

## **Parental involvement in literacy programmes in pre-primary schools in Kibaale Town Council**

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### **Introduction**

The research sought to analyse whether or not parental involvement influenced the literacy development of preschool children in Kibaale Town Council, specifically those between five and six years of age.

### **Objectives**

The research focused on examining:

1. how parents ensured children had social contact with peers,
2. how parents nurtured children's attitudes to exploring and learning through play, and
3. how parents have ensured children had a smooth transition from pre-primary to primary school.

## **Methodology**

The research employed a descriptive research design. It adopted both quantitative and qualitative approaches. Stratified and simple random sampling techniques were employed to select the respondents for this research. The research used a sample size of 125 respondents, selected using Slovin's (1967) formula for determining sample size. Questionnaires and interviews were the major tools for primary data collection. Primary data were analysed using descriptive statistics, such as frequency tables and percentages.

## **Key findings**

The research revealed that parents reminded children to control conflict situations with peers. Parents also advised children to make good friends. It was also revealed children received criticism well, and also spoke out when treated unfairly. However, children invited others to join in playing activities. The study noted that some children cooperated with their peers without prompting, and some fought with others. Most of the children had low self-esteem, appeared lonely, and got angry easily.

The research found out that preprimary schools gave parents orientation session to enable them to get familiar with school activities. It was also observed that teachers reviewed the pre-school final reports with parents concerning children's academic and developmental progress. Teachers explained to

parents what children were expected to do in first grade and parents had regular meetings with preschool teachers to discuss continuity in the curriculum between preschool and first grade/primary one.

### **Key recommendations**

The research recommended that strategies including school-based activities such as parent-teacher conferences, frequent parent-teacher meetings, and curriculum open days should be encouraged. It also recommended that home-based activities such as assisting children with homework should be emphasised to encourage literacy development.

### **Key references**

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