

**SCHOOL POLICIES AND PARENTAL INVOLVEMENT IN EDUCATION OF
NURSERY SCHOOL CHILDREN IN KABALE MUNICIPALITY, KABALE DISTRICT
UGANDA.**

BY

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**A RESEARCH DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN
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DECLARATION

I Ankunda Grace, declare that this Research Dissertation titled **“School Policies and Parental Involvement in Education of Nursery School Children in Kabale Municipality, Kabale District, Uganda”** is my original work and has not been submitted for any award in any University or institution of higher learning.

Signed.....

Date...*12/08/2020*.....

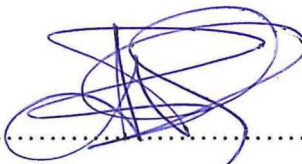
APPROVAL

This is to certify that this research dissertation titled “**School policies and Parental Involvement in Education of Nursery School Children of Kabale Municipality, Kabale district, Uganda**” by Ankunda Grace has been written under our supervision and is now ready for submission with our approval as the candidate’s University supervisors.

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LIST OF ABBREVIATIONS AND ACRONYMS

ECD: Early Childhood Development

ECE: Early Childhood Education

ECEC: Early Childhood Education and Care

FPE: Free Primary Education

M O E & S: Ministry of education and sports.

NCDC: National Curriculum Development Center

NIECD: National Integrated Early Childhood Development

PTA: Parents Teachers association

PI: Parental involvement

SMC: School Management committee.

UNESCO: United Nations Educational, Scientific and Cultural Organization.

USA: United States of America.

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ABSTRACT

Pre-primary school years present crucial opportunities for children's growth, development and learning. Parental involvement in their children's early education is thus important since they are the first educators of their children. Parental involvement in the children's education enhances their holistic development. The purpose of the study was to examine the implementation of existing nursery school policies and parental involvement in education of their children in Kabale Municipality, Kabale District, in South Western Uganda. This study was guided by three objectives namely, to establish the contributions of school feeding policy on parental involvement in education of nursery children, to analyze the influence of school meetings policies on parental involvement and to assess the influence of fees policies on parental involvement on nursery education. The study was also guided by the cultural capital theory of parental involvement in early years which describes how parents should be involved in education of their children during elementary education. The descriptive survey was used while incorporating both qualitative and quantitative approaches. The study sample size consisted of 100 parents, 40 teachers and 10 head teachers totaling to 150 respondents. Data was collected using a questionnaire for teachers and head teachers while interview schedule was administered by parents. Findings indicated that there is a positive relationship between parental involvement in attending meetings and providing meals. However, the findings also indicated a negative relationship in payment of fees. Daily business engagements which limited their capacity to involve themselves fully in their children's education. The study thus concluded that parents were involved more in activities that required financial contribution to the expense of other necessities. It was therefore recommended that proprietors and head teachers should increase parents' awareness on the importance of getting involved in early childhood education and this could be done by encouraging parents to attend meetings where all related school issues are discussed.

CHAPTER ONE:

INTRODUCTION

This chapter presents background of the study. The background covers the introduction, the background to the study, the problem statement, the purpose of the study, the objective of the study, research questions, scope, significance of the study, theoretical and conceptual frame work.

1.1 Background to the study

The first six years of life are most important for the development of human beings. During this time children experience exceptionally fast growth and development in all aspects with brain growth being the most rapid (Bernndt, 2003). The pre-primary years therefore, present crucial opportunities for the development of parental involvement in their children's early education. Active involvement of parents in their children's learning has been shown to improve their learning outcomes (Arnold, Zeljo, Doctor off and Ortiz, 2008; Powell, Son, File and San-Juan, 2010).

The current mode of formal education has brought changes in the way parents and guardians participate in education of their children. Whereas in the past, informal education used to traditionally bestow full responsibility upon the parents, today some parents feel that they have less responsibility thus contradicting the Ministry of Education and Sport (Early Childhood Development Policy 2007) which clearly explains that parents are responsible for the education and development of their children. Although, Early Childhood Development (ECD) policy was

formulated to manage ECD issues in the whole country, individual institutions including Nursery schools or ECD centers can develop their own policies to an individual person, institution or organizations of policy shown below. A policy is a way of doing something that has been officially agreed and chosen by a political, business, or an organization (Aidoo, 2008). Policy can further be defined as a plan of action agreed to by a group of people with the power to carry it out and enforce it “(Devon Dodd and Hébert-Boyd, 2000). Guidelines, rules, regulations, laws, principles, or directions that help people or organizations to perform better at whatever level can be regarded as “policies” (UNESCO, 2006). Therefore, while national policies guide educational issues at national level, institutional policies guide operationalization of both national and institutional educational programmes. Nursery schools in Kabale Municipality are formal and registered institution with Center Management Committees and with policies that guide their activities. While, Nye, et al (2006) define parental involvement as a process through which parents meaningfully participate in a wide range of school-based and home-based activities in order to improve their children’s education.

On the other hand, according to the Department of Education in the United States of America (2004), parental involvement includes the participation of parents in regular, two-way and meaningful communication involving children in learning and other school activities. This shows that parents play an integral role in assisting their children’s learning. They are encouraged to be actively involved in their child’s education at school. Parents are full partners in their children’s education and therefor, are involved in decision-making and advisory committees’ activities to assist in the education of their children. These commitments are derived from the USAs’ “No Child Left Behind” (NCLB) Act enacted in 2001. Parental participation in nursery activities includes a wide range of behaviors but generally refers to parents' and family members'

use and investing resources in their children's education. These investments can take place in or outside of school, with the intention of improving children's holistic development. Parental involvement at home can include activities such as discussions about school, helping with homework, reading with children, telling stories, reciting rhymes and many others. Involvement at school may include parents volunteering in the classroom, attending meetings, and sports events (Rain and William, 2011).

Epstein is the popular scholar on issues of parental involvement education and has been referred to as “an expert of parent involvement” (Dervarics, & O'Brien, 2011). She identified six major ways in which parents get involved in education of their children. These include: parenting, communication, volunteering, learning at home, decision making and collaborating with the community (Epstein, 2009). She takes parental participation as the most powerful influence in a child's education. Hill and Tyson (2009) further developed about a dozen conceptualizations of parental involvement. These include: making sure that the child is at school every day; attending parent-teacher conferences; regularly talking to the child about school; checking whether the child has done homework; attending activities at school; regulating the amount of time the child watches television; regularly talking with the child's teachers; talking to other parents at school to mention but a few. Traditionally, parent involvement is defined as: parent's attendance at school wide functions and activities, assisting learners in academic work within the home, communicating with teachers and school staff, participating in parent-teacher association meetings, attending face-to-face parent-teacher conferences, and volunteering in the classroom and at the school (Hill & Taylor, 2004).

In England, the government strategy for securing parental involvement was first sent out in the 1997 White Paper titled "Excellence in schools". It had three elements of providing parents with information, giving parents a voice and encouraging parental partnerships with schools.

In Canada's Ontario Province, the Education Act contains regulations in section 7 that compel parents to among others, pay prescribed fees for their school going children, provide the type and minimum amount of clothing that a parent has to provide for a child; deposit a sum of money with the business administrator of a school for the purpose of meeting the personal incidental expenses of a child like feeding.

A great deal of research in the United States and other Western countries supports the notion that parents' involvement generally has a positive effect on children's achievement. Parents who are more involved with their children's education become knowledgeable about school goals and procedures (Hill and Taylor, 2004).

In Japan, teachers make demands on parents to involve themselves at home and school in activities such as monitoring homework and attending school meetings among others (Holloway, 2000). The educational systems however face the challenging task of compensating children from less disadvantaged backgrounds, for the deficit in economic, social and cultural capital they experience at home. Thus in most nurseries, teachers have a negative attitude towards parents' involvement in instructional activities.

Similarly, in Japan the Ministry of foreign affairs guidelines on parental participation emphasizes that home education by parents and legal guardians is essential for the formation of children's character and so requires schools to open opportunities for parental participation.

(Ministry of foreign affairs (2014))

In some developing countries like Mexico, Krener, et. al., (2004) note that, some incentive programmes that are in place, help parents to become attentive to their children's studies and become more involved through helping them to complete their homework and attending parent teacher meetings.

In India, Sreekanth, (2010) notes the recent endeavor of government to universalize education at the elementary and the secondary level in which parents either educated, semi-literate or illiterate are all part of this movement to bring about a silent revolution of educating their wards as a means for improving their life standards.

Specifically, evidence from Canada and United States of America (USA) the policy indicates that parental involvement is important because it enhances children's love for school (Allen and Daly, 2007) and builds confidence in their children (Burke, 2012). Henderson and Karen (2002) confirm this in their analysis of educational achievement in Texas, United States of America. Cheukin and William (1988), in their studies in developed countries of Japan, Britain and USA, indicated that constraints that can emerge between school and family can be resolved through this partnership and that learners will benefit in feeling secure, safe and happy when coming to schools. It is this security coupled with parents' trust of teachers and teachers' feeling

of comfort to educate the learner that builds their progress and hence holistic development of the learner. This is because, as Dervarics and O'Brien, (2011) argue, children have to have great attachment to the school for their parental involvement to yield results. It means that the side of the school must also play its role satisfactorily. It calls for school promotion of parental participation programmes to open spaces for parent involvement.

In Africa and specifically in Ghana, a research study by Chowa, Ansong & Osei-Akoto (2012) showed that Ghanaian parents often have engaged in their children's learning in one form or another. In addition, parentsal involvement in the school environment appears to be high in school meetings attendance, and discussing expectations with their children while others never assist their children directly with homework.

Furthermore, in African context, studies indicate that policies are developed in order to increase involvement of parents at national, regional and local levels (Bray, 2001; Suzuki, 2002). In Kenya, there is wide legislation that enforces parent participation. For instance, the Education Act (2013) provides for parental involvement in the school like instructional materials selection committee. It also streamlines aspects of participation through School Management Committees (SMC) and Parent-Teacher Associations (PTA).

Furthermore a study in Kenya by Ondieki (2012) in his study revealed that successful parent-teacher partnerships require a sustained mutual collaboration, support and participation of teachers and parents at home and at school in activities that can directly affect the success of children's learning. In addition, a research conducted in Uasin Gishu District, Kenya showed that parents and teachers differed among themselves in their reports of parents' level of involvement reportedly ranging from low in volunteering to often in communication and learning at home

(Koech, 2009). Where there was communication, Ondieki (2012) found out that it was in form of phone calls, short visits to the school or written notes to and from the teachers.

Ndegwa, Mengich, and Abidha (2007) in a study also conducted in Kenya, state that parents who did not involve themselves in their children's education gave several reasons for not doing so. For example, they said children were not given homework by the teachers, some of the parents were not literate or the educated ones were too busy and compensated by taking their children for tuition. Furthermore, a study in Kenya by Ondieki (2012) revealed that children whose parents participated in their pre-school activities performed better than those whose parents did so less frequently or rarely.

The situation in Rwanda shows that with the implementation of ECD policy, every administrative cell had to establish a nursery school (NCDC, 2006), but this was not successfully done since those schools were to be run and managed by parents. Many schools started but later, some were closed down because parents who were to sustain them were confused about their role in the management of the schools. Ndarihoranye & Ndayambaje (2012) studied the socio-economic problems affecting early childhood education in Gasabo District in Rwanda and found out that some parents were willing to participate in educating their children except that they were not able due to poverty. The same was noted in Gakenke District by Ntahombyariye & Maniragaba (2012) who noted that parental involvement in pre-school education was less because they were requested to pay a certain amount of money.

The above is similar to Uganda's policy where the Ministry of Education and Sports, Early Childhood Development (ECD) policy 2007 expound on these, pointing out clearly that, parents are supposed to support learning both at school and home through provision of basic child survival requirements, preparing the child to attend nursery school, providing safe home learning environment, contributing labour and materials support for improving school environment, ensuring that the child has something to eat during break time, responding to government programs that enhance ECD development like care, health, security, protection, survival and also participating in school activities among others. All the above efforts indicated in the mentioned country contexts show that parent participation is valued due to its importance in partnering with other stakeholders in formal education. They suggest that successful delivery of education to children depends on their parental involvement.

Parental involvement remains an important aspect of children's holistic development. This is so because parents know their children's backgrounds better than teachers. This makes Kagoda's (2012) argument that "*the quality of children lives before beginning formal education greatly influences the kind of learners they will be*" valid. This is because as Rasinki and Fredrick (1988) in Vahedi, and Nikdel, (2011) argue, parents lay a foundation for children's learning. It is this foundation which is upheld through parent partnership with school in formal education of their children through the enumerated mechanisms of participation.

The experience of Uganda has indicated that parental involvement is crucial as indicated in the following Government documents, National Integrated Early Childhood Development (NIECD) policy (2016) by Ministry of Gender, Labour and Social Development, the Education

Act 13 for Pre-primary, Primary and Post-Primary (2008) by Ministry of Education and sport, Guidelines for ECD Center (2010) and ECD Policy (2007) Parents, according to these documents are to provide enabling environment to meet all the needs of the child in the different ECD age cohorts; 0-3, 3-6, 6-8, for holistic development which in turn stimulates early brain for proper future development of the child and learning. This involvement covers a whole range of direct contributions such as those that this study examined further—attending meetings, participating in school activities, provision of meals, and communicating with the school in Kabale municipality Education officer (Munyambabazi 2018). When the parents are not involved, then the education of their children will be jeopardized since nursery education is the foundation of development and education (Desforges and Abouchaar, 2003).

This study therefore, sought to examine the impact of school policy on parental involvement in education of nursery school children. This study specifically looked at the direct aspects of parental involvement that makes it so crucial that without them learning of children becomes jeopardised. The study fits well in the pre-primary level of education because studies indicate that it is a foundation of education. Inactive parental involvement tends to affect the development of children and the next level which is lower primary education, (Richardson, 2009; Sirvani, 2007). The legal age at which children are supposed to enrol in pre-primary in Uganda is three years where children need more attention from their parents for proper learning and holistic development. At this age across up to 6 when they are expected to complete the pre-primary cycle, they are still young and need parental guidance in their daily lives as Wosftkie, (2000) argues. Education is part of their life experiences during this period, which calls for their parental participation to go through well.

1.2. Statement of the Problem

Well-managed nursery schools have policies that guide school administrators in all the activities that they do. Different operations of the school for example may need different policies to help the nursery schools achieve their objectives and promote welfare of children. Well-designed policies make it easy for parents to be more actively involved in the educational programmes and activities of the nursery schools (ECD Policy 2007). Such policies may include feeding, nursery school meetings and fees policy. Active involvement of parents contributes to high quality of ECD (Ondieki 2012). However in Kabale Municipality the situation is different, parents are not fully involved in education of their nursery school children (Munyambabazi 2018). Parents do not attend meetings at school frequently; others do not pay nursery fees in time while others do not contribute money for feeding their children at the nursery school (Munyambabazi 2018). The possible reasons why most of parents do not fully get involved in their children's education are not known. The above gaps were addressed to empower parents to fully support the nursery education of their children. The study therefore, sought to examine the influence of school policies such as feeding policy, meeting policy and, fees policy on parental involvement in Kabale Municipality, Kabale District.

1.3 Purpose of the study

The purpose of the study was to examine the influence of school policy on parental involvement in education of their children in Kabale municipality, Kabale District.

1.4 Objectives of the study

This study was guided by the following objectives:

- i. To establish the contributions of school feeding policy on parental involvement in nursery schools.
- ii. To analyze the influence of school meetings policy on parental involvement in nursery schools
- iii. To assess the influence of fees policy on parental involvement in nursery schools

1.6 Research hypotheses

The study was guided by the following research hypotheses below:

Ha:1 There is statistically significant relationship between feeding policy and parental involvement at .05 level of significant.

Ha:2 There is statistically significant relationship between meeting policy and parental involvement at .05 level of significant.

Ho:3 There is no statistically significant relationship between fees policy and parental involvement at .05 level of significant.

1.7 Scope of the study

1.7.1 Content Scope

This study focused on examining the existing nursery school policies that are related to parental involvement.

1.7.2 Geographical Scope

The study was specifically conducted from Kabale municipality, Kabale District in South Western Uganda. Kabale Municipality is approximately 420 kilometers from Kampala.

1.7.3 Time scope

The problem was identified for the past twelve years (2007-2019) when the researcher was acting as a Coordinating Centre Tutor in Kabale Municipality. The year 2007 is special in the history of Uganda because this was when the first ECD policy was launched by the Ministry of Education and sports.

1.8 Significance of the study

Curriculum developers will benefit from this research because they might be motivated to create more interactive teaching-learning materials which parents can use effectively with their children.

Most parents may not realize that an activity such as reading to their child or telling a story is important and worthwhile. This study will provide a basis for parents to put in more efforts in participating in the education of their child. The information from the present study may increase parents' awareness about their roles and participation in their children's education.

The findings will be helpful to teachers in developing programs to upgrade their skills, knowledge, positive attitude and competencies of handling children. Similarly, the findings of this study may enlighten pre-school teachers and administrators on various techniques to be used to increase parental involvement in pre-schools. Such information may be useful in mobilization and planning for the improvement of parental involvement since weaknesses will be pointed out.

The findings from this study may inform ECD policy makers about the factors influencing parental involvement in sampled pre-primary schools of Kabale Municipality, Kabale District.

Children also will benefit from this study when their parents become involved in their welfare.

1.9 Theoretical framework

Cultural capital theory, developed by Bourdieu (1983), and applied to elementary schools by Lee and Bowens, provides a theory for predicting how parents are involved in children's elementary education. Specifically, it predicts that parents with greater cultural capital will be more involved, and that involvement will be more efficacious in helping their children succeed and develop well as (ECD policy explains 2007 and Education Act 2008 by the Ministry of Education and Sports). Parental involvement in the children's education has become widely recognized as a predictor of positive learning outcomes (Barwegen and Joyce, 2004). Parental involvement is a valuable tool for increasing the likelihood of improving childhood holistic development and a construct agreeable influence by intervention (Christenson and Nicholas 2005). As the parental involvement research has evolved, it has also become clear to most researchers that parental involvement is a multidimensional rather than homogeneous construct (Fishel, Carolyn & Susan 2005). Epstein's parental involvement framework is by far the most referenced, tested, and widely-accepted conceptual model of parental involvement (Fishel, 2007). The six sub-constructs (hereafter simply referred to as constructs) are: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. Parenting refers to parents' actions that foster the children's learning and cognitive development, not necessarily tied to school. Communicating covers all home-to-school communication regarding children's holistic development and other relevant information. Volunteering includes parental attendance in a variety of school events ranging in scope from classroom activities to school wide event this is in line with (Integrated ECD policy 2016).

1.10. Conceptual Framework

Figure 1.1 shows the relationship between school policies and parental involvement in education of nursery children.

Independent variables (IV)

Dependent variables (DV)

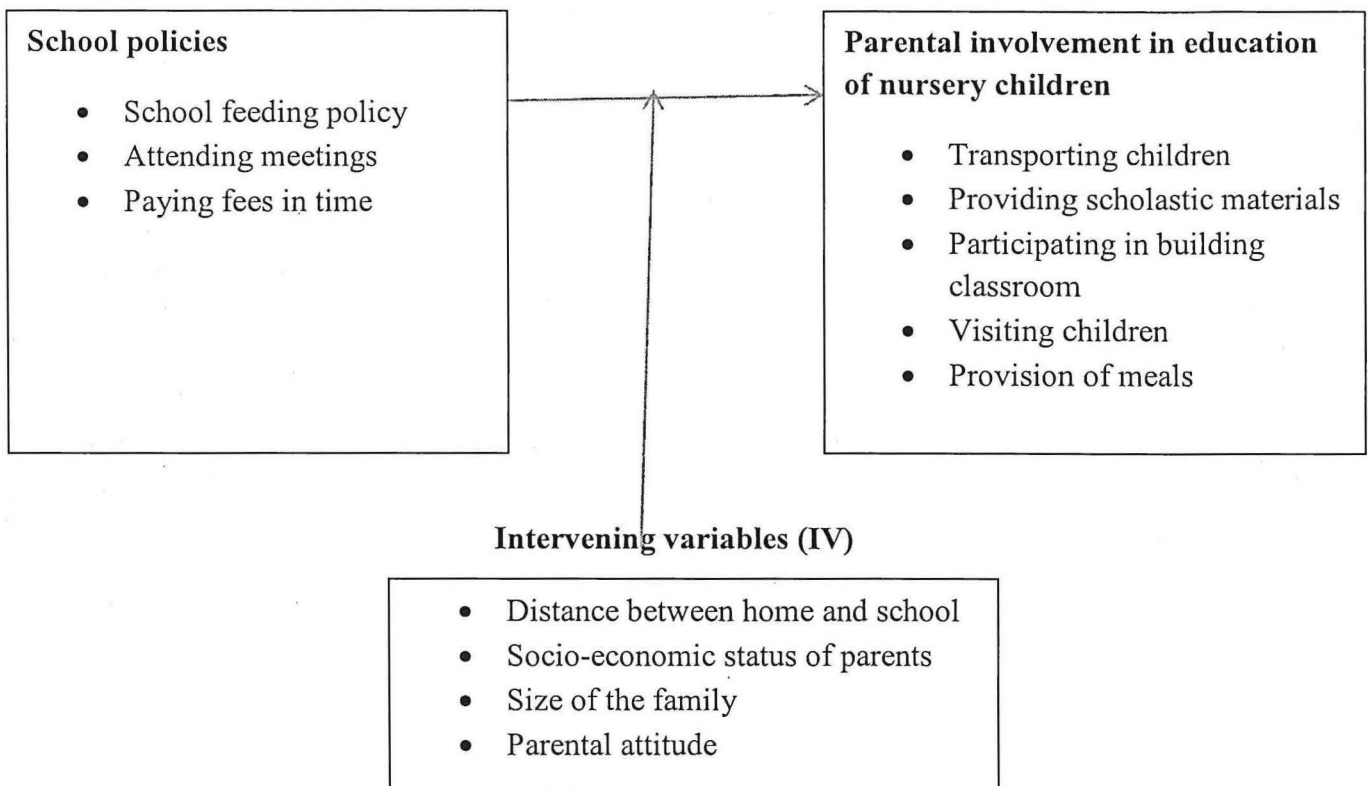


Figure 1.1: School policies and Parental Involvement in Nursery School Education

Source: Researcher

As the conceptual diagram shows the variables under study which might influence parental involvement in their children's nursery school education are School Feeding policy, Policy on parents attending meetings and school fees policy. This in turn would have repercussions on parental involvement because when parents fail to implement these policies it will be hard for them to assist their children in learning. Parental involvement would thus be high

or low depending on the existing factors. When parents are highly involved in children's education, children are likely to develop well in general and vice versa when they are least involved.

1.11 Operational Definition of Terms

An act is construed to refer to any policy that has been enacted into law by legislation and thus is binding and attracts a penalty if violated.

Child: In Early Childhood Development Programmes a child is from 0-8 years.

Communication: It included activities like visiting the child at school when invited by the teacher, allowing parents to ask questions and discussing the child's progress.

Educational Activities at home; Refers to all activities supporting education at home.

Educational activities at school; Refers to all activities supporting education at school.

Home environment; Refers to space and its surrounding where the preschool child lives with the parent or guardian for example at home.

Monitoring: Participating in activities like PTA, preschool meetings, engaging in pre-primary school programmes, decision making and in school management.

Nursery school: Provision of learning of children before the beginning of primary education. Usually between the age of three and six years, depending on the jurisdiction.

Parental Involvement: It entailed the common roles and behaviors in which parents engage in their children's education at home and at school. These included learning at home, volunteering as well as decision making, encouraging children to develop positive attitude and respect for school and learning, meeting children's basic needs, providing care and school requirements, assisting children in doing their homework, checking if the school work is done and making play materials with their children.

Parent-school communication; refers to passing of information either from parent to the teacher or teacher to the parent.

Parents' level of education: This is academic qualification of parents of preprimary school children for example, no formal education, primary education, A' Level certificate, Diploma, Bachelor's Degree, Masters and PhD.

Pre-primary Education: programs offered to children of 0-6 years that prepare them for lower primary school.

Provision of learning resources: This included activities like buying writing materials for the child and purchasing story books for the child among others.

School policy: Refers to rules and regulations that guide parents on feeding of children at school, attending of school meetings and paying fees in time.

Teachers' perception on Parental Involvement: Mutual collaboration, support and participation of teachers and parents at home as well as at school in activities that can directly affect the success of children's learning. These activities can be for example, discussing with them about children's behaviors and progress, visiting their children at school invited by the teacher.

Teaching activities: Entailed activities like helping the child to read, telling stories to the child, commenting on the child's progress and disciplining the child.

Voluntary service: This refers to unpaid activities that parents participate in at school such as building classrooms, hygiene-related activities and feeding programs at school.

CHAPTER TWO

RELATED LITERATURE

2.0 Introduction

This chapter reviews literature on school policies and parental involvement in education of nursery children. The literature is presented under the following sub-headings: nursery school feeding policy, regular attending of meetings by parents and the influence of paying school fees for nursery school children.

2.1 Feeding policy and parental involvement in nursery education

The term school feeding refers to provision of meals or snacks at school to reduce children's hunger during the school day (WFP, 2005). According to World Food Programme (2005), school feeding policy started in Lusaka Zambia in January 2003 and was scaled to eleven African countries which include: Benin, Burundi, the Central African Republic, Ghana, Guinea, Guinea – Bissau, Kenya, Liberia, Mozambique, Senegal, and Sierra Leone. When the policy started all parents were encouraged to be involved, that is to support policy contributing little money for buying firewood and paying the cooks.

Policies make people work and school policies guide parents on what they are supposed to do to make their children develop and grow holistically and feeding policy gives opportunity and challenges parents to be more involved (Bruce, 2003).

When a feeding policy is put in place and parents comply, chances of achieving ECD objectives are high such as physical development, social development, mental development and moral development. Feeding policy helps to give a child healthy head start and pave a way for a

promising future (Ondieki 2012). There is compelling evidence that poor nutrition in early childhood affects cognitive development and learning potential; poor health is an additional barrier to education (Jukes, Drake and Bundy, 2008). Providing food for consumption at school can be beneficial for learning because it relieves immediate short term hunger. Children who are not hungry are more attentive and have highest cognitive abilities (Simeon, 1998).

In India, scholars indicate that school feeding policy acts as an incentive for parents to send their children to school more regularly, which by implication mean reducing the cost of schooling (Arid, 2011; Schuttz, 2004; Vermeersch and Kramer, 2005). This indirectly results in better educational outcomes since regular attendance is related to better catch up. Meals also improve the nutritional status of children thus enhancing the long term cognitive ability (Behiman and Lavy, 1994; Glewwe and King, 2001).

In Ethiopia, school feeding policy has supported access to quality education, while developing child approach to encourage nutrition, health and environmental awareness in schools. Poverty and food insecurity were challenges that hindered efforts to have significantly improved in the past decade. The 2005-2006 new enrolment rates were 7190 (UNESCO, Education for all Global Monitoring report, 2009).

In South Africa, Feeding policy encourages parents to support feeding which provides nutritious food to malnourished children, can help in reducing hunger and giving balanced diets can reduce childhood sickness and help improve children's learning and cognitive development (Alderman et al, 2008b). Bundy et al (2009) also agree that School Feeding policy improves on

children's health and nutrition while Jomaa et al (2011) point out on increase in both energy intake and micronutrients are as a result of provision of school meals.

Attending and concentrating in class requires energy like any other work. This calls for appropriate feeding of children such that they can be able to concentrate on their studies. Given the importance of meals, most schools have policies on meals to guide parents on their roles on this aspect. In the nursery schooling arrangement of feeding children in Uganda, it is the responsibility of parents as it stipulate in the (MoES) Pre-Primary, Primary and Post Primary Education Act (2008) and ECD policy (2007). In efforts by parents to play this role, they face challenges in relation to this responsibility. Some parents have little to feed on and have nothing to pack for their children Kagoda, (2012); Hedwig, *et al.*, (2012). The situation is worsened by the fact that; children go to school hungry after even leaving home without taking breakfast. Both scholars indicate that poverty ravages semirural communities and leads to parents' inability to provide meals. The Global Child Nutrition Forum (GCNF) held in 2006 found a worse situation where food insecurity is so rampant that parents could not afford to pay even a minimal cost of a daily meal of maize porridge.

Durojaiye (1976) further states that, food provides energy that makes the child physically, psychologically and mentally alert which enables him/her to learn better. If the children are not provided with food as highlighted above, then it is by no surprise that, they will doze in class and above all, there is no way they can improve on learning. The way parents feed their children affects their education. This literature indicates that children participation in learning activities is partly enabled by their energy and strength derived from taking meals.

Likewise, Omwami et al (2011) also conducted a study to investigate if school feeding policy may improve attendance rate among pre-primary school children in Kenya. It was found out that school meals enhanced school attendance rate where parents must get involved to make sure that their children receive meals from school.

For Uganda's case, the Early Childhood Development policy (ECD) on school meals, encourages parents to provide food for their children at school (Ministry of Education and Sports, 2007) This correlates well with scholars who contend that meals impact on learning outcomes by improving attention and classroom participation (Gayre, et al, 2008; This depicts the great need for provision of the meals at school such that the day's teaching programs go on successfully for all children.

In other instances, there are some parents who have the capacity but do not cooperate in providing break and lunch to their children. The problem seems not about to be solved soon because as Kagoda, (2012) established in her study, school management committees who would have helped to persuade these parents instead rise up against teachers who ask parents lunch fees for their children.

In light of what scholars, shown above, have written about policies versus nursery education, the study endeavoured to establish whether and how policies encourage parents of Kabale Municipality to get actively involved in the nursery education of their children and how that involvement contributes to its quality.

2.3 Parental involvement in attending of meetings

In Africa and specifically in Ghana, a research study by Chowa, Ansong & Osei-Akoto (2012) showed that Ghanaian parents often have engaged in their children's learning in the school

environment which appears to be high in school meetings attendance, and discussing expectations of their children.

In Nigeria parent-teacher partnership makes tremendous impact on children's education. According to Llamas and Tuazon (2016) parents become comfortable when the education system requires their involvement in school activities. The strong collaboration of parents with school authorities can lead to increased improvement in both physical and academic performance of the school.

Attending of nursery school meetings, aimed at helping parents become better educators of their own children ECD policy (2007). Dervarics and O'Brien (2011) assert that, attendance of meetings is the leading form of parental involvement.

According to Kenya School Improvement Project (KENSIP), 2004, open days are organized in very few urban schools in Kenya and rarely in the rural schools. The report recommended that open days' meetings need to be made compulsory for the parents with a penalty of non-attendance and this can foster parental responsibility. Face-to-face meetings with teachers should be provided by schools at least once per year. These meetings provide an opportunity for parents to discuss their children with teachers, and also offer the potential for the school to actively involve parents in supporting their children's school targets and learning. There can be difficulties where teachers and parents have different expectations for the meetings resulting in frustration and find out mismatched expectations (Vincent, 1996).

However, according to Mukuna & Indoshi, (2010) in Rwanda parental involvement is high, and the children's education, and behaviors at home and school have improved and better social skills and adaptation to school. Education activities in school include provision of instruction materials, attendance of parents meeting, attending sports day, annual academic day, parents seminars and participation in different groups like Parent teachers association (PTA) (Hoover, 1997). Research on the demographics of parents who are involved in their child's school finds that parents with higher educational attainment and income attend school meetings, volunteering at schools, and supporting school events to enrich their children's learning achievement. Parents at all socioeconomic levels can "level the playing field" in their child's education by taking the time to get involved. Teachers give children more attention when they know their parents are from attending school meeting (Hoover, 1997). So it makes parents to give school events first priority for attendance and this can help to support children education. Parents can participate in their children's schools by joining Parent Teacher Associations (PTAs) and getting involved in decision-making about the educational services of their children receive. Almost all schools have a PTA but often only a small number of parents are active in these groups (Grolnick, 1994). Such associations and organizations provide flexible scheduling for school events and parent-teacher meetings, inform parents about what their children are learning, and help parents create a supportive environment for children's learning at home (Grolnick,1997). Many schools have responded to the needs of working parents by scheduling meetings in the evening as well as during the day, and by scheduling school events at different times of the day throughout the year (Grolnick, 1997). For many parents, a major impediment to becoming involved is lack of time. However, working parents are often unable to attend school events during the day. In addition, evenings are the only time these parents have to spend with

their children, and they may choose to spend time with their family rather than attend meetings at school. This is in line with Uganda in Education Act (2008) which encourages parents to participate in education activities at school which improves holistic development of children.

School policies encourage parents to participate in education of their children but logistical barriers such as heavy schedules can physically inhibit parents from being involved. Families are dependent on their jobs for income, health insurance, and other benefits, therefore making it difficult to take time off for fear of jeopardizing their employment (LaRocque et al., 2011). Employment barriers may also limit their involvement making it difficult for them to be involved during school hours and inhibiting the amount of participation, unlike their counterparts who may have more stable, salaried employment (LaRocque et al., 2011). In turn, parents that are less able to participate in school functions and less visible may be deemed as uncaring or uninvolved, which may present negative attitudes towards parents and children (Lee & Bowen, 2006). Researchers Hill and Craft (2003) assert that, teacher perceptions indicate that, involvement of parents in nursery schools indicates that, parents value education; whereas the opposite conclusion could likely be placed upon parents that are unable to attend school functions or volunteer their time. There was therefore a need to conduct a study in pre-primary schools in Uganda specifically in Kabale Municipality Kabale District, to analyze the influence of school meetings policy on parental involvement in their children's nursery education.

2.3 School fees policy and parental involvement in nursery education

In developed countries, the funding of pre-primary education is usually given a prime place in the nations' budgets as a policy. With permission granted for private efforts in the provision of pre-primary education in Nigeria, the resultant Day Care centers and Nursery

schools are profit-oriented and self-financed Alabi (2003). Proprietors run the schools with finances from school fees and other levies charged the parents. In Early Childhood Education, adequate funds need to be made available for provision of many resources. These resources include: facilities and stimulating materials for teaching, training and re-training of staff that is teachers, caregivers and sensitization programmes through regular monitoring, uniforms, feeding, supervision and inspection as Ijaiya (2001) observed.

Achoka (2007) points out that 70 percent of nursery education finances are contributed by parents because nursery education is a private enterprise. The remaining 30 percent are Managed by Non-Governmental Organizations (NGOs) mainly: religious based and private individuals and organizations, MOEST, The Background Report of Kenya (2005).

As a study conducted in Busia District in Kenya by Achoka, (2007) the heaviest burden of financing nursery education therefore is shouldered by parents whose existence is being hampered by poverty (Ngaruiya, 2006). Another study by Abagi (2008), revealed that most parents are unwilling to pay fee for pre-primary children who are seen to be too young to attend school and their counterparts in Primary level have Free Primary Education program.

However, in Uganda (MoES) ECD policy (2007) and (MoES) Education Act (2008) encourage parents to be more willing to contribute to their children's education through moral and financial support instead of being an obstacle.

In Rwanda according to Ondieki (2012), school fees policy encourage parents to be involved in education of their children which can, directly or indirectly, influence their children's

educational development. Hence, school administrators have to encourage parents to get involved and make contribution responding to fees policy towards helping the school to achieve its missions and goals (Sapungan & Sapungan, 2014).

In Africa and specifically in Kenya a research study by Akoto (2012) showed that Kenyan parents respond to the policy of paying fees for their children to improve their learning. The involvement of parents in the education of their children is viewed as an important strategy to advance the effectiveness and improvement of the quality of education (Driessen *et al.*; 2005: 509; Hornby & Lafaele, 2011). Research on the benefits of school policy and parental involvement not only includes performance, but also success in developmental areas. Hill and Craft (2003) assert that social competence in children is directly linked to increased parental involvement, while Brody, Flor, and Gibson (1999) found that an increase in parental involvement contributed to an increase in social skills as well as the ability for learners to manage and self-regulate their own behaviors.

Involvement in nursery school is equally beneficial for parents as well; they are more aware of the educational needs of their children, develop more positive relationships and attitudes towards teachers, after knowing school policies and the influence they have on the education of nursery children (Larocque, Kleiman & Darling, 2011). Because the demand for parent accountability is greater than ever in the realm of education, it is vital that schools and families share the responsibility and create partnerships to ensure that every child is successful (Hill & Taylor, 2004).

Although the fees policy has motivated and guided parents on how to be more active and effective in the education of their children as discussed above, they have also failed to change some parents' behaviours in relation to the education of nursery school children (Smith *et al.*, 2011). Several reasons have been given by different scholars why some parents ignore or

contradict school and government policies (ECD 2007) and Education Act for pre-primary, primary and post-primary (2008) where a parent in nursery school is supposed to sponsor his/her child. The majority of parents in Kabale municipality have financial constrains which is an obstacle to optimal participation in education of their children this may affect the learning outcomes (Schulz, 2005). During the study, efforts were made to assess the influence of fees policy on parental involvement in nursery education of Kabale Municipality, Kabale District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology that was followed in carrying out the study. This includes research design, target population, sample and sampling procedures, research instruments, validity and reliability, procedures of collecting data and data analysis.

3.1 Research Design

The descriptive research design was employed and specifically using the survey process to investigate whether parents are involved in their nursery school children's education in Kabale Municipality Kabale District, South Western Uganda. A descriptive research design is good because it helps to discover the realities on the ground (Kombo & Tromp, 2006). This design was chosen because the researcher sought to get a detailed account of parents' own opinions of their involvement in their nursery school children's education and also establish the factors that influence their involvement. The survey method was suitable for this study since it is useful in describing the factors of school policies that influenced parental involvement. This design embraces both qualitative and quantitative approaches to collect and analyze data. Both approaches were used because they complement each other in that; qualitative approach provides the in-depth explanations while quantitative approach provides the hard data needed to meet required objectives (Mugenda & Mugenda, 2003).

3.2 Location of the study

The study was conducted in Kabale Municipality. Kabale Municipality is found in Kabale District, South Western part of Uganda. It is selected because it combines all the categories of parents that is, high class, middle class and low class from whom children go to nursery schools. All these categories of parents have different challenges that affect their involvement in the education of their nursery school children. Kabale Municipality is divided into three Divisions-; these are Central Division, Northern Division and Southern Division. The heterogeneous of nursery school parents in Kabale Municipality, that is high, middle and low income status is ideal for a comprehensive study whose findings are relevant and applicable to many parts in Uganda since differences in income levels are a very where.

3.3 Target population

The target population was nursery teachers, head teachers, and parents. This was based on the fact that they are key players in preprimary education. Kabale Municipality is made up of three divisions and has got fifty-two nursery schools, fifty-two head teachers, one hundred and seventy teachers, (170) one hundred thousand fifty-two (1,052) nursery school children and two thousand thirty-three (2,033) parents Kabale Municipality, Education Office, (Munyambabazi 2018).

3.4 Sample size

Kabale Municipality has a population of fifty-two (52) nursery schools which are registered. A sample of ten percent (10 %) of population was used by the researcher which is appropriate for the sample (Summer 2003). According to Gay (1981), a sample size of between 10% - 30% of the total population is also adequate for study in descriptive research. Therefore,

the researcher used the sample which is between 10%-30% in this study. This means that, 10 (20%) of nursery school as well as one head teacher and three teachers per nursery school were selected from 10 nursery schools. Ten parents from each selected school (and therefore 100 parents) participated in the study. Therefore, for this study sample size consisted of 150 respondents. For the purpose of the confidentiality alphabetical letters (A-J) were used as pseudonyms for the nursery schools that participated in the study.

Table 3.1: Respondent's sampling

Schools	Head teachers	Teachers	Parents	Total
A	1	3	10	14
B	1	4	10	15
C	1	6	10	17
D	1	3	10	14
E	1	6	10	14
F	1	3	10	14
G	1	6	10	17
H	1	3	10	14
I	1	3	10	14
J	1	3	10	14
Total	10	40	100	147

3.5 Sampling technique

Cluster sampling technique was used to ensure that schools of different income levels participate in the study. That is for in each of the three divisions schools were categorized as high, middle, and lower schools. From each of the two divisions, three schools were sampled and in the third division four schools were sampled because it has many more nursery schools.

Purposive sampling use to select head teachers, and teachers. These two sets of respondents were sampled because they are the implementers of the policies in the field of education.

It was also used on parents which means that the nursery schools which were selected for the study, by cluster sampling, sampled to participate in the study. They selected in relation to the needs of the research design (Bryman, 2012).

3.6 Research Instruments

In this study, the following research instruments were administered; Interviews, questionnaires and observation.

3.6.1. Face to Face Interviews for parents.

Face to face interviews were used to get data from parents. They were open and closed ended conducted in a face to face situation, usually with interviewer presenting question and respondent giving answers (Amin, 2005). The interview guide allows the researcher to obtain information that could not be observed, to gain control over the over questioning, allowed researcher to rephrase questions, and ask some additional ones to clarify responses, and secure more valid results. Parents were required to answer questions in order to determine the influence of school policies and parental involvement in nursery schools for their children. The interview guide was developed by the researcher.

3.6.2. Questionnaire for teachers and head teachers

The questionnaires which were used consisted of closed and open ended questions designed in appropriate way for the respondents to give their perceptions, opinion, views and

feelings about school policies and parental involvement in nursery schools in Kabale municipality, Kabale District. The instrument was used to collect information from teachers and head teachers. This instrument was considered appropriate for this study due to the fact that, it was a tool for data collection, easy to administer and respondents fill it during his/her own time, (Amin, 2005) adds that the questionnaire is also convenient for literate respondents who are able to fill it objectively and within a short time, easier to analyze and interpret. Questionnaires were also used because they are the main method of data collection Sarantakos (2007). The questionnaire was effective because all teachers and head teachers are able to read, write and interpret the questions correctly.

3.6.3 Observation checklist

Observation was used by the researcher herself using the observation checklist. Observations were also used as a way of gathering primary data. Kumar (1999) indicates that observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Accordingly, the researcher visited the schools in their actual location (natural environment) to record specific behavior in its natural setting. This helped her to get more and real information. The researcher observed children during meals time to see what type of food is given to children, files for meetings, talking office and books of account to see how parents have been paying school fees for nursery children.

3.7 Procedures of Data Collection

The first step was to obtain an introduction letter from Kyambogo University in the Department of Early Childhood Development (ECD). This was presented to the relevant authorities to grant me permission to carry out research.

Arrangements on how to meet the respondents was done by the researcher by visiting the schools. The researcher gave head teachers and teacher's questionnaires to fill. Once they were filled, the researcher collected for data analysis.

Face to face oral interviews were set for parents. The researcher read and interpreted the questions to the respondents and then their responses were noted down.

As the researcher interviewing parents and also collecting filled questionnaires, she was observing and marking checklist according to the objectives stated.

3.8 Validity

This is a measure of how well a test measures what it is supposed to measure. Kombo (2006) define it as the accuracy and meaningfulness of inferences which are based on the research. Assessment of content and construct validity was done by use of non-statistical approaches including peer and/or expert review and pilot testing was involved (Klassen, 2008). Pilot study was done in two nursery schools. It helped in achieving validity as its results in correcting and appropriately adjusting areas of weakness in relation to the topic under study. Schools used for piloting were not included among the schools for the main study. According to Amin (2005) and Creswell, (2009): The formula for finding the content validity index (CVI) was used as follows;

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total Number of items in the instrument}}$$

Total Number of items in the instrument

The CVI was found to be 14/16=0.87

In this study the, the validity of questionnaire and interview items was established by computing the CVI and if found 0.87 thus the researcher then declared the instrument being valid, since according to Amin (2005) an instrument which has a CVI of 0.7 and above accepted as valid.

3.9 Reliability of instrument

Reliability is defined as a measure of how consistent the results from the test are (Kombo and Tromp, 2006). It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials, (Mugenda & Mugenda, 2003). A reliable instrument is one that produces consistent results when used more than once in the process of data collection.

Reliability test was done through test-retest method to test reliability of instruments administered among parents, teachers and head teachers. This enables the researcher to know the consistency of the questionnaire and interview guide. This method of reliability test required administration of the same test to the same respondents twice with a time space of one week after the first test. Then researcher computed the reliability for the items using SPSS computer software. The items were tested using Cronbach's Alpha and gave a reliability of 0.87, which is above the recommended reliability of 0.7 (Kaplan and Saccuz 2003).

3.10 Ethical Considerations

According to Resnik (2011) ethics/morals are norms that distinguish between acceptable and unacceptable behaviours. Resnik adds that they are methods, procedures or perspectives for deciding how to act in a particular event. An introductory letter from Kyambogo University was delivered to the head teacher, which was required before the researcher interacted with respondents then the researcher was given permission. Before the commencement of the data collection processes, there was a written document asking for the consent of the respondents

about the purpose of the study. All participants were provided with a description of the research procedure, its purpose, risks and anticipated benefits for them to give an informed consent. However, only the willing respondents were involved. The researcher ensures that anonymity of the identity of the respondents was safeguarded by use of numbers. About confidentiality, respondents were informed at the beginning and assured, such as not indicating their names or any personal details that could reveal their identity. Pseudonyms were used for schools to strengthen the confidential aspects of the research. All participants were offered the opportunity to ask questions or to withdraw from the research at any time.

3.11 Data analysis

The study used both quantitative and qualitative data analysis approach. Quantitative data was checked for completeness and centered into Statistical Package for Social Scientist (SPSS version 21.0). The data then was analyzed using descriptive statistics. The independent and dependent variables were correlated using the Pearson correlation co-efficient in order to establish the relationship between school policies and parental involvement in the education of nursery children. The emerging themes were presented with a few quotes to illustrate the findings (Bryman & Bell, 2012). Responses were grouped into common themes and analyzed as guided by the research objectives.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents findings from on school policies and parental involvement in children's nursery education of Kabale municipality. The findings are presented and analyzed according to the research objectives as indicated below:

- i. To establish the contributions of school feeding policy on parental involvement in nursery schools
- ii. To analyze the influence of attending of school meetings on parental involvement in nursery schools
- iii. To assess the influence of fees policy on parental involvement in nursery schools

4.1 Demographic Characteristics of Parents, Teachers and Head teachers

Demographic information about respondents is presented in Tables 4.1, 4.2, 4.3, and 4.4.

Table 4.1 Gender of participants

Categories	Gender	Frequencies	Percentages
Teachers	Males	7	17.5
	Females	33	83.5
Parents	Males	36	36
	Females	64	64
Head teacher	Males	4	40
	Females	6	60

Source: Field study 2019

Table 4.1 shows that there more female teachers 83.5%, female parents 64% and female head teachers 60% than their counterparts who participated in the study. The reason for this low representation of male teachers, parents and head teachers in nursery schools in Uganda. The possible explanation is that; people still believe that nursery school teachers should be females. This could be the main reason why there are more female teachers, female parents and female head teachers who participated in the study than males in the nursery schools

There was a need to establish the occupation of parents because parents' occupations affect their income and time schedules, which in turn affect their involvement in children's education. Parents' occupations are presented in Table 4.2

Table 4.2 Parent's Occupation

	Frequency	Percent	Valid Percent	Cumulative Percent
Civil	37	37.0	37.0	37.0
Servant				
Business	43	43.0	43.0	80.0
Peasant	19	19.0	19.0	99.0
Others	1	1.0	1.0	100.0
Total	100	100.0	100.0	

According to table 4.2, the majority of respondents (43%) of parents were business and 37% of were civil servants. Parents who described themselves as peasants were 19% while those who do a variety of activities to earn a living were 1%. The findings indicate that parents had occupations that helped them to get money to help them educate their children. It can therefore be deduced that parents who participated in the study were not very poor because the majority had jobs or engaged in some income earning activities. This kind of composition is not surprising because the location of the study was a municipality. However, there is a small percentage of

peasant and vendors these most of them get challenges in getting fully involved in education of their children.

Table 4.3 Qualifications of participants

Respondents	Values /qualification	Frequency	Percentage
Parents	Primary education	26	26
	Secondary education	27	27
	Tertiary education	44	44
	Others	3	3
Head teachers	Certificate in Nursery teaching	4	40
	Diploma in ECD	4	40
	Others	2	20
Teachers	Certificate in Nursery teaching	19	47.5
	Diploma in ECD	8	20
	Others	13	32.5

Source: Field study 2019

Table 4.3 indicates that at least all parents had some education though at different levels of which 26% of parents had primary education as their highest qualification and those who had secondary education were 27%. The majority 44% of respondents had tertiary education as highest level attained. However, 3% the smallest percentage of parents who have got no formal education. Table 4.3 also shows that all the teachers and head teachers were trained although some of them were not specialists in early childhood education. The majority (19.5%) of teachers

have certificate in nursery teaching 20% have diploma in ECD while 32.5% have other qualifications such as primary education. Also 40% of head teachers have Diploma in ECD and other qualifications such as Bachelors in Education, Grade Three Teachers' Certificate and Diploma in Education Primary Education. Many of the parents who have only Primary School Education (with exception of few who have reasonable businesses) could be classified as the urban poor that is involved in petty trade or agriculture in the peri-urban areas of the Municipality.

Teaching experience of teacher

The following information indicates the experience the teachers who participated in the study have in the field of teaching pre-primary school children for a period of 1-10years.

Table 4.4 Teachers' Teaching Experience

Years	Frequencies	Percentages
one	05	14
Two	07	19
Three	05	14
Four	06	16
five	04	11
Six and above	10	27
Total	37	100

Source: Field study 2019

Table 4.4 shows the time teachers have spent in teaching experience. The majority 27% have teaching experience six years and above. Almost all the teachers have some qualifications in nursery education which means that they have a reasonable experience of interacting with parents and they know the behaviours of most of the parents.

4.2 School feeding policy on parental involvement in nursery

The study sought to establish the contribution of school feeding policy and parental involvement. The information was obtained from Head teachers, preschool teachers and parents and responses are presented in Table 4.5

Table 4.5 Descriptive Statistics showing the influence of feeding policy on parental involvement

	Mean	Std. Deviation	N
Feeding Policy	22.8500	3.47684	100
Parental involvement	24.1000	4.29352	100

Table 4.5 shows the mean of feeding policy which is 22.8500 and parental involvement 24.1000 where it clearly indicated that parents know the benefits of this policy to their children and that is why they are actively involved in this policy.

Table 4.6 Pearson's Correlation on School Feeding Policy and Parental Involvement

		Feeding Policy	Parental involvement
Feeding Policy	Pearson Correlation	1	.632**
	Sig. (2-tailed)		.000
	N	100	100
Parental involvement	Pearson Correlation	.632**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

From Table 4.6, it clearly shows a positive correlation coefficient .632. This correlation shows a positive and statistically significant relationship between feeding policy and parental involvement. The null hypothesis which proposed that there was no statistically significant relationship between feeding policy and parental involvement was therefore rejected. It was therefore concluded that a statistically significant relationship exists between feeding policy and parental involvement. This means that because there is a feeding policy, there is high parental involvement in the education of their children. The policy has helped parents to realise the importance of nutrition to the education of the children. That is why parents responded in different ways of providing meals to their children because of this policy as indicated in Table 4.7.

Table 4.7 Showing Ways Parents are involved in feeding of their children

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Pack food	59	59.0	59.0	59.0
Valid Contribute for feeding program at school	41	41.0	41.0	100.0
Valid Total	100	100.0	100.0	

Source: Field Study 2019

Table 4.7 indicates that 59% who are the majority of parents reported that they pack meals for their children while 49% said that they contribute money for meals at school for their

children. This shows that parents understand the importance feeding policy which is clearly indicated in the table 4.8

Table 4.8 Importance of meals to the nursery children

Responses	SA	%	A	%	D	%	SD	%
Food makes the child physically and mentally alert	33	82.5	07	17.5	00	00	00	
Proper nutrition provides the body with building materials needed for brain cell formation that determines intelligence of the child	32	80	08	20	00	00	00	
Good feeding improves concentration and participation of the child	16	40	13	32.5	11	27.5	00	00
School feeding policy enhances children's' attendance	18	45	15	37.5	9	22.5	00	00
Food contributes to holistic development of a child	29	72.5	11	27.7	00	00	00	00

Source: Field study 2019

Table 4.8 indicate the majority 82.5% of the teachers asserted that food makes the child physically and mentally alert, followed by 80% of teachers who reported that proper nutrition provides body building materials which are in charge of brain cell formation. The others functions are for holistic development, encourages class attendance of the children and concentration in class. On the contrary data gathered through observation indicate that parents

are not doing well as for feeding of their children is concerned. The school feeding policy has not achieved its purpose. The researcher visited the schools in their natural environment and recorded specific behaviors in their natural setting. This helped her to get more and real information. The researcher observed children during meals and discovered that many parents pack junk foods and drinks, cold sweet potatoes without source and drinks while others pack food which is not enough.

4.3 Attending of school meetings and parental involvement in nursery schools

The data on parental involvement was obtained from parents themselves, teachers and head teachers. Objective two sought to establish the ways through which parents were involved in the education of their children through attending of meetings in pre-primary school. Parental involvement in nursery education was measured by the number of attending meetings at nursery schools.

4.3.1 Parents responses on how they are involved in Parent Teachers Association (PTA)

The following tables show how parents are involved attending PTA meeting in nursery Schools, contributions attending meeting to education of the children. Table 4.8 parents are the respondents who answered the closed ended questions.

Table 4.8 Shows how often parents attend meetings at the nursery school

	Frequency	Percent	Valid Percent	Cumulative Percent
Frequently	3	30.0	30.0	30.0
Valid Occasionally	7	70.0	70.0	100.0
Total	10	100.0	100.0	

Source: Field study 2019

Table 4.8 indicates the majority 70% of head teacher who reported that parents attend meetings occasionally and 30% frequently. This is in line with Table 4.9 which shows the relationship of meeting policy and attending them.

Table 4.9 presents Descriptive Statistics of meeting policy and parental involvement

	Mean	Std. Deviation	N
Meeting Policy	24.0900	3.24767	100
Parental involvement	24.1000	4.29352	100

Table 4.9 shows the mean of meeting policy which is 24.0900 and parental involvement 24.1000. This is an indicator of parents knowing the value of meetings to their children which is clearly

Table 4.10 Showing Pearson’s Correlation on School Meeting Policy and Parental Involvement

Correlations			
		Meeting Policy	Parental involvement
Meeting Policy	Pearson Correlation	1	.609**
	Sig. (2-tailed)		.000
	N	100	100
Parental involvement	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 it clearly indicates that there is a positive correlation coefficient 609. This correlation shows a positive and statistically significant relationship between meeting policy and

parental involvement. The null hypothesis which proposed that there was no statistically significant relationship between meeting policy and parental involvement was therefore rejected. It was therefore concluded that a statistically significant relationship occurs between meeting policy and parental involvement. This is an indication that there is a relationship between the meeting policy and parental involvement. This indicates that Schools have a policy on attending meetings and parents respond positively. This agreement is reflected in Table 4.11 which indicates how often parents attend meetings.

Table 4.11 showing how often do Parents attend meetings at the Nursery school of their children

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	35	35.0	35.0
	Occasionally	64	64.0	99.0
	Never	1	1.0	100.0
	Total	100	100.0	100.0

Source: Field Study 2019

Table 4.11 shows the majority 64% of parent who attend meetings occasionally, 35% frequently and 1% who do not attend meetings at all. The table indicates Parents' Teachers Association (PTA) meetings where all the policies/guidelines are presented to parents. It shows that the majority of parents attend the PTA meetings of nursery schools occasionally while others frequently. The attendance of meetings helps the parents to discuss educational issues and passing some school policies like paying fees in time, provision of meals, visiting children, provision of scholastic materials escorting children to and from the school and others. These

activities influence the learning of children positively. This is in agreement with Table 4.15 where respondents explained contributions of parents attending meetings to the learning of nursery children. Through the observation method, data on why some meetings are not attended was collected. The researcher looked through files for PTA meetings and found out that few parents attend in most of the school meetings which took place in the middle of the term. Parents attend meetings scheduled at the end of term because that is when they pick the report forms and attend graduations for top class receive many parents.

4.3.2 Responses on how parents attending of meetings by parents contribute to the learning of nursery school children

The responses were open-ended item obtained from head teachers, teachers and parents. Most of the parents are involved in education of their pre-primary school children in attending meetings. Their views were analyzed and categorized as shown in Table 4.15.

Table 4.12 Contribute of meetings to the learning of nursery school children

Activity that improve performance	Head teachers		Teachers		Parents	
	No. of responses	%	No. of responses	%	No. of responses	%
Discuss the educational issues like discipline provision of meals scholastic materials and progress of the children	10	100	31	87	87	87
Contribute money for feeding children and building classes	4	40	12	32	69	69
Share challenges and seek for solutions to improve teaching and learning	5	50	13	35	39	39
Parents are sensitized about the needs of their children	3	30	14	39	95	95
Discuss about parenting	5	50	23	62	48	48
To lay strategies for children to learn effectively	5	50	8	22	83	83

Planning for the school like building classrooms, toilets and hand wash facilities.	3	30	10	37	58	58
Encourage daily attendance	3	30	25	66	56	56
Associate with teachers and get ways of helping their children	5	30	21	57	40	40

Source: Field study 2019

Table 4.12 shows majority, 100% of Head teachers, 87% of Teachers and 87% of Parents agreed that meetings help to discuss the educational issues like discipline, provision of midday meals, scholastic materials, and progress of children in learning. Meetings play a big role in education where all the policies are discussed from. The findings were consistent with Okantey (2008) who revealed that a parent is a powerful factor which influences their children's success. Table 4.13 indicates how head teachers can motivate parents to respond to the meeting policy.

Table 4.13. Ways of motivating parents to be involved in meetings using that policy

Responses	Frequencies	Percentage
Fining parents who miss meetings	02	20
Writing letters and phone calling inviting them for meetings	02	20
Preparing lunch for parents	01	10
Inviting a role model to sensitize parents on their role to play	03	30
Withholding report for those who might miss to attend meetings	02	20
Total	10	100

Source: Field study 2019

Table 4.13 revealed that 30% of head teachers Inviting a role model to sensitize parents on their roles they should play while 20% of head teachers said they withhold the report for those who

did not attend meetings, call parents by phone, writing letters to parents and the least prepare lunch for parents. All these ways have motivated parents to attend the meetings.

4.4 Fees policy on parental involvement in nursery schools

Objective three indicates how fees policy influences learning of nursery school children where open ended and closed ended questions were administered by parents, teachers and head teachers.

4.4.1 The Pearson’s correlations of school fees policies and parental involvement.

The following result was obtained from parents where the information indicates the relationship between school fees policy and parental involvement.

Table 4.14 presents Descriptive Statistics of fees policy on parental involvement

	Mean	Std. Deviation	N
Fees Policy	23.1300	2.83789	100
Parental involvement	19.1800	1.71964	100

Table 4.17 indicates mean scores which is 23.1300 of fees policy and 19.1800 of parental involvement. This shows that parents know the value of fees in nursery school as it is private but they are not fully involved. This is clearly indicated on table 4.18.

Table 4.15 Pearson's rank Correlations of school policies and parental involvement

		Fees Policy	Parental involvement
Fees Policy	Pearson Correlation	1	-.044
	Sig. (2-tailed)		.663
	N	100	100
Parental involvement	Pearson Correlation	-.044	1
	Sig. (2-tailed)	.663	
	N	100	100

The negative correlation value of $-.044$ shows that, parents pay school fees for their children but not fully may be after their children have been sent home for school fees. This is negative in the sense that it might affect the education of their nursery children since early childhood education needs financial support from the beginning of the term. Pre-primary education is currently private; parents are supposed to meet all the expenses but it was observed from books account almost all the schools have debts. This indicates that parents do not respond to this policy very well. This hinders learning, growth and development of nursery such children because school administrators cannot financially motivate teachers very well in addition to failure to provide adequate instructional materials. Table 4.19 indicates what could be the hindrances of not paying fees in time which might force head teachers sending children home for fees.

Table 4. 16. Challenges faced by parents when paying fees their children

	Frequency	Percent	Valid Percent	Cumulative Percent
Poverty	51	51.0	51.0	51.0
Have many children	16	16.0	16.0	67.0
Valid Nursery is expensive than primary	33	33.0	33.0	100.0
Total	100	100.0	100.0	

Table 4.16 shows the majority 51% of parents reported that poverty limit them from paying fees in time. The 16% said that nursery education is more expensive than primary education while 33% asserts that they have many children. This encourages head teachers to look for methods to motivate parents to pay fees in time. Table 4.20 indicates the methods.

Table 4.17. Methods of encouraging parents to pay fees in time

Responses	Frequencies	Percentage
Withholding report forms for the children	05	50
Sensitizing them during meetings and try to pay in installments	02	20
Supplying materials like food in exchange of fees like beans, cabbages and potatoes	03	30

Table 4.7 indicates the majority 50%.of head teachers said that they withhold report forms and parents pays fees, 30% are allowed to supply materials like food in exchange of fees. This shows how parents are encouraged to pay fees.

Nursery teachers explained that parents 'level of education could enhance parental involvement. Below are their opinions *“Parents 'level of education increases families' income and they are able to provide basic needs for their children like medical, clothes, education, because of their paying jobs. “These parents have got high expectation and awareness on importance of education for their children”*.

Some of head teachers also said that, *when parents are educated they have job opportunities that increase their families' income which in turn enabled them to support their children's education by providing scholastic materials, paying fees, buying school uniforms and many others.*

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents an in-depth discussion arising from the results presented in the previous chapter. The discussion is also supported by references to the relevant literature. The purpose of the study was to examine the influence of school policies on parental involvement in their children's education. The findings will be discussed in line with the research objectives as presented in chapter two, thus, the contributions of school feeding policy and parental involvement in nursery, the influence of attending of school meetings and parental involvement in nursery schools and the influence of fees policy and parental involvement in nursery schools

5.1 The contributions of school feeding policy and parental involvement in nursery

Food is one of the basic needs for the children and well explained in ECD policy (2007) that parents should ensure that children must have something for proper holistic development. That is why nursery schools have got a policy on feeding children because children cannot study well when they are hungry. The study findings show that there is positive relationship between feeding policy and parental involvement in education of their children. Because of the policy parents are involved in different of them ways for example, 59% pack food for their children while other pay money to schools for feeding their children. Payment for food at school was reported by the majority (70%) of Nursery teachers who said that parents pack food for their young ones like cakes, splash, biscuits, buns, local juice like mango, orange cold sweet potatoes which shows that the policy is working very well.

According to Durojaiye (1976) Food provides energy that makes the child physically and mentally alert which enables him/her to learn better. If children are not well provided with food as highlighted above, then it is by no surprise that they will doze in class, become uneasy, starts crying and above all, there is no way they can learn properly. The researcher agreed with the contributions from teachers about the importance of meals to the nursery children. Where 80% of teachers said that proper nutrition provides the body with building materials needed for brain cell formation that determines the intelligence used in studying like nuts and oil seeds, pumpkins, water melon, sugars and others. Nutrition keeps the child happy, lively and enhances cognitive ability of the child.

In a related study, Bahrman and Levy (1994) advanced that, meals can impact learning outcomes by improving attention and classroom participation of children. They further highlighted that school meals can improve the nutritional status of the child which enhances his/her long term cognitive ability. Poor nutrition leads to poor health and the result, the child feels weak and sick which makes it difficult for him/her to learn and understand better. Poor feeding reduces the level of concentration and physical change that the child will experience from lack of foods other consequences.

According to the head teacher information, sensitization of parents about the importance of this policy in nursery school to children by head teachers and health workers would help to parents to get involved in education of their children.

5.2 The influence of meetings policy and parental involvement in nursery schools

The objective was to analyse the influence of school meetings policy on parental involvement in nursery schools and the findings show a positive relationship of .609. This shows that meeting policy is working very well and parents are responding positively. The findings show that majority 70% of head teachers confirmed that parents attend meetings occasionally. This is in agreement with parent's response where the majority 64% reported the same. However, a small percentage 30% of head teachers revealed that parents attend meetings frequently and 35% of parents said so. This implies that parents who consider PTA to be important on their children's learning will participate in PTA in pre-primary schools. The attending of meetings shows that parents probably valued their provision of moral support towards their children's education as important. The study findings indicated the majority 100% of head teacher, 87% of teachers and 87% agreed that, attending of meetings help the parents to discuss educational issues and passing some school policies like paying fees in time, provision of meals, visiting children, provision of scholastic materials escorting children to and from the school and others to improve the learning of children. Beaver et al (2001); Deborah (2012) concur that parents have a lot of knowledge and understanding of their children and if they share information about their children with the school, the child would benefit. The attendance of meetings helps the parents to discuss educational issues and passing some school policies like paying fees in time, provision of meals, visiting children, provision of scholastic materials escorting children to and from the school and others to improve the learning of children which implies that some schools may have trained staff who involved parents to participate in pre-primary schools because they were aware of its value.

School meetings encourage parents to participation in pre-primary school decision making as a monitoring activity. However, some of the nursery schools do not allow parents to get involved in decision making which means the schools just inform parents on their roles and responsibilities. These findings were supported by Desforges & Abouchaar (2003) who advised that involving parents in decision making at school through consulting their representatives on education policy, school development issues, including parent representation on committees and advisory groups, impacted children's achievement largely because it builds relationships between parents and schools.

This is in agreement with the Namibia's case, Erlandsdottirs (2010) where findings indicated that such meetings have enabled parents to share ideas through the interaction process. When parents share ideas they get ways of improving the learning of their children. More to that the attendance of meetings has got a very big contribution because when there is a meeting parents share challenges and seek for solution to improve teaching and learning.

The school meetings help parents also to know the school needs of their children at home and at school. This is echoed in Epstein (1988) who suggests that a comprehensive program of parental involvement should include; techniques to help parents create home environment that is conducive for leaning, frequent and clear communication from teachers to parents about children progress, the use of parents as resources in school (volunteers) for the teacher assistance with educational activities in the home and environment in the nursery school through such vehicles like PTA.

Parental involvement includes several different forms of participation in education and with school. Parents can support their children schooling by attending school functions and responding to school obligations like parent's teacher conference. They can become more involved in helping their school work, providing encouragement, arranging for appropriate study time and space, modelling desired behavior (such as reading for pleasure), monitoring homework and actively tutoring their children at home. All these have to be discussed in meetings. This is evidenced by a study done in Iganga District by an organization called African Network for Prevention and Protection of Children against Abuse and Neglect (ANPPCAN) Uganda chapter which is part of a regional organization, ANPPCAN-Africa that is committed to addressing the problem of child abuse and neglect, and promoting the rights of children in Africa (2008) where it observed that parents do take active role particularly in meetings. When parents are invited to attend meetings they sent their elder children in their place that cannot make proper contributions. As a result of poor parental attendance, parents remain un-sensitized on the issues that affect their children's seduction. Parents are unaware of school program as how funds are spent. When asked to send money into a school, parents who have not attended meetings and therefore do not know what the money is to be spent on, are likely to refuse to pay because they believe in the presidential promises that schools shall be free. When parents are not involved, some of problems facing the children are not attended to and this does not create a conducive environment for teaching and learning in the school. This affects both the teachers and pupils output. Lack of involvement in the PTAs meant that teachers and pupils are not motivated enough to study since the school's problems such as lateness, absenteeism, escaping from the school and inadequate infrastructures which parents would be able to solve are not attended to.

However, as 30% of head teachers suggested, if during school meetings, some role models, especially enlightened parents should be offered opportunities to address parents on the importance of attending school meetings. Head teachers should organize social occasions, such as school sports days, graduation day for top class and take the advantages to address parents on importance of attending school meetings. All these methods can motivate parents to attend meetings.

5.3 The influence of fees policy on parental involvement in nursery schools

The third objective was to assess the influence of fees policy and parental involvement in nursery schools. The study findings show a negative correlation of 0.044 which indicates the fees policy does not work well with parent. This calls for the head teachers to another method of getting fees from parents like sending their children, withholding their reports and so on. This is a negative in the sense that it might affect the education of their nursery children since early childhood education needs financial support from the beginning of the term. This means that parents should know that when they enroll their children in pre-primary school must be prepared to sponsor their children's education themselves.

The view of open ended questions results, pre-school teachers and head teachers had similar opinions. One of the teachers presented these sentiments in the following words: "*parents participated in activities that requested them to contribute money only and many times their house maids participated on their behalf because they are full time workers*". The findings from the open ended questions with pre-primary school teachers indicated that parents' qualifications could improve parental involvement as shown in the following utterances from teachers: "*parents' education increases income in families; educated parents are able to get a job and*

perform it well. They also added that, *“educated parents have high expectation and awareness on importance of education”*. The findings from head teachers linked parental involvement with their qualifications of education. Some of the head teachers emphasized this in the following words: *“the link is observed through the follow up educated parents do every day when they came back home to their children from work. For instance, they always ask and continuously collect information about the progress of their children while uneducated parents do not make much effort regarding their children’s progress”*. They also reported that *“educated parents have job opportunities that increase the income in their families which ultimately enabled them to support their children’s education”*. The findings were consistent with Okantey (2008) who revealed that educational qualifications of parents are a powerful factor which influences their children’s success in education. In addition, Sargiani (1990) concurs with these remarks that educational qualifications of parents are greatly connected to the educational attainment of their children.

5.4 Conclusion

Based on the findings of the study together with the discussions, the researcher has been able to achieve all the three objectives of the study. Findings showed that parents were involved in attending meetings providing meals and paying fees as policies in nursery schools. Attending of meetings, feeding children and paying of fees acts as a gel that helps to make learning for nursery children pleasant. Parents in Kabale Municipality were found to be able to support their children’s pre-primary school education and sustain themselves financially. This was made possible by the fact that the study took place in Kabale municipality where many opportunities like jobs and business were available and these influenced the parents’ social wellbeing. It emerged that parents’ education could improve parental involvement. Parents’ education

increases income in families because educated parents can get jobs and thus sustain their families. Educated parents also have high expectations and awareness on the importance of their children's education.

Findings further revealed that teachers perceive parents as participating more in activities that requires them to contribute money only. On the side of the school, it was also revealed that little time was reserved for discussion between parents and teachers about their children's education.

Study findings revealed that, nursery schools have policies to guide parents on the roles they should play in education of their children. These policies include; attending meetings which reflect a positive involvement. During meetings is when parents lay strategies of helping their children to learn effectively like planning for school activities, feeding children and paying fees in time.

School policies influences parents to actively participate in the education of their children which helps them to study well. This is because, parents become aware of their roles like paying fees in time which is a major issue in nursery education, helps in monitoring behaviours and progress of their children and escort their children to and from the school for security purposes. At the same time, there are challenges that hinder parents from getting fully involved like lack of time because of nature work and inadequate resources were found to be the causes of poor participation of parents in their children's education.

In relation to the strategies that could promote parental involvement, it was suggested that pre-primary school should organize regular meetings and school events like academic day in order to sharpen parents' minds about their responsibilities in their children's pre-primary school education

such as establishing regular communication with parents and organizing school activities like workshops where parents would play a key role.

5.5 Recommendations

- i) The findings on school policies and parental involvement revealed that parents participated more in pre-primary activities that related to financial support and less in those that required them to sacrifice their time. Therefore, there is need to increase parents' awareness on the importance of getting involved in early childhood education and this could be done by encouraging parents to attend meetings.
- ii) It was suggested that pre-primary school should organize school events in order to sharpen parents' minds of parents about their responsibilities in their children's pre-primary education. This could be done by inviting a role model or education officer to come and sensitize parents where parents would play a key role in education of their children.

5.6 Recommendations for Further Research

A range of recommendations were drawn from the findings of the study for various stakeholders and for further research.

- i) The present study focused on school policy and parental involvement in pre-primary education. There is need to extend the study from pre-primary level to the lower primary schools to find out whether the situation is similar or different.
- ii) A study could be carried out to establish whether mothers and fathers were involved equally in their children's pre-primary education in Uganda.

iii) The study targeted urban settings of Kabale municipality Kabale District. A specific study on parental involvement in rural and remote areas could be conducted to establish the true picture of their involvement.

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APPENDIX I

PARENT'S INTERVIEW SCHEDULE

SECTION A: DEMOGRAPHIC DATA

1. GENDER: MALE () FEMALE ()

2. What is your occupation? a) Civil servant () business person () c) Farmer () No formal education () others.....

3. Highest level of education

a) Primary () b) secondary () c) tertiary college () d) university () others ()

SECTION B: FEEDING POLICY AND PARENTAL INVOLVEMENT

B1. There are many ways of parents providing meals for their children, tick appropriate way.

a- Pack food

b- Contribute for feeding program at school

B2. Influence of school meals on children's learning activities

Please tick your appropriate response using this cord Strongly Agree (SA), Agree (A) Disagree

(D) Strongly Disagree (SD)

	Responses	SA	A	D	SD
A	Meals contribute to the learning of children				
B	School meals promote social skills				
C	When children are well fed concentrate and participation in class				
D	Meals enhance children's attendance				
E	When children are well fed they become lively				
F	When children are well fed they grow and develop holistically				

G	Schools provide a balanced diet				
H	Packed foods served when cold				
I	Packed foods are junk foods most of the time				
J	When children eat uniform meals, their appetite improve				

SECTION C: NURSERY SCHOOL MEETING POLICY AND PARENTAL INVOLVEMENT

C1. Does your child’s school have a policy on attending meetings?

C1.Do you think that you attend these meetings regularly?

C3. How often do you attend meetings at the nursery school of your child?

(b)Frequently

(b)Occasionally

(c)Never

C4. The role of parents meetings in nursery schools/ importance of the nursery school meetings

	Responses	SA	A	D	SD
A	Encourage fellowship among parents, teachers, children and the community				
B	To ensure that our children receive the best education that we can possibly give them to foster the best physical, intellectual and mental health of the child				
C	To achieve a mutual understanding of goals and problems in educating children				
D	Assist the school with fundraising via donations, funding of assets and/or services				
E	Support the head teachers in development, communication and action of policies, strategies and other activities				
F	Ensure that parents are receiving all the information they need regarding education in our school and in the wider community				

G	Provide a channel through which parents can voice their concerns				
H	Parents have the opportunity to take part in decisions in the school				
I	Contributing labour or material support for improvement of the school like food,				
J	Planning for the center like building classrooms, toilets and hand wash facilities				

SECTION D: FEE POLICY AND PARENTAL INVOLVEMENT

D1. Please tick your appropriate response using this cord Strongly Agree (SA), Agree (A) Disagree (D) Strongly Disagree (SD)

	Responses	SA	A	D	AD
A	Parents pay fee Once in a term				
B	Parents pay fees in installment				
C	Nursery children sent home for fee				
D	Late payment of fees affect the attendance of children				
E	Bring food in exchange of fees				
F	Fees helps in payment of teachers				
G	Our children eat well at nursery school when fees is paid well				
h	Contributes on good buildings like classrooms				
I	Improves safe learning environment for our children by employing guards and fencing the school				
J	Buys play materials like swing, tires, balls etc				

SECTION F: PARENTAL INVOLVEMENT

I am interested in what you think about parental involvement in the nursery education

Please tick your appropriate response using this cord **Always (A) Often (O) Sometimes (S) Never (N)**

S/N	Activities	A	O	S	N
1	Discussing child behavior and progress				
2	Visiting the child at school when invited by the teachers				
3	Asking teachers questions pertaining to school				
4	Participating in building classroom				
5	Providing all required scholastic materials				
6	Regularly look through my child's school books				
7	Transporting my children				
8	Care and hygiene related				
9	Supervising my child's home work				
10	Telling stories to my child				

9. Do you pay fee in time? Yes [] No []

If No, why?

10. How do late fee payments affect learning of your child in nursery classes?
.....

11. As a parent what are challenges do you face when paying fees to your children.
.....
.....
.....

12. How do you mitigate the challenges?

APPENDIX II

HEAD TEACHERS' QUESTIONNAIRE

Dear Head Teacher,

I am a student of Kyambogo University pursuing a master degree in early childhood development in the Department of development studies. I am carrying out a research on school policies and parental involvement in nursery school children in Kabale Municipality, Kabale District. Your assistance in responding honestly to all items in the questionnaire will help to generate data that will be used for academic purposes. Your response will be treated confidentially.

Section A: Demographic Data

Tick appropriately

1. Gender: Male () Female ()

2. Academic qualifications

a. O'level ()

b. A'level ()

c. Certificate in Nursery teaching ()

d. Diploma in ECD ()

e. Others specify.....

SECTION B: FEEDING POLICY AND PARENTAL INVOLVEMENT

B1. Do you have a policy on meals at your nursery school Yes/No?

B2. Do all parents participate in contributing for food Yes/No?

B3. As a technique person, suggest ways of how parents can be motivated to provide meals for their children

.....

Please tick your appropriate response using this cord Strongly Agree (SA), Agree (A) Disagree (D) Strongly Disagree (SD)

Responses	SA	A	D	SD
Policy encourages parents to contribute for food because food makes the child physically and mentally alert				
Proper nutrition provides the body with building materials needed for brain cell formation that determines intelligence of the child				
Parents should provide good feeding which improves concentration and participation of the child				
School feeding policy enhances children's' attendance when parents provide it				
Feeding policy encourages parents to provide food which contributes to holistic development of a child				

B4. Do you think school feeding policy enhance children's attendance in your school?

SECTION C: NURSERY SCHOOL MEETING POLICY AND PARENTAL INVOLVEMENT

C1. Is there a Parent-Teacher Association in this school?

C2. How often do parents attend meetings at the nursery school

I am interested in what you think about the contribution of school meeting in the nursery education

C.3 Please tick your appropriate response using this cord Strongly Agree (SA), Agree (A)

Disagree (D) Strongly Disagree (SD)

S/N	Responses	SA	A	D	AD
A	Helps in monitoring the progress of children and behaviours				
B	Discussing about parenting				
C	Helps to participate in school activates like sports day				
D	Parents are sensitized about their roles and responsibilities like paying fees in time, transporting their children,				
E	Parents are involved in decision making				
F	Asking teachers questions pertaining to school				
G	Parents and teachers talk about hygiene, care and sanitation of the children				
H	Planning for the center like building classrooms, toilets and hand wash facilities				
I	Contributing for buying of play materials like swing				
J	Contributing labour or material support for improvement of the school like food,				

10 As a head teacher trained in management of ECD center, suggest ways of motivating parents to attending of meetings

.....

.....

.....

SECTION D: FEE POLICYAND PARENTAL INVOLVEMENT

D. Please tick your appropriate response using this cord Strongly Agree (SA), Agree (A)

Disagree (D) Strongly Disagree (SD)

Responses	SA	A	D	AD
Parents pay fee Once in a term				
Parents pay fees in installment				

Nursery children sent home for fee				
Late payment of fees affect the attendance of children				

D.2 what are challenges do parents face when paying fees for their children?

D3.As a head teacher, how do you encourage parents to pay fees in time at the center?

.....

APPENDIX III:

NURSERY TEACHERS' QUESTIONNAIRE

I am a student of Kyambogo University pursuing a master degree in early childhood development in the Department of development studies. I am carrying out a research on school policies and parental involvement in nursery school children in Kabale Municipality, Kabale District. Your assistance in responding honestly to all items in the questionnaire will help to generate data that will be used for academic purposes. Your response will be treated confidentially; please give your honest answers to the questions and therefore do not write your name on the questionnaire. Thank you for your cooperation.

SECTION A: Demographic data

Tick appropriately

1. Gender Female () Male ()

2. What is your qualification?

 a. O'level certificate ()

 b. Certificate in Nursery teaching ()

 c. A'level certificate ()

 a. Diploma certificate ()

 b. Others, (please specify).....

.....

3. How many years have you been teaching?

SECTION B: FEEDING POLICY AND PARENTAL INVOLVEMENT

B1. Influence of school meals on children's t in learning activities

Please tick your appropriate response using this cord Strongly Agree (SA), Agree (A) Disagree (D) Strongly Disagree (SD)

Responses	SA	A	D	SD
Meals contribute to the learning of children				
Meals help children to grow well				
When children well concentrate and participation in class				
Meals enhance children's attendance				
When children are well they become lively				
When children are well fed they grow and develop holistically				

B2. What kind of food do the children receive in the school and who finances it?

If the school provides food. List the food children usually eat

.....

.....

.....

If the parents pack food for their children. List them

.....

.....

.....

SECTION C: NURSERY SCHOOL MEETING POLICY AND PARENTAL INVOLVEMENT

C.1 I am interested in what you think about the contribution of school meeting in the nursery education

Please tick your appropriate response using this cord Strongly Agree (SA), Agree (A) Disagree (D) Strongly Disagree (SD)

Responses	SA	A	D	AD
Helps in monitoring the progress of children and behaviours				
Discussing about parenting				
Helps to participate in school activates like sports day				
Parents are sensitized about their roles and responsibilities like paying fees in time, transporting their children,				
Parents are involved in decision making				
Asking teachers questions pertaining to school				
Parents and teachers talk about hygiene, care and sanitation of the children				
Planning for the center like building classrooms, toilets and hand wash facilities				
Contributing for buying of play materials like swing				
Contributing labour or material support for improvement of the school like food,				

SECTION D: FEE POLICYAND PARENTAL INVOLVEMENT

D1. Are the nursery children sent home for fee? Yes [] No []

D2 .Do parents pay school fees when their children are sent home

OBSERVATION CHECKLIST

1. PTA meeting- minute book/files
2. Children putting on full uniforms
3. All children doing activity in class having all the materials necessary for the learning areas
4. Children getting meals that is break snack and lunch
5. Parents attending school events
6. Parents transporting their children from home to school and school to home using the following means: Bodabodas, personal cars, minibuses, foot etc
7. Children walking accompanied/unaccompanied to and from school.
8. Hygiene of children
9. Behaviors and materials during play time
10. Talking office and compound with school rules and regulation

KABALE PREPARATORY SCHOOL KINDERGATEN

P O BOX 192, KABALE

PHONE OFFICE-0486-435026

EMAIL. kabalepreparatory@gmail.com

SCHOOL PROGRAME FOR TERM ONE 2019

Introduction: Warm greetings from Kabale Preparatory School. Today 22nd Nov, 2019 has marked the end of the school calendar 2019. The theme that been guiding us through the year was from the Nehemiah 2:20. "The God of heaven will give us success".

Academics: Dear parents/Guardian, all our effort is to nurture, guide and train the children the right ways, spiritually, socially, physically and morally.

School fees: A fees bill has been enclosed make sure you bank fees before the reporting date. I am sure you are aware; we cannot do much without funds. Your prompt payment enables us to do everything in time. I thank those that usually respect the school policy which demands parent to pay fees before opening of the term.

School dues for 2020

School fees is 284,200 for baby, middle and top class but new entrants pay 324,200. Top class 3rd term they pay 299900, because we include their graduation fees.

Food: All children are supposed to eat and drink from school and are therefore no packing for children any meal.

We change meals as shown below;

Days	Break fast	Lunch
Monday	Porridge together with bans	Beans and rice
Tuesday	Milk together with doughnuts	Ground nuts, rice and posh
Wednesday	Porridge together with yellow banana	Beans and matoke
Thursday	Milk together with eggs	Ground nuts, rice, and sweet potatoes.
Friday	Porridge together with bans	Beans, rice, and Irish potatoes.

NB Every end of the month and beginning of the month, children eat meat.

School uniforms: Research has been made that many people sell our uniform in duplicates, therefore starting with 2020 first term and all years God being our protector all uniforms will be got from school in order to avoid duplicate uniforms.

Nursery school meetings: You are supposed to attend all the school meetings that is beginning of the for new parents and other meetings as you will have communicated. Parents who fail to attend meetings and functions you must pay 20000= (Twenty thousand shillings).

Way forward:

Give the necessary requirements to your child to aid him/her better learning like paying fees in time, attend school programmes, and four big rolls of toilet papers.

Conclusion: I once again thank you for your support and love for your school. The school calendar for 2020 is as follows;

- All children will report on Monday 3rd February 2020
- The meeting for new entrants will be on 10th February 2020

I wish you well in everything you do emphasis child protection to upbringing our children. God bless you.

Yours Katto Catherine



Welcome to Kabale parents Adventist

Parent's guidelines

Dear Parent

Welcome to kabale Parent's Nursery school. Joining our nursery is your child's first important step in becoming part of our learning community. We recognize that you are your child's first and most important educator and we look forward to working with you and sharing the extensive knowledge you have of your child. Sharing this knowledge will help us to build on your child's previous experience and enable us to plan for his/her future development.

Our nursery offers high quality education with well qualified, caring and motivated staff, whose primary concern is the well-being and development of your child. Great care is taken to ensure that our children engage in a stimulating, motivating and appropriate experience that will allow them to develop at a pace suited to their individual needs and interests. Should any questions remain unanswered, we will be happy to help. We look forward to working in partnership with you.

Our Equal Opportunities Policy

Staff and management are committed to equal opportunities and will treat all persons equally and without prejudice, taking into consideration their culture, religion, gender, disability and race.

School fees

School fees should be paid in time to allow the nursery center to fulfill its obligations like paying teachers in time, buying instructional materials or for having a conducive learning environment.

Attendance

If your child is sick, or likely to be off Nursery for any length of time, you should inform the nursery office who will then inform the Nursery staff.

If a child is absent from nursery for more than two days and the parent/guardian has not contacted the nursery, the nursery will telephone the parent/guardian and enquire as to the reason for the child's absence.

Meals and Snacks

As part of our all-inclusive approach, we provide a full range of meals, snacks and drinks for your child during their day at our nursery. A typical day will include breakfast, lunch and afternoon tea with morning and afternoon snacks.

We believe that eating healthily is extremely important in the development of young children. Our menus are planned to minimise sugary foods, fatty foods or foods containing additives and are full of nutritionally well-balanced meals, to influence and encourage enjoyment of a wide range of foods.

Meals will be prepared and served freshly each day. You are supposed to contribute thirty thousand for all the meals to the school bursar (30,000)

We welcome suggestions from parents on any aspect of the children's meals and snacks.

Dress - Suitable clothing

Children have the best fun when they are doing messy work.

We will always try to make sure they wear aprons but accidents happen so please dress your child in suitable clothes.

Please make sure that your child has suitable outdoor clothing and some outdoor shoes with them that they can change into when going out to play in the wet months.

Parents are requested to provide a change of clothing to be kept in the nursery in the event of minor mishaps.

All items of clothing and personal equipment should be labeled with the child's name.

Arrival and Collection of Children.

It is expected that a **responsible** adult will bring a child to and from the nursery.

You are asked to supply photos of all persons who may collect your child from nursery.

In the interests of your child's safety you should make a point of telling the management or staff members which person will be picking up at the end of the day/session. This avoids difficult situations when a child cannot be allowed to leave with an adult who we have not been informed will be collecting your child.

Emergency Contacts

May we remind you of the importance of emergency contact numbers. Parents whose children are in the nursery are asked where possible to provide us with the names, addresses and telephone numbers of two contact persons for use in case of an emergency. **You are also asked to keep the nursery up-to-date with any changes. You can inform nursery staff or telephone the nursery office to have your information changed at any time.**

Medication

Please ensure that the nursery has all the relevant medical information about your child.

Please be assured that shared information about your child is confidential.

Prescribed drugs will require you to complete a medicine form which authorizes nursery staff to administer the drugs to your child. This form is available within each room. For any child who has any long term health needs, we will complete a health declaration booklet with you to ensure that we are fully meeting your child's needs. **If Your Child Becomes ill,** We would welcome a telephone call if your child is **not** able to attend nursery on a particular day. If your child becomes ill whilst at nursery, staff will contact parents immediately and keep the child comfortable until the parent arrives.

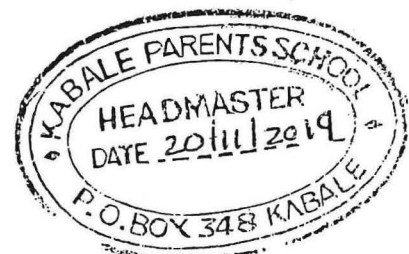
If it is felt that the child requires medical attention urgently, then he/she would be taken to the nearest hospital casualty department.

Parents are requested not to send their child to the Nursery if he or she is suffering from any of the following symptoms:

- Vomiting
- Diarrhea
- Fever
- Rash (indicating measles, chickenpox, etc.)

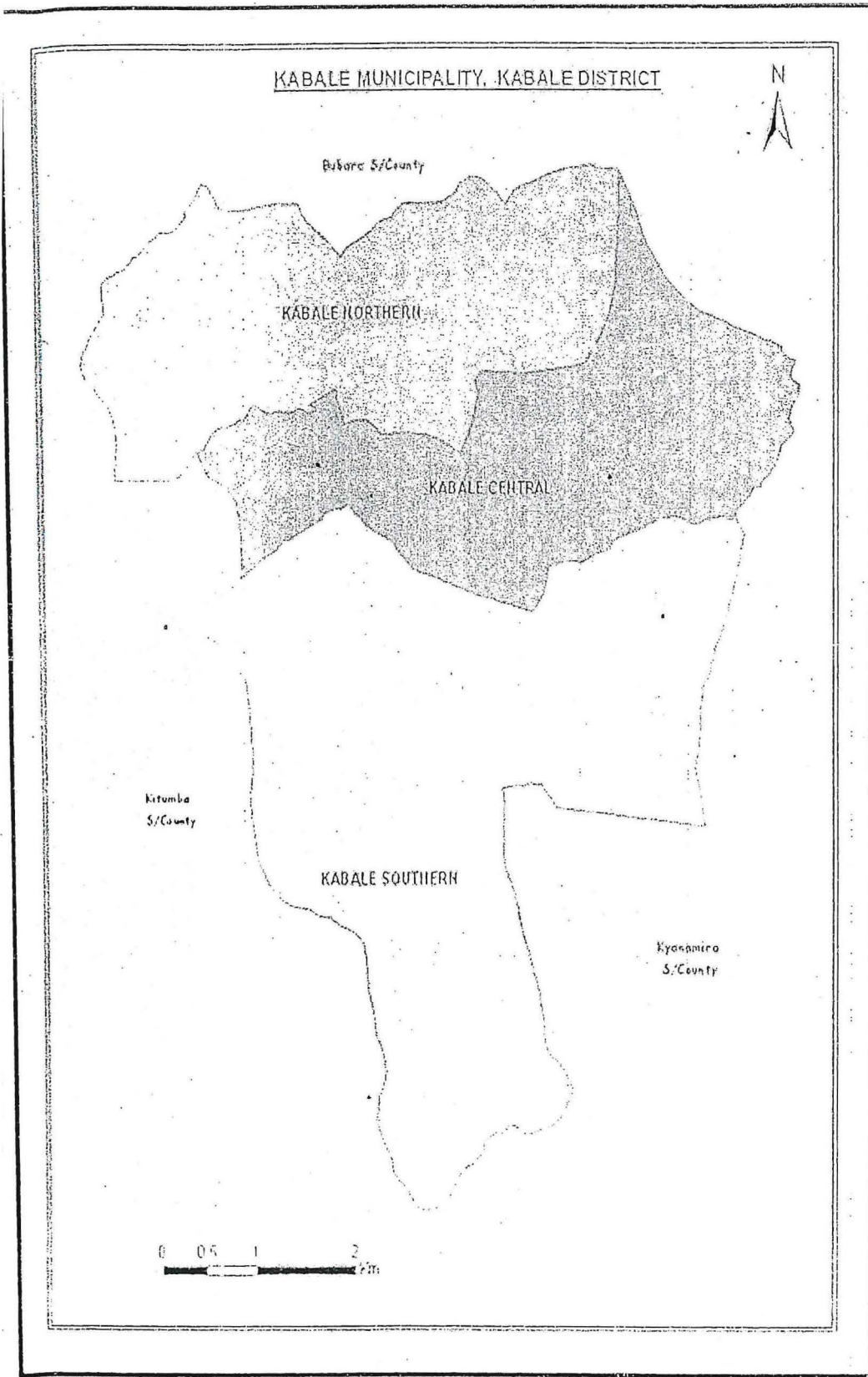
Nursery school meetings

Two meetings in a term are important where parents meet teachers and discuss the child's progress and behaviours. These meetings will take place in the middle of the term and at the end of the term. Parents should endeavor to attend in person for the wellbeing of your child if not your child's report will be retained.



Handwritten signature

ig.1 . 1 Map of Kabale Municipality



Source: Kabale Municipal Council Library

Faculty of Education
Department of Early Childhood Education

INTERNAL MEMO

FROM: Chair, Department Graduate Board, 18th July 2019

TO: Mr. Ankunda Grace REF: 16/U/13376/GMEC/PE
C/o Early Childhood Education
Department

REF: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Faculty Graduate School Board at its meeting of 28th October 2018 approved your research proposal for the Master of Education (Early Childhood Education). You can now proceed to the field for data collection.

Thank you.
Yours sincerely,



Dr Ejuu Godfrey

FOR: CHAIR, FACULTY GRADUATE BOARD

CC Chair, Early Childhood Education Department Graduate Board

Supervisors

- 1 Dr. Maani S John
Department of Curriculum

- 2 Dr. Ndawula Stephen
Department of Odel