RATE OF ACCESS AND RETENTION OF CHILDREN IN PUBLIC PRE-
SCHOOLS: A CASE OF ISINYA SUB-COUNTY, KENYA

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in the school of Education and Human Resource Development of Kenyatta
University

NOVEMBER, 2014
DECLARATION

I confirm that this research project is my original work and has not been presented in any other University.

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DEDICATION

This work is dedicated to the Almighty God for His grace which enabled me to carry out this work in good health and sound mind. To my children and family members who constantly gave me moral support during my long absence in their lives and daily activities. Special dedication goes to my friend Kimberley who supported my work undeterred. Let the Almighty God bless her kind and generous heart.
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3.4.2: Sample Size .................................................. 40
3.5: Construction of Research Instruments .......................... 40
3.5.1: Pre-School Teacher Questionnaire .......................... 40
3.5.2: Standard One Teacher Questionnaire ....................... 41
3.5.3: Parents Interview Schedule .................................. 41
3.6: Pilot Study ..................................................... 41
3.6.1: Validity .......................................................... 42
3.6.2: Reliability ....................................................... 42
3.7: Data Collection Technique ....................................... 43
3.8: Data Analysis ..................................................... 44
3.9: Logistical and Ethical Considerations .......................... 44

CHAPTER FOUR: FINDINGS, INTERPRETATION AND DISCUSSION .... 46
4.0: Introduction ...................................................... 46
4.1: Enrolment and Retention by Gender to Pre-School Education .... 49
4.2: Parental Factors .................................................. 54
4.2.1: Parental Income Levels ......................................... 56
4.2.2: Parental Level of Education ..................................... 58
4.3: Role played by Geographical factors ............................ 60
4.3.1 Proximity ....................................................... 60
4.3.2 Weather conditions influencing access and retention ........ 62
4.4: School Fees Factors .............................................. 63
4.5: Responsibility of Stakeholders .................................... 65
4.5.1: Government ...................................................... 66
4.5.2: Community ..................................................... 67
4.5.3: Parents .......................................................... 67
4.5.4: Head teacher's ................................................................. 69
4.5.5: Teacher ........................................................................ 69

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION. 72
5.0: Introduction .................................................................... 72
5.1: Summary of the Study ...................................................... 72
5.2: Conclusion ....................................................................... 75
5.3: Recommendations ............................................................ 77
5.4: Suggestion For Further Studies ........................................ 78

REFERENCES ........................................................................... 82
APPENDICES ........................................................................... 86
APPENDIX I: Questionnaire For Pre-School Teachers ............... 86
APPENDIX II: Questionnaire For Standard One Teachers ........... 89
APPENDIX III: Interview Schedule For Parents ......................... 91
APPENDIX IV: Research Permit ............................................... 94
APPENDIX V: Permission Letter .............................................. 95
APPENDIX VI: Head Teacher’s Letter ....................................... 96
LIST OF TABLES

Table 4.1 Demographic Information of pre-school teachers.................................................48
Table 4.2 Demographic Information of parents.................................................................48
Table 4.3: Enrollment of children to pre-school by gender.................................................49
Table 4.4: Teachers’ perceived reasons why children are not enrolled to public pre-
schools.........................................................................................................................50
Table 4.5: Parents’ perceived reasons why children are not enrolled to public pre-
school..........................................................................................................................51
Table 4.6: Dropout rate of children per gender from pre-school........................................52
Table 4.7: Reasons for children dropping out of pre-school...............................................53
Table 4.8: Number of Pre-school attendance prior to joining class one..........................55
Table 4.9: Parental income level.........................................................................................56
Table 4.10: Parent’s reasons for not enrolling children to pre-school...............................57
Table 4.11: Education level of parents..............................................................................59
Table 4.12: Approximate distance covered by pre-school children to and from school..61
Table 4.13: Weather condition that influence access and retention.................................62
Table 4.14: Fee factors that influence access and retention to public pre-schools...........64
LIST OF FIGURES

Figure 1.1: Conceptualised factors influencing access and retention of children to pre-school.................................................................11
**ABBREVIATIONS & ACRONYMS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAL:</td>
<td>Arid and Semi-Arid Land(s)</td>
</tr>
<tr>
<td>DEO:</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>ECE:</td>
<td>Early Childhood Education</td>
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<td>ECD:</td>
<td>Early Childhood Development</td>
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<td>EFA:</td>
<td>Education for All</td>
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<td>FPE:</td>
<td>Free Primary Education</td>
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<td>GER:</td>
<td>Gross Enrolment Ratio</td>
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<td>GOK:</td>
<td>Government of Kenya</td>
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<tr>
<td>MDG:</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOEST:</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>UN:</td>
<td>United Nations</td>
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<tr>
<td>UNICEF:</td>
<td>United Nations International Children's Emergency Fund</td>
</tr>
<tr>
<td>UNESCO:</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<tr>
<td>WHO:</td>
<td>World Health Organisation</td>
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ABSTRACT

Access and retention of children in pre-school is of paramount importance. Access and retention increases the opportunity of children to acquire concepts, skills and attitudes that form the foundation for future learning. It also enhances children's physical well-being, cognitive and language skills, and social-emotional development. Lack of access and retention of children to pre-school leads to lack of proper acquisition of basic skills that lay the foundation for the smooth transition to primary level one and school readiness. Despite the importance of pre-school education, research on the rate of access and retention of children to pre-school seem to have received limited attention. Globally studies conducted in Australia, and Auckland show that a substantial proportion of children lack access to pre-school and a good number of those that are enrolled dropout. Further studies demonstrate that arid and semi arid lands and urban slums recorded low access and retention. Isinya district is in semi arid area and therefore, it is likely to suffer the same fate. Other studies conducted on access and retention of children to education have demonstrated that both primary and secondary schools record low access and retention of children due to parental factors, geographical conditions, gender disparity and school fees factors among others. This study is intended to find out whether these same factors influence the rate of access and retention of children to public pre-schools in Isinya Sub-County. The objectives of the study were therefore to: establish the rate of access and retention, determine the extent to which parental factors influence the rate of access and retention, establish the role played by geographical factors on the rate of access and retention, find out whether there was gender disparity in the rate of access and retention and assess whether school fees factors have an influence on the rates of access and retention of children to public pre-school in Isinya Sub-County. The study adapted the Liberalism theory by Herbert Samuel, (1902-1935) and employed descriptive survey design. Purposive sampling was used to select the public pre-schools and a sample of 30 percent was drawn. Questionnaires and interview schedules were used as the research instruments. A pilot study was conducted in two of the public pre-schools which were not included in the sample. Test retest was used to check for reliability and Content validity was also ensured. Both quantitative and qualitative methods were used to analyse data. The study found out that the rate of access and retention of children to pre-school is low. Factors contributing to low access and retention of children to public pre-schools were found to include low income and education levels of the parents. In addition, the distance between home and school, drought and free primary education also play a role in making access and retention of children in pre-schools a challenge. The study recommended that the government offer free pre-school education, make pre-school education a pre-requisite to standard one enrolment, and educate parents on some of the income generating projects they can engage in to generate money to pay school fees.
CHAPTER ONE
INTRODUCTION AND CONTEXT TO THE STUDY

1.1 Background to the Study

Access to good pre-school education is widely recognised as an important way of equalising opportunities for all children, including the poor and disadvantaged when they enter school. Preschool is a child's first formal learning environment. Preschool focuses on cognitive and social development by stimulating a child's curiosity and imagination. Children learn through sharing toys, taking turns, and interacting with their teachers and each other. According to Barnett (2008), well-designed preschool education programs produce long-term improvements in school success, including higher achievement test scores, lower rates of grade repetition and special education, and higher educational attainment. Arthur, Judy, Dylan and Emily (2001) purport that early childhood education interventions during the pre-school years are widely touted as an effective way to prevent learning difficulties and promote health development.

The positive effect of participation in early intervention for school readiness reduces need for grade retention and special services. It also prevents delinquency and increase higher education attainment (Arthur, et al 2001). This being the case, then there is a need for children of pre-school going age access this vital education. It is also important to ensure that after these children have enrolled to pre-school they continue schooling until graduation.

Basic education being the minimum education that every Kenyan must have for progressive existence in society is a crucial factor. That is why Kenya subscribes to
the international protocol that established Education for All (EFA) in Jomtien, Thailand, 1990 and the world education forum in Dakar, Senegal, 2000. Since then, the Kenya Government in her Education Sector Strategic Plan and Sessional paper No. 1 of 2005 has articulated how to attain goals for education. According to Achoka, Odebero, and Ndiku (2007), early childhood education which tries to ensure development of the whole personality of the child's physical, mental, and socioemotional attributes, faces challenges such as lack of access to early childhood education mostly caused by poverty, regional and gender disparities, policy framework, and HIV/AIDS among others.

Although access to pre-school education is very important, some children in different parts of the world seem to be missing out. A report from Australia, for example show that 30 percent of all Australian children are missing out on education in the year before schooling (Australian policy Dialogue, 2011). This could be influenced by a number of factors. According to Willer B., Hoffer S., Kisker E., Divine-Hawkins, Farquhar E. & Glantz F. (1991), the provision and location of early childhood education in Auckland is both a geographical problem, and one of social equity.

School age children can also miss school because of the weather condition of the area. In India, for instance, severe cold weather conditions of more than seven months a year makes school attendance erratic (Jacoby & Skoufias, 1997).

The area of the study is a semi arid land where drought forces children either to drop out of pre-school to accompany their parents in search of pastures or not to be registered totally, depending on how long it lasts. The locale of this study is a semi arid area where some times weather conditions affect the daily life of the people of
this area and as their daily routine is affected there is need to study whether the school going routine is also affected.

Children can also miss to be enrolled or be withdrawn from school because of their gender. According to Bauer, John, Feng, Riley, & Xiaohua (1992), some parents in China prefer to enrol boys in pre-school rather than girls. Similarly in Parkistan, there are fewer schools for girls than for boys and girls are not permitted to attend school unless there is a female teacher in that school (UNESCO, 2010). A few countries have however made progress in reducing disparities. Nevertheless, low participation rates for girls continue to be a problem and lack of persistence in school among boys is increasingly being cited as a problem (UNESCO Bangkok, 2007).

The socio-economic status and the education level of the parents can also contribute to children’s lack of access and retention to education. According to Roumiana & Alexandre (2001), in Bulgaria, the family income is a major determinant of school enrolment. A study carried out in Peru also revealed that children out of school come from highly vulnerable and hard to reach populations (UNICEF, 2006). Studies conducted by Brain (2005); Barnett & Yarosz (2004); and Fuller, Kagan & Loeh (2002).

Show that children’s participation in pre-school correlates positively with parental education level. For example, in Malawi, Ghana, Zambia, Ethiopia, and Tanzania, children are hindered from effective participation in schooling due to the inability of parents to afford education. However, in Kenya for instance, since pre-school education is not free, parents opt to send their children directly to standard one which offers free primary education (Sessional Paper, No.1 of 2005). Ramey and Ramey
(1994); ILO (1996); and Republic of Kenya (2002) suggests that poor families have inadequate resources to promote and support their children's education process.

Distance between home and school may be another factor determining access to education. A study conducted in Mali show that a number of schools are too far away, causing children not to enrol in pre-school (Birdsall, Nancy, Orivel, & Francois, 2006). According to Melhuish & Moss (1991), access to school depends considerably on where a family lives.

Further low rates of access and retention of school children can be attributed to parental factors such as high poverty levels. Macharia (2011) concurs with findings that high poverty levels experienced in ASALs make access to education to be lower than that of high potential areas. As specified by Maitima (2011), the parents of the high poverty areas withdraw their children from the education system so that they can help in the family income, thereby engaging children in child labour.

However, since Maitima's research was done in the primary sector of education, the current study was keen to find out the situation of pre-school children considering that they are too young to engage in any kind of labour (Maitima, 2011; Ndiku, 2007; and Achoka Otuya & Otuya, 2005).

In short, research conducted in primary and secondary schools had established that parental factors, geographical conditions, gender disparity, and school fees factors influence the rate of access and retention of children in schools. The pre-school sector is however peculiar not only in the age of its clients but also because of the fact that it
is not free. There was therefore need to find out whether these same factors which influence the rate of access and retention of children to primary and secondary schools are also influence public pre-schools in Isinya Sub-county, Kajiado County.

1.2 Statement of the Problem

Pre-school education is very important in education process of a child because it increases pre-school children’s opportunities to acquiring concepts, skills and attitudes that lay the foundation for lifelong learning. Thus, children’s access and retention need to be given a major priority. However, global literature shows that substantial number of children lack access or drop out of school. Unfortunately, there appear to be limited local research on access and retention of children in schools. Among them are Maitima (2011) and Macharia (2011) who focused their studies on the factors influencing the rate of access and retention of children in primary and secondary levels of education respectively. Their studies attributed low access and retention of children to parental factors, geographical conditions, gender disparities and school fees factors. These studies could not be generalised to pre-school going children because these children are of tender age and cannot engage in activities that those children in primary and secondary engage in after they fail to enrol or when they drop out of school.

Empirical data on the rate of access and retention of children in pre-school however, have not been documented. It was not clear whether the same factors influencing access and retention in primary and secondary school also affected public pre-schools. For this reason this study was necessary to establish whether the same factors were influencing the rate of access and retention in the locale of this study. Further owing
to the sub-county being located in a semi arid area, it was deemed necessary to find out whether weather conditions, particularly drought played a role in access and retention of pre-school children in school.

1.2.1 Purpose of the Study

The purpose of the study was to find out whether there is a relationship between parental factors, geographic conditions, gender disparity as well as school fees factors and the rate of access and retention of children in public pre-schools in Isinya District.

1.2.2 Objectives of the Study

The objectives of this study were to:-

i. Establish the rate of access and retention of children by gender to public pre-school in Isinya district.

ii. Determine parental factors that influence the rate of access and retention of children in public pre-schools.

iii. Establish whether geographical factors have a role in the rate of access and retention of children in public pre-schools.

iv. Assess whether school fee is a factor in the rate of access and retention of children in public pre-schools.

v. Establish the role of early childhood stakeholders in improving the rate of access and retention of pre-school children in public pre-schools.

1.2.3 Research Questions

i. What is the enrolment and retention rate by gender in Isinya public pre-schools?
i. Do economic and education levels of parents influence the rate of access of children in public pre-schools in the area of study?

iii. Do distance between home and school and the weather conditions influence the rate of access and retention of children to public pre-schools in Isinya sub-county?

iv. Is there a gender disparity in the rate of access and retention of children to public pre-schools in Isinya sub-county?

v. Do payment of school fee to public pre-school influence the rate of access and retention of children to public pre-schools in Isinya sub-county?

1.2 Significance of the Study

The findings of this study may contribute to the advancement of knowledge about critical challenges or factors affecting the rate of access and retention of children in public pre-schools, mainly in Arid and Semi-Arid Lands (ASALs). This knowledge maybe used by the MOEST to sensitise early childhood education stakeholders on the factors influencing the rate of access and retention of children in public pre-schools and what they can do to enhance it. This may in turn increase chances of acquiring basic skills to children, which lay the foundation for lifelong learning especially those living in arid and semi-arid lands.

1.4: Delimitations and limitation of the Study

The delimitation and limitations of the study were as described in the following sub-sections:
1.4.1: Limitation of the study
Since the schools were widely spaced across the sub-county, and owing to poor roads, it was difficult to access all of them within the planned time frame. The means of transport was also a challenge because there are no through roads and therefore walking long distances was the only option.

1.4.2: Delimitation of the study
This study was confined to Isinya District, Kajiado County and carried out in public pre-schools only. The implication of the small scope is that the findings of the study may not be used to make generalization regarding the wider population that is not in ASALs or in private pre-schools. This means that the generalization was limited to the population of the study that is in ASALs and in private pre-schools.

1.5 Assumptions of the study
It was an assumption that the weather would be conducive during data collection to enable smooth and quick collection of the data. However, measures were taken to counter these challenges when they occurred. It was an assumption of this study that finances would be available to carry out this research and that the people of Isinya district would be kind enough to provide enough and accurate information to allow systematic data collection.

1.6 Theoretical and Conceptual framework
Theoretical and conceptual frame work was done separately as follows:
1.6.1 Theoretical Framework

The study adopted the Liberalism Theory by Herbert S. (1902). Herbert Samuel was a social liberal politician and a cabinet minister from 1902-1935. In his attempt to state the purpose and proposals of contemporary liberalism in England, he stated that the primary purpose of the government is to relieve poverty and address its causes.

New Liberalism theorists argue that the state should show interest and promote social progress by curing social evils such as unemployment, crime and poverty. They view poverty as the greatest threat to individual liberty and social progress. It thus calls on full freedom of education and equal access for all. This theory was relevant in that, the independent variables of this study may influence the rate of access and retention of children in public pre-schools, causing inequality in the future life.

The government need to put measures into place to increase the dependent variable; this is because education can help in breaking the cycle of poverty. If parents' income is insufficient to support the education of their children, then the minor will not be able to get education.

This is where the state could offer free pre-school education to enable school age children to access this important education which lay the foundation for lifelong learning. If the government offers free pre-school education, then the FPE will not interfere with access and retention of children in pre-school and it will also prevent parents from skipping the pre-school education for lack of money to cater for their
children’s education. The government need to build more schools to enable children to access pre-schools easily.

Liberal theorists advocated measures which if put into place will help to reduce the social and economic as well as gender inequalities that divide our society. Investment in pre-school education can end inter-generational cycles of poverty, diseases, violence and discrimination. People’s position in the global economy depends on the competences of the people and these are developed and set early in life. Human development thus begins well before a child enters primary school. The early years are recognized as the ideal phase for the transmission of the values that are essential for a peaceful, prosperous and democratic society.

1.6.2 Conceptual Framework

The independent variables in this study are the parental factors, geographical factors, children’s gender disparities and school fee factors. The dependent variable is the rate of access of children to pre-schools as shown in Fig 1.1 below.
OUTCOMES

Enhanced:

- Quality of basic education
- School readiness
- Language skills

KEY:

- Dependent Variables
- Independent Variables

STRATEGIES

- Make pre-school education compulsory
- Ensure early childhood education is free
- Ensure that all children joining primary level one have gone through pre-school education.

RATE OF ACCESS AND RETENTION OF CHILDREN IN PRE-SCHOOL

Parental factors
- Socio-economic status
- Parent education level

Geographic factors
- Proximity to school
- Weather conditions

Gender disparity
- Girls attendance rate
- Boys attendance

School fee factors
- Fee payment in pre-schools
- Non fee

Figure 1.1: Factors influencing access and retention of children in public pre-schools. (Source: Researcher)
It is conceptualised that the parental factors that include socio-economic and education level of the parents who had not enrolled their children to pre-school prior to class one affect the decision of the parents as to whether or not to take their children to school. When the cost of pre-school education exerts pressure on parents along other pressing needs, parents may also opt to withdraw an already enrolled child from school to wait for FPE. They are also aware that pre-school education is not a pre-requisite to entering primary level one. In addition, the distance from home to school might affect the rate of access to pre-school.

When the distance is more than 5km, it may be too much for 4 year olds to manage. This in itself makes parents to keep them at home until they are old enough to make the journey to, and from school. School enrolment in some communities also depends on whether the child is a boy or a girl. If the parents value the education of any child over the other, then the child can be withdrawn or totally not be enrolled to pre-school and in itself will affect the rate of access and retention. The researcher conceptualised that independent variables are influencing the rate of access and retention of children in public pre-schools in the ASALs. This calls for strong intervention measures to be put in place like the provision of compulsory free pre-school education and also make pre-school a prerequisite for entering primary level one.
1.7 Operational Definition of Terms

The following terms defined within the context of the study refers to:-

**Access:** the ability of children to physically join pre-school.

**Free Primary Education:** the provision of public primary education free of charge

**Gender Disparity:** the imbalance of number of boys compared to that of girls attending public pre-schools in Isinya.

**Geographical Factors:** refers to the distance between home and school and also the weather conditions of the area.

**Low Access:** refers to a small number of children being registered in public pre-school.

**Public Pre-School:** a government institution that offers basic education for children between 4 years to 5 years.

**Retention:** the ability of a child who register in pre-school to continue learning until graduation.
CHAPTER TWO
LITERATUE REVIEW

2.0 Introduction

This chapter presents a review of literature related to the rate of access and retention of children in pre-school. It starts by highlighting the importance of pre-school education before looking at the themes which include parental factors, geographical factors, children's gender disparity, and school fees factors.

2.1: Importance of pre-school education

A child's initial experience forms the foundation for subsequent learning in later life. Studies conducted on the impact of early childhood development and education program shows a direct positive correlation between ECD interventions and early learning, school readiness, retention and success in primary school (EFA, 2007). Effective ECD programs enhance children's physical well being, cognitive and language skills and social and emotional development, thus increasing their propensity of learning.

According to Kathleen McCartney, dean of Harvard graduate School of Education, "At pre-school the children become exposed to numbers, letters and shapes, and more importantly, they learn how to socialize - get along with other children, share, and contribute to circle time." Barnett said that children enter school with better – pre-reading skills, richer vocabularies and stronger basic Math skills than those who do not enter pre-school. Amy fynn, director of Newyork city's bank, also said that
children should have some sort of group experience before the start of school. This is because children learn how to raise their hands, take turn and share the teacher’s attention. They also learn how to separate from mommy and this enhances an easier transition to school. As specified by Barnett & Camilli (2002), pre-school education produces persistent gains on achievement test scores along with fewer of grade retention and placement in special education.

Studies conducted on the impact of pre-school education (EFA, 2007) indicate a direct positive correlation between early learning, school readiness, retention and success in primary school education. Access and retention in pre-school education increases the opportunity for a child to acquire concepts, skills and attitudes that lay the foundation for lifelong learning (EFA, 2007). A child who is ready for school has less chance of repeating grades or being placed in a special education program because of learning difficulties, or becoming a school dropout.

Hence, we should invest in our children now and enjoy long term savings with more vibrant nation of healthy, achieving children or fail to make investment and pay a price: increased delinquency, greater educational failure, lowered productivity, less economic competitiveness and fewer adults prepared to be effective, loving parents to the generation of children. According to D’onise & McDermott (2010), high quality centre based pre-school programs have a long term positive effects into adulthood including lowering school dropout rates, reduce rise of unemployment and higher income.
However, children from all other socio-economic backgrounds have been found to benefit as well. Preschool programs should be designed to develop the whole child, including social and emotional development and self-regulation, in order to produce positive effects on children's behavior and later reductions in crime and delinquency.

2.2 Parental Factors

According to Demarest (1993), parental factors could influence the rate of access and retention of children to public pre-school. There are two parental factors in the study that is socio-economic status of parents and their educational levels. Due to this, the literature review concentrated only on these two factors that can influence access and retention of children to public pre-schools as follows:

2.2.1: Socio-Economic Status

Socioeconomic status (SES) is often measured as a combination of education, income, and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power, and control are emphasized. Furthermore, an examination of SES as a gradient or continuous variable reveals inequities in access to and distribution of resources. SES is relevant to all realms of behavioural and social science, including research, practice, education, and advocacy.

Family socio-economic status comprises a family income, parental education level and parental occupation. Parents of high socio-economic background often have more success in preparing their children for school because they typically have access to a wide range of resources to promote and support their children’s learning. Ramey &
The National Association for the Education of Young Children (NAEYC) defines "early childhood" as occurring before the age of eight, and it is during this period that a child goes through the most rapid phase of growth and development. Their brains develop faster than at any other point in their lives, so these years are critical. The foundations for their social skills, self-esteem, perception of the world and moral outlook are established during these years, as well as the development of cognitive skills. Preschool is a child's first formal learning environment.

Preschool focuses on cognitive and social development by stimulating a child's curiosity and imagination. Children learn through sharing toys, taking turns, and interacting with their teachers and each other. The classrooms themselves are very lively, brightly decorated with posters of the alphabet, maps, number tables and student artwork. Classrooms must be interactive and stimulating to foster an exciting learning environment. Teacher-student ratios are also closely monitored to ensure close interactions, and class sizes are kept relatively small.

According to Arthur, Judy, Dylan and Emily (2001), early childhood education interventions during the pre-school years are widely touted as an effective way to prevent learning difficulties and promote health development. The positive effect of participation in early intervention for school readiness reduces the need for grade retention and special services. It also prevents delinquency and increase higher education attainment (Arthur et al, 2001). Some pre-school programs are also associated with reduced delinquency and crime in childhood and adulthood. The evidence suggests that economically disadvantaged children reap long-term benefits from preschool.
Ramey (1994) reported that poor families may have inadequate resources that promote and support children’s development and school readiness and that those families that live in poverty may have no money to spare for education, hence, low access and retention in poor families. ILO (1996) and Republic of Kenya (2005) reported that when basic necessities are lacking, parents must place the priority on food, housing, clothing and health care—education and its requirements are considered as a luxury and in some instances, family income is not adequate for family consumption let alone for fees.

According to Barnett (2008), those children in poverty lack pre-school experiences and considering that most people live below the poverty line, there is a need to find out how a parent’s socio-economic status affects the rate of access and retention of children in public pre-school globally.

In Canada for instance, children from low-income families often start school already behind their peers who come from affluent families (Ferguson, Bovaird, & Mueller, 2007). The inequality of family income in Canada has grown and Canadian research confirms poverty’s negative influence on children’s behaviour, achievement and retention in schools (Levin, 2007). A study carried out in Peru revealed that children out of school come from highly vulnerable and hard to reach populations. In these districts, half of all children aged 3-5 remain excluded from pre-school education (UNICEF, 2006).

According to an Australian policy Dialogue of 2011, 30 percent of all Australian children were missing out of pre-school education in the year before schooling.
Another report by the Council of Australian Governments (2009) showed that the likelihood of children attending pre-school increases if at least one parent is employed full time in a couple of families. In a one-parent family, children who had an employed parent had high attendance rates at pre-school compared to those who did not have employed parents. Indeed, the level of the family income is one of the most powerful influences on enrolment and retention in developing countries.

For example, in Bulgaria, the major determinant of school access and retention is family income as it was found by Roumiana & Alexandre (2001), another report carried in January 2001 on determinant of school enrolment in Bulgaria, and that the poor are constrained in their investments and withdraw from school prematurely. While expenditure in education can be a dissuading factor towards enrolling, opportunity costs have had a high potency towards lack of access and attendance at schools. Some parents have weighed the cost of sending a child to school when the same child can be able to be employed in some way or the other.

In some instances, children have been kept out of school because they are required to provide cheap labour at home, for example to work in the fields, informal mines or do household chores at home. For many families in developing countries the economic benefits of no primary schooling are enough to offset the opportunity cost of attending. Pevery (2006) argues that besides the opportunity costs associated with education, school fees can be very expensive, especially for poor households. In some instances family income is not adequate for family consumption let alone for fees.
Another region affected by family income is Africa, for example in South Africa; about 40% of young children grow in abject poverty and neglect. According to Lori, (2007), out of the 219 million children in developing countries, 66% are disadvantaged and likely to do poorly in school and this is if they get a chance of enrolling in a pre-school and continue with their learning until graduation. In Lesotho it was demonstrated that family income, parental level of education, gender and the weather conditions hindered the rate of access and retention of children in school (Nyabanyaba, 2009). Another study undertaken in Malawi, Ghana, Zambia, Ethiopia, and Tanzania show those children are hindered from effective participation in pre-school education.

Achoka, Odebero, & Ndiku, (2007) suggest that four out of eight provinces in Kenya recorded an increase in poverty levels and that poverty index in North Eastern Province was 50.5% from the national global picture by 2003 and only 20% of eligible children were registered in pre-schools. Despite local heavy investment in education, not all Kenyan children have been able to access education due to poverty.

According to a study by Maitima, (2011) on the factors affecting access and retention in public secondary schools, the interplay of socio-economic factors, school-based factors, student related factors and community-related factors were to blame for low access and retention of learners in public secondary schools in Meru. This report was echoed by Macharia, (2011) who reported that high poverty levels experienced in ASALs make access to education to be lower than that of high potential areas. Isinya is a Semi-Arid area which experiences low rainfall where majority of local residents are pastoralists.
The area also features large flower plantations where 55 per cent of the workers are single women who are resource poor and 69 percent of them earn less than men. These women are enforced to work for meagre salaries on which they have to sustain their families so their socioeconomic status are low and this may hinder the access and retention of children to pre-school. Enrolment statistics found at the district education office in Isinya show that this area may be experiencing low rates of access and retention of children in public pre-schools.

The number of school children enrolled in class one is higher than that in public pre-schools and the average age is also higher than that expected when joining class one. So, there was need to carry out this research to find out why access and retention of children to pre-school education is an issue.

2.2.2 Parental Education Level

Parent’s level of education has been regarded as predictors of children’s academic achievement. It is also a larger constellation of psychological and sociological variables influencing children’s school outcome. A variety of parent’s behaviour is directly related to children’s performance. Parents with higher levels of education believe strongly in their abilities to help their children learn. According to Brain B (2005); Barnett & Yardiz (2004); Fuller, Kagan & Loeb (2002), children’s participation in pre-school correlates strongly with parent’s education and that it have a stronger effect.

A low level of parental education is likely to lead to low access and retention of children in pre-schools. Teale & Elizabeth (1986) argues that home background plays
a significant role in young children’s orientation to literacy. The education children receive is very much dependent on the education that their parents received when they were children. Sclafani (2004) studies found that parents who have gone beyond high school education are able to support their children learning process.

In Australia, the education level of mothers influences pre-school attendance rates to a greater extent than the education levels of fathers. Participation of children aged 3-5 years at pre-school in Australia is highest for those children whose mother or father held a Bachelor, Degree or above. Participation was low, however, for those whose parents did not complete year twelve.

Studies indicate that children's participation in Pre-school correlates positively with parental education levels (Brain, 2005; Barnett, 2008). In a similar study in Bangladesh, children’s participation in pre-school significantly increased with the increase of parental education, there is need to find out whether it influences the rate of access and retention of pre-school in Africa.

According to Levin (2007), parental education is particularly important in the context of Sub-Saharan Africa where a significant number of children whose parents have no education are not in education themselves. The study suggests that parental education plays the deciding role in determining whether children enrol in school, at what age, and for how long they stay in education. It revealed that the more educated the head of the household, the more likely the children were to attend school. Those lacking pre-school education tend to be children from disadvantaged communities such as ASALs and urban slums.
This observation is reinforced by the findings of the UNICEF (2000) which indicated that 29.5% of the children whose mothers had secondary education were enrolled in some form of ECD, compared to 10.7% of those whose mothers had only completed primary school and 12% of those whose mothers had no schooling. With all these arrangements, over 70% of the pre-school aged children (4-5 years) are still out of school. In Bangladesh the parents of the out of school children aged 4-5 years were asked to mention the major reason of non-enrolment of their children in schools. Twelve causes came out, of which few were prominent.

Majority of the parents mentioned that their children were too young to enrol in schools. They were 89% in 1998, 89.7% in 1999, and 92.7% in 2005. About 7% of the parents in 1998 mentioned three causes viz. school was away from home, scarcity of money and school did not take. This figure was 5.3% in 2000 and 5% in 2005. However schooled parents and those of better-off households were tend to mention age related concern compared to never schooled parents and those of deficit households In case of Bangladesh, the high-risk families are those where both the parents never been to school, extreme poor households, small ethnic minorities, tea-garden population, various types of floating population. Further research is needed to establish whether parental factors which in this study comprised the economic status and the education level of the parents had an influence on the rate of access and retention of children to public pre-schools.
2.3 Geographical Factors

Geographical factors such as proximity to school and weather conditions could affect the rate of access and retention of children in public pre-schools, particularly those living in ASALs.

2.3.1 Proximity to School

School-home proximity is likely to lead to low access and retention of children to public pre-schools. Research has demonstrated that certain areas of the world have more difficulties getting children to school. A study done in Auckland indicated that the provision and location of early childhood education is not just a geographical problem, but one of social equity as well (Willer B., Hofferth S., Kisker E., Divine-Hawkins P., Farquhar E., & Glantz F. 1991). Access to schools depends considerably on where a family lives as reported by Melhuish & Moss (1991); Queralt & Witte (1998); Siegel & Loman (1991). The study conducted in Mali found that half of the villages reported that the school was too far away, causing children not to enrol (Birdsall, Nancy, Orivel & Francois, 2006).

In Kenya, research carried out in Nairobi, Baringo, Mombasa, Garrisa, Kwale and Kisumu showed that proximity to is a predetermining factor of school enrolment and retention (UNICEF, 1998). A report by the Republic of Kenya (2003) further shows that rural areas are characterised by low access and retention due to long distances between home and school as compared to urban areas.

In Arid and Semi-Arid Lands (ASAL), most families encounter difficulties that counteract government efforts to achieve education for all (Achoka, Odebero &
Ndiku, 2007). One such community in ASAL is the Masai in Kenya who arguably have the least access to pre-school education (Phillips & Bhavnagri, 2002). The government has tried to make school accessible through school fee exemption. However, despite the effort, access to pre-school remains low in Kenya. There is need to find out whether proximity influence access and retention to pre-school.

2.3.2 Weather Conditions

In India, for example, severe weather conditions for more than seven months of the year make school attendance erratic and force children to remain at home. Jacoby & Skoufias (1997) stated that school enrolments in rural areas of India were negatively affected by rainfall. In the same way, the consequences of excessive rainfall due to Hurricane Mitch were found to reduce school retention and progression in Nicaragua, Central America (Ureta, 2005).

School attendance fell by almost 7% among those households more heavily hit by the two strong earthquakes that affected El Salvador, Central America in 2001 (Santos, 2007). An analysis of rural households in Central Mexico also shows that droughts have large effects in taking children out of school and introducing them to work (Janvry, Alain, Finan, Sadoulet & Renosvakis, 2006). According to Nsapato (2010), Malawi climate change consequences like drought, floods, high temperatures, and earthquakes, have had adverse effects on access and retention of children in school. Pangs of climate change like floods cause student absenteeism and dropout as school infrastructure gets damaged, families get dislocated and schooling gets disrupted.
In 2011, The Rift Valley Province in Kenya experienced severe drought. Such weather conditions force pastoralists to migrate to areas with green pastures and weather conditions which support pastoralist and agriculture. This can force the families to migrate with their children affecting their ability to be retained in, or access schools.

Whilst research exists regarding the impact of geographical factors on primary education in Kenya, same research is necessary to establish whether proximity to school and the weather conditions influence the rate of access and retention in public pre-schools in the locale of the study.

2.4 Children’s Gender Disparity

The seeds of adult gender inequality are sewn in early childhood. In early years, gender equity issues in particular, gender sociolization, feeding practices and access to schooling are determinant of early childhood education. Early gender inequality when reinforced by power relations, biased norms and day to day experience in the family, school, community and broader society, go on to have a profound impact on adult gender inequality.

When a child is born, families immediately start conditioning girls and boys to take on the different roles and behaviours that reflect local norms and values. These social norms can influence whether today's girls and boys get equal access to early childhood education. The most common example is where traditional beliefs favour sons over daughters. For example, in China the State has done much to promote gender equality, but parents want sons to perpetuate their family name and to look
after them in their old age (UNESCO, 2007). In countries with strong son preference, parents are more likely to send sons than daughters to pre-primary institutions. In China, the gender gap in current enrolment widens with age because males are more likely to be enrolled than females at every age (Bauer, 1992). This disadvantages girls in primary school. In response, parents are more likely to withdraw girls than boys from school. The cycle of discrimination continues (UNESCO, 2007).

It also influences human agency and empowerment in adulthood. Government’s effort to provide equal opportunity for both girls and boys is frustrated by the choice to pay more attention to boys who are regarded as more formidable asset to the family than girls especially in some communities.

For example, Kenya has subscribes to the international protocol that established education for All in Jomtien, Thailand in 1990 and the World Education Forum in Dakar, Senegal 2000 to reduce gender disparity (Achoka, Odebero & Ndiku, 2007). Unfortunately, low participation rates for girls continue to be a problem and lack of persistence in school among boys is increasingly being cited as a problem (UNESCO Bangkok, 2007).

A girl child education was identified as a development tool at the 1990 world summit for children and that is why early childhood development programs can be an important aid in helping to overcome discriminatory barriers and gender inequalities that already exist at the time of first entry into school (Colletta, Balachader & Liang, 1996). Enhancing gender equality is critical for any country’s development.
2.4.1 Girls

According to a report by UNESCO (2010), in Pakistan, there are a total of 146,691 primary schools, 43.8 percent of which are for boys, 31.5 percent are for girls and remaining 24.7 mixed schools. Thus, Pakistan has fewer schools for girls than for boys and girls too are not permitted to attend school, unless the school has a female teacher. According to Dowd and Greer (2001), gender discrimination contributes to a girl child's lack of access and attendance to education as investment in girls' education has been shunned in a number of traditional societies.

This is supported by Douglas (2003) who argues that this has resulted in widespread lack of access to primary education by the girl child in developing countries. Some 78% of girls drop out of school compared with 48% of boys. Therefore, a child's gender continues to contribute to access and attendance in schools. Douglas (2003) found out that the proportion of boys enrolling in secondary school is higher than girls by 10% or more, especially in India, Nepal, Togo, Turkey and Yemen. The gap exceeds 20%.

Africa is another example where females seem to suffer more discrimination in terms of access to education (Shabaya & Konadu-Agyemang, 2004). Although parents are protective of their sons and daughters, in some communities there is more concern about girls in-class safety as well as their safety walking to and from school. A report by UNESCO Bangkok (2007) suggest that unless older siblings or adult escorts are available, girls may be excluded from access and retention to pre-school. On the other hand, in families where sons are valued more than daughters, daughters may be
deprived of pre-school education. A major reason for this research is to find out whether there is gender disparity in public pre-schools in the area of study.

2.4.2 Boys

According to a report by UNESCO, Bangkok (2007), China has done much to promote gender equality, but parents want sons to perpetuate their family name and to look after them in their old age. The gender gap in current enrolment widens with age because males are more likely to be enrolled than females at every age. Bauer, John, Feng, Riley & Xiaohua, 1992) found out that gender inequality also exists in sub-Saharan Africa. For instance, in some regions, there were fewer boys enrolled than girls and in other regions quite the opposite.

For example, in Kenya, at primary education level, the overall enrolment rates for boys is higher compared to that of girls (IEA, 2008). Similarly in Parkistan there are fewer schools for girls than for boys and girls are not permitted to attend school unless there is a female teacher in that school (UNESCO, 2010).

A few countries have made progress in reducing disparities. Nevertheless, low participation rates for girls continue to be a problem and lack of persistence in school among boys is increasingly being cited as a problem (UNESCO Bangkok, 2007). Gender disparity as show in this review exist and thus the reason for this study which tried to establish whether there exist gender disparity in the area of study.

2.5 School Fee Factors

The school fee factors in this study were as follows:
2.5.1 Fee payments in pre-schools

The education system in England start from nursery ages 3–4 (Education and Skills Act, 2008). Full-time pre-school education however can be extremely expensive and childcare costs mean having a full-time job is no longer worthwhile for many second earners in middle and low income families (BBC, 2012). Pevely (2006) argues that besides the opportunity costs associated with education, school fees can be very expensive, especially for poor households. For instance, the experience of Lesotho reveals that some parents bypassed pre-school education and enrolled their children in primary school early (since pre-school is not free) to take advantage of free education (Avenstrup, 2004).

According to a report carried out concerning EFA (2007), Ugandans’ parents contribute to school construction work and also buy scholastic materials and pay tuition fees to their children. Under Presidential Circular Number One of 1980, the pre-school education program was transferred from the then Ministry of Culture and Social Services to the MOEST. However, pre-school education is not compulsory; hence attendance in pre-school is not a prerequisite for joining Standard 1 (i.e. the first grade of primary school).

Pre-school education caters to children aged 3+-5+. A major characteristic of pre-school education in Kenya is that the pre-schools serve a wide cross-section of children from different social, economic, cultural and religious backgrounds. This contrasts with many other African countries where pre-schools are for the children of wealthy members of the elite. Children attending Kenya’s ECD services come from a wide spectrum of rich and poor, educated and uneducated families.
However, in Kenya, pre-school education is not free though the Ministry of Education Science and Technology (MOEST) has been allocating less than 1% of its total budget to early childhood education (UNESCO, 2006). Unlike primary education, pre-school services are fee-paying. This puts a particular burden on poor parents, who are also expected to contribute to the building of facilities, payment of teachers' salaries and management of pre-schools. Little or no financial support comes from other References. Poor children have no choice but to attend overcrowded pre-school services or stay at home if no affordable service is available in the vicinity. In some cases, hunger prevents children from attending pre-schools even when their fees have been paid.

Usually it is parents with low education levels and those living below the poverty line who do not enrol their children in pre-schools. A combination of ignorance and poverty prevents children from partaking of the rich experiences offered by pre-schools, which provide a head start and a solid foundation for the development of lifelong learning. These children stand to benefit most from pre-school experiences, without which they risk remaining disadvantaged and caught up in a lifelong cycle of poverty.

2.5.2 Non payment of fees in primary schools

In Kenya, Lesotho, Malawi, and Uganda, free primary education (FPE) was viewed as a step towards achieving universal primary education (UPE). Malawi was the first of the four countries to start working toward UPE, by abolishing school fees grade by grade in or since 1991 but FPE was launched for all grades by September 1994. Uganda, for example, had a sleeping UPE policy from 1987, but not until relative
stability in 1997 when FPE was implemented, following the new government’s manifesto. Although FPE was in the constitution of Lesotho, instability delayed implementation until 2000 (Avenstrup, 2004). Although free primary education is likely to lead to increase to access and retention of children in primary level of education, a study conducted by the Kenya Institute of Education in 2004 on Challenges of Implementing FPE in Kenya showed that FPE was in some ways causing low access and retention to public pre-school.

For example in North Eastern Province, there was a sharp decrease in ECD enrolments since the implementation of FPE as it was also reported by UNESCO, (2005). Declining enrolments appear to be so acute and widespread that there is a serious concern about the “collapse” of ECD services after introduction of FPE. In some areas, parents keep their children at home to wait for free education. This influences the rate of access and retention of children to public pre-schools.

A study done by KIE in 2003 in 52 districts on the impact of FPE on ECD equal number of districts reported decline in the number of children enrolling in pre-school. In another report by policy review (2005), parents opted to keep their children at home until they reach the age of going to primary school where the government offer free primary education. There was need to establish whether the same factor had an influence in the access and retention of children to public pre-schools in the area of study.
2.6 Role played by the Early childhood stakeholders

The stakeholders of early childhood education including the government, community parents, head teacher, and the teachers to mention but a few, ought to take full charge of their responsibility so as to enable access and retention of children to pre-school education, regardless of their social, economic, cultural or political background.

Access and retention cannot be achieved without government involvement, which has grown over time. Impetus was provided by the successful implementation of a 10-year (1972–1982) Pre-school Education Project (PEP), supported by the Bernard van Leer Foundation (Moncrieff, 1993); Presidential Circular Number One in 1980; and reports by Gachathi and Kamunge (Republic of Kenya, 1976; 1988) that emphasized the importance of quality service provision.

The national ECD system established by the government is decentralized and, within the Ministry of Education, ECD coordination occurs at all levels of government. At the national level, coordination is located in three units: the ECD unit of the Directorate of Basic Education, which is responsible for program coordination, policy development, registration of centers, data collection and financing; the ECD unit of the Directorate of Quality Assurance and Standards, which is responsible for inspection and supervision of ECD centers and training institutions, as well as the administration of examinations and certification for preschool teacher trainees; and the ECD section in the Basic Education Division at the Kenya Institute of Education (KIE), which is responsible for curriculum development, training and research.
At the provincial level, the Provincial Director of Education coordinates all programmers’ including ECD. At the district level, it is the District Education Officer who co-ordinates all programmers’, but with the support of a District Centre for Early Childhood Education (DICECE) officer who specifically oversees district ECD programming and, supported by other staff, is responsible for training, curriculum development and research. At the community level, most ECD centers have management committees that oversee daily management. Decentralization of the ECD program has played a critical role in enhanced accountability, sustained community participation and increased access to services by marginalized communities.

Government commitment has led to the inclusion of ECD as one of 23 investments in the Kenya Education Sector Support Program (KESSP), a sector-wide approach to planning that focuses on identified priorities developed through extensive consultation (Republic of Kenya, 2005). It has also led to leveraging of resources to finance community support grants, which have been disbursed to over 8000 marginalized and vulnerable communities to assist in the establishment of ECD centers. Although the ECD budget is still very low, the recent allocation of shillings 387.7 million (about US$3.9 million) by the Minister of Finance (Republic of Kenya, 2011) is a significant increase over past allocations.

The lesson from Kenya is that the community is a very important resource for the development of the ECD program and must continue to be tapped and appreciated. A larger portion of the costs of the preschools development are borne by the communities and external donors (Myers, 1992). The community should identify suitable locations to set up early childhood centres, mobilize human, finance and
material resources for construction and furnishing those facilities. Cognizant of this fact, the Malawi Government together with development partners facilitated the establishment of community-based child care centres (CBCCs) which are owned and managed by community members (Munthali A., Mvula P. & Silo L. 2008).

The critical role of the community is their investment in sustainability and also maintenance of quality by the management teams. Communities have always been involved in the establishment of ECD centers and community provision remains the largest form of ECD service provided today, comprising 70% (Republic of Kenya, 1998) of the total number of ECD centers nationwide.

It is worth emphasizing that the presence of these community-based ECD centers has made the most significant contribution to expanding access to services in rural communities, where most of them are located. Communities are responsible for identifying suitable locations to set up ECD centers, and mobilizing human and material resources for construction and furnishing as well as development of play and learning materials.

In addition, communities are involved in the identification of teachers and payment of their salaries, and are responsible for establishing management teams that oversee the running of centers. The critical role of community involvement in sustainability and relevance cannot be over-emphasized. In terms of maintaining quality, however, much still needs to be done to enhance the capacity of the community management teams to effectively carry out their responsibilities. The government has recognized
this and embarked on a program to sensitize communities on ECD centre management; currently, 11% of management committees have been trained.

2.7 Summary of Literature Reviewed

According to the review of literature, factors such as parental, geographical, gender, and school fees may influence the rate of access and retention of children to pre-school. If the socioeconomic status is low, the family may have inadequate resources to support children's education, hence low rates of access and retention in schools. Children's level of access increases with higher levels of parental education. This research aimed at finding out whether parental factors were influencing the rate of access and retention of children to pre-school. The review has not demonstrated whether the same parental factors can also influence pre-school going age.

Geographical factors comprising of proximity and change of weather also influence the rate of access. It can also influence enrolment in that, parents may move further from school in search of pastures for their animals so the already enrolled children could be withdrawn. According to review of literature, gender disparity exists in both primary and secondary levels of education but there is no such study on pre-school education. School fees factor may influence the rate of access and retention of children in public pre-schools, especially if parents choose to skip pre-school to wait for free primary education.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter presents research design, variables, location of the study, target
population, sampling techniques and size, research instruments, pilot study, data
collection techniques, data analysis and logistical, and ethical considerations.

3.1 Research Design
Descriptive survey design was used to gather data required for this study. The design
was suitable for the current research since it helped to describe in detail the existing
condition that influence the low rates of access and retention in the locale of this
study. It also identifies the standards against which existing conditions can be
compared (Orodho, 2003).

3.1.1 Variables
The dependent variables in this study were the rate of access and retention of children
to public pre-school in Isinya District. The independent variables for this study were:
parental factors, geographical factors, gender disparity, and school fees factors,
measured as follows:

i. Parental factors include; (a) Level of family income. A monthly income of
Kenya Shillings 5000 was classified as low, Kenya Shillings 6000 to
Kenya Shillings 15,000 was moderate and above Kenya Shillings 15,000
Was termed high, (b) Education level of parents was categorised as low,
moderate or high education level. For instance, primary level and below
was termed as low, secondary level of education was moderate, tertiary levels of education (University and other colleges) was considered high.

ii. Geographical factors comprised of proximity and weather. Proximity was taken as the approximate distance between school and home. 1/2km-1km was considered near, 1km-2km was considered far above 3kms was considered far, and above 4km was considered very far.

iii. Weather conditions were based on the opinion of the respondents. It was categorised into very hot, drought or very heavy rainfall.

iv. Gender disparity comprised of the difference in number between boys and girls enrolled in pre-school and primary one.

v. Fee payment in pre-school was assessed based on the respondents report as to whether children were not enrolled to pre-school for lack of money to pay school fees, dropped out due to lack of school fees or whether children were kept at home to wait for Free Primary Education.

3.2 Location of the Study

This study was confined to Isinya District in Kajiado County. Kajiado County has five districts but this research was concentrated in Isinya District. This district is in Kenya’s Arid and Semi-Arid Lands. The occurrence of drought is frequent in the area and this decimates half the livestock and leads to temporary migration of 20 percent of the human population. According to Kenya Bureau of Statistics (2009), the
country’s census that year reported a 44.9 %, lack of school access of 15-18 year olds in this area. It was then important to find out whether the pre-school children were suffering the same fate.

3.3 Target Population

The target population included all 29 public pre-schools in Isinya District, Kajiado County. The public pre-schools were considered for this research because they were predominant in the area and usually children enrolled in private schools at this level drop out. Respondents included pre-school teachers, class one teachers and parents who had enrolled their children to class one and had not enrolled them to pre-school prior to class one.

3.4 Sampling Technique and sample size

The sampling technique and sample size are discussed separately as follows:

3.4.1 Sampling Technique

The study was conducted in 30 % of the 29 primary schools. These were the primary schools which had a pre-school attached. The 9 primary schools sampled had unequal number of classes. Some had one class while others had two. As a result, only one teacher per school was involved in the study and if a school had more than one pre-school or class one teacher, simple random sampling was done. This also applied to parents who were involved in the study because some schools had only one child who had not attended pre-school. According to Mugenda & Mugenda (1999), this sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalise its findings. And according to Best & Kahn
(1993), it is small enough to be selected economically in terms of subject availability, expenses in both time and money and complexity of the data analysis.

3.4.2 Sample Size

The study sample comprised 9 public pre-schools. This number was arrived at by calculating 30% of the target population of 29 primary schools. The respondents were 9 pre-school teachers, 9 standard one teachers and 9 parents who had enrolled their children in standard one and had not enrolled them for pre-school education. This means that 1 of each category of respondents was selected from each school. The researcher settled on 1 respondent per school because in some schools, there was only one pre-school teacher. In some, there was only one standard 1 teacher and the same case for parents with children who had not been enrolled to pre-school prior to joining standard one.

3.5 Construction of Research Instruments

Two types of instruments were used. Questionnaires were administered to pre-school and class one teacher. Interview schedule was used with parents who had not enrolled their children to pre-school prior to class one.

3.5.1 Pre-school Teacher Questionnaire

Pre-school teacher questionnaire (Appendix 1) had three main parts. Part I collected data related to enrolment and dropout rates in sampled public pre-school. Gender disparity was also checked at this stage. Part II was used to collect data related to the factors which can influence the rate of access and retention of children in pre-school.
Part III was used to gather data related to their opinion as to what stakeholders can do to improve the rate of access and retention of children in public pre-school.

3.5.2 Standard One Teacher Questionnaire

Standard one teacher questionnaire (Appendix 11) was used to collect data related to the enrolment and dropout rates of children in class one. This information was used in comparing the differences in number of those joining class one from pre-school and directly from homes. Part II was used to collect data related on their opinion as to what stakeholders can do to help in ensuring that each child passes through pre-school.

3.5.3 Parents interview schedule

The interview schedule for parents (Appendix111) who had not enrolled their children to pre-school prior to joining class one had three parts. Part I collected data related to socio-economic status and educational level of the parents. Part II collected data related to factors which can make a parent not to enrol their pre-school aged children to pre-school. Part III was used to collect data related to their opinion on what stakeholders can do to enable all pre-school aged children to attend pre-school.

3.6 Pilot Study

The instruments of this study were pre-tested with one of the pre-school and standard one teachers not included in the sample. This pilot test was meant to check whether the language used in the instruments was simple and clear for the respondents, and whether any bias and vague or ambiguous questions in the questionnaire existed.
Interviews were also conducted to two of the parents who had not enrolled their children to pre-school prior to class one.

3.6.1 Validity

To verify whether the items in the instruments were viable to collect the intended data and that the data answered the study objectives and research questions in relation to the rate of access and retention content validity was done. The instruments were carefully constructed and the content verified by the professional guidance of the supervisors. Necessary adjustment was also made on the pre-tested instruments to ensure that they contain accurate and reliable information.

3.6.2 Reliability

Test-retest technique was employed to ascertain reliability of the questionnaires; a meta-analysis suggested by Conway, (1995) was employed to the interview schedule where the respondents were presented with standardised questions. The questionnaires were administered twice to the same group of respondents in a time lapse of two weeks. The instruments were tested with respondents who were not included in the study sample. The completed instruments were scored manually. From the two set of answers, Spearman Rank Order Correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of the instruments were consistent in producing the same responses every time the instruments is administered. A correlation coefficient (r) of 0.8 was obtained and a conclusion was made that the instruments were reliable.
3.7 Data Collection Technique

Permission was sought from Kenyatta University, National Commission for Science Technology & Innovation and later from the County Commissioner. The Commissioner gave the District Education Officer permission to inform the head teachers of the targeted schools a DEO’s meeting.

He also briefed them on the intentions of the research and therefore, no formal letter was issued. The researcher met with the head teachers and requested them to inform the targeted teachers on the same. Data for the study was collected during the third term of the year to enable the access and retention to be reflected in the register. Sampled public pre-schools were visited while in session.

During the visit, the pre-school and class one teacher questionnaire were administered. Class registers were used to check the enrolment and attendance rate of pre-school children. This data was also organised as per the gender access and retention. The standard one teacher was requested to give the number of children who had not attended pre-school before registering in standard one and those who enrolled, then dropped out. Some schools had one child who had enrolled directly from home while others had more than one. Where they were more than one, simple random sampling was done, and the parent of the one picked was invited to participate in the study. The teacher was requested to invite the sampled parents who were interviewed during the scheduled date.
3.8 Data Analysis and presentation

Quantitative data which was elicited through the use of questionnaires and the interview schedules was organized for analysis using the Statistical Package for Social Sciences (SPSS). Data was analysed using descriptive statistic and presented in tables. According to Bell (1993), when making the results known to a variety of readers, simple descriptive statistics have a considerable advantage over more complex statistics. Borg & Gall (1989) also advance that the most used and understood proportion are the percentages. Qualitative data was analysed thematically (Orodho and Kombo, 2002).

3.9 Logistical and Ethical Considerations

Prior to data collection, a research permit was sought from Graduate school at Kenyatta University. The permit was presented to the National commission for Science Technology & Innovation who issued a research permit. Further permission was sought from the County Director of Education who upon receiving the request notified the District Education Officer about the intended research verbally and requested him to notify all the head teachers of the targeted schools during a DEO’s meeting on the same. Hence, a letter was not issued because all the head teachers were present.

During this meeting, the researcher was given a chance to speak with the targeted head teachers and requested the head teachers to inform the respondents on the same. During the scheduled visits, the head teachers introduced the researcher to all the respondents. First, a clear reason as to why the research was being conducted was
given to all the respondents. Voluntary Participation was sought from the respondents and they were assured of confidentiality. Anonymity was also ensured. During data collection, analysis and presentation as well as interpretation, the findings were recorded both honestly and objectively.
CHAPTER FOUR
FINDING, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

This chapter presents an analysis, interpretation and discussion of the research findings. The study was carried out on the premise that the rate of access and retention of children to pre-school education increases the chances of children acquiring concepts, skills and attitudes that form the foundation for future learning. Consequently, the study set out to establish the rate of access and retention of children to pre-school education and the factors influencing it in the identified locale.

A total of 18 teachers were involved in this study; 9 pre-school and 9 from primary level one. The area of this study had a total of 29 public primary schools which had pre-schools within the compound. The 9 pre-schools emanated from a sample of 30% of this population. From each school, two teachers; one from pre-school and one from class one participated in the study. Since most schools had only one pre-school and one class one, only one teacher was sampled from each level in school where there was more than one. The information that was required from pre-school teachers who participated included the enrolment of children per gender, the dropout rate, reasons as to why children were not enrolled in or dropped out of pre-school and their opinion on what the stakeholders can do to improve the rate of access and retention of children to preschools.

The information which was required from the 9 class one teachers who participated in the study was the number of children who had not attended pre-school before
registering in standard one and those who enrolled then dropped out from their assessment register. Lastly, information was gathered from the 9 parent respondents who had enrolled their children to class one and had not registered them to pre-school prior to joining class one. The parents were asked to provide information regarding their income per month, education level, reasons which make a parent not enrol a child to pre-school, or withdraw him/her after enrolment.

The analysis of the data and therefore the presentation of the findings were guided by the research objectives which were to:

i. Establish the rate of access and retention of children by gender in public pre-school in Isinya sub-county.

ii. Determine the parental factors influencing the rate of access and retention of children in public pre-schools.

iii. Establish whether geographical factors play a role in the rate of access and retention of children in public pre-schools.

iv. Assess whether school fee is a factor that can influence the rate of access and retention of children in public pre-schools.

v. Establish the role of the early childhood stakeholders in improving the rate of access and retention of pre-school children in public schools.
Demographic information of the respondents

Pre-school teachers were all trained, mainly in the ages of 26 – 35 years and had served for mainly between 6 – 10 years in teaching profession. As for the parents of the pupils, all were married, majority were 31 – 50 years of age (55.6%) and were in the farming profession (55.6%).

Table 4.1: Demographic information of the pre-school teachers

<table>
<thead>
<tr>
<th>Demographic information</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 – 35 yrs</td>
<td>7</td>
<td>77.8</td>
</tr>
<tr>
<td>36 – 45 yrs</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>88.9</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Years of service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 – 5 yrs</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>6 – 10 yrs</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>11 – 15 yrs</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>16 – 20 yrs</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Training as a teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trained</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2: Demographic information of the parents

<table>
<thead>
<tr>
<th>Demographic information</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 18 yrs</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>19 – 30 yrs</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>31 – 50 yrs</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>50 yrs and above</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Single parent</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Separated</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Widowed/widower</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Civil servant</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Farmer</td>
<td>5</td>
<td>55.6</td>
</tr>
</tbody>
</table>
4.1: Enrolment and retention by gender to pre-school education

Objective one sought to establish the enrolment and retention rate of children by gender to public pre-school. Pre-school teachers were required to indicate the number of children who had enrolled to preschool at the start of that year. The analysis of their responses were as shown in Table 4.1.

<table>
<thead>
<tr>
<th>SCH</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
<td>7</td>
<td>13</td>
<td>8</td>
<td>31</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>11</td>
<td>108</td>
<td>57.6</td>
</tr>
<tr>
<td>GIRLS</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>20</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>82</td>
<td>42.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14</td>
<td>22</td>
<td>18</td>
<td>51</td>
<td>14</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>190</td>
<td>99.9</td>
</tr>
</tbody>
</table>

The total number of children who had enrolled in the 9 pre-schools involved in the study was 190 children. Out of this number, boys were 108 (57.3%) and girls were 82 (43.3%). The differences in the rates of enrolment, though not very large, are of concern because these girls may be at home due to different factors. It may also be as a result of gender discrimination just as was suggested by Dowel and Greer (2001) who argued that gender discrimination contributes to a child’s lack of access to education. According to Douglas (2003), investment in girl’s education has been shunned in a number of traditional societies. The access of boys to pre-school was more as indicated in the above table.

In addition, the 9 teachers were presented with possible alternative answers as shown in Table 4.3. They were required to choose as many answers as possible out of the list.
The aim of this data was to find out reasons for low rate of access of children to public pre-schools. The findings of this enquiry are presented in table 4.4.

Table 4.4: Teachers’ perceived reasons why children are not enrolled to public pre-schools

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>N</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>9</td>
<td>6</td>
<td>66.6%</td>
</tr>
<tr>
<td>Low levels of parental education</td>
<td>9</td>
<td>3</td>
<td>33.3%</td>
</tr>
<tr>
<td>Wait for free primary education</td>
<td>9</td>
<td>6</td>
<td>66.6%</td>
</tr>
<tr>
<td>Not a must children go to school</td>
<td>9</td>
<td>1</td>
<td>11.1%</td>
</tr>
<tr>
<td>Long distance from home to school</td>
<td>9</td>
<td>4</td>
<td>44.4%</td>
</tr>
<tr>
<td>Children are too young</td>
<td>9</td>
<td>2</td>
<td>22.2%</td>
</tr>
<tr>
<td>Boys are kept at home</td>
<td>9</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Girls are kept at home</td>
<td>9</td>
<td>1</td>
<td>11.1%</td>
</tr>
<tr>
<td>Change of weather conditions</td>
<td>9</td>
<td>2</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Out of the 9 pre-school teachers, 66.6% held that parents fail to enrol their children to pre-school for lack of school fees, while 33.3% thought that the low education level of a parent could make one retain their pre-school age children at home. Further, 66.6% of the parents also indicated that they fail to enrol children to wait for free primary education.

Those who felt that the distance from home to school was far were 22.2%, while only 11.1% indicated that girls can fail to be enrolled. The reasons which were given by the parents clearly show that majority of the pre-school children lack access or fail to
be retained. These findings are supported by Swedener, Kabiru and Njenga (2000) who argued that despite remarkable achievements in boosting pre-school education, children of pre-school going age are not enrolled in pre-school. According to MOEST (2002), pre-school is not compulsory, hence, attendance in pre-school is not a prerequisite for joining standard one.

It was also necessary to find out the reasons for low retention rate of children in public pre-schools. Thus, during the interview, parents were asked to mention some reasons as to why children withdraw from pre-school. The results are presented in table 4.5.

4.5: Parents’ perceived reasons why children are not enrolled to public pre-school

<table>
<thead>
<tr>
<th>Reasons for not enrolling or withdrawing</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>9</td>
<td>8</td>
<td>88.8</td>
</tr>
<tr>
<td>To help in domestic chores</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>To go to another school</td>
<td>9</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Wait for free primary education</td>
<td>9</td>
<td>6</td>
<td>66.6</td>
</tr>
<tr>
<td>Very far distance</td>
<td>9</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Lack of money to continue paying fee</td>
<td>9</td>
<td>6</td>
<td>66.6</td>
</tr>
<tr>
<td>Because the child is a boy</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Because the child is a girl</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Moving with their parents to look for pastures</td>
<td>9</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>Child is too young</td>
<td>9</td>
<td>2</td>
<td>22.2</td>
</tr>
</tbody>
</table>
The above statistics shows that majority (88.8%) of the parents indicated that lack of money to pay pre-school made the children not to be registered to pre-school. Over half (66.6%) of the them indicated that children are not registered to pre-school until they attain the age of 6+ where they will be registered to standard one where free primary education is offered. The same number indicated that some children drop out of preschool because of lack of money to continue paying pre-school fee. 44.4% of the parents indicated that children drop out to accompany their parent in search of green pastures while 22.2% indicated that children are not registered because they are too young. Majority (88.8%) of the parents fail to enroll their children to pre-school because of lack of school fees.

Table 4.6: Dropout rate of children per gender from public pre-school

<table>
<thead>
<tr>
<th>SCH</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOYS</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>24</td>
<td>57.1</td>
</tr>
<tr>
<td><strong>GIRLS</strong></td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>18</td>
<td>42.8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>42</td>
<td>99.9</td>
</tr>
</tbody>
</table>

Out of 190 children who had enrolled to the 9 public pre-schools, 42 of them had dropped out, that is: 24 boys and 18 girls. This constitutes 51.1% and 42.8% respectively. The distribution of the dropout cases however, varied across the schools. In 4 schools for example, only one child had dropped out. The largest number of dropouts registered in one of the schools was 6. These findings are of great concern for children who dropped out of pre-school as to whether they were either at home doing domestic chores because as the findings indicates, majority of the boys dropped...
out. In the locale of this study, families move with their animals in search of green pastures.

The researcher further established the reasons as to why pre-school children dropout of school. The 9 pre-school teachers were requested to indicate by putting a tick (✓) if reasons presented made parents withdraw their children from pre-school. The results are as shown on table 4.7 below.

Table 4.7: Reasons for children dropping out of pre-schools

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>N</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>9</td>
<td>7</td>
<td>77.7</td>
</tr>
<tr>
<td>Help in domestic chores</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Transfer to other schools</td>
<td>9</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Moving with parents</td>
<td>9</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>Wait for free primary</td>
<td>9</td>
<td>5</td>
<td>55.5</td>
</tr>
<tr>
<td>Change of weather</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Majority (77.7%) of the 9 pre-school teachers who were involved in the study indicated that children are withdrawn from pre-school because of lack of money to pay the pre-school fees, 33.3% indicated that some of the children transfer to other pre-schools, 44.4% indicated that they move with their parents and 55.5% showed that they are kept at home to wait for free primary education. Only 11.1% indicated that children are withdrawn from pre-school because of weather change or to help in domestic chores. Majority of the respondents indicated that lack of money caused children to be withdrawn from pre-school and 55.5% further agreed that they
withdraw their children from pre-school to wait for free primary education. Consequently, 44.4% of the children move with their parents to search for green pastures.

It is true to say, those children in this locale lack access and retention as parents lack enough resources to take their children to pre-school, while some are forced to move because of drought and as they do so they withdraw their children from schools. This study concurs with other studies. For example, according to Psachoropoulous & woodhall (1985), the poor are constrained in their investment in education and withdraw children from school pre-maturely. UNESCO (2006) concur with the study and report that once parents enrol their children to pre-school, they are required to pay school fees, though most poor families cannot afford to pay. For this reason, either child misses the whole ECD education or if they were enrolled, they drop out of pre-school.

4.2: Parental factors that influence the rate of access and retention of children to pre-school education in the area of study

To determine the influence that parental factors have on the rate of access and retention, data related to this objective was collected from parents who had not enrolled their children to public pre-school prior to joining class one. The 9 class one teachers were required to indicate children who had registered in standard one before joining pre-school or had enrolled and dropped out. Table 4.5 below illustrates information from the 9 class one teachers.
Table 4.8: Number of Pre-school attendance prior to joining class one

<table>
<thead>
<tr>
<th>Number of children who:</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed pre-school</td>
<td>60</td>
<td>40</td>
<td>100</td>
<td>64</td>
</tr>
<tr>
<td>Enrolled but did not complete pre-school</td>
<td>13</td>
<td>10</td>
<td>23</td>
<td>14.7</td>
</tr>
<tr>
<td>Never attended pre-school</td>
<td>20</td>
<td>13</td>
<td>33</td>
<td>21.2</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>63</td>
<td>156</td>
<td>99.9</td>
</tr>
</tbody>
</table>

The total enrolment of children who had joined the 9 class one was 156, 93 boys and 63 girls. Out of this, 100 (64%) children had attended preschool, 23 (14.7%) enrolled to pre-school and later dropped out before completion. Consequently, 33 (21.2%) of them had not attended pre-school prior to joining class one.

The numbers of these categories of children were however unevenly distributed between schools. Some schools had only one child who had not enrolled to pre-school or dropped out prior to joining class one. Therefore, it was not possible to get 30% of the total population of those parents. To solve the issue, one parent per school was randomly sampled where possible. The 9 parents sampled were invited for an interview to acquire information related to their income levels and their education level which were deemed by this study as factors that could influence the rate of access and retention of children to public pre-school. To determine the influence of parents on the rate of access and retention of their pre-school children, parents’ socio-economic status and education level were assessed against access and retention. The outcomes of that investigation are discussed in the following subsections.
4.2.1: Levels of family income

Parents' income was used as the measure of their economic level. Income below Kenya Shillings 5,000 was classified as low; Kenya Shillings 6000 to Kenya Shillings 15,000 was moderate and above Kenya Shillings 16,000 was classified as high income. The distribution of parents as per their levels of income was as shown in table 4.9.

<table>
<thead>
<tr>
<th>Income (shillings)</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5000</td>
<td>9</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>5000-15000</td>
<td>9</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Above 15000</td>
<td>9</td>
<td>2</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Table 4.9 above indicate that 4 (44.4%) of the parents had an income below Kenya Shillings 5000 per month. Those who had an income ranging from 5000-15000 shillings were below half, i.e. 3 (33.3%) and only a small number, i.e. 2 (22.2%) had an income of above shillings 15000 per month. The results show that parents in this locale are experiencing low income level and this can make them to either not enrol their children to pre-school or if they do so, they withdraw children before completion. These findings also concur with Ramey and Ramey (1994) who purported that those poor families lack adequate resources to promote and support children development and school readiness.
Parents were further required to give their reasons as to why they did not enrol their children to pre-school or withdrew them after enrolling them as indicated in table 4.10 below.

Table 4.10: Parent’s reasons for not enrolling children to pre-school

<table>
<thead>
<tr>
<th>Reasons for not enrolling children to pre-school</th>
<th>N</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of money</td>
<td>9</td>
<td>8</td>
<td>88.8</td>
</tr>
<tr>
<td>Help in domestic chores</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Move them to other school</td>
<td>9</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Keep them to wait for FPE</td>
<td>9</td>
<td>6</td>
<td>66.6</td>
</tr>
<tr>
<td>School is too far from home</td>
<td>9</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Because the child is a boy</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Because the child is a girl</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Move to other places in search of pastures</td>
<td>9</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>Child is too young</td>
<td>9</td>
<td>2</td>
<td>22.2</td>
</tr>
</tbody>
</table>

As indicated in the above table, 88.8% of the parents indicated that they had no money to pay their pre-school going children. A proposition of 66.6% kept them at home to wait for primary education where education is free. Another 66.6% indicated that they lacked enough money to continue paying school fees and only 11.1% indicated that they withdrew the child to help in domestic chores. These findings further strengthen the study that children in this locale lack access to pre-school. The results show that children are withdrawn prematurely because of the low income level of their parents.
In the teachers’ responses, parents had also indicated that they lack money to continue paying school fee and this make them to keep their children at home to wait for free primary education. The study is further supported by Barnet (2008) who concur that those children in poverty lack pre-school experiences. Major determinant of school access and retention is the family income (Roumiana & Alexandre, 2001). It is evident from the data analysed in figure 4.6 that majority, 44.4% of the population had low income levels.

The findings have established that the enrolment of girls is low due to the reasons presented by both the parents and the teachers. The retention rate of boys was also low compared to that of girls. This then means that there is the existence of gender disparity in this locale.

### 4.2.2: Parental educational level in Isinya

The education level of the parents who had not enrolled their children to pre-school prior to joining class one was assessed. Primary level and below was considered low, secondary education was considered moderate and tertiary (university and other colleges) education was considered high. The varied levels of education were as shown in table 4.11 below.
Table 4.11: Parental educational level

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never attended school</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Primary</td>
<td>9</td>
<td>5</td>
<td>55.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>University</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other colleges</td>
<td>9</td>
<td>2</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Table 4.11 show 6 parents had low education level while only 1 had moderate level. 2 of the parents had high education level. These findings indicate that majority of the parents in the study had low education levels. Educational level of the parent is a determinant of a child success to school. It is evident from this table that a total of 6 (66.6%) of parents had low education levels (1 who had not attended any school and 5 who had only gone up to primary level). Low level of parental education is likely to lead to low access and retention of children to pre-school education, also home background plays a significant role in young children orientation to literacy (Teale & Elizabeth, 1986). According to Levin (2007), parental education plays the deciding role in determining whether children enroll in school and that the more educated the head of the household, the more likely the children were to attend school. This observation is also reinforced by the findings of the UNICEF (2000), which indicated that 29.5% of the children whose mothers had secondary education were enrolled in some form of ECD, compared to 10.7% of those whose mothers had only completed primary school and 12% of those whose mothers had no education. In accordance with Scalafan (2004), parents who have gone beyond high school are able to support their children’s learning process.
The findings has shown that the income level of the parents is low as well as their educational level. This factor is hence influencing the rate of access and retention of children to pre-school.

4.3: Role played by the geographical factors on the rate of access and retention of children to public pre-school in Isinya

This objective sought to establish whether geographical factors which were categorised as; proximity and weather conditions had any influence on the access and retention of children to pre-school. In order to get clear information, each of the factors was analysed in a separate subsection as show below:

4.3.1 Proximity

In order to determine whether proximity was a factor that could influence the access and retention to pre-school, the parents who had not enrolled their children to pre-school prior to joining class one were presented with approximate distance from home to school.

They were required to give the approximate distance between school and home in kilometres. An approximate distance of $\frac{1}{2}$ to 1km was classified as near, 2km – 3km was classified as far, 4km- 5km was classified as very far and above 5km was classified as unmanageable distance for a pre-school child. This information is show in table 4.9 below.
Table 4.12: Approximate distance that was covered by pre-school children to and from school

<table>
<thead>
<tr>
<th>Distance to school</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2km-1km</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>2km-3km</td>
<td>9</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>4km-5km</td>
<td>9</td>
<td>5</td>
<td>55.5</td>
</tr>
<tr>
<td>Above 5km</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

The results presented on Table 4.12 shows that only 1 child walked an approximate distance of $\frac{1}{2}$ km-1km which was termed near. Those who walked far distances were 7 (2 who walked 2km-3km, and 5 who walked 4km-5km). However, 1 child covered very far distance of above 5km. This means that majority of the children walk very far distance. A child walking 3km to and from school is taking a distance of 6km per day. Long distances to and from school can make the young children to be very tired to a point of not making it to school the following day. Pre-school children are very young to walk very long distances.

The findings of this study concur with a report by UNICEF (1998) which states that proximity to school is a predetermining factor of school enrollment and retention. Another study that agreed with these findings was that performed by Melhuish & Moss (1991) who said that access to pre-school dependeds considerably on where the family lives. These findings are also surpported by a study done in Mali by Birdsall et al (2006) which reported that half of the villages reported that the schools were too far away from home causing children not to enroll. According to the information
presented and the review of literature, the distance between home and school influence the access and retention of children to pre-school.

4.3.2: Weather conditions that influence access and retention of children to public pre-school

Out of the 56 children in class one who had not either enrolled or not completed pre-school course, 9 parents were randomly selected and interviewed about weather condition which made them not to enroll their pre-school children to pre-school. Parents were presented with a set of weather conditions where they were asked to tick (✓) against possible condition that made them not to enrol or withdraw children from pre-school. The results are presented on table 4.13.

Table 4.13: Weather conditions that could influence access and retention of children to public pre-school

<table>
<thead>
<tr>
<th>Weather condition</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very hot sun</td>
<td>9</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Drought</td>
<td>9</td>
<td>5</td>
<td>55.5</td>
</tr>
<tr>
<td>Very heavy rainfall</td>
<td>9</td>
<td>3</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Out of the 9 parents who were interviewed, 55.5% felt that the long periods without rainfall make them either to not enrol their pre-school going children to pre-school, 33.3% felt that when the rainfall is to heavy they also fail to take their children to pre-school and 11.1% felt that very hot sun can make a child not to go to school.
According to Janvry, Alain, Finan, Sadoulet & Renosvakis (2006), drought has large effects in taking children out of school and introducing them to work. Jacoby & Skoufas (1997) and also Ureta (2005) support this and argue that school enrolments in rural areas of India were negatively affected by rainfall and that the consequences of excessive rainfall due to Hurricane in Mitch were found to reduce school retention and progression in Nicaragua.

Climate change consequences like drought, floods, high temperatures, and earthquakes have had adverse effects on access and retention of children in school and that Pangs of climate change like floods cause student absenteeism and dropout as school infrastructure gets damaged, families get displaced and schooling gets disrupted (Nsapato, 2010). According to the information in relation to objective, three geographical factors influence rates of access and retention of children to public pre-school in area of study.

The findings presented demonstrate that, the proximity to school and the weather conditions are factors influencing access and retention of children to public pre-school.

4.4: School fees and rate of access and retention to public pre-school.

To assess where school fees is a factor that may influence access and retention of children to public schools, a total of 18 respondents (9 pre-school teachers and 9 parents) were presented with possible reasons as to why a child can fail to be enrolled or withdrawn from pre-school after enrolling as shown in table 4.14 below:
4.14: Fee factors that influences access and retention of children to public schools

<table>
<thead>
<tr>
<th>Fee factors</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of money to pay pre-school fee</td>
<td>18</td>
<td>14</td>
<td>77.7</td>
</tr>
<tr>
<td>Wait for free primary education</td>
<td>18</td>
<td>12</td>
<td>66.6</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

The table above presents responses given by the 9 pre-school teachers and the 9 parents who had not registered children to pre-school before registering them to standard one. 14 respondents felt that lack of money make a child not to be registered to pre-school or if already enrolled the child is withdrawn. 12 respondents indicated that children are kept at home and wait to join primary standard one where education is free.

It is evident from the information presented that paying of school fee makes a child lack access to pre-school education, or if the child is enrolled, he/she later drops out of pre-school because of lack of money to pay school fee. Although this reason may arouse some discrepancies, pre-school fee may not be a lot yet it influenced access and retention in the locale.

Free Primary Education was also influencing access and retention in that, 66.6% of the respondents indicated that children fail to be enrolled to pre-school to wait the right age to join primary standard one where education is free. This is possible because pre-school education is not a prerequisite for joining primary school. The only qualification required for a child to join primary standard one is age attainment (6+). Parents take this advantage and fail to enrol their children to pre-school
education. The study is also supported by a report from UNESCO (2005) who reported that after introduction of FPE, the decline of enrollment in ECD centres was so acute that there was a serious concern about the "collapse" of ECD services.

Peverly (2006) argues that besides the opportunity costs associated with education, school fees can be very expensive, especially for poor household. Avenstrup (2004) also point out that in Lesotho, some parents bypassed pre-school education and enrolled them in primary school early.

This study also concurs with a study conducted by the Kenya Institute of Education (2004) which reported that in North Eastern Province ECD enrolments has been decreasing since the implementation of FPE in that, parents keep their children at home to wait for free education. KIE (2003) report indicated that in 52 districts in kenya enrolment to pre-school was declined after the implementation of FPE. UNESCO (2005) found out that parents opted to keep their children at home until they reach the age of going to primary school entitling them to FPE. The analysed information indicate that school fee is a factor that is influencing access and retention of children to public pre-schools.

It is evident from the findings presented that school fee (lack of money and FPE) were influencing access and retention of public pre-school in the locale of the study.

4.5: Stakeholders role in enhancing access and retention

The data to address this objective was analyzed qualitatively. Respondents included pre-school and class one teacher and parents who had registered their children to
standard one before joining pre-school. The instruments had open ended questions where they had to give their opinion on the role played by early childhood stakeholders to enhance access and retention of children to public pre-schools. The analyzed information is presented as follows:

4.5.1: Government role in enhancing access and retention

According to the respondents, the government should provide free pre-school education. This concur with EFA goal number two which stated that by 2015, all children will have access to complete education that is free, compulsory and of good quality (Chege and Sifuna, 2006). This concur with President Obama's proposal for universal preschool for 4-year-olds (By MSN Money Partner Mar 22, 2013 4:45PM) where he proposed making high-quality preschool education available to every American 4-year-old in his 2013 State of the Union address. He said,

"I propose working with states to make high-quality preschool available to every child in America. ... Let's do what works, and make sure none of our children start the race of life already behind. Let's give our kids that chance."

-- President Barack Obama

The government should also employ pre-school teachers on permanent and pensionable terms. UNESCO (2005) said that when parents fail to pay personnel, pre-schools are closed down.

The government should also make pre-school education a pre-requisite to primary level one to prevent what KIE (2003) in their report said that some parents keep their children at home until they are 6+ which is considered a compulsory age for joining class one in Kenya. The government in their part should also provide school feeding
program to enable children who are walking long distances to have food for more
strength to walk back home and also build pre-schools to prevent children walking
long distances to and from school.

4.5.2: Role of the community members in enhancing access and retention.

According to the respondents, community members should: provide more land for
building enough pre-schools in the area of study to alleviate the distance, provide
locally available materials, support school feeding programs using locally available
foods, raise funds to support the pre-schools programs, construct enough facilities and
fence the pre-schools for security of the children. Myers (1992) argues that a large
portion of the costs of the pre-school developments are borne by the community and
external donors. The community should also give necessary support to teachers and
their children and encourage parents to enroll their children to pre-school education.
In Malawi communities provide structures, support for care givers, food, utensils,
labour and play materials for the children in CBCCs

4.5.3: Parents role in enhancing access and retention to pre-school education.

According to the respondents the parents should bring their children to pre-school and
allow them to continue with education. They should support their children’s learning
by providing money to pay teachers.

It is also important to make sure that their children are enrolled and sustained through
the education process. They should also offer volunteering services in school like
cooking, washing utensils, digging the school gardens and others services which can
help minimizing the cost of education. For them to be able to pay the school fee
without fail, they can start income generating projects like poultry rearing, beekeeping and others which can empower them to have cash flow.

Though weather cannot be dictated, parents should try and stop moving with their children from place to place. To this, respondents suggested that maybe they can leave one parent behind to cater for the school going children. Since Preschool is an exciting time for both parents and their children. It is the first interaction they will have with school, teachers and the education system and it is important that parents and children feel supported, engaged and involved.

Parents should know that in early childhood education families are seen as children’s first and most influential educators and creating strong and effective partnerships between parents and their child’s education it will enhances their later learning success. This concur with the respondents that It is through this that parents play a critical role as partners in ensuring young people get the best start in life.

The Preschool Matters Program (http://www.preschoolmatters.act) acknowledges and recognizes the expertise of families in their child’s education and the importance of parental involvement and engagement in the preschool program.

These programs aims to highlight the importance of early education by acknowledging that transitions into preschool education (enrolment and orientation processes) are supported and enhanced through parental engagement and also that positive parental engagement in the preschool program is important and leads to improvement in both academic achievement and wellbeing. During the first few years
of life, a child learns a lot about themselves and the world around them, and parents are their first teachers.

Parents teach them how to speak, how to walk, how to feed themselves. They teach them the alphabet, shapes and colors, and even how to count and spell very simple words. But for healthy development, children need active stimulation and interaction with others. This is where early childhood education is the most beneficial. It is in these classrooms where children apply what their parents have taught them to a practical setting and have their first interactions with people outside of their family.

4.5.4 Head teacher's responsibility

The respondents were of the opinion that the head teachers should coordinate parent and pre-school teachers for smooth running of the school, encourage parents to help their children to attend school regularly. They should also provide learning/teaching materials in order to facilitate smooth learning. The head teacher should also cooperate with the school committee to make the parents be aware of their responsibility, make sure that the pre-school teachers are providing a conducive environment to enable the learners to come to school. They should also sanitize parents on the importance of early learning. The respondents felt that the head teacher should manage the school properly and be accountable.

4.5.5: Pre-school Teachers responsibility

The respondents felt that the teachers should create conducive environment for learning which will entice the children in coming to school without fail. They should
provide the children with motherly love which will not let them realize that they have left home to come to school.

To increase the number of children joining and remaining in pre-school until conclusion, class one teachers felt that the pre-school teachers required to; Encourage the children to love education by motivating them by being friendly awarding them with simple presents, have a deeper knowledge on the implementation of the pre-school curriculum to make learning interesting, he/she should be well equipped with the necessary knowledge and skills needed to deliver basic knowledge for the pupils for better understanding of concepts.

The teachers should make learning motivating and find ways of attracting the children to continue learning. Provide tender care and care for all children, teach effectively and educate parents on importance of education,. They should be friendly and trained also able to voice the problem and challenges incurred to ensure quality learning and motivate the pupils by rewarding them when they do well. to be friendly motherly and fatherly to the children

They should go an extra mile in providing the children with the basic education facts which will enable them to have strong foundation in gaining their basic skills. The respondents felt that early childhood teachers support learning by providing activities and materials that children find engaging. By facilitating learning, supplying a developmentally appropriate environment, interesting materials, and adequate time to explore, play, interact; they felt that by doing this, children can find learning easy and fun.
They also felt that they should nurture children, by this they said that to nurture is to nourish and nurturing a child encompasses all aspects of development: social, emotional, cognitive, and physical. So, they felt that in every interaction, a teacher should nurture appropriate growth and development.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

5.0: Introduction
This chapter presents the summary of the study findings, conclusion and recommendations. Also presented are suggestions for further studies that could be carried out by future researchers.

5.1: Summary of Findings of the study
The purpose of the study was to determine the extent to which the independent factors were influencing the rate of access and retention of children to public pre-school in Isinya sub-county, Kajiado County. The factors under assessment were: children’s gender, parents’ level of education and income, geographical and school fee factors. Presented below are the major findings of the study:

According to the pre-school enrolment data, it was evident that the study area is experiencing low enrolments rates. There was a total of 190 children who had enrolled to 9 public pre-schools at the beginning of the year. This comprised of 108 boys and 82 girls. The study also revealed gender disparity in children’s enrolment rates.

In the participating schools, enrollment of boys was higher than that of girls. Their rates were 57.6% and 44.4% respectively, with a difference of 13.2%. The dropout rate of boys was also found to be higher than that of girls. Out of 190 children who
had enrolled in pre-school at the start of the year, 42 children, that is 24 boys and 18 girls dropped out of pre-school.

The study established that majority of the parents had a low education level while only 1 out of the 9 parents had never gone to school and 5 had an experience of primary education. According to the study, education of primary level and below was classified as low. This then means that 6 out of 9 parents had a low education level. Only 1 parent had secondary education and none of them had university education. This indicates that the education level of the parents involved in the study was low, a situation that could influence access and retention of children to public pre-school education.

Geographical conditions were classified into two subsections: proximity to school and the weather conditions. According to the data presented, it is evident that majority of the children in this area walk a long distance from home to school. A distance above 4km was classified as far. According to the respondents, 33.3% of the children walk a distance of 4km, 22.2% 5km and 11.1% walk above 5km.

This means that the percentage of the children who were walking a distance above 4km was above half (66.6%). Thus, on average, the distance between home and school is long and this influences access and retention of children to public pre-school education. This influence was allocated with information collected through parents interview on why they fail to enrol their children in pre-school. A substantial percentage of the parents; 44.4% reported that the distance from home to school contributed to this failure.
The study findings also revealed that 11.1% of the children do not go to public pre-school when it is very hot. Further, 55.5% of the children were either not enrolled to pre-school or withdrawn from public pre-school when there was drought and 33.3% of the children do not attend public pre-school when there is heavy rainfall.

This implied that weather conditions influence access and retention of children to public pre-school. Of the three weather conditions investigated, that is, heat, drought and rain, drought came out as the one with greater influence on access and retention. This is understandable considering that it leads to hunger and the consequent lack of energy as well population movement in search of pastures and water.

Finally, an assessment of the contribution of school fees to access and retention of children to pre-school showed that majority (77.7%) of the respondents did not enroll their children to public pre-school for lack of money. Over half (66.6%) of the respondents indicated that children are made to wait for Free Primary Education where education is offered free by the government.

The findings also indicated that stakeholders have got a role to play in enhancing access and retention of children to pre-school education.

The government, the community and also the parents need to support pre-school education.
5.2: Conclusion

From the findings summarized in the immediate preceding sections, the following conditions may be drawn:

The enrollments of boys is higher than that of girls. This showed that there was gender disparity which may be due to gender discrimination. Consequently, the findings demonstrated that retention of girls was higher than that of boys. This meant that boys dropped out of pre-school more than girls. This influenced the rate of access and retention of children to public pre-school.

Parental factors in this study involved income level and educational level of the parents. Majority of the parents experienced low income level. Inadequate resources make a parent to prioritise needs starting with the basic needs first. Therefore, education comes last and this affect the rate of access and retention of children to public pre-school. Likewise, majority of the parents had low educational level, the higher the education level of the parent the more likely the parent is able to make decision to take their children to school.

Some of the parents had not attended any schooling, the education level of the parent can affect the decision made by the parent towards the schooling of their children. The more the education level of the parent the more likely it is for the same parent to take the child to school. If both parents are educated the more a child stand a better chance of getting better education. As per this study the parental factors influenced the rate of access and retention negatively.
Geographical factors which included the proximity to school and the weather conditions were found to influence the rate of access and retention of children to public pre-school. The distance to and from school was very far. Young children of pre-school age get very tired to walk very long distances.

Drought also influenced the rate of access and retention in that, when there was drought, children moved with their parents to search for green pastures. Children who were registered before the drought drop out of pre-school and if drought prolong those who are of school going age fail to be registered to pre-school. Thus, geographical factors influences the rate of access and retention of children to public pre-school.

School fee factors was found to influence the rate of access and retention of children to public pre-schools. Fee payment in pre-school made the parents to withdraw their children from pre-school for lack of money to continue paying pre-school fees. Some parents keep their children at home until they attain the age of 6+ to join standard one where Free Primary Education is offered by the government. The parents get the courage of keeping their children at home and deny them pre-school education because pre-school education is not a prerequisite to joining standard one.

Lack of fee payment in primary level one make the parents keep their children at home. Some of the parents feel that if older children can be taken care of by the government by being provided for in terms of school fees then they should also provide for the young children. This greatly affects the enrollment and attendance of pre-school hence, influence the access and retention of public pre-school children.
In conclusion this study has demonstrated that the independent variables: Parental, geographical, children’s gender and school fee factors are influence the rate of access and retention of children to public pre-school in Isinya district, Kajiado County.

5.3: Recommendations

Based on the findings of the study, the research recommend the following:

i. The findings showed that the enrollment rate for girls was lower than that of boys. It is good to sensitize the community on the importance of educating both girls and boys.

ii. The retention rate of boys was lower than that of girls. The government through the ministry of education need to educate the community on the important of education.

iii. The income level of parent was found to be low. The government should educate them on alternative ways of acquiring money like income generating project such as bee-keeping, poultry farming and even joining credit facilities. The education level of parent was low, therefore the government need to streamline adult education in order to improve the literacy level among parents.

iv. It was evident from the findings that pre-school walk very far distances to and from school. For this reason, pre-schools need to be added and the community members to provide lands for building more schools.
v. Children were also found to be moving with their parents in such of pastures. The government can come up with mobile pre-schools which will continue providing education to these children when they drop out.

vi. The finding showed that paying of the pre-school fee make the children not to be enrolled to pre-school and those already enrolled are withdrawn from school to wait for free primary education. The government should offer free pre-school education and also make it a pre-requisite to joining primary standard one.

vii. Early childhood stakeholders require to do more to enhance the rate of access and retention of children to pre-school. The government on its part need to cater for its citizens by providing them with resources which can enable them to educate its people thus eliminating multigenerational poverty.

5.4: Suggestion for Futher Studies

The study was carried out to assess factors influencing the rate of access and retention of children to public pre-school education in Isinya district, kajiado county. Following the conclusion of the study, suggestions for futher study are as follows:

- Since this study was conducted in sub-county, the same study can be replicated in other sub-counties.

- A comparative study can be conducted to compare the enrolment and retention of public pre-school in other districts which are not in ASALs.
• A study can be carried out to find out whether the birth rates of this district could also be contributing to low access and retention of children to public pre-school in the area.

• A study can be carried out to find out whether all the stakeholders are playing their role in enhancing access and retention in the area of study.

• A study can be carried to find out what activities the pre-school children do when drop out of school.
REFERENCES


APPENDICES

APPENDIX I

QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

This questionnaire is aimed at collecting data on the rate of access and retention of children in public pre-school in Isinya District. This school has been selected at random to be among those where research will be carried out and your assistance will be appreciated. The information gathered will only be used for the purpose of adding knowledge to the area of early childhood education. The questionnaire is organised in sections. Kindly attend to all questions as required.

Part I

1. What is the current number of children in your class?
   
   Girls [ ] Boys [ ]

2. Are there children who registered in your class last year and then disappeared from pre-school? Yes [ ] No [ ]

3. If your answer in question 2 above is yes, indicate the number of those who dropped out of pre-school.
   
   Boys [ ] Girls [ ]

4. What were the reasons behind their dropping out of school?
   
   [ ] Lack of school fee
   [ ] To help in domestic
   [ ] To engage in employment
   [ ] To go to another school
Part II

5. Among the factors listed below please indicate with a tick (√) which one(s) may prevent children from being registered in pre-school.

<table>
<thead>
<tr>
<th>Factors influencing access and retention of children to pre-school</th>
<th>Put a (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td></td>
</tr>
<tr>
<td>Level of education of the parents</td>
<td></td>
</tr>
<tr>
<td>To wait for free primary education</td>
<td></td>
</tr>
<tr>
<td>It is not a must that children go to pre-school</td>
<td></td>
</tr>
<tr>
<td>Long distance between home and school</td>
<td></td>
</tr>
<tr>
<td>Very hot weather most of the year</td>
<td></td>
</tr>
<tr>
<td>children are too young reach the school</td>
<td></td>
</tr>
<tr>
<td>Parents hold their boys at home to look after animals.</td>
<td></td>
</tr>
<tr>
<td>Parents hold their girl at home to help with domestic chores.</td>
<td></td>
</tr>
</tbody>
</table>

1. Please tick (√) what can cause a child to be withdrawn from pre-school.

<table>
<thead>
<tr>
<th>Possible reason</th>
<th>Put a (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very heavy rainfall</td>
<td></td>
</tr>
<tr>
<td>Lack of money to continue paying fees</td>
<td></td>
</tr>
<tr>
<td>Moving with their children to search for pastures</td>
<td></td>
</tr>
<tr>
<td>Hot weather conditions</td>
<td></td>
</tr>
<tr>
<td>Parents withdraw boys to help in taking care of animals</td>
<td></td>
</tr>
<tr>
<td>Parents withdraw girls to help in domestic chores</td>
<td></td>
</tr>
<tr>
<td>Parents withdraw them home to wait for free primary education</td>
<td></td>
</tr>
</tbody>
</table>
2. Please tick (✓) whether the following conditions can make a child miss pre-school education.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Tick(✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of money</td>
<td></td>
</tr>
<tr>
<td>Wait for free primary education</td>
<td></td>
</tr>
</tbody>
</table>

Part III

In your opinion what do you think the following stakeholders in the education can do to improve the rate of access and retention of children in?

1) Government

2) Parents

3) Community

Thank you for your assistance and cooperation
APPENDIX II

QUESTIONNAIRE FOR STANDARD ONE TEACHER

The instrument intends to find out the enrolment rate of children in class one and out of that number how many attended pre-school prior to class one. This will enable the researcher to reach parents who had not enrolled their children to pre-school for an interview.

Part 1

1. How many children were enrolled in your class in first term of this year?

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Indicate the number as required by the table below.

<table>
<thead>
<tr>
<th>Number of children in class who:</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have completed pre-schools course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled but did not complete pre-school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never attended pre-school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Tick (√) the possible reasons which can make parents not enrol children to pre-school.

<table>
<thead>
<tr>
<th>Possible reasons</th>
<th>Put a tick(√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They were too young to attend pre-school (age)</td>
<td></td>
</tr>
<tr>
<td>They had moved with their parents to search for grazing pastures</td>
<td></td>
</tr>
<tr>
<td>Their parents had waited for fee Primary education.</td>
<td></td>
</tr>
<tr>
<td>The pre-school is far away from home</td>
<td></td>
</tr>
</tbody>
</table>
Part 11

3. In your opinion, what can the following stakeholders do to increase the number of children joining and remaining in pre-school until completion?

Government

Community

Parents

Thank you for your assistance and cooperation
APPENDIX III

INTERVIEW SCHEDULE FOR PARENTS WHO DID NOT ENROLL THEIR CHILDREN TO PRE-SCHOOL PRIOR TO CLASS ONE.

Part I

1. Please tick (√) the approximate family income per month

<table>
<thead>
<tr>
<th>Income per month</th>
<th>Tick(√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kshs5,000 or below</td>
<td></td>
</tr>
<tr>
<td>Above Kshs5000- 15,000</td>
<td></td>
</tr>
<tr>
<td>Over 15,000</td>
<td></td>
</tr>
</tbody>
</table>

2. What are the terms of your employment?

<table>
<thead>
<tr>
<th>Terms of employment</th>
<th>Tick(√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td></td>
</tr>
<tr>
<td>Casual labourer</td>
<td></td>
</tr>
<tr>
<td>Self-employed</td>
<td></td>
</tr>
</tbody>
</table>

3. What is your highest level of education?

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Tick(√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never attended school</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
</tr>
<tr>
<td>Other colleges</td>
<td></td>
</tr>
</tbody>
</table>
Part II

1. Which of the reasons given in the table below made you not to take your child to pre-school?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long distance between home and pre-school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot sun make it difficult for children to walk and from pre-school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drought made us move with our children to search for pastures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rainy seasons prevented children from crossing the seasonal river</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait for free Primary Education offered in class one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-school fee is too high.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My money is not enough to cater for food and pay pre-school fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I needed the child help me in household chores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The child was too young</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please tick (✓) what can make you not register your child to pre-school.

<table>
<thead>
<tr>
<th>Reasons which can make me not register a child to pre-school</th>
<th>Tick (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of to pay pre-school fee</td>
<td></td>
</tr>
<tr>
<td>Wait for free primary education</td>
<td></td>
</tr>
</tbody>
</table>

3. Tick (✓) an approximate distance from home to school provided in the table below

<table>
<thead>
<tr>
<th>Distance to and from school (kilometre)</th>
<th>Please put a (✓) below</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ km-1km</td>
<td></td>
</tr>
<tr>
<td>1km-3km</td>
<td></td>
</tr>
<tr>
<td>3km-4km</td>
<td></td>
</tr>
</tbody>
</table>
4. If you have ticked above 3km in the table above, please explain how your child is able to go to pre-school


Part III

In your opinion, what should the following stakeholders do to ensure that children are enrolled in pre-school?

(a) Government


(b) The Community


(e) Parents


Thank you for your assistance and cooperation
APPENDIX IV

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. SERAH WANJIKU KURIA
of KENYATTA UNIVERSITY, 102778-101
Nairobi, has been permitted to conduct
research in Kajiado - County
on the topic: ACCESS AND RETENTION
OF 5-7 YEAR OLD CHILDREN IN PUBLIC
PRE-SCHOOLS

Permit No.: NACOSTI/P/14/9532/988
Date Of Issue: 28th April, 2014
Fee Received: KSH 1,000.00

for the period ending: 30th May, 2014

Applicant's
Signature:

Secretary
National Commission for Science, Technology & Innovation

94
APPENDIX V

PERMISSION LETTER

The County Education Director,
Isinya Education Office.

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I wish to request for permission to carry out research in nine public pre-schools in Isinya District. The research concerns the rate of access and retention of pre-school children in public pre-school.

Please, any assistance accorded to realise the aim of this research will be highly appreciated.

Thanks in advance

Yours Faithfully,

Serah Wanjiku Kuria (E55/CE/23412/2010)
HEAD TEACHER'S LETTER

School______________________________

Dear Sir/Madam,

RE: RESEARCH PERMISSION

I wish to request for the above mentioned permission. I am a student at Kenyatta University currently undertaking a Masters of Education in Early Childhood Education.

The research is about the rate of access and retention of children in pre-schools.

Please any assistance accorded will be appreciated.

Thank you in advance.

Yours Faithfully,

Serah Wanjiku Kuria (E55/CE/23412/2010)