INFLUENCE OF PARENTS’ SOCIO-ECONOMIC STATUS ON THEIR PARTICIPATION IN CHILDREN’S PRE-SCHOOL EDUCATION IN KAYOLE, NAIROBI COUNTY, KENYA

BY

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SEPTEMBER, 2016
DECLARATION

I confirm that this thesis is my original work and has not been presented in any other university/institution. The research proposal has been complemented by referenced works duly acknowledged where text, data, graphics pictures or tables have been borrowed from other work including the internet the source accredited and reference cited in accordance with anti-plagiarism regulations.

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I also greatly acknowledge the contribution of my fellow students in the consultative forums we shared together during the entire period of our study. Finally special thanks go to my family for their support and sacrifice during the undertaking of this course.
DEDICATION

I dedicate this thesis to my husband Mwangi and my children Vivian, Veronica, Vincent, Victor and my granddaughter Felister for their kindness and devotion even the largest task can be accomplished if it is done one step at a time.
# TABLE OF CONTENTS

DECLARATION ....................................................................................... Error! Bookmark not defined.  

ACKNOWLEDGEMENT .............................................................................. ii  

DEDICATION ............................................................................................. iv  

TABLE OF CONTENTS ............................................................................. v  

LIST OF TABLES ....................................................................................... ix  

LIST OF FIGURES .................................................................................... x  

ABBREVIATIONS AND ACRONYMS ......................................................... xi  

ABSTRACT ............................................................................................... xii  

CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY ........1  

1.0 Introduction ....................................................................................... 1  

1.1 Background to the Study ..................................................................... 1  

1.2 Statement of the Problem .................................................................... 4  

1.3 Purpose of the Study .......................................................................... 5  

1.4 Research Objectives .......................................................................... 5  

1.5 Hypotheses of the study ..................................................................... 6  

1.6 Significance of the Study .................................................................... 6  

1.7 Delimitations and Limitations of the Study ......................................... 7  

1.7.1 Delimitations of the Study ............................................................. 7  

1.7.2 Limitations of the Study ............................................................... 7  

1.8 Assumptions of the study .................................................................... 8
1.9 Theoretical Framework ........................................................................................................... 8
1.9.1 Motivational Theory of Abraham Maslow ........................................................................ 8
1.9.2 Epstein’s Model of Parental Participation .......................................................................... 10
1.10 The Conceptual Framework ............................................................................................... 11
1.10 Operational Definition of Terms ........................................................................................ 13

CHAPTER TWO: REVIEW OF RELATED LITERATURE ................................................. 14

2.0 Introduction ............................................................................................................................ 14
2.1 Parental Level of Education and their Participation in Children’s Education .......... 14
2.2 Parental Occupation and Participation towards Children’s Pre-school Education .................................................................................................................................................................................. 16
2.3 Parental Level of Income and Participation in Children’s Pre-school Education .................................................................................................................................................................................. 18
2.4 Strategies used by Schools to Enhance Parental Participation in Pre-school Education .................................................................................................................................................................................. 21
2.5 Summary of the Literature Review ...................................................................................... 22

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY ............... 23

3.0 Introduction ............................................................................................................................ 23
3.1 Research Design ................................................................................................................... 23
3.2 Variables of the study .......................................................................................................... 23
3.2.1 Independent Variables .................................................................................................... 24
3.2.2 Dependent variables ...................................................................................................... 24
3.3 Location of the Study .......................................................................................................... 25
3.4 Target Population ..............................................................................................................25
3.5 Sampling Techniques and Sample Size ........................................................................25
  3.5.1 Sampling Techniques ...............................................................................................26
  3.5.2 Sample Size .............................................................................................................26
3.6 Research instruments ..................................................................................................26
  3.6.1 Questionnaire for the Teachers ..............................................................................27
  3.6.2 Interview Schedules ...............................................................................................27
3.7 Pilot Study ....................................................................................................................28
  3.7.1 Validity .....................................................................................................................28
  3.7.2 Reliability of Instruments .......................................................................................28
3.8 Data Collection Procedures .........................................................................................29
3.9 Data Analysis ..............................................................................................................29
3.10 Logistical and Ethical Considerations ........................................................................30

CHAPTER FOUR: FINDINGS, INTERPRETATIONS AND DISCUSSIONS...31
4.0 Introduction ................................................................................................................31
4.1 Questionnaire Response Rate .....................................................................................31
4.2 Demographic Characteristics of the Respondents .....................................................32
  4.2.1 Teachers’ Characteristics .......................................................................................32
  4.2.2 Parents’ Characteristics ..........................................................................................33
4.3: Parents’ Economic Status ..........................................................................................35
4.4: Levels of Parental Participation in their Preschools Children’s Education .............37
4.5: Parental Level of Education and their Participation in Children’s Preschool Education .................................................................39

4.6: Parental Occupation and their Level of Participation ..............................41

4.7: Parental level of income and participation in children’s pre-school education...43

4.8: Discussions of the Findings .....................................................................44

4.9: Strategies used by Schools to Enhance Parental Participation in Pre-school Education ........................................................................50

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ..................................................51

5.0 Introduction .................................................................................................51

5.1 Summary .....................................................................................................51

5.2 Conclusions .................................................................................................52

5.3 Recommendations .......................................................................................53

5.3.1 Recommendations for policy makers ......................................................54

5.3.2 Recommendations for Further Research ...............................................54

REFERENCE ..................................................................................................56

APPENDICES .................................................................................................61

APPENDIX I: Pre-School Teachers Questionnaire ........................................61

APPENDIX II: Interview Schedule for Parents ..............................................64

APPENDIX III: Research Authorization ..........................................................69

APPENDIX IV: Research Permit ......................................................................70

APPENDIX V: Research Authorization ............................................................71

APPENDIX VI: Map of Nairobi County ............................................................72

viii
LIST OF TABLES

Table 3.1: Target Population (N) and the Selected Sample size (n) .........................26

Table 4.1: Demographic Characteristics of the Teacher Respondents ....................32

Table 4.2: Socio-Demographic Characteristics of the Parents ............................34

Table 4.3a: Parents’ Economic Characteristics ..................................................35

Table 4.3b: Parents’ Economic Characteristics ..................................................36

Table 4.4: Parental Level of Education and their level of Participation in Preschool.40

Table 4.5: Parental Occupation status and their Level of Participation ..................42

Table 4.6: Parental level of income and their Participation in Preschool ...............43
LIST OF FIGURES

Figure 1.1: Conceptual Framework of the study ......................................................12

Figure 4.1a: Levels of parental participation in pre-schools reported by themselves .38

Figure 4.1b: Levels of parental participation in pre-schools reported by the preschool teachers ........................................................................................................................................39

Figure 4.2: Strategies used by schools to enhance parental participation in preschool education .........................................................................................................................................50
ABBREVIATIONS AND ACRONYMS

DCSF: Department of Children Schools and Families

DICEC: District Center for Early Childhood Education

ECDE: Early Childhood Development and Education

EPPE: Effective Provision of Pre-school Education

ESS: Educational Socialization Scale

ILOPS: Improving Learning Outcome in Primary Schools

OECD: The Organization for Economic Cooperation and Development

UK: United Kingdom

USA: United States of America
ABSTRACT

Over the recent years, parental participation in their children’s education has been centre of focus at different fora including research. More studies have been done in relation to parental level of participation and how they influence with their children’s education but limited studies have focused on how parents’ socio-economic variables contribute positively to their participation in pre-school children’s education. The purpose of this study was to investigate the influence of parents’ socio-economic status, education, occupation and income) on their level of participation (communication, decision making and collaboration) in pre-school children’s education. Strategies used by schools to enhance parental level of participation in their children’s pre-school education were also investigated. The study was guided by Abraham Maslow’s theory of motivation and Epstein “model” of parental participation. A descriptive survey design was employed. All preschool teachers and parents in Kayole Zone, Nairobi county were targeted of which sample size was obtained. A simple random sampling procedure was used to get 35 pre-school teachers and 120 parents. Questionnaires for preschool teachers and interview schedules for parents were data collection instruments. Validity and reliability was established during the pilot study in two schools, where a Cronbach’s alpha of 0.8 was obtained to check the consistency of results. Data was analyzed using frequencies, descriptive statistics and chi-square tests to show the association (p<0.05 at 95 % confidence level) and their effect on outcome variables. Results show that parental level of education and income had positive association with their level of participation in pre-schools. Parents with higher level of education have relative higher level of parental participation in pre-schools. Parents’ occupation was however found to be unrelated to the level of parents’ participation in their children’s preschool education. The study concluded that education, occupation and income of parents have influence on their participation in preschool education of their children. Enhancing education levels, increasing income levels and creating employment opportunities for parents will boost their level of participation in preschool education of their children. Further research, a more specific study needs to be carried out focusing on other factors such as childhood nutrition, primary health care, gender mainstreaming, forceful migration relate to preschool education in Kayole and other places in Kenya.
CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter describes the study background, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. Limitations and delimitations, assumptions, theoretical and conceptual framework as well as the operational definition of terms are also presented.

1.1 Background to the Study

Parents have a vital role to play in the life of a child. Parents’ participation in their children’s education has been shown to be an important variable that positively influences children’s education (Epstein, 1997). More and more schools are therefore appreciating this importance and are encouraging families to get involved. As a result of this recent trend, it has become essential to understand what is meant by parent participation and in what ways it has an influence on children’s education. According to Epstein (1997) children learn and grow through three overlapping spheres of influence: family, school and community. These three spheres must form partnerships to best meet the needs of the child. Epstein defined six types of involvement based on the relationships between the family, school and community. They include: parenting, communicating with the school in relation to the child, volunteering as resource person providing labor to the school and supporting children education programs such as drama, music and educational trips. Parents may also assist children in learning at home for example in doing homework as well as decision making and collaborating with school in such areas as provision of resources.
Studies have shown that parental participation has positive effects on their children’s education, families and school, when parents continuously support and encourage their children, they learn better, develop self-esteem, become more self-disciplined, and show higher aspiration and motivation towards school (Epstein, 2003). A study done in Dandora Educational Zone of Nairobi County (Ondieki, 2012) showed that the various pre-school activities that parents participate in including attending meetings, communicating with the school, and volunteering influence the academic performance of their pre-school children. Further, it revealed that parents who are more confident in their parenting and decision-making skills, gain more knowledge of their children’s development. They use more of affection and positive reinforcement and are less punitive towards their children.

Unfortunately, parents are limited from participating effectively in their children’s learning by a number of factors. Many parents’ personal school experiences for instance create obstacles to school involvement. Those who dropped out of school because of school related reasons for example do not feel confident in school settings. Thus, such parents have very little involvement in their children’s school work. As Baumania (1991) established, such parents provide basic needs like food and shelter; but are not involved in their children’s lives. They show little warmth, love and affection towards their children, have fewer expectations or demands on behavior and offer little or no supervision. Their children on the other hand develop fear, anxiety or stress due to lack of family support. Consequently, children from families whose parents do not participate in their education generally perform poorly in nearly every area of life. These children tend to display deficits in cognition, attachment, emotional skills and social skills (Moccaby 1992).
Anecdotes from the Nairobi County Government education office 2012 show that parents’ socio economic status greatly affect their participation in the pre-school activities such as meetings, academic days and talents day. The document records demonstrate that parents from higher socio economic backgrounds attend pre-school children’s activities in greater numbers than those from the low socio-economic positions. This may be a pointer to the situation of the more endowed parents understanding the essence of investing their time in the growth and development of the pre-school children. On the other hand most of the parents from low socio-economic positions may not understand the essence of dedicating themselves and investing their time in the development of their pre-primary school children. Nairobi county education journal (2012) this is because they are busy fending for their families and the struggle in trying to get means to put food on their tables. It was therefore necessary to find out whether there is a relationship between level of income and parents participation, or apparent relationship were attributable to other factors that were not part of the study.

A study done in Uasin Gishu by Koech (2009) documented strategies used by teachers and Ministry of Education officials in Kenya to strengthen parental participation in preschool education include: sending letters, organizing workshops on transition, holding parents teachers meetings, sending information to the teachers through DICECE officers, organizing for sensitization meetings, organizing academic days, open visits by parents, using class representatives among others. In addition, study did not focus on strategies that could enhance parents and community participation in the preschool education. Therefore, the study aimed at establishing influence of parent’s socio-economic status on their participation in their children's preschool education.
A pre-survey in the study area which is Kayole Education Zone has exposed profound situations of poverty and low economic capacities D.E.O Kayole office journal (2014). Acknowledging this situation, the Nairobi county government observed that the low socio-economic status of these parents, risked their pre-school children not realizing their education to their full potential. This study therefore sought to find out whether the parental socio-economic status in Kayole affects their participation in their children’s pre-school education.

1.2 Statement of the Problem

The role of parental involvement in their pre-school children’s education cannot be over-emphasized. Parents play a critical role in modeling their children’s ensuring effective communication between them and the pre-school and identifying the critical needs as regards their children’s academic requirements. A study done in Thika District revealed that there was low parental and community participation in pre-school activities in four of Epstein’ six modes of involvement: Communication, volunteering, decision-making and community collaboration. The levels of participation were found to be attributable to rural-urban settings and pre-school sponsorships. School in rural settings, and those that were privately sponsored recorded higher participation, though in different models. The rural schools, parents were involved more in decision-making and collaboration, while in private school recorded high communication mode. It is, however not clear, whether these modes are related to the social-economic level of parents. The findings may also not be generalized to Kayole because it is a slum location and has different characteristic from those studies in Thika. Study showed that there was a significant difference between parents’ level of education and parental level of involvement in parenting,
learning at home, communication and decision-making modes. Although documented parental involvement in all of the six Epstein modes of involvement, it only focused on Uasin Gishu County and only focused on levels of parental involvement and parent-teacher partnership. Thus, the studies in Kenya have not given much attention to the influence of parental socio-economic status on preschool children’s education. Furthermore documented strategies being used to encourage parents and teacher partnership and enhance pre-school education in Uasin Gishu and not in the entire Nation. Thus, his findings cannot be generalized to all pre-schools in Kenya and therefore the need for study.

1.3 Purpose of the Study

The main purpose of this study was to investigate the influence of parents’ socio-economic status on their participation in pre-school children’s education.

1.4 Research Objectives

The study was intended to:

i. Find out whether parental level of education influences the parental participation in their children’s pre-school education

ii. Determine the role played by parental occupation in their participation in their children’s pre-school education.

iii. Establish the contribution of parental level of income in their participation in their children’s pre-school education.

iv. Investigate the strategies used by school to enhance parents’ participation in their children’s pre-school education.
1.5 Hypotheses of the study

1.  \( H_0 \): There is no relationship between parental level of education and their parental participation in their children’s pre-school education.

2.  \( H_0 \): There is no relationship between the parental levels of occupation and their parental participation in their children’s pre-school education.

3.  \( H_0 \): There is no relationship between the parental level of income and their parental participation in communication, decision making and collaboration in their children’s pre-school education.

1.6 Significance of the Study

This study is significant in the field of education in that it builds upon the body of knowledge relating to parents’ socio-economic status on participation in their children’s pre-school education. The study will inform head teachers on ways to enhance parents’ participation as regards children’s learning. Findings of this study may have both practical and theoretical implications for the future of Early Childhood Education in Kenya. For instance, it will highlight the role of the head teachers and teachers in strengthening parental participation in pre-schools.

The findings of this study may also be useful to early childhood education policy makers. Its recommendations may lead to formulation of policies that support parents’ ownership of schools, decision-making in school and communication with the school teachers. It may also influence policies related to enhancing socio-economic levels of parents such as empowering families to have access to credit facilities. In addition, findings of this study may inform curriculum developers on the need to come up with a curriculum on community education on income generating strategies in order to
raise the socio-economic levels of parents. This would hopefully enhance their involvement in their children’s learning. Teachers may also use the study findings to come up with effective ways of promoting parental involvement in the pre-school setup. The study may fill the gap of knowledge in Kayole and entire Nairobi County.

1.7 Delimitations and Limitations of the Study

The delimitations and limitations of this study are as described in the following subsections:

1.7.1 Delimitations of the Study

This study was carried out in public pre-schools in Kayole zone, Nairobi City. The study focused on public schools because they enroll children from all social classes. Thus, the public schools revealed what is actually on the ground. All teachers and parents of those schools were targeted. Although there are other factors which could influence parents’ participation in their children’s pre-school learning, this study focused on parent’s socio-economic status. Similarly, this study is only applicable to preschools in Kayole zone hence generalization to other part of the nation should be done with caution.

1.7.2 Limitations of the Study

A few challenges were encountered during this study. One of them was the time constraints due to the vast study site. Secondly, there were budgetary constraints. To address the challenges, the researcher sampled the minimum acceptable number of participants. This ensured the time taken to carry out the study was kept to the minimum without compromising the quality. The researcher did the work personally to cut out on the cost that could have been attributed to hiring research assistants.
1.8 Assumptions of the study

The study assumes that:

- Different factors contribute to parental participation in their children preschool education.
- The respondents to responds honest when providing the information required.

1.9 Theoretical Framework

The study was guided by Maslow’s theory of motivation (Maslow 1943).

1.9.1 Motivational Theory of Abraham Maslow

Abraham Maslow came up with the theory of human motivation in 1943. Motivation theory which suggests five interdependent levels of basic human needs (motivators) that must be satisfied in a strict sequence starting with the lowest level. Physiological need for survival (to stay alive and reproduce) and security (to feel safe) are the most fundamental and most pressing needs. They are followed by social needs (love and belonging) and self-esteem needs (to feel self-worthy, respected and have status). The final and highest level needs are self-actualization needs (self-fulfillment and achievement). Its underlying theme is that human being are ‘wanting ‘beings as they satisfy one need the next emerges on its own and demands satisfaction (Daniels, 2001).

Maslow theory is applicable to the current study because if parents’ basic needs have not been met, then they will not have time to involve themselves in their pre-school children’s education. For example when the physiological needs such as the needs for food, water and shelter have not been met, then parents might spend more time trying to meet these needs and they may not be motivated to get involved in their preschool children’s education.
The second level of needs is safety which includes security, protection, and freedom. The need arises after physiological needs have been satisfied. This means that preschool children’s need to go to school and start thinking of security if only they have something to eat. Some parents do not put into consideration impact of unsupportive family environment on their children’s education.

The third needs are belongingness and love needs. Children need love from both parents and teacher hence the environment should be friendly to motivate learning. The needs arise after safety has been met. They include the need to be loved, appreciated and accepted.

Fourth, is esteem needs which include, the need to want people to recognize one’s abilities, value, competence, and need for good reputation. Lastly, self-actualization needs which is the need to live up to one’s fullest and unique potential. It is becoming the best one can become.

This theory has great impact on educational structure. In order to minimize on the effectiveness of school-wide and individual classroom teaching programs, administration and teacher must consider children’s basic needs. This must be a top priority in the development of the programs so that children have the capability of reaching their highest level of potential for instance, if a child has not had her breakfast before she comes to school, she will not be concentrating on learning as she will be preoccupied with the need for food. The school system must meet this need by providing breakfast programs so that these children will be more likely to learn effectively. According to Maslow, failure to satisfy one level of needs puts one into a deficit state and become continually concerned about the level of needs.
1.9.2 Epstein’s Model of Parental Participation

In relation to Epstein’s(2003), six modes of parental involvement: parenting, communication, volunteering, learning at home, decision-making and community collaboration that provide framework that can be used to review research on parent–teacher and community participation that influence children’s outcome.

Communication is a two-way process between the school and the home is vital to pre-school children’s success. School should encourage parents to attended at least one parent–teacher conference during the school year according to Epstein. Teacher and administration should communicate regularly with parents and children via email, telephone, letters and newsletters. All parents also need equal opportunity to communicate concerning their issue with educators.

Parent participation in school decision-making and activities can play vital role in achieving goals that spearhead fundraisers that benefit the school and children. They consider the low socio economic status by support those who can’t raise the fund. Parental committee can be instrumental in school improvement that revitalize and focus energy on children. This type of parental participation help children to benefit by seeing a parental role in school decision-making and help parents to advocate more effectively to all children from all background for their benefit.

Community collaboration in school participation can work cooperatively to strengthen and develop strong children. The interaction between socio-economic status and create a recreational, cultural and athletic programs and provide important opportunity for children. Schools can promote and endorse these community activities to show parents the value and importance of the programs. Children expand exposure to
different experience and opportunities which could assist with choice in future education and careers.

Epstein theory (2003) was selected for the study because it helps the researcher to look at different aspects of parent participation in school. It suggest communication that helps promote participation between parent and teacher. Further the theory enabled the researcher to focus on decision-making role for parents, teachers and administrators who were expected to support participation. Community collaboration activities that teachers, parents and children engage in guiding, energizing and motivating children so that they realize their own successes. In the theory answerability or responsibility operate at several levels. This theory allow for a holistic analysis of the socio-economic status a facilitating factor associated with parents and importance role played in children’s education throughout the life cycle.

1.10 The Conceptual Framework

Figure 1.1 illustrates the conceptualized relationship between variables independent variables; parents’ education, parents’ occupation, and parents’ income to dependent variables: communication, collaborating and decision making.
In general, parental participation in children`s education yields good education.
### 1.10 Operational Definition of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Parental participation</td>
<td>The act of parents getting involved in their children’s education such as communication collaborating and decision making.</td>
</tr>
<tr>
<td>Pre-school</td>
<td>This is the term used to refer to the center’s/places involved in imparting knowledge to children before they enroll for primary school.</td>
</tr>
<tr>
<td>Pre-school Education</td>
<td>This refers to knowledge acquired during early years of life (4-5 years).</td>
</tr>
<tr>
<td>Performance</td>
<td>The progress exhibited by pre-scholars in various activities.</td>
</tr>
<tr>
<td>Parent’s Education</td>
<td>Professional level a parent has acquired.</td>
</tr>
<tr>
<td>Parent’s Occupation</td>
<td>A main economic activity undertaken by parents. Generate income to support his/her child in school.</td>
</tr>
<tr>
<td>Parent’s Income</td>
<td>This includes any monetary gains a parent may have access to either directly or indirectly.</td>
</tr>
<tr>
<td>Parent’s Socio-Economic Status</td>
<td>It is a situation based on family income, parental educational level and parent’s occupation.</td>
</tr>
<tr>
<td>Strategies</td>
<td>A plan that is meant to achieve a particular purpose or to gain an advantage</td>
</tr>
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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter, the researcher presents review of literature related to the study based on the study objectives that is, influence of the parental education, occupation, and income on their children’s pre-school education and lastly the strategies put in place by the schools to enhance parental participation in pre-primary education.

2.1 Parental Level of Education and their Participation in Children’s Education

Although a parent role in their children’s learning evolves as kid’s growth. One thing remain constant we are children’s learning models. Parents are the first teacher in their children’s lives. Parental level of education is an important predicator of children’s education and behavior outcome (Davis Kean, 2005) Parents’ education gives quality family interaction and child behavior as well as shapes them for future (Guerra & Huesmann, 2004. Parents with high education attainment may serve as role models for their children. In addition higher levels of education are linked with jobs with higher income. The ways in which parents are responsible for supporting their children’s learning include; monitory support and homework completion. Volunteering in their children’s classrooms participation is appropriate in decisions related to education of their children; and positive use of their children’s extra co-curricular activities (Epstein, 1997).

Much of the research that examined the relationship between parent involvement and children’s education assessed parent involvement by utilizing one particular measure (Baker & Soden,1997) counting the number of parents that volunteer; coming to
meetings; or coming to parent-teacher conferences. Parental involvement in the children’s literacy practices is a more powerful force than other family background variables such as social class, family size and level of parental education (Flouri & Buchanan, 2004). While reading, enjoyment is more important for children’s educational success than their family’s socio-economic status (OECD, 2002), parental participation in children’s education is very significant.

The level of education influences the parents’ knowledge, beliefs, values, and goals about childbearing, so that a variety of parental behaviors are indirectly related to children’s school performance (Joan, 2009). For instance, higher socio economic status and high levels of education may enhance parents’ ability to become involved in their children’s education, and also enable parents to acquire and model social skills and problem solving strategies conducive to their children’s school success. Although parental participation has the greatest effect in the early years; its importance to children’s educational and literary outcomes continues into the teenage and even adult years (Desforges & Abouchaar, 2003). For instance, Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predicator of achievement at the age of sixteen.

Finally, the national reading campaign promotes reading for pleasure through the whole community to demonstrate the varied ways in which reading can inspire and sustain people to develop their skills with a focus on those most in need. Baker and Scher (2002) argue that parents who promote reading as a valuable and worthy activity have children who are motivated to read for pleasure hence have success in education outcomes.
Students whose parents have higher socio-economic status and higher levels of education may have an enhanced regard for learning, more positive ability, beliefs, a stronger work orientation, and use more effective learning strategies than those children whose parents have lower socio-economic status and low levels of education. The parents are one of the most influential yet significantly underrated factors in their children’s education thus, the society should encourage more parental participation in public education as it has been recommended by most studies (Cooter, 2006; Eric.A. Hanushek, 2007; Lynch, 2009). A study carried out in Uasin Gishu District (Koech 2009) found the level of parent-teacher partnerships as low. It found further there was a significant difference between parents’ level of education and parental level of involvement in parenting, learning at home, communications and decision-making modes.

2.2 Parental Occupation and Participation towards Children’s Pre-school Education

Parent influences the level of education in their children achieve the knowledge they have about work and difference occupation the beliefs and attitudes they have to working and the motivation they have to succeed.

Alexander (2012) asserts that pupils whose parents work in professional occupation generally outperform other pupils as they are able to provide all materials and assist in doing homework. They are also familiar with the syllabus. The strength of the relationships between parents’ occupation and pupils’ performance varies considerably across all children. These parents give their children a lot of encouragement that help them to read more than their counterparts who work in either unprofessional occupations or the informal sector.
There is a strong relationship between parental occupation and pupils in some education system regardless of what their parents do for a living in academic performance (OECD, 2002), increased academic achievement among students whose parents get involved in their elementary education seems to have a global effect. For instance, a parent might work as a historian and be involved in the history program at his child’s elementary school this child is likely to have higher grades in all subjects because of involvement of his parent, not just in the child’s history grades. The child’s Mathematics and Science grades are expected to be higher as a result of the parent’s involvement in the child’s education. There is a significant difference in children’s academic performance of children whose fathers are involved in their schools between those whose fathers did not get involved due to different occupations (Bitengo 2013).

Gutman and McLoyd (2000) carried out a research with the aim of ascertaining the parental behavior of typical successful students and comparing them with students who were encountering behavioral and academic problems. Their findings suggest that parents of academically successful students used a more specific approach to assist their children with schoolwork. For instance, they had more supportive communication with their children than the parents of less academically successful students. In addition, they frequently checked their children’s progress by contacting the school and maintained positive relationships with the school staff. On contrast, the parents of less achieving children seldom contacted the school due to their occupation. The parental involvement and supportive home environment are no less important for academic success, than quality teaching and committed and caring teachers (Sheldon, 2009). In Uganda it has been established that individual with more school than required by their occupation have an addition incentive to migrate and
cause the parent not participate in their children’s education (Onzima Robert, 2010). Parents who are in small scale business and live from hand to mouth get little or no time to participate in their children education hence affecting their general advancement in their academic.

2.3 Parental level of Income and Participation in Children’s Pre-school Education

Children in lower-income families have worse cognitive, socio behavioral and health outcome. According to Mayer (2002) it is well established that income is positively associated with virtually every dimension of child well-being that social scientists measure. It covers cognitive test scores; behavior problems; socio-emotional functions; mental health; physical health; and educational attainment. The children who have good health due to a balanced diet are always present in school (Mayer, 1997).

Parents’ stress management and their parenting skills improve due to good income (Mayer, 1997). Parents with low income are disadvantaged, they lack enough material needed in school and are depressed or mentally ill that brings on board marital dissolution, employment, and stress. Income shocks do not only affect investment in children’s education but also on children’s performance when families are constrained by fewer resources. According to Anastasia (2011) child test scores are lowest when poverty exists across the generation and highest when material advantage is long lasting. On the other hand while good social skills also appeared to be linked across generations, these do not make significant direct contribution to the current gaps in cognitive test scores between the rich and the poor children. The academic attainment between children from the poorest and the richest backgrounds grow particular fast
during the primary school years. (Anastasia & Telklemariam, 2011). By age eleven, only around three quarters of the children from the poorest families reach the expected level of upper primary as compared to 97% of children from rich families. She further argues that children from poor families who performed well at age seven were more likely to perform better than their counterparts from better-off families in upper primary below age eleven. On the same note, the children who performed badly from poor families at age seven were more likely to improve their ranking compared to children from rich background.

The study carried out by Erick (2009) identified parental income to be an important factor upon which the academic and vocational successes of secondary school students lie. He found parental income not to be sufficient to sustain the academic and personal social life of the student in sub-rural school areas. Parental income to a large extent affects the psychological balance in the classroom; it causes low concentration, low perception, frustration, sickness, and emotional disability in academic performance of the school children. Deprivation of the child’s essential needs may be lead to poor performance in the school work.

According to Bugembe (2005) the child welfare at school is the determinant of the child’s retention and also incorporates the rights of children to adequate living standards, shelter, nutrition, and healthcare, water and sanitation services that are vital for children growth and development. He further argues that in urban areas most poor families can hardly afford the cost of water resulting in children from poor families being seen often in long treks in search of water, at times having to contend with long queues and consequently being late or drop-out from school.
According to Onzima (2011), a series of questions were asked to parents and guardians about the financial circumstances surrounding children’s school enrolment in Tanzania and the results were based on financial problems militating against sending their children to school. Mark G.N. (2011) also mentioned poverty as a contributing factor of children’s dropout in rural areas of China.

The main reasons offered by parents for not educating their children or relocating them from one school to another are no more than the school fees for registration and admission, examination, parent’s teachers association (PTA) fees, the cost of books and uniforms, the provision of daily monetary demands to their children, and the cost of transportation (Barry, 2005). Glewwe and Chang (2010) link the severity of direct costs with the shift of educational costs to parents in the name of cost sharing. In Nigeria, about 7.3 million children are out of school and 62% of the total children out of school are made up of female children mostly due to poverty of their households (UNICEF, 2004). In a study carried out in Kenya Murungi (2013) found 94 percent of parents had children enrolled and attended the Early Childhood Education regularly and only 6 percent had children enrolled but attended school irregularly. Thirty seven percent of parents with children enrolled in the Early Childhood Education centers relied on their salary from professional jobs (Murungi, 2013) as resources they utilize in supporting their children’s education. Among the 195 parents with children not enrolled in the Early Childhood Education centers 73% (142) said that they were not able to provide their Early Childhood age going children with basic needs while 97% (190) of them said they lacked school fees as well as money to meet school needs such as; books, uniform, pencils among other school needs. The finding by Murungi concurs with a study conducted in Meru Central District (Ncabira, 2005) which found; lack of school fees and relatively high cost of schooling was a crucial
variable in the withdrawal of students from school. The literature reviewed in this section reveals that there is a positive correlation between income and education, but little information on parental education level or attitude towards parenting and parenting approach.

2.4 Strategies used by Schools to Enhance Parental Participation in Pre-school Education

Pupils with parents who are participatory in their school tend to have fewer behavioral problems and better academic performance and are more likely to complete home work than those whose parents are not participating in their school work. The school considers that and invite parents to school meetings, general meeting, meeting the teachers or serving in the committees as argued from the child trends data bank (2009). In promoting achievement across pre-primary and higher level of education, theories, research, and policies have identified the significant role of the families (Fan & Chen, 2001). According to Hill (2009) the most effective strategies are program and policies with regular communication volunteering, engaging in educational activities, parent training programs, and school governance.

The increases in parent-teacher interaction enhance mutual respect and improve teachers’ perception about how much parent’s value education (Epstein, 2001). Epstein further argues that communication can be improved by establishing an informative two-way dialogue between home and school by building a sense of school community exchange information about upcoming events in the school or in the child’s life. Parents and teachers monitor pupil’s progress and reinforce key messages that enable achievement. He further asserts that parents can help at home to provide helpful assistance including guidance and support to complete homework assignment. Henderson (2000) too argues that when the school administrations work together with
the families to support learning, children tend to succeed not just in school but throughout their life. According to school development, leaders participating in NCBL (2005) should contact every parent by phone, inviting and encouraging their participation. Students should write letters to their parents to ask them to participate in their school learning. Children and parents should sign the contract quarterly where parents help children with their assessment.

The most frequent strategies used by the head teachers and Ministry of Education Officials are; sending letters, organizing workshops on transition, holding parents teachers meetings, holding closing term meetings and providing information about children’s progress (Koech, 2009). Other strategies used included; sending information to the teachers through DICECE officers, organizing for sensitization meetings, organizing academic days, open visits by parents and using class representatives.

2.5 Summary of the Literature Review

The foregoing literature review reveals that many studies on parental involvement in their children’s ‘pre-school education have been more in the developed world with few studies conducted in Africa especially Kenya. The related studies in Kenya have mainly focused on general parental participation in children’s pre-school education. Some of the studies have addressed the association between income, occupation, and education levels of parents and academic performance of their children. The influence of these factors on parental participation in children’s preschool education has however not been established. The study therefore sought to find out whether the parental socio-economic status in Kayole have relationship and influence their participation in their children’s pre-school education.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the methodology used in this study. It describes research design, variables and location of the study, target population, sampling techniques, sample size, pilot study, research instruments, validity, reliability, data collection techniques, data analysis, logistical and ethical considerations.

3.1 Research Design

Descriptive design using survey was adopted to guide the study. It was appropriate since it aimed at gathering facts, knowledge, opinion and attitude about other people’s events or procedure (Gay, 2007; Orodho, 2004). It is an effective method of collecting descriptive data regarding the characteristic of the population and current practices conditions and means. This design is used to explore existing status of two or even more variables at a given point in time (Mugenda & Mugenda, 1999). Using the descriptive research design, this study to investigate the influence of education level, occupation and income collectively termed as the parents’ socio-economic status their participation in the pre-school education of their children in Kayole zone, Nairobi City.

3.2 Variables of the study

The study had two categories of variables that were considered that is independent and dependent.
3.2.1 Independent Variables

The independent variables included; parent education level, occupation, and income. Each of the study variables were measured as follows:

i) Parents’ education level: This variable was categorized as No primary school certificate; Primary school certificate; Secondary/A-levels; and College/University.

ii) Parents’ occupation: parental professional or unprofessional work may influence the outcome of children’s education. In this study, the occupation was classified as; Employed or self-employed.

iii) Parents’ income: The study classified the parents according to their average income per month; 0-10,000; 11,000-25,000; 26,000 + as having low, medium and high income, respectively.

3.2.2 Dependent variables

The dependent variable was parental participation in their children’s pre-school education. The study focused on the modes of participations, namely communication, decision making and collaboration. The level of parental participation was measured using the three points liker scale where by respondents who were involvement an aspect of each mode more than once a term scored 1, once a term scored 2, never scored 3.

The dependent variable was parents’ participation in their children which constituted the aggregate level of participation in communication, decision-making and collaboration respectively.
3.3 Location of the Study

This study was carried out in pre-schools in Kayole Zone, Nairobi County. Kayole zone has an estimated population of about 800,000 people Commission on Revenue Allocation (2010) statistic. It is one of the largest slums that make up Embakasi District and has it grown significantly over the past two decades. The area has a large number of low income earners working as casual laborers in Nairobi who mostly leave home early in the morning and return late in the evening, while others own kiosks and small businesses. In addition, there are inhabitants who belong to other varied social economic classes. The study location was chosen because of the nature of the area where most households are of low income (DEO Kayole Office, 2014).

3.4 Target Population

Kayole zone has 20 public preschools. Each school has one, two or three streams with 2 teachers of Baby class, Nursery and Pre-Unit classes. In total there were 120 teachers and 400 pupils in all pre-schools in Kayole Zone (DEO’S office, 2014), some of schools had only one class and less than twenty preschoolers at the time of study. Therefore, the study targeted all 120 teachers and parents of the 400 pupils in all pre-schools. Public schools were targeted for this study because parental level of participation was not strong compared to that of private schools. According to (Dewey, 2011), public schools have large class for good research and most of the teachers are better trained and this also formed basis of the choice of public schools.

3.5 Sampling Techniques and Sample Size

Below is the study sampling techniques and sampling size of Kayole zone in Nairobi city.
3.5.1 Sampling Techniques

The study adopted a simple random sampling technique in identifying the teachers and parents to participate in the study. This allowed members of the population to have an equal chance of being selected without biasness. In a descriptive study, 30% and above of the target population is sufficient enough for entire study (Mugenda & Mugenda, 1999) as it was ideal to serve as an adequate representation of the population about what the researcher wishes to generalize. This study used 30% of the target population. Babbie (1992) suggests that for small population the research would sample about 10-30% of the population. All names of public preschools were listed of which 7 preschool were randomly selected. Five teachers in school were randomly selected in case there were more than five teachers in preschool level. The sampled parents were selected using their children. Through sampled children teachers invited parents who were interviewed by the researcher.

3.5.2 Sample Size

Based on the above sampling technique, 7 pre-schools were sampled randomly. The table 3.2 shows the target population (N) against the selected sample size (n) which was 30% of the target population.

Table 3.1: Target population (N) and the selected sample size (n)

<table>
<thead>
<tr>
<th>Strata</th>
<th>N</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>120</td>
<td>35</td>
</tr>
<tr>
<td>Parents</td>
<td>400</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>520</td>
<td>155</td>
</tr>
</tbody>
</table>

3.6 Research instruments

This study had two categories of research instruments: questionnaires for the teachers and interview schedules for parents. The instruments were suitable for this study since the population targeted was diverse in education and social classes. The
questionnaires were used for sensitive topics which users could find uncomfortable speaking to an interviewer. This method also limited the interviews chance of being biased. A questionnaire is ideal for survey study as postulated by (Mugenda & Mugenda, 1999). Questionnaires were widely used in education to obtain information about current condition and practices. It is therefore efficient in terms of time and its anonymous nature allows respondents to give information freely.

3.6.1 Questionnaire for the Teachers

Both open-ended and closed-ended questions were used in this study. The researcher used questionnaire for collecting data. Section A of the questionnaire collected demographics data. In section B; Parent’s participation data was collected. Section C; parent failure to participate in preschool education. Section D Strategies’ used in school to promote participation.

3.6.2 Interview Schedules

Interviews are good method data collection instruments since they allow the researchers to seek clarification in case they do not understand a given concept, something one cannot do in the case of a questionnaire (McLeod, 2014). Interview schedules were for parents and aimed at gathering the respondents’ general information such as; level of education, household income, their occupation, and how they were involved in their children’s preschool education were conducted within school set up. English and Kiswahili language were used when interviewing parents.
3.7 Pilot Study

Piloting was done to test whether the research instruments were clearly stated and whether they were meaningful to respondents. The selected schools teachers and parents filled out the questionnaires for the pilot study were not involved in the final study. Piloting was done to check the content validity and reliability of the research instruments. During piloting the researcher checked the flow of questions in the questionnaire and whether she had problems in asking questions and filling in questionnaire. The results were compiled and used to improve consistency and validity of the results in the final data collection exercise. The exercise was done in two schools to enable the researcher to modify, restructure, and eliminate any ambiguous items.

3.7.1 Validity

The validity of the research instruments was achieved by ensuring that test items covered all objectives and variables of the study. Content validity is a measure of degree to which data is collected using a particular concept (Kothari, 2004). Consultations and discussions with supervisors were done to establish the content validity. The researcher used the recommendations given by her supervisor to fine-tune the final instruments.

3.7.2 Reliability of Instruments

Test-retest reliability methods were used to determine consistency of the questionnaires to be administered. The researcher tested the reliability of the instrument during the pilot stage. Using test-retest to estimate the degree to which the same results could be obtained with repeated measure of accuracy of the same concept (Orodho, 2006). In the test re-test, the developed instruments were
administered twice with an interval of two weeks and the results were compared. The research tested reliability and found a cronbach’s alpha of 0.8 which shows a fair reliability of results.

3.8 Data Collection Procedures

Prior to the commencement of the study, the researcher visited the selected preschools with the aim of introducing herself and seeking for permission from the heads of these Preschools to carry out her study in the individual preschools. The researcher first administered questionnaires to the preschool teachers before administering to parents. Teachers helped in identifying the parents through their children who were randomly sampled. The researcher invited the selected parents to the preschools at their convenient time for the purpose of this research. Questionnaires were administered by a direct method which involved the distribution of questionnaires directly to the respondents and waiting until respondents complete. The procedure assured respondents of their confidentiality since nobody compelled them to write down their names on paper. The administration of data collection instruments were done by the researcher both at pilot and the main study. The teachers/parents were interviewed and their responses recorded by the researcher.

3.9 Data Analysis

The data collected using open ended questions was transcribed and then coded according to the objectives of the study whereas, data from the structured questionnaire items were quantified and frequencies of the responses calculated. On the other hand, data from the interviews was analyzed by tallying responses and calculating the frequencies in percentages. The relationship between the socio-economic status of parents and their level of participation was analyzed using chi-square test to show the association among variables. The chi-square was applied to
test because the data were in categorical scale. The results on the relationships between parental participation in their preschool education and the dependent variables were analyzed using chi-square tests based on the stated hypotheses. The null hypothesis ($H_0$) was that “there was no relationship between socio-economic level of parents (education, income and occupation) and their participation in their children’s preschool education”. Results showed some relationship between variables if the $X^2$ tests were significant when p-value was 0.05 below ($p<0.05$) at 95% confidence level. The results were presented in tables, graphs followed by descriptions and discussions.

3.10 Logistical and Ethical Considerations

The researcher first obtained an introductory letter from Kenyatta University, office of the Dean, Graduate School. This letter was used to seek research permit from National Commission for Science, Technology and Innovation (NACOSTI). The area sub County Commissioner and area District Education Officer (DEO) were notified about the objectives of the research by the researcher and a letter from NACOSTI.

This was done to reduce suspicion among the stakeholders especially respondents and also to enhance proper research coordination. Respondents were assured of their anonymity and strict confidentiality of the information provided. No respondent was forced to be interviewed or to participate in this research or to engage in any behavior he/she raised objection about. In addition, teachers and parents were issued with a consent form and helped to read through and sign before they proceeded with the interview.
CHAPTER FOUR

FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.0 Introduction

This study was to establish the influence of parents’ socio-economic status on their participation in children’s pre-school education in Kayole, Nairobi City, Kenya. The chapter presents the findings and discussions. The findings are presented according to the following objectives

i) To find out whether parental level of education influence the parental participation in their children’s pre-school education.

ii) To determine the role played by parental occupation in their participation in their pre-school education.

iii) To establish the contribution of parental level of income in their participation in their children’s pre-school education.

iv) To investigate the strategies used by school to parents’ participation in their children’s pre-school education.

4.1 Questionnaire Response Rate

A total of thirty five teachers’ questionnaires were given to teachers and were filled as the researcher waited. This ensured a 100 % response rate. All the sampled 120 parents whose children attend preschool schools around Kayole responded to the invitation and were interviewed by the researcher personally. Thus, the response rate was 100% for both the questionnaire returns and response to the interview schedule.
4.2 Demographic Characteristics of the Respondents

The demographic characteristics of both teachers and parents are presented in the following sub-section.

4.2.1 Teachers’ Characteristics

The teachers’ characteristics including sex, age, level of education and their teaching experience are prescribed in table 4.1 below.

Table 4.1: Demographic characteristics of the teacher Respondents

<table>
<thead>
<tr>
<th>Teachers’ characteristics (n=35)</th>
<th>Number</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>62.9</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-24</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>25-34</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>35-49</td>
<td>19</td>
<td>54.3</td>
</tr>
<tr>
<td>50-65</td>
<td>9</td>
<td>25.7</td>
</tr>
<tr>
<td><strong>Level of Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1-certificate</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td>Certificate in ECDE</td>
<td>14</td>
<td>40.0</td>
</tr>
<tr>
<td>Diploma in ECDE</td>
<td>10</td>
<td>28.6</td>
</tr>
<tr>
<td>BED</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td><strong>Teacher years of experience in teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-4</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td>5-10</td>
<td>19</td>
<td>54.3</td>
</tr>
<tr>
<td>11 years and above</td>
<td>9</td>
<td>25.7</td>
</tr>
</tbody>
</table>

Out of 35 teachers sampled in this study, 62.9 percent were female while 37.1 percent were male. In regard to their ages, majority (54.3%) were aged between 35-49 years followed by those between 50 and 60 years who constituted 25 percent of the sample. Only one teacher was aged between 15-24 years.

The distribution of teachers by level of education was almost normal, with teachers holding ECDE certificate being the majority (40.0%). The teachers with a diploma in ECDE came second constituting 28.6 percent while Bachelor of Education holders were the least representing only 11.4 percent. In regard to teaching experiences,
slightly above average (54.3%) teachers had 5-10 years of experience. Moreover, a quarter of teachers had at least 11 years of experience and one out of five had four years of experience at most.

It can be discussed that majority (%) of teachers are female and that community perceive female gender as being preschool teachers as opposed to male teachers. Young preschool teachers are fading off. This means that preschool section is being neglected by young scholars which might affect the future learning in preschools. This is associated with under and unemployment as well as poor remuneration of preschool teachers. In addition, natural attrition of the present aging teachers the preschools are likely to lose their experienced teachers. Age is positively related to teachers’ years of experience since more teachers have more than 5 years of experience in teaching. Insignificant sizeable proportions of preschool teachers have degree in education and majority has certificates. This implies that the quality of preschool education is in doubtful and there is likelihood that it is of poor quality.

4.2.2 Parents’ Characteristics

Parent’s socio - demographic characteristics investigated in this study comprised of age, gender, level of education and marital status. The distributions of these characteristics are summarized in the table 4.2.
Table 4.2: Socio-Demographic Characteristics of the Parents

<table>
<thead>
<tr>
<th>Parents’ characteristics</th>
<th>Categories</th>
<th>Number</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>15-24</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>25-34</td>
<td>45</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>35-49</td>
<td>38</td>
<td>31.7</td>
</tr>
<tr>
<td></td>
<td>50-65</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td></td>
<td>65+</td>
<td>13</td>
<td>10.8</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>39</td>
<td>32.5</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>81</td>
<td>67.5</td>
</tr>
<tr>
<td>Level of Education</td>
<td>No education</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td></td>
<td>Primary education</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td></td>
<td>Secondary school</td>
<td>76</td>
<td>63.3</td>
</tr>
<tr>
<td></td>
<td>College/University</td>
<td>22</td>
<td>18.3</td>
</tr>
<tr>
<td>Marital status</td>
<td>Single</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>79</td>
<td>65.8</td>
</tr>
<tr>
<td></td>
<td>Divorced/separated</td>
<td>13</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td>Widowed</td>
<td>11</td>
<td>9.2</td>
</tr>
</tbody>
</table>

The age of parents who participated in interviews ranged between 15 to 64 years. Most of the parents interviewed were within 25-34 year bracket comprising 37.5 percent of the total followed closely by parents aged 35-49 years constituting 31.7 percent. Further, two-third of the female parents participated in the interviews compared to their male counterparts who were a third of the respondents.

Majority (63.3%) of the parents who were interviewed had secondary education followed by a relatively small (18.3%) percentage of those who had college/university education. There were only 9.2 percent of parents who had no education. In terms of marital status, married parents were majority (65.8 %) while single parents followed with 14.2 percent. About one out of ten of the parents who participated in the study were divorced/separated or widowed.

Majority (%) of the parents are in the economic productive age. Due to this they face challenges in parenting of their children and they are unlikely to participate in
preschool education of their children. The majority of interviewed parents was female i.e. an indicator that mothers take care of their preschool children. Convincingly, they are jobless or housewives or depend on their husbands for income. This statement concurs with finding of their marital status where majority are married. Most of the parents have attained secondary education and above. This has positive effect on their participation in the preschool activities.

4.3: Parents’ Economic Status

The economic characteristic of the parents at household level was based on their occupation, include, type of ownership of the house and whether or not their houses had electricity and piped water. The summary of the data on this aspect of parents are captured in the table 4.3.

Table 4.3a: Parents’ Economic Characteristics

<table>
<thead>
<tr>
<th>Economic characteristic</th>
<th>Categories</th>
<th>Number</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation status</td>
<td>Employed</td>
<td>44</td>
<td>36.7</td>
</tr>
<tr>
<td></td>
<td>Self-employed/Business</td>
<td>76</td>
<td>63.3</td>
</tr>
<tr>
<td>Level of income</td>
<td>0-10000</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td></td>
<td>11000-25000</td>
<td>28</td>
<td>23.3</td>
</tr>
<tr>
<td></td>
<td>26000+</td>
<td>66</td>
<td>55.0</td>
</tr>
<tr>
<td>Type of the house</td>
<td>Permanent structure made of stone or bricks</td>
<td>73</td>
<td>60.8</td>
</tr>
<tr>
<td></td>
<td>Semi-permanent structure made of timber</td>
<td>47</td>
<td>39.2</td>
</tr>
<tr>
<td>Ownership of housing</td>
<td>Own</td>
<td>44</td>
<td>36.7</td>
</tr>
<tr>
<td></td>
<td>Rent</td>
<td>76</td>
<td>63.3</td>
</tr>
<tr>
<td>Electricity in the house</td>
<td>Yes</td>
<td>94</td>
<td>78.3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td>Water source</td>
<td>Piped inside the water</td>
<td>39</td>
<td>32.5</td>
</tr>
<tr>
<td></td>
<td>Piped outside the house</td>
<td>51</td>
<td>42.5</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>30</td>
<td>25.0</td>
</tr>
</tbody>
</table>

In terms of the occupation or employment status, 63.3 percent of the interviewed parents were self-employed particularly in businesses. Another considerable proportion (36.7%) was engaged in labour at the time of the interview. The self-
employed respondents participated in various business as carpentry, farming, grocery, hardware, hawking, mechanic, milk farming, paraffin vendor, running shop, vegetable farming.

Concerning the parental level of income the wealth ranking among the parents who were interviewed showed that majority (55.0%) had an income of Kshs. 26, 000 and above, followed at a distant by respondents earning an income ranging from Kshs. 11, 000 to 25, 000 comprised 23.3%. Parents with the lowest income ranging from Kshs. 0 – 10000 constituted 21.7% percent of the interviewers. The estimated average monthly income of the household earned by all members was Kshs. 31,866.67. Moreover, the minimum and maximum income per household in Kayole was Kshs. 5,000 and 80,000, respectively per month.

**Table 4.3b: Parents’ Economic Characteristics**

<table>
<thead>
<tr>
<th>Parent characteristics</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children in pre-school</td>
<td>120</td>
<td>1</td>
<td>4</td>
<td>1.48</td>
<td>0.69</td>
<td>0.47</td>
</tr>
<tr>
<td>Estimated average monthly income of the household earned by all members</td>
<td>120</td>
<td>5000</td>
<td>80000</td>
<td>31866.67</td>
<td>21104.65</td>
<td>445406442.58</td>
</tr>
<tr>
<td>If rented, how much is paid monthly</td>
<td>76</td>
<td>1200</td>
<td>10000</td>
<td>5302.63</td>
<td>2423.60</td>
<td>5873859.65</td>
</tr>
<tr>
<td>How much do you pay for the electricity monthly</td>
<td>97</td>
<td>250</td>
<td>1832</td>
<td>749.58</td>
<td>379.97</td>
<td>144375.37</td>
</tr>
<tr>
<td>How much do pay for water monthly</td>
<td>120</td>
<td>150</td>
<td>700</td>
<td>396.25</td>
<td>151.53</td>
<td>22962.46</td>
</tr>
</tbody>
</table>
Table 4.3b also show that 63.3 percent of the parents lived in rental housing units as compared to 36.7 percent who lived in their own houses at the time of survey (Table 4.3). The cost of rented housing varied from one household to another, the highest paid rent was Kshs. 10,000 and the lowest was Kshs. 1,200 per month with average rent of Kshs. 5,302.63 per month. On the question whether the housing had electricity, about three-fourth (78.3%) of the respondents had electricity in their houses as compared to only 21.7 percent of the respondents who had no power in their households. In terms of the cost of power, on average the electricity was Kshs. 749.58 per month. The presence of water in the households in Kayole varied from one house to another. Similarly, the source of water was also unique among the households. The proportion of the households which had piped water outside the house was 42.5 percent followed by the proportion of the households which had piped water inside the house (32.5 %). A quarter of the interviewed parents got water from other sources including water vendors and rivers. Conversely, the cost of power and water was much lower as compared to the cost of housing (Table 4.3b). On average the cost of water and Kshs. 749.58 per month.

On the number of children in pre-school per household, an estimated 1.48 children per household, translating to only one child per household in preschool. The children ranged from at least one and at most four children in pre-school from the households who attended the preschool.

**4.4: Levels of Parental Participation in their Preschools Children’s Education**

This study measured parental participation in form of communication, decision making and collaboration modes as shown in the table 4.1a and b. From the figure it is
clear that most parents visited the school more than once a term followed by those who visited once and then finally never. Most parents participated in communication, decision making and collaboration when they visited the school.

**Figure 4.1a: Levels of Parental Participation in Pre-schools Reported by themselves**

![Bar chart showing levels of parental participation in preschools.](chart)

According to figure 4.1a above, 51.3 percent of the parents reported to have made communication to preschool more than once per term whereas, 37.5 percent only made communication once in a term and 11.2 percent never communicated in the preschools where their children learn. In decision making, a half of parents interviewed participated in decision making process in preschool activities more than once a term. In collaboration, less than half collaborated in preschool. It can be summarized that communication and decision making parents were actively participated as compared to collaboration.
However, from figure 4.1b the teachers reported lower levels of parental participation in preschool education of their children. A significant proportion of the parents were not attending at all as reported by school teachers interviewed (communication-21.7 %, decision making- 20%, collaboration-30.9%). About a third of the parents either communicated (31.4%) or made decisions (30.3%) more than once a term in preschools.

### 4.5: Parental Level of Education and their Participation in Children’s Preschool Education

The results on the relationships between parental participation in their preschool education and the dependent variables were analyzed using chi-square tests based on the stated hypotheses. The null hypothesis (H₀) is that “there is no relationship between parental level of education and their participation in children’s preschool education”. To reject this we needed a p < 0.05 (at 95% confidence level). Therefore, the results showed some relationship between variables if the p-value was below 0.05 at 95 % confidence level based on the chi-square tests ($X^2$). The table 4.4 below
presents chi-square tests results showing the association of the level of education and mode of participation of parents in preschool education.

**Table 4.4: Parental level of education and their level of participation in preschool**

The table below show parent level of their education, no education, primary certificate, secondary school and college/university

<table>
<thead>
<tr>
<th>Highest Level of Education</th>
<th>No education</th>
<th>Primary certificate</th>
<th>Secondary school</th>
<th>College/University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than Once a term</td>
<td>3</td>
<td>3</td>
<td>35</td>
<td>11</td>
<td>52</td>
</tr>
<tr>
<td>Once a term</td>
<td>8</td>
<td>8</td>
<td>41</td>
<td>11</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>11</td>
<td>76</td>
<td>22</td>
<td>120</td>
</tr>
<tr>
<td>df=3</td>
<td>x2 = 2.938</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significance</td>
<td>0.401</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than Once a term</td>
<td>5</td>
<td>3</td>
<td>34</td>
<td>13</td>
<td>55</td>
</tr>
<tr>
<td>Once a term</td>
<td>6</td>
<td>6</td>
<td>39</td>
<td>8</td>
<td>59</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>11</td>
<td>76</td>
<td>22</td>
<td>120</td>
</tr>
<tr>
<td>df=6</td>
<td>x2 = 7.175</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significance</td>
<td>0.305</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than Once a term</td>
<td>2</td>
<td>2</td>
<td>28</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>Once a term</td>
<td>9</td>
<td>8</td>
<td>36</td>
<td>15</td>
<td>68</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>11</td>
<td>76</td>
<td>22</td>
<td>120</td>
</tr>
<tr>
<td>df=6</td>
<td>x2 = 8.244</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significance</td>
<td>0.221</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(X^2\)- Chi-square statistical test, \(P\)-value, df=degrees of freedom, a = more than once a term, b = once a term and c = never

From the above table 4.4, all the calculated \(X^2\) values are less than the critical values from the chi-square table with 6 degree of freedom at 0.05 level of significance. The computed chi-square values lie under the non-rejection region. Therefore, we failed to reject null hypothesis. This means that education levels of parents had no effect on their level of participation in preschool education of their children. All the three modes of participation were not determined by the level of education a parent had.
For instance, there was no relationship between the communication mode of parental level of participation and parental level of education since the p value of 0.401 is not statistically significant at 95 per cent level of confidence. Similarly, no association between the level of education and the decision making mode of parental level of participation was observed since the p value of 0.305 is statistically insignificant. Consequently, the relationship between parental level of education and collaboration mode of participation in preschool education did not exist since the p value of 0.221 was insignificant statistically at 5 per cent level of significance. Thus, it means that the level of education of a parent had no effect on any of the three modes of parental level of participation in preschool.

4.6: Parental Occupation and their Level of Participation

The chi-square test was used to test the null hypothesis. The null hypothesis (H₀) is that “there is no relationship between parental status of occupation and their participation in children’s preschool education”. To reject this we needed a P-value < 0.05 (at 95% confidence level). Therefore, the results showed some relationship between parental status of occupation and their participation in their children’s preschool education if the X² were significant that if the P-value was below 0.05 at 5 % significance level.

The table 4.4 below presents chi-square tests results showing the association of the level of parental status of occupation and their mode of participation in preschool. All the p values of the chi-square tests were above 0.05 at 95 per-cent confidence level. Thus, all of them lie under non rejection regions of the chi-square distribution curve. For example, there was no association between the communication mode of parental level of participation and their occupation status since the p value of 0.12 was
statistically insignificant at 95 per cent level of confidence. Consequently, no some relationship between the occupation status of the parents and their decision making mode of parental level of participation was verified since the p value of 0.945 was not statistically significant. Similarly, the relationship between parental status of occupation and their collaboration mode of involvement in preschool did not exist since the p value of 0.574 was not statistically significant at 95 per cent level of confidence. The null hypothesis was consequently adopted since all p values were statistically insignificant. Therefore, there was no some relationship between occupation status of parents and their level of participation in preschool. In a nutshell, all the three modes of parental level of participation in preschools did not depend on their status of employment/occupation.

**Table 4.5: Parental occupation status and their level of participation**

<table>
<thead>
<tr>
<th>Occupation status</th>
<th>Employed</th>
<th>Self-employed/Business</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than Once a term</td>
<td>15</td>
<td>37</td>
<td>52</td>
</tr>
<tr>
<td>Once a term</td>
<td>29</td>
<td>39</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>76</td>
<td>120</td>
</tr>
<tr>
<td>df=1</td>
<td>x2 = 2.417</td>
<td>Significance</td>
<td>0.12</td>
</tr>
<tr>
<td>Decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than Once a term</td>
<td>21</td>
<td>34</td>
<td>55</td>
</tr>
<tr>
<td>Once a term</td>
<td>21</td>
<td>38</td>
<td>59</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>76</td>
<td>120</td>
</tr>
<tr>
<td>df=2</td>
<td>x2 = 0.112</td>
<td>Significance</td>
<td>0.945</td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than Once a term</td>
<td>11</td>
<td>26</td>
<td>37</td>
</tr>
<tr>
<td>Once a term</td>
<td>27</td>
<td>41</td>
<td>68</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>76</td>
<td>120</td>
</tr>
<tr>
<td>df=2</td>
<td>x2 = 1.109</td>
<td>Significance</td>
<td>0.574</td>
</tr>
</tbody>
</table>

X2: Chi-square statistical test, P-value, df=degrees of freedom, a = more than once a term, b = once a term and c = never
4.7: Parental level of income and participation in children’s pre-school education

Chi-square test was used to test the null hypothesis (H₀) is that “there is no relationship between parental level of income and their involvement in preschool education of their children”. To reject this we needed a P-value < 0.05 (at 95% confidence level). Therefore, the results showed no relationship between parental level of income and their participation in pre-school if the X² were significant that if the p-value was above 0.05 at 95% confidence level. Generally from the table 4.6 below, there was some relationship between parental level of income and their level of modes of participation in the preschool.

Table 4.6: Parental level of income and their participation in preschool

<table>
<thead>
<tr>
<th></th>
<th>0-10000</th>
<th>11000-25000</th>
<th>26000+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than Once a term</td>
<td>11</td>
<td>10</td>
<td>31</td>
<td>52</td>
</tr>
<tr>
<td>Once a term</td>
<td>15</td>
<td>18</td>
<td>35</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>28</td>
<td>66</td>
<td>120</td>
</tr>
<tr>
<td>df=2</td>
<td>xxx</td>
<td>x²=1.028</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significance</td>
<td></td>
<td>Significance</td>
<td>0.601</td>
<td></td>
</tr>
<tr>
<td><strong>Decision making</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than Once a term</td>
<td>6</td>
<td>10</td>
<td>39</td>
<td>55</td>
</tr>
<tr>
<td>Once a term</td>
<td>19</td>
<td>16</td>
<td>24</td>
<td>59</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>28</td>
<td>66</td>
<td>120</td>
</tr>
<tr>
<td>df=4</td>
<td>x²=12.034</td>
<td>Significance</td>
<td>0.017</td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than Once a term</td>
<td>13</td>
<td>9</td>
<td>15</td>
<td>37</td>
</tr>
<tr>
<td>Once a term</td>
<td>12</td>
<td>17</td>
<td>39</td>
<td>68</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>28</td>
<td>66</td>
<td>120</td>
</tr>
<tr>
<td>df=4</td>
<td>x²=9.081</td>
<td>Significance</td>
<td>0.049</td>
<td></td>
</tr>
</tbody>
</table>

X²: Chi-square statistical test, P-value, df=degrees of freedom, a = more than once a term, b = once a term and c = never

The statistics presented in the table 4.6 above shows that communication was not statistical significantly related to parents’ level of income since the test had a p value of 0.601. Therefore, failed to reject null hypothesis and consequently, concluded that
parental level of income had no influence on their communication mode of participation in preschool set up.

The decision making was strongly correlated to parental level of income since the p value was 0.017 at 95 per cent confidence level. Therefore, we rejected null hypothesis and consequently, concluded that parental level of income had greater influence on their decision making mode of participation in preschool. The cross tabulation results show that parents with higher income made decision in preschool where their children were learning more than low income parents. This implies that decision making of parents is highly associated with their income at the preschool level in Kayole Zone.

Similarly, the relationship between level of income of parents and their level of collaboration in pre-schools was very significant. Since the p value was less than 0.05 (5 % significance level or 95 % level of confidence) we rejected the null hypothesis ($H_0$) and consequently concluded that there was some relationship between collaboration form of parental involvement in preschools and their income.

Therefore, the study concluded that only communication mode of parental level of participation and parental levels of income had no relationship at 95 percent level of confidence. However, decision making and collaboration mode of parental involvement in preschool had association with their level of income.

**4.8: Discussions of the Findings**

The foregoing findings were based on 120 and 35 sample sizes of the parents and teachers respectively. The teachers were interviewed in their respective schools
whereas the parents were interviewed in their respective homes. The reliability and validity of the data were taken care of very well.

Education level of parents; was significant in influencing the communication of parents within the school. Thus the study unveils that parents with higher level of education visited the school frequently to follow up the academic work of their children unlike the parents with low level of education or with no education at all. Generally the study found out that education plays an important role in the participation of the parents in their children’s preschool education. This study finding also concurs with Joan’s study in 2009 which found that higher socio economic status and high levels of education enhance parents’ ability to become involved in their children’s education, and also enable parents to acquire and model social skills and problem solving strategies conducive to their children’s school success.

Employment in Kayole is very low. There exists also underemployment where majority who have jobs still earn low. 63.3 percent of the interviewed parents were self-employed particularly in businesses compared to 36.7 percent who had been only employed. In relation to the association of parental occupation and their level of participation in the preschool, the relationship is does not exist. Generally, the relationship between parental occupation and parental level of participation in the preschools was statistically insignificant. This means that the study found out that occupation had no value in determining the parental participation of their children’s preschool education. However, there was strong association of the parental occupation and parent act of buying uniforms, textbook and other learning materials for their children (p=0.0094). In comparison with the literature, the study findings concur with findings of some studies. For instance, Alexander’s study (2012) asserts that pupils whose parents work in professional occupation generally outperform other pupils as
they are able to provide all materials and assist in doing homework. Another study found out that parents who are in small scale business who feed hand to mouth get little or no time to participate in their children education hence affecting their general advancement in their academic (Onzima Robert 2010).

The relationship between level of income of the parents and their level of communication in pre-schools was very significant. The study found out that there was some relationship between communication aspect of parental involvement in preschools and income of the parents since the chi² were significant and the P-value was below 0.05 at 95 % confidence level. The study also deduces that higher earner parent is more likely to participate in his/her child’s early education than a less earner parent. The lesser the parent earns, the less likelihood the parent will participate by communication in preschool education of her/his child and vice versa. The relationship between level of income of the parents and their level of decision making in pre-schools was somewhat significant. The study found that there was some relationship between decisions making aspect of parental participation in preschools and income of the parents since the x² were significant and the P-value was below 0.05 at 95 % confidence level. Parents participating in Parent Teacher Association (PTA) and Parent Teacher Organization (PTO) activities, being involved in decision making in school regarding development projects, fees and teacher employment/firing, parents being engaged in deciding matters relating to discipline of their children and being involved in making decision on school feeding programme were closely correlated with their income.

The relationship between level of income of the parents and their level of collaboration in pre-schools was very significant. The study found that there was
some relationship between collaboration form of parental involvement in preschools and income of the parents since the chi square were significant and the P-value was below 0.05 at 95% confidence level.

In comparison with the literature, the study carried out by Erick (2009) identified parental income to be an important factor upon which the academic and vocational successes of secondary school students lie. Parental income to a large extent affects the psychological balance in the classroom; it causes low concentration, low perception, frustration, sickness, and emotional disability in academic performance of the school children. Deprivation of the child’s essential needs may be lead to poor performance in the school work. The findings also concurs with Barry’s study (2005), that found out that the main reasons offered by parents for not educating their children or relocating them from one school to another are no more than the school fees for registration and admission, examination, parent’s teachers association (PTA) fees, the cost of books and uniforms, the provision of daily monetary demands to their children, and the cost of transportation. UNICEF (2004) found that in Nigeria, about 7.3 million children were out of school and 62% of the total children out of school were made up of female children mostly due to poverty of their households. In a study carried out in Kenya by Murungi (2013) found out that among the parents with children not enrolled in the Early Childhood Education centers 73% were not able to provide their Early Childhood age going children with basic needs while 97% of them said they lacked school fees as well as money to meet school needs such as; books, uniform, pencils among other school needs. The findings by Murungi concurs with a study conducted in Meru Central District by Ncabira (2005) which found that lack of school fees and relatively high cost of schooling were crucial variables in the withdrawal of students from school.
This study found out that a significant number of parents from Kayole was able to create a home environment that encourages learning and similar higher number expressed high expectation in education for future careers of their children. A considerable proportion of the parents were involved in education at school and the community. Therefore, the study revealed that majority of the parents had positive results by participating in their children’s preschool education. The findings concurs with a study done in Dandora Educational Zone of Nairobi County (Ondieki, 2012) which found out that various pre-school activities that parents participated in all influenced the academic performance of their pre-school children. The findings also agree with Epstein’s (1995) study which found that parents have a vital role to play in the lives of their children. Although parents conscientiously send their children to school every day and expect them to do well they can add an important extra ingredient that will boost their children’s’ success (Frost, 2007); parental participation in pre-school education of children is the ingredient that makes the difference. Parents’ active involvement in their children’s education both at home and school brings great reward and has a significant impact on their children’s developmental milestones. Children of the involved parents are less often absent from schools, behave better both at home and school, and do better academically. A home environment that encourages learning is more important than parental income, education level and/or cultural background (Frost, 2007).

The study found that majority of the schools used some strategies to encourage parents to participate in the preschool activities. They include: school offering programs that give information about school curriculum; school have clear communication with parents, report cards, regular update of pupils; there is good relationship between school and community to attend school matters; school call
parents to attend to school meetings scheduled; and school request parents and community land and financial resources. The study concurs with other studies’ findings (DATA BANK 2009; Hill 2009). The school considers strategies such as invitation of parents to school meetings, general meeting, meeting the teachers, or serving in the committees as argued from the child trends DATA BANK (2009). According to Hill (2009) the most effective strategies are program and policies with regular communication volunteering, engaging in educational activities, parent training programs, and school governance. The increase in parent-teacher interaction enhances mutual respect and increase teachers’ perception about how much parent’s value education (Epstein, 2001). Epstein further argues that communication can be improved by establishing an informative two-way dialogue between home and school by building a sense of school community exchange information about upcoming events in the school or in the child’s life. Henderson (2000) too argues that when the school administrations work together with the families to support learning, children tend to succeed not just in school but throughout their life.
4.9: Strategies used by Schools to Enhance Parental Participation in Preschool Education

Most of the schools used different strategies to enhance parental participation in preschool education as reported by the teachers. These were (Figure 4.2): school offering programs that give information about school curriculum (74.3%); schools have clear communication with parents, report cards, regular update of pupils (74.3%); there is good relationship between school and community to attend school matters (68.6%); school inviting parents to attend to school meetings that were scheduled in advance (77.1%); and schools requesting parents and community to assist with land and financial resources (65.7%).

From the interpretation about three-fourth of the schools offered conducive environment for the parents to participate in preschool programs. However, there were some schools (about a quarter) which did not utilize good strategies to enhance parental participation as reported by the teachers.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives an overview of what has been tackled in the foregone chapters in summary. It also highlights the conclusions made based on the findings of the study as well as the recommendations based on the findings and conclusions to be used by stakeholders to improve parental involvement and academic achievement of children in preschools.

5.1 Summary

This study sought to find out the influence of parents’ socio-economic status on their participation in children’s pre-school education in Kayole, Nairobi City, Kenya. The frequencies, cross tabulation and chi-square analysis were done to reveal the demographics of teachers and parents, benefits and strategies and influence of parental level of education, occupation and income on the their parental level of participation. Majority of the parents who were interviewed had secondary education. The relationship between education of parents and their level of participation in preschools of their children was relatively strong. The relationship between parental occupation and parental level of participation in the preschools was statistically insignificant. This means that the study found out that occupation had no value in determining the parental participation of their children’s preschool education. However, the study further revealed that association between level of income of the parents and their level of communication in pre-schools was very significant. The study found out that there was some relationship between communication aspect of parental participation in preschools and income of the parents. The relationship
between level of income of the parents and their level of collaboration in pre-schools was very significant. The study found that there was some relationship between collaboration form of parental involvement in preschools and income of the parents. A significant number of parents from Kayole was able to create a home environment that encourages learning and similar higher number expressed high expectation in education for future careers of their children. A sizeable proportion of the parents were involved in education at school and the community. Majority of the parents had positive results by participating in their children’s preschool education. The study found that majority of the schools used some strategies to encourage parents to participate in the preschool activities. They include: school offering programs that give information about school curriculum; school have clear communication with parents, report cards, regular update of pupils; there is good relationship between school and community to attend school matters; school call parents to attend to school meetings scheduled; and school request parents and community land and financial resources.

Other studies carried out earlier by renowned scholars such as Epstein, Hill, Frost among others were reviewed in order to have a basis for this study. The instruments used in collection of data included questionnaires for parents and interview schedules for teachers.

5.2 Conclusions

In view of the above, it is evident that education levels of parents have a positive influence on the level of participation in preschool education of their children. The higher the level of education the parent has the more he or she participates in the preschool education of his/her child. Thus, parental level of education has direct effect
on parental level of participation in their preschool education. The study also concludes that wealth differentials of parents have association with their participation in preschool education of their children. However, the occupation of the parents does not have an effect or any relationship with the participation in the preschool education of their children. As much as parents’ occupation have no effect on their preschool participation, it does contribute their income have association with children’s education. Therefore, this study concludes that parental level of education; occupation and; income have influence on their participation of their children’s preschool education.

In addition, it is clear that parents who create a home environment that encourage learning and normally they expect high expectation in education for future careers of their children. Those who participate in their children’s preschool education are motivated by the careers and academic performance of their children. Finally, it can be concluded from the study that schools which used the strategies encouraged the parental participation as opposed to such schools that did not utilize any strategies to invite or motivate parents. This is evident from the study findings the majority of the schools used some strategies to encourage parents to participate in the preschool activities.

5.3 Recommendations

Based on the findings and conclusions of the study, the researcher made recommendations for further research
5.3.1 Recommendations for policy makers.

Following the findings of this study, the following recommendations were made to the policy makers:

i. Enhance the education levels of parents to have a positive influence on the level of participation in preschool education of their children. This can be advocated by improving adult education for parents for those who have low levels of education and/or keep adolescent in girls to boost education level for youth before getting married.

ii. There is need to increase income levels for parents in areas like Kayole by engaging them through meaningful economic activities.

iii. Because there is an association between income and occupation of parents which also contribute to their children’s education, there is need to create for employment opportunities for parents to boost their income and this will boost their level of participation in preschool education of their children.

iv. In order to encourage parents to participate in in preschool education of their children, schools and teachers including the management should create conducive school environment that parental participation in their children’s preschool education.

5.3.2 Recommendations for Further Research

The study which aimed at finding out the influence of parents’ socio-economic status on their participation in children’s pre-school education in Kayole, Nairobi County, is unrepresentative to generalize in the entire nation like in rural and sub urban areas. Thus, survey need to be carried out in the entire nation to find out the influence of parents’ socio-economic status on their participation in children’s pre-school
education in Kenya. This study focused only on parental socio-economic factors and how they influence their participation in children’s pre-school education, there is need to study other factors affecting preschool education in Kayole and other places in Kenya such as food and nutrition, primary health care, gender mainstream, forcefully migration related to preschool education in Kayole and other parts in Kenya.
Alexander (2012). Parents, occupation have an impact on student performance.


Chemagosi, M. Jebii (2012). Influence of parental involvement on academic performance of Pre-School Children in Emgwen Division, Nandi Central District, Kenya. Unpublished project University of Nairobi Library, School of Education

Child Trend data Bank (2009). Promoting achievement Across Pre-primary and higher level of Education published in USA.


Feinstein & Symom, (1999). Why it’s important to involve parents in their children’s literacy both primary and secondary.

Flour & Buchanan, (2004). Early fathers and mother’s involvement and child’s later education

Frankel and Wallen, (1993). Design and Evaluate Research in Education (Hardcover)


Guttmann’s, L.M & McLoyd V.C (2000). Parent’s management of their children education within the home at school in the community.


Hill Tyson, (2007) Constructor Education Achievement and Develop school leaders participating in school activities.


Sheldon, (2009). Quality teaching committed and caring teachers


APPENDICES

APPENDIX I: PRE-SCHOOL TEACHERS QUESTIONNAIRE

Dear Teacher,

I am Mary Wakiuru, a student at Kenyatta University pursuing my Master’s degree in Early Childhood Studies. My research is entitled Influence of Parents’ Socio-Economic Status on their Participation in Children’s Pre-School Education in Kayole, Nairobi City, Kenya. The purpose of this questionnaire is to establish the effect of parental socio-economic status on their participation in their pre-school children’s education. Your participation is voluntary. This questionnaire is to collect data for purely academic purposes and the information you give will be kept confidential. I request you for cooperation and participation.

<table>
<thead>
<tr>
<th>Questionnaire Number:</th>
<th>___</th>
<th>___</th>
<th>___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School name:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A: BIODATA**

<table>
<thead>
<tr>
<th>BATQ1</th>
<th>What is your sex?</th>
<th>Male</th>
<th>Female</th>
<th>___</th>
</tr>
</thead>
<tbody>
<tr>
<td>BATQ2</td>
<td>How old are you?</td>
<td>1= 15-24</td>
<td>2= 25-34</td>
<td>___</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3= 35-49</td>
<td>4= 50-65</td>
<td>___</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5= 65+</td>
<td></td>
<td>___</td>
</tr>
<tr>
<td>BATQ3</td>
<td>What is your highest level of professional training?</td>
<td>0= Untrained</td>
<td>1= P1-certificate</td>
<td>___</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2= Certificate in ECDE</td>
<td>3= Diploma in ECDE</td>
<td>___</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3= BED</td>
<td></td>
<td>___</td>
</tr>
<tr>
<td>BATQ4</td>
<td>How many years have you been in this school as a pre-school teacher?</td>
<td>1= 0-4</td>
<td>2= 5-10</td>
<td>___</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3= 11 years and above</td>
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<td>___</td>
</tr>
</tbody>
</table>
**B: PARENTAL PARTICIPATION**

In this section I would like you to rate parents participation in their children’s education. In this preschool number of actions are listed below and I need you to put a tick against the frequency of pre-school parent’s participation in each action described.

<table>
<thead>
<tr>
<th>How often do parents in this school:</th>
<th>More than once a term</th>
<th>Once a term</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ1 Visit the school to follow up in their child’s academic progress</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BTQ2 Ask the pre-school teacher about things they can do to improve their child’s discipline and behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ3 Ask the pre-school teacher about how to organize home environment that will support their child’s learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ4 Ask the pre-school teacher about their child’s strengths, weakness and talents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ5 Ask the pre-school teacher how to help children in reading, writing and numeracy at home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ6 Talk freely during parent-teacher meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ7 Participate in Parent Teacher Association (PTA) and Parent Teacher Organization (PTO) activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ8 Involved in decision making in school regarding development projects, fees and teacher employment/firing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ9 Engaged in deciding matters relating to discipline of their children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ10 Involved in making decision on school feeding programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ11 Buy uniforms, textbook and other learning materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ12 Help in raising funds for improvement of the pre-school facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ13 Participate in income generating activities in pre-school such a poultry rearing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTQ14 Provide food, playing materials to the school</td>
<td></td>
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<tr>
<td>BTQ15 Participate in organizing lunch for children in school by offering their labour to the school</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BTQ26 Why do you think they participate/involve in their children’s pre-school education? <em>(circle as many as you can)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1= To improve children’s education  
2= For accountability in the school  
3= To raise money and other resources for school improvement  
4= To motivate children to learn  
5= To motivate teachers to teach  
6= To create cordial relationship with school managers and teachers  
7= To keep track and get feedback of Children’s progress including health and nutritional status
C: Reasons given by parents for failure to participate in pre-school education

What reasons do parents give when they fail to participate in pre-school education children?

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTQ1 Inability to pay fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTQ2 Parents lack fare to come to school to check on their children’s learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTQ3 Inadequate finances causes the parents to miss school meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTQ4 A lot of school requirements make parents shy away from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTQ5 Parents lack enough food to feed their children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTQ6 Parents are too busy in their work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTQ7 Parents’ low level of education makes them not to participate in the school activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTQ8 Parents inability to provide school essentials such as school uniforms, learning material etc.</td>
<td></td>
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</tr>
</tbody>
</table>

D: Strategies used by school to enhance parental participation in pre-school education

In this section it explain the strategies used in school to enhance parental participation in preschool children

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETQ1 School offer programs that give information about school curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETQ2 School have clear communication with parents, report cards, regular update of pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETQ3 There is good relationship between school and community to attend school matters</td>
<td></td>
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<tr>
<td>ETQ4 School call parents to attend to school meetings scheduled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETQ5 School request parents and community land and financial resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear parent,

I am Mary Wakiuru, a student at Kenyatta University pursuing my Master’s degree in Early Childhood Studies. My research is entitled **Influence of Parents Socio-Economic Status on Participation in their Children’s Pre-School Education in Kayole, Nairobi City, Kenya**

I believe you are involved in your child’s school in different ways. As a parent I would like to ask you about your involvement in your child’s school work. Your participation is voluntary and you may refuse to answer any question. I will keep the information you share with me confidential and will only use it to write my research report. In doing so, I will not write your name nor describe you in any way that would reveal your identity. This interview will take about 30 minutes and I would like to mark against the questions I ask you during our engagement so that I gather accurate information. I request you for participation.

| Interview Number: | __ | __ | __ |
| Location: | |
| School name: | |

### A: BIODATA

<p>| AQ1 | How old are you? (completed years) | 1= 15-24 | 2= 25-34 | 3= 35-49 | 4=50-65 | 5= 65+ |
| AQ2 | Gender/Sex | = Male | = Female |
| AQ3 | What is your highest level of education completed? | 1 = No primary school certificate | 2 = Primary school | 3 =Secondary/A-Levels | 4 = College/University |
| AQ4 | What is your marital status? | 1= Single | 2= Married |</p>
<table>
<thead>
<tr>
<th>AQ5</th>
<th>How many children do you have in pre-school?</th>
<th>__</th>
<th>3= Divorced/separated 4= Widowed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>__</td>
<td></td>
</tr>
</tbody>
</table>

**B: PARENTAL SOCIO-ECONOMIC STATUS**

<table>
<thead>
<tr>
<th>BQ1</th>
<th>Are you employed?</th>
<th>1= Yes 2= No</th>
<th>__</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BQ2</th>
<th>What is your occupation?</th>
<th>1= Employed 2= Self-employed/Business</th>
<th>__</th>
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<tbody>
<tr>
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<td>__</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BQ3</th>
<th>What is your source of income</th>
<th>__</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>__</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BQ4</th>
<th>What is estimated average monthly income of the household earned by all members of the household?</th>
<th>Kshs.__________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BQ6</th>
<th>What type of house do you live in? (Choose one )</th>
<th>1 = Permanent structure made of stone or bricks 2 = Semi permanent structure made of timber 3 = Iron sheet walled house 4 = Other (Specify)________</th>
<th>__</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BQ7</th>
<th>Do you own or rent the house you live in?</th>
<th>1 = Own 2 = Rent</th>
<th>__</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BQ8</th>
<th>If rent, how much do you pay monthly?</th>
<th>Kshs.__________________________</th>
<th>__</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BQ9</th>
<th>Do you have electric power in your house? How much do you pay monthly?</th>
<th>Kshs</th>
<th>__</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BQ10</th>
<th>What is your water source? How much do you pay monthly?</th>
<th>Kshs</th>
<th>__</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>__</td>
</tr>
</tbody>
</table>

65
C: PARTICIPATION IN THE PRE-SCHOOL EDUCATION

Please say whether you do the following actions; more than once a term, once a term, never

<table>
<thead>
<tr>
<th>How often do you;</th>
<th>More than once a term</th>
<th>Once a term</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ1</td>
<td>Visit the school to follow up in my child’s academic progress?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ2</td>
<td>Ask the pre-school teacher about things I can do to improve on my child’s discipline and behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ3</td>
<td>Ask the pre-school teacher about how to organize home environment that will support my child’s learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ4</td>
<td>Ask the pre-school teacher about my child’s strengths, weakness and talents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ5</td>
<td>Ask the pre-school teacher how to help children in reading, writing and numeracy at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ6</td>
<td>Talk freely during parent-teacher meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ7</td>
<td>Participate in Parent Teacher Association (PTA) and Parent Teacher Organization (PTO) activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ8</td>
<td>Involved in decision making in school regarding development projects, fees and teacher employment/firing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ9</td>
<td>Engaged in deciding matters relating to discipline of my children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ10</td>
<td>Involved in making decision on school feeding programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ11</td>
<td>Buy uniforms, textbook and other learning materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ12</td>
<td>Help in raising funds for improvement of the pre-school facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ13</td>
<td>Participate in income generating activities in pre-school such a poultry rearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ14</td>
<td>Provide food, playing materials to the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ15</td>
<td>Participate in organizing lunch for children in school by offering my labour to the school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESEARCH ETHICS: TEACHERS CONSENT FORM  

Form RE5

Influence of Parents Socio-Economic Status on their Participation in Children’s Pre-School Education in Kayole, Nairobi City, Kenya

Mwangi Mary Wakiuru, Student, Department of Early Childhood Studies
Box 43844-00100 Nairobi

Please Initial Box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I Am free to withdraw at any time, without giving reason.

3. I agree to take part in this study.

4. I agree to the interview being audio recorded

5. I agree to the interview being tape recorded

6. I agree to the use of anonymised quotes in publications

________________________________________  __________________________  __________________________
Date                                  Signature

________________________________________  __________________________  __________________________
Name of Researcher                  Date                                  Signature
RESEARCH ETHICS: PARENT CONSENT FORM

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_________________________  __________________________  __________________________
Date                      Signature

_________________________  __________________________  __________________________
Name of Researcher        Date                      Signature
APPENDIX III: RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/CE/23731/2012

DATE: 11th September, 2015

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION MWANGI MARY WAKIURU – REG. NO.E55/CE/23731/2012

I write to introduce Ms. Mwangi Mary Wakiuru who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Ms. Mwangi intends to conduct research for a M.Ed Proposal entitled, “Influence of Parents’ Socio-Economic Status on their Participation in Children’s Pre-School Education in Kayole, Nairobi City, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX IV: RESEARCH PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Serial No. A

6873

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. MARY WAKIURO MWANGI
of KENYATTA UNIVERSITY, 7431-300
nairobi, has been permitted to conduct research in Nairobi County

on the topic: INFLUENCE OF PARENTS’ SOCIO-ECONOMIC STATUS ON THEIR PARTICIPATION IN CHILDREN’S PRE-SCHOOL EDUCATION IN KAYOLE, NAIROBI CITY, KENYA

for the period ending:
15th October, 2016

Applicant’s Signature

Permit No: NACOSTI/P/15/33683/8144
Date Of issue: 15th October, 2015
Fee Received: Ksh 1,000

Director General
National Commission for Science, Technology & Innovation
APPENDIX V: RESEARCH AUTHORIZATION

National Commission for Science, Technology and Innovation

Telephone: +254-20-2213471, 2241349, 310971, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote

Ref. No.:

Date:
15th October, 2015

NACOSTI/P/15/33683/8144

Mary Wakiuru Mwangi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of parents’ Socio-Economic status on their participation in Children’s Pre-School education in Kayole, Nairobi City, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 15th October, 2016.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:
The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
APPENDIX VI: MAP OF NAIROBI COUNTY