

**DETERMINANTS OF CHILDREN'S ENROLLMENT IN SELECTED PRE-SCHOOLS
IN IRIA-INI ZONE, NYERI SOUTH SUB-COUNTY, KENYA**

MWANGI JOEL KIHIA

E55/OL/14822/2009

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILLMENT OF THE DEGREE OF MASTERS OF EDUCATION (M.ED)
IN EARLY CHILDHOOD STUDIES, KENYATTA UNIVERSITY**

DECEMBER, 2017

DECLARATION

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

Signature..... Date.....

Mwangi Joel Kihia

E55/OL/14822/2009

This project has been submitted for appraisal with our approval as University Supervisors.

Signature..... Date.....

Dr.Catherine Murungi

Early Childhood Studies Department

Signature..... Date.....

Dr. Maureen Mweru

Early Childhood Studies Department

DEDICATION

I dedicate this project to my wife Stella and our children Mary, Wilson and Clement.

ACKNOWLEDGMENTS

I give Glory to God Almighty for the gift of life and good health. I am grateful to Kenyatta University for offering me a chance to advance my studies. I appreciate all the lecturers who instructed me during my master's programme. In particular, I am thankful to Dr. Murungi and Dr. Mweru who guided me in conducting this study. I thank all head teachers, pre-school teachers and parents of public pre-schools in Iriai-ini Zone, Nyeri County who were the respondents in the study. I am indebted to my family for the love and support they provided during my studies. May God bless you all.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS.....	xi
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Significance of the Study	5
1.4 Limitations and Delimitations of the Study	5
1.5 Assumptions of the Study	6
1.6 Theoretical and Conceptual Framework.....	6

1.7 Operational Definition of Terms.....	9
CHAPTER TWO: LITERATURE REVIEW.....	11
2.1 Introduction.....	11
2.2 Parents’ Attitude Towards ECDE and Pre-school Enrollment.....	11
2.3 Parents’ Economic Background and Enrollment in Pre-Schools	13
2.4 Teachers’ Qualifications and Enrollment in Pre-schools.....	15
2.5 Influence of Feeding Programmes on Enrollment Rate.....	17
2.6 Summary of Literature Review.....	18
CHAPTER THREE: RESEARCH METHODOLOGY	20
3.0 Introduction.....	20
3.1 Research Design.....	20
3.2 Location of the Study.....	21
3.3 Target Population.....	21
3.4 Sampling Techniques and Sample Size	22
3.5 Research Instruments	23
3.6 Pilot Study.....	24
3.7 Data Collection Techniques	25

3.8 Data Analysis	25
3.9 Logistical and Ethical Considerations	26
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION	27
4.1 Introduction.....	27
4.2 Response Rate.....	27
4.3 Socio-Demographic Characteristics of Respondents.....	27
4.4 Enrollment of Pupils in Pre-schools	30
4.5 Parental Attitudes Towards Pre-school.....	33
4.6 Economic Background and Pre-school Education.....	36
4.7 Teachers Qualification and Pre-school Enrollment	38
4.8 School Feeding Program.....	42
4.9 Factors Encouraging Pre-School Enrollment.....	44
4.10 Factors Hindering Pre-School Enrollment.....	47
4.11 Suggestions to Improve Pre-School Enrollment.....	49
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	51
5.1 Introduction.....	51
5.2 Summary	51

5.3 Conclusion	52
5.4 Recommendations.....	53
5.5 Suggestions for Further Study	54
REFERENCES.....	55
APPENDIX I: CONSENT FORM	64
APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS.....	65
APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS	71
APPENDIX IV: RESEARCH AUTHORIZATION	73

LIST OF TABLES

Table 4.1 Socio-Demographic Characteristics of Teachers.....	28
Table 4.2 Socio-Demographic Characteristics of Parents	29
Table 4.3 Teachers’ Rating of Pre-school Enrollment.....	32
Table 4.4 Parents’ Attitude Towards Pre-School	34
Table 4.5 Extent to Which Parents’ Attitudes Affect Enrollment	35
Table 4.6 Extent to Which Economic Background Affects Enrollment.....	38
Table 4.7 Rating of Teachers Academic Qualification.....	39
Table 4.8 Extent to Which Teachers’ Qualification Affects Pre-School Enrollment.....	41
Table 4.9 Extent to Which School Feeding Programmes Affect Enrollment.....	44
Table 4.10 Teachers’ Suggestions to Improve Pre-School Enrollment.....	49
Table 4.11 Parents’ Suggestions on how to Improve Pre-School Enrollment.....	50

LIST OF FIGURES

Figure 1.1 Conceptual Framework	8
Figure 4.1 Enrollment in Previous Four Years	30
Figure 4.2 Average Number of Pupils in a Class Per Term.....	31
Figure 4.3 Percentage of pre-school age children enrolled.....	32
Figure 4.4 Parents' Rating of Pre-school Enrollment.....	33
Figure 4.5 Effect of Parental Attitudes Towards Pre-school Enrollment	34
Figure 4.6 Children's Economic Background and Pre-School Enrollment.....	37
Figure 4.7 Number of Pre-school Teachers Per School.....	39
Figure 4.8 Teachers Academic Qualification and Enrollment.....	40
Figure 4.9 Teachers Responses on Factors Encouraging Pre-School Enrollment.....	45
Figure 4.10 Parents' Responses on Factors Encouraging Pre-School Enrollment	46
Figure 4.11 Teachers' Responses on Factors Hindering Pre-School Enrollment.....	47
Figure 4.12 Parents Responses on Factors Hindering Pre-School Enrollment.....	48

ABBREVIATIONS AND ACRONYMS

ASAL	- Arid and Semi-Arid Areas
DEO	- District Education office
ECDE	- Early Childhood Development and Education
ECE	- Early Childhood Education
GOK	- Government of Kenya
ICDS	- Integrated Child Development Service
MDG	- Millennium Development Goals
MOEST	- Ministry of Education Science and Technology
NACOSTI	- National Commission for Science, Technology and Innovation
NRCIM	- National Research Council and Institute of Medicine.
SFP	-School Feeding Programme
SPSS	- Statistical Package for Social Sciences
UNICEF	- United Nations Children's Fund

ABSTRACT

What happens during the early stages of life of an individual has a significant influence in his entire life. Education is viewed as a social good because it creates opportunities and provides people with choices. In Kenya, pre-school enrollment has been declining since the introduction of free primary education. Evidence of this can be seen in the fewer numbers of children being enrolled in pre-schools. Available data from the District Education office Nyeri South indicated that the proportion of children in pre-schools in Iriai-ini zone expressed as a percentage of the population aged three to five is 59% which translates into a gap of 41%. There had been inconsistencies among researchers in establishing the predictors for pre-school enrollment. The purpose of this study therefore was to establish the determinants of children's enrolment in selected public pre-schools in Iriai-ini Zone, Nyeri County. The study was guided by the following objectives: to establish how parents' attitudes towards pre-school education influence pre-school enrollment; find out how parents' economic background influences pre-school enrollment; establish how teachers' qualifications influence pre-school enrollment; and to find out how feeding programmes influence pre-school enrollment. The study was based on the educational production function theory. The study adopted a mixed methods research design and targeted head teachers, teachers and parents in pre-schools in Iriai-ini Zone, Nyeri South Sub-County. Census technique and purposive sampling were used to come up with a sample of 16 head teachers, 25 teachers and 20 parents. The study employed questionnaires and interviews to collect data. Descriptive methods such as frequencies and percentages were used to summarize and organize data. The results from the data analysis were presented using tables of frequencies and percentages. An overwhelming number of teachers (92%) indicated that children's economic background hindered pre-school enrollment. As a whole, the parents' indicated that they struggled to financially support pre-school education for their children because majority of them were unemployed. Other hindrances mentioned by teachers were ignorance by parents, lack of support by government and poor infrastructure. Other hindrances mentioned by parents included distance to school and poor performance of the schools. School feeding was selected by majority of the teachers and parents as one of the factors which they believed encouraged parents to enroll their children in pre-schools. Other encouraging factors included parents' attitude towards pre-school, teachers' qualification, playing facilities and day care services provided by pre-schools. Teachers suggested employment of more teachers and support for the feeding programme while parents suggested inclusion of pre-school into the free primary programme. The study concluded that children's economic background was the major factor hindering pre-school enrollment while school feeding program was the major encouraging factor for pre-school enrollment. The study recommended that the government should include pre-schools into free primary education and financially support the school feeding program. The study also recommended that the Teachers Service Commission should employ the pre-school teachers.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter comprises an overview of the background to the study, statement of the problem, purpose of the study, objectives and research questions that guided the study. In addition, limitations, delimitations, assumptions, theoretical framework, conceptual framework and definitions of operational terms are presented.

1.1 Background to the Study

Education equips the human capital with the skills, attitudes and competences required in promoting self and national development (Curtis, 2000). What happens during the early stages of life of an individual has a significant influence in his entire life. Education is viewed as a social good because it creates opportunities and provides people with choices. Gilbert (2001) adds that education is an end in itself and a means to an end because it helps achieve economic personal development and investment in education is considered an essential pre-condition to economic growth.

Early Childhood Development (ECE) entails the all-round growth and development of a child from the time of conception up to eight years (Gakii, 2003). Growth and development is influenced to greater levels by the environmental factors which parents expose their children to (Mungai, 2004). Article 28 of the Children's Right Commission (CRC, 1989) and the UN Convention both emphasized the importance of pre-school education as drivers of economic development. Keeping in line with these and other declarations, the Government of Kenya signed various agreements such as the 1990 Jomtiem World Conference on Education for All (EFA), the 1990 African Charter on the rights and Welfare of the Child, the 2000 World

education forum (Dakar Senegal) and 2000 Millennium Development Goals (MDGs) and the 2001 Children's Act RoK (2006). These forums underscored the importance of Early Childhood Education (ECE). Subsequently, education has been and continues to be of paramount importance and concern since it prepares people to socialize and become organized in life.

According to Murungi (2013) there is continuous documented trend of low enrolments of children in the Early Childhood Education Centers in Kenya and these low enrolment trend continue to increase with the years. Murungi adds that inability by parents to provide required needs is a major reason for low enrolment in the Early Childhood Education Centres. Ncabira (2005) also found that lack of school fees and high cost of education led to low access in education. Gakunga (2013) established that there is low enrollment rate of children in Early childhood Education Institutions in Thogoto and Karai Zones of Kikuyu District due to some highlighted factors such as poor infrastructure, parents' ignorance on the importance of early childhood education, low parents' level of education, parents' poor economic status as a result of poor climatic conditions among other constraints.

When a child is exposed to high-quality early childhood care their cognitive, language, and social development are impacted in a positive way particularly among children from poor backgrounds (NRCIM, 2000). In the United States, the enrollment in pre-school was 55 percent in 1995 compared to 57 percent in 2005. In 2007 enrollment was 55 percent (Child Trends, 2012). In Canada, school enrollment for pre-primary stood at 72.46% for females and 72.58% for males as of 2009. Pre-school enrollment in Asia has been on the ascendancy earning the continent the fastest growing in terms of pre-school uptake. Fifty-four percent and forty-eight

percent of children were enrolled in pre-schools in India and China respectively (Desai, Amaresh, Joshi, Abusaleh Shariff, & Vanneman, 2010).

According to UNICEF (2014) only 6 percent of children aged between 36 and 59 months are enrolled in pre-school in Zambia. In addition, only 17.1 percent of children enrolled in grade one in 2007 had pre-school experience. In Uganda, the proportion of children attending pre-school was 3% in 2007 which was an improvement from 2% the previous year following the launch of the country's ECD policy. According to Lila (2012) there is a gap of 91% in pre-school enrollment. The gross enrolment ratio for pre-primary school participation between 2008 and 2012 stood at 52% for females and 51% for males. Clifford (2007) indicates that poor education in third world countries has implications not just for illiteracy figures but also for poverty indices. Children who do not attend school have little chance of coming out of poverty in which they were raised in. Clifford adds that education is the only way to reduce poverty since it enables job creation and social awareness.

1.2 Statement of the Problem

Programmes of Early Childhood and Development play an important role in laying a strong foundation for the future education and training of the society. Even though the government recognizes the need for children between the ages of three to eight years to participate in these programmes, enrolment remains low. Available data from the D.E.O.s office Nyeri South indicate that the proportion of children in pre-schools in Iria-ini zone expressed as a percentage of the population aged three to five is 59% which translates into a gap of 41%.

The main reasons for poor pre-school enrollment are lack of knowledge on the value of education, while others include lack of food and enough teachers in the schools. Some

researchers find that semi-illiterate and poor parents had limited capacity to support ECDE services compared to their literate wealthy counterparts. Contrary to this other researchers found that although parents incurred other costs in relation to their pre-school children's education, it did not seem to be a great hindrance to children's access to the centers as most parents were found to pay for their children's fees in time and in whole amounts. The previous studies show that there have been inconsistencies among researchers in establishing the predictors for pre-school enrollment. In addition, the reasons behind the low pre-school enrollment rate in Iriai-ini Zone, Nyeri County are not clear. It is against this backdrop that the researcher intended to establish the determinants of children's enrollment in selected public pre-schools in Iriai-ini Zone, Nyeri County.

1.2.1 Purpose of the Study

The purpose of this exploratory study was to establish the determinants of children's enrollment in selected public pre-schools in Iriai-ini Zone, Nyeri County. Specifically, this study set out to establish how factors such as parents' attitudes, parents' economic background, teachers' qualifications and feeding programmes influenced pre-school enrollment.

1.2.2 Objectives of the Study

The objectives of the study were to:

- a. Establish how parents' attitudes towards pre-school education influence pre-school enrollment in Iriai-ini Zone.
- b. Find out how parents' economic background influences pre-school enrollment in Iriai-ini Zone.
- c. Establish how teachers' qualifications influence pre-school enrollment in Iriai-ini Zone.

- d. Find out how feeding programmes influence pre-school enrollment in Iriai-ini Zone.

1.2.3 Research Questions

To achieve the objectives, the following questions were formulated:

- a. How do parents' attitudes towards pre-school education influence pre-school enrollment in Iriai-ini Zone?
- b. How does parents' economic background influence pre-school enrollment in Iriai-ini Zone?
- c. How do teachers' qualifications influence pre-school enrollment in Iriai-ini Zone?
- d. How do feeding programmes influence pre-school enrollment in Iriai-ini Zone?

1.3 Significance of the Study

Policy makers in the Ministry of Education and other non-governmental organizations will find the findings of this study useful in coming up with strategies to enhance enrollment in pre-schools in Kenya. It is hoped that, the headteachers will use the findings of this study to create awareness to all ECDE stakeholders on the determinants of pre-school enrollment. The researcher hopes that the findings of the study can help parents change any negative or misleading attitudes they may have towards basic education. Researchers and scholars can also use the information generated by this study as reference material.

1.4 Limitations and Delimitations of the Study

The limitations and delimitations of the study are described in the following section.

1.4.1 Delimitations of the Study

This study was conducted in Iria- ini Zone of Nyeri South Sub-County and it involved only pre-school head teachers, teachers and parents of pre-school children. In addition, this study only focused on how some selected factors either hinder or encourage children's enrollment in pre-schools.

1.4.2 Limitations of the Study

Some teachers declined participating in the study fearing that giving answers would implicate their seniors. In addition, some pre-school personnel declined to participate because they feared that the study was an evaluation of their job performance. The researcher assured participants of anonymity and confidentiality of the information they would give. In addition, respondents were assured that the findings of the study were for academic purposes only. None of the teachers who declined to participate in the study were forced to participate; instead, other teachers were included in the study.

1.5 Assumptions of the Study

Assumptions of the study were that pre-school centres have adequate facilities for the children found within a given area yet parents are unable to enroll children in these centres. Secondly, it was assumed that all the respondents would be honest in the responses they gave.

1.6 Theoretical and Conceptual Framework

1.6.1 Theoretical Framework

The study was based on Educational Production Function Theory as advocated by Coleman, Campbell Hobson, McPartland, Mood and Weinfeld (1996) and Psacharapoulos and Woodhall (1985). Due to the complex nature of educational production, theoretical models focus mostly on a selection of input factors. The most prominent factors include parental characteristics and early

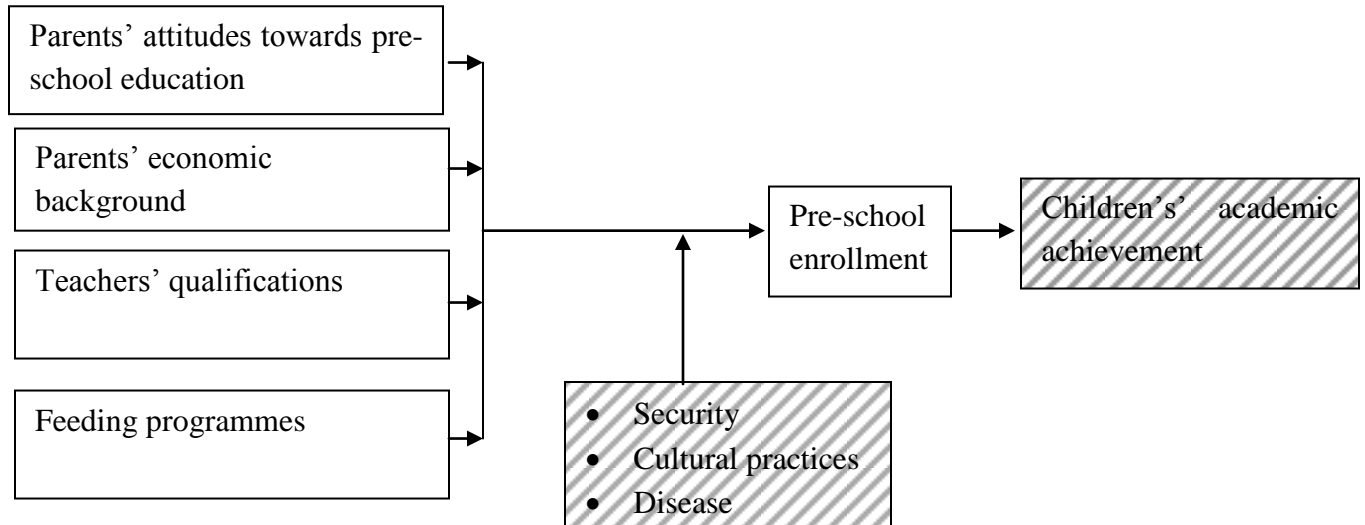
home environment, which are often classified as “informal” factors along with further factors from outside the school. Research on these factors is especially popular among sociologists and educational researchers. Economists concentrated their work on the effects of resources in producing cognitive skills, which belong to “formal” factors from inside the school (Hoxby, 1999)

According to this theory education inputs are expensed in given proportions to produce good results. According to Dewy, Husted and Kenny (2000), it is therefore clear that the output will be determined by the level of inputs provided and how well they are combined for maximum output. The inputs in education process range from teaching learning resources, teachers, finances and learners. Internal efficiency is largely considered in terms of examinations scores, retention, completion rate, enrollment and participation.

The theory enables a close examination at the cost effectiveness of education. A lot of resources need to be channeled to the education process in terms of awareness programmes to change parents’ attitudes towards pre-school education, financing ECDE programmes to reduce the burden on parents, training teachers and providing incentives to children like food. The resources therefore need to be efficiently utilized for maximum output. This theory was therefore relevant in finding out the determinants of children’s enrollment in selected public pre-schools in Iria-Ini Zone, Nyeri County.

1.6.2 Conceptual Framework

Figure 1.1 shows the conceptual framework upon which the study was conducted.



Key:



Study variables



Non-study variables

Figure 1.1 Conceptual Framework

The independent variables of the study were parents' attitudes, economic background, teachers' qualifications and feeding programmes. Children's pre-school enrollment was the dependent variable. Various factors could either promote or hinder pre-school enrollment. Parent's attitudes towards pre-school education for example may be positive therefore promoting pre-school enrollment or they may be negative therefore hindering pre-school enrollment. The household's economic background may also determine whether a child is enrolled in pre-school or not. The quality of teachers in pre-school may also encourage parents to send their children to pre-school however if the teachers are not well qualified, parents may have negative attitudes towards pre-

school and therefore fail to send their children there. Feeding programmes may also affect pre-school enrollment for example some parents may send their children to pre-schools because the pre-schools have a feeding programme while others may be suspicious of the food and keep their children at home.

1.7 Operational Definition of Terms

Attitude	a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards ECDE.
Early Childhood Development Education	synonymous to pre-school and pre-primary education. It refers to education offered to children of between three and six years old.
ECDE child	refers to person less than 8 years old
Economic background	Household's financial status based on employment and income
Enrollment	number of newly registered children in pre-schools.
Feeding Programme	refers to planned and organized act of offering the desired nutritional needs to pre-school learners within their learning environment.

Pre-School

refers to an education set up serving three to six year old children before they join primary school.

Qualification

refers to highest academic level achieved.

Stakeholders

refer to head teachers, teachers and parents.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The literature review aims to bring out the knowledge already existing in relation to pre-school enrollment, bring out what is still not known about the determinants of children's enrollment in selected public pre-schools in Iria-Ini Zone, Nyeri County and show the existing research gap and thus the need for the proposed study.

2.2 Parents' Attitude Towards ECDE and Pre-school Enrollment

In the context of this study parental attitudes are taken largely to refer to the importance attached to pre-school education by parents. This study seeks to investigate how parental attitudes affect enrollment in ECDE centers. Positive attitudes and background plays a crucial role on the kind of rearing practices to which development of the child can be enhanced. Before joining pre-school, it is important for the parent to provide possible opportunities for the socialization of the children through different activities like play, songs, dances and opportunities for the children to talk to other people (Bwajuma, 2000).

Attitudes of parents who are educated and those who are not are conspicuously different. Chau and Ayana (2006) noted that parents who were educated had better attitudes towards their children's schooling than the illiterate ones. According to a research study by UNESCO (2000), illiteracy level is high in Kenya and Africa at large; 142 million African adults are illiterate. Sammons (2007) indicates that virtually all successful programmes are influenced by education and participation and other researchers have confirmed the same. Saadia (2010) indicates that illiterate parents denied their children enrolment in ECD centres in order to stay at home with their siblings as they went to fetch water and perform other household chores.

Qadiri and Manhas (2009) conducted a study to assess parental perception towards pre-school education imparted at early childhood education centres in India. The researchers found that most parents (81%) thought of pre-school education as a combination of concepts which included an age bound format related to preparation for primary schooling and provision of learning in an interactive manner. Most parents (25%) felt that children who attend early childhood development centers (ECD) cultivate good health and hygiene habits, develop pre literacy skills (19%) and communication skills (16%). Significant differences were found among the awareness of parents regarding the Integrated Child Development Service (ICDS) scheme. Most parents were aware about the nutrition facility but did not consider these centers as adequately equipped to provide pre-school education. Parents sending their children to regular pre-school centers were found to be less aware about ICDS scheme and its role in pre-school education.

Stark, Gordon-Burns, Purdue, Rarere-Briggs and Turnock, (2012) conducted a study of parental attitudes towards pre-school among parents of children in New Zealand. The study found that more parents tended to have a low opinion of pre-school education. The point of departure however is that this study focused on attitudes of parents based on disability of children attending pre-schools. Johnson (2011) sought to investigate the teachers and parents attitude towards E.C.E centers in Kiambu County. From the research findings, it was evident that some parents had various views of the pre-school. Hiding in some cultural backgrounds 50% of the teacher respondents said that some parents abuse the pre-school going age children by giving them some housework, babysitting or grazing duties compromising early enrolment into pre-schools. Parents level of education was supported by majority of the respondents (teachers

66.7%) as being one of the factors influencing the time and rate of enrolling the young ones in pre-schools. Literate parents on the other hand are aware of the advantages of timely enrolling their children in pre-schools.

Ng'eno (2012) explained that in Kenya, pre-school education has been going down in terms of enrollment numbers. Majority of parents preferred to keep their children at home until they attained the age of six years to join standard one and thereby qualifying them for free primary education. The parents did this to avoid pre-school payment, arguing that the government should provide for free pre-school education as well. At this age the child is taken straight to standard one, which is free, without going through an ECDE programme. Whereas Ngeno's study found that lack of money to pay school fees was the major deterring factor, Johnson (2011) indicate that house chores made parents not take their children to school. There is little literature on how the household's economic background influences pre-school enrollment in selected public pre-schools in Iria-Ini Zone, Nyeri County. The researcher seeks to fill this gap by find out the factors hindering pre-school enrollment in Iria-Ini Zone, Nyeri County.

2.3 Parents' Economic Background and Enrollment in Pre-Schools

In Washington DC, United states, despite recent gains in early learning, Nyhan (2013) reports that 59 percent of 3 and 4 year-old children were not enrolled in pre-school in 2009-11, compared to 54 percent nationwide. The good news, according to Nyhan is that number declined slightly since 2005-07 when 62 percent of pre-school-age children in the state (and 56 percent nationwide) were not enrolled around the state. According to Child Trends (2012), in 2007, forty one percent of children aged between three and six years from poor backgrounds and forty five percent in low income families were enrolled in pre-school programs compared to sixty five

percent of children from high-income families. In Bangladesh, only one in six children has a chance to attend pre-school whether from low income or high income families. Sixty one percent of children aged between three and four years in Thailand acquire basic education however, majority of those are from rich households. The disparities of pre-school attendance by household income are wider in Nigeria where children from rich households have an equal chance of attaining basic education as a child in Thailand (Rose, 2012).

Fifty six percent of the Kenyan populations of which an estimated eight and a half million are children live below the poverty line. According to Johnson (2011) the causes of poverty include low wages, unemployment, poor governance low agricultural productivity, insecurity, and shortage of land. In addition, poverty is worsened by poor infrastructure and high cost of services such as education and health. The aforementioned factors hinder children from acquiring education from pre-schools which provide a basis for lifelong learning. Such parents propagate the risk of their children remaining poor and being caught up in the cycle of poverty which they grew in.

Poverty has a retrogressive impact on the development of children. Young children living in poverty tend to score under the national norms of cognitive skills (Black, Hess, & Berenson-Howard, 2000). These children will have poor school performances and are more likely to transfer poverty to the next generation. Children who do poorly at school are associated with a lower income as an adult and it even can have limitations for national development (Grantham-McGregor et al., 2007). Early intervention programs and pre-school education for young children can prevent the loss of potential in vulnerable children (Grantham-McGregor et al., 2007) and

can have positive long-lasting effects on a child's development (Reynolds, Temple, & Ouluoch, 2010).

Due to poverty and illiteracy, most communities/parents, and the disadvantaged in particular, have not been actively supporting the development of ECDE in Kenya (Akwach, 2008). Besides, such parents are not ready to invest in the education and development of 0-5 year old children, arguing that primary education was declared 'free' by the government. Most parents, especially the illiterate and poor, in rural areas, slums and ASAL regions have limited knowledge on the benefit of investing on care and education programmes of children less than 4 years of age. There is no literature on how the household's economic background influences pre-school enrollment in selected public pre-schools in Iria-Ini Zone, Nyeri County. This study therefore seeks to fill this gap by establishing if and how the household's economic background influences pre-school enrollment. That is, if the economic background either hinders or promotes pre-school enrollment.

2.4 Teachers' Qualifications and Enrollment in Pre-schools

Pre-school teachers contribute immensely to the well-being and development of children (Campbell et al. 2002). In the United States of America, every state has its own set of minimum qualifications for people applying to be pre-school or elementary teachers. While some school jobs may only require a high school diploma, other positions require a college degree or a Child Development Associate (CDA) credential. In the UK, India and Australia, pre-school teachers are expected to have a degree in Early Childhood education. According to Akwach (2008) about 44 per cent of Kenyan pre-school teachers are trained. This was reflected in the data collected during field work. Out of 181 ECDE teachers in the study, the number of trained were 149 (82%)

and those untrained were 21 (12%). The findings also showed the former Nyanza Province has the highest number of untrained teachers; followed by the former Rift Valley Province. In the former central province all ECDE teachers were trained. Wangechi (2014) adds that a great challenge is the pre-school teachers; most teachers are untrained and have a misconception or lack of knowledge about early childhood development and care. Also, where teachers have been trained, they are employed on very low salaries and therefore lack motivation. The situation is worse for teachers working in arid and semi-arid areas where infrastructure is poor and amenities are hard to come by. In addition, pre-school education in Kenya is not part of the 8-4-4 system. This makes pre-school teachers feel inferior to their counterparts in primary and secondary institutions.

Bitok (2013) sought to investigate factors affecting the adoption of thematic approach in teaching in early childhood development centers in Eldoret Municipality. Study findings revealed that the ECDCs lacked the necessary learning materials and resources required for effective implementation of the thematic approach, teachers were not adequately prepared for the implementation of the approach and non-availability of resources influenced the implementation of thematic approach in ECDCs.

There is an acute shortage of qualified teachers in most of the ECD centres. According to Lila (2012) the man-power gap has been bridged by secondary school leavers who fail to complete education. A kindergarten teacher should train for two years, after at least 6 passes at O level. This is however, not the case in many ECD centres which are manned by those who are interested and those who have failed to further their education.

There is limited literature on the effect of teachers' qualifications on enrollment in pre-schools. Much of the available studies have concentrated on the effect of teachers' qualifications on performance of pre-schoolers. Therefore this study will seek to establish if a relationship exists between teachers' qualifications and enrolment in pre-schools.

2.5 Influence of Feeding Programmes on Enrollment Rate

The term school feeding has been used over the years to mean the provision of meals or snacks at school to reduce children's hunger during the school day. According to the World Food Program (2004) school feeding has become an effective strategy in increasing school enrollment. The report added that school feeding is a double edge sword which in addition to increasing school enrollment contributes to achievement of other development goals such as reducing child mortality through health and nutrition interventions. Nations and multinational organizations have committed a lot of resources to school feeding programmes. World Food Programme (WFP) was operative comprehensive school feeding programs in sixty eight countries in 2008 (Bundy, Burbano, Grosh, Gelli, Jukes & Drake, 2009). In the United States of America, the school feeding programme is known as the National School Lunch Program covers 99% of public schools (Schanzenbach, 2009).

Akwach, (2008) noted that all public and community pre-schools, except those with school feeding programs supported by MOE/World Food Program/UNICEF had no formal school-based feeding program, leave alone snack/hot enriched porridge. About 95% of parents did not pack any food for their children when they are going to school. This, according to the author, was due to poverty/lack of food at home.

In addition, Akwach (2008) observed that in most private pre-schools there was a formal feeding program comprising a balanced diet (enriched porridge, beans, rice, meat, fruit), such a program was expensive but optional. This finding is supported by Mbugua (2013) who also found that feeding programmes were only available in private pre-schools. The programmes were financed by parents through the school fees paid to the centres. This had enhanced children's retention in the private ECDEs as the enrollments in such centers were either consistent or increasing.

He (2009) found that a school feeding programme may encourage parents to enroll children early on and encourage regular attendance. Munyiri (2010) sought to determine the impact of the School Feeding Programme (SFP) on enrollment and performance of pre-school children in Kikuyu, Kiambu County. The study found that school meals are a good way to channel vital nourishment to the children which in turn helps promote the children's performance. This was realized as good performance was reflected in schools with the feeding programme, compared to schools without it. The study also concluded that the programme improved the attendance and enrolment of pre-schoolers. However, reviewed studies indicate that programmes are not well implemented in pre-schools in Kenya. Majority of SFPs are found in private schools. This study therefore will be carried out in public pre-schools and it will seek to establish if SFPs exists and to what extent the SFP influences pre-school enrollment.

2.6 Summary of Literature Review

Reviewed literature has highlighted issues on pre-school enrollment. The factors affecting enrollment in pre-schools have been identified and discussed. Specifically, extensive literature on parents' attitudes, economic background, teachers' qualifications and feeding programmes has been reviewed.

The literature suggests that parents have varying attitudes towards pre-school education. Reviewed literature also indicates that such attitudes are informed by the education level of the parents. More educated parents are likely to have positive attitudes towards basic education whereas illiterate or lowly educated parents may view pre-school as not being necessary. Parents from poor economic background may not afford to pay school fees for their children in pre-school. Unqualified or unskilled teachers may not impart the required skills and knowledge and this may discourage parents from enrolling their children in pre-schools. Reviewed literature indicates that School Feeding Programs (SFPs) are a sure way of not only increasing enrollment in pre-schools but there is evidence that SFPs enhance student performance

In the process of reviewing past studies, the researcher identified various gaps which need to be addressed. The literature review revealed studies similar to the current study have not been carried out in Iria-ini Zone, Nyeri County. Most of the literature obtained emanates from other countries and different parts of Kenya. Due to cultural differences results obtained from other regions may not be applicable in Iria-ini Zone, Nyeri County. In addition, the literature available is limited for example, there is scanty literature on how teacher's qualification may influence enrollment in pre-schools. Literature on school feeding programmes in public pre-schools is also limited. The researcher therefore aimed to fill these gaps by assessing the determinants which influence the enrollment of children in selected public pre-schools in Iria-ini Zone, Nyeri County. This study attempted to establish what hinders and encourages pre-school enrollment in Iria-ini zone.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives a detailed outline of how the study was carried out. It describes the research design, target population, sampling technique and sample size, research instruments, validity and reliability of the research instruments, data collection techniques, data processing and analysis procedures.

3.1 Research Design

The study adopted a descriptive survey design using mixed methods. Johnson and Onwuegbuzie (2004) state that a mixed method design is a research where the researcher combines quantitative and qualitative research techniques, approaches, methods, language or concepts into the same study. By mixing both quantitative and qualitative research and data, the researcher gained in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself (Creswell, 2012). The current study aimed to find out the determinants of pre-school enrollment.

3.1.1 Variables

The independent variables of the study were parents' attitudes, parents' economic background, teachers' qualifications and feeding programmes. Enrollment of children in pre-schools was the dependent variable. Parents' attitudes towards pre-school education was measured by gauging parents' perceive importance of pre-school education. Parents' economic background was established by looking at level of income and household income. Teachers' qualifications were determined by assessing highest education level attained and teaching experience. Feeding

programmes were assessed by checking the presence of such a programme in the participating pre-schools. enrollment was established by checking on the number of children enrolled.

3.1.2 Research Methodology

The current study was both qualitative and quantitative. Creswell (2007) states that in qualitative research, the collection of data is done in a natural setting sensitive to the people and places under study, and data analysis is inductive and establishes patterns or themes. According to Kothari (2004) in quantitative research the aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. The purpose of this exploratory study was to establish the determinants of children's enrollment in selected public pre-schools in Iria-ini Zone, Nyeri County.

3.2 Location of the Study

The study was carried out in Iria-ini zone, Nyeri South Sub-County. This location was chosen because despite fluctuating enrolment, it had the lowest number of children enrolled in pre-schools in Nyeri South Sub-County by the time of the study. In addition, there was limited literature on the factors influencing enrolment in pre-schools in Iria-ini. The area is located within Nyeri County in the former Central Province in Kenya. The area is majorly rural with a number of towns linked by major highways. Agriculture is the main economic activity (Kenya Open Data Survey, 2014).

3.3 Target Population

The study targeted all head teachers and teachers in public pre-schools in Iria-ini Zone, Nyeri South Sub-County. This is because they are the main stakeholders in pre-school education. Head teachers gave information about general trends of enrollment whereas teachers gave detailed

accounts since they communicate with parents. Parents also gave reasons as to why they enrolled or failed to enroll their children in pre-school. Iria-ini Zone had 16 public pre-schools (D.E.O, Nyeri South, 2013). Each school had one head teacher giving a total of 16 head teachers. There were also 25 pre-school teachers in Iria-ini zone. Parents having children aged between three and six years old were also included in the study.

3.4 Sampling Techniques and Sample Size

This section indicates how the study arrived at a representative sample.

3.4.1 Sampling Techniques

A census of all the teachers and head teachers was conducted. This is because the population of these groups of respondents was small (16). Orodho (2005) suggests that in a population of 30 or less subjects, census technique can be employed in data collection. Census research technique involves a complete enumeration of all the items in a population. Unlike a sample survey, in which only a subset of the elements is selected for inclusion and enumeration, a census generally does not suffer from sampling error. Purposive sampling was employed in selecting parents in the study. Ten parents having children enrolled in pre-schools were purposively selected. In addition, another 10 parents who had not enrolled their children in pre-school were also included in the study.

3.4.2 Sample Size

A census of the head teachers (16) and teachers (25) in public pre-schools in Iria-ini was involved in the study. This is because all the public pre-schools in Iria-ini zone, Nyeri South Sub-County had one head teacher each and the number of teachers was small (Less than 30). In addition, 20 parents were selected to participate in the study; this comprised of 10 parents who

had children enrolled in pre-schools and 10 who had children of pre-school age but who weren't enrolled in pre-schools. Local leaders, teachers and parents assisted the researcher in identifying parents who have not enrolled their children in pre-schools.

3.5 Research Instruments

The study employed self-administered questionnaires and interviews to collect data. The instruments were developed by the researcher. The instruments are attached as Appendix II and III.

3.5.1 Questionnaire

Self-administered questionnaires were employed to collect data from the teachers and head teachers. The researcher opted for the questionnaire because the responses are gathered in a standardized way so questionnaires are more objective compared to other tools of data collection. It is also relatively quick to collect information using a questionnaire (Kothari, 2004). The researcher developed the questionnaire. The questionnaire was divided into 6 parts comprising of background information, enrollment of pupils in pre-schools, parents' attitudes towards pre-school, economic background and pre-school education, teachers qualification and school feeding program

3.5.2 Interview Schedule

Interviews were useful for gathering in-depth information about the viewpoint and opinions of a limited number of respondents. The interview schedule is an interview with pre-coded questions to produce quick, cheap and easy quantitative data which is high in reliability (Mugenda & Mugenda, 2010). The researcher preferred interviews with the parents because they were useful to obtain detailed information about personal feelings, perceptions and opinions and they had a

high chance to achieve a high response rate and because ambiguities can be clarified and incomplete answers followed up. The interview schedule sought to establish parents' attitudes and parents' economic background.

3.6 Pilot Study

A pilot study was carried out prior to the main study. Orodho (2004) recommends that the number of participants in the pilot should be 10% of the sample. The researcher therefore carried out piloting in two pre-schools. The questionnaires and interviews were administered to the respondents in schools similar to those in the sample. Therefore the researcher pretested the instruments in two public pre-schools in Iria-ini zone, Nyeri South Sub-County. Participants who were included in the pretesting were not involved in the main study.

3.6.1 Validity

Content and Construct validity were used in this study. The researcher ensured construct validity by developing the research instruments based on the study objectives. This was achieved by coming up with appropriate indicators for the various variables in the study. The pilot study also assisted the researcher establish the validity of the instruments. Early Childhood Studies professionals including supervisors for this study were consulted to ensure content validity.

3.6.2 Reliability

To test the reliability of the questionnaires, the study used test-retest technique. Test-retest reliability is measured by administering a test twice at two different points in time. The study tested the internal consistency of the questionnaires by computing Cronbach's alpha from the data collected from the pilot study to determine the reliability of the instrument. A Cronbach's alpha of 0.83 was achieved which is a reliable measure according to Orodho (2005).

3.7 Data Collection Techniques

The researcher drew a visit schedule and visited the schools personally in order to get consent from the school heads to administer the instruments. This enabled the researcher to familiarize with the respondents and establish a rapport. The visits also enabled the researcher get information and recruit parents for interviewing. On an agreed date the researcher visited the schools and distributed the questionnaires to teachers. Parents were contacted physically or by telephone. Local leaders and parents were used to identify parents with children of pre-school age who had not enrolled their children in pre-schools. Therefore interviews were conducted with parents who had enrolled their children in pre-schools and also those who had not enrolled their pre-school age children in pre-schools.

3.8 Data Analysis

The researcher organized the data to ensure that the raw data was edited to free them from inconsistencies and incompleteness. This involved the scrutiny of the completed instruments in order to detect and reduce as much as possible, errors, incompleteness, misclassification and gaps in the information obtained from the respondents. Data was entered into a computer using Statistical Package for Social Sciences (SPSS) version 20 for windows. Descriptive methods such as frequencies and percentages were used to summarize and organize data. Qualitative data generated from questions were transcribed and organised into themes, categories and patterns pertinent to the study. The results from the data analysis were presented using tables of frequencies and percentages.

3.9 Logistical and Ethical Considerations

Authorization for the study was sought from the relevant authorities (Graduate school, Kenyatta University, National Commission for Science, Technology and Innovation (NACOSTI) and D.E.O (Nyeri South). Consent was sought from the participants. Respondents were not required to identify themselves and the questionnaires did not bear any markers linked to their identity. The data was stored in a password protected computer which was only accessible to the researcher. The findings of the study will solely be used for academic purposes.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. It includes the response rate, the socio-demographic characteristics of participants and findings related to the study objectives. In the presentation of findings, each research objective and question is examined and discussed in relation to the result findings.

4.2 Response Rate

Questionnaires were distributed to 16 head teachers and 25 teachers in public pre-schools in Iriaini. Questionnaires from 14 head teachers and 23 pre-school teachers were returned filled and fit for analysis. This represents a response rate of 90% which is well above the 70% threshold recommended by Mugenda and Mugenda (2010). In addition, 20 parents of pre-school children participated in the study through interviews.

4.3 Socio-Demographic Characteristics of Respondents

The socio-demographic characteristics of both groups of respondents (teachers and parents) were assessed. This included gender, age, level of education, marital status and occupation. The findings are presented in this section.

4.3.1 Socio-Demographic Characteristics of Teachers

Table 4.1 presents the socio-demographic characteristics of teachers which includes findings on gender, age, level of education, job title and working experience

Table 4.1 Socio-Demographic Characteristics of Teachers

Characteristic	Category	Frequency	Percentage
Gender	Male	13	35
	Female	24	65
	Total	37	100
Age (years)	20-30	5	14
	31-40	8	21
	41-50	19	51
	51-60	5	14
	Total	37	100
Level of education	ECD certificate	14	38
	Diploma	15	41
	Bachelor's degree	8	21
	Total	37	100
Role in school	Head teacher	14	38
	Teacher	23	62
	Total	37	100
Working experience (years)	1-5	6	16
	6 -10	16	42
	11-15	11	31
	16-20	4	11
	Total	37	100

The findings show that majority (65%) of the respondents in the study were female. This shows that there was a gender disparity among the head teachers and teachers of public pre-schools in Iria-ini. The findings of the study also show that majority (51%) of teachers were aged between 41 and 50 years. Majority (62%) of the respondents in the study were pre-school teachers. The findings show that all the teachers and head teachers in the study had acquired post-secondary education with 41% being diploma holders and 21% having a bachelors' degree. The findings also show that 42% had a working experience of between 6 and 10 years while 31% had a working experience of between 11 and 15 years.

4.3.2 Socio-Demographic Characteristics of Parents

The study sought to establish the parents' gender, age, marital status, level of education, occupation and number of children they had.

Table 4.2 Socio-Demographic Characteristics of Parents

Characteristic	Category	Frequency	Percentage
Gender	Male	8	40
	Female	12	60
	Total	20	100
Age (years)	20-30	13	65
	31-40	7	35
	Total	20	100
Marital status	Single	9	45
	Married	7	35
	Divorced/separated	4	20
	Total	20	100
Level of education	Primary	4	20
	Secondary	12	60
	College	4	20
	Total	20	100
Occupation	Farmer	7	35
	Businessman/lady	6	30
	Employed	3	15
	Housewife	4	20
	Total	20	100
Number of children	1	11	55
	2	5	25
	3	3	15
	Over 3	1	5
	Total	20	100

Majority (60%) of the parents in the study were female. Majority (65%) of the parents were aged between 20 and 30 years. The findings show that 45% of the respondents were single parents while 35% were married. The findings indicate that majority (60%) of respondents had acquired secondary education. On occupation, the findings show that 35% were farmers while 30% were self-employed in various businesses. Majority (55%) of the parents in the study had one child while 35% had two. This shows that majority of families were small in size probably due to the fact that majority of them were single parent households.

4.4 Enrollment of Pupils in Pre-schools

The study sought to establish the nature of enrollment in pre-schools in Iria-ini zone. The findings are presented in this section.

4.4.1 Enrollment in Previous Four Years

Figure 4.1 shows the average enrollment in public pre-schools in Iria-ini zone in the four years preceding the study.

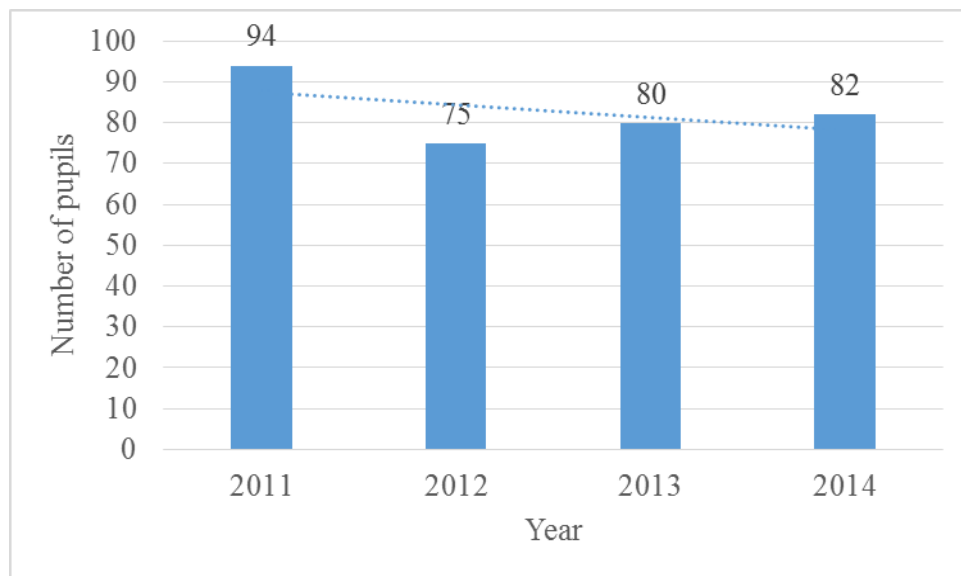


Figure 4.1 Enrollment in Previous Four Years

The findings show that average enrollment was high in 2011 at 94 pre-school children but then dropped to 75 the following year. In the last two years preceding the study enrollment was in the 80s. The findings therefore show that enrollment in pre-schools in Iria-ini Zone has been going down and stagnating instead of going up despite the study area being a highly populated area.

4.4.2 Average Number of Pupils in a Class Per Term

The teachers in the study were asked to indicate how many pupils on average they had in a class per school term

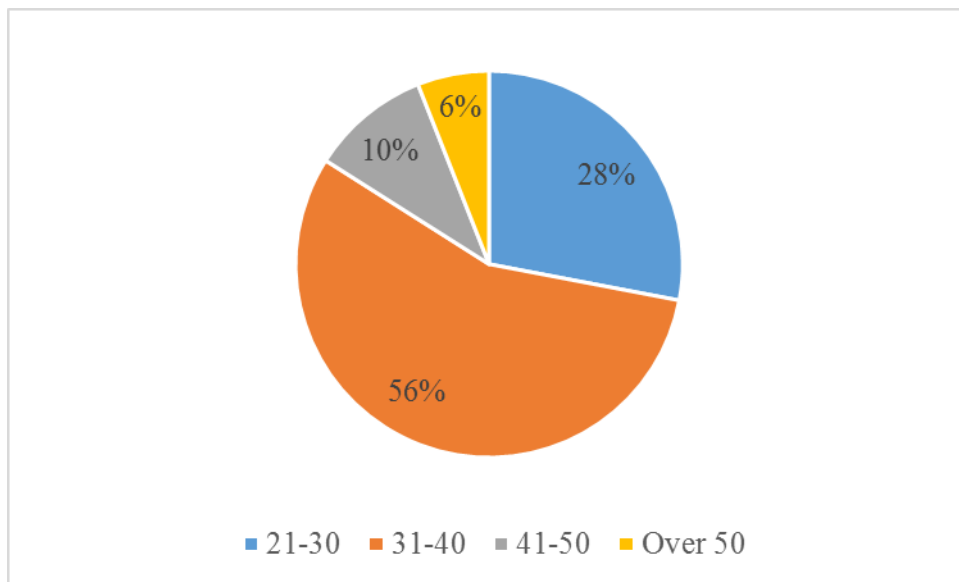


Figure 4.2 Average Number of Pupils in a Class Per Term

Findings in Figure 4.2 show that majority (56%) of teachers indicated that they had an average of 31 to 40 pupils per term. Those who had less than 30 pupils on average per term were 28%. This further shows that enrollment was low.

4.4.3 Teachers' Rating of Pre-school Enrollment

The teachers in the study were asked to rate the enrollment of pupils in the zone.

Table 4.3 Teachers' Rating of Pre-school Enrollment

Rating	Frequency	Percentage
Fair	15	41
low	13	35
Very low	10	24
Total	37	100

The findings show that majority (59%) of the teachers in the study felt that the enrollment of pupils in Iria-ini zone was low while 41% indicated that it was fair. The findings therefore show that the enrollment in the study area was unsatisfactory.

4.4.4 Percentage of Pre-school age Children Enrolled

Parents in the study were asked to indicate how many children who had achieved pre-school age had been enrolled in pre-school.

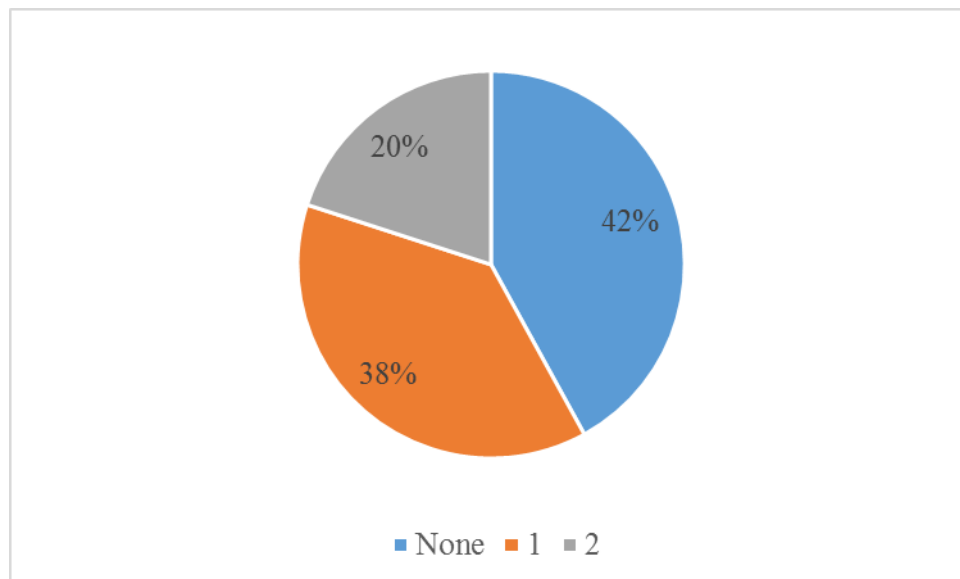


Figure 4.3 Percentage of pre-school age children enrolled

The findings show that 42% of the parents had not enrolled any of their children who had achieved the pre-school age. This is a further indication of the low enrollment of pre-school pupils in Iria-ini zone.

4.4.5 Parents' Rating of Pre-school Enrollment

The parents in the study were asked to rate the enrollment of pre-school children in Iria-ini zone.

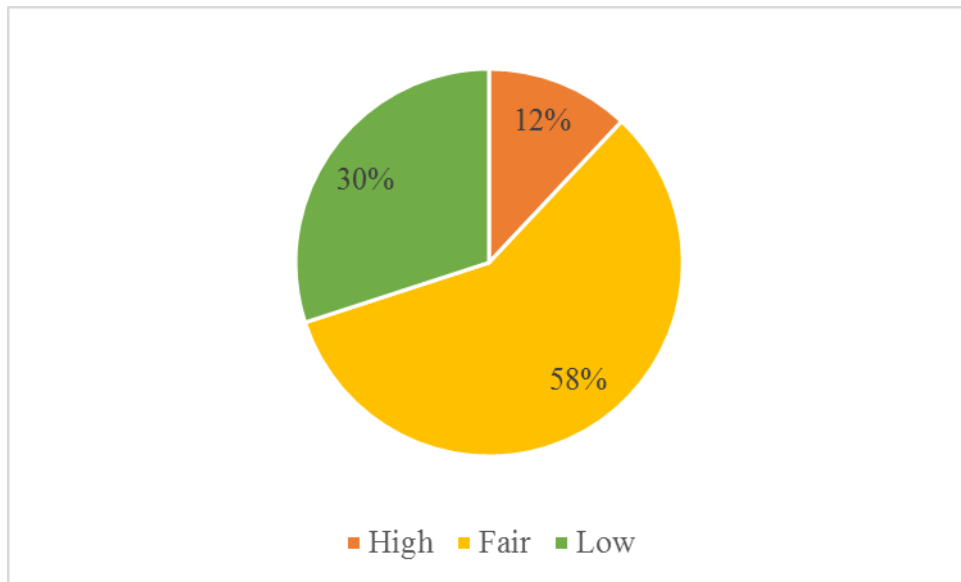


Figure 4.4 Parents' Rating of Pre-school Enrollment

The findings show that majority (58%) of parents felt that the enrollment was fair. This shows that the parents were aware that the enrollment of pre-school pupils was low.

4.5 Parental Attitudes Towards Pre-school

The study sought to establish the parental attitudes towards pre-school in Iria-ini zone. The findings would enable the study find out whether parental attitudes were a hindrance or an enabler of pre-school enrollment.

4.5.1 Parents' Attitude Towards Pre-School

To gauge parental attitudes towards pre-school, the parents in the study were asked to indicate how important they felt pre-school was

Table 4.4 Parents' Attitude Towards Pre-School

Rating	Frequency	Percentage
Very important	9	45
Important	6	30
Unimportant	5	25
Total	20	100

Majority (75%) of the parents in the study indicated that pre-school education was important to the child. This shows that majority of parents had a positive perception of pre-school education. The findings are however in contrast to those of Stark et al. (2012) who found that more parents tended to have a low opinion of pre-school education.

4.5.2 Parental Attitudes Towards Pre-school Enrollment

The teachers in the study were asked to indicate whether parents' attitudes towards pre-school encouraged or hindered pre-school enrollment.

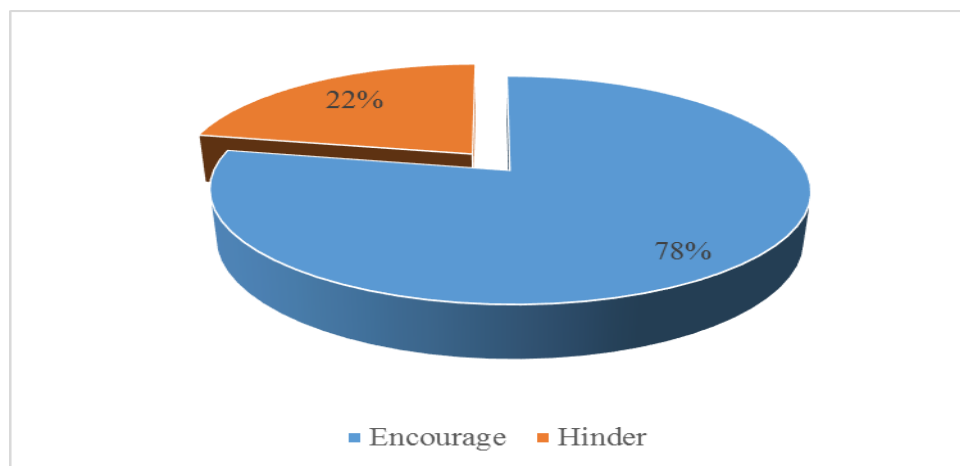


Figure 4.5 Effect of Parental Attitudes Towards Pre-school Enrollment

Majority (78%) of teachers in the study indicated that parents' attitudes encouraged pre-school enrollment. This is in contrast to Saadia (2010) who found that parents' had negative attitudes towards pre-school enrollment and this discouraged pre-school enrollment. Some of the reasons the teachers gave to support their answer included:

“Parents are always very eager to have their children go to school”

“Parents positive attitude makes parents enroll children in pre-school”

“Parents value pre-school so much as it is a place where their children are taken great care of as they go about their day to day activities”.

“Parents pay school levies promptly”

“Parents follow-up their children's performance”

4.5.3 Extent to Which Parents' Attitudes Affect Enrollment

The teachers in the study were asked to indicate the extent to which parents' attitude affected enrollment.

Table 4.5 Extent to Which Parents' Attitudes Affect Enrollment

Extent	Frequency	Percentage
Very large extent	16	43
Large extent	12	32
Small extent	9	25
Total	37	100

Findings in Table 4.5 indicate that majority (75%) of teachers believed that parents' attitudes towards pre-school education affected pre-school enrollment to a large extent. This shows that the teachers recognized the value of parental; attitude towards pre-school education. This is in

disagreement with Saadia (2010) who found that parents' had negative attitudes towards pre-school enrollment and this discouraged pre-school enrollment.

4.6 Economic Background and Pre-school Education

The study sought to establish how parent's economic background affected their children's enrollment in pre-school.

4.6.1 Parents' Responses on Economic Background and Pre-school Education

The parents in the study were asked to indicate how their economic background affected their children's enrollment in pre-school. As a whole the parents' indicated that they struggled to financially support pre-school education for their children because majority of them were unemployed. Some of the responses from the parents are captured below.

"I don't have enough money to buy uniform"

"The school fees is very high"

This shows that poor economic status was a challenge to enrollment of children in pre-school in Iria-ini zone. This finding is consistent with Johnson (2011) who found that poverty hinders children from acquiring education from pre-schools which provide a basis for lifelong learning

4.6.2 Parents' Economic Background and Pre-School Enrollment

The teachers in the study were asked to indicate whether parents' economic background affected their children's enrollment in pre-school.

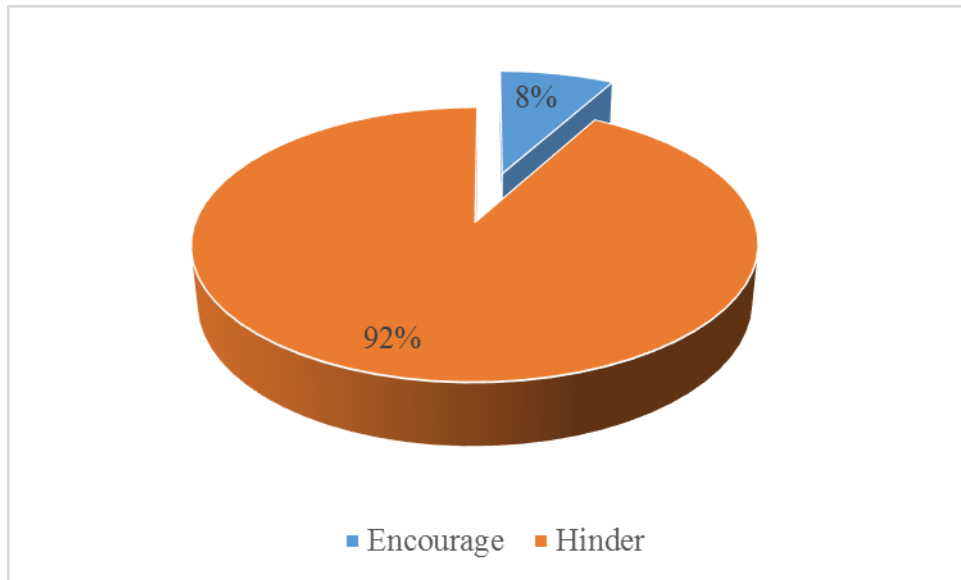


Figure 4.6 Children’s Economic Background and Pre-School Enrollment

An overwhelming number of teachers (92%) indicated that children’s economic background hindered pre-school enrollment. The teachers were asked to give a reason for their answer. Some of the responses are captured below:

“Parents are financially unstable”

“Lack of fees leads to late enrollment and parents tend to keep children at home”

“Some parents are unable to buy school uniform for their pupils”

“Some parents are unable to pay the school fees in time”

“Some children are never given enough learning materials”.

The responses show that poor socio-economic status of parents hindered optimal pre-school enrollment in the study area. The findings are therefore consistent with Akwach (2008) who

indicated that due to poverty and illiteracy, most communities/parents, and the disadvantaged in particular, have not been actively supporting the development of ECDE in Kenya.

4.6.3 Extent to Which Economic Background Affects Enrollment

The teachers were asked to indicate the extent to which children's parents economic background affected pre-school enrollment.

Table 4.6 Extent to Which Economic Background Affects Enrollment

Extent	Frequency	Percentage
Very large extent	18	49
Large extent	10	27
Small extent	9	24
Total	37	100

Majority (76%) of teachers indicated that children's economic background affected pre-school enrollment to a large extent. This shows that teachers in the study recognized the role of parents' socio-economic status on pre-school education. This finding is therefore in agreement with Ngeno (2012) who found that majority of parents preferred to keep their children at home until they attained the age of six years to join standard one and thereby qualifying them for free primary education. The parents did this to avoid pre-school fees payment, arguing that the government should provide for free pre-school education as well.

4.7 Teachers Qualification and Pre-school Enrollment

The study sought to establish the pre-school teachers' academic qualification and how it affected enrollment of children in pre-school in Iria-ini.

4.7.1 Number of Pre-school Teachers Per School

The study sought to find out the average number of pre-school teachers in the participating public pre-schools in Iria-ini zone.

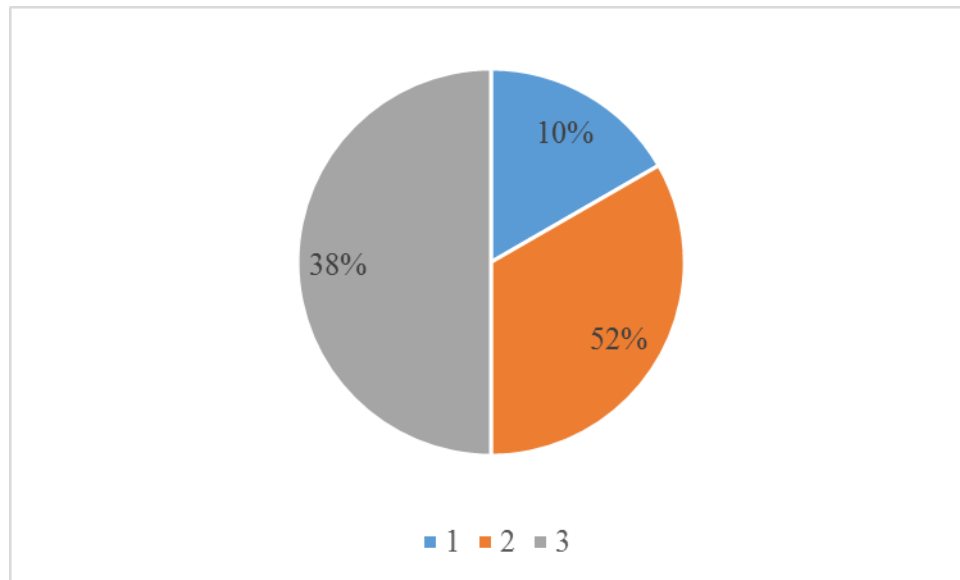


Figure 4.7 Number of Pre-school Teachers Per School

Majority (52%) of the respondents indicated that there are 2 pre-school teachers in their school. This shows that there was an adequate number of pre-school teachers in the study area considering the low enrollment and low average class size.

4.7.2 Rating of Teachers Academic Qualification

The teachers in the study were asked to rate the academic qualifications of the teachers in the pre-schools in Iria-ini zone.

Table 4.7 Rating of Teachers Academic Qualification

Rating	Frequency	Percentage
High	27	73
Fair	10	27
Total	37	100

Majority (73%) of respondents indicated that teachers' academic qualifications were high. This is supported by the data presented in Table 4.1 which show all the teachers and head teachers included in the study had acquired higher education with 41% being diploma holders and 21% having a bachelors' degree. The finding is in contrast to Lila (2012) who found that there is an acute shortage of qualified teachers in most of the ECD centers.

4.7.3 Teachers Academic Qualification and Enrollment

The teachers in the study were asked to indicate whether teachers' qualification encouraged or hindered pre-school enrollment.

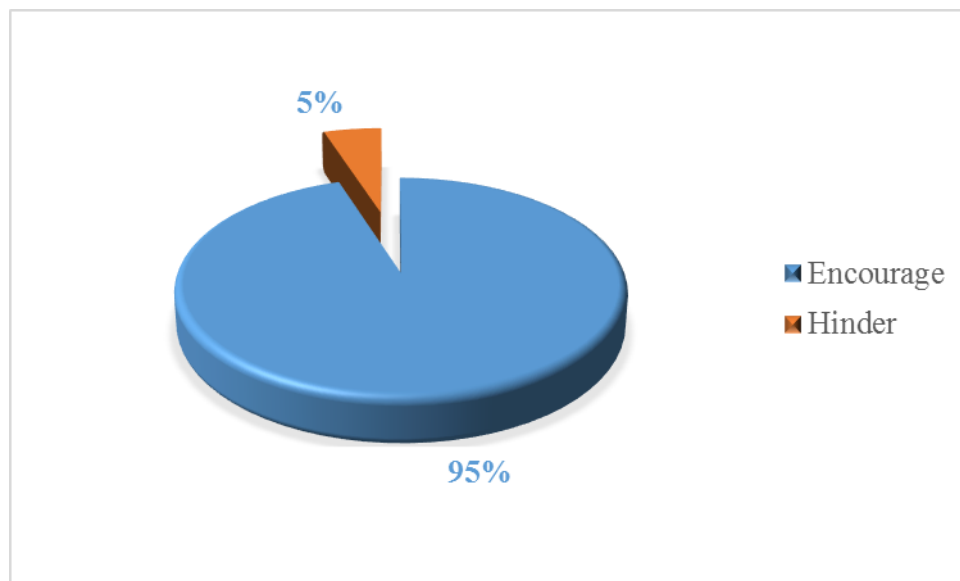


Figure 4.8 Teachers Academic Qualification and Enrollment

An overwhelming number (95%) of respondents indicated that teachers' qualifications encouraged pre-school enrollment. The teachers were further asked to provide reasons for their answer. Some of the reasons are presented below:

“If a teacher is qualified they provide quality education hence the parents' confidence is enhanced”.

“Teachers have the skills and knowledge of handling the children”.

“Teachers are trained and qualified. They have experience in handling children”.

This shows that teachers’ qualifications were important for pre-school enrollment. This finding is in disagreement with Wangechi (2014) who found that a great challenge to pre-school education is the teachers; most teachers are untrained and have a misconception or lack of knowledge about early childhood development and care.

4.7.4 Parents’ Responses on Teachers’ Qualification and Pre-school Enrollment

Parents in the study were asked to explain how teachers’ qualifications affect enrollment in pre-school. Some of their responses are captured below

“Pre-school teachers are friendly to parents”

“Teachers encourage parents to enroll their children who are of age”

“Teachers are supportive of slow learning children”

The findings show that teachers were qualified in both handling parents and pre-school children. The teachers’ qualification therefore enabled higher enrollment.

4.7.5 Extent to Which Teachers’ Qualification Affects Pre-School Enrollment

Teachers in the study were asked to indicate the extent to which teachers’ qualification affects enrollment in pre-school.

Table 4.8 Extent to Which Teachers’ Qualification Affects Pre-School Enrollment

Extent	Frequency	Percentage
Very large extent	30	81
Large extent	5	14
Small extent	2	5
Total	37	100

An overwhelming number (95%) of respondents indicated that teachers' qualification affected pre-school enrollment to a very large extent. This shows that teachers recognized their role as an important enabler of pre-school enrollment. This finding is consistent with Campbell et al. (2002) who found that pre-school teachers contribute immensely to the well-being and development of children.

4.8 School Feeding Program

The study sought to find out if the pre-schools in the study area had a feeding program and establish how this affected pre-school enrollment.

4.8.1 Presence of a Feeding Program

The teachers in the study were asked whether their school had a school feeding program. All (100%) teachers indicated that their schools had a feeding program. This shows that all pre-schools in Iria-ini zone had a feeding program. The teachers were further asked to explain how the feeding program worked. Some of the teacher's responses included:

“The parents contribute money for running the program”.

“Pupils take porridge at 10 am and lunch at 12 pm which is beans and rice”

The findings therefore show that schools in Iria-ini Zone had a comprehensive school feeding programme that covered both snacks and lunch. This finding is in disagreement with Mbugua (2013) who found that feeding programmes were only available in private pre-schools. The finding is also in disagreement with Akwach (2008) who indicated that all public and community pre-schools, except those with school feeding programs supported by MOE/World Food Program/UNICEF had no formal school-based feeding program, leave alone snack/hot enriched porridge.

4.8.2 School Feeding Program and Pre-School Enrollment

The teachers in the study were asked whether feeding programs encouraged or hindered pre-school enrollment. All the teachers (100%) indicated that school feeding programs encouraged pre-school enrollment. The teachers were asked to explain the reason behind their answer and some of the responses they gave included

“Parents support the program and even encourage others to enroll their children”.

“Pupils enjoy taking meals together and this encourages them to come to school”.

“Children enjoy when they eat together and compete”.

This shows that school feeding programs were appreciated by the children and promoted enrollment of children. This is in agreement with Munyiri (2010) who concluded that the programme improved the attendance and enrolment of pre-schoolers.

4.8.3 Parents Responses on School Feeding Program and Pre-School Enrollment

The parents in the study were asked how the school feeding program affected enrollment of children in the pre-schools in the study area. Some of their responses included:

“Learners’ enrollment is improved since the learners are always attracted by the meals they take”

“Feeding programmes give the parent assurance that the child is eating and is being taken care of the whole day”.

The findings show that parents appreciated the school feeding program and were encouraged to enroll their children because of it. This is consistent with He (2009) who found that a school

feeding programme may encourage parents to enroll children early on and encourage regular attendance.

4.8.4 Extent to Which School Feeding Affects Enrollment

The teachers in the study were asked to rate the extent to which school feeding programme affected enrollment

Table 4.9 Extent to Which School Feeding Programmes Affect Enrollment

Extent	Frequency	Percentage
Very large extent	24	65
Large extent	10	27
Small extent	3	8
Total	37	100

Majority (92%) of teachers indicated that school feeding programme affected pre-school enrollment to a very large extent. This shows that the teachers recognized school feeding programmes as an important tool for enrollment of children to pre-school. This finding is consistent with World Food Program (2004) who found that school feeding has become an effective strategy in increasing school enrollment.

4.9 Factors Encouraging Pre-School Enrollment

The study also sought to find out which factors in general encouraged enrollment of children in pre-schools in Iriai-ini zone.

4.9.1 Teachers Responses on Factors Encouraging Pre-School Enrollment

The teachers in the study were also asked to name three factors that they considered as encouraging pre-school enrollment in Iria-ini zone.

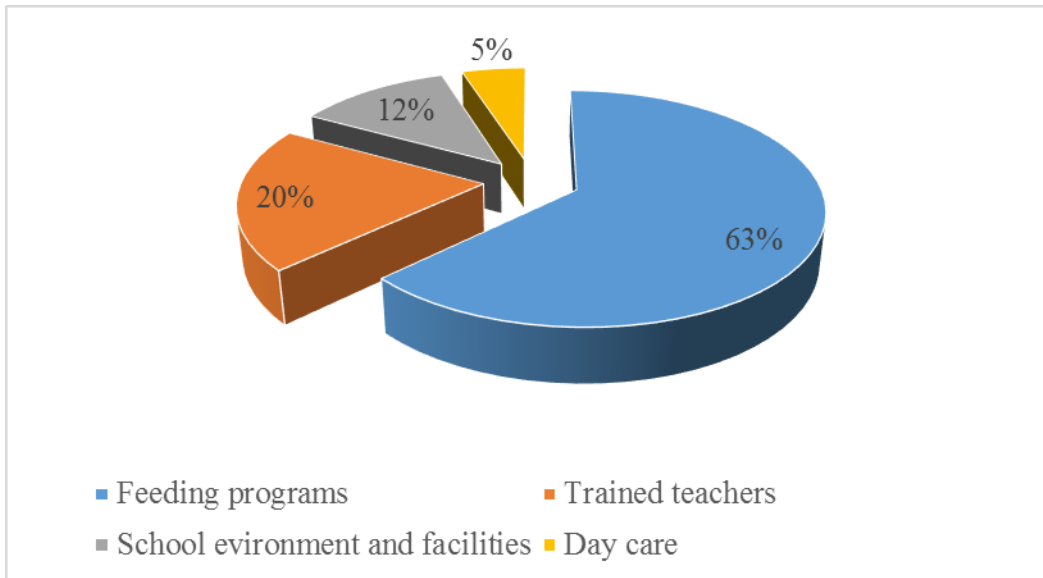


Figure 4.9 Teachers Responses on Factors Encouraging Pre-School Enrollment

School feeding program was mentioned by majority (63%) of the teachers as a factor that encouraged pre-school enrollment in Iria-ini zone. Others were the presence of trained teachers, school facilities such as learning and playing materials as shown in Figure 4.9. The findings therefore show that school feeding is very important in pre-school enrollment. This finding is in agreement with Munyiri (2010) who concluded that the programme improved the attendance and enrolment of pre-schoolers.

4.9.2 Parents' Responses on Factors Encouraging Pre-School Enrollment

Parents in the study were asked to name three factors which they believed encouraged parents to enroll their children in pre-schools

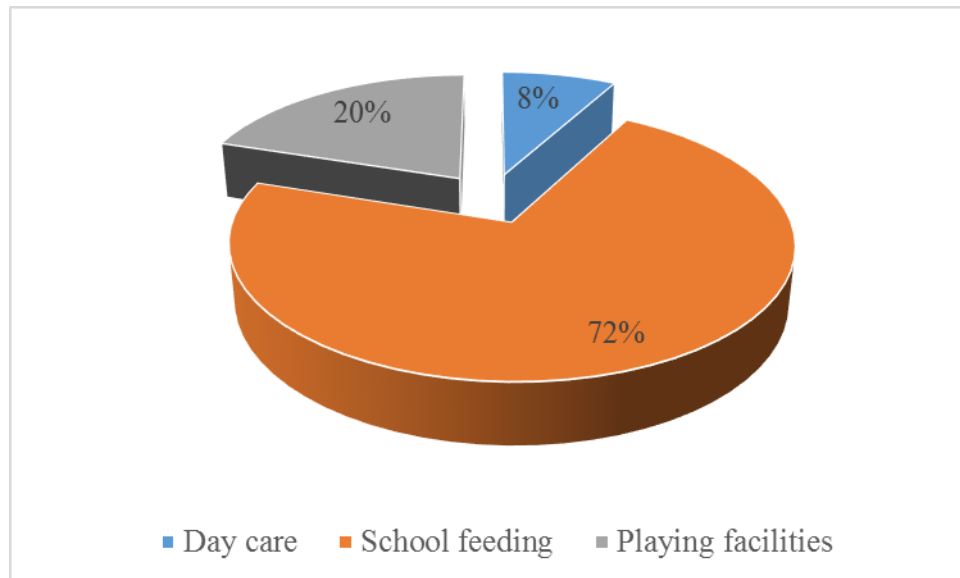


Figure 4.10 Parents' Responses on Factors Encouraging Pre-School Enrollment

School feeding was mentioned by majority (72%) of the parents as one of the factors which they believed encouraged parents to enroll their children in pre-schools. This shows that parents appreciated the school feeding program and it encourages them to enroll their children in pre-school. This finding is therefore in agreement with World Food Program (2004) who found that school feeding has become an effective strategy in increasing school enrollment.

4.10 Factors Hindering Pre-School Enrollment

The study sought to identify the challenges faced by pre-schools in enrollment of children.

4.10.1 Teachers' Responses on Factors Hindering Pre-School Enrollment

The teachers were asked to name three factors which the teachers considered as hindering pre-school enrollment.

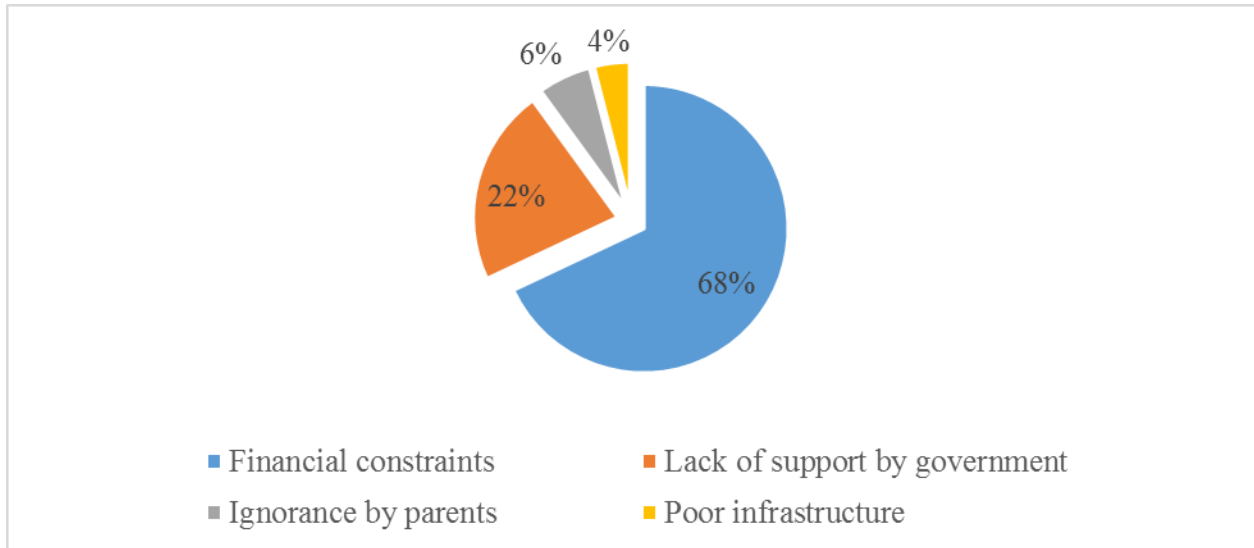


Figure 4.11 Teachers' Responses on Factors Hindering Pre-School Enrollment

Financial constraints were named by majority (68%) of respondents as a factor hindering pre-school enrollment. This may have been compounded by the lack of support from the government as indicated in Figure 4.11 and parent's poor economic status. This finding is therefore in agreement with Johnson (2011) who found that poverty hinders children from acquiring education from pre-schools which provide a basis for lifelong learning. The findings are also in agreement with Gakunga (2013) who established that there is low enrollment rate of children in Early Childhood Education Institutions in Thogoto and Karai Zones of Kikuyu District due to

some highlighted factors such as poor infrastructure and parents' ignorance on the importance of Early Childhood Education,

4.10.2 Parents Responses on Factors Hindering Pre-School Enrollment

The parents' in the study were asked to cite three factors they believed hindered parents from enrolling their children in pre-schools

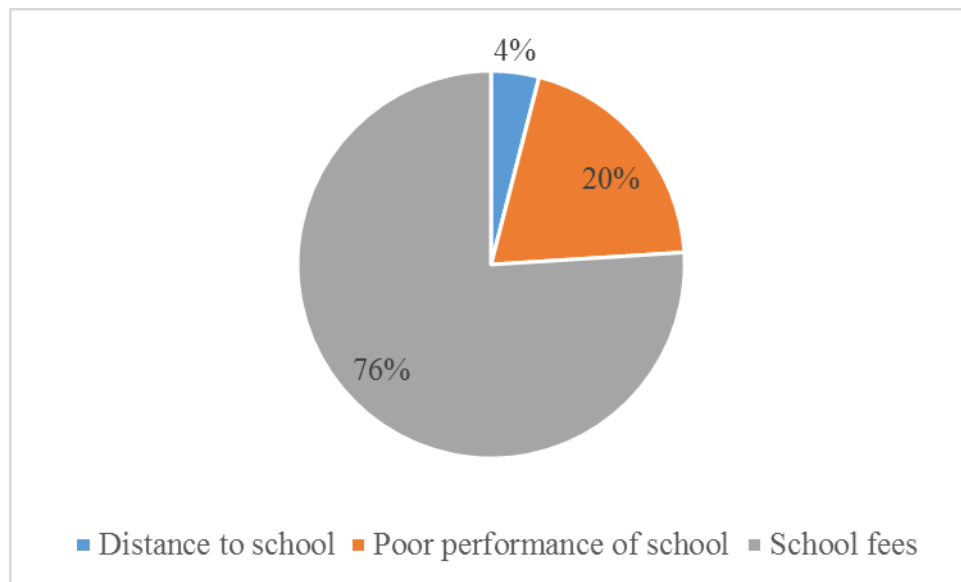


Figure 4.12 Parents Responses on Factors Hindering Pre-School Enrollment

Majority of parents (76%) in the study stated that lack of school fees was a major hindrance to enrolling children in pre-school. This shows that economic background of the child was a major challenge to pre-school enrolment since majority of parents were of poor economic status. The findings are therefore consistent with Akwach (2008) who indicated that due to poverty and illiteracy, most communities/parents, and the disadvantaged in particular, have not been actively supporting the development of ECDE in Kenya.

4.11 Suggestions to Improve Pre-School Enrollment

The study sought to get suggestions from both the teachers and parents on ways to enhance pre-school enrollment.

4.11.1 Teachers' Suggestions on how to Improve Pre-School Enrollment

Teachers in the study were asked to suggest ways to enhance pre-school enrollment. Their views are presented in Table 4.10.

Table 4.10 Teachers' Suggestions to Improve Pre-School Enrollment

Suggestion	Frequency	Percentage
Employ more teachers	18	49
Improve remuneration of teachers	13	35
Support feeding programme	15	41
Extend free education to pre-school	16	43
Government to provide learning materials	11	30
Sensitization of parents	6	16

**Multiple suggestions were allowed per respondent

Findings in Table 4.10 indicated that 49% of teachers recommended that the schools should employ more pre-school teachers. 43% indicated that free primary education should be extended to include pre-school. A further 41% of the teachers suggested that the school feeding programme should be supported by the government. The finding is in agreement with Maina (2015) who established that challenges that influenced effective pre-primary school curriculum implementation in schools included; Human resource ECDE qualification, lack of enough finances and facilities, heavy workload for teachers, lack of managerial skills and emerging issues.

4.11.2 Parents' Suggestions on how to Improve Pre-School Enrollment

Parents in the study were asked to suggest ways to enhance pre-school enrollment. Their views are presented in Table 4.11.

Table 4.11 Parents' Suggestions on how to Improve Pre-School Enrollment

Suggestion	Frequency	Percentage
Free education	32	86
Government to provide learning materials	26	70
Improve school infrastructure	11	30

**Multiple suggestions were allowed per respondent

Majority (86%) of parents indicated that free education should include those in pre-school to enhance pre-school enrollment. In addition, 70% of parents indicated that the government should provide learning materials. This is further evidence that economic background was a hindrance to pre-school-enrollment. This finding is consistent with that of Pekethu (2015) who found that majority of children were not participating in pre-school activities effectively due to their parents' inability to meet financial requirements of the school. The finding is also in agreement with Habumuremyi (2015) finding that parents' income was very low which makes them unable to enroll children in pre-school.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study. The conclusion of the study as well as recommendations for policy and practices are also presented.

5.2 Summary

The purpose of this exploratory study was to establish the determinants of children's enrollment in selected public pre-schools in Iria-Ini Zone, Nyeri County. This section presents a summary of the major findings of the study.

5.2.1 Factors Hindering Pre-School Enrollment

An overwhelming number of teachers indicated that children's economic background hindered pre-school enrollment. As a whole the parents' indicated that they struggled to financially support pre-school education for their children because majority of them were unemployed. Financial constraints were selected by majority of respondents as a factor hindering pre-school enrollment. Majority of in the study stated that lack of school fees was a major hindrance to enrolling children in pre-school. Other hindrances mentioned by teachers were ignorance by parents, lack of support by government and poor infrastructure. Other hindrances mentioned by parents included distance to school and poor performance of the schools.

5.2.2 Factors Encouraging Pre-School Enrollment

Majority of teachers in the study indicated that parents' attitudes encouraged pre-school enrollment. An overwhelming number of respondents indicated that teachers' qualifications encouraged pre-school enrollment. All the teachers indicated that school feeding program

encouraged pre-school enrollment. School feeding program was selected by majority of the teachers as a factor that encouraged pre-school enrollment in Iria-ini zone. Others were the presence of trained teachers, school facilities such as learning and playing materials. School feeding was selected by of the parents as one of the factors which they believed encouraged parents to enroll their children in pre-schools. Other factors mentioned by parents were playing facilities and a day care services provided by pre-schools.

5.2.3 Stakeholders' Views on How Pre-School Enrollment Can be Improved

The study found that most of teachers recommended that the schools should employ more pre-school teachers. Most indicated that free primary education should be extended to include pre-school. Most of the teachers suggested that the school feeding programme should be supported by the government. Majority of parents indicated that free education should include those in pre-school to enhance pre-school enrollment. In addition majority of parents indicated that the government should provide learning materials. This is further evidence that economic background was a hindrance to pre-school-enrollment.

5.3 Conclusion

The study concludes that children's economic background is the major factor hindering pre-school enrollment. Parents are required to pay school fees, buy uniform and learning materials for their children and pay other school levies. Parents also incur other related costs such as paying for transport for their children for the parents who don't live close to the school. These costs are a burden to many parents who unfortunately are of poor socio-economic status. The study also concludes that school feeding program is the major encouraging factor for pre-school enrollment. The pre-school children were offered porridge at break time and rice with beans at lunchtime. The school feeding program encouraged enrollment because the parents were

comfortable knowing that their child's meals were taken care of for the day. For some poor families, the school feeding programme was their only source of food for the child. In addition, children enjoyed having meals together and therefore looked forward to the school day and this encouraged not only enrollment but also retention. Other factors encouraging enrollment were the qualification of teachers, playing facilities and day care services.

5.4 Recommendations

Based on the findings of the study, the researcher came up with the following recommendations:

- i. The government should include pre-schools into free primary education and financially support the school feeding program. This will significantly reduce the costs incurred by parents' thereby encouraging increased enrollment.
- ii. The Teachers Service Commission should employ the pre-school teachers. This will enhance the quality of teachers since only trained teachers will be employed. This will also motivate the teachers since they will be employed on permanent and pensionable terms and will enjoy the benefits that come with that status. Employment of pre-school teachers will also ease the financial burden of schools to pay the teachers thereby parents will benefit through reduced levies.
- iii. Schools should improve infrastructure on such areas as playing and learning materials. This can be done by having strong alumni organizations where students who passed through the same schools are encouraged to give back to the school by contributing financially or providing materials such as swings, books or desks to improve infrastructure and enhance pre-school enrollment.

5.5 Suggestions for Further Study

This study focused on Iria-ini zone which is a rural area, a similar study should be carried out in a peri-urban or an urban area for comparative purposes. The study found that some parents did not enroll their pre-school age children in the pre-schools because they felt that the schools were performing poorly. This should be explored further by future studies.

REFERENCES

- Akwach, O. (2008). *Technical Support for the Development of an Implementation Strategy for ECD Element of the National ECD Policy Framework and ECD Service Standard Guidelines*. Nairobi: Own & Associates: Centre For Research & Development.
- Bitok, E. C. (2013). *Factors Affecting the Adoption of Thematic Approach in Teaching in Early Childhood Development and Education Centers: A Case of Eldoret Municipality, Kenya*. (Unpublished Master's Thesis). Moi University, Eldoret.
- Black, M. M., Hess, C. R., & Berenson-Howard, J. (2000). Toddlers from Low-Income Families Have Below Normal Mental, Motor, and Behavior Scores on the Revised Bayley Scales. *Journal of Applied Developmental Psychology*. 2000;21:655–666. Doi: 10.1016/S0193-3973(00)00059-9.
- Borg, W. R., and Gall, J. P., (1996). *Educational Research: An Introduction* (6th Ed.). White Plains, NY: Longman Publishers.
- Bundy, D., Burbano, C., Grosh, M., Gelli, A., Jukes, M., & Drake, L. (2009). *Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector*. Washington, DC: World Food Programme and the World Bank.
- Bureau of Labor Statistics. (2014). *Pre-School Teachers*. Retrieved August 20th 2014, from U.S. Bureau of Labor Statistics: [Http://Www.Bls.Gov/Ooh/Education-Training-And-Library/Pre-School-Teachers.Htm](http://www.bls.gov/ooh/education-training-and-library/pre-school-teachers.htm)

- Bwajuma, A. M. (2000). *A Study of Madrassa Integrated Pre Schools. Case Study of Madarassa District*. (Unpublished Masters of Education Thesis). Kenyatta University, Kenya.
- Campbell, F. A., Pungello, E. P., Miller-Johnson, S., Burchinal, M. & Ramey, C. T. (2002). the Development of Cognitive and Academic Abilities: Growth Curves from An Early Childhood Educational Experiment. *Developmental Psychology*, 37(2), 231-242.
- Chau, M., & Ayana, D. H. (2006). *Parents' Low Education Leads to Low Income, Despite Full Time Employment*. (Unpublished Doctoral Thesis). Columbia University, New York.
- Child Trends. (2012). *Early Childhood Program Enrollment*. Retrieved August 25th 2014, from [Http://Www.Childtrends.Org/?Indicators=Early-Childhood-Program-Enrollment](http://www.childtrends.org/?Indicators=Early-Childhood-Program-Enrollment)
- Clifford, C. (2007, June 24). *Lack of Education...the Root of Children's Rights Violations?* Retrieved May 10, 2014, from Foreign Policy Association: [Http://Foreignpolicyblogs.Com/2007/06/24/194/](http://foreignpolicyblogs.com/2007/06/24/194/)
- Coleman J.S., Campbell E.Q., Hobson C.J., Mcpartland F., Mood A.M. & Weinfeld F.D. (1996)“*Equality of Educational Opportunity*.” U.S. Government Printing Office, Washington DC.
- Convention on the Rights of the Child (CRC). (1989). Art. 24, Nov. 20, 1989, 1577 U.N.T.S. 3.
- Creswell, J. (2012).*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4thed.).Upper Saddle River, NJ: Pearson Education.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd Ed.). Thousand Oaks,. CA: Sage.

- Curtis, A. (2000). *A Curriculum For the Pre-School Child, Learning to Learn*. London: Routhedge.
- Desai, S., Amaresh D., Joshi, B.L., Abusaleh Shariff, M. S., & Vanneman, R. (2010). *India Human Development in India: Challenges For A Society in Transition*. New Delhi: Oxford University Press.
- Dewey J., Husted, T. A., Kenny, L. W. (2000), the Ineffectiveness of School Inputs: A Product of Misspecification?, *Economics of Education Review*, 19 (1), 27-45.
- District Education Office, Nyeri South (2013). Pre-School Enrollment
- Enon, J.C (1998). *Educational Research, Statistics and Measurement*. (Unpublished Masters of Education Thesis). Makerere University, Kampala.
- Gakii, E. (2003). *Pre-School Teacher Factors That Influence Enrollment Into the Pre-School*. (Unpublished Masters of Education Thesis). Kenyatta University, Kenya.
- Gakunga, D. K. (2013). *Factors Influencing Children Enrollment in Pre-School in Kenya*. Nairobi: Lambert Academic Publishing.
- Gilbert, J. (2001). *Clear Speech from the Start*. New York: Cambridge University Press.
- Grantham-Mcgregor, S., Cheung, J. B., & Cueto, S. (2007). Child Development in Developing Countries 1: Developmental Potential in the First 5 Years For Children in Developing Countries. *Lancet (North American Edition)*, 369, 60 – 70.

- Gulled, A. M. (2011). *Effects of School Feeding Program on Access and Retention Among School Pupils in Nomadic Families in Wajir District, Kenya* . (Unpublished Masters Thesis). University of Nairobi, Nairobi.
- Habumuremyi, J. M. (2015). *Family and School Factors Contributing to Low Pre-School Enrolment in Burera District, Northern Province, Rwanda*. (Unpublished Master's Thesis). Kenyatta Univeristy, Nairobi.
- Halle, T., Forry, N., Hair, E., Perper, K., Wandner, L., Wessel, J., & Vick, J. (2009). *Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study–Birth Cohort (ECLS–B)*. Washington, DC: Child Trends
- He, F. (2009). “*School Feeding Programs and Enrollment: Evidence from Sri Lanka*.” (Unpublished Manuscript). Columbia University, New York.
- Hogg, M. & Vaughan, G. (2005) *Social Psychology* (4th Edition) Prentice Hall: London
- Hoxby, C. (1999). *The Productivity of Schools and Other Local Public Goods Providers*, NBER Working Paper No. 6911, Cambridge.
- Johnson, A. N. (2011). *A Study of Factors Influencing Children Enrolment in Pre-School Education in Thogoto and Karai Zones in Kikuyu Division, Kikuyu District, Kiambu County – Kenya* . (Unpublished Masters Thesis). University of Nairobi, Nairobi.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), 14-26.

- Kenya Open Data Survey. (2014). *County Data Sheet: Nyeri*. Retrieved June 12th 2014, from Kenya Open Data Survey: <https://opendata.go.ke/facet/counties/nyeri>
- Kothari C (2004). *Research Methodology: Methods and Techniques, 2nd Edition*. New Age International Publishers, New Delhi, India.
- Kuria, S. W. (2014). *Rate of Access and Retention of Children in Public Pre-schools: A Case of Isinya Sub-County, Kenya*. (Unpublished Master's Thesis). Kenyatta University, Nairobi.
- Lamy, C. E. (2013). How Pre-School Fights Poverty. *Faces of Poverty* , 32-36.
- Lila, G. (2012). *the State of Early Childhood Education in Uganda*. Retrieved 2014, from New Vision: <http://www.newvision.co.ug/mobile/detail.aspx?newsid=630983&catid=413>
- Maina, J. G. (2015). *Factors Influencing Effective Implementation of Curriculum in Pre-Primary Schools Managed By Presbyterian Church of East Africa Kikuyu Sub-County, Kenya*. (Unpublished Master's Thesis). Kenyatta University, Nairobi.
- Mbugua, K. W. (2013). *Factors Influencing Children's Access to Early Childhood Development Education Centers in Nyandarua South District, Kenya*. University of Nairobi: Nairobi
- Mugenda, A., & Mugenda, B. (2010). *Research Methods Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.
- Mungai, J. (2004). *Foreword to the Secondary Education Development Plan*. United Republic of Tanzania, Dar Es Salaam: Global Publishers

- Munyiri, L. M. (2010). *the Impact of School Feeding Programme on Performance of Pre-School Children in Kikuyu District – Central Province*. (Unpublished Masters Thesis). University of Nairobi, Nairobi.
- Murugi, O. J. (2013). *Factors Influencing Participation of Children in the Early Childhood Development Education Programme; A Case of Bungoma South District Bungoma County- Kenya*. (Unpublished Masters Thesis). University of Nairobi, Nairobi.
- Murungi, C. G. (2012). *Pre-School Teacher Factors That Influence the Teacher-Child Relationships in Miriga Meru Divisions, Meru Central District, Kenya*. (Unpublished Master's Thesis). Kenyatta University, Nairobi.
- Murungi, C. G. (2013). Reasons For Low Enrolments in Early Childhood Education in Kenya: the Parental Perspective. *International Journal of Education and Research*, Vol. 1 No. 5 May 2013. Retrived August 20, 2014, from Www.Ijern.Com/Images/May-2013/34.Pdf
- National Research Council and Institute of Medicine (NRCIM). (2000). *from Neurons to Neighborhoods: the Science of Early Child Development*. Committee on Integrating the Science of Early Childhood Development. J. P. Shonkoff & D. A. Phillips, Eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy
- Ncabira, M. (2005). *Factors Affecting Students' Access and Enrolment in Secondary School Education, Meru Central District, Kenya*. Nairobi: (Unpublished M.Ed Thesis). Kenyatta University, Nairobi.

- Ng'eno, S. C. (2012). *Influence of Parental Characteristics on Enrolment of Pre-School Children in Kuresoi Division, Nakuru County, Kenya*. (Unpublished Masters Thesis). University of Nairobi, Nairobi.
- Nyhan, P. (2013, June 24). *in Washington, 1 in 6 Children Live in Poverty, Pre-School Enrollment Below National Level*. Retrieved July 10, 2014, from Thrivebyfive: [Http://Thrivebyfivewa.Org/2013/06/24/In-Washington-1-In-6-Children-Live-In-Poverty-Pre-School-Enrollment-Below-National-Level/](http://thrivebyfive.org/2013/06/24/in-washington-1-in-6-children-live-in-poverty-pre-school-enrollment-below-national-level/)
- Odinga, A. R. (2013). *Effects of Feeding Programme on the Enrolment of Pre-School Children in Kibera Slums, Nairobi County*. (Unpublished Masters Thesis). University of Nairobi, Nairobi.
- Orodho, J. (2005) *Education and Social Sciences Research Methods*. Nairobi:Harlifax Printers
- Ouma, D. (2015). *An Investigation Into the Provision of Guidance and Counseling Services By Pre-School Teachers in Kasarani Division, Nairobi County, Kenya*. (Unpublished Masters Thesis). Kenyatta University, Nairobi.
- Pekethu, N. M. (2015). *Influence of Parental and School Characteristics on Pre-school Participation in Mlolongo Slum, Athi River District, Machakos County, Kenya*. (Unpublished Master's Thesis). Kenyatta University, Nairobi.
- Psacharopoulos, G., & Woodhall, M. (1985), *Education for Development*. New York: Oxford University Press.
- Qadiri, F., & Manhas, S. (2009). Parental Perception Towards Pre-School Education Imparted At Early Childhood Education Centers. *Stud Home Comm Sci*, 3(1): 19-24

- Republic of Kenya, Ministry of Education, (2006). *National Early Childhood Development Policy Framework*. Nairobi, Kenya.
- Reynolds, A. J., Temple, J. A., & Ou, S. R. (2010). *Pre-School Education, Educational Attainment, and Crime Prevention: Contributions of Cognitive and Non-Cognitive Skills*. *Children and Youth Services Review*, 32, 1054 – 1063.
- Rose, P. (2012, April 19). *Children Who Need Pre-School Most Are Missing Out*. Retrieved June 14, 2014, Fromworldeducation Blog:
[Http://Efareport.Wordpress.Com/2012/04/19/Children-Who-Need-Pre-School-Most-Are-Missing-Out/](http://Efareport.Wordpress.Com/2012/04/19/Children-Who-Need-Pre-School-Most-Are-Missing-Out/)
- Saadia, A. K. (2010). *Parents Characteristics and Their Effects on Retention of Girls in Childhood Development Centres: (Unpublished Masters Thesis)*. University of Nairobi, Nairobi.
- Sammons, P. (2007) *School Effectiveness and Equity: Making Connections*. Executive Summary. Cfbt: New York
- Schanzenbach, D. W. (2009). “Do School Lunches Contribute to Childhood Obesity?” *Journal of Human Resources* 44(3): 684-709.
- Stark, R., Gordon-Burns, D., Purdue, K., Rarere-Briggs, B., & Turnock, K. (2012). Other Parents’ Perceptions of Disability and Inclusion in Early. *He Kupu*, 4-18.
- UNESCO (2000): *the World Education Forum, Education For All, By the Year 2015*, Dakar, Senegal.

UNESCO (2005). Policy Review Report: Early Childhood Care and Education in Kenya. Early Childhood and Family Policy Series. UNESCO

UNICEF (1990). *First Call For Children*. New York: UNICEF

UNICEF. (2014). *Kenya: Statistics*. Retrieved May 20, 2014, from [Http://Www.Unicef.Org/Infobycountry/Kenya_Statistics.Html#117](http://www.unicef.org/infobycountry/kenya_statistics.html#117)

Uvwavi, A. L. (2013). *Working Conditions and Their Relationship to the Level of Motivation of Pre-School Teachers in Kegonga Division, Kuria East District*. (Unpublished Doctoral Dissertation). Kenyatta Univeristy, Nairobi.

Venkatesan, S. (2013). *Parents' Opinions on Prevailing Practices in Pre-School Education*. Manasagangotri, Mysore: All India Institute of Speech and Hearing.

Wangechi, H. (2014). *The Neglected System: Early Childhood Development and Education in Kenya*. Nairobi: Africanewsnet.

WFP. (2004). *School Feeding Programs: Why They Should Be Scaled Up Now*. New York: WFP.

World Food Programme (WFP). (2008). "2008 Figures on WFP School Feeding Programmes." WFP: New York.

Zakarian, N. E. (2009). Parents' Perceptions About An Early Childhood Program: Analysis of Parents' Focus Group Discussions. Unpublished Doctoral Dissertation: Lesley University

APPENDICES

APPENDIX I: CONSENT FORM

My name is Joel Kihia. I am a Master of Education student at Kenyatta University. I am currently conducting a study to establish the determinants of children's enrollment in selected public pre-schools in Iria-Ini Zone, Nyeri County. I would like to ask you some questions related to enrollment of pre-school children.

The decision to participate in this study or not is completely voluntary and will not in any way affect you. You may decline to answer any question or part of the question if not comfortable with it. You may also stop the interview at any stage. I however encourage you to answer the questions as the information gathered will be useful in the improvement of pre-school education. The information you provide will be confidential and will not be used for any other purpose other than this study. Further, your identity will remain completely confidential.

Do you have any questions?

Do I have your permission to continue with the interview? Yes..... No.....

Interviewee signature.....Date.____/____/2015

Witness signature _____ Date.____/____/2015

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

The objective of this questionnaire is to collect data on determinants of children's enrollment in selected public pre-schools in Iria-Ini Zone, Nyeri County. Kindly read the items carefully and provide a response that best represents your opinion. To provide confidentiality, do not indicate your name on the questionnaire. The questionnaire has several sections. Please answer accordingly with a tick in the provided gaps.

Section A: Background information

1. What is your gender?

- Male
- Female

2. How old are you?

- 20 – 30 years
- 31- 40 years
- 41- 50 years
- 51 – 60 years

3. What is your highest level of education?

- KCSE
- ECD certificate
- Diploma
- Undergraduate
- Degree
- Post graduate Degree

4. What is your position in this school?

Head teacher

Teacher

5. How long have you held this position?

Less than one year

1 – 5 years

6 – 10 years

11 – 15 years

16 – 20 years

Over 20 years

Section B: Enrollment of pupils in pre-schools

6. Please indicate the number of pupils enrolled in pre-school in the following years

Year	Boys	Girls	Total
2014			
2013			
2012			
2011			

7. On average, how many pupils do you have in a class per term?

.....

8. How would you rate the enrollment in pre-school?

Very high

High

Moderate/fair

Low

Very low

Section C: Parents attitudes towards pre-school

9. Do the parents' attitudes towards pre-school encourage or hinder pre-school enrollment?

Encourage

Hinder

Give reasons for your answer

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

10. To what extent does parents' attitude towards pre-school affect enrollment in ECDE?

- A very large extent
- Large extent
- Uncertain
- Small extent
- Very small extent

Section D: Economic background and pre-school education

11. Does the children's parents' economic background encourage or hinder pre-school enrollment?

- Encourage
- Hinder

Give reasons for your answer

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

12. To what extent does the economic background affect enrollment in pre-school?

- A very large extent
- Large extent
- Uncertain
- Small extent
- Very small extent

Section E: Teachers qualification

13. How many pre-school teachers do you have in the pre-school?

14. How would you rate their academic qualifications?

- Very high
- High
- Moderate/fair
- Low
- Very low

15. Does the teachers' qualifications encourage or hinder pre-school enrollment?

- Encourage
- Hinder

Give reasons for your answer

.....

.....

.....

16. To what extent would you say teachers' qualification affects enrollment in pre-school?

- A very large extent
- Large extent
- Uncertain
- Small extent
- Very small extent

Section F: School feeding program

17. Does the pre-school have a feeding program?

- Yes
- No

18. If yes in (17) please describe how the program functions

.....

.....

.....

19. If no in (17) give reasons why there is no feeding program

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

20. Do school feeding programs encourage or hinder pre-school enrollment?

Encourage

Hinder

Give reasons for your answer

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

21. To what extent would you say the school feeding programme affects enrollment in pre-school?

A very large extent

Large extent

Uncertain

Small extent

Very small extent

22. Explain how the school feeding programme affects enrollment in pre-school

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

23. Which three factors do you consider as encouraging pre-school enrollment most in Iria-ini zone?

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

24. Which three factors do you consider as hindering pre-school enrollment most in Iria-ini zone?

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

25. What can be done to improve the enrollment in pre-school?

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

APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS

You are kindly requested to participate in the research by responding to the questions. The information you give will be treated confidentially.

1. Gender.....
2. Age.....years
2. What is your highest level of education?
3. What is your marital status?
4. What is your occupation?
5. How many children do you have?
6. How many of your children are between the ages of 3 years and 6 years?
7. a) How many of your children between the ages of 3 years and 6 years are enrolled in pre-school?
- b) Why are some of your children not enrolled in pre-school?
8. How would you rate the enrollment in pre-school in the area?
9. In your view, how important is pre-school education?
 - Very important
 - Important
 - Unimportant

10. What factors are responsible for the enrollment?
11. How does parents' economic background affect pre-school enrollment?
12. How does teachers' qualifications affect enrollment in pre-school?
13. How does the School feeding programme affect enrollment in pre-school?
14. Which three factors do you believe encourage parents to enroll their children in pre-schools?
15. Which three factors do you believe hinder parents from enrolling their children in pre-schools?
16. What can be done to increase pre-school enrollment in Iria-ini zone?

APPENDIX IV: RESEARCH AUTHORIZATION