INFLUENCE OF PARENTS’ SOCIO-ECONOMIC STATUS ON ENROLMENT AND PARTICIPATION OF CHILDREN IN PRE-PRIMARY SCHOOLS IN BUSIA COUNTY, KENYA

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E55/CE/24403/2012

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (EARLY CHILDHOOD STUDIES) IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

MARCH, 2018
DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This thesis has been complimented by referenced sources duly acknowledged. Where text, data (including spoken word), graphics, pictures or tables have borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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We confirm that the work reported in this thesis was carried out by the candidate under our supervision as the University supervisors.

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Kenyatta University
DEDICATION

Dedicated to my family for being a source of joy, support and encouragement through the entire period of my study and research. Many thanks to you and wish you God’s blessings.
ACKNOWLEDGEMENT

I would like to extend my sincere thanks and appreciation to my supervisors Dr. Nyakwara Begi and Dr. Maureen Mweru for their support, intellectual guidance, and constructive criticism throughout the period of this study. Thanks too goes to all lecturers of the Department of Early Childhood Studies of Kenyatta University.

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### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASAL</td>
<td>Arid and Semi-Arid Land</td>
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<tr>
<td>BOM</td>
<td>Board of Management</td>
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<tr>
<td>CEB</td>
<td>County Education Board</td>
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<tr>
<td>CFRI</td>
<td>Child Friendly Initiatives</td>
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<tr>
<td>ECDC</td>
<td>Early Childhood Development Centers</td>
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<td>ECDE</td>
<td>Early Childhood Development and Education</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<td>EMIS</td>
<td>Education Management Information Systems</td>
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<tr>
<td>FDSE</td>
<td>Free Day Secondary Education</td>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Ratio</td>
</tr>
<tr>
<td>GMR</td>
<td>Global Monitoring Report</td>
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<tr>
<td>JAB</td>
<td>Joint Admissions Board</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<tr>
<td>KShs.</td>
<td>Kenya Shilling</td>
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<tr>
<td>MDN</td>
<td>Mid Day Meals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
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<tr>
<td>NEB</td>
<td>National Education Board</td>
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<tr>
<td>NESP</td>
<td>National Education Support Programme</td>
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<tr>
<td>OVC</td>
<td>Orphans and Vulnerable Children</td>
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<td>PA</td>
<td>Parents Association</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>PPP</td>
<td>Purchasing Power Parity</td>
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<td>SES</td>
<td>Social Economic Status</td>
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<td>SFP</td>
<td>School Feeding Program</td>
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<tr>
<td>SSA</td>
<td>Sub-Saharan Africa</td>
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<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<tr>
<td>UNCRC</td>
<td>United Nations Children Rights Convention</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural organization</td>
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<td>UNICEF</td>
<td>United Nations International Children Education Fund</td>
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<td>WFP</td>
<td>World Food Program</td>
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Enrolment and participation are key factors for pre-primary learners because it empowers children with adequate school readiness skills, enhance smooth transition, improves academic performance, reduces class repetition and school dropout and as well as promoting social and economic development. There are still many children of pre-primary school age out of school irrespective of many policies and laws formulated by the government. The current study sought to establish the influence of parents’ socio-economic status on enrolment and participation of children in pre-primary schools in Bunyala sub-county. The objectives of the study were: To establish children’s enrolment and participation trend in pre-primary schools; To find out the influence of parents’ level of education on children’s enrolment and participation trend in pre-primary schools; To determine the influence of parents’ occupation on children’s enrolment and participation trend in pre-primary schools; To investigate the influence of parents’ level of income on children’s enrolment and participation trend in pre-primary schools and to explore strategies for promoting enrolment and participation of children in pre-primary schools in Bunyala sub-county.

The study used descriptive survey research design. The study population was 53 pre-primary schools, 53 head teachers, 159 teachers and 3890 parents. The study sample was 277 respondents including 195 parents, 20 head teachers, 60 teachers and 2 sub-county ECDE coordinators. The study used expert opinion to validate the instruments while the Pearson's correlation coefficient (r) for instrument reliability was 0.93. The study used interviews and questionnaires to collect data. Data was analyzed using Statistical Package for Social Sciences and presented using tables, figures and test. The study established that there were 52.6% of the children enrolled. It was also confirmed that the majority of children not enrolled were girls (47.2%) compared to boys (41.3%). The level of education of parents was found to influence children’s enrolment such that literate parents had a higher probability of enrolling children to school than illiterate parents. Occupation of parents significantly influenced the ability of parents to pay school fees. The study recommends that government assistance through fee bursaries and capitation grants should be accessible to all children especially to those whose parents were economically disadvantaged. Provision of learning packages covering all subject areas, employment, and proper remuneration of pre-primary school teachers should be made a priority by the government and all the educational stakeholders in early childhood. Finally, intensified education awareness forums across the region should be undertaken to ensure that parents have cognizance of the importance of early childhood education. The study findings may enable parents to re-focus on their socio-economic activities by diversifying their sources of income and prioritize their expenditure to improve their children’s education.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

The chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, and research questions. It also includes significance of the study, scope and limitation of the study, assumptions of the study, theoretical and conceptual framework. The terms used in the study have also been operationally defined.

1.2 Background to the Study

Enrolment to school involves getting children of certain age to school and to be retained in school to complete the required level of education. According to Filmer, Hassan and Pritchett (2006) enrolment of children to pre-primary school gives opportunities to all children to acquire education regardless of their social class, gender, disabilities or even geographic settings. In recognition of the importance of children’s enrolment to education, many global commitments that strive to ensure that all children receive education, an obligation ratified by most countries including Kenya (UNESCO, 2007) has been put in place.

Education is a fundamental right for all children. It enhances continued care, development of independence and autonomy. It also promotes intellectual ability, language, special talents and skill, development in sports, social and apprenticeship (Cobb, 2001). Children in school become creative as they support their sense of self-worth. Education is a means for reducing poverty,
inequalities and is a tool for promoting high standards of living in the nations of the world (Tilak, 2002). Education is known to offer knowledge, skills and attitudes in preparation for employment geared towards uplifting standards of living. Wadsworth, (1989) observed that education in the early years is essential for attainment of basic skills of literacy, numeracy, and discovery to children as well as for their future success in school and in life. Resa, (2007) observed that pre-primary school education empowers children with adequate school readiness skills, enhances smooth transition, improves academic performance, reduces class repetition and school dropout as well as promoting social and economic development.

According to Republic of Kenya (2006), children who attend pre-primary school gain opportunities of self-expression through play. This helps in development of self-control, co-operation and persistence in completing projects. Through this state, they develop skills of exploration, discovery, pre-writing and pre-reading that lead to full intellectualism, which in the long run reduces poverty in the society. Hannum and Buchmann (2005) posits that the society development is built on provision of education, care and development of young children while Munyiri (2010) asserts that it is a lifelong investment to allow children’s enrolment and participation in pre-primary school.

Enrolment, attendance and participation are key factors for pre-primary learners. Enrolment is the act of registering children to attend classes. Some children are enrolled in schools but fail to attend and participate in school routines. It is a matriculation of learners. Many times some dues are paid in form of registration fee as a confirmation that the learner is a formal member
of the institution. UNICEF (2012) states that there is need for a rapid acceleration of progress to achieve universal primary education by the year 2015. This cannot be achieved unless emphasis is put on pre-primary by crusading for increased enrolment and participation of children worldwide.

A study on factors affecting enrolment and retention of students (Resa, 2007) found out that majority of children dropped out of school to complement parents’ efforts in agricultural and household activities. Further, the study found out that there are higher dropout rates for girls than boys. According to Nair and Rekha, (2004) poverty has an impact on school readiness, environmental influence on child development, school development programmes and can lead to emergence of slums.

Different reasons keep children out of school in different parts of the world. In Nepal, Irwin, Siddiqi and Hertzman (2007) cited poverty, war, malnutrition and diseases as factors acting to reduce access to schooling while Ranabhat (2014) cited factors such as gender, parental education, annual income, and parental support as important to student participation and performance. The study also showed that there were both spatial and social disparities in enrolment making EFA achievement far from achievement by 2015. This study sought to establish the influence of parents’ socio-economic status on enrolment and participation of children in pre-primary school.

According to the UNICEF (2012), statistical data, 91% of the world’s children population has been enrolled in schools. This data is not applicable to all nations. Many children are still in homes or in areas not favorable to access education: warring states, refugee camps and hunger stricken areas. Global
Monitoring report on Education for All indicates that progress in reducing the number of children out of school has stalled; 61 million children are out of school out of which 31 million are in Sub Sahara Africa (SSA) (UNESCO, 2010). By 2008, children out of school in SSA were 29 million an indicator non-attendance is high. Some of these children may not have been enrolled or enrolled but do not attend due to some prevailing conditions. This not only denies millions of children the right to education but jeopardizes wider development agenda globally. The menace might affect pre-primary children greatly since little research is undertaken on their statistical data.

Africa is engulfed with many problems ranging from insecurity, corruption to health issues. The enrolment and attendance of learners to schools is still wanting. According to EFA’s Global Monitoring Report (2012), 67 million children are out of school in Africa. The acuteness is realized in West and Central Africa with 73% enrolled. This is also supported by UNICEF (2012). Nigeria has 10.5 million while Ethiopia has 2.4 million non-enrolled children among other countries in Africa. It is assumed that very many children are at home or in refugee camps. In Uganda children from fishing and nomadic pastoralist families have low enrolment due to Easy Money and Cultural activities, (MareCenter, 2010).

Pre-primary education is vital in determining learning foundation as well as development of children holistically (Richter et al., 2017). In Kenya, the government has made steps to ensure that all children attain basic education. However, little has been achieved in achieving considerable enrolment and participation in pre-primary schools. Despite the existing studies, policies and
documentations in Kenya, the realization of complete enrolment and participation of children in pre-primary schools is still at stake.

Kenya has enacted several policy documents related to children’s education, though they are not clear on enrolment and attendance. For example, the Children’s Act (2001) states that children have a right to education, life, medical services (health), shelter and play. The ECDE Policy Framework (2006) gives guidelines on school establishment: land acreage, facilities, stakeholders and their roles among others. It does not pronounce any issues on enrolment and participation modalities. The Constitution (2010), stipulates the Rights of children. The constitution has led to enactment of the Education Act (2013). These documents are well framed on what children require. They state that no child should be denied access to education. The constitution clarifies that Early Childhood Education should be managed by County governments that have little agenda towards ECDE. The governments cannot hire teachers a role designated to Teachers Service Commission. Much attention has not been paid to pre-primary education. This has created a gap that hinders improved enrolment and attendance. Basic education starts with pre-primary education. To make the matter worse, Free Primary Education (FPE), Free Day Secondary Education (FDSE) and Joint Admissions Board (JAB) loans have been established to increase enrolment in respective areas, but where is free pre-primary education? Policies are silent on this.

Gakii (2013) in her study on reasons for low enrolment in Kenya, asserts that children’s health influences enrolment and attendance. Parents may be economically stable but if a child is sick, s/he would not attend pre-primary
Poor health deters play and learning in children. Children also need to be well fed, studies in Eldama Ravine and Kikuyu have established that Schools with school feeding programs (SFP) normally realize high enrolment (Munyiri, 2010; Ruto & Mwoma, 2013). Some socio cultural factors are key towards children’s enrolment and attendance especially among the Turkana and Maasai communities in Kenya, parents use their children on economic activities such as herding at the expense of their education. Security of children at this level is vital. The Turkana-Pokot boundary is volatile denying children their right despite traditions and cultural set up. There is therefore evidence that a child’s environment has far reaching repercussions upon his/her education in terms of access, enrolment and participation. Such volatility, finally leaves the involved parents poor with minimum or no extra finances to enable them enroll their children to ECE.

Njoka, Riechi, Obero, Kemunto and Muraya (2011) in a study- Towards Inclusive and Equitable Basic Education System in Kenya, observed that factors such as household income, marital status, culture, gender and parental level of education determined child enrolment. The study recommended that government involvement was important in mitigating these household factors through investing in educational supportive resources such as employment creation, improving household income and eliminating hidden costs in pre-primary schools. According to Njoka et al. (2011), poverty accounts for 45.5%, pregnancy and early marriage 35.7% and inadequate parental support 30.3% as some of the factors contributing to children’s dropping out of school.
Evidence from studies done across the country indicate that even though there is FPE, there are still underlying factors that are contributing to the low enrolment of children in ECE in Bunyala sub-county. These factors might be varied- as indicated in studies done in other areas of the county (Njoka et al., 2011) such as culture, household income, marital status, gender and parental level of education influenced the enrolment of children to school. Therefore, the current study sought to establish the extent to which parents’ socio economic status influenced on enrolment and participation trend among pre-primary school children in Bunyala Sub-county.

1.3 Statement of the Problem

In rural areas, there is low quality provision of resources leading to low achievement, repetition; lack of self-esteem and this culminate into low enrolment and finally high rates of drop-out of school. Bunyala being in a rural setting there are many such factors that influence the low enrolment of children to ECE. There is therefore a strong relationship between parents’ socio-economic characteristics and children’s enrolment and participation in pre-primary school education. Most of the studies done in Kenya have been done on primary and secondary schools’ enrolment yet ECE is equally important to the learner. This study therefore sought to understand economic factors of parents that determine enrolment of children to ECE in Bunyala Sub-county.

There are still many children of pre-primary school age out of school in Bunyala Sub-county irrespective of many policies, laws formulated and studies done by the government like FPE and SFP, donors and private researchers on children’s access to education. Studies carried out on a national level have not
factored the dynamism of the socio-economic characteristics of Bunyala Sub-county. Further, studies done have focused on the entire county notwithstanding the fact that Bunyala has unique issues considering the economic background of the residents. It is against this backdrop that the current study sought to establish the effect of parents’ socio-economic status on enrolment and participation of children in pre-primary schools in Bunyala Sub-county of Busia County.

1.4 Purpose of the Study

The current study sought to establish the influence of parents’ socio-economic status (SES) on enrolment and participation of children in pre-primary schools in Bunyala sub-county. This study investigated the extent to which parents’ level of education, occupation and income levels had an influence on enrolment and participation of children in pre-primary school with an aim of devising strategies to improve enrolment and participation of children in pre-primary education.

1.5 Objectives of the Study

This study sought to achieve the following objectives:

i. To establish children’s enrolment and participation trend in pre-primary schools in Bunyala sub-county.

ii. To find out the influence of parents’ level of education on children’s enrolment and participation trend in pre-primary schools in Bunyala sub-county.
iii. To determine the influence of parents’ occupation on children’s enrolment and participation trend in pre-primary schools in Bunyala sub-county.

iv. To investigate the influence of parents’ level of income on children’s enrolment and participation trend in pre-primary schools in Bunyala Sub-county

v. To explore strategies put in place to promote enrolment and participation of children in pre-primary schools in Bunyala sub-county.

1.6 Research Questions

To achieve the above research objectives, the study set to answer the following research questions:

i. What is the trend of children’s enrolment and participation in pre-primary schools in Bunyala Sub-county?

ii. What is the relationship between parents’ level of education and children’s enrolment and participation in pre-primary schools in Bunyala Sub-county?

iii. What influence does parents’ occupation have on enrolment and participation of children in pre-primary schools in Bunyala Sub-county?

iv. What influence does parents’ income have on enrolment and participation of children in pre-primary schools in Bunyala Sub-county?

v. What strategies should be put in place to promote children’s enrolment and participation in pre-primary schools in Bunyala Sub-county?
1.7 Significance of the Study

This study sought to find out the influence of parents’ socio-economic status on enrolment and participation among children in pre-primary schools in Bunyala sub-county. It is hoped that the findings of this study may be used to create awareness to parents about how socio-economic factors influence enrolment of children in Kenya. The parents and other key stakeholders could realize the need for pre- primary school as the backbone to education in bid to alleviate poverty among communities.

The study findings may enable parents to re-focus on their socio-economic activities with a view of actively supporting school programs. This may result into diversifying their sources of income and prioritize their expenditure to improve their children’s education, reduce inter-generational poverty, and build a strong society. The findings may help teachers to re think on ways of engaging children to enable them associate themselves more with the school environment than home as a way of improving their participation with a view of teachers attracting and retaining more pre-primary school children.

It is anticipated that the policy makers may use the findings of this study when making polices concerning enrolment and participation of children in pre-primary schools. The findings of this study anticipated to work as a mirror of economic status of the people of Bunyala Sub-county. This would help policy formulation and implementation on economic empowerment which would result to increased enrolment of children to pre- primary school. The findings of this study may help the government to refine its approach to training teachers and equipping them with valuable information on enrolment and
retention of children in school. The ministry can also tailor programmes that would play a role in ensuring that children are retained in school including but not limited to school feeding programmes. The Ministry of Education may also use the findings to conduct seminars and workshops on enrolment of children especially from poor socio-economic backgrounds.

Further, the findings of this study may help the educators to come up with ways of sensitizing the community on the importance of pre-primary school and offer them strategies for efficiency and capacity to handle effectively challenges that are viewed as contributing to poor enrolment of children to pre-primary schools. The research findings generated from this study may greatly increase the staff content knowledge, skills and attitude necessary to improve children’s enrolment in pre-primary schools. Other stakeholders such as Non-Governmental organization, Faith-Based organizations and community–based Organizations may find the results of this study helpful when conducting community-needs assessment and prioritization in order to give sensitization on school factors that affect literacy. This would help increase the enrolment rate that can make all children participate in pre-primary education. The county governments may utilize the findings of this study to plan pre-primary schools’ programs that shall attract high enrolment and attendance. This may help in the realization of the right to education, education for all (EFA) and children’s welfare in the society.

1.8 Limitations and Delimitations of the Study

This section presents the limitations and delimitations of the study as described below.
1.8.1 Limitations and the study

A lot of time was spent locating some parents in the sample especially during seasonal flood period. Parents constantly moved to safer grounds during floods and due to the displacement, children re-located to other schools and neighborhood. The researcher spent more time to reach the respondents, collect and collate data. Many parents’ occupation was fishing. This made them wander to different areas experiencing higher catch from one beach to the other or even to the islands deep in Lake Victoria. Thus, accessing some respondents became difficult. To this effect, the researcher tool longer time than initially assigned to ensure that the target population and the required sample was reached. The study also utilized the key informants for any information that he would not access from the parents. Friends and well-wishers provided the much needed financial assistance and a car to move around in the sampled schools. Insecurity and bureaucracy was another challenge especially when tracking the respondents across the lake, the islands and even in the neighboring country (Uganda). Life jackets and travelling documents were highly needed, as lack of these would have led to deaths and arrests.

1.8.2 Delimitations of the Study

The study focused on households with pre-primary school age children (three to six years old) in Bunyala Sub-county. There are other factors which influence enrolment and participation of children in pre-primary schools but the current study only focused on the influence of parents’ occupation, education, and income on enrolment and participation in pre-primary education in Bunyala Sub-county.
1.9 Assumptions of the Study

The major assumption of the study was that parents understood the importance of enrolling their children in pre-primary schools irrespective of their socio-economic status. It’s also assumed that teachers, guardians, and government agencies would take the findings positively with a view of widening their nets to help improve enrolment and participation of children in pre-primary schools. It was assumed that teachers of the enrolled children would give the required data on children’s enrolment and participation in their respective schools within Bunyala Sub-county.

1.10 Theoretical and Conceptual Framework

Theoretical and conceptual framework have been described in the following sub headings.

1.10.1 Theoretical Framework

This study applied Maslow’s Hierarchy of Needs Theory. This theory was proposed by Abraham Maslow (1943). The theory is put originally into a five-stage model. The five stages are; biological (physiological needs), safety needs, love and belonging, self-esteem and self-actualization. One must satisfy lower level basic needs before progressing to meet higher level growth needs. Once these needs are reasonably satisfied, one may be able to reach the highest level. Every parent is capable and has the desire to move up the hierarchy towards a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs (physiological needs).

What happens to man’s desires when his belly is chronically filled? He seeks for higher needs rather than physiological hunger. Children in this case are
easily enrolled in pre-primary schools after parents realizing the family needs especially the physiological needs. Thus, basic human basic needs are organized into hierarchy of relative prepotency (Maslow, 1943). The parents’ social-economic status determines the satisfaction of children. When the parents are able to provide the basic needs such as food, then they will lead into the desire for education of their children. They also need their children to achieve and gain knowledge. Therefore, the fulfillment of one stage of needs by parents influences them for the next but if the former is not accessed thus poor economic state, the desire for education will not be realized. In absence of security, there won’t be education and acquisition of food thus each need is supportive to the next. Therefore, children’s enrolment and participation in pre-primary schools may be influenced by needs fulfillment. Parents income, level of education and occupation creates a social influence on the child thus motivates one to attend school due to the satisfaction of other physiological needs that are key to survival. Parent are likely to support children towards achieving the desires.

The theory is reflective to both the provider (parents) and the recipient (child): Parents are able to provide education to their children when all other needs higher the ladder are met and satisfied according to Maslow. This indicates that when parents are poor and incapacitated because of low socio-economic status, they will not be able to support their children to attend pre-school. Both parties become satisfied when there is success in enrolment and participation. On the other hand, children can only be able to attend school when all other needs in their lives as children have been fully met. For instance, hungry children may
not be able to attend preschool – this informed the introduction of FP in public primary schools.

1.10.2 Conceptual Framework

The realization of high and low enrolment and attendance of learners in pre-primary school depend on parents’ socio-economic status; educational level, type of occupation and level of income. According to Maslow, high enrolment can only be achieved if the parents are able to meet their basic needs. The kind of occupation and level of income has a direct impact on enrolment since it occurs only when they are met optimally that parents can be able to enroll their children to pre-primary school.
Figure 1.1: Factors influencing children’s Enrolment and Participation in pre-primary school

Source (Researcher, 2016).
1.11 Definition of Operational Terms

**Attendance**  Number of children who continuously go to school after enrolment.

**Enrolment**  Number of children registered in the pre-primary schools

**Income**  Ability of the parent to financially fund children education and provide other basic needs in relation to own earnings. This could be low, middle or high.

**Involvement**  Taking part of the children in preschool, parents in their children’s’ preschool enrolment and attendance and finally the government (other stakeholders) concern and taking steps to ensure that children attend preschool either by policy or financial assistance.

**Marital status**  Whether parents are married or not indicated as single or married and often includes divorced, widowed, widower and cohabiting.

**Not attending**  Enrolled children but do not go to school.

**Occupation**  Activities parents do to earn a living and be able to provide to their children’s enrolment and participation in pre-primary schools with a view to make them better.

**Parent**  Father, mother or guardian of a child, is responsible to maintain a child or is entitled to child’s custody.
Parents’ education  Parents academic standard given as never attended school, primary school level, secondary school level, or university level.

Participation  Children’s ability to attend a pre-primary school programs e.g. enrolling a child in a pre-school, paying school fees and facilitating participation of the child in preschool education.

Pre-primary  Section of primary schools that houses children between 3 and 5 years.

Pre-Primary education  Education offered to a child before joining level one in a primary school.

Pre- primary school children  Children aged 3-5 years that are enrolled or not, attend or do not attend pre-primary school.

Primary Education  Education provided to a child who has completed pre-primary education.

Socio economic status  Parental highest level of education attained, income level or/and the type of occupation.

Social influence  Ability of the parent to motivate children be enrolled and participate positively in school programs on daily basis.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction
The review of literature entailed the relationship of parental socio-economic status and the children’s enrolment and participation in pre-schools (pre-primary). Thus the chapter encompasses the aspect of socio-economic status: income, level of education and occupation of parents.

2.2 Children’s Enrolment and Participation in Pre-Primary Schools

Worldwide, the enrolment and attendance of children in pre-primary and primary schools has stalled. The global population is on the increase but enrolment is not appreciating (UNICEF, 2012). Thus not only denies millions of children their right to education but also jeopardizes wider development efforts. The SSA accounts for one-half of all children out of school and has the highest rate of all the regions; almost one in every four primary school age children have either never attended school or left school without completing primary education.

According to UNESCO and the Global Monitoring Report (2012). SSA has 31 million out of 61 million children out of school. This is critical indeed. If the primary sector of education is highly affected, then the pre-primary or pre-primary school education is on the worst trend. The world therefore has a burden to carry that may in future see many illiterate people beyond the estimate of 781 million people. Presently, Eastern Asia and the Pacific has (7.0
million), Arab states (5.0 million) Latin America and the Caribbean (2.7 million), North America and Western Europe (1.3 million), Central and Eastern Europe (0.9 million) and Central Asia (0.3 million) children. According to the report, the marginalized, the poor, remote and rural populations, those affected by the conflicts and ethnic, racial linguistic minorities have little opportunity for schooling. Poverty, marginalization and remoteness play a key role in low enrolment and participation of children in school programs since the state directly affects parents’ socio economic status.

Many children are not enrolled in pre-primary schools. This denies them a chance for a holistic development of the child and the failure to realize the millennium development goals. Pre-primary caters for early years of the children’s development. According to Mano (2006), early childhood encompasses the first eight years in the life of an individual. He asserts that education during these early years in a child plays a vital role and helps in proper development of children. This indicates that what is seen productive today was embedded and nurtured appropriately some years back. This therefore calls for children’s early enrolment and need for participation in pre-primary schools. The world should strive for this call to improve enrolment and participation of children in pre-primary schools.

According to Shinali, Githui, & Thinguri (2014), 65% of children in Kenya are not attending pre-primary school due to low economic status of parents. She observed that children from low income families are vulnerable to malnutrition and hence concentrating and remaining in school is hard. The lack of attending schools is not only influenced by income of parents but also parental education
level, as well as their occupation. Many parents do not see the need for pre-primary schools but wish to enroll their children in primary. They simply keep children at home claiming that the children have not grown to attend school.

Many of our pre-primary schools whether public or private are considered private due to the lack of direct government involvement. Teachers in this sector are not paid by the government but the parents do. This creates a burden to parents who find it wise to wait for primary school age so that they join standard one where fee is non-existent as per FPE policy. Parents’ response to this hampers pre-primary school children’s enrolment and participation (Gakii, 2013).

Some parents have sicknesses that consume much of their resources and ability. This hinders them to enroll children in pre-primary schools. Parents affected by HIV/AIDS of late have had a problem taking their children to pre-primary schools. The other conditions hindering children from being enrolled is the absence of pre-primary school centers in the neighborhood, harsh weather conditions like drought, internal conflicts resulting to refuges children. The refugee’s children take time to be enrolled since their parents have to be registered first before the child is cared for. According to Habte (1996), few refuges have access to education. Their economic status is low and lack security which hinders attendance and enrolment countries such as Somalia, Libya, Mali, Burkina Faso, and Syria are insecure. This hampers children pre-primary school attendance. Constant conflicts are exposing children to insecurity whereby they are forced to move with their parents to safe and cool grounds. This hampers enrolment and attendance. The immigrants take time to
accustom themselves and their children to the requirements thus hindering their children’s enrolment and participation in existing pre- primary school.

Some pre-primary sector institutions have practices that cannot help in access and retention of children in Kenya, many parents need their children to learn academics. They associate play with backwardness. They equate writing in exercise books thus use of the pen as learning. They have conditioned teachers. This has led to lack of play in our institutions. Children are pumped with knowledge at an early age which results them not liking schools. Children may prefer staying at home. Schools lack facilities and due to demand, anyone without knowledge on pre- primary school can start his/her institution for business purpose. This is an indicator of parents’ ignorance reflected in their level of education, inability to fund the school needs due to low income and need children around them to support in household chores limiting children’s enrolment and participation (Global Monitoring Report, 2012).

Kenya being part of SSA that houses 31 million children not enrolled as well as not attending school follows the same trend (UN, 2015). The primary and secondary sectors are widely pronounced as compared to pre- primary school education. Many Kenyans still have a general view that majority of children aged 3-9 years do not have to go ECDE centers. Other sectors are fully funded. Many policies related to early childhood are partially implemented. This negligence of the state and its people has led to low enrolment and attendance of pre- primary school, chances of backwardness in development (Republic of Kenya, 2006).
The government introduced the capitation grant for ECDE in 2007 with a purpose of enhancing access, quality and equity. It targeted children of 4-5 years especially the ASAL regions. The program though good lacked some basis in supporting children. The funds availed could not facilitate the services. Despite the fact the enrolment increased, many children were not taken care of. According to Shinali, Githui, & Thinguri (2014), 65% of children in Kenya particularly those from poverty stricken households do not access quality pre-primary school programs. They find home better thus creating resistance to attend even when enrolled. Parents’ in ability to support schools acquire good and attractive facilities is contributive to this state.

When the government of Kenya introduced FPE, some schools received the grants as late as in 2012. In this case each child was to be granted Kshs. 978 that was released in two tranches of Ksh. 489. The value for money was not realized although the enrolment rose from 1.53 million in 2003 to 1.72 million in 2008. Materials in some schools were acquired but the facilitation fee (Teachers) not taken care of by the ministry thus the consumer considered and not the informed specialist. This hampered the stability in enrolment and attendance increase of the children in pre-primary school schools. In this scenario the facilitation by teachers will be affected. For children to be in school they need teachers. Parents may be unable to pay teachers well thus being de motivated. This affects their will to work effectively and influence children to attend and participate in school programs.

Gakii (2013) found out that low enrolment in ECDE centers was determined by inability to provide basic needs (72.82%) and lack of school fees (97.44%)
as the major reasons. The inability to pay fees and cater for basic needs is associative factors of the parent’s income, occupation and level of education. Parents with low income cannot provide all basic needs, low level of education hinders the choice of services for instance poor choice of food stuffs, need for the child to be in school not realized. Many literates take their children to pre-primary school as the base compared to the illiterates. Lack of fee payment and provision of basic needs, food, clothing and security hinders enrolment and attendance of children in totality. According to Bundy (2009), children in school feeding program constantly attend school due to assurance of a meal. The introduction of the school feeding program by the World Bank has had a significant effect especially in low income area. Well-fed children develop uprightly and are active as they participate in school affairs. Lack of food resulting to malnourishment is a sign of low socio economic status which contributes to low enrolment in pre-primary school.

The foregoing literature shows that enrolment of children in pre-primary schools is low especially in SSA where 31 million children are not attending school. In Kenya, 65% of children are not attending school (Shinali et al., 2014). Factors that impede enrolment of children have been identified as parent’s income (lack of basic needs, food, clothing), occupation, level of education and security. This study sought to establish the enrolment trend of children in pre-primary schools in Bunyala Sub-county of Busia County.
2.3 Parents’ Level of Education and children’s Enrolment & Participation in Pre-Primary Schools

Coleman (1987) asserts that household socio-economic characteristics has a powerful influence on children’s educational success. According to him, children who come from families with educated parents who have higher incomes earnings generally score higher on standardized tests, achieve better grades and complete more years of school than do those ones from less fortunate circumstances. All parents have education but what matter is the type of education. How does it relate to schooling? The parent’s education level directly affects children enrolment and attendance. Many times parents are in good position to be second teachers to the child as they guide and counsel children on the need for going to school. They also provide necessary materials to the child.

According to Musgrave (2000), children that come from homes with educated members would follow the steps of the family. This is true in the sense that many children would like to associate themselves with their parents’ education and even need to achieve higher. This increases the child’s desire for school just as the parent would desire his or her child to be enrolled and attend school. Education is supportive to development thus; enlightened parents would not wish to be at home with children, they desire to be the key models in the society. This context when keenly taken, it can boost enrolment, attendance and participation of pre- primary school children.

Parents with high level of education tend to be above average socio-economically (Kahne & Middaugh, 2008). This means they can fund their
children’s education with an ease compared to one of low educational status. They are able to organize environment and family processes to provide for a network conducive to learning. This conduciveness in relation to school activities enhances children’s enrolment and attendance to school (Alderman, Orazem & Paterno, 2001). This is because, a parent with a high ability academically shows a complete regard to education that influences the children’s progress contrary to low literacy level parents who are not key role models to their children’s participation in pre-primary school.

Many children from families or parents of low education status live with an equal treatment compared to those from high class level of education, who tend to have or make choice for the appropriate school (de Carvalho Filho, 2012). That’s why many parents take their children to private and well established school as compared to those of low level of education who have low socio-economic status that struggle for ill equipped, understaffed, underfunded public primary schools. Parents of high education tend to go for child friendly school (CFS) that give comfort to their children and appropriate socialization. These aspects tend to influence more children from well-established academic parents to attend and get enrolled in schools. Clark (2015) observes that children in this cadre are taken to school while those of low cadre take themselves to school, with chances of not attending if not escorted to school.

High and average level educated parents understand the needs of the school (Farooq, Chaudhry, Shafiq & Berhanu, 2011). When asked to provide, many tend to be co-operative. They attend school meetings (PA), pay fees on time, and participate in the feeding programs fund. The pre-primary school children
are tender a chance to remain in school and like schooling. They are tender and need to be taken care of appropriately. Take for instance standard four drop out parent, Mutua & Dimitrov (2001) asserts that such parents will not be able to monitor or supervise their children’s school environment or attendance even their performance keenly. They would take the siblings of their family as the source of labor. They always lack sufficient knowledge on school matter. They are unable to face challenges thus a discouragement to children’s enrolment and attendance.

Parents who have gained access to education and benefited are capable of helping children do what is needed of them (Deininger, 2003). They provide adequate care especially during the infancy period so that children grow up holistically. The families and children from families of low level of education need to be taught on childcare (parenting) and child needs respectively. The state of parent education is of great value towards the Child’s talent development. Learned parent are capable of understanding and promoting various talents (Kabubomariara & Mwabu, 2007). Many of those with little level of education are not exposed to many talents thus not able.

Many of these talents are taught in school as early as pre-primary school age. The parent of low level of education criticizes this as waste of time and finance to provide respective facilities in the school, for instance; Swimming Pool, Scrabble, Table Tennis, Keyboard and musical instruments, among others. Gandara, Rumberger, Maxwell-Jolly & Callahan, (2003). The provisions of these resources attract children in schools. Due to ignorance, many parents of low education associate the activities to religion and cultural activities.
Therefore, parents help children in development of talents and aspirations in collaboration with pre-primary school. This makes it important for the need of enrolling and attending pre-primary schools.

Huesmann et al. (2002) found out that parents’ educational level significantly predicted educational and occupational success for the child 40 years later sowing the education of the parent shapes the future of the child. This is so since the parents’ education predicts the quality of family interaction and behavior (McLoyd, 1989). If the parent insists the child attends school, the child will do well in school while a parent who discourages children against going to school, talks ill of teachers deters enrolment and attendance not only his child but even those in the neighborhood. Educational level of household members is therefore influential particularly on children and it determines their access to schools (Erisado, 2005). Higher levels of education among a household encourage higher rates of access of children to schools. Most non-educated parents cannot provide the support and often do not appreciate the benefits of schooling (Kainuwa & Yusuf, 2013). Many children do not attend or see the need to attend or be enrolled due to the parents’ influence. Some of them may go to school just when they see peers in attendance. It is thus important for parents to improve on their literacy to induce them see the need of enrolling children in pre-primary school schools to enable them participate actively.

Today in Kenya, it is absurd that some parents’ appreciation of education is still low. Some children are advised not to attend schools or be enrolled in schools due to the matters of faith. For instance, during immunization of polio
2014, it was reported in newspapers, radio and television of how parents declined their children to attend school. Some parents also keep children with special needs at home hidden away from neighbours. These social beliefs and activities are precursor to low level of education among children. Studies have also shown that societal norms are still influential to parents’ ability to enroll children in schools.

Literature shows that the level of education has a significant influence on child enrolment. Educated parents have been found to appreciate education and hence encourage their children to go to school. On the other hand, parents with low educational level are less concerned and sometimes discourage their children from attending school. Importantly, education level influence parental income which determines if the parents is able and willing to pay for children’s schooling. This study looked at ways through which the level of education of parents influences the children’s enrolment.

2.4 Parents’ Occupation and Children’s Enrolment and Participation in Pre-primary schools

It is a common belief that the work parents do is significant or insignificant towards children’s enrolment and attendance in pre-primary. Many parents who have lucrative occupations that are well paying tend to search for quality pre-primary or pre-schools. They believe that better institutions promote an appropriate foundation for learning (Fairlie, 2005). On the other hand, those involved in lowly paying occupations sometimes enroll the children but they do not mind of the quality and little monitoring on attendance. Some especially casuals take little interest in pre-primary school since their main objective is to
satisfy or provide physiological needs such as food, clothing and shelter. They rarely have concern for Pre-Primary School. But few of them tend to believe that their children’s education is their salvation thus struggles to enroll them as they encourage them to attend (Clark, 2015).

Parents’ profession has a great influence on the children’s enrolment in school and attendance. The influence is not always positive to all children – in some children, the influence is negative. Social learning theory states that a child who sees the parent hunting, will observe, imitate and practice (Cobb, 2001). A parent may encourage the child to escort him or run the other errands on his behalf. This is also applicable to some occupation related to agriculture and business. Others for instance parents in law, medicine or teaching profession will not need the children’s service at home or workplace and hence encourage and advise them to attend school. Parental occupation is also important since from the work, school fees and levies are obtained. Therefore, children from less privileged household with unemployed parents are more likely to miss school due to lack of such levies.

In Norway, many parents practice fishing. This activity is mainly practiced by immigrants that provide labor on fishing activities. These immigrants come as far as from Sweden, Poland, Pakistan, Spain, Greece and the Baltic. They move with their children. Fiskeribladetfiskaren Newspaper (2013) reported that between 2009 and 2013 the Salmon municipalities with the highest European labor including Heroy (67.4%) and Sorfold (36.5%) in Nordland ended up being beach children. These are children of fishing immigrants. They are not enrolled in schools. The children grow up minding their parent’s occupation.
This influences them not to attend schools. This trend in Norway as state is due to the locals not willing practice fishing but employing the immigrants, whose labor force cost less. The population of the immigrants by 2014 April was 633,100 and 126,100 Norwegian-born (beach children) to immigrants’ parents in Norway. This has created a hitch to the government planning.

The children of the immigrants learn their parent’s occupation of fishing (Cristina, 2013). This way is also evidenced in USA especially along rivers in the south that occasionally move down to catch the shads in the sea along the British Columbian coast. The immigrants leave their children at home which negate the children’s enrolment and attendance. Fathers are highly involved in this practice. When by chance that they are sole breadwinners, children schooling is hampered since they (mother and children) are dependent to the father for provision. In this context, the work parent affects the children’s enrolment and attendance to Pre-primary School. The parents do not make follow up activities to establish if children are in school, since they require their labor or they are absent.

According to IRIN (2010), Nigerian children of the fishing nomads attend one school after the other for few months at a time as they move along the coastline. Children attendance and enrolment is reducing especially in Kaduna, Kano, Nassarwa, Bauchi, Gombe and Yobo states. In these states the first years of primary are considered meaning pre-primary schooling not considered. Many parents need to be next to their children more so boys so that they are taught their way of life, an indicator for lack of enrolment.
In Uganda Mare Centre (2010) found out that children from fishing communities had low attendance to schools. They show low educational attainment since fishing lures children especially the school age due to “the easy money”. Parents in this category move with children to their places of work on islands where schooling is not relevant. This idea of parents’ occupation influencing children enrolment and attendance has to be checked not only the fishing communities. Children in African setting are sources of labor. This is evidenced in mining, coffee and tea packing, herding of livestock among others. In the schemes of rice, children are used to chase off birds that eat rice. This is done at the expense of school enrolment, attendance and participation by children on involvement by parents.

Parental occupation influences their availability at home and care for children. Their absence leads to low attachment, lack of referencing and low supply of basic needs. According to Bitengo (2009), absence of fathers is detrimental to our local families’ survival. Though acceptable both parents are key for children’s survival. Both parents are key in ensuring children are enrolled and participate in school programs with the opposite creating a contrast.

The Nomadic children are involved in drying milk, meat and fish in Turkana though they have a right to education in their indigenous state irrespective of the conditions prevailing upon them. This is a clear indicator that many children of nomadic parents are not provided with education since they are ever on the move. Children learn and model skills observed such that what parents practice influence children who often provide simple labor thus
hindering enrolment and participation in school. Majority of these children are often under parents’ custody.

Many of the Kenyan children are not enrolled in school and some do not attend continuously due to what their parents do as a source of livelihood. According to KATSO and World Vision Kenya Baseline Survey (2006), Bunyala is located in the lake region that is characterized by a large population relying on fishing and related trade and mobile male population. Two thirds of this population lives below the poverty line. The type of occupation that the parents are involved in is fishing. A few are teachers, business men and women. Those who have advanced academically live in urban areas with little impact to the locals.

The young children are left at home or move with their parents who practice fishing. The money needed for school fees, purchase of food and other forms of livelihood is from fishing. The older siblings in the household may provide labor and other household chores or contribute to household income by earning extra money from the occupation to support the family (Edmonds & Pavcnik, 2005). Children engage in their parent’s occupation as a sense of belonging. This may deter attendance as well as enrolment.

Literature shows that parental occupation influences children enrolment in school. Literature shows that some parents ask their children to help with the household work hence either delaying children from starting school or not enrolling at all. The current study sought to establish the influence of the parents’ occupation on children’s enrolment and participation in pre-primary school.
2.5 Parent’s Income and Children Enrolment & Participation in Pre-primary Schools

Household poverty and income has an influence on parents’ ability to pay fees and provide other school-related levies, such as uniforms and stationeries used in school (Hunt, 2008). According to Nair & Rekha (2004), poverty has an impact on school readiness, environmental influence on child development, school development programmes and can lead to emergence of slums. Ferguson (2002) revealed that children from low income families start school behind their peers from affluent families and are less likely to remain in school as compared to those from rich families. Father’s income has a great impact on children’s retention or dropping out of school.

Children from poor and those from families immersed in credit constraints are three times more likely to drop out of school in rural China (Hunt 2008). School fees and other costs may cause children to dropout when their parents cannot raise these costs. Colclough et al. (2000) records that parental inability to pay fees was the main cause of not attending and dropping out of school for many children in Guinea and Ethiopia while Miako (2012) revealed that school levies lead to absenteeism, poor transition from primary to secondary school and even dropouts. Many parents are affected by how much they earn. The cost of educating their children is hampered by their daily income. Many do not seek for quality. Those who can afford a little send their children to pre-primary school while others are totally unable. To others it is deliberate while others consider their earnings. Many see education as being too expensive to
afford in that those who take their children to pre-primary school are said to be rich.

Worldwide, many families live below the dollar (Jiang, Ekono & Skinner, 2016). This trend has made many parents consider what affects life directly; food, shelter, clothing and security. Education especially in pre-primary school is of second thought having in mind EFA policy and FPE especially in Kenya. Many parents are struggling to establish the survival of their families. This has and is a cause of low enrolment and poor attendance of pre-primary school children. Many of pre-primary school centers charge a given fee that is utilized to acquire instructional materials, pay teachers and develop the physical resources such as desks, chairs, mates, play materials, classrooms (Sachs, 2008). This is a hindrance to high enrolment and participation of children in pre-primary school programs.

The poor according to research in the US participate lowly in pre-primary school education as compared to non-poor (Xie, 2016). This is an indication that children from low income households tend to participate lowly in school as compared to higher income earning counterparts from which their children are enrolled and constantly attend schools. Poor families find it difficult to avail the needs of the pre-primary schools. Those of high income are able to purchase or acquire quality resources and offer quality care to their children. The effect of affordability by low income earners derails many children’s enrolment and attendance.

Some parents tend to delay the age at which some of their children get enrolled to cover up the gap of financial hardships as many children in school at the
same time may result in the family small earnings. Studies done on the relationship between parental income and children’s enrolment (Ferguson 2002) reveal that children from low income families start school behind their peers from affluent families and are less likely to remain in school as compared to those from rich families. Similarly, a study done by Brown and Park (2002) showed that children from poor families are three times more likely to drop out of school in rural China. Hunt (2008) carried out a study on education access among children in slums of Bangalore, India. The study found that father’s income had a great impact on children’s retention or dropping out of from school.

In Nigeria, Ahmed, Najeema Binti & Yusuf, (2013) found out that children from better off households were more likely to remain in school, while those from poorer household were more likely not to attend school or have attended or dropped out once they were enrolled. This trend tends to conflict with international and national policies of government on education for all. It is therefore clear that education is based on parent’s affordability and not on policy. This hampers enrolment and participation in pre-primary school affecting good transition to primary and other levels of education.

Poor households tend to have low demand towards education or schooling than their richer counterparts. This is caused by the respective levies in institutions: registration fee, uniform, feeding caretakers, salaries to teachers, cost of books and other institutional materials. Income levels holds a world view that children from poor families (majority) cannot afford quality education. According to Kenya National Bureau of Statistics (KNBS, 2008), parents are
not highly determined to provide for basic needs with a view that failure to attend or being enrolled in school cannot kill one. This view lowers enrolment of children to preschools in most households.

According to Epstein (2001) children from low income families suffer from diseases, physical, mental disabilities and homelessness due to environmental factors than children from rich families. Therefore, socio-economic background of the family sets the road map of academic achievements. Family background is the key to student's life and outside school Epstein (2001). The environment at home influences the child's interest in school and aspiration for the future (Reese et al., 2000).

According to Perry (2010), world views are instrumental in education whether they are good influencers or bad influencers. This is practical in the sense that many families from the rural poor tend to disregard education. This impedes enrolment of children to pre-primary schools. They see no need for taking their children to school. This philosophy hinders familial personal growth and restricts children from experiencing life that is gained when enrolled to participate at the basic stage of education.

In Kenya, the majority of children from the rural poor and slums are not fully enrolled. This is due to the fact that their parents are unable to fully support their school upkeep. According to the Ministry for Finance and Planning (2000) majority of people in Garissa, Wajir, Moyale, Turkana, Marsabit, Pokot and areas of Kwale, Kilifi, Mombasa, Lamu are poor. Households in these areas according to UN (2015) do not see the need of taking their children to pre-primary school. They prefer taking their children to religious centers
where children are taught religion and provided with food rations. This impede children’s enrolment into preschools. Studies have also shown that most of the poor households use their children for labour either at home or away to earn an income to supplement parents’ income.

Hunt (2008) observed that low income families may allow children to engage in domestic and wage labour in order to free parents to undertake income employment or for children to supplement household income. Murphy (2005) also observed that child labour is a consequence of poverty and underdevelopment and addressing poverty is one such programme of eradication of child labour. The above studies highlighted the eradication of poverty in tackling child labour as a means of for enabling access to education for children whereas the current study sought to explore the strategies that can be used to promote children’s access to preschools.

The distribution of family income of poor households in Kenya is that food expenditure is higher compared to non-food expenditure. Food takes 80% of the total budget among the rural folk leaving very little for other needs. This limits to the chances of enrolment in Pre-primary School due to fee payment phobia. The Daily Nations (2015) IPSOS Synovet’s latest data collection and research shows that only ten percent of Kenyans earn above Kshs. 40,000. If only 10 percent, then where are the 90 percent. The gap between the poor and the rich is too wide. This may actually lead to low enrolment of attendance.

World Bank (2014) noted that Kenyan economy was at 5 percent creating a problem in the meeting of all needs of the government. If state is affected, this is a direct reality of how poor people are and that very few people help the
economy to run. As a county, it is therefore hard to realize 96% enrolment and attendance of our children in pre-primary schools. Much of the expenditure is on food and little on non-food needs. This study sought to find out how parents’ income levels influence children’s enrolment to pre-primary school.

2.6 Strategies to Promote Children’s Enrolment and Participation in Pre-primary school

Parents need to understand or be educated on the value of children being enrolled and attendance in pre-primary School. The ignorance factor has led to the low enrolment and attendance. The states worldwide have to plan accordingly putting in mind that pre-primary School is the backbone of economic development since child development aspects are holistic in nature that models a whole being. Several strategies have to be put in place to realize improvement on enrolment and participation of children in pre-primary school schools.

According to the basic education act (2013) pact IV (28, 29) the cabinet secretary shall in consultation with the national education board (NEB) and the relevant county education board (CEB) provide the establishment of pre-primary schools within a reasonably accessible distance within a county and 33(1), it shall be the responsibility of every parent or guardian to present for admission or cause to be admitted her or his child, as the case may be, to basic education institutions. This is therefore clear that parents have a responsibility for enrolment of their children, as the state establishes learning institutions. This is hampered by lack of parent’s involvement since pre-primary school
education is not fully catered for by the government as the primary sector. Some of these laws are not fully enforced.

Establishment of feeding programs in pre-primary schools and institutions. There are some areas whereby parents cannot afford two meals in a day. It is prudent if institutions, organizations come together and provide food as a way of attracting learners. Children learn eating together with others as they socialize. According to Bundy (2009), School feeding programs provide a new opportunity to assist poor families and the hungry children as a way of combating hunger. This practice is an attraction to parents taking their children to schools. Think of ‘free milk’ in Kenya, children flocked to schools so that they are provided with milk. Some children may not necessarily be enrolled by parents but follow their siblings and peers. This provides a safety net income earner. In some areas MDN (mid-day meals) to the OVC (Orphans and Vulnerable Children) by the world food program (WFP). The global food, fuel and financial crisis have given a new prominence to school feeding program as a potential safety net and a social support measure to help children in school. This crisis if not considered, may deter attendance and enrolment.

The world population needs to understand the roles of the family in the changing society. The patriarchal and matrilineal states in the family are on reduction. Each parent is on the equity state and has a role to perform, basically not over-relying on the other partner as a source of income. All members have an obligation to care for, and support each other. It is the role of both parents to ensure children are enrolled and attend schools. This shall help
the need for the child’s rights and privileges as constituted in Children Act (2001). Implementation of the act will see many children in school.

Parents need to diversify their sources of income to help them get more finance. This will boost their purchasing power. In the short run, they will be able to afford having their children in schools. Over-reliance on one occupation hinders development (Ghina, 2003). When it flops, parents may not be able to fund their children’s education. Maternal employment is another aspect that influences children school enrolment and attendance. Mothers understand the needs of young children easily than fathers. When employed and due to their constant availability in homes, they tend to advice children or escort them to school. No mother wishes her child not to prosper in life. She always wants the best in the family.

Need to expand access to learning opportunities for most of the vulnerable children. This applies to the OVC’s and special needs children who in many settings are denied enrolment as well as attendance in pre- primary schools. Most parents see no need for them being at school. Expand access to quality integrated Early Childhood development and pre-primary services and programs, (UNICEF Rwanda, 2011). This should be a national strategy whereby all locations and sub locations have developed ECD centers fully funded by the county governments. Carry out studies to establish exactly how many children of pre-primary age are not enrolled. If enrolled not attending. This shall establish the number of teachers needed for primary. Increased funding in education programmes improve enrolment of children to school. Resa (2007) recommended increase in budgetary allocation towards education
to enhance participation rates for children. According to Miako (2012) government subsidies can help children of extreme poverty to enroll into education. Miako recommended employment of more teachers to cater for the increasing student population and to provide more funds to schools.

There is scanty statistics on data of children not enrolled or attending pre-primary school. This study makes recommendations on what must be done and how to promote children’s enrolment and attendance in preschools. The study findings will give a way on improving children’s enrolment and participation by undertaking an appropriate planning. Buse and Harmer (2007) posits that poverty alleviation modalities need to be established by identifying varied ways of supporting parents so that their income is boosted. Due to low government’s support pre-primary, parents shall be able to pay for the school needs an activity that will foresee high enrolment and increased participation of learners in pre-primary school sector (Boke, 2014).

Implementation to the fullest, the ECD policy (2006). There are many aspects and components which must be realized to help improve enrolment. Parents need to be educated on parenting styles, need to fulfill all needs of the child not only the physiological ones. Other needs are key. Despite the presence of schools, children’s enrolment and participation in pre-primary school sector is still low an aspect that has necessitated the need for the study in relation to parents level of education, occupation and income. While the literature provides strategies of promoting children enrolment in primary schools, this study explored strategies that could be used to enhance children enrolment into schools.
2.7 Summary of Literature Reviewed

Literature review on the influence of parents’ socio economic status to children enrolment and participation in the pre-primary school is interrelated. The study focused on the influence of parents’ socio-economic status (parents’ income, level of education and occupation) on enrolment and participation of children in pre-primary schools in Bunyala sub-county. The gaps observed from previous studies are that most of the studies focused on primary schools and not preprimary school enrolment. Another gap was that other studies that covered socio-economic determinants of children’s enrolment in pre-primary school focused on national data. Bunyala being a rural area in Kenya with unique socio-economic fabric, it was important to cognize these unique area specific factors that contributed to the low enrolment in the sub-county. The study makes recommendations on strategies that may help improve children’s enrolment and participation in the study area.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter introduces research design, variables of the study, study locale and the target population. It also includes sampling techniques and sample size, research instruments, data collection techniques, data analysis procedures and ethical considerations.

3.2 Research design

The study used descriptive survey research design. Descriptive design helped in describing the characteristics of the parents in term of their socio-economic status (level of education, income and occupation). According to Mugenda and Mugenda (2003), descriptive survey attempts to describe characteristics of a population or a phenomenon that cannot be directly observed such as opinions and attitudes on a wide range of subjects. The design was used to determine the trend with which pre-primary children were enrolled and participated in pre-primary school within Bunyala Sub-county in relation to their parents’ socio-economic status.

3.3 Variables of the Study

The dependent and independent variables are described in the following sub sections: -
3.3.1 Independent Variables

The study investigated parents’ income, level of education and occupation as independent variables that may influence children’s enrolment and participation. These variables were the main focus of parents’ social economic status as the general independent variables: Parents’ level of education was measured by interviewing parents or their previous records of schooling and how they supported and encouraged their children towards school. How positive they were towards enrolling children or encourage them to attend. How often they visited schools to know their children cognitive development, how they supported them at home when the children came back from school. Whether parents encouraged their children to realize higher educational achievements and status than themselves.

Parents’ occupation was measured on what parents did to earn a living. How the activities they did were related to their children’s enrolment and attendance or if they encouraged their children to join them in their profession. The study also sought to establish if parents encouraged their children to do better than themselves to get a better occupation that would be well paying. Parents’ income was measured according to how much (KShs.) they earned every month and was categorized as high (41,000 and above), middle (15,000 to 40,000) or low income earners (Ksh. 1000 to 14,999) on monthly basis. From the income, the study sought to establish how parents prioritized their expenditure considering preschool enrolment and attendance for their children, buying food and other emoluments in the households.
3.3.2 Dependent variable

The dependent variable enrolment was measured by collecting views from parents on their children’s enrolment in pre-primary schools while the participation of pre-primary children was determined by how often the children attended and were involved in pre-primary school.

3.4 Study Locale and Target Population

The sub-sections below describe the study locale and the target population for the study.

3.4.1 Study Locale

The study was carried out in Bunyala Sub-county of Busia County, Kenya. The area is within Budalang’i constituency. It is multi-cultural with Abanyala (Luhya sub-tribe) as majority inhabitants. Main economic activity is fishing and fishing related activities. The sub-county borders Lake Victoria to the west, Samiato the North East, Siaya County to the east and Lake Victoria occupying the western side. It is separated from Bunyala South by river Nzoia. The southern part is marshy with a swamp (Bunyala-Yala swamp). The area of study also has marshy areas towards the lake. The study area had 53 pre-primary school schools.
Figure 3.1: Map of Bunyala Sub-county.

The area has many pre-primary school age children not attending pre-school. World Vision (2006) observed that the area had many children that were normally seen wandering along beaches, market centres and rice farms, a sign that they were not enrolled and did not participate in pre-primary school programs or had issues related to school. Ruto, Ongwenyi and Mugo (2009),
this was an issue that was in disagreement with gross enrolment ratio rating of the county. The study sought to establish how parents’ socio economic status (level of education, occupation, and level of income) influenced enrolment of children in pre-school in Bunyala Sub-county.

3.4.2 Target Population

The study targeted all parents, head teachers, teachers of all pre-primary schools and children of pre-primary age (3 – 6 years of age) from the study area. The study also targeted school managers or administrators and sub county education officials. Head teachers were the custodian of the school data and hence they provided the data on enrolment of children over the years. Parents were useful in obtaining data on their socio-economic status. They provided the data through interviews. Teachers helped in the provision of data on pupils’ attendance in schools. Sub-county coordinators gave supplementary data on the enrolment of children to pre-schools in the study area.

3.5 Sample Techniques and Sample Size

3.5.1 Sampling Techniques

Purposive sampling was used to select Bunyala sub-county in Busia county following low enrolment as per the statistics from the education office and parents for they are the key stakeholders and the custodians to the children. According to Kimutai (1995), sampling is selecting a given number of persons from a defined population in such a way that the sample selected is representative of that population. Simple random sampling enhances an equal and independent chance of being selected as a member of the sample. Simple
random sampling yields research data that can be generalized to a larger population within margin of error that can be determined statistically (Orodho, 2009). Simple random sampling technique was utilized to select twenty (20) schools. Two (2) teachers from each of the sampled schools were selected. Two (2) officials from the sub-county education office were purposively sampled. To get the number of parents, proportionate sampling was used such that all sampled schools had a proportionate number of parents being selected according to the number of pupils per school.

3.5.2 Sample Size

The sample size for parents was realized based on Kothari & Garg (2014) formula:

\[ n = \frac{Z^2p \cdot q \cdot N}{e(N-1) + Z^2p \cdot q} \]

calculated sample was 195 parents. Table 3.1 is the sample frame for the study.

<table>
<thead>
<tr>
<th>Respondent Category</th>
<th>Target Population</th>
<th>Percentage of Target Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>3890</td>
<td>5</td>
<td>195</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>53</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>ECE Teachers</td>
<td>159</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>Sub-county ECDE Coordinators</td>
<td>2</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4104</strong></td>
<td><strong>7</strong></td>
<td><strong>277</strong></td>
</tr>
</tbody>
</table>

The sample was taken for the matter of an optimum sample which fulfils the requirement of efficiency, representation, reliability and flexibility. According
to Kothari and Garg (2014), the size of the sample should neither be excessively large, nor too small. It should be optimum. It also helps to limit time and costs of data collection so that the researcher is not over exhausted and all variables are undertaken for the realization of the set objectives. Therefore, the total sample was 227 respondents.

3.6 Research Instruments

The study instituted interviews and questionnaires to collect data on parents’ socio-economic status: income, occupation, and level of education in relation with the pre-primary school children’s enrolment and attendance.

3.6.1 Interview Schedules

The oral questions were presented and oral (verbal) responses given in reply. Lindlof and Taylor (2017) posits that qualitative interviewing techniques help researchers to observe and record a subject’s unique perspective or experience as it relates to a particular issue. They aver that in interviews, questions are open-ended and the discussion is conversational in nature which helps obtain in-depth information from the respondents. The approach allows the subject to provide a firsthand, first-person account. This involved face to face contact with parents, who had been sampled. The interviewer had the freedom to decide the manner and sequence in which questions were asked based on the objectives of the study. The interview helped gather more information that might not have been obtained through questionnaires. Some of the information was recorded in a recorder so that key information is written later. The recorder was only used after obtaining the respondents’ consent.
3.6.2 Questionnaires

A self-constructed questionnaires were used to gather information from pre-school head teachers, teachers and sub-county education officials. According to Orodho, (2009) a questionnaire has the capability of collecting large amount of data in a short time. The questionnaires had both open and closed questions to gather in-depth information on enrolment and attendance of the children in pre-primary school.

3.7 Pilot Study

Mugenda and Mugenda (1999) assert that piloting ensures that research instruments are stated clearly and have the same meaning to all respondents. The piloting ensures that research instruments are not defective and identify problem that respondents might encounter when filling the questionnaires. The focus is about the validity of the questions in terms of clarity, suitability and simplicity of the language, content and concepts directed to generate accurate information. The instruments were piloted in the targeted area of study. Four (4) parents each for both enrolled and non-enrolled children and four (4) teachers were involved in the pilot study. This group was not part of the sample. This was conducted for the purpose of detecting anomalies and bias in the research instruments during the actual data collection. The responses of the study were used to improve the instruments and help the researcher to familiarize himself with a view of establishing time span for the study.
3.8 Validity and Reliability of the Research Instruments

Validity refers to how well a test measures what is supposed to be measured while reliability is the degree to which an assessment tool produces stable and consistent results.

3.8.1 Validity

Content validity was achieved by item analysis and associating the contents to ensure that it contained the data that tallied with stated objectives. Findings from pilot study was utilized to validate the study tools. Instrument validity is the degree to which a tool measures what it has been designed to measure (Mason and Bramble, 1989). Wiersma (2004) asserts that analysis of content and construction of related evidence through pre-testing of study instruments validates the tools. This was to yield data representing particular concepts that were being measured. The researcher went through all items one at a time comparing the contents in relation to the study objectives and variables. He further sought the expert opinion from the supervisors to help remove the unsuitable items and modify others to improve validity of the instruments.

3.8.2 Reliability of the Study Tools

To establish the reliability of the research tools test-retest method was used. The researcher administered the questionnaire to one head teacher, one teacher and the interview schedule to one officer at the education office. After one week, the researcher revisited the same group of respondents and issued the questionnaire and the questionnaire for the test-retest. To find the test-retest
reliability coefficient, the researcher determined the correlation between the test and the retest using Pearson's correlation coefficient.

\[
\rho = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}
\]

Where

\( N \) is the total number of pairs of test and retest scores and \( x \) and \( y \) are the test and retest scores.

Pearson's correlation coefficient (\( r \)) measured the strength of the association of the two tests. Rho was found to be 0.93 which according to Steffen and Seney, (2008) indicates an acceptable reliability since the test indicated a strong relationship.

### 3.9 Data Collection Procedure

The researcher after preparation of the instruments for data collection sought the authority from respective offices to collect. The orientation of the appointed research assistants was done a day before the actual exercise begun. Research assistants were trained on how to collect data, approach the respondents and handling of the collected data. Data collection instruments (questionnaires) were dispatched to the identified institutions and respondents. This was done after making appointments with the respondents that had earlier been notified of the study. The questionnaires were administered by the researcher with the help of research assistants and the respondents were given time to fill. The questionnaires were collected back three days after they were administered. The researcher and his assistants visited schools, homes and
parents at their places of work to interview them. Thereafter, the researcher visited the county administrators and education officers in their respective offices to administer the questionnaires. The questionnaires were collected on the same day.

3.10 Data Analysis Procedures

The researcher examined all interview schedules and questionnaires for completeness and consistency. Qualitative data cause of low enrolment and the strategies that could be used to promote enrolment was analyzed thematically. Responses appearing frequency were expressed by the number they appear (frequencies). Information obtained through expression of parents and the coordinators was expressed by the frequency, strength and tone they were presented. Inferences were obtained from particular data under each theme and deduction drawn from the findings.

Quantitative data was categorized for coding, then analyzed using Statistical Package for Social Sciences (SPSS) and represented using tables, charts and graphs. The relationship between the independent and dependent variables was indicated to give an appropriate conclusion whether parents’ level of income, education and occupation have a direct influence on children’s enrolment and participation in pre-primary school of Bunyala Sub-county in Busia county. The relationship between the dependent and independent variables were presented in percentages and frequencies. Tables, charts and graphs were used to present the data.
3.11 Logistical and Ethical Considerations

The researcher sought authority to collect data from NACOSTI to permit him to collect data in schools. The local commissioner’s office was notified so as to enable the researcher visit homes and villages. Local village administrators were contacted for assistance where applicable since they were the authority in the locality.

The researcher undertook high levels of confidentiality on the information given and be responsible for the whole study. He ensured that labeling of subjects in relation to their social or economic status was not undertaken thus protect the respondents both physically and psychologically. He was also open and honest about the purpose of the study. Each individual’s right was upheld. Names of respondents were not included in study thus the principle of anonymity. All the respondents were fully informed of their responsibility and they were allowed to accept to take part in the study out of their own volition. No photographs of children or families were taken. Children were not independently involved in the study but through their teachers and parents.
CHAPTER FOUR

RESULTS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

In this chapter, the results from data analysis are presented and discussed. Return rate is first presented followed by the demographic results of the study. Lastly, this chapter presents a descriptive analysis of the results thematically organized according to the objectives of the study. The objectives of the study were: to establish children’s enrolment and participation trend in pre-primary schools in Bunyala; to find out the influence of parents level of education on children’s enrolment and participation trend in pre-primary schools in Bunyala; to determine the influence of parents occupation on children’s enrolment and participation trend in pre-primary schools in Bunyala; to investigate the influence of parents level of income on children’s enrolment and participation trend in pre-primary schools in Bunyala Sun-county and lastly the study sought to explore strategies that could be put in place to promote high enrolment and participation of children in pre-primary schools in Bunyala

4.2 Response Rate

Response rate represents the percentage of people who respond to a survey. Survey response rates help to ensure that survey results are representative of the target population. Table 4.1 shows the response rate of the study.
Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Respondent Category</th>
<th>Sample Size</th>
<th>Questionnaires administered</th>
<th>Percentage of Questionnaire Returned</th>
<th>Questionnaires Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>20</td>
<td>20</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Teachers</td>
<td>60</td>
<td>60</td>
<td>93</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>80</td>
<td>95</td>
<td>76</td>
</tr>
</tbody>
</table>

The return rate for the study was 53%. Seventy-six out of 80 questionnaires administered to head teachers and teachers were returned. According to Mugenda and Mugenda (2003) a 50% response rate is adequate, 60% good and above 70% rated very good. This also corroborates Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. Rogelberg and Stanton, (2007) observed that with a small sample, a return rate of 80% and above is preferable.

4.3 Demographic Information of the Respondents

The demographic results of the respondents are presented and discussed under the following sub-sections: -

4.3.1 Parents’ Demographic Information

The demographic information of parents included age, gender, marital status and levels of education. Results are presented and discussed below.

4.3.1.1 Parents’ Gender

The gender of the parents who were interviewed was established. Table 4.2 shows the results.
Table 4.1 shows that 70.8% of the parents who participated in the study were male while female constituted only 29.2%. This was because in the community males were considered to be heads of the family and hence responsible for the education of the children. The reason could also be that only household heads were interviewed and in the patriarchal society, males form the majority heads in most rural households and hence they are most often the heads of the family. When asked why there were more men than women during the interview, one parent who was at advanced age explained;

“Children belong to fathers in this community and therefore it is my responsibility to ensure that my children go to school. Wives have to remain at home and do other duties”

The excerpt above indicates that socially and culturally constructed gender roles may likely influence the decision of the parents to enroll children to school. These findings contradict findings by Wanjala (2013) who found out that male constituted 45.5% while women constituted 55.5% of the respondents in Lokori Division of Turkana County when he studied factors influencing access to basic education.

4.3.1.2 Number of Pre-primary school Age Children

Parents were asked to reveal the number of pre-primary school age children they had. The number of children who were between four and six years that the
parents had was determined, results and analysis is presented in Table 4.3 below.

Table 4.3: Number of Pre-primary school Children

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Mid-points (x)</th>
<th>Frequency (f)</th>
<th>% age</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 2</td>
<td>1.5</td>
<td>138</td>
<td>71</td>
<td>207</td>
</tr>
<tr>
<td>3– 4</td>
<td>3.5</td>
<td>50</td>
<td>27</td>
<td>195</td>
</tr>
<tr>
<td>5 – 6</td>
<td>5.5</td>
<td>7</td>
<td>3</td>
<td>38.5</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>100</td>
<td></td>
<td>440.5</td>
</tr>
</tbody>
</table>

Table 4.3 shows that the majority of parents (71%) had between one and two pre-primary school children, 27% of the parents had between three and four pre-primary school children while only 3% had between five and six pre-primary school children. The results also show that the total number of pre-primary school children belonging to the parents that were interviewed was 441.

4.3.1.3 Parents’ Age

The study sought to establish the age of parents who took part in the study. The ages were put in ranges and results shown in Figure 4.1 below. To assess the effect that the age of parents has on enrolment and participation of children in pre-primary schools in Bunyala Sub-county, the number of children
Figure 4.1: Parents Age

Figure 4.1 shows that 14% of the parents interviewed were of age between 20 – 30 years old. Parents who were between 30 and 40 years old were the majority (36%) followed by those parents between 40 and 50 years old (33%). Parents whose ages were above 60 years constituted only 5% of the parents that interviewed.

4.3.1.4 Parents Level of Education

The study sought to establish the highest level of education attained by parents who were included in the study in Bunyala sub-county. The results are presented in the Figure 4.1 below.
Figure 4.2: Parents’ Level of Education

Figure 4.1 shows that the majority of parents who participated in the study had a primary school certificate (91 out of 195). The figure also shows that 46 out of 195 parents had secondary school certificate, 19 had a post-secondary school education while 39 parents had no formal education. Therefore, education levels of the parents have a positive and significant effect on the enrolment of pre-primary school children since parental level of education influences parental involvement, support and expectation to their children.

In a study done by Wanjala (2013) on factors influencing access to basic education in Lokori division, Turkana County, it was observed that parents have to be in their productive age to provide for their school going children. Mare (1995) posited that highly educated parents continued to transmit their advantages to their children, both by sending them to pre-primary schools and
by encouraging their school enrolment in late adolescence. 39 out of 195 show that 20% of the parents are illiterate and this could impact on enrolment of children in the study area.

4.3.1.5 Parents’ Marital Status

This study sought to establish the marital status of parents who took part in the study and the results were presented in Figure 4.2.

Figure 4.3: Marital status of Parents

Figure 4.2 shows that 87% of the parents who participated in the study were married. The widowed formed 12% while single parents formed only 1%. There were no divorced parents among the parents who participated in the study. These results show probably that in the community, marriage was highly regarded by everyone and it was considered a permanent institution and children might be regarded as seal for marriage. The community’s marital values seemed to be highly regarded and divorce might be highly discouraged.

It is probable that children who have both parents living together are bound to
have moral support apart from getting other necessities which may not be assured for children with single parents or where one parent is dead.

The results of this study contradicts the results obtained by Thomson, Hanson and McLanahan, (1994) who observed that living with both parents does not necessarily have advantage on children’s secondary school enrolment in the developing countries because socio-cultural factors do also have a role in influencing children’s access to school. However, Steele, Sigle-Rushton and Kravdal, (2009) sought to distinguish between disruption caused by divorce and paternal death and the impact of such disruptions on different stages of a child’s life. Findings of the study showed that the effects of divorce were most pronounced during the transition periods within high school and even beyond. The study also found that children who suffered father’s death were less disadvantaged than children whose parents divorced.

According to Child Trends Databank (2014) children living with two unmarried parents are less likely than their peers in other family types to be enrolled in center-based care. Child Trends Databank posits that in 2012, 48 percent of three- to six-year-olds not yet in kindergarten who lived with two unmarried parents were in center-based care, compared with 58 percent of those living with one parent, 62 percent of children living with two married parents, and 65 percent living with no parents. Drawing from this findings, children with both parents alive are more likely to enroll in pre-primary school than their counterparts living with one parent. The results therefore suggest that marital status of the parents had no significant influence on enrolment of
the children in the study area since the majority (87%) of the parents were married yet the enrolment of the children was low.

4.4 Children’s Enrolment and Participation in Pre-Primary Schools

The study sought to establish the trend in children enrolment in pre-primary school in Bunyala Sub-county. The objective of the study was to establish temporal variation in children’s enrolment in pre-primary schools in the study area and thereafter determine the trend which would help understand if there was a decline in enrolment rates of the children in pre-primary schools in Bunyala sub-county.

4.4.1 Overall Children’s Enrolment in Pre-primary Schools

The study sought to establish enrolment of children in pre-primary school in Bunyala Sub-county. Figure 4.6 shows the total enrolment of the sub-county between years 2011 and 2015. The data helped in establishing the trend in children enrolment in pre-primary school.

![Children's Enrolment Trend for Five Years (2011 – 2015)](image)

*Figure 4.4: Children’s Enrolment Trend for Five Years (2011 – 2015)*

Source: Bunyala Sub-county ECDE coordinator Office (2016)
This study established that there was a general decline in enrolment since 2013. The results also show a very high variability of children from one year to another. Results in Table 4.6 shows that children who were enrolled in pre-primary school in 2011, 2012, 2013, 2014 and 2015 were 7001, 7985, 6859, 6447 and 6955 children respectively. There is a difference of 2049 children between the years 2012 and 2015 showing a decline in enrolment of children in pre-primary schools.

4.4.2 Sub-county Enrolment by Gender

The study sought to establish the enrolment of children in pre-primary school by gender during the same period from 2011 to 2015. The results were presented in figure 4.7 below.

![Enrolment of Children in Pre-primary Schools in Bunyala Sub-county by Gender](image)

**Figure 4. 5: Enrolment of Children in Pre-primary Schools in Bunyala Sub-county by Gender**

Figure 4.7 shows that in the year 2011, there were 3954 boys enrolled in the sub-county as compared to 3047 girls enrolled in the same year giving a difference of 907 between genders. In 2012, there were 4608 boys and 3377 girls enrolled. Both genders started declining from 2013 with 3586 form 4608...
boys the previous year being enrolled while there were 3273 girls down from 3377 the previous year. In 2014 there was a leap in the number of boys’ enrolled recording 3843 while girls remained at a low of 3044. There is a notable decline both across the years and genders in the number of children enrolled.

4.4.3 Number of Children Enrolled and Not Enrolled

The number of children between 4 – 6 years of age both enrolled and not enrolled in the sampled schools for year 2015 was established and the results are presented in Table 4.7 below.

Table 4.4: Number of Children Enrolled and Not Enrolled for the year 2015

<table>
<thead>
<tr>
<th>Children</th>
<th>Enrolled</th>
<th>Not Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%age</td>
</tr>
<tr>
<td>Boys</td>
<td>142</td>
<td>58.7</td>
</tr>
<tr>
<td>Girls</td>
<td>105</td>
<td>52.8</td>
</tr>
<tr>
<td>Total</td>
<td>247</td>
<td>56</td>
</tr>
<tr>
<td>%age</td>
<td>56</td>
<td>52.6</td>
</tr>
</tbody>
</table>

Results from Table 4.6 indicate that of 441 children whose parents were interviewed, 242 (51.6%) were boys while 199 (48.4%) were girls. The table shows that 142 out of 242 (58.7%) of the boys were enrolled in pre-primary school while 100 out of 242 (41.3%) were not enrolled in any pre-primary school. 56% of the children in the study area were enrolled in a pre-primary school while 44% of the children were not enrolled in a school. These results also revealed that more boys are still enrolled in school than girls while on the other hand more girls (47.2%) fail to be enrolled in school as compared to
41.3% of the boys. Therefore, girls are disadvantaged in enrolment to education in the study area. This study is in agreement with Wanjala (2013) study in which he used a total of 976 children from the sampled households who were enrolled in school. This stood at 52.2% overall for the sampled households.

4.4.4 Children Enrolment to Pre-primary school

This study sought to establish who among the parents made the decision to enroll children in school in a household especially were both parents live together. This study established factors that informed parents’ decision to enroll children into pre-primary school.

4.4.4.1 Decision to Enroll children to school

This section considered the authority over enrolling children in pre-primary school between a mother and a father. Data on who made the decision on enrolling children in school is presented in Figure 4.8 below.

![Figure 4.6: Decision to enroll children in pre-primary school](image)

Figure 4.6: Decision to enroll children in pre-primary school
Figure 4.8 shows that 49% of the parents interviewed reported that the decision to enroll the children to pre-primary school had been made by both parents. 42% of the 195 parents who were interviewed reported that fathers made decisions on enrolling children and 9% indicated that mothers had made the decisions on enrolling children in pre-primary school. The report also shows that 42% of fathers in the community, were considered family head and therefore made most decisions alone including the decision to whether or not to enroll a child to a pre-primary school. The families where mothers made decisions were mostly those widowed. From a general knowledge perspective, consultative decision making on enrolment of children in school at household level promotes enrolment. In households where parents live together, it can be deduced that there is a likelihood of resistance to enroll children to school by one parent where the decision to enroll has been made unilaterally.

**4.4.4.2 Factors Informing Parents to Enroll Children to Pre-primary School**

Factors that parents considered when enrolling children to pre-primary schools were determined and results presented in Figure 4.9 below.

![Factors Considered When Enrolling Children to Pre-primary School](image)

**Figure 4.7: Factors Considered When Enrolling Children to Pre-primary School**
Results from figure 4.9 shows that all the parents who were interview reported that availability of fees was a major hindrance to enrolment of children to pre-primary school in the study area. According to the parents, lack of money for fees was a factor that informs the decision to enroll or not to enroll the children to pre-primary school. Thirty-six of the 195 parents sampled also reported to consider birth order of the child when enrolling children to school. When one parent was asked why birth order was a factor to consider when enrolling children to school she said as follows;

“Last born belong to us mothers. When all other children are grown and left the house we remain with the last born as our only help. Especially when the last born is a girl, I would prefer that she remain home with me. I love my little girl (last born) and I would not want to see anybody punish her. She helps with house chores and I wish she always be there for me when I am very old”

From the excerpt above, it’s clear that the social attachments parents have on the last born in a household may affect their enrolment in pre-primary schools. Similarly, 46 out of 195 parents interviewed reported that the number of children in the family played an important role in making a decision to enroll children to pre-primary school. When asked how the number of children informed parents’ decision to enroll their children to pre-primary school he said;

“Some of us have many children. For instance, I have three children who are supposed to be in pre-primary school but I have not sent them because you cannot send one and leave the rest at home yet there is no enough money to pay for all of them. Pre-primary schools are expensive and no
assistance is offered from the government. Therefore, those of us with many children are forced to leave them at home.”

These study findings concur with Blake (1985) who indicated that a large number of siblings and close spacing among siblings, dilutes the amount of parent time, attention, and money available per child. According to the study this in turn negatively influences several child outcomes including their pre-primary school enrolment. According to Becker (1992), parental investment in their children contributes to the wealth of the entire family. Education per child is usually lower in families with more children. The number of siblings decreases the likelihood of choosing ECDE centers for pre-primary school children.

4.4.5 Children Enrolment by Parents’ Gender

The study sought to establish the enrolment of children per parents’ gender. The parents’ gender was determined by the parent who makes the decision to enroll a child to pre-primary school. The results are presented in Table 4.7 below.

Table 4. 5: Children’s Enrolment by Parents Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Children Enrolled</th>
<th>Children Not Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%age</td>
</tr>
<tr>
<td>Male</td>
<td>138</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>57</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>56</td>
</tr>
</tbody>
</table>
Results in Table 4.7 shows that 372 (84.4%) of the 441 children were from households headed by male parents while 69 (15.6) of 441 children were from households headed by female parents. The results also show that 208 out of 247 (56%) of children were enrolled from households headed by male parents while 36 of 247 (52%) of the children were enrolled from households headed by parents of female gender. Conversely, 33 of 194 (48%) of the children were not enrolled in pre-primary school from households headed by parents of the female gender while 164 (44%) of the 372 children from households headed by male parents were not enrolled in pre-primary school. This shows that children from households headed by parents of the female gender experience lower enrolment in pre-primary schools than their counterparts from male headed households.

When asked how the gender of parents is likely to influence the enrolment of children in pre-school, one male parent had this to say;

“Mothers are complacent and normally not very strict when it comes to matters of education. When children fail to go to school, mothers are usually very fast to assign them household chores instead of compelling to go to school. This in the long run encourages children to continue missing school. There are several cases I have come home from fishing only to find children at home. Since many times I leave in the evening and come back in the morning, they (children) take advantage of my absence to miss school. Whenever I am home, my children cannot miss school”.

With the above remarks, a female teacher interjected;
“It is not because mothers are complacent. Where mothers have been left to take charge of the family, it becomes hard to manage them because of economic issues. Normally mothers remain home to take care of the family as fathers (men) go out to look for money. In the absence of the father, doubling as a mother and father becomes a hard task to accomplish especially when you don’t have a stable job. My elder daughter did not attend pre-school because I was financially unable to enroll her”.

From the excerpts above, the feeling that women led families had a higher chance of having children not attending pre-school. Most women do not compel their children to go to school when the children wish to abscond. A study done by Westberg, (2010) to identify determinants of children’s schooling in rural Malawi, observed that children’s schooling was positively affected if the children lived with female-headed households. This was attributed to the fact that mothers were believed to wield strong bargaining position in the family especially for girls’ education. Findings by Westberg contradict the findings of this study since in the current study households headed by mothers recorded a low enrolment than those headed by their male counterparts.

4.4.6 Children’s Enrolment by Parents Age

Children’s enrolment to pre-primary school based on the parents’ age was determined and results presented in Table 4.8 below.
Table 4. 6: Children’s Enrolment by Parents Age

<table>
<thead>
<tr>
<th>Parents’ Age</th>
<th>Children enrolled</th>
<th>Children Not Enrolled</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Brackets</td>
<td>Freq</td>
<td>Freq</td>
<td>Mean</td>
</tr>
<tr>
<td>20 – 30 years</td>
<td>27</td>
<td>51</td>
<td>1.9</td>
</tr>
<tr>
<td>30 – 40 years</td>
<td>71</td>
<td>128</td>
<td>1.8</td>
</tr>
<tr>
<td>40-50 years</td>
<td>64</td>
<td>49</td>
<td>0.8</td>
</tr>
<tr>
<td>50-60 years</td>
<td>24</td>
<td>15</td>
<td>0.6</td>
</tr>
<tr>
<td>Above 60 years</td>
<td>9</td>
<td>4</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>247</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Results in Table 4.8 shows that parents whose age were 20 – 30 years had on average two (2) children of pre-primary school age while parents of 30 – 40 years of age had a mean of three (3) children who were of pre-primary school ages. Parents whose age above 40 years had an average of two (2) children per household. Of parents whose ages are 20 – 30 and 30 – 40 years had an average of 1.9 and 1.8 children enrolled in pre-primary school respectively and the same time had a mean of 0.5 and 0.8 of their children not enrolled in school respectively. The results indicate that parents who were between 20 and 40 years of age had the majority of the children in pre-primary school age and they also had the highest rates of enrolment. This meant that younger parents had higher chances of enrolling their children in schools than parents of older ages.

Conversely, older parents (above 40 years) had lower enrolment rates than non-enrolment rates. For example, parents above 60 years of age had an average of two children in pre-primary school age, yet only a mean of 0.4 were enrolled while a mean of 1.4 children were not enrolled in a pre-primary school. This shows that as parents become older, they opted not to enroll their
children in pre-primary schools. This is possibly because most of the children below six (6) years for parents above 60 years are usually last born, who most parents at advanced ages would wish to retain at home.

Similarly, most children of below six (6) years of age of parents who are between 20 and 40 years are normally first born. There are high chances that such children are likely to be enrolled in pre-primary schools. From the results it is observed that children born of younger parents are more likely to be enrolled in pre-primary school than their counterparts born of older parents. Results show a steady increase in the number of pre-primary school children out of school with advancement of age of the parents. Therefore, the age parents had a significant influence on the child’s enrolment into pre-primary school. Finally, the results show that 42% (81 out of 195) of pre-primary school age children in the study area are out of school.

4.4.7 Children’s Enrolment by Parents’ Marital Status

Enrolment of children in pre-primary school based on parents’ marital status was established and results presented in Figure 4.10 below.

![Bar Chart: Children’s Enrolment by Parents’ Marital Status](chart.png)

**Figure 4. 8: Children’s Enrolment by Parents’ marital Status**
Figure 4.9 shows that 56% of the children whose parents are married were enrolled while 44% were not enrolled in pre-primary schools. Households with single parents and widowed recorded a lower enrolment of children in pre-primary school. For single parent households, 42% of the children were enrolled while 58% were not enrolled while only 37% of the children from households where one parent had died were enrolled in pre-primary school.

Family is an important aspect of a child’s growth and development. Parents play a very important role in making a decision to either enroll a child to school or not. Where both parents are present, there is high likelihood that a decision made by both parents may be in favour of the child.

Majoribanks (1996) observed that children from single parent households do not perform as well as children from a nuclear family household. Single parents have less income and lack support which can increase stress and conflicts. They usually struggle with time management issues in order to balance many different areas in the process some become less involved with their children and give less encouragement and have low expectation for their children than two household parents. Divorced parents negatively affect academic achievement of their children and cause a decrease in family's socioeconomic status (Jeynes, 2002; Majoribanks, 1996). Therefore, household decisions to enroll their children in pre-primary school programs are found to be difficult as they claim the cost of care is high. High cost of pre-primary school education discourages them in taking their children
4.5 Parents’ Level of Education and Children’s Enrolment and Participation in Pre-Primary Schools

This study sought to find out the influence of parents’ level of education on children’s enrolment and participation in pre-primary schools in Bunyala Sub-county of Busia County. For purposes of this study, levels of education for parents were determined by the highest educational certificate attained, that is, no formal education, primary school certificate, secondary school certificate, and tertiary education certificate. Results are presented in Table 4.9 below.

Table 4.7: Children’s Enrolment by Parents’ Level of Education

<table>
<thead>
<tr>
<th>Parents’ Education Level</th>
<th>No. of Children Enrolled</th>
<th>No. of Children Not Enrolled</th>
<th>Mean</th>
<th>Freq</th>
<th>Mean</th>
<th>Freq</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Formal Education</td>
<td>39</td>
<td>27</td>
<td>0.7</td>
<td>51</td>
<td>1.3</td>
<td>78</td>
<td>2</td>
</tr>
<tr>
<td>Pri. Cert</td>
<td>91</td>
<td>100</td>
<td>1.1</td>
<td>118</td>
<td>1.3</td>
<td>218</td>
<td>2.4</td>
</tr>
<tr>
<td>Sec. Cert</td>
<td>46</td>
<td>74</td>
<td>1.6</td>
<td>23</td>
<td>0.5</td>
<td>97</td>
<td>2.1</td>
</tr>
<tr>
<td>Ter. Cert</td>
<td>19</td>
<td>46</td>
<td>2.4</td>
<td>2</td>
<td>0.1</td>
<td>48</td>
<td>2.5</td>
</tr>
<tr>
<td>Sum</td>
<td>195</td>
<td>247</td>
<td>1.3</td>
<td>194</td>
<td>1.0</td>
<td>441</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Results in Table 4.9 shows that of 78 children belonging to parents with no formal education, only 27 were enrolled. While the average enrolment of parents with no formal education was 0.7, that of the non-enrolment was 1.3. This means that they had more children out of school than those enrolled in pre-primary schools. Average for enrolment and non-enrolment for parents with primary school certificate was 1.1 and 1.3 respectively. Children from household with parents with tertiary education had the highest enrolment rates with an average of 2.4 and an average of 0.1 children not enrolled in pre-primary school.
This result shows that parents’ education has a vital role to play on his/her decision to enroll a child to a pre-primary education. Children from household wit literate parents enjoy higher enrolment than their counterparts who come from households with illiterate parents. Table 4.9 shows an increasing trend in enrolment across the different levels of parents’ education from the lowest to higher level of education.

Education level of the parents has positive and significant effect on the enrolment of pre-primary school children, as a result parental level of education influences parental involvement, support and expectation to their children. Okantey (2008) further argues that parental education level leads to good income which can empower parents to give children solid foundation for schooling and life success. A lower educational level is associated with higher prevalence of indicators of unhealthy lifestyle. According to Okoli (1981) home education lays the foundation of moral, spiritual and intellectual that builds the child later in life. Unless this foundation is set in the home the school will have nothing to build upon and the child later become a problem not only to these parents but also to the community as a whole. Children of the educated parents are reliable than children of lower or home educated parents (Wilson, 1992).

Kasprow (1999) stated that the low background status perpetuates education deprivation hence the unemployed parents will definitely find it difficult to pay school fees and meet other educational expenses for their children while employed parents have higher income and therefore deploy their resources in a manner creating pre-primary school conditions conducive to a successful school performance. Ng’eno (2012) found out that majority of the parent respondents 40% (n=40) were self-employed. A few38% (n = 38) were unemployed while
22% (n=22) were employed. The parents 40% (n = 40) who were self-employed were peasant farmers, small scale traders and under age mothers who were still depending on their parents and could not afford to take their children to pre-primary school.

Johnson, (1996) opines that parents with higher level of education are able to motivate their children in school and that there is positive relationship between education and academic performance and success. Parent’s educational level has direct impact on their children's educational aspirations (Okantey, 2008). Children schooling is positively related to the education of their parents because children tend to imitate their parents and also aspire to be as highly educated as their parents. Children are more disadvantaged when their parents have low education level and thus form a number of uneducated family members making every generation of the family not to go higher than their parents. Children from more highly educated families are more ambitious and attain higher levels of education.

Ng’eno (2012) carried out a study on influence of parental characteristics on enrolment of pre-primary school children in Kuresoi Division, Nakuru County. The findings of the study showed that majority 65% (n=65) of the respondents strongly agree that children from the well-educated parents were motivated and liked school than those children from low educated parents. Most of the pre-primary school children in Kuresoi were from parents who were not educated and the researcher attributed the low enrolment rates in the area to this.
4.6 Parents Occupation and Children’s Enrolment and Participation in Pre-Primary Schools

The study sought to find out the influence of parents’ occupation on children’s enrolment and participation in pre-primary schools in Bunyala Sub-county. This section looks at the kind of occupation of the parents, parental income level and the ability of the parents to pay school fees.

4.6.1 Kind of Parental Occupation

The study sought to identify the kinds of occupation that parents undertake. Results are shown in Figure 4.11 below.

![Figure 4.9: Kinds of Parental Occupation](image)

Figure 4.9: Kinds of Parental Occupation

Figure 4.11 shows that the majority of parents (69%) were fishermen, 17% of the 195 parents were practising farming, 9% were working in the civil service while 5% were business people. This indicates that the study area strongly lies on fishing and therefore whatever happens on fishing may directly affect the livelihood of the residents including education.
4.6.2 Parental Income Levels

The researcher investigated parental income levels. Results are shown in Figure 4.12 below.

![Parental Income Levels](image)

**Figure 4.10: Parental Income Levels in Kenya shillings**

Figure 4.12 shown above shows parental income levels in the study area. Results show that the majority of the parents earned less than Ksh. 11000. Forty-six percent of the parents interviewed earned a monthly income of between Ksh. 6000- Ksh. 10000. Only 4% of the parents had a monthly earning of above ksh. 20000 while 9% had a monthly earning of between 16000 and 20000 shillings.

4.6.3 Parents’ Income and Children’s Enrolment in Pre-primary School

The study investigated the influence of parents’ income on children’s enrolment to pre-primary school. Results are presented in Table 4.11 below.
Table 4.10: Parental Monthly Income and Children’s Enrolment in pre-primary school

<table>
<thead>
<tr>
<th>Parental Income</th>
<th>Enrolled Children</th>
<th>Not Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>Freq</td>
<td>%age</td>
</tr>
<tr>
<td>Below 5000</td>
<td>53</td>
<td>27</td>
</tr>
<tr>
<td>6000 – 10000</td>
<td>89</td>
<td>46</td>
</tr>
<tr>
<td>11000 - 15000</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>16000 – 20000</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Above 20000</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.10 above shows that enrolment of children to pre-primary school increases with increasing parental income, that is, households with parents with low incomes had a much lower enrolment rates than their counterparts with higher income levels. Households whose parents earned below 5000 shillings had a mean enrolment of 0.9, those whose income was between 6000 and 10000 had a mean enrolment of 1.3 children while those who earned above 20000 shillings had a mean enrolment of 1.9 children per household.

Conversely, households with lower income levels had higher mean of children not enrolled in pre-primary schools while those whose monthly earnings were high had a lower mean of children who were not enrolled. Households whose parents earned above 20000 shillings had all their children attend pre-primary schools i.e. they had a zero un-enrolment mean. Households with parents who earned between 16000 and 20000 shillings had a 0.2 mean number of children not attending school while who earned between 11000 and 15000 shillings had a mean of 0.7 children not enrolled in pre-primary school. Those who earned less than 5000 shillings monthly had a mean of 1.4 children not enrolled.
Therefore, comparing the enrolment rates for both enrolled and not enrolled children across the different levels of income of parents, it can be seen that they are inversely proportional i.e. the increase in income level caused an increase in enrolment and a decrease in number of children not enrolled indicating that income among parents influenced the enrolment of children into pre-primary schools in the study area.

4.6.4 Ability of Parents to Pay School Fees

The study sought to establish the ability of parents to pay school fees for their children in pre-primary schools. The results are presented in Figure 4.14 below

![Ability of Parents to Pay School Fees](image)

**Figure 4.11: Ability of parents to pay school fees**

Results in Figure 4.14 shows that the majority of the 195 parents (62%) were not able to pay for school fees. 29% were able to pay while only 9% of the parents were very able to pay school fees for their children in pre-primary schools. This could be the main reason why there is a high percentage of
children who don’t attend school in the study area. One head teachers aptly put it;

“Most of the parents in this community are unable to pay school fees. They send the children in school and as a teacher sometimes you sympathize but that is the far we can go. Often, these children never come back to school when sent home for fees. There are many times we have gone to homes and talk to parents to send back the children to schools but the parents insist that they cannot be able to pay the fees for their children since their jobs are highly variable. We fail to know what else to do and this has led to low enrolment”

It is therefore clear that economic status of parents significantly affects the enrolment of children in pre-primary school. This was made clear from one widow who said;

Since my husband passed on, I have been unable to pay school fees for my four children. I have to wake every day to look for food for them. There is rarely enough to eat leave alone to pay school fees. None of relatives or those of my late husband is willing to support me. So my children will go to school when they reach primary school age where education is free. Though if I get some money I may opt to take them to pre-primary school.

The above excerpt shows the dire need of parents for financial intervention for purposes of supporting their children and enrolling them to pre-primary school. These findings indicate that most parents were unable to take their children to school due to economic hardships.
4.7 Strategies to Enhance Children’s Enrolment and Participation in Pre-primary School

The researcher sought to find out strategies that could be used to enhance children’s enrolment and participation in pre-primary schools. To achieve this objective, parents, head teachers and educational coordinators were interviewed and some of the main strategies identified were; government involvement, community sensitization and mobilization and teacher recruitment. These strategies have been described in the following subheadings.

4.7.1 Government Involvement

The study sought to establish ways through which the government could help to ensure that enrolment of children in enhanced. Parents, head teachers and area ECDE coordinators were interviewed on how the government can come in to enhance the enrolment of children in pre-primary schools. Figure 4.15 shows the ways that were suggested.

![Figure 4.12: Government Involvement in Enhancing Enrolment](image-url)
Results presented in figure 4.15 above shows that of the 217 respondents interviewed (including 20 head teachers, 195 parents and 2 education coordinators) 210 reported that economic empowerment of the parents by the government would play the most important role in ensuring that all the children are enrolled in pre-primary school. There were 190 respondents who felt that community sensitization would help in improving enrolment in the area.

4.7.1.1 Economic Empowerment of Parents

The interview generated varied perceptions on ways through which the national and county governments can come in to empower the government economically. Parents, head teachers and the sub-county ECDE coordinators were interviewed. Asked why and how the government can help parent’s economically one male parent said:

“Most of us are fishermen and our job is seasonal and experiences very high variability in production. When the season is low, we become broke that we cannot afford our own meals leave alone school fees for the children. If the government can help us acquire better fishing, storage and refrigeration facilities, we would be able to catch enough fish and little would go to waste and giving us high returns. This can help us pay school fees for our children comfortably”

Eamon (2005) observed that economic hardship is caused by low socio-economic status of the parents and leads to disruption of parenting, increase amount of family conflicts and increase the likelihood of depression households especially in single parenthood households. Socio-economic status indicates the quality of home life for children. In the current study, helping the
parents in the economic activity they undertake such that their output is higher would to a great extend help to enhance enrolment of children in pre-primary schools in the area. On the same issue, one head teachers had the following to say:

“Economic status of parents directly affects the ability of the parent to pay school fees and other statutory payments in pre-primary schools. Most of these payments are beyond the ability of most of our parents who are predominantly fishermen. Poor vessels and lack of cooperatives that can support them has impacted negatively on their economic levels and consequently, it has hindered children enrolment in pre-primary school. Therefore, any effort to ensure that parents get support during their low seasons who go a long way in alleviating poverty and help enrolment to go high”

4.7.1.2 Budgetary Allocation

The data collected showed that government support was very critical in terms of fees support, payment of staff salary and provision of teaching and learning resources. The government both at national and county levels was asked to be concerned with pre-primary education especially ensuring that free primary education (FPE) is extended to include to cover the pre-primary schools. 140 parents (72) suggested that government assistance through fees, bursaries and grants to schools as a major strategy for enhancing children’s get enrolled in schools should be encouraged.

Uwezo (2011) found that inadequacy of learning facilities denied children access to school or even at times led to dropout. For instance, in the former North Eastern Province, the report had revealed that 43 out of 100 children sat
on the floor in the classroom. Similarly, Njoka et al., (2011) in a case study of Wajir South District on resource availability had observed that schools in the district were characterized by inadequate toilet facilities and classroom facilities and even boarding facilities and some children were said to be turned away because of limited classroom and boarding spaces. The above studies suggest that limited learning facilities could hinder children’s access to school.

A study in Kenya by Barasa and Tsisiga (2014) observed that when adequate learning resources and funding for schools were available, more students were able to attend school as a result of FSE. The above findings are similar to the results of this study which suggested that the availability of classroom facilities as being crucial in enhancing children’s access to early childhood education.

Miako (2012) recommended government subsidies to help children of extreme poverty to access education in Kenya. The study also recommended for the employment of more teachers to cater for the increasing student’s population and to provide more funds for the schools. A study by Wallace-Bruce (2010) suggested the following support base such as adequate financial support, awareness on challenges of domestic labour, provision of scholarships, affirmative action during admissions and provision of materials, equipment and infrastructure in support of girls’ education.

4.7.1.3 Learner Intake and Transition Policies

Head teachers observed that the government could enhance pre-primary school enrolment by passing laws and policies that outlaw any parent from staying home with children above four years of age without going to school. They
suggested that that could be enforced though area chiefs and police. A study by Naidoo, (2005) conducted in South Africa emphasized clear policies and stakeholder involvement in the education of girls through involving parents, stakeholders at the district, municipalities, central governments and non-governmental organizations. The study also suggested that the support policies should include financial aid, advocacy against involvement in domestic work, scholarships, initiation of affirmative action in admissions to high schools and provision of infrastructure. The above findings concur with the results of this study which expressed the provision of bursaries and stakeholder mobilization as some of strategies to enhance children’s access to early childhood education.

4.7.1.4 School Feeding Programme

A study by Bonds (2012) showed that feeding programme leads to increased enrolment rates especially for children from low socio-economic status. Such programmes have been implemented in some in Kenya although some remote pre-primary schools and early childhood centres were not receiving such interventions from the data obtained from parents and the ECDE coordinators. School feeding programme have been widely believed to be beneficial to children economically disadvantaged populations and this helps in enhancing enrolment to pre-primary school

4.7.2 Community Sensitization and Mobilization

Community sensitization and mobilization are very pertinent in making parents understand the importance of education and in particular early childhood education. Teachers and ECDE coordinators observed that community
sensitization was a better way to help increase enrolment. From the interviews done, the study showed that there were no proper education awareness forums conducted to reach the right audience in the households where heads were fishermen. The chiefs and opinion leaders’ meetings on education they claimed were all concentrated in towns where the attendants are usually those who are either educated and employed or involved in businesses. Parents observed that properly coordinated mechanisms were to be put in place to enable all parents’ education awareness forums, continued success and follow up to ensure that the forum were fruitful through parents enrolling their children in schools. The researcher wanted to find out whether education awareness forums to educate parents on the importance of education of their children were conducted. Giving his output on the subject, one of the ECDE coordinators had the following to say:

“The most important factor that hinders enrolment in this region is ignorance among the community. When most parents are unable to pay school fees, they do not take further initiatives to ensure that their children go back to school, rather they encourage the children to stay home. It is therefore important to ensure that the rights of the children are observed and this includes the right to education. This knowledge can best be past to the parents through continuous community sensitization. Head teachers can play a pivotal role in ensuring that parents get this information and for those who don’t go to schools, chiefs and sub chiefs can be used to pass the information to teachers especially in the households where we have children not attending school. Such initiatives are lacking in this area”

The above sentiments imply that head teachers and the ECDE coordinators conducted only a few education awareness forums for the parents. Fora like
chiefs’ *barazas*, religious gatherings and opinion leaders’ meetings did not cover parents in remote areas where most of the parents who are primarily fishermen came from. There was therefore need to organize parental education awareness fora targeting parents from remote areas to create awareness on the need and importance of for pre-primary school education. This would in turn enhance enrolment in pre-primary schools.

### 4.7.3 Recruitment of Teachers

Parents also observed that employment of early childhood teachers by government would go a long way in enhancing enrolment of children in pre-primary schools. They indicated that most of the privately owned pre-schools charged a fee beyond their financial ability and therefore, government paid teachers would go a long way in teaching either at a reduced or no fee. Migwi (2010) recommended employment of teachers as one of the strategies for improving children’s enrolment to early childhood education. Migwi suggested that the government should allocate more resources in terms of capitation grants and fee bursaries to improve children’s enrolment to early childhood education.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings and the implications that can be drawn from these findings. The chapter also presents recommendations for different stakeholders to improve enrolment of children to pre-primary schools. Last, the chapter suggest areas for further research that other scholars can undertake to enhance enrolment of children to pre-primary schools in Kenya and other countries facing the same issues.

5.2 Summary of the Study findings

The purpose of the current study was to establish the influence of socio-economic characteristics of parents on children’s enrolment to pre-primary schools in Bunyala Sub-county in Busia County. Factors that were investigated included; the number of children in and out of school by gender, age and socio-economic factors that influenced enrolment of children to pre-primary schools and the strategies that could be used to mitigate these challenges. The major findings of the study were as follows:

Results of the study showed that in the study area, there was a high variability in the number of children that were enrolled in pre-primary schools across five years starting 2011 and 2015. The study recorded a drop in enrolment between the years 2012 and 2014 before it increased again in the year 2015. The study also showed that enrolment of children in pre-primary school favored boys than girls. For instance, in the year 2011, there were 3954 boys enrolled in the
sub-county as compared to 3047 girls enrolled in the same year giving a
difference of 907 between genders. 57.5% of boys and 42.5% of the girls were
enrolled while 42.5% of the boys and 57.5% of the girls were not enrolled in
pre-primary schools.

The study showed that 84.2% of the children enrolled were from households
headed by male parents while only 15.8% of them came from households
headed by female parents. There was a higher level of children not attending
school from female parent headed households than from those headed by male
parents. Decision to enroll children to school was majorly made by male
parents than did female parents. The study also established that older parents
had a lower rate of children enrolment in pre-primary schools than younger
parents. Finally, children from households where parents live together
(married) had a higher level of enrolment that those who came from single
parent households.

The study sought to find out how the level of education of parents influenced
children’s enrolment to pre-primary school. The study established that the
majority (140 out of 195) parents interviewed had only attained standard eight
(Kenya Certificate of Primary Education- KCPE) level of education. Only 29%
of the parents had a secondary school certificate (Kenya Certificate of
Secondary education – KCSE). This greatly influenced negatively the
enrolment of children in pre-primary school. The study also found out that
more educated parents had a higher levels of enrolment of their children to pre-
primary schools than those who were illiterate.
The study sought to establish the influence of parents’ occupation on children’s enrolment in pre-primary school. 69% of the parents in the study area were fishermen, 15% were farmers while the rest were civil servants and businessmen and women. The study found out that those children form households where parents had better jobs that earned better salaries had a higher enrolment than those of the majority occupation. The study showed that 73% of the parents in the study area earned less than 10 000 shillings per month. Only 4% earned more than 20 000 shillings per months. The study further established than children whose parents had less than 10 000 shillings as their monthly pay had lower enrolment rates than their counterparts in richer households. Households whose parents earned below 5000 shillings had a mean enrolment of 0.9, those whose income was between 6000 and 10000 had a mean enrolment of 1.3 children while those who earned above 20000 shillings had a mean enrolment of 1.9 children per household.

The study also established that 62% of the parents were not able to pay school fees for their children in pre-primary schools, 29% were able while only 9% were very able to pay school fees. This shows that most of the children were not enrolled in school due to the inability of their parents to pay school fees for their pre-primary school enrolment. It was also observed that low-income families were engaged in child labour to supplement the little family income.

Key strategies suggested that could be used to improve children’s enrolment to pre-primary school in the study area included government involvement, community sensitization and mobilization and teacher recruitment. Government involvement included economic empowerment of the parents
through support of the farming activities on lake Victoria; ensuring there a
budgetary allocation of monies that would be used to build schools, purchase
infrastructure and learning materials and pay the pre- primary school teachers;
formulating intake and transition policies in all the counties Kenya; initiate
school feeding programme in the study area to ensure that more children go to
school especially those children from economically disadvantaged families.

There was a general observation that more community sensitization ought to be
carried out in the study area. The respondents reported that there had been no
such forums that would have been used to help parents understand and
appreciate the importance of education for children in pre- primary school.
Finally, parents and teachers observed that there could have been a notable
increase in enrolment of children in pre- primary school if the teachers service
commission (TSC) employed teachers in pre- primary schools since this could
lessen the burden of paying them from parents’ thereby making pre- primary
school affordable.

5.3 Conclusion

The following conclusions were drawn from the study findings. First, the study
established that there were more boys (52.6%) enrolled as compared to girls
who were 48.4%. The study also established that 47.4% of children in the sub-
county were not enrolled in pre- primary schools. The study established that
there were 52.6% of the children enrolled. It was also confirmed that the
majority of children not enrolled were girls (47.2%) compared to boys
(41.3%).
Secondly, level of education of parents influenced children’s enrolment to pre-primary school. The study established that literate parents had a higher probability of enrolling children to school than illiterate parents. Third, the occupation of parents significantly affected the ability of parents to pay school fees since the majority were fishermen, they would be away for sometimes hence leaving children under the care of older siblings. Since most of the parents who earned less than 10,000 shilling per month, it was very difficult for them enroll their children to pre-primary schools. Since most of the parents in the study area did fishing for living, more children were unable to attend school throughout the year because fishing was considered this occupation as seasonal and therefore not reliable.

Parents who earned more per month enrolled more children in schools than their counterparts who earned less. Those who had the ability to pay were 38% of the parents. Strategies established by the study included government assistance through fee bursaries and capitation grants; Provision of learning packages covering all subject areas, employment, and proper remuneration of pre-primary school teachers and intensified education awareness fora across the region. The findings show that socio-economic status of parents influences children’s enrolment to pre-primary schools to a greater level in Bunyala Sub-county

5.4 Recommendations

The following recommendations were drawn for different key stakeholders:
(i) **Parents**

Parents should ensure that all their children are enrolled in school. The findings of the study had shown that most fishermen did not enroll all their children in school. Parents should also stop gender preferences where they tend to favour the boy child over the girl child when it comes to access to education. Parents should also stop engaging their children in child labour.

(ii) **Teachers**

Head teachers and teachers should spearhead advocacy on children’s enrolment in school because they are understanding the ideals of education for the children especially for economically un-empowered households. Schools need to work in collaboration with other educational stakeholders to ensure that children are enrolled in school and those enrolled do not drop out of school due socio-economic factors. The teachers should also organize community sensitization outreach programmes to enlighten parents on the benefits of early childhood education.

(iii) **National and County Government**

The county government should construct more schools. The county government should also spearhead mobilization and awareness for this community in order to empower them and enlighten them on the importance of education of early childhood education. Data generated from the study established that the majority of the parents were of low income group and there was need to formulate intervention programmes aimed at improving parental income. The study found out that most parents were unable to pay fees for their
children’s enrolment in school. The county government should therefore endeavor to establish projects that support parents to be able to raise school fees for their children. The county government can do this through appropriate strategies on poverty reduction and eradication.

(iv) Ministry of Education, Science and Technology

The MoEST should provide grants to children in schools in the community and fee bursaries and capitation grants towards other school costs. This will help in enhancing children’s enrolment to pre-primary schools. The support from the ministry will also facilitate recruitment and proper remuneration of pre-primary school teachers to boost their morale to teach.

(vii) Non-Governmental Organizations

These organizations should facilitate community mobilization and education for and provision of resources. These initiatives by the NGOs will ensure that the community is educated on the need to enroll their children to pre-primary schools and ensure that those who are unable to pay because of economic status are supported. Teaching and learning materials provided would go a long way in helping children get enrolled in schools.

(viii) Local Community

The community should understand educational needs of children and prioritize these needs in their social responsibilities. The community members should attend mobilization and education fora aimed at capacity building.
5.5 Areas for Further Research

This study focused on the influence of parents’ socio-economic characteristics on the enrolment of children in pre-primary schools. There is need to carry out a holistic study on all factors that determines the enrolment of children into pre-primary schools in the study area.
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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PRE- PRIMARY SCHOOL TEACHERS

Dear Sir/Madam,

This questionnaire is basically meant to collect information on pre-school children’s enrolment and attendance. It is purely academic and responses shall be treated with confidentiality. Kindly tick (√) or write your responses in the space provided. Do not include your name. Thank you in advance.

SECTION A

Background Information

1. Gender: Male [ ] Female [ ]
2. Age 18-30 [ ] 31-40 [ ] 41-50 [ ] 51 and above [ ]
3. Marital status: Single [ ] Married [ ]
4. Academic qualification: Tick the highest
   Primary [ ] O-level [ ] A-level [ ] University [ ]
5. Professional qualification
   Untrained [ ] Certificate [ ] Diploma [ ] Degree [ ]
6. Experience in the profession
   Below 5 years [ ] 5-10 years [ ] 11-18 years [ ] 19-27 years [ ] above 27 years [ ]
7. Name of the institution_____________________________
8. (a) What is the general enrolment of the preschoolers in your institution on average annually? (Tick one) Above 100 [ ] 60-90 [ ] 30-59 [ ]
    10-29 [ ] below 10 [ ]
(b) Do the enrolled preschoolers attend school constantly? Yes [ ] No [ ]
(c) If No, what might be the cause?
   ____________________________
   ____________________________
   ____________________________
(d) What is the average attendance per term?
   Below 39 [ ] 40-59 [ ] 60-89 [ ] 90-100 [ ]
(e) What is the parents’ responsiveness towards enrolment of children in pre-school?
   Positive [ ]
   Negative [ ]
(f) Does the enrolment and attendance depend on specific seasons of the area? Yes [ ] No [ ]
(g) If Yes, which specific seasons (explain).
   ____________________________
   ____________________________
   ____________________________
   ____________________________

9. When parents enroll children in your school, how often do they visit the school? Weekly [ ]
10. There are parents sometimes who do not visit schools once a child has been enrolled. What might be the cause in your institution?

Illiteracy [ ] see it as not being necessary [ ]
Negligent [ ] waste of time [ ]

(b) What is the parents’ attendance rate?

Very Good [ ]
Good [ ]
Average [ ]
Below average [ ]

(c) What is majority parents’ level of education in your school?

Primary [ ]
Secondary [ ]
Tertiary [ ]
University [ ]

11. (a) Do you think there are still many children of pre-school age in villages?

Yes [ ] No [ ]

(b) If yes, what is the approximate number on average per household?

a) 2 children [ ]
b) 3 children [  ]
c) 1 child [  ]
d) 4 children and above [  ]

(c) Is the number in the village higher or lower than the enrolled?

a) Higher [  ]
b) Lower [  ]

12. What do you think are specific reasons for low enrolment and attendance of children in preschools (your school or the neighborhood)?

a) ______________________________________________________
b) ______________________________________________________
c) ______________________________________________________
d) ______________________________________________________

13. (a) Does your school charge parents for pre-primary education?

Yes [  ] No [  ]

(b) If yes, what is the term payment?

a) Kshs.100-1000 [  ]
b) Kshs.1000-3000 [  ]
c) Ksh.3001-5999 [  ]
d) Ksh.6000 and above. [  ]

(c) On average how is the parents’ response to payment of fees in your school?

a) Excellent [  ]
b) Very good [ ]
c) Good [ ]
d) Average [ ]
e) Below average[ ]

(d) If below average/average, what might be the cause for lack of payment?

a) 

b) 

(e) From your observation, what is the occupation/profession of the majority of the parents?

a) 

b) 

(f) What profession are keen on enrolling their children in pre-school.


14. (a) As a teacher, are you able to meet the daily needs of your family and pay fees

Yes [ ] No [ ]

(b) If No, What should be done?

(Explain).____________________________

_______________________________
15. (a) Do you think that the government has a role to play towards enrolment and attendance of pre-school children? Yes [ ] No [ ]

(b) If yes, what role?

________________________________________________________________________

________________________________________________________________________

(c) If No, who is mandated to ensure children are enrolled and attend pre-primary education?

(d) What role should he/she play?

________________________________________________________________________

16. (a) Constitutionally, ECDE is undertaken by county governments. Does your county play its part? Yes [ ] No [ ]

(b) What should the county government do to improve enrolment and attendance in pre-school?

________________________________________________________________________

________________________________________________________________________

17. What is your view on the role played by pre-primary centers towards enrolment and attendance of pre-scholars?

________________________________________________________________________

18. What strategies should be put in place to improve enrolment and attendance of pre-primary school children in this area (school)?

________________________________________________________________________

________________________________________________________________________

Thank you
APPENDIX II: QUESTIONNAIRE FOR SUBCOUNTY ECD CO-ORDINATOR

Dear Sir/Madam,

I hereby request you to help me access the information on parents’ socio-economic status towards pre-primary children enrolment and attendance. This is purely academic. Your response shall be treated with highest level of confidence. Answer as per instructions.

Thank you.

1. What is the enrolment rate of pre-school age children in the subcounty?
   a) Low [  ]
   b) Average [  ]
   c) High [  ]

2. How many children are enrolled as per the centers established (provide data).
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. (a) Children’s attendance might be high or low, what is the attendance rate in this area?
   a) Low [  ]
   b) Average [  ]
   c) High [  ]
(b) What might be the cause of fluctuation on attendance?

_________________________________________________________

_________________________________________________________

4. (a) There are non-enrolled preschool age children in your, what is the cause?

_________________________________________________________

_________________________________________________________

(b) There are children seen in homes, beaches, and irrigation schemes and markets centers during school days. How do you intend to curb this?

_________________________________________________________

_________________________________________________________

5. Do pre-schools and pre-primary centers in your jurisdiction charge fees? How much on average?

_________________________________________________________

6. (a) What is the general educational level of parents in your district?

_________________________________________________________

(b) What is their participation towards pre-school children’s enrolment and attendance?

_________________________________________________________

7. How does your office with that of deputy county commissioner coordinate to ensure improved enrolment and attendance in preschools?
8. How do you rate the parents’ levels of income? Are they to support fully their children’s pre-school education?

How do you support the orphans towards enrolment and attendance in pre-primary schools?

9. What strategies should be considered to help raise the levels of pre-primary children’s enrolment and attendance in you?

Thank you
APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS

1. What is your age?

2. What is your marital status?

3. What is your level of education?

4. What is your occupation?

5. Are you satisfied with what you do or given a chance you would like to change and to which occupation?

6. (a) How much is your daily income?
   
   (b) Is the money on average enough to cater for your needs?

7. (a) Do you have children in your household between 3-6-year-old that are attending pre-primary school?
   
   (b) (i) If yes, are these children enrolled and attend pre-primary school?
   
   (ii) If not, how many are not enrolled

   (c) Some children are enrolled in pre-school but do not attend. What is the level of your children’s consistency in pre-school if enrolled?

8. Based on your ability, how many children are you able to support in pre-primary school?

9. Your village has some pre-school age children. Are these children enrolled in preschool?
If No, what is the main obstacle to their enrolment and attendance?

10. (a) Does the local administration ensure/support the enrolment and attendance of children in pre-school?
   
   (b) What should they improve on to realize (an improvement) a higher rate of enrolment and attendance?

11. (a) What role do children who do not attend school play at home?
   
   (b) Do they support you or their siblings in their occupation?

   If yes, are they paid?

12. (a) Are there pre-primary (ECDE) centers in our area?
   
   (b) If yes, how many are accessible to your children and neighbors?

   (c) (i) Do the centers levy a fee towards pre-school education?

   (ii) How much is approximately charged in a term

   (iii) Are you able to afford this fee?

13. (a) How many times in a term do you visit the pre-school
   
   (b) (i) If you do not, who attends/visit the school on your behalf?

   (ii) What might be the cause of your not visiting the centre?

14. What would you wish the national and the county government should do towards pre-primary school children’s enrolment and attendance?

15. (a) Is it appropriate for pre-Primary school age children to attend school?
(b) What are the benefits of their attendance and enrolment?

16. (a) Who is to blame for low enrolment and attendance in pre-schools:

   a) Teachers
   
   b) Parents
   
   c) Local administrators
   
   d) National government

(b) What should be done to ensure all children of pre-school age are enrolled and attend pre-primary school in your community?

(c) There are orphans in your village/homes, how are they supported to be enrolled in pre-primary schools?

Thank you
APPENDIX IV: APPROVAL OF RESEARCH – KENYATTA UNIVERSITY GRADUATE SCHOOL

KENYATTA UNIVERSITY GRADUATE SCHOOL

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

Internal Memo

FROM: Dean, Graduate School
TO: Wangai Onyango Festus
     C/o Early Childhood Studies.

DATE: 12th April, 2016
REF: E55/CE/24403/12

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board, at its meeting on 30th March 2016, approved your Research Project Proposal for the M.Ed. Degree Entitled, "Influence of Parents' Socio-Economic Status on Enrolment and Participation of Children in Pre-Primary Schools in Bungoma North Location, Busia County, Kenya".

You may now proceed with data collection, subject to clearance with the Director General, Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the progress report forms. The supervision Tracking Forms are available at the University's website under Graduate School web page downloads.

Thank you.

ANN SGIRU
FOR: DEAN, GRADUATE SCHOOL

cc. Chairman, Department of Early Childhood Studies

Supervisors:

1. Dr. Maureen Mweru
   C/o Department of Early Childhood Studies
   Kenyatta University

2. Dr. Nyanboke Begi
   C/o Department of Early Childhood Studies
   Kenyatta University
APPENDIX V: RESEARCH CLEARENCE PERMIT – NACOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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2241349,3310571,2219420
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Website: www.nacosti.go.ke
when replying please quote

Ref: No
NACOSTI/P/16/30824/11417

Wapaisi Onyango Festus Ouma
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

Date: 3rd June, 2016

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of Parents socio-economic status on enrolment and participation of Children in pre-primary schools in Bunyala North Location, Busia County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Busia County for the period ending 3rd June, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Busia 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Busia County.
The County Director of Education
Busia County.
APPENDIX VI: RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION – BUSIA COUNTY.

REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

COUNTY DIRECTOR OF EDUCATION
BUSIA COUNTY
P.O. BOX 15 - 30400
BUSIA (K)

8th June, 2016

SUB-COUNTY DIRECTORS OF EDUCATION
BUNYALA

RE: RESEARCH AUTHORIZATION
WAPAISIONYANGO FESTUS OUMA

This is to inform you that the above named has been authorized to carryout research on “Influence of Parents Socio-economic status on enrolment and participation of Children in Pre-primary schools in Bunyala North Location, Busia County, Kenya”

Any assistance accorded to him will be highly appreciated.

W. N. MAKORI
FOR: COUNTY DIRECTOR OF EDUCATION
BUSIA
APPENDIX VII: RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER – BUSIA COUNTY

RESEARCH AUTHORIZATION

This is to confirm that Wapaizi Onyango Festus Ouma of JKU, Kenyatta University has been authorized to undertake research in Bunyala Sub-County for a period ending 3rd June, 2017 vide Ref No. NACOSTI/P/16/30824/11417 3rd June, 2016.

The Research Topic is “Influence of Parents Socio-Economic Status on enrolment and participation of Children in Pre-Primary schools in Bunyala North Location, Busia County”.

Kindly accord him the necessary assistance.

C. W. Wamalwa
for: County Commissioner
BUSIA COUNTY
APPENDIX VIII: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:

MR. WAPASU NYANGO FESTUS OUMA
OF KENYATTA UNIVERSITY, B8-30410
PORT VICTORIA, has been permitted to
conduct research in Busia County
on the topic: INFLUENCE OF PARENTS-
SOCIO-ECONOMIC STATUS ON
ENROLLMENT AND PARTICIPATION OF
CHILDREN IN PRE-PRIMARY SCHOOLS IN
BUNYALA NORTH LOCATION, BUSIA
COUNTY, KENYA.

The research will be conducted for the period ending:
3rd June, 2017

Applicant’s
Signature:

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 so
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 by the County Commissioner.

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.

Republic of Kenya
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Conditions: see back page