



Original Article

## Effect of Parental Communication on Learner Achievement in Mathematics Activities in Chwele Zone, Kabuchai Sub-County, Bungoma County, Kenya

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*Communication,  
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Parental Communication (PC) in children's education is instrumental in determining achievement in learning outcomes; while appropriate parental engagement is related to positive learner achievement, inappropriate communication inhibits learner achievement in education. Parents in Chwele zone ECDE centres hardly provide feedback following communications from the school concerning their children's progress, a scenario thought to be attributed to by lack of awareness. This study examined the effect of parental communication on learner achievement in mathematics activities in the Chwele zone. A descriptive survey design was employed, targeting 27 teachers in charge, and 2097 parents in 27 preschools. Convenience sampling was used to get 10 teachers in charge of preschools and 150 parents from the 10 centres as respondents. Questionnaires and interview guide tools were administered to the teachers in charge, and parents, respectively to collect data. The instruments were formulated from the study's objectives and given to an expert to check their appropriateness. Some qualitative data were sorted, coded, and organised into various themes to quantify them. The quantitative data were analysed using means, frequencies, and percentages, presented by the use of tables, graphs, charts and descriptions guided by Lev Vygotsky's theory of childhood psychological development. Findings indicated that the common form of communication by parents was note writing, at only 28% parents, or else only 19% parents visited centres, and 53% parents did not have time for that, registering a considerable rate of ignorance, as a hindrance in children's mathematics activities' instruction. It was concluded that parents communicated poorly in preschool mathematics activities matters. The study recommended that teachers should intensify parental sensitisation on fruitful modes of communication in order to maximise parental involvement in children's satisfactory achievement in Mathematics activities.

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## INTRODUCTION

Communicating according to Epstein et al. (2002) is the establishment of effective two-way sharing of messages about school progress and children's progress. Parental involvement through communication with children's teachers takes such forms as sharing information about learners' health, work and achievement, parent-teacher conferences during drop-off or pick-up times, signing homework, regular schedule of useful notices, newsletters or through phone calls. According to Masa and Mila (2017), many researchers recognise the importance of a strong positive bond between homes and schools in the development and education of children. Communication may enable parents to gain more self-confidence in their role as parents, may show leadership with decision-making, and may have more effective and productive communication with their children with regard to school work. When parents get engaged in their children's education, children are more likely to graduate, earn higher grades, improve their attendance, and go to college.

Vygotsky's (1962) theory best supports this concept by proposing that child development is clearly

understood in relation to social-cultural experiences. Adults and children think and work together and use cultural tools to help children function more effectively in solving problems and understanding the world. Pertinent to this is Jean Piaget's (1981) cognitive theory, which emphasises the constructive roles of experiences with peers and family members. Parental involvement according to him, in activities such as practising interactive homework, creates opportunities for children to interact meaningfully with parents such that they construct their own knowledge within both a social and physical environment through the process of assimilation and accommodation. Another theorist Bronfenbrenner (1976) came up with the ecological system theory, which asserts that children's development is affected not only by factors within them but also by their families and the surrounding world.

Parental communication in children's affairs both at home and school is believed to improve children's well-being, academic achievement, and future productivity as postulated by Emerson et al. (2012). An assertion by Castro et al. (2015) identified a correlation between parental engagement levels and learning achievement in learners, as attributed to

high academic aspirations, communication about the school, stimulation of reading habits and supervision of homework. The frequency of parent-teacher contact worth of parent-teacher communication increases parents' understanding of the benefits of engaging in the education of children. Redding (2013) revealed that advanced parental involvement contributes to a child's improved level of competence. Participation in mathematics activities at home and participation in relevant school mathematics curriculum activities; provide learners with a setting in which to acquire ECE-related skills, development of logical thinking, self-worth, and qualities of motivation.

Communication about the school, stimulation of reading habits, and supervision of homework is confirmed by Castro et al. (2015) to assist children in after-school mathematics activities. Parents take part in communications with the school and evaluation of their children's school mathematics activities' curriculum to help them learn. Home-school communication is identified to enhance trust between parents and school; for Hoover-Dempsey et al. (2005), the relationship between the two is frequently found as a keyword in enhancing children's mathematics activities. As for Saltmarsh et al. (2014), in Australia, teachers preparing to teach in pre-primary schools receive preparation in areas of parent-school communication, and it has been found to play a positive role in children's mathematics education. Confirmation by Houtenville and Conway (2008) pointed out that parental discussions and effective communication with teachers determine a child's success. This is likened to Ghana's structural equation modelling model, which established that parent-teacher communication predicted children's social-emotional adjustment and school engagement (Chowa et al., 2013). This study examines discourses on communication from school to home and from home to school and their relationship to learner participation and achievement in Mathematics activities.

### Statement of the Problem

Early Childhood Education learners in the Chwele zone in Bungoma County were found with difficulties performing simple mathematics activities including routine instructions that involve counting, even as established by Uwezo Kenya National Learning Assessment (U.K.N.L.A) (2013). This has been thought to be attributed to inadequate parental involvement in children's number-oriented activities. Early mathematics skills have been recognised as important because they predict later ones. According to LeFevre et al. (2009), young children's daily home activities such as; playing games using boards and cards, shopping, and cooking, foretell their mathematics skills and fluency.

According to Epstein (2010), parents can communicate with teachers about their children's learning progress, especially after providing the necessary materials needed for Mathematics activities, providing children with a conducive environment for learning, telling stories and helping them with their homework. Such involvement gives rise to children who have greater life satisfaction, are more resilient to stress, are more able to solve math problems, and have greater self-satisfaction as well as self-control, superior mental health, and social adjustment. He further asserts that schools can help parents develop better parenting skills by giving suggestions and ideas for home conditions that support children's learning, providing grade-level chances for parents to learn about children's mathematical activities' development through workshops, videotapes, and computerised phone messages (Epstein, 2010). Providing parent education on how to handle mathematics at home and other strategies such as school diaries, parent-teacher organisations, giving progress reports, talking informally with parents and use of class websites in advanced schools have been proved through research to impact learners' achievements positively. Thus, failure to which may to some

reasonable extent pose negative learner achievement to children in Chwele zone.

Most parents in Chwele zone ECE centres neither communicate nor provide feedback following communication from school about learners' learning requirements. The above scenario became an indicator that learners' home environments were not compliant with the good development of mathematics competencies in children. Most preschool teachers as well often complain that their learners do not complete homework, a reason attributed to parental lack of commitment to support and communicate with teachers and children too. Ideally, parents should attend parent-teacher conferences, take part in classroom activities and during open days, check and ensure that children do their homework and inform teachers about children's struggles. Few studies in the sector focused majorly on the effects/impact of play, Free Primary Education (FPE), learning teaching aids, school feeding programs and HIV/AIDS on children's various aspects of holistic development and other curriculum areas. None had investigated the influence of parental communication on learner achievement in Mathematics activities, a gap this study sought to fill.

### **Purpose and Objectives**

The purpose of this study was to establish the influence of parental communication on learner achievement in mathematics activities with underlying objectives to determine the effect of school-home communication on learner achievement in Mathematical activities and establish the influence of home-school communication on learner achievement in Mathematical activities. Study outcomes were intended to facilitate attitude change in preschool parents so that they settle on profitable communication modes to help children learn mathematics.

## **LITERATURE REVIEW**

### **Schools-Home Communication**

School-home communication according to Patrikakou (2016), includes all communication between school staff and learners' parents. Communication takes the form of note writing, visits to schools, and phone calls from and to the teacher. This is beneficial to parents, according to Gesare (2011), since it informs them about children's progress and makes teachers' work easier. Thus, to this connection, Vandermaas et al. (2019) revealed that Mathematics activities employed to support preschool children's learning at home and even at school may include both digital and traditional games, numbers and shapes, books, songs, and activities such as discussions about things found in the environment. Children's learning is facilitated by homework which provides opportunities for parental involvement in the use of mathematics resources and aids that are provided by teachers. Math projects as well as routine experiences, through the provision of a range of materials, support mathematical learning. Sheldon and Epstein (2001) purported that schools should help parents build cooperation with their children in developing school family projects of resource development to help children learn mathematics.

Parental communication in play prompts children's mathematics knowledge as found in Head start classrooms (Ramani et al., 2012). An identified example of a linear numerical board game with various objects which showed improvements in children's numerical knowledge of numbers 1- 10 is empirical. Tucker (2010) established that play is the best way through which children learn mathematical concepts through practical, meaningful experiences. Hence schools ought to help parents develop learners' playful but meaningful communication by use of mathematics resources to build children's competencies at home through proper sensitisation based on a preschool curriculum. Thus, the acquisition of mathematics knowledge is solely

dependent on communication. Muir (2012) asserted that teachers might design activities linked to class activities and a number of ‘numeracy bags’ with instructions, necessary materials, and procedures for parents as well as an exhaustive mathematics reason for the activity. The numeracy bag contains a sheet for parents to indicate their feedback about their children’s work and any noted understanding of mathematics, which also facilitates parent-teacher communication. This sustains teacher-parent negotiation in necessities for children’s mathematics learning activities and enhances children’s early logical capabilities.

### Homes-School Communication

Parental communication is a key element that shapes parents’ involvement in children’s mathematics activities at home and at school and enhances family-school collaboration (Berger, 1999). Two-way communication between home and school builds continuous trusting and productive rapport between parents and educators, thereby increasing parents’ participation in learning activities both at home and at school. Affirmation by Ginsburg et al. (2010) holds those various aspects of home-based involvement, like; parental expectations and aspirations, parent-child communication, and encouragement for learning in mathematics, increase mathematics achievement in elementary school children. Joyce Epstein and others developed a framework of six types of involvement, also known as the “School-Community Partnership Model” in the 1990s, but it has since remained consistent even after many years of revision. It has been the most influential model in the fields of family, school, and community engagement and partnership. According to Epstein et al. (2018), the most effective family-school-community partnerships have a positive influence on a learner’s emotional, educational, social, and cognitive thriving and development.

The six types of involvement include parenting, volunteering, learning at home, collaborating with

the community, decision-making, and communicating. An assertion by Epstein et al. (2019), communicating is keeping parents informed and making it easy for them to ask questions or express concerns vital to parent involvement. Research by Epstein (2011) on family involvement in Math was divided into four categories of parental support in their children’s learning in different situations and in a variety of ways; family involvement at school, learning activities at home, the school outreach to engage families to make them feel welcome, and supportive parenting activities. These have demonstrated that family engagement is positively linked with learner achievement. Pan et al. (2006) complement Epstein’s notion by asserting that early learning home experiences can be initiated by informed parents or guided by children’s pre-primary teachers to help learners at home with particular skills as the children progress through grades. These worries loom great for parents of preschool children because they know that their children’s early education sets the trajectory for future success or problems in school. (Weiss et al., 2006).

Epstein et al. (2002) note that communicating with families about school programs and learner progress creates two-way communication channels between school and home. Communicating about child’s performance, school policies and programs and providing opportunities for two-way communication. Families and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child’s health and educational history. A school website is an additional mode of communication with parents and families. Includes; conferences with every parent at least once per year, language translators to assist families as needed, regular schedule of useful notices, memos, phone calls, newsletters, and other communications (Epstein, 2003). According to Merttens (2013), interactive mathematics activities between parents

and children at home aim at increasing two-way flow of knowledge opportunities to allow feedback, which schools use to enhance the cognitive achievement of those learners performing lower in mathematics activities.

Parents' involvement in school activities was higher when parents received frequent and effective communications from teachers about their specific children (Ames, 2013). However, Hancock (2011) discovered critical discrepancies in the home-school relation and available time to carry out information, prompting the assertion that the involvement of parents needs to be realistically and achievable through such strategies as reviewing the schooldays to give work with parents more time and status. Recent interactions have also revealed that specific parental engagement actions like; increasing positive communication between home and school, home-based supportive learning and provision of home-based celebration for accomplishments, support positive mathematics outcomes in preschoolers (Jeynes, 2010). Thus, there is power in communication that is geared towards both types of reinforcement in the event of helping children learn mathematics.

### **Theoretical Framework**

Epstein and Dauber (1991) proposed six different types of parent-school partnership models, with their basic compulsions of families referring to the parent's responsibility. Firstly, in raising their children, preparing for their school years, and providing suitable home conditions that foster their growth and development throughout their school years. Secondly, the compulsion of the school (p. 290) refers to the role of schools in communicating with the parents about the academic progress of their children and providing constant feedback to parents about children's schooling and development.

This study was guided by Lev Vygotsky's theory of childhood psychological development. The theory

states that parents have a vital role in supporting children's learning. This construct views human psychological development as emanating through interpersonal interactions with the social environment (Brooks, 2011). The theory provides the place of parents in helping children perform mathematics activities by use of expertise and rich instructional resources environments. Epstein's (2010) study on the parental involvement framework also supports this work, emphasising besides school, that family and community partnership positively support children's learning achievement in mathematical activities. Communication between school and home or home and school, through writing, reading, and giving feedback to written school notes and newsletters, making and receiving calls and helping and signing children's homework, helping in ensuring that children's mathematical problems are identified and interventions employed by both parents and teachers, to curb the problems in good time.

Upon this theoretical foundation, the linkage between parental communication and learner achievement in mathematical activities is illustrated in the relationship between two variables; parental communication and learner achievement in Mathematical activities. Parental communication, being an independent aspect of the study, was unpacked by home-school communication, which is in terms of parents' help given to children in carrying out homework given to them by teachers, calling and responding to calls from school, and paying visits to schools to keep abreast with day-to-day progress of learners in Mathematical activities. It was also explained by school-home communication in terms of; written newsletters, notes, phone calls and teacher-given homework as input. Learner achievement in Mathematical activities depended upon communication to present the output of learners' demonstration of accurate number counting and sequencing, geometrical shapes identification, the performance of simple operations 1-9, telling different times of the day and

comparing weights. However, the effort was confounded by parental attributes, which included poverty, divorce, and ignorance.

## METHODOLOGY

The study employed a descriptive survey research design, according to Shields et al. (2009); the design is used to describe characteristics of a population or phenomenon being studied and uses interviews and questionnaires to collect data. Twenty-seven public ECE centres attached to public primary schools, 27 ECE teachers in charge, and 2097 parents spread all over the zone were targeted. Ten teachers, 150 parents and 90 children were sampled conveniently to take part in the study. Questionnaires and interview tools were administered to the teachers in charge, and parents, respectively, to collect data.

Data collection from teachers was done by use of a self-administered questionnaire. Drop and pick style of delivering and collecting the questionnaire was used and teachers were given one day to respond to the questions. Earlier arrangements were made by teachers in charge of the various ECE centres to call parents to schools for an interview, and data was collected. Some qualitative data was first of all sorted, coded, and organised into various categories and themes in relation to the research objectives, to quantify it, as recommended by (Serem et al., 2013). The quantitative data were analysed using means, frequencies, and percentages and presented by the use of tables, graphs, charts, and descriptions.

## STUDY FINDINGS

### **Effect of School-Home Communication on Learner Achievement in Mathematics**

The first objective of this study was to establish the effect of school-home communication on learner achievement in mathematics. In this objective, a structural questionnaire seeking information on the modes of communication to parents by teachers on learners' Mathematics activities, communication on necessary learners' activities' needs to parents, and

how communication from school was responded to by parents was used on teachers. Responses from the items were coded thematically and analysed using means, frequencies, charts, and graphs. Results indicated that the most used mode of communication by teachers to parents noted writing at 40%, verbal communication in the village at 30%, when parents visit/ drop children at school at 20%, and children are sent home to call parents at 10%. These results were consistent with earlier findings of Gasare (2011) that parents who visit schools benefit from direct information about children's progress. Pertaining communication on necessary Mathematics activities needs, 50% of teachers noted that they gave instructions alongside children's homework for parents to follow, 30% of teachers sensitised parents on early childhood mathematics activities curriculum, and 20% of teachers noted that parents did not sign children's homework books. Concerning how communication was received by parents, 60% of teachers always received few parents responding to communications but poorly acted on them. 30% of teachers had parents who responded positively, while 10% of teachers gave irrelevant answers. In this objective, the study concluded that the most preferred mode of communication by teachers was note writing, communication on children's necessary mathematics activities needed was majorly done through instructions in children's homework, and parents responded inadequately to teachers' communication.

The second objective was to determine the effect of home-school communication on learner achievement in Mathematics activities. An interview schedule was administered to parents seeking information about parents' feedback on teachers' communication. Items were responded to and information was organised in themes with verbatim responses recorded. Results indicated that 53% of parents did not provide feedback, thought to be due to parents having other commitments elsewhere, ignorance, and/or being unable to

communicate, owing to the underlying response from one of them;

*‘Is there enough time for these, surely? Every day has its challenges, I am a loner in my home, it is me the cook, fetch water from a far-off place, feed, and water animals. Besides taking care of other young children, and the home, I go looking for food and wash clothes. Some communications require us to visit school, but I cannot manage! I just have a lot on my hands; the father of these children got married to another place and abandoned us. I have seven children, all depending on my support because they are still young! It is actually very hard for me. Today I have made it to this place because my sister visited me, so she is taking up some of my responsibilities’.*

Other 28% of parents communicated through note writing, and 19% of parents visited schools to hear

from teachers. These results were in agreement with earlier findings by Hancock (1998) that found strategies should be put in place to review school days in order to give work with parents more time and status for realistic involvement. In this objective, the study concluded that there was inadequate communication from home to school and that parents did not take communication on children’s mathematics activities and learning requirements with the seriousness it deserves.

**School-home Communication and Learner Achievement**

Parental involvement in class mathematics activities is higher when parents receive frequent and effective communications from teachers about their specific children (Ames, 2013).

Figure 1 illustrates how teachers informed parents about children’s mathematics activities.

**Figure 1: Communication to parents on learners’ mathematics activities’ needs**

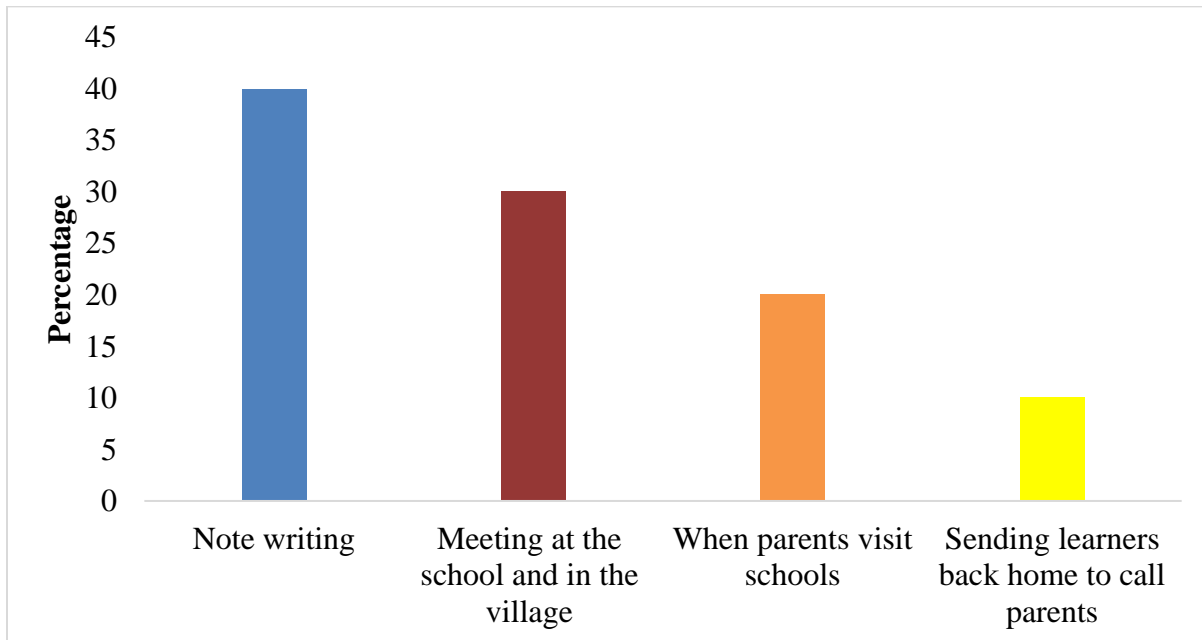


Figure 1 indicated that 4(40%) teachers used written notes to inform parents on matters concerning children’s mathematics activities, and 3 (30%) teachers informed parents verbally at

meeting either at school or when about their business within the village. Those were parents who were within reach of teachers. Another section of 2 (20%) teachers affirmed that they passed such

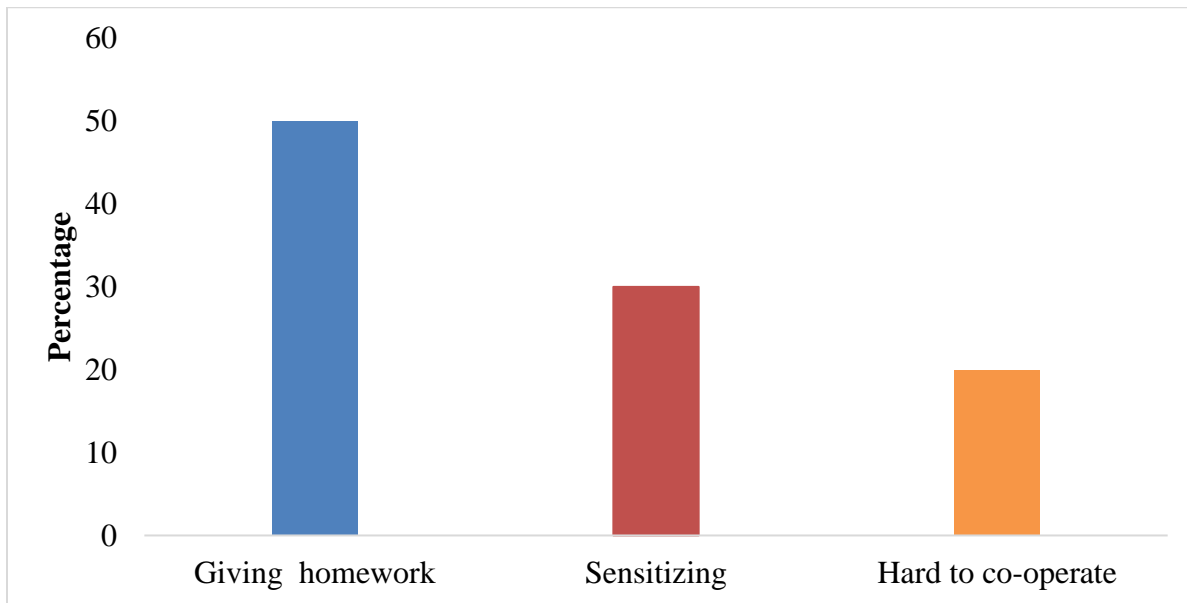


information to parents on visiting schools. This was however in agreement with Gesare (2011) that parents who visit schools benefit from direct information about children’s progress, hence making teachers’ work easier. A report by 1 (10%) teacher recorded that learners were sent home to call/inform parents about mathematics learning needs. This was because parents were hard to cooperate through other means. Lack of parental

closeness also results in insufficient commitment on the side of teachers and non-satisfactory learning achievement on the side of learners.

*Figure 2* shows how teachers ensured that parents received the right information on how to help learners with mathematics-related activities while at home.

**Figure 2: Communication on necessary learners’ Mathematics activities to parents**



The illustration in *Figure 2* portrayed those 5(50%) teachers communicated necessary mathematics activities meant for learners to parents via instructions in homework; this was positively proved by 57(53.3%) learners given homework to carry home. According to Merttens (2013), homework allows interactive mathematics activities between parents and children at home, thereby increasing the two-way flow of knowledge and feedback. It was reported that parents were sensitised on the nature of required early childhood mathematics activities during school meetings by 3 (30%) teachers. Whereas 2 (20%) teachers reported that parents did not sign homework books to register witness upon work done, and/or learners returned to school without attempting work given by teachers,

rendering teachers reluctant to help children, 20(22.22%) learners reported that they were never given homework, and 13 (14.44%) reported that they were sometimes given homework. This is contrary to what Berger (1999) postulated that two-way communication between school and home builds continuous trusting and productive rapport between parents and educators to increase parental involvement in mathematics activities at home. Most parents’ behaviours did not encourage teachers’ effort in trying to enhance the cognitive achievement of learners performing lower in mathematics activities. However, *Table 1* provided information on the frequency of received communication by parents from teachers concerning mathematics activities.

**Table 1: Parents’ witness to communication from teachers**

Response	Frequency	Percentage
Occasionally	75	50
Never	45	30
Always	30	20
Total	150	100

Table 1 showed that 75(50%) parents occasionally received communication pertaining to children’s class mathematics activities from teachers. These could be parents mostly unavailable for children, but 45(30%) parents did not receive any communication, such parents could be ones who never responded to teacher’s communications, lied to the study, and/or defended selves against lack of knowledge about teachers ‘communications. This could be attributed to by low level of parents’ education, a factor found retrogressing learning achievements because one could not be sincere saying:

*“I have never received any communication from school concerning my child. This boy has never come home with homework, though I once bought him one book. I also work far from here.*

*I need to be well informed about these, they are young, which homework do they do?*

However, 30(20%) parents revealed that they always received communication. These could be a few concerned parents who insisted on checking their children’s work. Piana (2000) revealed that if parents receive detailed information about children’s needs and progress, they may be as well able to contribute to learners’ higher standards of achievement. Hence, teachers should always provide parents with appropriate information worthy of enhancing learner achievement.

Teachers were then required to rate parents’ actions on received communications, and responses were illustrated in Figure 3.

**Figure 3: Parents’ response to a communication from the school**

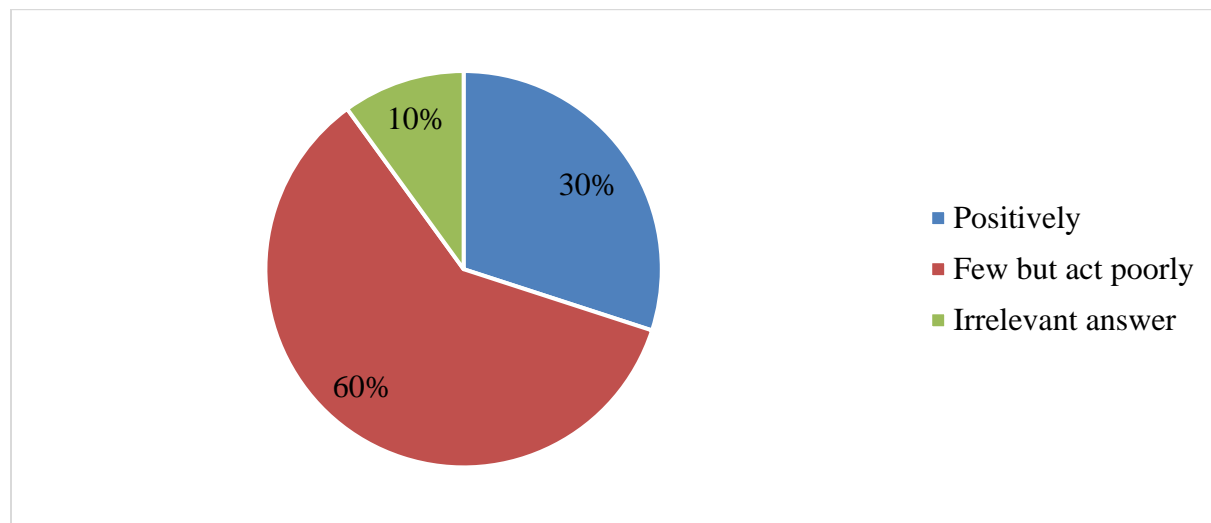


Figure 3 illustrated that 6(60%) teachers reported that few parents responded to communications but acting upon commitment was very poor. This could

be attributed to ignorance or negative assumptions on the side of parents. These tendencies cannot promote learners’ achievement, thus in agreement

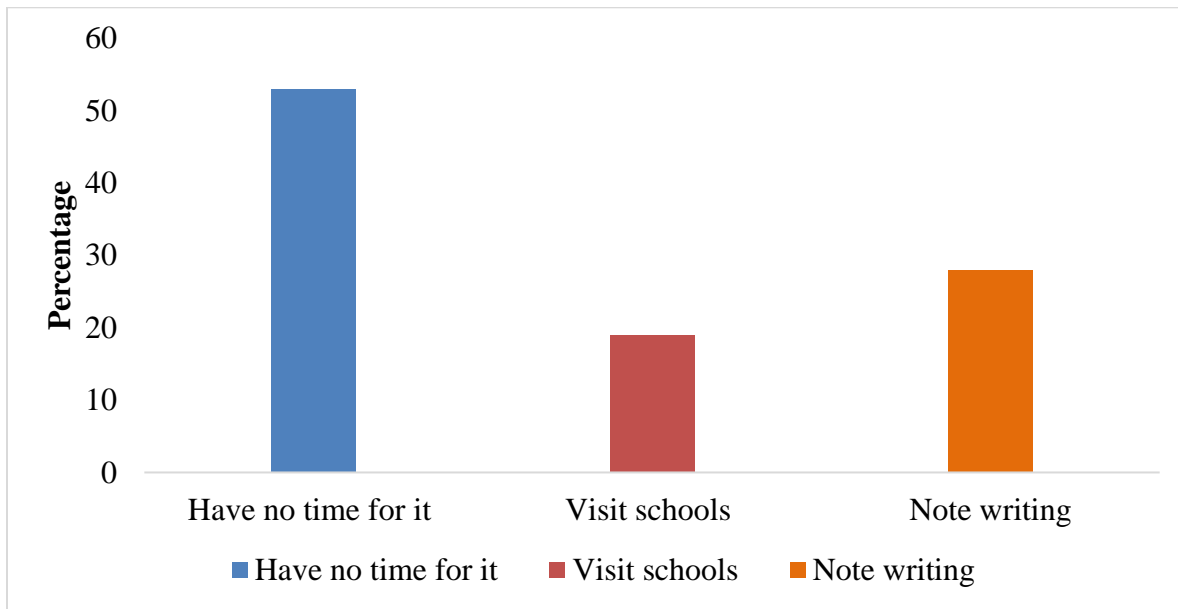
with the study’s view that parents in Chwele zone did not take E.C.D mathematics activities learning seriously, hence a discrepancy to learning achievement as per Hancock (2011). On the other hand, 3(30%) teachers recorded that parents responded positively. These could be a few parents who checked and signed learners’ homework, participated in class mathematics activities by visiting the class as resource persons, and /or provided mathematics activities’ resources and advice in areas of expertise. This kind of responsibility allows feedback revealed by Merttens (2010) that collaboration facilitates in-depth discussion at later teacher-parent conferences to enhance children’s mathematics activities’ instruction. Contrariwise 1(10%) teacher gave

irrelevant answers to the question. This could have been attributed to by lack of understanding.

### Home –school Communication and Learner Achievement

Numeracy bags contain sheets for parents to indicate feedback about children’s work and any noted understanding in mathematics activities. Muir (2012) identified that numeracy bags facilitate parent-teacher communication and sustain negotiation in necessities for children’s learning activities’ needs. These are very important in helping parents communicate children’s efforts from home and help children’s early logical capabilities. *Figure 4* shows feedback from parents on teachers’ communications.

**Figure 4: Parents’ feedback on teachers’ communication**



*Figure 4* demonstrated that 80(53%) parents did not give feedback on teachers’ communication. This could be due to having a lot of other commitments or, were simply unwilling because one gave the following remarks:

*“Is there enough time for these, surely? Every day has its challenges, I am a loner in my home, it is me the cook, fetch water from a far-off*

*place, feed, and water animals. Besides taking care of other young children, and the home, I go looking for food and wash clothes. Some communications require us to visit school, but I cannot manage! I just have a lot on my hands; the father of these children got married to another place and abandoned us. I have seven children, all depending on my support because they are still young! It is actually very hard for*

*me. Today I have made it to this place because my sister visited me, so she is taking up some of my responsibilities''.*

Whereas 28 (19%) parents visited Centres to act upon or listen to teachers' demands, 42(28%) parents registered that they wrote notes to provide feedback towards teachers' communication. Sometimes this kind of behaviour tries to evade responsibility, this behaviour is detrimental to learners' achievement in learning mathematics. These varied discrepancies could be those that should be addressed by Hancock's (1998) finding that strategies should be put in place to review schooldays in order to give work with parents more time and status for realistic achievement. Thus, teachers ought to be sensitive enough to capture the adherence of all parents towards supporting children's learning.

## CONCLUSION

This study set out to establish the effect of parental communication on learner achievement in mathematics activities in Chwele zone, Kabuchai sub-county, Bungoma County, Kenya preschools. Research results showed that most parents did not take communication from their children's schools concerning mathematics activities and learning needs with the seriousness it deserves. The inadequate commitment is however, thought to be attributed to poverty, ignorance, and the effects of absent parents. Note writing was the major mode of communication through which teachers passed learners' mathematical activities' concerns to parents. Parents exhibited poor communication patterns in matters concerning learners' mathematical activities, resource development, and instruction. According to Gesare (2011), communication in the form of note writing, visits, and phone calls from and to teachers, are beneficial to both parents and teachers since they inform them about children's progress and make teachers' work easier. Sheldon and Epstein (2001) purported that schools should help parents build cooperation with

their children in developing school family projects of resource development to help children learn mathematics. Effective parental communication is a critical aspect of ensuring positive learner achievement. Effective modes of communication for both school-home and home-school ought to be identified, initiated, and reinforced by teachers for all parents including the less literate parents to help curb problems with communication, or else such inclinations to poor communication are detrimental to learners' acquisition of Mathematical knowledge.

## RECOMMENDATIONS

The paper made the following recommendations;

- Teachers to employ only effective modes of communication for all types of parents to curb communication issues between home and schools concerning learners' needs for learning Mathematics activities.
- Schools ought to help parents develop learners' playful but meaningful communication by use of mathematics resources to build children's competencies at home through proper sensitisation based on the preschool curriculum.
- Workshops should be initiated to establish a relationship between parents and their children
- The ministry of education in liaison with the county government must put in place modalities for ensuring that every parent is reached by school communication concerning children's school needs.
- Parents as partners in the education of their children must be enabled and recognised as equal partners and also as people with the certain capability and important skills that can assist children's learning.

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