others. In a recent study, Speaker et al. (2004) observed that the use of storytelling with young pre-schoolers enhanced pre-schoolers oral language. Not only does this increase the pre-schoolers oral language, but it is a bridge to emergent literacy, through improving listening skills and increasing the child's ability to organize thoughts. However, it is

critical for a child's literacy development such as reading and writing that teachers encourage pre-schoolers in acts of storytelling and relaying aspects of their lives.

Research shows that there is far more to just 'reading' a book. The quality of the book and the time involved isn't as important as developing meaningful conversations (Hansen, 2004). Bowman and Tremain (2004) also point out that pre-schoolers need adult instruction in the form of support and guidance to become confident in literacy. When reading pre-schoolers initially point to and label pictures in a book and generally their questions tend to centre on the pictures in the book. Subsequently, they read a story through the illustration, and then finally, the pre-schoolers tell the story using the language of the book. Consequently, if pre-schoolers are ever to make a connection between meaning and print, there needs to be a co-constructed time between the adult and child. This interactive process is where the adult attempts to involve the pre-schoolers in the story through questioning. This generally begins starting with what the child knows.

In conclusion, this review upholds the belief that the foremost way for language to be acquired, comes through a child-initiated approach supported by a holistic environment. It is evident from the review that a teacher's professional knowledge has a critical impact on the learning and development of young pre-schoolers. Given that pre-schoolers acquire language best in meaningful contexts, through conversational interactions, and encounters with written language, there must be a focus on instruction for teachers.

The most significant barrier to ensuring that early childhood teachers have a broad and deep knowledge of the language is the lack of trained teachers within the sector. This

review, therefore, supports the government policy direction which states that all early childhood teachers was qualified by the year 2012.

2.2 Theoretical framework

2.2.1 Constructivism Theory (Lev. Vygotsky 1978)

Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. It is based on the premise that learners construct their own perspective of the world through individual experiences and schema, which enable them solve problems in ambiguous situation (Mergel, 2011). The constructivist perspective has important implications for instruction and curriculum design, based on an assumption that teachers should not teach in the traditional way but rather structure learning is such a way that learners are actively involved and teachers provide support and guidance rather than lecturing. Constructivists emphasized that on reflective teaching, social group learning and peer collaboration are useful because as learners' model for and observe each other they acquire not only skills but also experience higher self-efficacy (Schunk, 2008). Moreover, learner-centered is very important. There is the need for active learner participation with teachers acting as facilitators. Learner-centered is an educational process that is design to promote problem-solving skills, to develop learners' critical thinking through exploration, experimentation and to promote social interaction (Nel et al., 2012). The intervention process engaged pupils to be actively involved in the reading both individuals and groups. This provided opportunity for them to learn from each other.

2.3.2 Constructivists' Assumption with Regards to Reading and Writing

Constructivists assume that teachers should not teach in the traditional way but rather structure reading lesson such that learners are actively involved, provide support and guidance rather than lecturing and place emphasis on reflective teaching. They stress that social group learning and peer collaboration are useful because as learner model for and observe each other they teach and learn not only skill but also experience higher self-efficacy for learning (Schunk, 2008).

Constructivists assume that knowledge is first constructed as social context and is then appropriated and owned by the individual. Constructivists view reading as an active process through which learners discover concepts. In the views individual learners make meaning of learning through interaction with each other and with the environment in which they live (Schunk, 2008). These principles are similar to those outlined in the outcomes-based system of education that encourages group work and interaction among pupils.

The most important element of high quality of education is literacy and without the ability to read, pupils are denied of creativity, pertinent information about health, social, cultural and political issues as well as sources of pleasure and enrichment. However, in this modern world there is a decline in reading. Pupils are not interested in reading intensively to acquire knowledge. The factors associated with that are many but the common ones include poverty, lack of resources, teacher competence, attitude of parents and pupils towards education and the advancement of technology. There are approaches to teach effective reading in schools especially at the primary level where there are struggle readers these days. These are topdown model and bottom-up model and others. The theories that best explain change in behavior either to improve reading ability or reading

culture are behaviorist and constructivist. The behaviorist is based on observable changes in behavior and focuses on a new behavioral pattern being repeated until it becomes automatic. Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas.

2.3 Factors that influence pre-schoolers literacy skills such as reading and writing skills at early childhood centers.

Research suggests that pre-schoolers phonemic awareness during the pre-school years is a predictor of later reading abilities. That the development of reading habits is founded on reading for pleasure which is manifested in spontaneous reading or desire to read, a positive attitude and motivation to read out of the reader's free will when the reader chooses his/her reading materials, time and the place that suits him/her best. Research also suggests that a positive relationship exists between the choice of books and affective reading (Schraw et al., 1998).

Pre-schoolers require a range of reading opportunities to develop their reading habits. Research studies suggest that pre-schoolers literacy development such as reading and writing is the concern of teachers, Parents' and librarians among others, while collaboration between home, school, and community is crucial in supporting pre-schoolers literacy development such as reading and writing and reading motivation. The mission of the public library includes among others creating and strengthening pre-schoolers reading habits and supporting, initiating, and participating in literacy activities and programs for all age groups (Kamunge, 2018).

While the role of the school is formal education, the public libraries supplement the learners' literacy encounters when they provide leisure reading books, reference books,

a place to study, and a qualified librarian who introduces books and encourages pre-schoolers to read. School and public/ community libraries with a vast number of reading materials can make up for the lack of books at home and thus provide access to books to pre-schoolers from Parents of low social economic status (Tse, 2001).

Tiemensam (2008) investigated some aspects related to the home, Parents', family, and caregivers as well as the schools, libraries, and the community and how each individual and in partnership support the learner in becoming a reader in urban areas in the Sissala West District and established that the home, school and community literacy environments are important aspects that foster pre-schoolers reading habits development.

Pre-schoolers from high-risk family backgrounds perform poorly in the pre-literacy tasks which include oral language, phonological awareness, letter knowledge, and sentence recall than those pre-schoolers from low-risk family backgrounds. Provision of appropriate pre-schoolers age books play materials, and parents' reading aloud at home are some of the indicators of pre-schoolers stimulation of early language development and school readiness (Heath et al., 2014).

2.4 Parents, Perceptions of the importance of their Role in the Reading and Writing of their children

Researchers have noted a child's literacy development such as reading and writing starts before the child enters school, as the child observes their parents in the process of reading newspapers, magazines, books, bills, and letters, and writing letters and notes (Hilado, Kallemeyn, & Phillips, 2013; Jeynes, 2014). Moreover, the child may have begun taking part in a number of these acts (Jeynes, 2014). Thus, there is a strong relationship between the literacy development such as reading and writing of a child in the early years and the

Parental role. Parental role refers to the support and participation of Parents at home and at school, which results in positive and direct consequences on the child's academic performance (Enemuo & Obidike, 2013).

Despite the significance of the Parental role in the development of the child, and the national guidelines that underline the importance of the partnership between Parents' and schools in the realm of education, Enemuo and Obidike (2013) noted leaders of most childhood centers did not involve Parents. The significance of involving Parents' in encouraging and accelerating the development of pre-schoolers education should be established.

Many Parents' do not recognize that reading literacy foundations are nurtured in the home setting (Heath et al., 2014; Waldfogel, 2012). Literacy skills such as reading and writing development among pre-schoolers is one of the main roles of teachers and Parents' because progress in student achievement is based on a student's ability to read (Niklas & Schneider, 2013). Reading ability in pre-schoolers affects skill development across many areas of the curriculum (Niklas & Schneider, 2013). Reading ability influences not only the education of an individual but also their social functioning.

Some pre-schoolers have difficulties in reading skill development due to poor learning and reading experiences at home (Kimathi, 2014). The primary activity that a child at school undertakes in the first years of schooling is learning to read (Enemuo & Obidike, 2013; Niklas & Schneider, 2013). Kimathi (2014) noted that those pre-schoolers who experienced difficulties in reading early in their life faced difficulties later in their educational pursuits. Parents' role in the literacy development such as reading and

writing of pre-schoolers results in an improvement in pre-schoolers attitude toward reading, skills related to expression, and the development of language comprehension.

Parents' responsibilities in pre-schoolers learning, such as supplying them a place where activities associated with education can occur in the home, informing them about the school, and reading aloud to them, show association with the motivation of pre-schoolers towards learning, which influences their literacy achievements in school (Villiger, et al. 2014). Research also shows the effect of Parental involvement in the achievement of pre-schoolers through the reinforcement, motivation, and encouragement provided through the Parental role that assures the continuity in pre-schoolers reading, which contributes toward reading skill improvement (Baker, 2013). The parental role is a significant factor in the literacy success of pre-schoolers due to the large number of time pre-schoolers spend at home in the presence of Parents (Senechal & LeFevre, 2014).

The role of parents in their child's literacy development such as reading and writing in school and at home can be classified into three categories; these include Parents assisting their pre-schoolers during reading, Parents listening to the reading of their pre-schoolers, and the reading Parents to their pre-schoolers (Kimathi, 2014). Programs, where Parents listened to the reading of their pre-schoolers and assisted in instructing their pre-schoolers during reading, have shown positive outcomes in the reading development of pre-schoolers (St. Clair, et al 2012; Jarrett et al. 2015).

Parents are important to the literacy process. Research have shown that mothers who participate in the home literacy activities more frequently influence positive educational outcomes in their pre-schoolers, such as advanced social-emotional, literacy, and language skills, in the initial years (Baker, 2013; Heath et al., 2014; Lerkkanen et al.,

2012; Silinskas et al., 2012). Some researchers focused on fathers' roles in the home literacy environment, finding an association between the involvement of fathers in home literacy activities and the mathematics and reading skill development among pre-schoolers (Baker, 2013). While research has shown the significance of fathers' and mothers' involvement in the home literacy activities and their influence on the cognitive and social-emotional development of pre-schoolers independently, there is a lack of research where both fathers and mothers have been examined in this context (Baker, 2013).

2.5 Parents' Perceptions Towards their Role in the Reading and Writing Skills of their Children

Parents' literacy beliefs and life challenges impact their pre-schoolers literacy learning and development. Switzer (2015) investigated how the Parents of low socio-economic status perceived the importance of literacy experiences within the home and how their perceptions impacted the pre-schoolers literacy learning development during early childhood in the Sissala West District and found that Parents perceived their pre-schoolers literacy learning development as important regardless of the parents socio-economic status. Parents who regard their pre-schoolers literacy development such as reading and writing as important, create a literacy-rich home environment, make regular library visits with their pre-schoolers, assist the child with homework, read and write with the child at home and participate in the child 's classroom activities. Some Parents have a good perception of Parental involvement in Early Literacy Development. The Parents who read to their pre-schoolers for at least less than half an hour observed substantial behavioural, academic, and communication skills development benefits in

their pre-schoolers as a result of the early reading practices compared to those who did not read to their pre-schoolers. Behavioural development benefits observed by the Parents included among others emotional, spiritual, personal interest, and confidence development while academic development benefits included vocabulary growth, knowledge of the alphabet, and love for reading while the communication skills development included speech, language, and listening skills development. There is a connection between Parental literacy beliefs, home literacy environment, and the pre-schoolers literacy outcomes. Mothers who consider themselves as having a role to play in facilitating the home reading processes provide their pre-schoolers with more reading experiences at home. Weigel et al., (2006) investigated Parental beliefs about literacy development, how the Parental literacy beliefs were associated with some other aspects of the home literacy development, and the connections between the Parental literacy development such as reading and writing beliefs with the preschool-aged pre-schoolers literacy abilities in Ghana and found that mothers who held facilitative beliefs engaged their pre-schoolers with various literacy practices and their pre-schoolers developed more print knowledge and reading interest than the mothers who held conventional beliefs.

2.6 Teachers Perception of Parental Role in the Reading and Writing Skills of their pre-schoolers'

Most educators perceive the Parental role is important in the pre-schoolers reading skills development and expect Parents to play a role in it. Mudzielewana's (2014) study investigated the extent of Parental involvement in their pre-schoolers reading in the foundation phase in South Africa and found that some Parents are positive towards

Parental role in their pre-schoolers reading skills development and are involved while other Parents are ignorant of their role and not involved.

Parental role in their pre-schoolers reading skill development is important and expected the Parents to create and spend time at home assisting in their pre-schoolers reading skills development. Organized Parental literacy seminars and meetings which emphasized how Parents could support their pre-schoolers reading skills development will make a great impact on the pre-schooler's education (Kamunge., 2018).

Power (1992) investigated Parents' teacher partnerships in early literacy learning and noted that pre-schoolers, teachers, and Parents benefited from the Parents' teacher partnership. The Parents became more interested in their pre-schoolers learning and revealed their pre-schoolers capabilities which assisted in the determination of the teachers' expectations of the pre-schoolers. They also provided feedback on the success of the classroom teaching strategies used by the teachers which helped them in planning and evaluating the program.

Local studies suggest that teachers and Parents are positive towards Parental role in early childhood education but differ on the Parents' roles in early literacy development such as reading and writing in teacher Parents partnership. Mukuna and Indoshi, (2012) investigated Parents' and teachers' perceptions of their role in Early Childhood Education and found that both parents and teachers were positive towards Parental involvement in early childhood education development but differed on their roles.

2.6 Conceptual Framework

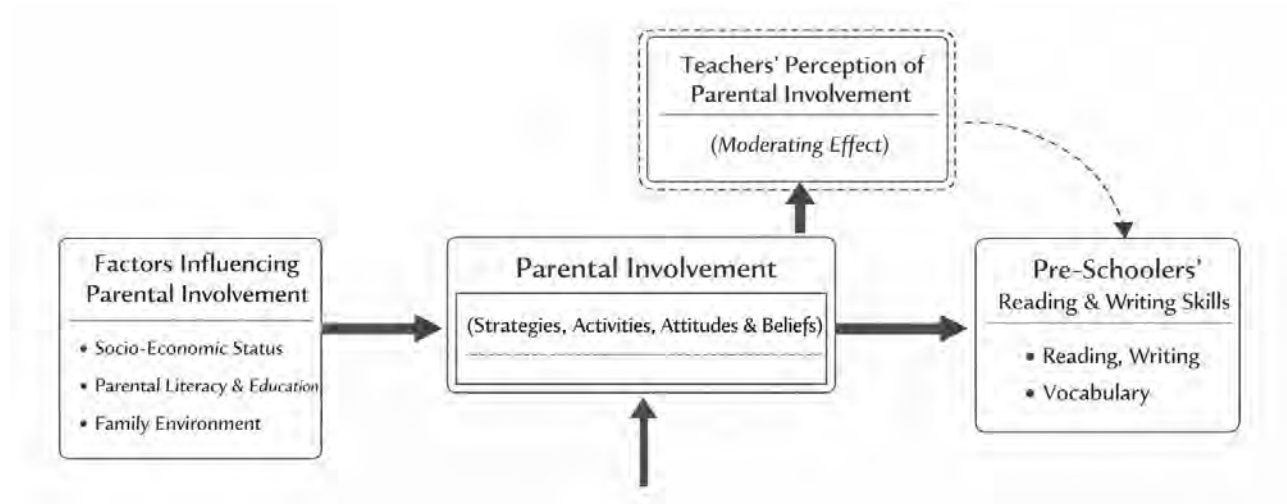


Figure 1: Conceptual Framework Illustrating How Parental Involvement Influences Pre-Schoolers' Reading and Writing Skills.

The conceptual framework of this study is designed to illustrate the relationship between parental involvement and pre-schoolers' reading and writing skills at early childhood centres in the Sissala West District. The framework also highlights the moderating role of teachers' perceptions of parental involvement and contextual factors that influence the extent and effectiveness of parental engagement in early literacy development. This conceptualization is grounded in Vygotsky's Social Constructivist Theory (1978), which emphasizes the role of social interaction and guidance from more knowledgeable others in children's learning. In this context, parents and teachers are the primary agents supporting the emergent literacy skills of pre-schoolers.

Parental involvement is conceptualized as the independent variable in this study. It comprises three interrelated components: strategies and activities that parents implement at home, parental attitudes and beliefs about their role in literacy development, and socio-economic and family factors that influence their engagement. The literature consistently

demonstrates that parental involvement in early childhood significantly affects children's emergent literacy skills (Britto et al., 2019; Melhuish et al., 2008). Strategies and activities may include reading aloud to children, storytelling, practicing letters and words, engaging in word games, and providing access to literacy resources such as books, alphabet charts, and writing materials (Duke, 2012; Baroody & Diamond, 2012). These activities provide repeated and meaningful exposure to literacy concepts, enhancing children's vocabulary, comprehension, letter recognition, and early writing skills. In rural contexts like the Sissala West District, where access to formal early learning resources may be limited, parental strategies at home play a critical compensatory role in supporting pre-schoolers' literacy development.

Parental attitudes and beliefs represent a critical dimension of involvement. Parents' perceptions of their responsibilities, their belief in the importance of literacy, and their confidence in supporting their children's learning strongly determine the quality and consistency of home literacy practices (Sanders & Sheldon, 2009; Heath et al., 2014). For instance, parents who value early reading and writing are more likely to dedicate time and resources to support literacy activities at home, even when faced with socio-economic challenges. Conversely, parents with limited awareness of the importance of early literacy or who lack confidence in their abilities may underutilize home-based learning opportunities, which can negatively affect children's preparedness for formal schooling (Segers & Verhoeven, 2012).

Socio-economic and family-related factors also influence the nature and extent of parental involvement. Research indicates that parents' educational level, literacy skills, income, and the overall home learning environment affect their capacity to engage in literacy-supportive

activities (Kiuru et al., 2012; Moorman Kim et al., 2012). Children from families with higher parental literacy levels and supportive home environments tend to have greater exposure to literacy activities, resulting in higher levels of emergent reading and writing skills. In the Sissala West District, socio-economic constraints, such as low household income and limited parental education, may restrict access to literacy materials, affecting children's early literacy outcomes. These contextual factors are considered in the framework as influencing factors, shaping the degree and quality of parental involvement.

The dependent variable in the framework is the pre-schoolers' reading and writing skills. Emergent literacy skills, including letter recognition, early writing abilities, word reading, and vocabulary development, form the core outcome measures of the study (Not et al., 2006; Clarke et al., 2014). Children who receive consistent and meaningful literacy support at home demonstrate higher competence in these skills and are better prepared for formal schooling. The framework posits that effective parental involvement positively influences these skills by providing children with repeated exposure to literacy concepts, opportunities for guided practice, and the motivation to engage in literacy-related activities (Duke, 2012; Lukie et al., 2014).

A key feature of the conceptual framework is the moderating role of teachers' perception of parental involvement. Teachers' attitudes and observations can strengthen or attenuate the effect of parental involvement on children's literacy outcomes. When teachers recognize and value parental engagement, they are more likely to collaborate with parents, provide guidance on effective literacy strategies, and encourage continued home support (Sanders & Sheldon, 2009; Reynolds, 1989). In this way, teachers' perception functions as a moderator by enhancing the impact of parental involvement on pre-schoolers' reading

and writing skills. Conversely, if teachers undervalue parental involvement or fail to communicate effectively with parents, the positive influence of home-based literacy activities may be diminished. In the context of the Sissala West District, where schools and families may face resource constraints, teachers' active encouragement and collaboration with parents are essential for optimizing literacy outcomes.

The conceptual framework also integrates the idea that parental involvement does not occur in isolation but is affected by the broader home and community context. Family environment, cultural beliefs, access to literacy materials, and socio-economic status create conditions that either facilitate or hinder parental engagement (Heath et al., 2014; Melhuish et al., 2008). For example, parents who have limited literacy skills themselves may require additional support and guidance from teachers or community programs to effectively engage their children in reading and writing activities. This underscores the importance of viewing parental involvement as a dynamic process influenced by multiple interacting factors rather than a singular, static action.

This framework is informed by empirical findings from previous studies that emphasize the bidirectional relationship between home and school literacy experiences. Research has shown that children benefit most when there is alignment between home-based practices and school expectations (Lukie et al., 2014; Baroody & Diamond, 2012). In other words, parental involvement complements formal early childhood education programs by reinforcing literacy concepts and supporting children's engagement in learning activities. This is particularly relevant for rural districts like Sissala West, where children may have limited exposure to structured literacy activities in early childhood centres. The framework suggests that parental involvement, moderated by teachers' perceptions and influenced by

home and socio-economic factors, significantly shapes pre-schoolers' emergent reading and writing skills.

In summary, the conceptual framework provides a comprehensive lens through which the study examines the complex interplay between parental involvement, teachers' perceptions, and children's literacy development in early childhood centres within the Sissala West District. It highlights three critical dimensions: the strategies and activities parents implement, parents' attitudes and beliefs, and the contextual factors that influence involvement. By positioning teachers' perceptions as a moderating variable, the framework acknowledges the collaborative role of home and school environments in supporting literacy development. Ultimately, this framework guides the study in investigating not only the factors and practices that contribute to children's reading and writing skills but also the mechanisms through which parental involvement interacts with educational and socio-cultural contexts to enhance early literacy outcomes.

2.7 Summary of Related literature Review.

The studies reviewed have revealed that Early Literacy development such as reading and writing is a continuous process that begins in infancy when pre-schoolers are exposed to print and continues to be nurtured throughout their lifetime and that Parents and teachers are among the factors that influence pre-schoolers reading interest. Again, teachers and parents are positive about Parental involvement in Early Literacy Development. Teachers should guide Parents on best early literacy practices at home and a notable Parents'-teacher partnership in Early Literacy Development.

However, some early childhood Education Development stakeholders differ on the role of Parents in Parents' teacher partnership and Parents' teacher partnership is low. Some

Parents have insufficient knowledge of emergent reading and are ignorant of their roles. This study was, therefore necessary to fill in the knowledge gap about the role of teachers and Parents in preschool pre-schoolers reading habits development In the Sissala West District.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter covers the following: research paradigm, research approach, research design, Population, sample and sampling Techniques, instruments, Pilot testing, Data Collection procedures, Data analysis procedures, and Ethical Issues.

3.1 Research Paradigm

This study adopts a pragmatic research paradigm, which allows for the integration of both qualitative and quantitative approaches to explore complex social phenomena (Creswell & Plano Clark, 2018). Pragmatism emphasizes practical solutions to real-world problems and prioritizes the research question over allegiance to a particular philosophical stance or methodology (Morgan, 2014). In the context of this study, pragmatism provides the flexibility to investigate parental involvement in pre-schoolers' literacy development from multiple perspectives, including parents' practices and attitudes, teachers' perceptions, and the observable literacy outcomes of children in early childhood centres in the Sissala West District.

The choice of pragmatism is justified by the nature of the research problem, which is multi-dimensional and context-specific. Parental involvement encompasses observable actions, such as reading with children and providing literacy materials, as well as intangible constructs like parental beliefs, attitudes, and perceived responsibilities (Mullis et al., 2004; Fan & Chen, 2001). A pragmatic approach enables the researcher to measure and describe these actions quantitatively, for example, through structured questionnaires or rating scales, while also understanding the subjective experiences and

perceptions of parents and teachers through qualitative methods such as interviews and focus group discussions (Creswell, 2014). This dual approach provides a holistic understanding of how parental involvement impacts pre-schoolers' reading and writing skills.

Pragmatism also aligns with the study's objective of producing practical recommendations to improve early literacy outcomes. By focusing on what works in the specific socio-cultural and educational context of the Sissala West District, this paradigm allows the research to generate evidence-based interventions, such as parent workshops, home literacy programs, and teacher-parent collaboration strategies (Sanders & Sheldon, 2009; Wasik & Hindman, 2011). The paradigm thus bridges the gap between theory and practice, ensuring that the study's findings are actionable and relevant to local stakeholders, including early childhood educators, school administrators, and policymakers.

In operationalizing this paradigm, the study will adopt a mixed-methods design, combining quantitative measures of children's literacy skills with qualitative insights from parents and teachers. Quantitative data will provide measurable evidence of literacy outcomes, while qualitative data will illuminate the processes, attitudes, and contextual factors that influence parental involvement. The integration of these data types is a hallmark of the pragmatic paradigm, which values multiple ways of knowing and the use of diverse methods to answer complex research questions (Morgan, 2014; Creswell & Plano Clark, 2018).

In summary, pragmatism offers a flexible, solution-oriented framework that accommodates the multifaceted nature of parental involvement in early literacy

development. It allows the study to capture both the observable outcomes and the underlying social processes influencing children's reading and writing skills in the Sissala West District. By employing this paradigm, the research not only addresses theoretical questions about parental involvement but also contributes to practical strategies to enhance literacy development among pre-schoolers.

3.1 Research Design

The approach of this study was mixed method, which involved the collection of both quantitative and qualitative data. The qualitative instrument was a one-on-one interview guide, while the quantitative instrument was a questionnaire. The two forms of data were integrated in the design analysis through merging, explaining, building the data from one database to another. The researcher adopted this approach in order to triangulate the data gathered from the varied participants to be able to validate the responses from both forms of data (one-on-one interview and questionnaire). Creswell and Plano Clark (2011) opined that mixed method approach involves using both quantitative and qualitative methods in a single study, or multiple studies in collecting data in order to understand the phenomenon of interest. Mixed method approach does not make a choice between qualitative or quantitative methods; it however, determines how both qualitative and quantitative methods would respond to one's phenomenon of interest (Graff, 2014). As also noted by Creswell (2018), qualitative data tends to be open-ended without predetermined responses whereas quantitative data usually entails closed-ended responses such as questionnaires and psychological instruments. Generally, the mixed method approach was chosen because of its strength of drawing on both quantitative and qualitative research and minimizing the

limitations of both approaches. It was also an ideal approach since the researcher had access to both data and so one type of approach (qualitative or quantitative) was not enough to address the research problem or answer the research questions. At the procedural level, the mixed method approach as used in this study was a useful strategy that provided a more complete understanding of the research problem.

3.2 Research Design

A case study design was adopted for this study. According to Creswell and Creswell (2018), this design involved the use of one or more core designs (i.e., convergent, explanatory sequential, exploratory sequential) within the framework of a single multiple case study design. The intent of this design was to develop or generate cases based on both quantitative and qualitative results and their integration. The researcher therefore adopted an inductive approach where both quantitative and qualitative data were collected and analysed and then formed cases (multiple cases) in order to make comparisons among the cases. Yin (2014) mentioned that the challenge is to understand case study research and effectively intersect case study design with mixed methods. Within this framework, the typical mixed methods case study design is one where both types of data are gathered concurrently in a convergent core design and the results are merged together to examine a case and/or compare multiple cases. In this hypothetical example, the research gathers both survey quantitative data and qualitative interview data at roughly the same time. Analysis of both databases produces results that can be merged to identify specific cases. These cases portray different profiles found in the databases, and they can be compared in a cross-case comparison. This design was also ideal considering its economy, rapid turnaround in data collection, and constraints in pursuing other designs. In this study, the survey was

cross-sectional with the data collected at one point in time. The collection of data took the form of mail, WhatsApp, individual and group administrations. These forms of procedure were selected from the types identified by Fowler (2014). Instrument sent via email or WhatsApp made it convenient for respondents to open and respond. This reduced the cost travelling to individual teachers to collect data; although, it took time for some respondents to return the filled out questionnaire. Individual and group administration was also ideal since the researcher had the opportunity to meet the respondents one-on-one, which facilitate the rapid collection of the qualitative data within a month period.

3.3 Population

Population refers to the particular entity of people, objects, or units to which a researcher can reasonably generalize his/her research findings (Mugenda, 2003). The target population was 162 preschool teachers, and 15 parents.

3.4 Sample size

The Yamane formula was used to calculate the sample size for teachers and parents (Israel, 1992). $n = \frac{N}{1 + N(e)^2}$. Where n = sample size. N = population, e = level of precision. The research attained a 5% level of precision and a confidence level of 95%. The following is an illustration of how the calculations of the sample for the teachers, schools, and parents were done.

Table 3.1.: Sample Size for Teachers and Parents

Category	Target population	Sample size
Teachers	162	115
Parents	15	11

Total parents and teachers	177	125
----------------------------	-----	-----

3.5 Sampling techniques

In this study, two sampling techniques were used to represent the varieties in the participants. A stratified random sampling procedure was used to select the schools based on characteristics such as public basic school in the Sissala West District. Knowing the characteristics of the select schools help the researcher to stratify the population before selecting the sample size (Fowler, 2014). The use of stratification ensured unbiased representation of the schools in the study. Within each stratum, the researcher identified whether the sample contained individuals with the characteristics in the same proportion as the characteristic appears in the entire population (Creswell & Creswell, 2018). A convenience sampling was used based on the convenience and availability of the respondents. In the other words, the respondents were easy to contact. In this case, teachers who were available and were willing to answer the questionnaires and/or give their contact information such as WhatsApp numbers and email addresses for easy communication were sampled.

3.6 Research Instrument

A questionnaire and a semi-structured interview guide were used in collecting data for this study. The former was used to collect quantitative data whereas the latter was used to collect qualitative data.

3.6.1 Questionnaire

A two-part survey instrument was adapted for use in this study. Respondents were asked to respond to a 5-point Likert type scale which ranged from SA = Strongly Agree, A=

Agree, N= Neutral, D= Disagreed, SD= Strongly Disagreed. A higher score on the scale is suggestive of more positive attitudes towards integration. According to Bailey (2004), the presentation order for the items was determined by randomisation. Bailey indicated that randomisation and the use of a balanced set of negative and positive worded items ensured a level of objectivity and thus reduced the proximity effect. Bailey (2004) reported a reliability coefficient of 0.92 with 639 respondents. According to Gable and Wolf (1993), a reliability coefficient of higher than 0.70 is generally considered acceptable indicating an effective instrument. Items in the original questionnaire were revised to suit the Ghanaian context. Minor changes in the terminology used in the questionnaire were also made.

The second part of the survey consisted of demographic information about the teachers (e.g., age, gender, years of teaching experience, and qualifications) and open-ended questions adapted from Bailey (2004). Additional questions regarding experience with family member(s) or friend(s) and the average class size were added to the instrument. Questions were modified based on the Ghanaian context. For instance, instead of asking the participants whether they had a any qualification, the question was modified to ask them if they had undertaken training focusing on the level of education. This section also included a generic question regarding teachers. A copy of the questionnaire is included as Appendix A and B.

3.6.2 Semi-Structured Interview Guide

A semi structured interview guide was used for collecting the data from the teachers in response to research question one, two and three. Babbie (2007) explained that questions used in semi-structured interviews tend to be opened-ended so that the respondents are at

their own will to decide how they will answer questions in terms of the words they use and the length of response they give. Because of its flexible nature, semi-structured interview method gives opportunity to the interviewer to ask initial questions followed by probes meant to seek clarification of issues raised. The use of semi-structured interviews, according to Yin (2014), gives in-depth understanding of their respondents' thoughts and feelings, and their focus phenomenon, then closed-ended questions. The interview guide was generally opened-ended questions with the intention of eliciting the views of teachers on the factors that influence their attitudes towards the inclusion of students with special needs and the challenges in teaching them in inclusive classrooms. The semi-structured interview guide allowed the respondents to speak out their opinions, feelings, beliefs, insights, attitudes and experiences about the phenomenon under study through the use of the probing questions (Gall, et al., 2007). The interview questions were prepared based on research questions one, two and three for the study. The questions were prepared from the literature and modified from related previous studies.

3.7 Validity and Reliability of the Instruments

Ensuring the validity and reliability of research instruments is a critical step in conducting rigorous research. Validity refers to the extent to which an instrument measures what it is intended to measure, while reliability refers to the consistency of the instrument in producing stable and repeatable results (Creswell, 2014). For this study on parental involvement in pre-schoolers' reading and writing skills in the Sissala West District, measures were taken to establish both validity and reliability of the questionnaires and interview guides used for parents and teachers.

Validity of the Instruments

The validity of the research instruments was established through content, face, and construct validity. Content validity was ensured by aligning the questionnaire and interview items directly with the study's research objectives and questions. Each item was carefully crafted to reflect specific aspects of parental involvement, home-based literacy strategies, parents' attitudes and beliefs, and teachers' perceptions of children's reading and writing development (Ary, Jacobs, Sorensen, & Walker, 2014). This process ensured that the instruments covered all relevant areas without including extraneous content.

Face validity was achieved through a review by experts in early childhood education and literacy development. Three experienced educators and one academic supervisor assessed the instruments for clarity, appropriateness, and relevance of the items. Their feedback helped identify ambiguous or complex questions, which were revised to enhance comprehension for respondents, particularly for parents with limited literacy levels. According to Babbie (2015), expert review is a key strategy for ensuring that instruments are understandable and reflect the intended constructs.

Construct validity was strengthened through the pilot testing conducted in Sissala East District. The pilot test provided an opportunity to determine whether the items effectively captured the constructs of parental involvement, home literacy practices, and literacy outcomes. Observations and feedback from participants helped refine the items to ensure that they accurately represented the underlying concepts being studied (Creswell & Creswell, 2018).

Reliability of the Instruments

The reliability of the instruments was assessed using internal consistency measures, specifically Cronbach's alpha. Cronbach's alpha is widely used to evaluate the consistency of responses across items in a scale, with a value of 0.70 or above considered acceptable for social science research (Gliem & Gliem, 2003). Data from the pilot study indicated that the parents' questionnaire had a Cronbach's alpha of 0.82, while the teachers' questionnaire yielded a value of 0.85. These results demonstrate that the instruments were sufficiently reliable for the main study, indicating that participants responded consistently across items measuring similar constructs.

Additionally, reliability was enhanced by standardizing the administration procedures. Questionnaires were self-administered to literate parents, while interviews were conducted verbally for parents with limited literacy. Teachers completed questionnaires under the guidance of the researcher to ensure clarity and reduce misinterpretation. These procedures minimized errors and variations in responses, thereby enhancing the overall reliability of the instruments (Kothari, 2004).

In summary, the study employed multiple strategies to ensure the validity and reliability of the research instruments. Expert reviews, alignment with research objectives, pilot testing, and internal consistency measures collectively ensured that the instruments were appropriate, consistent, and capable of producing credible and trustworthy data on parental involvement and pre-schoolers' literacy skills in the Sissala West District.

3.8 Pilot Testing of the Research Instrument

Before the main study was conducted in the Sissala West District, a pilot test of the research instruments was carried out in the neighboring Sissala East District. The pilot test was

conducted to ensure the reliability, validity, and clarity of the instruments, which included structured questionnaires for parents and teachers, as well as semi-structured interview guides for qualitative data collection. Pilot testing is a standard procedure in social science research to detect potential problems with data collection instruments and to make necessary adjustments before the main study (Creswell, 2014; Kothari, 2004).

A total of 20 participants 10 parents and 10 pre-school teachers—were selected purposively from Sissala East for the pilot test. This sample was considered appropriate because the district shares similar socio-cultural characteristics, educational structures, and literacy challenges with Sissala West, making it suitable for testing the instruments without contaminating the main study population (Ary, Jacobs, Sorensen, & Walker, 2014). The pilot participants were not included in the main study to maintain the integrity of the research findings.

During the pilot test, participants were asked to complete the questionnaires and respond to interview questions regarding parental involvement, home literacy activities, children's reading and writing skills, and teachers' perceptions of parental engagement. The pilot test allowed the researcher to assess several key aspects of the instruments. Firstly, it evaluated clarity and comprehension, ensuring that respondents could understand the questions and respond appropriately (Babbie, 2015). Some parents initially found certain literacy-related terms, such as "emergent writing" or "phonemic awareness," unclear. As a result, these terms were simplified and examples were provided to facilitate understanding.

Secondly, the pilot test assessed content validity, ensuring that the questions accurately reflected the study's objectives and research questions (Gall, Gall, & Borg, 2007). Feedback from both parents and teachers indicated that the questions covered relevant

areas of parental involvement, home learning strategies, and children's literacy outcomes, confirming that the instrument had sufficient content validity. Minor adjustments were made to improve the flow of questions and eliminate redundancy.

Thirdly, the pilot test evaluated the reliability of the questionnaire. Reliability refers to the consistency of the instrument in measuring what it is intended to measure (Creswell & Creswell, 2018). The internal consistency of the questionnaire items was tested using Cronbach's alpha, which yielded a value of 0.82 for the parents' questionnaire and 0.85 for the teachers' questionnaire. These values exceeded the recommended threshold of 0.70, indicating that the instruments were reliable for the main study (Gliem & Gliem, 2003).

Lastly, the pilot test provided an opportunity to assess the administration process, including the time required to complete the instruments and the suitability of data collection procedures. Participants completed the questionnaire within 25–30 minutes, which was deemed appropriate and manageable for the main study.

Overall, the pilot testing in Sissala East confirmed that the instruments were valid, reliable, and suitable for capturing data on parental involvement and pre-schoolers' reading and writing skills. The feedback received allowed the researcher to refine the instruments and data collection procedures, ensuring the effectiveness of the main study in Sissala West District.

3.9 Trustworthiness Criteria

Trustworthiness criteria is often used to establish the quality of qualitative studies. Guba (1992) posits that trustworthiness is the process of ensuring the credibility, dependability, transferability and confirmability of a qualitative research study. Credibility was ensured

in this study through participant triangulation. This strategy enabled the researcher to gather data from the interviewees for comparison before conclusions were drawn. Dependability is the consistency of research findings (Erlandson, Harris, Skipper, & Allen, 2005). It was ensured in the study by audio-taping conversations with the participants to have a verbatim account of the interviews. This helped the researcher to listen attentively to each of the interviewees and capture the interviewee's words accurately (Bryman, 2008). In order to ensure an inquiry audit of this study, the interview schedule was shown to the supervisor for rectifications before it was administered. Moreover, although the researcher did not intend to generalize the findings of the study, they could be applied to contexts that have enough similarities as the context of this study, thereby ensuring transferability. Conformability refers to the accuracy of the data and the reflexivity of the researcher (Shenton, 2004). To ensure the confirmability of this study, an audit trail, detailing the process of my data collection, data analysis and interpretation of the data was carried out by coming up with themes and sub-themes. Also, the researcher ensured that the findings of the study were guaranteed to be grounded in the raw data gathered from the field and devoid of the researcher's preconceived notions and ideas.

3.10 Data Collection Procedures

The questionnaire was used to collect information from teachers and parents. Three trained research assistants assisted the researcher to administer the questionnaires on an agreed day. The Researcher visited the Headteachers of the selected Early Childhood Education learning centers and request the personal details of the selected parents. Communication to parents regarding the questionnaires was done through a written note or telephone. Questionnaires of both teachers and parents was collected after three days.

3.11 Data Analysis Procedures

Data was entered into Statistical Product and Service Solutions (SPSS) – version 21.0. Negative items on the scale were coded in a reversed manner. The correlational and descriptive analysis of the data was completed using the SPSS. Section I and Section II of the survey contained 30 questions. For all questions, numerical values were assigned to the data. Descriptive statistical analyses were used to obtain frequencies, percentages and means relative to the different variables of gender, age, placement, position, years of experience as a teacher, years of teaching experience, and years of experience teaching in general education. Descriptive statistics was also used to analyze the data, present data summaries, and to examine the relationships among the variables. Frequency distributions and percentages were computed for each variable of the survey. Data collected determining teachers were analysed to determine if there was a relationship between the variables. A chi-square analysis of was also used to examine the teachers in relation to gender and other variables in the study. Various factors including professional experiences and training were analysed.

3.12 Ethical Considerations

The key ethical issues include privacy of participants, voluntary participation, consent, confidentiality, reactions of participants to the way to seek data, effects on participants on how you use, analyze, and report the data, and the behaviour and objectivity of the researcher (Saunders, 2003).

As a rule, the researcher had an obligation to respect the rights, needs, values, and desires of the student-participants (Spradley, 1980, as cited in Creswell & Creswell, 2018). Given this, several measures were taken to protect the participants' rights. The researcher

articulated the objectives of the study to the respondents (including a description of how the data was going to be used).

Furthermore, permission was sought from the Sissala West District Director of Education. An introduction letter bearing the information that they are free to participate or not, the objectives of the study that the data collected would be treated as confidential and used for academic purposes was given to the respondents before distribution of the questionnaire. To protect the privacy of the respondents, the questionnaire was anonymous.

Moreover, the respondents' rights, interests, and wishes were considered first in the choices made regarding data reporting.

Also, communication was clear, straightforward, and appropriate language considering the individuals with disabilities. Above all, a credit was given to all the contributors including published works presented in portions of the study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.0 Overview

The analysis was based on the responses provided through the questionnaires and interview guide by the respondents and observations made by the researcher. Information obtained is presented in the form of tables, frequencies, percentages, mean and standard deviations.

4.1 Demographic characteristics of respondents

Parents and Teachers were asked to complete a questionnaire regarding their demographic characteristics (Gender). The descriptive statistics of these variables have been presented in Tables 1a and 1b.

Table 1: Gender Characteristics of Parents

Gender	Frequency	Percentage (%)
Male	29	69.0
Female	13	31.0
Total	42	110.0
Gender Characteristics of Teachers		
Male	15	50.0
Female	15	50.0
Total	30	110.0

Source: Field data, 2022

A total of 42 parents were sampled for the study. Thirteen 13(31%) of the parents were females, making 31% of the total number of parents and 29(69.0%). This implies that there were more male parents than female parents. Again, this also shows that there were more male parents involved in the study.

A total of 30 teachers were sampled for the study. 15 of the teachers were female, making up 50% of the total number of teachers and 15 were males, representing 50%. This implies that there was an equal number of male and female teachers. Again, this also shows that there were equal percentages for both male and female teachers.

Parents and teachers were asked to complete a questionnaire regarding their demographic characteristics (Age). The descriptive statistics of these variables have been presented in Table 2.

Table 2: Age Characteristics of Parents

Age Range	Frequency	Percentage (%)
20-25	4	9.5
26-30	7	16.7
31-35	9	21.4
36-40	16	38.1
45-50	3	7.1
51-55	2	4.8
56-60	1	2.4
Total	42	110.0

Source: Field data, 2022

Age-wise, 4 of the parents were between the ages of 20 and 25 (9.5%), 7 parents were between the ages of 26 and 30(16.7%), 9 parents were between the ages of 31 and 35 (21.4%), 16 parents were between the ages of 36 and 40 (38.1%), 3 parents were between the ages of 45 and 50 (7.1%), 2 parents were between the ages of 51 and 55 (4.8%) and 1 parent was between the ages of 56 and 60 (2.4%). This implies that there were more active parents involved in the study.

In terms of age, 7 teachers fall within 20-25(23.3%),7 teachers fall within 26-30(23.3%), 4 teachers fall within 31-35 (13.3%), 4 teachers fall within 36-40 (13.3), 5 teachers fall within 45-50 (16.7%), and 3 parents fall within 51-55 (11%). This implies that there were active teachers involved in the study, which this study will have a great influence on their teaching experience.

Parents and teachers were asked to complete a questionnaire regarding their demographic characteristics (Ethnicity). The descriptive statistics of these variables have been presented in Table 3.

Table 3: Ethnicity Characteristics of Parent

Ethnicity	Frequency	Percentage (%)
Sissala	11	26.2
Dagaaba	26	61.9
None	5	11.9
Total	42	110
Ethnicity Characteristics of Teachers		
Sissala	11	33.3
Dagaaba	20	66.7
Total	30	110.0

Source: Field data, 2022

Sissala ethnic was 11(26.2%) of the parents, Dagaaba ethnic group was 26 (61.9%) of the parents, and 5 were neither Sissala nor Dagaaba and were made up 11.9% of the parents. This implies that there were more Dagaaba ethnic groups than the Sissala group in the study and few were neither Sissala or Dagaaba. Sissala ethnic were 11(33.3%) of the teachers, Dagaaba ethnic group was 20 (66.7%) of teachers. This implies that there was more Dagaaba ethnic than Sissala.

Parents and teachers were asked to complete a questionnaire regarding their demographic characteristics (Education). The descriptive statistics of these variables have been presented in Table 4.

Table 4: Education Characteristics of Parents

Education	Frequency	Percentage
Basic Education	4	9.5
Secondary Education	18	42.9
Tertiary Education	18	42.9
None	2	4.8
Total	42	110.0
Education Characteristics of Teachers		
University	19	63.3
Teacher training	11	36.7
Total	30	110.0

Source: Field data, 2022

The parents of the respondents had a variety of educational backgrounds: 9.5% had basic education, 18 (42.9%) had secondary education, 18 (42.9%) had higher education, and 2

(4.8%) had no formal education. This implies that there were educated parents in the study which influenced their knowledge of pre-schoolers literacy skill development and also helped build the inexperience in the area of education. The teachers of the respondents had a variety of educational backgrounds: 19(63.3%), of the teachers had a tertiary education and 11(36.7%) of the teachers were trained teachers which implies that there were qualified teachers at early childhood centers in the Sissala West District. The majority of the teachers had tertiary education, which had a great impact on the pre-schooler's literacy skill development.

4.2 Analysis of Research Questions

Research Question 1: What factors influence preschoolers' reading and writing skills at early childhood centers in the Sissala West District?

Data collected in answer to the research question have been presented in Tables 5a and 5b. Table 5a: Parents' responses to factors that influence preschoolers' reading and writing skills at early childhood centers. From the interviews with the 10 parents, I found most participants perceived the essential factors influence preschoolers' reading and writing skills at early childhood centers. Specifically, participants perceived that the factors significantly helped their children. Table 1 contains the frequency and percentage of themes and sub-themes.

Table 5a: Breakdown of Subthemes Addressing Research Question 1

Subthemes	Number of occurrences (n=10)	Percentage of occurrences
Parents and Home Environment	6	55%
Books and Library facilities	2	19%
Teachers and Classroom Environment	2	19%

Source: Field data, 2022

The parents perceived factors in their child’s reading and writing skills at early childhood centers. Participants 1, 3, 4, and 5 perceived their involvement greatly helped their child’s overall reading and writing skills at early childhood centers. These parents perceived their role positively affected their children’s performance during their early childhood stage years.

“I felt that my presence and the surroundings at home much benefit my child, and I frequently observed her child reading words in sentences.” (Participant 1)

“I believe she just took off. It's incredible how, at the beginning of the year, we could hardly fit two or three words on a page, and now we could fit three sentences on it. She could read it or, like Ranger Rick, pick up another small magazine and read the story there. It's incredible how far she's come in such a short amount of time these past few months” (Participant 2)

“I genuinely believe that this improves the early childhood centers' students' writing and reading skills” (Participant 3)
“Participant 5 said the involvement helped her children’s overall reading and writing in the early childhood centres: Yes. And I think so because he kept reading continuously”

Participants 2 and 3 perceived their involvement only helped a little in the overall reading and writing of their children in the classroom. One reason for this feeling was because they did not exactly know what they were preparing their children for. They reported not knowing what specific things to teach their children to prepare them for their read and writing. These parents would wait for the evaluation of the school or the teacher to let them know whether their early practices helped their children in the classroom.

Participant 2 stated the following:

“Yes, I believe that helped to some level, but I am not sure what exactly I should have been preparing him for. That was essentially a no-brainer for us. We were unsure about whether we were making the proper decision or if it would be in vain. I believe it did assist him because it turned out to be the genuine deal because they worked on sight words and other things in the early childhood center. But as I mentioned, it was merely a hunch on our part”.

Participant 3 mentioned that she “winged” the preparation and only repeated what her mother did for her. Most participants mentioned their childhood experience influenced what they did for their children in the reading and writing process. One parent read books to her child because she remembers her mother doing that activity. The parents mentioned that some of their relatives, such as their parents or grandparents, influenced their love of reading, which influenced the literacy activities of their children.

“That was also beneficial because we covered how to do larger words after learning the sight words and basic words. One of his words went with it, and one went out of it. Then, since we were getting the flashcards brought home, I was able to write on a piece of paper without, and he could read it to me. This also helped to make reading a little bit simpler because he could deconstruct the larger words as he saw them” (Participant 3).

Two parents positively perceived their involvement in their child’s overall literacy development such as reading and writing such as reading and writing. Participants 1 and 10 believed that without their involvement in the early literacy process of their children, their children might have been left behind in reading and writing. Participant 1 ~~noted~~ that her early involvement with her child’s literacy development such as reading and writing gave her child the competitive advantage to be exposed to reading, regarding shapes and sounds of the letters.

“I think she may have been a little behind, but I don't feel that it's something she couldn't have overcome. It may have just taken a little bit longer.” (Participant 1).

Participant 10 stated that her involvement was not only limited to reading, but to studying in general and teachers handle their children in the classroom. These two parents firmly believed that their involvement helped their children, especially in meeting the literacy standards of the state.

Moreover, they expressed the need to be involved with their child’s literacy skills such as reading and writing to ensure that their child was not left behind. The parents wanted their children not to struggle with literacy.

“Every class is affected by literacy. It goes beyond reading. It has an impact on every class in the school. And it will. Most children will struggle for a very long time if they are having difficulty in school. It will be a never-ending battle. Yes, you can raise children, I suppose. However, they will constantly lag slightly behind.” (Participant 10).

The majority of parents, I discovered, thought it was beneficial for them to be involved in their preschoolers’ reading development. The three subthemes I employed to address the first research question demonstrated the range of perspectives parents held on their impact on their preschoolers’ literacy development such as reading and writing, including writing and reading. On the one hand, the majority of parents thought they were a good influence since they thought they were vital to their child's general literacy development such as reading and writing and that if they hadn't been involved, their kids could have lagged. On the other hand, several parents felt that although they were not well-versed in teaching reading and writing, their involvement did have some effect on their preschoolers’ literacy development such as reading and writing.

Table 5b: Teacher's Responses to factors that influence pre-schoolers literacy skill development

Items	SA (%)	A (%)	N (%)	D (%)	SD(%)
Parents	18 (60.0)	10(36.7)	0(0)	1(3.3)	0(0)
Home Environment	15 (50.0)	15(50.0)	0(0)	0(0)	0(0)
Books	14 (46.7)	15(50.0)	0(0)	1(3.3)	0(0)
Library facilities	15 (50.0)	14(46.7)	0(0)	1(3.3)	0(0)
Teachers	13(43.3)	17(56.7)	0(0)	0(0)	0(0)
Classroom Environment	17(56.7)	13(43.3)	0(0)	0(0)	0(0)
Teaching of reading	9(30.0)	21(70.0)	0(0)	0(0)	0(0)
Motivation to reading	12(40.0)	14(46.7)	0(0)	1(3.3)	3(10.0)
Age of the child	6(20.0)	8(26.7)	0(0)	10(33.3)	6(20.0)

Source: Field data, 2022

Concerning the influence of teachers-related factors on pre-schoolers literacy skill development, 28 (66.7) strongly agreed that teachers influence their literacy skill development, 13 (31.0%) agreed that teachers influence child's literacy skill development and 1 (2.4%) disagreed that teachers influence pre-schoolers literacy skill development. This implies that the majority of the parents support that, teachers influence a child's literacy skill development.

This implies that the majority of the parents support that, parent involvement in their pre-schooler's education influences their literacy skill development.

Concerning the influence of the classroom environment on pre-schoolers literacy skill development all the parents strongly agreed that the classroom environment influences pre-schoolers literacy

skill development. This implies that parents were in support that, the classroom environment influences pre-schoolers literacy skill development. This implies that the majority of the parents support that, the classroom environment influences pre-schoolers literacy skill development.

Concerning the influence of motivation to reading on pre-schoolers literacy skill development all of the parents strongly agreed that motivation to read influences pre-schoolers literacy skill development. None of the respondents either disagreed or strongly disagreed. This implies that the majority of the parents support that, motivation to read influences pre-schoolers literacy skill development.

Moreover, concerning the influence of the home environment on literacy skill development, (100%) of the respondents strongly agreed with the fact that the home environment influences literacy skill development. Concerning the influence of library facility on literacy skill development, the parents agreed to the fact that library facility influences literacy skill development.

Concerning the influence of teachers on pre-schoolers literacy skill development, 30 (100%) of the respondents either strongly agreed or agreed to the fact that teachers influence literacy skill development, none of the parents either strongly disagreed or disagreed. Concerning the influence of classroom environment on literacy skill development, 30 (99.3%) of the respondents either strongly agreed or agreed to the fact that classroom environment influences literacy skill development, none of the parents either strongly disagreed or disagreed. Concerning the influence of teaching on literacy skill development,

Moreover, concerning the influence of teaching influences literacy skill development; 40 (86.7%) of the respondents strongly agreed or agreed to the fact that teaching influences literacy skill development, and none of the parents either strongly disagreed or disagreed. Concerning the influence of teaching on literacy skill development, 33 (100%) of the respondents either strongly

agreed or agreed that motivation of reading influences literacy skill development. None of the parents either strongly disagreed or disagreed. Concerning the influence of reading influences literacy skill development, 14 (46.7%) of the respondents agreed that motivation of reading influences literacy skill development, while 1 (3.3%) disagreed that that motivation of reading influences literacy skill development.

In addition, concerning the influence of the age of the child on literacy skill development, 14 (46.7%) of the respondents strongly agreed to the fact that the age of the child influences literacy skill development, while 7 (53.3%) of the respondents either strongly disagreed or agreed to the fact that the age the child influences literacy skill development.

Research Question 2: How do parents, perceive the importance of their role in the reading and writing of their children in the Sissala West District?

Data collected in answer to the research question have been presented in Tables 6a and 6b.

Table 6a: Parents' response on how they perceive the importance of their role in the reading and writing of their children at early childhood centers.

All parents perceived that it was important to be involved in their children's education, even in the pre-school stage. All parents perceived that it was their responsibility as parents to be involved with the education of their children. Another theme was the degree of involvement before and during early childhood stage. Some parents reported staying involved, while some parents left their children in the hands of the teachers.

Table 6a: Breakdown of Themes Addressing Research Question 2

Themes	Number of Occurrences (n = 11)	Percentage of Occurrences (n = 11)
It is important to be involved with child's education	11	100%
Degree of involvement	6	54%
Increased involvement during early childhood stage	3	27%
Decreased involvement during early childhood stage	3	27%

Source: Field data, 2022

The second theme, parents perceived that their involvement in their child's education is important, aided in answering the second research question. All parents perceived they must be involved in the education of their children in early childhood stage.

Participants 1 and 2 stated that involvement was important because it showed they loved and cared for their children. Participant 1 expressed that being involved was important:

"It shows her that we care and we're going to stay on top of what she's doing in school. And I want to be, so I think it's important for parents to be involved overall in different activities, not just the academic, but I can't even say it. The extracurricular activities. I think that's an important role"

Participant 2 said that involvement was important:

"I think it's important to show the kids that you know, their school, and their time in school is very important to you. I think it helps them be more motivated and be a little more involved in what they are doing in school, as well."

Additionally, Participants 5 and 6 mentioned that building relationships with teachers would positively influence their child's academic performance. Building relationships with

teachers helped the parents assist their children not only with their literacy development such as reading and writing but also in their children's overall academic performance.

Participant 5 reported the following:

“Every time you step away from the school, as a parent. Perhaps there is no news at all. Therefore, you may believe that everything is going well if you don't interact with the teachers or the school's activities on a regular basis. However, as you get to know and develop a connection with those teachers, as opposed to constantly being involved, they will inform you even if they aren't concerned—two or three steps before they become concerned”.

Participant 6 valued the role of teachers in her child's life. In addition, Participant 6 recognized the difficulties of the role of teachers, especially in the literacy development such as reading and writing such as of their students:

“It's enormous. Speaking with numerous teachers, I am aware that some of them tell their students that their parents work and they must take care of their siblings when they get home. Some parents have even told them, "It's your job to teach my kid to read," or something similar, and those children are failing because their parents don't support or get engaged. I simply cannot think of a different method to do it”

Participants 7 and 9 mentioned that their involvement was important because it was their jobs as parents to stay involved with the lives of their children. Participant 7 wanted her child to be the best possible:

"It seems like it goes with the territory. It carries the title of parenthood with it. My goal is for my children to reach their full potential. I saw the two distinct scenarios with my kids, therefore I know that means pushing them. Although inherently highly clever, one of my children lacks motivation and self-assurance. One must push them. Even while the other child may not be as naturally intelligent, they are incredibly driven and determined. Having observed both of those situations, I am aware of what needs to be done with each of my kids. It requires a distinct strategy to be implemented. It takes battle to persuade the unmotivated person to read the higher level books. The second one, they're not as good readers, so I had to sit there and listen to them when they wanted to read all the time. It really just comes down to wanting the best for your children, as I mentioned earlier, and getting to know your children, their strengths and shortcomings. As a mother, there are moments when you have to work with your kids instead of just wanting to sit there and watch TV. I just remind my hubby of this all the time. His remarks will go something like, "You all don't need to..." I will encourage my oldest to read more, and together, let's get more points.

Sometimes my spouse will say something along the lines of, "You think you're pushing him too hard?" Kind of laughing, I said, "Tell me that when they graduate in the top ten percent." I firmly believe that parents should push their children to reach their greatest potential since, in my opinion, few other people will. Yes, you have instructors and other people, but the foundation is laid at home. (Participant 9)

Participant 9 gave the following instances of noncommittal parenting: merely wishing their kids a good day or inquiring about their day. According to participant 9, a parent needs to be aware of their child's general wellbeing, which includes being involved in what goes on at school.

Similar to other participants, Participant 9 mentioned that this was one of the ways a parent showed love a child. Participant 9 recommended that parents should be heavily involved with their children, especially during early childhood stage since this is the start of their children's education:

"The reason I believe it's important is that it benefits both you and your child. Parents frequently send their kids to school with a backpack and wish them a good day, but I believe it's important for the child's overall wellbeing that they understand what's going on in the classroom, are able to interact with their teachers, and show them that you're involved. One of the things that I hear most often when working with young people in schools is that their

parents' absence. My mother was never there for me when I was younger, so I never really knew how important it is, or they never checked my backpack, they didn't notice about my homework, and they didn't do those kinds of things. Therefore, I believe that as a parent, being involved in your child's education benefits everyone your child, you, the teachers, and everyone else and demonstrates their love and concern for them when it comes to your child, that a parent and the educational staff should have together”.

According to participant 3, her involvement gave her children comfort, which kept her from becoming frustrated and inspired her to keep attending to school. When they were having difficulties, some kids would feel frustrated, but their parents' support would help them get past these feelings and make sure their kids would still want to attend school.

Participant 3 stated the following:

“To start with, I believe it benefits them academically. The second thing that matters a lot to me is that, even if it is challenging, mom is here, she can still be active in the classroom, and the school can communicate with... Just a little assurance that they're not doing it alone, as many youngsters, in my experience, feel that way, become irritated, and give up.”

Participant 10 believed that involvement was important. Participant 10 mentioned the importance of assessment from teachers:

“I believe it to be crucial. In fact, I'm happy you asked that. It's likely something you're already familiar with because it passes through you. I was worried about his handwriting when I first visited here just before Christmas. They informed me that an evaluation will be conducted. Since I hadn't heard from them, I decided to give them a call. I told her about the message his teacher had emailed me. You know, it's March, and that was before Christmas, and I still haven't heard back from the evaluation that was scheduled to happen for him”.

Participant 11 stated that being involved was also role-modeling for their children.

If the child saw that their parent was involved with his or her education, then the child would be interested and become involved, as well. This activity would motivate the students to take part in any activity. Participant 11 recommended that parents should be involved for their children to develop an engaging attitude toward school activities:

“That's because they won't take an interest in it or make it a priority if you don't. They won't care if you don't make them complete their homework before playing games, using the phone, or anything else. And that will have a knock-on effect throughout their entire academic career”.

Participants 4 and 7 expressed a similar opinion. They said they were somewhat interested in their child's schooling, but not too much so as to put their children under too much parental control. These two parents wanted their child to know that they were there for them, but they also wanted to give them the flexibility to study on their own.

According to participant 4, a child needs to feel supported, develop independence, and gain confidence, all of which depend on having an adequate level of involvement:

“Parents have something to work with and do with and just besides the same old, same old. When leaving your child on their own and doing stuff, they feel like they get pushed more, get them more confidence and would you say. What's that one word. Motivation, that's it. Looking for that motivation. And it helped to say my mother can do this and he's seen me do what I do, and he wants to be there too. I told him this is how we do it, so it's even pushing for like teacher stuff”.

In addition, Participant 7 mentioned that it would depend on the nature of their children. Some children were independent and confident, needing little involvement from parents. However, some children might need more parental involvement because they were shy with no self-confidence.

Another theme that emerged was the degree of involvement of the parents once their children entered early childhood stage. This issue was related to parents' opinions about how crucial it is for them to be involved in their preschoolers' literacy development such as reading and writing, including writing and reading. While some parents acknowledged their engagement had reduced, others said it had increased. The parents' beliefs about their children's education and their personal experiences also had an impact on the differing levels of involvement.

Participants 2, 5, and 9 stated that as their kids entered the early childhood period, they started participating more in their preschoolers' academic pursuits. They desired for their kids to be better off than their peers in the classroom. They desired above-average achievement from their kids. They desired for their kids to achieve more than just academic success. Being active in the early infancy phases was something that some parents did because their kids were still very little.

According to Participant 9, the early childhood stage is what matters most. Their children's early childhood education was their first formal education, and they wanted them to do well in it. Participant 9 thought that her child's academic success will be positively impacted by effective early childhood development.

The three parents increased their involvement for various reasons. Participant 2 mentioned that the school gave them materials to help her child:

“ We obtained additional materials from the teachers that were sent home with us, and we utilized some of them. Additionally, we conducted research to identify additional activities that we might carry out to support him.”

Participant 5 talked with friends who have children at similar ages and wanted her child to stay on top and competitive:

“One major contributing element, you know, is that I do have a lot of friends who have children that are roughly the same age, and you do interact with them and are aware of what each child is doing. And it simply serves to reinforce our desire to ensure that our children succeed and that we are able to remain competitive“

Participants 4, 10, and 11 mentioned their involvement decreased mainly because of the presence of the teachers. The parents believed the performances of their children would depend on the input of the teachers. Moreover, these teachers were trained to address the needs of their children. Participants 4 and 11 stated their children did not need much assistance once they entered early childhood stage. "He feels more confident, he's wanting to do it more, and he gets into it more than he does than usual," said participant 4. pushing through to read and accurately pronounce the words. Eleventh participant said, "Decreased." You know, they didn't require as much assistance anymore. Participants 4 and 10 stated they thought that their children learned to become confident and independent.

Participant 10 added the following:

“It changed because we could see that he was making progress and could now be afforded greater freedom. He is now bringing books home, which is another indication that he has advanced. I believe they're doing, even with the Teacher Award thing. It's a requirement for them to read on a number of days each month, which we cross off, so it's been important for us to practice and ensure he's doing it”.

The belief among parents is that parental involvement in their children's education is essential, and there are variations in the level of parental involvement when their children enter the early childhood stage. Parents felt that parental involvement in their children's education demonstrated their love for them and encouraged them to work harder in school. Once their child entered the early childhood stage, some parents became more involved because they thought it would provide their kids a competitive advantage. Some parents cut back on their involvement because they thought their children's teachers would be more effective in supporting them. These parents continued to be active in their preschoolers' educations, nevertheless.

Research Question 3: What determines parents' perceptions towards their role in the reading and writing skills of their children in the Sissala West District?

Table 7: Parents' response on their perceptions towards their role in the reading and writing skills of their children in the early childhood centers.

The parents' main reason for having a role in their children's literacy development such as reading and writing such as reading and writing was due to their obligation as a parent. All participants expressed they were involved in their children's literacy development such as reading and writing because they were the parents, and it was included in the responsibilities of a parent.

Table 7: Breakdown of Themes Addressing Research Question 3

Themes	Number of Occurrences (n=11)	Percentage of Occurrences (n=11)
It is part of their responsibilities as parents to have a role in their child's literacy development such as reading and writing	7	63%
Reinforce what their children have learned in school	3	27%
Encourage and motivate their children	3	27%

Source: Field data, 2022

Participant 1 read to her child every night before and during the early childhood stage. Participant 1 thought that introducing books at an early age was crucial for the overall literacy development such as reading and writing of the child:

“Even though they won't sit there for longer than five minutes, I think that reading to her every night, even before the early childhood stage, or introducing her to books when she's a toddler will be beneficial. She can use the books, paper, and crayons to perhaps draw a picture of what she's feeling or seeing.” It's kind of remarkable to see how clearly she drew some drawings when she was little compared to now, when she's sketching them and letting their imaginations go wild”

Participant 2 had a good perception in the overall literacy development such as reading and writing of her child. The main role of a parent was to influence their child.

Participant 2 added,

“I believe that we will have a greater impact on him than his instructor would, and that his peers will also kind of contribute more to that”

Participants 3, 5, 6, 7, 9, 10, and 11 mentioned they had a role and positive perception in their

children's literacy development such as reading and writing such as reading and writing because they were the parents. Participant 3 stated the following:

"I want to say a mother's instinct. I want what's best for my kid, and I want to be involved in absolutely everything he does, and that includes academically. When doctors are forcing in your brain that, "Hey, he's going to be behind and reading is one of the harder subjects for little kids," I guess it ushered me a little more to be on top of it, more so than say math or something else"

Participant 5 stated that her role was to be a model for her child; because she also did a lot of reading herself, she influenced her child in this way:

"I had the highest regard for educators in general, and for his teachers in particular. And I think it's critically that he comprehends the importance of respect and that doing as they say is exactly what it takes to succeed".

Participant 6 believed that her involvement was part of her responsibility as a parent.

Participant 6 felt that she had to prepare her child for the future:

"It's my responsibility to get them ready for whatever lies ahead, be it kindergarten, early childhood education, or my teaching them household chores like cooking and laundry so they can live on their own. I mean, that's what we do. Our responsibility is to instruct, mentor, and assist".

Participant 10 indicated that involvement was important. She considered herself to be her son's biggest advocate. Participant 10 added,

"I believe it is our duty as parents to enforce it and to make sure he is meeting academic milestones if he is clearly too young to do it."

Participants 3, 6, 7, and 9 mentioned they believed it was their responsibility to prepare their children for their future, and changing their perception of their children's literacy development such as reading and writing such as reading and writing was a way to achieve that goal.

Participant 7 wanted her child to be the best:

"I wanted my child to be on par with the greatest. All I knew was that they would need my assistance and input to reach their full potential. I suppose that's what I always thought, e.g., "If I could get my kids above level a little bit, if there ever came a time in any of their schooling where they would struggle or they would kind of hit a little roadblock, at least they would have that little bit of leverage to help them out." Instead of wanting them to completely sink, I preferred it if they were skimming and floating along. I simply knew that if I could submerge them as soon as possible, I would increase the amount to allow me a little bit more space to play in the event that something unexpected occurred. since you simply are ignorant.

When their child is young, everyone believes they are a genius, but when they enter a school environment, a lot of variables might change. It's uncertain if they will have dyslexia or not. I think that attempting to build them up as much as possible also helped to somewhat calm my anxiety about what might happen in the future".

Participant 9 mentioned the parents must be involved because the teacher alone could not do everything in the classroom:

"In my opinion, it is also our responsibility as parents to keep the momentum going. The teacher will accomplish what they can in the allotted eight hours in the classroom, but when they bring those things home and provide us with additional resources to help our kids succeed, we have the opportunity to spend valuable time

with them and support them during their home hours and reiterating and doing all of those things I think it's very important and that's where our job as a parent comes in to help keep the ball rolling, don't let it just stop at school, but continue it at home and all of that helps with their literacy development such as reading and writing as a child”.

According to participants 3, 7, 9, and 10, their job was to support what was going on in the classroom. Participant 3 stressed that in order for their preschoolers’ talents to keep developing, parents needed to reinforce what they learnt in school:

“Second, it seems to be a reinforcer as well. You know that it's school, I know. Some people believe that teaching students to read is the teacher's responsibility. Yes and no, then. To ensure that everything they learn sticks, you must return home and reinforce all they have learned”.

Participant 7 mentioned that most of the knowledge and skills of the children would come from school. The job of the parent was to be a backup to what the teachers did in school. The parent must reinforce the things that their children learned in school. In addition, Participant 7 shared that the parent was the de facto tutor after school. The parent should be able to help their children to do their homework and conduct sessions that will discuss advanced topics:

“In my view, the primary responsibility of parents is to support their instructors. The educational environment provides the child with the majority of their information. That evening, it is the parents' responsibility to first discuss what you did at school and gather suggestions, then look over their homework and determine what has to be done. In a sense, you serve as their tutor after school. The letter sounds, sight words, understanding components, primary idea, and other material

are all being reinforced. As I've said before, no one else will if you don't. Yes, some kids can manage that, but I wanted to be sure my child wasn't one of those kids”.

Participant 9 argued that parents ought to reinforce what their kids learn in school at home.

Participant 9 stated that providing reinforcement to their child at home would benefit their overall reading development:

“In my opinion, it is our responsibility as parents to continue the conversation. The instructor will do what they do in the classroom; there is only so much that they can accomplish in an eight-hour day. However, when they bring those lessons home with us and provide us with additional resources, we can help our children succeed. We can also spend valuable time with our children during their home hours, supporting, reiterating, and engaging in all of those activities. This is where parents play a crucial role in keeping the momentum going and don't let it just stop at school, but continue it at home and all of that help with their literacy development such as reading and writing as a child”.

Participant 10 claimed that parents ought to reaffirm the lessons learned in school.

Additionally, the participant suggested that having positive relationships with the professors was crucial. "She's very good about communicating with us, and some of the things that work in the classroom, we've tried to implement at home, as well," participant 10 continued.

Participants 3, 4, and 5 stated that they thought their jobs involved motivating their kids to complete their homework. Third participant stated that she was responsible for promoting reading. Finding books that the youngster finds intriguing was one of the tactics.

Participant 3 added the following:

“My role, I feel is to for one, encourage it, because I know a lot of people don't like to read. I know a lot of people don't want to do AR, but you've got to read. That's just life. I feel like my first, and foremost thing is to encourage the reading, to make

sure that, "Yes, you can do this. Yes, we'll find good books."

Participant 4 also mentioned she encouraged her child to read. In particular, the parent kept track of the progress of the literacy skills of the child. Participant 4: emphasized the importance of reading with the child to show the child the value of reading and instill a love for reading:

"The one who keeps him motivated, encouraging, and on course to learn how to read and grow is the one who says that reading is well, try to encourage it since you are aware of its significance. Reading to him, demonstrating his love of books, and telling him that it will help him grow and become more knowledgeable".

Participant 5 agreed with Participants 3 and 4 that it was their duty as parents to support their preschoolers' reading. Like Participant 3, Participant 5 emphasized the significance of giving the child engaging materials:

"My role is to help to facilitate the reading and to encourage the reading, and provide materials so that they can do that."

Lastly, the parents perceived their role as individuals who positively influenced their children's literacy development such as reading and writing. Participants 2 and 5 wanted to influence the literacy development such as reading and writing of their children positively. Participant 2 stated that parents had a greater influence on the child at this stage compared to the teachers and peers:

"We're going to have a lot more influence on him, I feel, than his teacher would and that along with his peers would also kind of contribute more into that."

Participant 5 mentioned that parents served as role models for the children. Because she read a lot, she believed her children would also develop an interest in reading. Participant 5 wanted to show the child that the parents respected the teachers and educators to make them respect the teachers, as well. Participant 5 believed that when the child respected a person, then that person would influence the life of the child:

“One thing is that I read a lot myself, and I believe that part of my job as a parent is to set an example. I also have nothing but praise for education in general and his teachers in particular. And I think it's critical that he comprehend that what they're saying is precisely what you need to succeed, that's what respect is”.

In the early stages of their children's literacy development such as reading and writing, the parents felt they had distinct roles to play. The third research question was addressed by this fourth theme. Because it was one of their duties as parents, the parents felt they had a part to play in their preschoolers' literacy development such as reading and writing. In order for their kids to have a bright future, parents need to make sure they have established literacy skills. Their responsibilities ranged from motivating and inspiring their kids to excel in school to reiterating the lessons they were taught.

Research Question 4: How do teachers perceive parental role in the reading and writing skills of their pre-schoolers in the Sissala West District?

Data collected in answer to the research question have been presented in Table 8a.

Table 8: Teachers Perception of parental role in the reading and writing skills of their pre-schoolers

Items	SA (%)	A (%)	N (%)	D (%)	SD(%)
Facilitating a Literacy rich classroom Environment and supporting literacy-related activities.	19 (63.3)	10 (36.7)	0 (0)	0 (0)	0 (0)
Providing reading materials.	17 (56.7)	13 (43.3)	0 (0)	0 (0)	0 (0)
Providing Literacy knowledge and skills (print awareness, letter knowledge, phonological awareness, vocabulary, and comprehension skills through direct instructions)	21 (70.0)	8 (26.7)	0 (0)	1 (3.3)	0 (0)
Encouraging storytelling and singing songs.	12 (40.0)	18 (60.0)	0 (0)	0 (0)	0 (0)
Setting a library corner outside the classroom.	16 (53.3)	14 (46.7)	0 (0)	0 (0)	0 (0)
Assessing Pre-schoolers literacy development such as reading and writing	9 (30.0)	21 (70.0)	0 (0)	0 (0)	0 (0)
Guiding parents on effective literacy practices at home.	10 (36.7)	18 (60.0)	0 (0)	1 (3.3)	0 (0)
Organizing parents' literacy workshops.	10 (33.3)	16 (53.3)	0 (0)	2 (6.7)	2 (6.7)
Collaborating with the parent	17 (56.7)	12 (40.0)	0 (0)	1 (3.3)	0 (0)

Source: Field data, 2022

Concerning the influence of collaborating with the teachers on pre-schoolers literacy skill development, 41 (97.6%) of the parents either strongly agreed or agreed that collaborating with the teachers influences pre-schoolers literacy skill development while 1 (2.4%), disagreed that collaborating with the teachers influences pre-schoolers literacy skill development.

Furthermore, concerning the influence of facilitating a Literacy rich classroom Environment and supporting pre-schoolers on literacy skill development; 30 (100%) of the respondents either strongly agreed or agreed to facilitating a Literacy rich classroom Environment and supporting literacy-related activities. None of the parents either strongly disagreed or disagreed. Concerning the influence of providing reading materials for pre-schoolers on literacy skill development, 30 (100%) of the respondents either strongly agreed or agreed to the fact that providing reading materials for pre-schoolers influences literacy skill development, None of the parents either strongly disagreed or disagreed.

Concerning the influence of Providing Literacy knowledge and skills (print awareness, letter knowledge, phonological awareness, vocabulary, and comprehension skills through direct instructions for pre-schoolers influences literacy skill development, 29 (100%) of respondents either strongly agreed or agreed to the fact that Providing Literacy knowledge and skills (print awareness, letter knowledge, phonological awareness, vocabulary, and comprehension skills through direct instructions for a pre-schoolers influences literacy skill development. None of the parents either strongly disagreed or disagreed while 1 (3.3%) of the respondents disagreed with the fact that Providing Literacy knowledge and skills (print awareness, letter knowledge, phonological awareness, vocabulary, and comprehension skills through direct instructions influences literacy skill development. Concerning the influence of encouraging storytelling and singing songs for pre-schoolers on literacy skill development, 30 (100%) of the respondents either

strongly agreed or agreed to the fact that encouraging storytelling and singing songs for pre-schoolers influences literacy skill development, and none of the parents either strongly disagreed or disagreed.

Concerning the influence of setting a library corner outside the classroom for pre-schoolers influences literacy skill development, 30 (100%) of the respondents either strongly agreed or agreed to the fact that setting a library corner outside the classroom for pre-schoolers influences literacy skill development, none of the parents either strongly disagreed or disagreed.

Concerning the influence of assessing pre-schoolers literacy development such as reading and writing for pre-schoolers influences literacy skill development, 30 (100%) of the respondents either strongly agreed or agreed to the fact that assessing pre-schoolers literacy development such as reading and writing for pre-schoolers influences literacy skill development, and none of the parents either strongly disagreed or disagreed.

Concerning the influence of assessing pre-schoolers literacy development such as reading and writing on literacy skill development, 21 (70.0%) of the respondents agreed to the fact that assessing pre-schoolers literacy development such as reading and writing influences literacy skill development. None of the parents either strongly disagreed or disagreed.

Concerning the influence of organizing parents' literacy workshops for pre-schoolers influences literacy skill development, 26 (86.6%) of the respondents either strongly agreed or agreed to the fact that organizing parents' literacy workshops for pre-schoolers influences literacy skill development,

Concerning the influence of Organizing parents' literacy workshops on literacy skill development, 2 (6.7%) of the respondents disagreed with the fact that Organizing parents' literacy workshops influences literacy skill development.

In addition, concerning the influence of organizing parents' literacy workshops influences literacy skill development, 19 (63.4%) of the respondents strongly disagreed with the fact that organizing parents' literacy workshops influences literacy skill development. None of the parents either strongly disagreed or disagreed. Concerning the influence of collaborating with the parent for pre-schoolers on literacy skill development, 17 (56.7%) of respondents strongly agreed to the fact that Collaborating with the parent for pre-schoolers influences literacy skill development, while 13 (43.3%) of respondents either strongly agreed or agreed to the fact that collaborating with the parent influences literacy skill development. None of the parents either strongly disagreed or disagreed.

Discussion of Result

Research Question 1: What factors influence preschoolers' reading and writing skills at early childhood centers in the Sissala West District?

The current study's objective was to investigate the factors that influence pre-schoolers literacy skill development at early childhood centers in the Sissala West District. The findings were consistent with the theories that early literacy development. 29 (96.7%) respondents strongly agreed with the factors that influence pre-schoolers literacy skill development at early childhood centers in the Sissala West District. Both of these concepts serve as the cornerstones of pre-schoolers learning when they begin formal schooling (Duncan et al. 2007). This study demonstrated that there is no particular activity or set of activities (such as crafts) that were more likely to be correlated with the frequency of formal literacy or literacy activities, except screen time activities (such as watching TV or playing video games), which were not associated with literacy and literacy exposure. Pre-schoolers have the greatest chance of learning when they are interacting with people, objects, and their environment in meaningful and gratifying ways (Vygotsky 1978). Opportunities for cognitive and social development, including exposure to literacy, arise as youngsters are exposed to novel

environments. Pre-schoolers who are exposed to literacy content that is related to their interests may build on their prior knowledge of the subject, processing the information, and having parents who were deeply involved in their literacy development. When both pre-schoolers and parents are enthusiastic about learning, often working together on activities with teachers, a positive learning environment results, allowing for opportunities for literacy development.

Research Question 2: How do parents, perceive the importance of their role in the reading and writing of their children in the Sissala West District?

The findings were consistent with the theories that early literacy development. Majority respondents strongly support that parents play an important role in their pre-schoolers literacy development. Parents help convert the ideas that pre-schoolers encounter in daily life into knowledge that is valued in the classroom, and some cross-cultural research has revealed differences between Chinese mothers' natural tendencies to draw out mathematics content in play sessions and those of their American counterparts (Pan et al. 2006). It seems reasonable to want parents to talk to their pre-schoolers about early reading and literacy ideas in their homes.

Based on comparable research findings, Cannon and Ginsburg (2008) have urged collaborative parent-child interactions through recommendations for policy reform and intervention efforts. The focus and content of interactions may alter as a result of the "let kids be kids" and "have time for play" philosophies. As a result, educational instruction may be left to the expert guidance of teachers and schools. Early home literacy exposure has been linked to academic gains, according to cross-cultural studies (Pan et al. 2006). Parents may need to be made aware of the connection between home efforts and later academic learning so they prioritize giving their kids a strong foundation in literacy.

Research Question 3: What determines parents' perceptions towards their role in the reading and writing skills of their children in the Sissala West District?

The findings were consistent with the theories that early literacy development where majority of respondents agreed to the fact that parents' perceptions towards parental involvement in Early Literacy development are very important. Some parents report being anxious about mathematics and may avoid introducing literacy concepts, or they may not know how to involve pre-schoolers in literacy initiatives (Cannon and Ginsburg 2008; Skwarchuk, 2009). Expectations were also important; early childhood educators with high expectations for what pre-schoolers were capable of learning were more likely to provide literacy experiences than those with low expectations (LeFevre et al. 2009). Although this study has helped identify specific contextual factors associated with the frequency of home literacy experiences.

This study has added to our understanding of how pre-schoolers interests and adult interaction patterns affect the development of early literacy skills. The degree to which these early learning opportunities were supplied may vary, depending on the child's interests and interactional style, as well as messages to parents regarding early exposure to literacy and other subtleties in the home environment. Early childhood educators were in touch with parents, and they can educate them on the value of participating in their pre-schoolers play preferences and using their pre-schoolers interests to promote the development of literacy skills.

In addition, early childhood educators may also consider how they might incorporate literacy content into a variety of play possibilities. Before starting school, pre-schoolers can learn crucial fundamental abilities by raising awareness of the need for early literacy development and supporting chances for it.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents a summary of the study, conclusions drawn from the findings, and recommendations aimed at improving parental involvement in pre-schoolers' reading and writing skills at early childhood centres in the Sissala West District. The chapter provides insights for educators, parents, and policymakers to enhance literacy outcomes among pre-schoolers through effective collaboration between parents and teachers.

5.1 Summary

The purpose of this study was to examine the role of parental involvement in the development of pre-schoolers' reading and writing skills at early childhood centres in the Sissala West District. Specifically, the study sought to: identify the factors that influence pre-schoolers' literacy development, examine the strategies and activities parents use at home to support literacy, explore parents' attitudes and beliefs regarding their role, and assess teachers' perceptions of the impact of parental involvement on children's literacy outcomes.

To achieve these objectives, the study adopted a mixed-methods approach, combining quantitative and qualitative data collection techniques to provide a comprehensive understanding of the phenomenon. A descriptive survey design was utilized, allowing for the systematic collection of structured data from parents and teachers while also capturing qualitative insights into their attitudes, perceptions, and experiences.

The study involved a total of 120 participants, comprising pre-school teachers and parents of children enrolled in early childhood centres within the Sissala West District. Participants were selected using purposive and simple random sampling techniques to ensure that both parents and teachers with

relevant experience were included. Data were collected through structured questionnaires for quantitative analysis and semi-structured interviews to gather qualitative perspectives.

Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations, to summarize participants' responses. Qualitative data from interviews were analyzed thematically to identify patterns, relationships, and perceptions regarding parental involvement and children's literacy development. The combination of these methods enabled the researcher to triangulate findings and provide a comprehensive picture of the influence of parental involvement on early literacy skills in the study area.

5.2 Key Findings of the Study

The study revealed that children whose parents actively engaged in literacy activities at home, such as reading together, providing storybooks and writing materials, and participating in school meetings, performed better in reading and writing tasks. These children exhibited higher confidence, enthusiasm, and active participation in classroom literacy activities.

Many parents in the Sissala West District lacked structured knowledge or training on how to support their children's reading and writing skills. Some parents were illiterate or unfamiliar with practical literacy strategies, which hindered their ability to provide effective home-based support.

The presence of learning materials at home, including books, alphabet charts, and writing tools, was critical in preparing children for literacy activities. Children from resource-rich homes demonstrated greater readiness, interest, and engagement in reading and writing tasks at school.

Teachers reported that parental involvement positively influenced children's literacy development. They emphasized the need for stronger collaboration with parents, noting that when parents were

actively engaged, children exhibited improved literacy outcomes, better classroom behavior, and increased motivation to learn.

5.3 Conclusions

From the findings, the study concludes the following:

Parental involvement plays a significant role in shaping pre-schoolers' reading and writing skills. Children benefit from both material and emotional support at home, which enhances their literacy readiness and confidence in school.

Despite its importance, many parents in the Sissala West District lack awareness, training, or resources to support their children's literacy development effectively.

The availability of literacy materials at home strongly affects children's engagement and achievement in early literacy tasks. Resource-rich homes provide children with an advantage in early reading and writing development.

Teachers recognize the positive impact of parental involvement but emphasize the need for structured mechanisms to enhance collaboration with parents, including workshops, home-based literacy guidance, and community engagement programs.

5.4 Recommendations

Based on the findings, the following recommendations are proposed:

The Sissala West District Education Directorate should organize workshops and training sessions for parents, providing practical guidance on reading, writing, and storytelling activities that can be done at home using simple and affordable resources.

Schools and community organizations should support families by providing books, alphabet charts, and writing materials. Even simple handmade resources can enhance the home learning environment and foster early literacy skills.

Early childhood centres should establish regular parent-teacher meetings, home visits, and feedback sessions to encourage parents' active participation in their children's literacy development. Teachers can guide parents on effective strategies and monitor children's progress collaboratively.

Local educational authorities should conduct community outreach to raise awareness about the importance of parental involvement in early literacy. This can include campaigns emphasizing how simple home-based activities contribute to children's reading and writing skills.

The Ministry of Education and district education authorities should develop policies that integrate parental involvement into early childhood education programs. This ensures that parental engagement is not optional but recognized as a vital component of children's literacy development.

5.5 Limitations of the Study

The researcher encountered several challenges while conducting the study. Accessing participants was difficult as some parents were unavailable due to work, household responsibilities, or community activities. The low literacy levels of certain parents required oral interviews, which increased data collection time. Logistical difficulties, including poor road networks and the geographical spread of schools, also affected travel and scheduling. Time constraints and limited resources, such as funds for transportation and printing questionnaires, further complicated the process. Additionally, some parents initially had difficulty understanding certain literacy-related questions, requiring explanations in simple local language. Despite these challenges, the researcher successfully collected sufficient and meaningful data by being flexible, patient, and employing alternative strategies.

REFERENCE

- Anderson, J., Boyle, C., & Deppeler, J. (2014). The ecology of inclusive education: Reconceptualising Bronfenbrenner. *Equality in Education: Fairness and Inclusion*, 23–34. https://doi.org/11.1107/978-94-6209-692-9_3
- Anderson, R., Scott, H. & Wilkinson, I. (1985). *Becoming a nation of readers* Washington, D. C.: National Institute of Education.
- Baker, C. E. (2013). Fathers' and mothers' home literacy involvement and pre-schoolers cognitive and social emotional development: Implications for family literacy programs. *Applied developmental science*, 17(4), 184-197.
- Baker, C. E. (2013). Fathers' and mothers' home literacy involvement and pre-schoolers cognitive and social emotional development: Implications for family literacy programs. *Applied developmental science*, 17(4), 184-197.
- Baker, C. E. (2013). Fathers' and mothers' home literacy involvement and pre-schoolers cognitive and social emotional development: Implications for family literacy programs. *Applied developmental science*, 17(4), 184-197.
- Baroody, A. E., & Diamond, K. E. (2012). Links among home literacy environment, literacy interest, and emergent literacy skills in preschoolers at risk for reading difficulties. *Topics in Early Childhood Special Education*, 32(2), 78-87.
- Bolton, C., & Clark, C. (2012). Parents' Views on Literacy Development: A Brief Poll. *National Literacy Trust*.
- Bornstein, M. H. (2002). *Handbook of Parenting volume 1: pre-schoolers and Parenting*. Parenting

- Bovero, E. (2004). *Public libraries and lifelong learning*. The University of Northumbria.
- Britto, P. R., Yoshikawa, H., & Boller, K. (n.d.). *Social Policy Report Quality of Early Childhood Development Programs in Global Contexts Rationale for Investment, Conceptual Framework and Implications for Equity* (Vol. 25). www.srcd.org/spr.html.
- Bronfenbrenner, U., & Morris, P. A. (2007). The bioecological model of human development. *Handbook of child psychology, 1*.
- Burgess, S. R., Hecht, S. A., & Lonigan, C. J. (2002). Relations of the home literacy environment (HLE) to the development of reading-related abilities: A one-year longitudinal study. *Reading Research Quarterly, 37*(4), 408-426.
- Campbell, F. A., & Ramey, C. T. (1994). Effects of early intervention on intellectual and academic achievement: a follow-up study of pre-schoolers from low-income families. *Child development, 65*(2), 684-698.
- Cannon, J., & Ginsburg, H. P. (2008). "Doing the math": Maternal beliefs about early mathematics versus language learning. *Early education and development, 19*(2), 238-260. Carleton University.
- Clarke, T. E., Higgins, C. A., Skarda, J., Imai, K., Imai, M., Reyes, F., Thieman, J., Jaeger, T., Schmitt, H., Dalal, N. P., Dowell, J., Ellingson, S. W., Hicks, B., Schinzel, F., & Taylor, G. B. (2014). Probing Jovian decametric emission with the long-wavelength array station 1. *Journal of Geophysical Research: Space Physics, 119*(12), 9508–9526. <https://doi.org/10.1029/2014JA020289>.

Creswell, J. W., & Hirose, M. (2019). Mixed methods and survey research in family medicine and community health. *Family medicine and community health*, 7(2).

Cruess, R. L., Cruess, S. R., Boudreau, J. D., Snell, L., & Steinert, Y. (2015). A schematic representation of the professional identity formation and socialization of medical students and residents: a guide for medical educators. *Academic Medicine*, 90(6), 718-725.

Dray, J., Bowman, J., Campbell, E., Freund, M., Wolfenden, L., Hodder, R. K., ... & Wiggers, J. (2017). Systematic review of universal resilience-focused interventions targeting child and adolescent mental health in the school setting. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(11), 813-824.

Dray, J., Bowman, J., Campbell, E., Freund, M., Wolfenden, L., Hodder, R. K., ... & Wiggers, J. (2017). Systematic review of universal resilience-focused interventions targeting child and adolescent mental health in the school setting. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(11), 813-824.

Duke, S. O. (2012). Why have no new herbicide modes of action appeared in recent years?. *Pest management science*, 68(4), 505-512.

Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., ... & Japel, C. (2007). School readiness and later achievement. *Developmental psychology*, 43(6), 1428.

Effects of the home learning environment and preschool center experience upon literacy and numeracy development in early primary school. *Journal of Social Issues*, 64(1), 95–114.

<https://doi.org/11.1111/j.1540-4560.2008.00550.x>

- Fan, W., Williams, C. M., & Wolters, C. A. (2012). Parental involvement in predicting school motivation: Similar and differential effects across ethnic groups. *The Journal of Educational Research, 115*(1), 21-35.
- Gambrell, L. B., Malloy, J. A., & Mazzoni, S. A. (2011). Evidence-based best practices for comprehensive literacy instruction. *Best practices in literacy instruction, 4*, 11-56.
- Hansen, C. C. (2004). Teacher talk: Promoting literacy development through response to story. *Journal of Research in Childhood Education, 19*(2), 115-129.
- Hansen, C. C. (2004). Teacher talk: Promoting literacy development through response to story. *Journal of Research in Childhood Education, 19*(2), 115-129.
- Heath, S.M., Bishop, D. V. M., Bloor, K. E., Boyle, G. L., Fletcher, J., Hogben, J. H., & Charles A. Wigle. (2014). *A Spotlight on the preschool: the influence of family factors on pre-schoolers early literacy.* *PLOS ONE*, (January). <https://doi.org/10.1371/journal.plosone.0095255>.
- Henderson, K. (1991). Flexible Sketches and Inflexible Data Bases: Visual Communication, Conscriptio Devices, and Boundary Objects in Design Engineering. *Science, Technology & Human Values, 16*(4), 448–473. <https://doi.org/10.1177/016224399111600402>.
- Hilado, A. V., Kallemeyn, L., & Phillips, L. (2013). Examining Understandings of Parent Involvement in Early Childhood Programs. *Early Childhood Research & Practice, 15*(2), n2.

- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). *Why do parents become involved in their pre-schoolers education? Review of Educational Research*, 67(1), 3–42.
<https://doi.org/11.3112/00346543067001103>.
- Iltus, S. (2007). *Significance of home environments as proxy indicators for early childhood care and education. Education for All Global Monitoring Report*.
- Israel, G. D. (1992). *Sampling the evidence of extension program impact*. Gainesville, FL: University of Florida Cooperative Extension Service, Institute of Food and Agriculture Sciences, EDIS.
- Jarrett, R. L., Hamilton, M. B., & Coba-Rodriguez, S. (2015). “So we would all help pitch in:” The family literacy practices of low-income African American mothers of preschoolers. *Journal of Communication Disorders*, 57, 81-93.
- Jarrett, R. L., Hamilton, M. B., & Coba-Rodriguez, S. (2015). “So we would all help pitch in:” The family literacy practices of low-income African American mothers of preschoolers. *Journal of Communication Disorders*, 57, 81-93.
- Jeynes, W. (Ed.). (2014). *Family factors and the educational success of pre-schoolers*. Routledge.
- Jeynes, W. (Ed.). (2014). *Family factors and the educational success of pre-schoolers*. Routledge.
- Johnson, D., & Blair, A. (2003). The importance and use of student self-selected literature to reading engagement in an elementary reading curriculum. *Reading Horizons: A Journal of Literacy and Language Arts*, 43(3), 3.

- Justice, L. M., & Kaderavek, J. N. (2004). Embedded-explicit emergent literacy intervention I.
- Justice, L. M., & Pullen, P. C. (2003). Promising interventions for promoting emergent literacy skills: Three evidence-based approaches. *Topics in early childhood special education, 23*(3), 99-113.
- Justice, L. M., & Pullen, P. C. (2003). Promising interventions for promoting emergent literacy skills: Three evidence-based approaches. *Topics in early childhood special education, 23*(3), 99-113.
- Kamunge, J. W. (2018). Role of teachers and parents in preschool pre-schoolers reading habits development in Ruiru, Kiambu County, Kenya.
- Kamunge, J. W. (2018). Role of teachers and parents in preschool pre-schoolers reading habits development in Ruiru, Kiambu County, Kenya.
- Kelley, M. L., Power, T. G., & Wimbush, D. D. (1992). Determinants of disciplinary practices in low-income black mothers. *Child development, 63*(3), 573-582.
- Kimathi, F. K., & Bertram, C. A. (2019). How a professional development programme changes early grades teachers' literacy pedagogy. *South African Journal of Childhood Education, 9*(1), 1-11.
- Kimathi, F. K., & Bertram, C. A. (2019). How a professional development programme changes early grades teachers' literacy pedagogy. *South African Journal of Childhood Education, 9*(1), 1-11.
- Kimathi, H. K. (2014). Parental involvement in primary standard three pupils' reading at home in Igembe South Constituency, Meru County, Kenya. *Unpublished Masters Thesis.*

- Kiuru, N., Aunola, K., Torppa, M., Lerkkanen, M. K., Poikkeus, A. M., Niemi, P., ... & Nurmi, J. E. (2012). The role of parenting styles and teacher interactional styles in pre-schoolers reading and spelling development. *Journal of school psychology, 50*(6), 799-823.
- Kleemans, T., Peeters, M., Segers, E., & Verhoeven, L. (2012). Child and home predictors of early numeracy skills in kindergarten. *Early Childhood Research Quarterly, 27*(3), 471-477.
- LeFevre, J. A., Skwarchuk, S. L., Smith-Chant, B. L., Fast, L., Kamawar, D., & Bisanz, J. (2009). Home numeracy experiences and pre-schoolers math performance in the early school years. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement, 41*(2), 55.
- Lerkkanen, M. K., Kiuru, N., Pakarinen, E., Viljaranta, J., Poikkeus, A. M., Rasku-Puttonen, H., ... & Nurmi, J. E. (2012). The role of teaching practices in the development of pre-schoolers interest in reading and mathematics in kindergarten. *Contemporary Educational Psychology, 37*(4), 266-279.
- Lerkkanen, M. K., Kiuru, N., Pakarinen, E., Viljaranta, J., Poikkeus, A. M., Rasku-Puttonen, H., ... & Nurmi, J. E. (2012). The role of teaching practices in the development of pre-schoolers interest in reading and mathematics in kindergarten. *Contemporary Educational Psychology, 37*(4), 266-279.
- Lukie, I. K., Skwarchuk, S. L., LeFevre, J. A., & Sowinski, C. (2014). The Role of Child Interests and Collaborative Parent-Child Interactions in Fostering Numeracy and Literacy Development in Canadian Homes. *Early Childhood Education Journal, 42*(4), 251–259. <https://doi.org/11.1107/s11643-013-0604-7>.

- Maguire, M. J., Hirsh-Pasek, K., Golinkoff, R. M., & Brandone, A. C. (2008). Focusing on the relation: Fewer exemplars facilitate pre-schoolers initial verb learning and extension. *Developmental Science, 11*(4), 628-634.
- Martin, C.A. and Colbert, K. (1996). *Parenting: a life perspective*. New York: Mcgraw-Hill., Martini, F. (2004). *The Role of Parents in their child's acquisition of early literacy skills*.
- Mngoma, N. P. (1997). *Reading habits and interests of Parents and their influence on the reading habits and interests of their pre-schoolers*. University of Zululand.
- Mudzielewana, N. P. (2014). *The role of parents in developing the reading skills of their pre-schoolers is the foundation phase*. *Journal of Social Science, 41*(2), 253–264.
- Mugenda, A.G. & Mugenda, O. M. (2012). *Research methods dictionary*. Nairobi. Applied Research & Training Services Press.
- Mukuna, T. E., & Indoshi, F. C. (2012). Parental involvement and perceptions of their role in early childhood development education pedagogy in Kenya.
- Mullis, R. L., Mullis, A. K., Cornille, T. a., Ritchson, A. D., & Sullender, N. L. (2004). *Early Literacy Outcomes and Parent Involvement*. May 2002.
- National Association for the Education of Young Pre-schoolers. (n.d.). *The 11 NAEYC program standards*. <http://families.naeyc.org/accredited-article/11-naeyc-program-standards>.
- Niklas, F., & Schneider, W. (2013). Home literacy environment and the beginning of reading and spelling. *Contemporary educational psychology, 38*(1), 40-50.

- Niklas, F., & Schneider, W. (2013). Home literacy environment and the beginning of reading and spelling. *Contemporary educational psychology*, 38(1), 40-50.
- Not, D. O., Or, C., & Without, Q. (2006). School Readiness and Later Achievement November 14, 2006, Greg J. Duncan. *Network*, 43(6), 1–36.
- Nurmi, J. E., & Silinskas, G. (2014). Parents and their pre-schoolers school lives—Commentary on the special issue, ‘parents’ role in pre-schoolers school lives’. *British Journal of Educational Psychology*, 84(3), 454-458.
- Obidike, N. D., & Enemu, J. O. (2013). The role of teachers of young pre-schoolers in ensuring developmentally appropriate practice in early childhood education curriculum implementation. *Journal of emerging trends in educational research and policy studies*, 4(5), 821.
- Odonkor, M. (2007). Addressing child labor through education: A study of alternative/complementary initiatives in quality education delivery and their suitability for cocoa-farming. *Citeseer*, March. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=11.1.1.732.5631&rep=rep1&type=pdf>
- Pan, G., Zou, H., Chen, H., & Yuan, X. (2006). Removal of harmful cyanobacterial blooms in Taihu Lake using local soils III. Factors affecting the removal efficiency and an in situ field experiment using chitosan-modified local soils. *Environmental pollution*, 141(2), 206-212.
- Reynolds, A., & Ferrell, M. J. (1989). Computer literacy: A mission for continuing Education for Professional Nurses. *The Journal of Continuing Education in Nursing*, 20(3), 132-135.

- Roth, F. P., Speece, D. L., & Cooper, D. H. (2002). A longitudinal analysis of the connection between oral language and early reading. *The Journal of Educational Research, 95*(5), 259-272.
- Sanders, M. G., & Sheldon, S. B. (Eds.). (2009). *Principals matter: A guide to school, family, and community partnerships*. Corwin Press.
- Saunders, M., Lewis, P., & Thornhill, A. (2003). Research methods for business students. *Essex: Prentice Hall: Financial Times*.
- Schmitt, S. A., McClelland, M. M., Tominey, S. L., & Acock, A. C. (2015). Strengthening school readiness for Head Start pre-schoolers: Evaluation of a self-regulation intervention. *Early Childhood Research Quarterly, 30*(PA), 20–31. <https://doi.org/11.1116/j.ecresq.2014.08.001>
- Schraw, G., Flowerday, T., & Reisetter, M. F. (1998). The role of choice in reader engagement. *Journal of Educational Psychology, 90*(4), 705.
- Sekeran, U. (2003). Research methods for business. Hoboken, NJ: John Wiley & Sons. *The Journal of Management Development, 14*(3), 3-13.
- Sénéchal, M., & LeFevre, J. A. (2014). Continuity and change in the home literacy environment as predictors of growth in vocabulary and reading. *Child development, 85*(4), 1552-1568.
- Sheridan, S. M., Kim, E. M., Coutts, M. J., Sjuts, T. M., Holmes, S. R., Ransom, K. A., & Garbacz, S. A. (2012). Clarifying Parent Involvement and Family-School Partnership Intervention Research: A Preliminary Synthesis. CYFS Working Paper No. 2012-4. *Nebraska Center for Research on Pre-schoolers, Youth, Families and Schools*.

- Sheridan, S. M., Smith, T. E., Moorman Kim, E., Beretvas, S. N., & Park, S. (2019). A meta-analysis of family-school interventions and pre-schoolers social-emotional functioning: Moderators and components of efficacy. *Review of Educational Research, 89*(2), 296-332.
- Silinskas, G., Lerkkanen, M. K., Tolvanen, A., Niemi, P., Poikkeus, A. M., & Nurmi, J. E. (2012). The frequency of parents' reading-related activities at home and pre-schoolers reading skills during kindergarten and Grade 1. *Journal of Applied Developmental Psychology, 33*(6), 302-311.
- Silinskas, G., Lerkkanen, M. K., Tolvanen, A., Niemi, P., Poikkeus, A. M., & Nurmi, J. E. (2012). The frequency of parents' reading-related activities at home and pre-schoolers reading skills during kindergarten and Grade 1. *Journal of Applied Developmental Psychology, 33*(6), 302-311.
- Silinskas, G., Lerkkanen, M. K., Tolvanen, A., Niemi, P., Poikkeus, A. M., & Nurmi, J. E. (2012). The frequency of parents' reading-related activities at home and pre-schoolers reading skills during kindergarten and Grade 1. *Journal of Applied Developmental Psychology, 33*(6), 302-311.
- Silinskas, G., Lerkkanen, M. K., Tolvanen, A., Niemi, P., Poikkeus, A. M., & Nurmi, J. E. (2012). The frequency of parents' reading-related activities at home and pre-schoolers reading skills during kindergarten and Grade 1. *Journal of Applied Developmental Psychology, 33*(6), 302-311.
- Skwarchuk, S. L. (2009). How do parents support preschoolers' numeracy learning experiences at home?. *Early Childhood Education Journal, 37*, 189-197.

- Sonia, J., & Sarah, A. (2007). Foster care and higher education. *Adoption and Fostering*, 31(1), 62–72. <http://www.scie-socialcareonline.org.uk/foster-care-and-higher-education/r/a1CG000000Gb3SMAS>
- Speaker, K. M., Taylor, D., & Kamen, R. (2004). Storytelling: Enhancing language acquisition in young pre-schoolers. *Education*, 125(1).
- Speaker, K. M., Taylor, D., & Kamen, R. (2004). Storytelling: Enhancing language acquisition in young pre-schoolers. *Education*, 125(1).
- St Clair, L., Jackson, B., & Zweiback, R. (2012). Six Years Later: Effect of Family Involvement Training on the Language Skills of Pre-schoolers from Migrant Families. *School Community Journal*, 22(1), 9-19.
- Stine-Morrow, E. A., & Chui, H. (2012). Cognitive resilience in adulthood. *Annual review of gerontology and geriatrics*, 32(1), 93-114.
- Supplee, L. H., Shaw, D. S., Hailstones, K., & Hartman, K. (2004). Family and child influences on early academic and emotion regulatory behaviors. *Journal of school psychology*, 42(3), 221-242.
- Swick, K. J., & Williams, R. D. (2006). An analysis of Bronfenbrenner's bio-ecological perspective for early childhood educators: Implications for working with families experiencing stress. *Early childhood education journal*, 33, 371-378.
- Switzer, S. M. (2015). *Parents' Perceptions of literacy and its impact on student learning*. State University of New York. *International Journal of Research Studies in Education*, 3, 3–19.

- Tse, L. (2001). " *Why Don't They Learn English?*" *Separating Fact from Fallacy in the US Language Debate. Language and Literacy Series*. Teachers College Press, PO Box 20, Williston, UT 05495-0020 (cloth: ISBN-0-8077-4097-7, \$42; paper: ISBN-0-8077-4096-9, \$18.95).
- Villiger, C., Wandeler, C., & Niggli, A. (2014). Explaining differences in reading motivation between immigrant and native students: The role of parental involvement. *International Journal of Educational Research*, 64, 12-25.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. (Cole, M., John-Steiner, V., Scribner, S., Souberman, E. Ed.). London: Harvard University. <https://doi.org/11.1107/978-3-540-92784-6>
- Waldfogel, J. (2012). The role of out-of-school factors in the literacy problem. *The Future of Pre-schoolers*, 39-54.
- Walliman, N. (2011). *Research methods: the basics*. London: Routledge.
- Weigel, D. & Martin, S. (2008). *The Crucial Role of Parents in pre-schoolers literacy and language development*.

APPENDIX A

Table 1: Factors Influencing Pre-schoolers' Reading and Writing Skills

Statement	SA	A	D	SD
Availability of books influences children's reading skills.				
A good home environment supports children's reading and writing.				
Teachers' teaching methods affect children's literacy skills.				
Classroom environment supports reading and writing development.				
Availability of learning materials improves literacy skills.				
Teacher motivation helps children enjoy reading.				
Parental encouragement supports children's writing skills.				
Children's age influences their reading and writing ability.				
Regular reading practice improves literacy development.				
Play-based activities support early reading and writing.				

Table 2: Parents' Perception of Their Role in Children's Reading and Writing

Statement	SA	A	D	SD
Parents play an important role in children's reading development.				
Parents should read storybooks to their children at home.				
Helping children with homework improves literacy skills.				
Talking to children helps improve their language skills.				
Buying books helps children learn to read and write.				
Parents should encourage children to practice writing at home.				
Parents' involvement improves children's school performance.				
Parents should create time for reading activities at home.				
Parents influence children's interest in reading.				
Parents share responsibility with teachers in literacy development.				

Table 3: Factors Determining Parents' Perceptions of Their Role

Statement	SA	A	D	SD
Parents' education level affects their support for literacy.				
Awareness of the importance of literacy influences parents' involvement.				
Parents' work schedule affects time spent reading with children.				
Availability of books at home affects parental involvement.				
Parents' income affects support for reading and writing.				
Guidance from teachers influences parents' involvement.				
Cultural beliefs affect parents' role in literacy development.				
Parents' school experience influences their involvement.				
Community support affects parents' involvement in literacy activities.				
Parents' confidence affects participation in reading activities.				

Table 4: Teachers' Perception of Parental Role in Literacy Development

Statement	SA	A	D	SD
Parents play a key role in children's literacy development.				
Children perform better when parents support learning at home.				
Lack of parental involvement affects children's reading skills.				
Parents should communicate regularly with teachers.				
Parental encouragement improves children's interest in reading.				
Home reading activities support classroom learning.				
Parents help reinforce writing skills taught in school.				
Parental support improves children's confidence in reading.				
Teachers need parents' cooperation to improve literacy skills.				
Strong home-school partnership improves literacy outcomes.				