

**PUPIL, AGE AND ACADEMIC PERFORMANCE IN  
PRE-SCHOOL. A CASE STUDY OF JONGLEI  
STATE, BOR COUNTY**

**BY**

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## DECLARATION

I, David Majur Gai declare that the work submitted therein is my own work, with idea, quotations and any other texts acknowledged being clearly indicated.

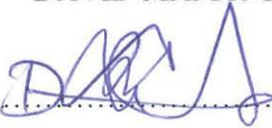
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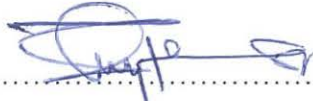
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## APPROVAL

This is to certify that this research report has been submitted with my authority and approval as the university supervisor

Signed: .....



Supervisor

MR. SSEMUGENYI FRED

Date: .....



## **DEDICATION**

I want to in a very special way dedicate my work to my beloved parents, brothers and sisters for their support during the time of researching and writing this project report

## ACKNOWLEDGMENT

I wish to take a humble opportunity to express my gratitude, appreciations and thanks to my mum, Abuol Ajok Lueth with my brothers and sister, and my wife Awur Yai Atem who worked with me throughout the research period, and indeed throughout my course.

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## ABSTRACT

The education performance and consequential impacts of age in a Southern Sudan's state of Jonglei demonstrated in time extend of a great diversity of pre-school studies and performance hallmarks. In particular, a great look into a diverse information classification as well as ideal concepts of underscoring performance that persistently controlled the level of growth of the pupil and an inclusion brought about a classic understanding of age versus academic performance.

The overall major academic strategies in the years of schooling and other resultant consequences showed largely an examinable study into the performance trends as well as one of the highest benchmarks in the scale of determining these results.

The involvement of parents in the performance of the pupils at the pre-school level could not be overlooked or avoided due to the delicate situations of the kids at this level. Hence the involvement of parents took a centre stage in mentoring; monitoring and supporting the teachers towards achieving a goal of enabling the kids enjoy their studies.

In particular the research looked at other key factors such as financial stability of the parents, teacher and parent interactions and parents greatly examining the participation of their kids from day to day.

Ideally, therefore, the conversion of the all these key factors from the ideal levels to educational levels created a closer and immeasurable performance improvement among the pupils at the pre-school level.

In **conclusion**, the presence of key factors which age depends on for performance greatly influenced the actual determination of performance of a pupil at the pre-school level.

## CHAPTER ONE

### 1.0 INTRODUCTION

School readiness and academic performance is a multidimensional concept which is the result of children's direct and indirect interactions with environmental resources, and it is through those social relationships among children, peers, families, and teachers that children come to acquire the academic and social emotional competencies. School engagement is dependent not only on the qualities that children bring to the learning experience but also the context in which those experiences occur (Hair, Halle, Lavelle, & Calkins 2006; Mashburn & Pianta 2006; Pelletier & Brent 2002).

Children's level of academic performance at school entry has continual indirect effects on later academic achievement and socio-emotional adjustment. Lack of school readiness among children has been found to strongly predict employment difficulties, criminality, and psychological morbidity, as well as short-term academic problems (Connell, & Prinz, 2002; Pelletier, & Brent, 2002). As children's first and most important teachers, parents provide the early learning experiences that promote life skills, abilities, and attitudes that are the foundation to school success (Pelletier & Brent, 2002).

Unfortunately, an important yet often overlooked target in the effort to increase parental involvement in early childhood programs has been parents. Teachers provide specific resources that when absent cause key components of children's development to be missed. Children from poor academic environments are less likely to be adequately prepared for school as children whose teachers are actively involved in their education (Krohn & Bogan, 2001; McBride & Rane, 1997).

## **1.1 BACKGROUND OF THE STUDY**

The focus of this research is the topic of school performance as it relates to the involvement of parents and age in the Southern Sudan's state of Jonglei. The research question addressed in this study is: How do a selected group of teachers perceive their role in helping their preschool age children become ready for school? The next chapter presented in this report is a review of the literature which will challenge the past conception of school readiness as a measurable concept which is completely embedded in the child and present the model of school readiness that defines the concept as the environment through which children develop and the ways relationships within that environment shape children's readiness to learn. Next, it explores the role that parents play in their children's education and the ways in which they positively influence their children's ability to learn. The next component of the literature review is the explanation of the role that parents play in their children's development and education. The importance of parents' influences is addressed as well as predictors and barriers to their involvement. Finally, the literature review ends with possible age concept as well as how age is contributing factor to pre-school performance.

The role that teachers play in the academic achievement of their pupils has long been thought to be a centrally important one. However, it was not until the 1960's that the effects of programs designed to foster the role of parent involvement were systematically studied using an experimental design. Evaluation of the key programmes in Southern Sudan focused nationally on outcomes related to teacher involvement (Coleman, Campbell, Hobson, McPartland, Mod, Weinfeld, & York, 1966). The results of this evaluation suggested a substantial relationship between the teacher's involvement in their child's education and their child's success in academic domains. Subsequent studies supported the findings from Coleman, et al. (Duff & Adams, 1981; Henderson, 1987; 1988). Even so, quantitative evidence on the effect of parent and involvement on student achievement has been mixed. For instance, researchers have reported effect

sizes ranging from positive to negative to no significant differences between experimental and control groups (Griffith, 1996; Heller, & Fantuzzo, 1993; Henry, 1974; Keith, Reimers, Ferman, Pottenbaum, & Aubrey, 1986; Ryan, 1964; Searles, Lewis & Morrow, 1982).

## **1.2 STATEMENT OF THE PROBLEM**

The concept of pre-school studies and age and parent involvement in fostering their education has been a classical concept heavily dependent on key factors that control the performance at an early age.

Nonetheless, in the Jonglei State of Southern Sudan, the situation is greatly complex and the entire view of this effort is still been brought about to diminishing points, the entire process looks at the parent involvement and pupil age and achievement. Several narrative summaries of parent involvement have been published over the past 20 years. Gordon (1977), for example, reviewed parent involvement programs and proposed a three dimensional model: (1) Parent Impact, (2) School Impact, and (3) Community Impact. Gordon's summary indicated that all three models produced positive effects; however, the summary was made without a quantitative analysis of the degree or nature of the intervention effects for any model. The study aims at getting conceptual information ranging from child growth, parent involvement and age and performance with an aim of answering unconcluded questions and unresearched work resulting from the aftermath of war and the coming of educational curriculum aimed at boosting the education concept in Southern Sudan.

## **1.3 OBJECTIVES OF THE STUDY**

### **1.3.1 GENERAL OBJECTIVES**

The study was aimed at having a comparative understanding of the age in pre-schools as well as the role played by the parents in boosting or influencing the performance of pupils at a young age.

### **1.3.2 SPECIFIC OBJECTIVES**

- i. Develop a clear outline of strategies in support of academic performance in Jongley State, Southern Sudan.
- ii. Research on possible trends of possible pupil performance index and interacting resources within the education curriculum which could be technically laid down in order to develop key educational skills at an earlier age.
- iii. Carry out study of the role the parents play and to know how this affects the growth of the ability of the child to perform well in future and how a prenatal participation is a dominant concept influencing the growth of the child from an academic level.

### **1.4 SCOPE OF THE STUDY**

The study revolved through the age and academic performance platforms versus the involvement of parents, especially the fathers in the overall performance of pupils at pre-school studies.

In a periodic analysis, the study capitalized several models of performance and age. The study covered special aspects of child performance, education policy, parenting and excellence in education trends and of other reversal models.

The area in question pictured and documented specific reasons as to what affect pupil performance and to what extend the environment has largely brought about the complexity of pupil performance in Jongley state. The external effects such as war and donor influence as well as the effects of climate change are some of the key factors controlling the overall performance of pupils at the pre-school level.

Various methodological scopes were employed at the appropriate study levels to help classify the eventualities of a study process. Hence the whole set of education and performance scales were seen to be particularly important in helping the researcher to arrive at a conclusive platform in analyzing performance versus independent variations.

### **1.5 SIGNIFICANCE OF THE STUDY**

The study was invaluable in demonstrating the performance versus the age, and this strength has greatly influenced the growth of the child

The study looked heavily at a process of growth and similar concerns over the same period and understandingly to provide a well documented comparison of the same item over a period of time.

The eventual process of the study provided a conclusive evidence of hurdles of age decline from resultant wars, and how the same overweighed the potential interest of the country's education performance over 20 years of war.

A relatively comparable media of study looked heavily into the same process, and the levels of growth in regards to Southern Sudan strategy for education over the same period.

The essential features supporting the education curriculum of the system in Southern Sudan featured particularly at a moderate level and virtually allowing parents to document a procedural educational perspective which monitors several similar models and classify them accordingly. This hence acted as a reference for future analysis of trends of growth and performance.

Finally the indicators were drawn and referenced to periodically access levels of development over this period.



## **1.6 ANTICIPATED LIMITATIONS OF THE PROBLEM**

The Southern Sudan case study was analyzed with non standard education analysis. The possible classification was somewhat distorted and therefore the process is repeatedly unmatched.

Southern Sudan still faces several related problems and especially in the war that resurges periodically. In a relative development, the important scales of educational performances could not effectively be classified.

Lack of sustainable documentations and other records of performance indexes over the same period led to unclear levels of classifications and procedural were applied to monitor such performance and models of growths over time.

Finally, collective study could not be adequately developed due to inconsistency in the provisions of sustainable data. In support of this study therefore the whole idea ranged from a range of estimates which incorrectly gave results with specific deviations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

The literature review on early childhood education intervention suggests preschool education is positively associated with significant and long-lasting effects on student achievement. Findings across studies suggest that children from diverse populations benefit from educational programs prior to school entry, but in particular, high-risk children living in high poverty tend to benefit from preschool experience. Preschool participation was linked to short- and long-term increases in student achievement as measured by school success indicators such as increased cognitive ability and academic achievement, improved social skills, lower retention and special education rates, and increased graduation rates. In addition, long-lasting effects related to other quality of life indicators included higher education attainment levels, increased economic status and decreased incidence of crime.

#### **2.1 PRE-SCHOOL AND ACADEMIC PERFORMANCE**

Early education programs designed to promote academic abilities, especially for children from disadvantaged backgrounds, were linked to lasting effects on indicators related to student achievement. Children who experienced preschool tended to enter school with increased literacy, language and mathematics skills and tended to hold that advantage across the years over peers who did not attend preschool. Unlike the results in diminished cognitive advantage over time, academic gains in reading and mathematics achievement tended to persist through the grades for children who had attended preschool.

In terms of academic gains, literacy achievement was consistently and positively associated to preschool attendance. In all studies measuring the short-term influence of preschool attendance, all found that children with prior preschool experience tended to outperform peers without preschool experience on literacy

assessments. Long-term findings were strikingly similar. Eight out of nine longitudinal studies reported a significant literacy advantage for children who attended preschool over those who did not. For example, participants in the Perry Preschool Study demonstrated superior literacy achievement at ages 10, 14, and 19 over control-group participants who did not attend preschool. Other longitudinal studies reported similar findings (Campbell & Ramey, 1994, 1995; Klaus & Gray, 1968; Miller & Bizzell, 1983, 1984; Ramey & Campbell, 1984; Ramey & Ramey, 2004; Reynolds, 1995; Reynolds et al., 1996; Reynolds et al., 1995; Schweinhart et al., 2005; Sheehan et al., 1991).

Preschool experience also demonstrated positive and long-lasting benefits linked to student mathematics achievement. Nine out of ten studies measuring short-term effects reported a significant advantage for children with preschool experience, while seven out of nine longitudinal studies found that students in later years tended to maintain superiority in mathematics achievement over peers without preschool experience. In follow-up studies, high-school aged children who participated in the Abecedarian and Chicago Longitudinal Study interventions outperformed peers in mathematics assessments over non-preschool participants. Findings across studies reviewed in the literature review reveal consistent, significant patterns; early education interventions are associated with long-lasting academic benefits for children.

Other indicators of progress and success in school also reveal the significant and lasting effects linked to preschool attendance. As preschool participants progressed through school over the years, early education interventions were related to significantly reduced special education and retention rates, increased graduation rates and were related to positive attitudes of students and family members toward school. Findings from research on early childhood education reveal benefits that seem to endure for children in school years long past the preschool intervention.

## 2.2 INFLUENCE OF AGE AND SCHOOLING

Several recent studies have addressed the questions about the impact of age and length of schooling on children's academic attainment and progress at school.

Peter Tymms and his colleagues have analyzed information from their Performance Indicators in Primary Schools (PIPS) database. The study includes information from a sample of over a thousand children in 38 schools who were assessed at beginning and end of the reception year (Tymms et al., 1997) and again in the spring of Year 2 (Tymms et al., 2000). The study used assessments of mathematics and reading, and the authors used multilevel modeling to assess both children's attainment and progress.

The study found that progress was strongly related to pre-test scores but there were also large variations related to the class children attended. Age was strongly correlated with attainment. Not surprisingly, children who were older in the year group attained higher scores in both mathematics and reading attainment.

Interestingly, older children also made slightly greater progress in mathematics (but not reading) during the reception years at the school.

The majority of pupils in the PIPS study started school in September, but 17 per cent started in January and a further two per cent after Easter. The children who started school after September (the 'later starters') were found to be substantially behind the September entrants in their assessments at the end of the reception year, but the difference was 'largely made up' by Year 3.

The relative influence of age and length of schooling has also been addressed in research carried out at the NFER (Sharp and Hutchison, 1997). The study looked at a past year results, using a national random sample of over 3,000 children in 114 schools. These children had experienced different lengths of schooling, due

to different school entry policies operated by their schools and LEAs (there was a diversity in school entry policies, and termly entry according to birthdates was a popular strategy at the time). The research found that children's attainment at KS1 was significantly related to age/season of birth. Length of schooling was also related to attainment. However, an analysis of length of schooling related to three seasons of birth showed differential patterns in relation to achievement at higher level examinations.

Similar findings were reported in separate studies carried out by another team at NFER, using 1995 National Curriculum Key Stage 1 results (Schagen and Sainsbury, 1996) and by Sandra Daniels and her colleagues at the University of Leeds (Daniels et al., 2000). The Leeds researchers analyzed data from two studies of National Curriculum results in 1991 and 1992, involving over 4,000 children. After taking account of the influence of age and social background factors on results, their study found no evidence of a significant advantage in the final test results among the seasons born who had experienced nine, as opposed to seven terms in school.

### **2.3 SCHOOL READINESS AND SKILL DEVELOPMENT**

School readiness is most commonly defined in terms of children's assortment of skills once they enter school, such as their academic and cognitive proficiency, language and literacy capacity, and social-emotional functioning (Mashburn & Pianta, 2006). The concept of readiness implies the mastery of certain basic skills or abilities that allow children to perform successfully in a school setting (Hair, Halle, Terry-Humen, Lavelle, & Calkins, 2006). Although kindergarten teachers value academic skills and capability, they have also indicated that social and task-oriented skills are indicators of children's readiness for school, labeling these skills as indicators of how teachable a child is (Pianta & La Paro, 2003).

These standard definitions of school readiness do not identify or take into account the variety of environmental influences and processes that explain how

children acquire the skills they need to be successful in school (Mashburn & Pianta, 2006). A child-focused definition of school readiness is also limited because it fails to recognize children's dependence on environmental opportunities within positive settings that add to the development of these competencies (Mashburn & Pianta, 2006).

The term school readiness should take into consideration the joint responsibility that families, communities, and schools share in providing beneficial environments that promote children's learning (Piotrkowski, Botsko, & Matthews 2000). School readiness is a multidimensional concept and is not only dependent on the qualities that children bring to the learning experience but also the context in which those experiences occur (Hair et al., 2006).

A foundational theory in the recent development of the definition of school readiness is Bronfenbrenner's Ecological Theory (Comer, & Haynes, 1991; Mashburn & Pianta, 2006; Pelletier & Brent 2002; Wright, Diener, & Kay 2000).

The general concept of this theory is that during children's lives development takes place through progressively more complex reciprocal interactions between children and their environment (Bronfenbrenner & Morris, 1998). The primary individuals and environmental influences with which children interact regularly over an extended period of time are their parents, but as children get older others such as siblings, peers, and teachers will act in this role (Bronfenbrenner & Morris, 1998).

School readiness is the result of children's direct and indirect interactions with environmental resources, and it is through those social relationships among children, peers, families, and teachers that children come to acquire the academic, language, and social emotional competencies that are so highly valued by educators (Mashburn & Pianta, 2006).



Children are ready for school when, for a period of several years, they have been exposed to consistent, stable adults who are emotionally invested in them; to a physical environment that is safe and predictable; to regular routines and rhythms of activities; to competent peers; and to materials that stimulate the exploration and enjoyment of the world and from which they derive a sense of mastery. These factors alone would be better indices of readiness for school than measurable aspects of child performance. (Pianta & Walsh, 1996, p. 34)

Thus, ecological definitions of school readiness have challenged the idea of defining the concept in such ways that focus solely on children's attributes as they enter school. Instead, it is a multidimensional concept which includes not only the child but also the environment surrounding that child. Families and schools must be ready for the children to learn in order for the children to be ready (Piotrkowski, Botsko, & Matthews 2000). If we conclude that children's skills are dependent and developed through interactions and relationships, then the assessments of school readiness require a different course of action and may focus on observations of their interactions in home and in school settings (Pianta & La Paro, 2003).

Early assessment of children's readiness plays an important role in several aspects of their education, such as special education placement, ability grouping, and grade retention (Piotrkowski, Botsko, & Matthews, 2000). As states become more involved in early childhood education, there is a possible threat that the negative aspects of standard movements such as high stakes testing will descend to preschool and create more barriers to school entry (Piotrkowski, Botsko, & Matthews, 2000).

## **2.4 PRE-SCHOOL FAILURE INDICATORS**

Failure in school can begin as soon as preschool and these problems are serious and have ongoing consequences (Piotrkowski, Botsko, & Matthew, 2001).

Children's early education experiences have long lasting effects on their academic achievement such as social development and behavioral competencies (La Paro, Pianta, & Stuhlman, 2004). Their level of academic readiness at school entry has continual indirect effects on later academic achievement and socioemotional adjustment (Connell & Prinz, 2002). Experiences prior to school entry can be used to predict first-grade academic performance with the demonstration of cognitive skills developed at the end of pre-school (Downer & Pianta, 2006). Early academic problems place children at risk for grade retention and school dropout (Downer & Pianta, 2006). Children who experience failure early in their academic career are most likely to become inattentive, disruptive, or withdrawn from school (Ramey & Ramey, 2004). Later, these same students are more likely to drop out of school early; engage in irresponsible, dangerous, and illegal behaviors; become teen parents; and depend on welfare and numerous public assistance programs for survival (Ramey & Ramey, 2004). Lack of school readiness among children has been found to strongly predict employment difficulties, criminality, and psychological morbidity, as well as short-term academic problems (Pelletier & Brent, 2002).

The consequences of deficient early learning experiences build and become more serious over time (Greene, Halle, Le Menestrel, & Moore, 2001). However, these consequences are unnecessary and preventable (Greene, Halle, Le Menestrel, & Moore, 2001). A major force in helping children get prepared for school is their parents. The next section explores the role that parents play not only in their children's early development but more specifically their educations.

## **2.5 PARENTAL INVOLVEMENT**

Readiness for school is a developmental task that involves change and adjustment for both the children and their parents (Pelletier & Brent, 2002). Teaching is an interactive and interpersonal process (La Paro, Pianta, & Stuhlman, 2004). As children's first and most important teachers, parents provide



the early learning experiences that promote life skills, abilities, and attitudes that are the foundation to school success (Pelletier & Brent, 2002). Positive reciprocal parent and child interactions facilitate cognitive development (Parker et al., 1999).

Parent/child interactions which are characterized as warm, structured, and emotionally responsive are related to positive cognitive and behavioral gains in children, regardless of racial/ethnic group or social class (Connell & Prinz, 2002).

Children's interactions with adults and more competent peers support their language and literacy development, cognitive functioning, emotional development, and social competence (Pianta & La Paro, 2003).

Parenting interactions characterized by more positive affect, reduced criticism, and a less controlling or directive approach are associated with higher performance on school readiness indicators at school-entry and later school achievement, regardless of factors such as socio-economic standing and maternal IQ (Connell & Prinz, 2002). Parents can contribute insights and knowledge that enhance the school staff's academic and social programs (Comer & Haynes, 1991). They also bring an understanding of needs and experiences of their own children that can help teachers plan age- and culturally-appropriate social and academic programs in the classroom (Pianta & La Paro, 2003). Parents bring a community perspective to planning and management activities for school programs (Pianta & La Paro 2003).

Parental involvement, parental self-efficacy, and parenting style are all factors that influence parent/child interactions and contribute to early development, the transition to school, and future child outcomes (Pelletier & Brent, 2002). Family culture such as the values and rules for appropriate behaviors define for children a clear set of expectations to follow that is acceptable within the home (Mashburn & Pianta, 2006). If the values and expectations with which children are raised are

not supported by those that children experience during entry to school, then these children are more likely to be characterized as having behavioral problems and be labeled as unready for school (Mashburn & Pianta, 2006). Therefore, the degree to which children's regular behaviors within the family are in alignment with the daily behaviors that children experience while in school may play an important role in sustaining the demands between these settings which may help bridge the cultural gap between homes and schools (Mashburn & Pianta, 2006).

## **2.6 PARENTS AS PARTNERS WITH SCHOOL**

Parents cannot be ignored in the equation of their children's education. The significance of parental involvement reaches far beyond the first three years of life, and the school community needs to expand activities that empower parents to take ownership in their role as their children's first teacher (Sacks & Watnick, 2001).

Parenting effects on early school achievement are numerous and multidimensional, their beliefs, attitudes, and personal circumstances will affect the type of childcare that parents seek in their absence (Ahnert & Lamb, 2003; Hill, 2001; Pelletier & Brent, 2002). Through their involvement in school, parents gain clearer insights into the expectations and demands that their children face while at school which may lead parents to better align expectations and acceptable behaviors at home with those that children experience at school (Mashburn & Pianta, 2006). Parents and teachers share a combined responsibility for the education of young children (Pelletier & Brent, 2002). Programs that promote the parent as teachers at home provide parents with various opportunities for the attainment of skills that will enhance their efficacy beliefs (Pelletier & Brent, 2002). When parents believe they are able to effectively influence their children's education, they may be more capable and willing to become involved (Pelletier & Brent, 2002).

Family-school partnerships enhance children's educational experience, and these relationships are important for children's transitions through school (Rimm-

Kaufman & Pianta, 1999). Family-school communication provides the foundation needed to develop shared goals and decision making as well as the support needed to avoid misunderstandings and help parents understand how to reinforce learning and school instruction at home (Rimm-Kaufman & Zhang 2005). Children whose parents are more involved in their education have higher academic performance as this involvement contributes to the children's achievement, attitudes, and aspirations (Rimm-Kaufman & Pianta, 1999). Strong relationships with teachers may serve as a protective factor that shields at-risk children from experiencing negative effects on school performance associated with an unsupportive home environment (Mashburn & Pianta, 2006). The school site is an effective point of delivery for family-focused services (Sacks & Watnick, 2001). When parents learn how to talk to and interact with teachers, they feel capable of making changes themselves and realize their own possibilities for involvement; teachers, in turn, come to recognize these parents as effective participants in their children's education (Pelletier & Brent, 2002).

## **2.7 EFFECTS OF PATERNAL INVOLVEMENT IN EDUCATION**

When men get involved in child care, everybody benefits (Franklin, 1999).

When fathers participate in their children's education, they are involved in an important aspect of their children's lives (Franklin, 1999). The centers that their children attend benefit from involvement of more parents (Franklin, 1999). Children who are cared for by their fathers during the first year of life have higher cognitive scores compared to children who were in center-based care, despite the inclusion of measures such as demographic characteristics, household compositions, and mother's education (Greene, Halle, Le Menestrel, & Moore, 2001). Fathers can significantly impact their children's reading and writing while improving father/child bonding and enhancing their own self-esteem (Stile & Ortiz, 1999). Infants of fathers who are very involved in their care may be more social than infants of fathers who are less involved or not involved at all in terms of proximity or contact-seeking, avoidance, and distance interaction (Frascarolo,

2004). Several factors influence the ability of a father to be involved; the following section explores predictors of father involvement.

Men's beliefs about fathering and the perceptions they have of themselves as capable caregivers are one set of determinants of father involvement in their children's lives (McBride & Rane, 1997). Men who value the fathering role are more likely to be involved with their infants (Greene, Halle, Le Menestrel, & Moore, 2001). The father's attitude about the infant and his parenting roles as well as the time spent with the child are strong predictive factors of the infant/father attachment (McBride & Rane, 1997). However, it is unclear whether spending more time with the child creates the positive attitude towards the child, or if the positive attitude encourages the time spent (Cox, & Owen, 1992). Men with more favorable attitudes toward the paternal role are significantly more involved in child rearing activities than those with negative attitudes (McBride & Rane, 1997). Fathers' attitudes toward parenting and their attitude about employment may also be important correlates to paternal involvement (McBride & Rane, 1997). When fathers are employed, they are more capable of fulfilling the provider role and contributing financially to the child's care (Coley & Hernandez, 2006). Among nonresidential, low income, and minority fathers, employment status has been found to be a significant predictor for father involvement (Coley & Hernandez, 2006).

A father's motivation to be involved in his children's care and development is in part influenced by his own developmental history (Coley & Hernandez, 2006).

## **2.8 PRE-SCHOOL TEACHER INVOLVEMENT**

Primary prevention and intervention efforts that improve school readiness include building and strengthening relationships between children and parents, children and teachers, and parents and teachers (Mashburn & Pianta, 2006). Changing



families' concepts of school readiness may influence their children's chance to achieve success in school (Wright, Diener, & Kay, 2000).

Another goal of intervention efforts should include developing better communication skills between mothers and fathers around parenting issues as well as helping them develop a shared set of values and beliefs relating to their parenting behaviors, specifically as they relate to decisions they will make about their children's education (McBride & Rane, 1997). The development of parental involvement and support programs designed specifically for fathers is one way to encourage and prepare men to assume more active roles in their children's education (McBride, Thomas, & Ji-Hi, 2001).

From studies, the teacher has been identified as the key to facilitating parental involvement in early childhood education programs (Pelletier & Brent, 2002). This implies that teachers possess certain skills, attitudes, and behaviors that translate into strategies to encourage parent participation (Pelletier & Brent, 2002). Furthermore, teachers have the potential to have a positive or negative influence on children's ability to succeed in school (Pianta & Stuhlman, 2004). For example, teacher-reported closeness with students was positively correlated to growth in children's vocabulary and reading abilities from preschool to second grade (Pianta & Stuhlman, 2004). However, early childhood teachers need the financial and societal support given to K-12 teachers in order to complete the difficult tasks placed on them of undoing social, economic, and educational inequalities through education (Pianta, 2007).

"Daunting challenges remain, but the science of early education holds considerable promise for further development and scaling up of effective approaches for training and supporting teachers of our youngest, and often the most vulnerable, citizens" (Pianta, 2007, p. 49).

## 2.9 SUMMARY

Academic performance at a much younger age is a multidimensional concept which is obtained through consistent positive interactions within children's environment (Mashburn & Pianta, 2006). As children's first and most important teachers, parents provide the early learning experiences that promote life skills, abilities, and attitudes that are the foundational to school success (Pelletier & Brent, 2002). Paternal involvement is an overlooked yet essential component for early child development and preschool educational (McBride & Rane, 1997). Fathers provide specific resources that when absent cause key components of children's development to also be absent. Children from fatherless environments are less likely to be adequately prepared for school as children whose fathers are actively involved in their education (Krohn & Bogan, 2001). School officials and administration need to make a stronger effort in recruiting the participation and involvement of fathers (Pelletier & Brent, 2002).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter provides a detailed description of the methodology used while collecting data on pupil's age and academic performance and the key influential factors controlling their performance at the pre-school level. This chapter will also explain who the participants were, as well as how and why they were chosen. The survey used in this study was designed from previous studies, and this chapter provides an overview of that project and the ways in which it related to this study. The survey used for this project contained five sections: background information, school readiness activities, father/school interactions, performance, and age.

This chapter provides a description of the types of questions asked in each section and an explanation of their relevance. Finally, it offers an explanation of the methods used to extract and analyze the results.

#### **3.1 RESEARCH DESIGN**

The study design focused on the analysis of academic performance in Jongley, and after war era in Southern Sudan. The research approached in this study was imperatively developed as a descriptive research study. Survey research used questionnaires and interviews in order to determine the opinion, attitudes, preferences and perceptions of groups of people of interest to the researcher. Throughout the study the vision was to find out the factors that contributed to the performance of pupils in pre-school, together with other key factors such as parent involvement in their education.

#### **3.2 AREA AND POPULATION OF STUDY**

The area of study covered southern Sudan, which forms a large mass of the entire Sudan. The site area of Southern Sudan was 569,000 square km with a massive population growth rate. The Southern Sudan was comprised of key



states. The study was carried out in the state of Jonglei but with principle landmarks in the pre-schools of Akobo, Ayod, Bor, Duk and Pibor, all located in Jonglei state.

### **3.3 SAMPLE FRAMEWORK**

#### **3.3.1 SAMPLE SIZE**

The sample consisted of key respondents from various regions in the province of Jonglei in Southern Sudan. The study size was based on those who have insightful knowledge on the pupils, performance and age of school going children.

Simple random sampling was used to select respondents to avoid biased information.

Questionnaires were distributed to the schools and other respondents directly or indirectly in the study because they are the ones who had adequate and in depth information concerning the role age, parenting and teacher play on matters relating to academic performance and on issues of basic pre-school events in the academic growth during the child pre-school engagement. Interviews were used where by the researcher interviewed several people from different academic channels and other organs of the education sector through holding group discussions with them. Since they were the ones affected mostly through both direct and indirect interactions, they were the most important people to give more information about the academic performance, effects of the same on their pupils and the trends foreseen during this period.

#### **3.3.3 SAMPLE TECHNIQUE**

Simple random sampling was used to select respondents to avoid biased information.

Questionnaires were distributed to the key education officials, teachers and professionals in the education sector because they were the ones who would give adequate and in-depth information concerning the role age played in the

performance of the pre-school pupils.

It helped the researcher in collecting the data by the use of interviews, observation and the questionnaires.

### **3.3.4 SAMPLE PROCEDURE**

The research targeted the working class of people between 45-60 years who were well conversant with education of the pupils and those who were directly involved in the upbringing of the pupils before and during the pre-school engagement.

It looked into the aspects and conditions that led to the complexity of performances, and how the parents and teachers have influenced the performance of the pupils at the same age bracket. The study also analyzed different factors such as environment, financial conditions and security as important support factors contributing to the overall concept of age and performance.

## **3.4 METHODS FOR DATA COLLECTION**

### **3.4.1 INSTRUMENTS**

#### **A) INTERVIEW**

During the interview method, academic professionals, teachers, parents and other agents of the education were focused on. The total population for the people to be given questionnaires was approximately 60 that were 18 academics, 21 teachers, 13 parents, 8 civilians.

#### **B) QUESTIONNAIRES**

The questionnaires were also use to collect data. The questionnaires were distributed to the respondents to fill at their appropriate time and then collected afterwards. This method of data collection helped get data on essential aspect of the study as per the schedule was used to collect data. The total population for the people to be given questionnaires was approximately 60 that were 18 academics, 21 teachers, 13 parents, 8 civilians.

### **C) OBSERVATION**

These were used to know how particularly these things are happening in these areas therefore it would be more good to get the particular research through the activities that is taking place in the area. This would be targeted on the teachers, the parents, and the academics.

### **3. 5 SOURCE OF DATA**

This included the primary and the secondary data collection.

#### **A) PRIMARY**

This is where the researcher got the information through the teachers who are the key players in the education sector and who could give complete information regarding the academic performance of the pupils at the pre-school level.

#### **B) SECONDARY**

The researcher got additional references on the research area by furthering his studies in libraries and using books, journals, internet, newspapers and reports.

### **3.6 DATA PROCESSING**

In the data processing editing, coding and tabulation was used during the research process.

### **3.7 DATA ANALYSIS**

During the data analysis the quantitative and qualitative methods of research was used to analyze the data. The quantitative research targeted the teachers, parents and others. The qualitative research targeted only the academics and the government professionals.

### **3.8 ETHICAL CONSIDERATION**

This entailed first getting a letter of introduction that commission one to go for a study. It was stipulated that before going to the field, the researcher would first get a letter of introduction from the department commissioning to go and carry out the research with a purpose. Besides the researcher first booked for the respondents before the questionnaires were delivered.

## **CHAPTER FOUR**

### **FINDINGS, DATA ANALYSIS AND INTERPRETATION**

#### **4.0 INTRODUCTION**

This chapter presents the results of the data collected via the survey on age and perceptions of the performance level in their pre-school performance. The survey used for this project contained key sections:

Background information, school readiness activities, parent/school interactions, barriers and supporters, and priorities finally, it provides graphs and charts to more clearly present the data.

#### **4.1 SCHOOL READINESS ACTIVITIES**

The survey used in this study measured the frequency of parents' engagement in school readiness activities with their children. In reporting the results, we combined responses in order to portray positive versus negative trends. For example, the how often they engaged in certain activities with their children: daily, weekly, monthly, yearly, or never. I considered daily and weekly to be positive trends of parent/child interaction and so combined those results and yearly and never to be negative trends which are also combined in the reporting of the results.

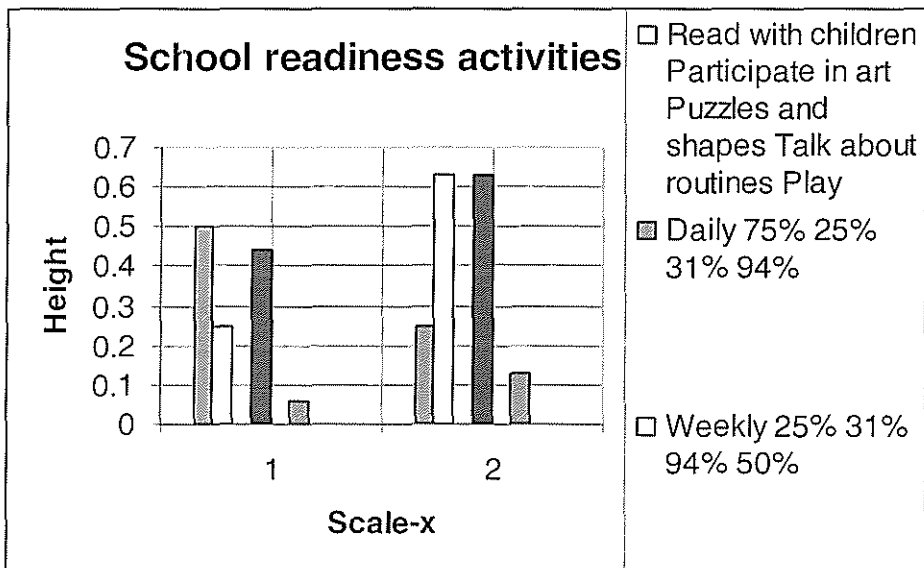
All participants reported that they read to their child at least weekly. When responding to how frequently they participated in various art activities with their children, 81% of the parents reported that they did this at least weekly, and 19% stated at least once a month. Rating how frequently the participants engaged in puzzles and other shaping activities, 63% responded at least once a week, and 37% responded at least once a month. All participants reported speaking to their children about their activities at school at least once a week. Ninety-four percent of respondents reported that they played games or sports with their children at least once a week, and 6% at least once a month. Lastly, 56% of parents participated in a musical activity with their children from daily to weekly, 13%

responded at least once a month, and 31% responded from at least once a year to never.

**TABLE 1: SCHOOL READINESS ACTIVITIES- JONGLEI STATE ARENA**

	Read with children	Participate in art	Puzzles and shapes	Talk about routines	Play games	Participate in music
Daily	75%	25%	31%	94%	50%	25%
Weekly	25%	31%	94%	50%	25%	63
Monthly	25%	56%	31%	6%	44%	63%
Once a Year	0%	19%	38%	0%	6%	13%
Never	0%	0%	0%	0%	0%	0%

Source: Primary data



**Chart 1: Graphical Representation Of Readiness Of Pupils Pre-School Studies**



#### 4.2 PARENT SCHOOL INTERACTIONS

The survey measured the frequency of parents' interactions with their children's schools. When rating how frequently they spoke with their children's teacher, 56% responded daily to weekly, 13% responded at least once a month, 31% responded at least once a year to never. Describing how frequently parents visited their children's schools, 44% stated daily to weekly, 25% said at least once a month, and 31% reported at least once a year to never. Addressing how frequently participants attended a parent/teacher night, 19% reported daily to at least once a month, and 81% reported at least once a year to never. When asked how frequently parents spoke with their children about their activities at school, all participants responded daily to weekly. Twenty-five percent of parents rating how frequently they inquired about their children's development reported daily to weekly, 44% said at least once a month, and 31% responded at least once a year to never.

**TABLE 2: FATHER SCHOOL INTERACTION**

	Speaking with teacher	Visit school	Attend meetings	Talk about school	Ask about child development
Daily	25%	38%	6%	88%	6%
Weekly	31%	6%	13%	13%	19%
Monthly	13%	25%	0%	0%	44%
Once a Year	19%	19%	63%	0%	13%
Never	13%	13%	19%	0%	19%

*Source: Primary data*



### 4.3 CHILD AGE PERFORMANCE BARRIERS

The survey measured how often various life factors served as a barrier to the pupil performance. When asked how often the participants' relationship with their children's teachers was a barrier to the performance of their children, 12% responded sometimes or frequently, and 87% responded their relationship with their pupil teacher was seldom or never a barrier. Nineteen percent of respondents reported that their level of education provided a barrier to their relationship with their children sometimes or frequently, and 81% stated it was seldom or never a barrier. Parents rated how frequently their financial status was a barrier to the performance of their children, and 19% responded it was sometimes to always a barrier, and 88% responded it was seldom or never a barrier. Twelve percent of parents rated societal expectations as being sometimes or frequently a barrier to the performance of their children, and 88% responded it was seldom or never a barrier. All of the participants responded their residential proximity to their children was never a barrier to the performance of their children at pre-school level.

**TABLE 3: CHILD AGE PERFORMANCE**

	Speaking with teacher	Level of education	Financial status	Societal expectation	Residential proximity
Daily	0%	38%	6%	88%	6%
Weekly	0%	6%	13%	13%	19%
Monthly	%	25%	0%	0%	44%
Once a Year	19%	19%	63%	0%	13%
Never	13%	13%	19%	0%	19%

*Source: Primary Data*

#### **4.4 PRE-SCHOOL ACTIVITIES ANALYSIS**

All of the participants in this study reported that they spoke with their children about their activities at school at least once a week, and 56% of the participants reported speaking with their children's teacher at least once a week.

The results for speaking with the teacher and visiting the school were similar which could be because they are related to the availability of the information and how frequently the parent is able to participate in such activities as picking his child up from school. When parents communicate regularly with teachers about the development of their children, their children benefit, and clearly the parents value those beneficial interactions. A large majority of participants reported at least some monthly level of interaction with their children's school which does indicate their willingness to participate in these types of activities and hence a great provision and influence on their academic performance. One participant indicated that he attended performance improvement briefings, a response that greatly influential in the overall performance.

In fact, 100% of participants reported talking to their children about activities at school at least weekly which further suggest that they value knowing the experiences that their children are having at school. The response rates for the other questions point to the need for schools to reach out more to parents and negotiate availability in order to share the importance of parent school interactions and the benefits of this partnership.

The study factor showed a greater understanding of the benefits of the relationship between age, parents' participation and performance of pupils at pre-school going age.

**TABLE 4: PRE-SCHOOL ACTIVITIES SUPPORTING PUPIL PERFORMANCE**

	Visitation (%)	Sporting activity (%)	Child mentoring (%)	Teacher discussion (%)
Yes	26	14	17	36
No	21	33	30	10
Not known	4	3	3	4
Total	50	50	50	50

**Source: Primary data**

The table shows the contribution of key factors towards a high performance of pre-school pupil. The activities, visitation, sporting, child mentoring and teacher discussion were seen to be key factors at 26,14,17,36 percent of the respondents generally acknowledging that the above factors contributed to the performance of the pupils at the pre-school level.

#### **4.5 FACTORS ENHANCING PRE-SCHOOL PUPIL PERFORMANCE**

In the study, the most influential of support factors was care and support given to the pupils at the pre-school level. For example, all of the participants reported that to varying degrees the experiences they had with their own pupils provided some support to the actual performance of the pupils at the lower level. A large majority of the participants reported that motivation strategy in the Jonglei state schools of Akobo and Bor contributed immensely to the positive results of pupils at the pre-school in Jonglei state.

This also is evidence that motivation and real participation in the life of the pupils served as strong supportive factors. These results could be in part related to the fact that 88% of the participants noted improved performance of the pupils at their respective pre-school subjects.

Another influential factor could be that the children at this school are grouped in the same classes through their development which give parents the opportunity to build relationships with other parents with whom they frequently come in contact. 88 percent of the participants also reported that their knowledge of child development supported their relationship with their children. This may reflect the high education mean of the participants.

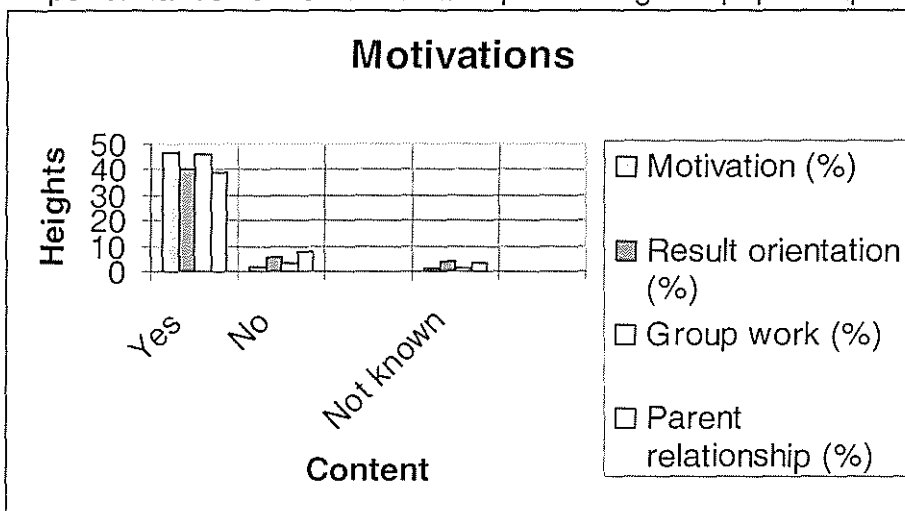
**TABLE 5: FACTORS ENHANCING PRE-SCHOOL PERFORMANCE OF PUPILS**

	Motivation (%)	Result orientation (%)	Group work (%)	Parent relationship (%)
Yes	47	40	46	39
No	2	6	3	8
Not known	1	4	1	3
Total	50	50	50	50

Source: Primary data

Parental motivation analytically yielded a huge level of acceptance. 94%, and group work, 92%. These results conform with the influential component of performance related items and positioning the pupils capabilities and potentials

at varying levels.



**Graph: Enhancing pre-school performance(parent, group work and result orientation)**

**4.6 PUPIL REQUIREMENT FULFILMENT**

In order to track any positive trends that appeared, the study was symmetrically arranged, to gear the studied responses. Eight-seven percent indicated a value for providing emotional support, 72% valued regular close interactions with their children, 57% valued seeing your child regularly, and 57% indicated a value for providing for their children financially. In light of the 87% who valued providing emotional support to their children, it seems clear that the overall performance does see these activities as solely part of the role played by parents, and as a result view this as an important part of their teacher responsibilities.

**TABLE 6: PUPIL ENHANCEMENT FULFILLMENT**

	<b>Financial (%)</b>	<b>Interaction (%)</b>	<b>Emotional (%)</b>	<b>Other (%)</b>
Yes	40	36	36	46
No	8	10	10	3
Not known	2	4	4	1
<b>Total</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>

*Source: Primary data*

From the table the responds on financial obligation at 40(80%), interaction - 36(72%) clearly showed a wide diversity of key contributions of pupils performance in relations to age at pre-school studies.

#### **4.7 CONCLUSION**

Pupils' performance was supported by several factors. Providing emotional support and having regular close interactions were ranked by the participants as being most important. Seventy-one percent of the participants' ranked sharing religion and culture as the least important of their priorities in having the child grow in the academic perspective.



## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 INTRODUCTION**

The performance of pupils at the pre-school level as seen to be very influential, and specific resources highly contributed to the age factor, analyzed at various levels as above. These key components of children's were seen to adequately prepare a pupil for a better performance at the specific level. This is why it is important to understand the ideas and beliefs that parents and teachers have about the influence they have in their children's education, specifically parents of preschool age children, in order to ensure that strategies can be developed to encourage and support all of the factors that influence school readiness.

Participants also reported information about the perceived barriers and supporters to the appropriate performance of the pupils at this level of education for the pupils and how the same was incorporated into the life of the pupil.

Surveys were collected via questionnaires and every participant received a questionnaire and were to return after the completion of the survey.

The results of the study indicated that the majority of the teachers, parents and the community did participate in a variety of school learning activities with their children at throughout the entire schooling period.

Parent school interactions were also frequently reported; however, these interactions were more likely to happen on a monthly basis. These responses were probably influenced by the high education levels of the participants. Relationships were found to be the most supportive factors for the participants, and this included the parent relationship and that with the participant's teachers.

Because 88% of the participants were married these results are most likely indicators of their experiences from co-parenting. The only barrier reported by the participants was financial status, and this was only true for half of the participants which could reflect the 50% of the participants who made an annual salary of less than a sizeable amount.

The majority of the participants viewed providing emotional support and having regular close interactions as the most important priority and religion and culture as the least important of the priorities. Education was ranked only between 3 and 6 by all of the participants, and this points to a need for more understanding of the importance of education.

## **5.1 DISCUSSIONS**

### **5.1.1 PARENT SCHOOL INTERACTION**

The study showed a componential parent involvement in the activities of the pre-school pupil at sparing levels, providing a wholesome feeling of a stretched structural beneficial of the pupil. Hence in that view, all of the participants in the study reported that they took a relatively less engagement to learn about their pupils activities at school, and the trend reaching 56%.

In that analysis, the performance level can well be improved if the parents engage themselves and their pupils in a constant touch during school days. The study found out that participants reported speaking with their children's teacher at least once a week. The results for speaking with the teacher and visiting the school were similar which could be because they are related to the availability of the parent and how frequently he/she is available for the visitation.

### **5.1.2 SCHOOLING AND FINANCIAL STATUS IMPLICATIONS**

The study proved to be greatly composed of financial muscling for the sustenance of the pupil at school, and age as a delicate factor summarily was seen to be composed of parental guidance and teacher training. While the study

revealed a great potentiality for a pupil age performance at a lower level, the same revealed that it would be particular important to have parents providing their kids with a complete supplement of their basic requirements to give them morale and encouragement.

Financial status was a barrier to 19% of the parents and never a barrier to 50%, reflecting the 50% of the participants who reported an annual income of more than the basic salary level.

### **5.1.3 PUPIL PERFORMANCE TEACHER INVOLVEMENT**

The study revealed that in order to provide the type of experiences needed for a child to be successful in school, parents and teachers need to be on the same page about what those experiences are and how to provide them (Rimm-Kaufman & Zhang 2005).

Children whose parents are more involved in their education have higher academic performance as this involvement contributes to the children's achievement, attitudes, and aspirations (Rimm-Kaufman & Pianta, 1999). Based on this information, it would of great value to have participants develop this interest by frequenting their interaction with their children's school.

Parents will in future have a huge role to play in this aspect and it will be a collective undertaking between the parents and teachers.

Based on the data collected in the pilot project as well as a review of the literature key influential variables such as their financial status or the relationship the parents have with their children is thought to be serving as a barrier, or ad s support of the engagement of future involvement of the child's education.

#### **5.1.4 PUPIL PERFORMANCE AND EXTRA CURRICULUM ACTIVITIES**

Certain home activities and experiences, such as parental participation with the child in art, reading, and musical exploration were thought to be important in increasing children's performance at the pre-school level (Pianta & La Paro, 2003; Piotrkowski, Botsko, & Matthew, 2001).

The study showed that many of these activities are not being experienced enough prior to children's entry into school, particularly among low income children (Piotrkowski, Botsko, & Matthew, 2001). Because this study sought to uncover how performance and age at pre-school are perceived to be key players in future child performance, role in helping the children through sports to enable them get ready for schooling, the parental engagement in these activities were extremely low and this context showed a slump in performance due to lack of these activities.

In order to provide the type of experiences needed for a child to be successful in school, parents and teachers need to be on the same page about what those experiences are and how to provide them (Rimm-Kaufman & Zhang 2005).

Children whose parents are more involved in their education have higher academic performance as this involvement contributes to the children's achievement, attitudes, and aspirations (Rimm-Kaufman & Pianta, 1999).

#### **5.2 RECOMMENDATIONS**

Areas of future research include conducting a comparative survey or interviews to uncover which priorities are consistent across all groups of participants and which priorities vary across cultures, age groups, income levels, and educational background.

This would help in the creation of more effective intervention strategies to more deeply engage parents in their preschool children's school studies. This type of

study could also inform mothers and school officials whose priorities may differ from those of the fathers. Ultimately, with all parties working together and understanding each other, only benefits could come for the children involved.

The final possible benefit of this particular study would be a better understanding of the resources needed to bridge the gap between those teachers who are active and participate in their children's lives and those who are not involved. This could ultimately encourage more teacher involvement in preschool education and bring society to the point at which all children are exposed to consistent and stable adults who are emotionally invested in them, to a physical environment that is safe and predictable, to regular routines and rhythms of activities, to competent peers, and to materials that stimulate the exploration and enjoyment of the world and from which they derive a sense of mastery.

### **5.3 CONCLUSIONS**

In spite of the numerous challenges, the present study is still noteworthy because it shows how parents, teachers and the community express their support to the child performance at the pre-school level.

This study advances research on parental involvement and expressiveness to a less known area of understanding of pupil support and opens a new avenue to study children's emotion understanding and parental socialization of emotion. In addition, the findings show that boys' and girls' involvement understanding were associated with parental emotional expressiveness in different ways, which replicates previous studies suggesting different sensitivity to parental socialization of emotion based on children's sex.

This study contributes to the growing research on the connections between parental socialization of the children's performance competence in that it helps to clarify the role of mothers in the development of children's love understanding. This study also is important to researchers whose interests are in children's performance development and parent-child relationships. Accordingly, the



promise of this study lies in its potential to lead future research to understand associations between parental involvement and expressiveness and children's academic understanding and the construct which determines how children's understanding of education is influenced as well.

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# APPENDICES

## APPENDIX A

### RESEARCH QUESTIONNAIRES FOR GENERAL PUBLIC (CIVIL SERVANTS)

I am MAJUR DAVID Gai, a final year student at Kampala International University pursuing a diploma in Primary Education. I am carrying out research on the age, performance of pupils in Pre-School of Southern Sudan's state of Jonglei. My main aim of the research is to determine the effects of age, and the contribution of other factors to the overall performance of a pupil in pre-school level.

The questionnaire is specifically for academic purposes and all information received shall be kept confidential.

Tick (✓) where necessary and (x) cross where it is not applicable.

a) What is your job specification?

Education ( ) parent ( ) Other ( )

If other, specify .....

b) Sex: Male ( ) Female ( )

c) Age range; 15-20 ( ) 21 – 24 ( ) 25 – 33 ( ) 33 & above ( )

d) Occupation: Employed ( ) Unemployed ( )

e) Level of education: Primary ( ) Secondary ( ) University ( ) none ( )

f. As a citizen of Southern Sudan's state of Jonglei, explain how age may affect the performance of a pupil at pre-school level?

.....

.....  
.....

II. In your societal setting, illustrate how parenting can contribute to child performance at pre-school level, including how parents have always contributed to the child positive notion towards education at this level?

.....  
.....  
.....

III. Compare the rate of academic improvement with age and teacher parent relationship at this level of education?

.....  
.....  
.....

IV. What role does the financial position of the parents play in the performance of a child at pre-school level?

.....  
.....  
.....

V. Is there any role which was played by other co-curriculum activities like sports, group discussions, and teacher student relationship?

If yes, then explain

.....  
.....  
.....  
.....



## APPENDIX B

### AN INTERVIEW TO THE ACADEMICS: THE TEACHERS

1. What could be the hurdles and challenges facing the performances of pupils who are at the pre school level?
2. From the professional point of view, does age play any significant role in the performance of pupils at the pre school level?
3. How do you as professional teacher relate age, performance and other key factors needed by the child especially parent participation, financial support and teacher student relationship?
4. What key challenges do pupils face at pre-school? Does communication, health and parenting play a role in the performance of the kid?
5. In the previous years, how has the trend of under age pupils attending school contributed to poor performance at a later stage? Or if otherwise, explain
6. Are the activities of the immediate community contributing to the performance satisfaction of the pupils at this level? If yes, explain



## APPENDIX C

### COST AND PHASES

The research will involve a lot of movements from one area to another. So as to gather adequate information about the topic, following amount will be required;

<u>Description/item</u>	<u>Amount (DOLLARS)</u>
Transport	500
Stationery	400
Preparing questionnaires	300
Printing	150
Miscellaneous	250
<b><u>Total</u></b>	<b><u>1600</u></b>

## APPENDIX D

### TIME SCHEDULE OF ACTIVITIES

Month and year	Activities
October 2008 – November 2008	Research proposal writing
November 2008 – December 2008	Questionnaire preparation and pre-testing
December 2008 – January 2009	Data-collection
January 2009 – February 2009	Compiling the data
May 2009 – August 2009	Write up dissertation
September 2009	Submit the dissertation