PARENTAL SOCIO-ECONOMIC STATUS: AN IMPLICATION ON PRE-PRIMARY CHILDREN’S SCHOOL ATTENDANCE IN KIBERA SUB-COUNTY, NAIROBI, KENYA

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NOVEMBER, 2017
DECLARATION

I confirm that this project is my original work and has not been presented in any other university or institution for certification. It has been complemented by referenced work duly acknowledged. Where data, text or other information has been borrowed from other works including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism.

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DEDICATION

This project is dedicated to my loving husband Bob Kyalo, my beloved children, Simeon Musyimi and Abigail Mumo without whose support I would not have had the motivation to finish. May God bless them.
ACKNOWLEDGEMENT

The completion of this project would not have been possible with great assistance and cooperation of a number of people to whom I am indebted. I am thankful to my supervisor Dr. Teresa Mwoma for her patience, guidance and encouragement throughout the writing of this project.

I am thankful to Silas who assisted me in the analysis. I also thank all the pre-primary school parents from Kibera Sub-County who responded to the questionnaire and thus contributed to the smooth completion of this project. I am grateful too to my husband, my children and sisters for their support and prayers. Lastly, I thank all persons who contributed towards the completion of this work in one way or another.
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<tr>
<td>ACRWC</td>
<td>African Charter on the Rights and Welfare of the Child</td>
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<td>CBOs</td>
<td>Community Based Organisations</td>
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<td>ECDE</td>
<td>Early Childhood Care and Development</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>GMR</td>
<td>Global monitoring report</td>
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<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>NACOSTI</td>
<td>National Council of Science, Technology and Innovation.</td>
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<td>NGOs</td>
<td>Non-Governmental Organisations</td>
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<tr>
<td>SES</td>
<td>Socio Economic Status.</td>
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<tr>
<td>SPSS</td>
<td>Social Packages for the Social Sciences</td>
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<tr>
<td>UNCRC</td>
<td>United Nations Convention on the Rights of the Child</td>
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<td>WERK</td>
<td>Women Educational Researchers of Kenya</td>
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School attendance is seen as one of the measures to ensure that all school going children are in school. Children’s poor school attendance is not just a Kenyan predicament but rather a global concern. The Kenyan government in the recent past has put in a lot of efforts to ensure attendance of all school children with the introduction of Free Primary Education (FPE) in the year 2003. Despite these efforts, there have been few studies carried out in Kibera to establish how socio-economic status of parents influence pre-primary school children’s attendance. Much of what has been documented has concentrated on both primary and secondary schools in general. The purpose of this study was to establish how parents’ socio-economic status influence pre-primary school children’s school attendance in Kibera informal settlement. The study was guided by Abraham Maslow’s theory of motivation. Three hundred parents and sixty teachers of sixty pre-primary schools within Kibera Sub County were sampled using multistage sampling method. Data was collected using observation checklists and questionnaires. Statistical Package for the Social Sciences (SPSS) version 20 was utilized prepared and organized data for analysis. Descriptive statistics were used for quantitative data to determine relationship between parent’s socio-economic status and school attendance. Results were presented in frequencies and percentages and presented in bar-graphs, pie-charts and tables. The findings revealed that large number of parents and guardians were employed in non-formal sector where they were engaged in petty business which they earned very little income and others. Majority of the parents had an income level below five thousand shillings (5000) per month implying that majority of the parents who participated in the study were living under poverty level and it might be hard for parents to adequately get involved in their children’s education at such early stages of growth and development. The study concluded that occupation and economic status greatly influence individuals to either involve their children in home chores and other business activities or to provide educational needs of their children. The study recommended that local government at ward level to advice parents to cooperate with school administration through close supervision of their children regular school attendance for better academic progress through balancing of domestic chores with studies at home.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction
This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. This chapter also highlights delimitations and limitations of the study, assumptions, theoretical and conceptual framework and operational definition of terms.

1.1 Background to the Study
Children’s regular school attendance is seen as one of the measures to ensure that all school going children are in school. A pattern in attendance can emerge in kindergarten, where prolonged absenteeism begins to take its toll, especially among children from the less privileged families. A display of this attribute as early as kindergarten can be an accurate prediction of educational achievement levels in future years (Buchmann 2000)).

As children grow into youth, the accumulated health brands begin to affect the economic status of individuals and families, so that the causal relationship runs from health to socioeconomic status, through accumulation of education investment, greater participation in labor force and increases in labor productivity (Bradley & Corwyn, 2002).

Various treaties and declarations have recognised Education as a basic human right at the international level. The Universal Declaration of human rights the United Nations
Convention on the Rights of the Child (UNCRC), the African Charter on the Rights and Welfare of the Child (ACRWC). It is on basis of these international treaties that states, including Kenya, are committed to provision of education to citizens. The declaration of the Millennium Development Goals is the latest international commitment in which achieving Universal Primary Education (MDG 2) is one of the key commitments.

Education for all global monitoring report (GMR) 2013/14 states that there is increasing participation in early childhood care and education globally. This is still limited and unequal between various regions of the world in most of the developing countries, ECDE programs are through private initiatives or charity-supported and they mainly concentrate in urban areas. Many countries are yet to assume responsibility for pre-primary education and prioritize ECDE in their education strategies, laws and investments. The GMR 2013/2014 suggests that ECDE is the foundation set in the first thousand days of a child’s life from conception to the second birthday – this being a very critical age in a child’s future and well-being.

Research shows that health contributes a lot towards children’s poor school attendance (Spiess, Büchel & Wagner, 2003). As income increase, individuals invest in better diets, improve sanitation and allocate more resources to health care, thereby improving their health human capital. As they become healthier, their SES improves since they are less susceptible to diseases, more energetic, more productive and worker longer and command higher earnings (Thomas, 2009). At the individual level, health and SES drive each other. Thomas (2009) observes that there is a strong inter-generational correlation in education and SES, such that children born of parents with
lower SES have lower educational attainment in adulthood. These factors, along with lower teacher expectancies and poorer academic-readiness skills, also appear to contribute to lower levels of school attendance among children from low SES families (McLoyd, 2008). Further research evidence showed that children with poor oral health status were nearly 3 times more likely than were their counterparts to miss school as a result of dental pain. School absenteeism caused by pain were associated with poorer school performance (Jackson, Vann, Jr, Kotch, Pahel, & Lee, 2011).

A study by Nielsen (2008), in Zambia aimed at establishing the factors that were causing poor school attendance. Findings indicated that among the potential causes of poor attendance were child labour. Different factors in the model influence the child labour and schooling choice. Based on the results, sensitization, narrowly targeting subsidies or stipends were suggested as a remedy to at-risk families in selected provinces aimed at encouraging children to be sent back to school (Nielsen, 2008).

Research studies in Tanzania for instance, established that children were not attending school as expected of them as far as age is concerned. Oster and Thornton (2011) carried out a study to find out the authenticity of menstruation and lack of sanitary products as barriers to girls' schooling as cited by policy-makers. The findings showed that the causes of children missing schools was beyond the stated factors and went beyond family related factors. Therefore the need for more studies to establish which may be the other contributing factors such as the family Socio economic factors.

Similar situation of poor school attendance by school going children was witnessed in Brazil. Research findings by Duryea & Arends-Kuenning (2003), how that child labour is the major cause of school going children not attending school. According to
the study, it was established that children preferred local labour markets to schools as they saw them more favourable. Duryea & Arends-Kuenning (2003) further assert that the relationship between children’s schooling and work and local labour market conditions changes in years of crisis compared to other years. Furthermore, the effects of macroeconomic fluctuations on children’s school and work behaviour are major reasons that very many school going children are not in school.

This situation is much common in the Kenyan context where very many children are missing school despite the government massive efforts in ensuring that all Kenyan school going children attend school (Republic of Kenya, 2010, 2012). Such efforts are evident with the devolution of ECDE to County government as per the Kenya constitution 2010 and the introduction of Free Primary Education (FPE) in the year 2003 (Oketch & Ngware, 2012, Republic of Kenya, 2005a, 2005b).

Despite the contribution of government subsidies through the FPE research shows gains in children’s enrolment, primary children and mostly the ones living in urban informal settlement areas (Sifuna, 2004; WERK, 2009). In addition, although the right to basic education was pronounced as a constitutional right in Kenyan constitution 2010, studies show that, more than 1 million school going children were out of school (Sifuna, 2004). For example a survey conducted by Daraja Civic Initiatives Forum in Kibera and Korokocho informal settlements indicate that up to 48 % of school age children are not attending school (Daraja, 2006). The poor regular school attendance is a cause of worries and concerns to many stakeholders in Kibera and other parts of informal settlements as it is likely to impact on the implementation and achievement of Universal Primary Education.
1.2 Statement of the Problem

With the promulgation of the Kenyan constitution in 2010, ECDE was devolved to the County governments’ commitment and support in the direction of providing Free Compulsory Basic Education to all Kenyan school age children. However, despite all these efforts, the emerging concern is the capacity of the counties to effectively manage the challenge of unreliable data in terms of attendance, number of schools and the number of teachers in the counties.

Even with these numerous interventions made by government to provide compulsory basic Education to all children, studies point out a situation of poor school attendance among school age children in the Kibera informal settlement, Uwezo (2012). However, little is known concerning socio-economic characteristics of parents in relation to attendance patterns in pre-primary schools as compared to both primary and secondary school attendance. Such studies especially those done in Kibera do not give clear reasons why the poor school children’s attendance in pre-primary school despite all these efforts. This study therefore, set out to carry out extensive investigation on whether parent’s socio-economic status influenced pre-primary school children’s attendance in Kibera Sub-County in Nairobi County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish how parents’ socio-economic status influence school attendance among pre-primary school children in Kibera Sub-County, Nairobi County. The study focused on parent’s socio-economic status in relation to their; education level, income level and their types of occupation.
1.4 Objectives and Research Questions

The proposed study was guided by both research objectives and research questions.

1.4.1 Objectives of the study

Research objectives for this study included:

i) To establish the attendance trends of children in pre-primary schools in Kibera Sub-County

ii) To find out how parents’ types of occupation influences pre-primary school children’s attendance in Kibera Sub-County.

iii) To establish how parent’s education level influence pre-primary school children’s attendance in Kibera Sub-County.

iv) To find out how parent’s income level influence pre-primary school children’s attendance in Kibera Sub-County.

1.4.2 Research Questions

Research questions that guided the study were;

i. What are the trends of school attendance of children in pre-primary children in Kibera Sub-County?

ii. How does parents’ type of occupation influence pre-primary school children’s attendance in Kibera Sub-County?

iii. How does parents’ educational level influence pre-primary school children’s attendance in Kibera Sub-County?

iv. How does parents’ income level affect pre-primary school children’s attendance in Kibera Sub-County?
1.5 Significance of the Study

The findings from this study may be useful to the Ministry of Education to encourage them incorporate recommendations into the National ECD Framework policy since if educational objectives may not be effective if the problem of attendance is not handled. The knowledge obtained may shed light to Kenya Institute Curriculum Development Institution on the importance of monitoring assessment and evaluation of the ECD curriculum. Additionally, findings from this study may be useful to the Nairobi County in planning as it is in the process of implementing 97 child care centers in the informal settlement. The preschool teachers may use the information at hand for future planning while emphasizing on the influence of parents socio economic status in school attendance in preschool. The research findings sought to sensitize other involved ECD stakeholders such as NGO’s, CBO’s and specifically on implementing the ECD policy framework while contextualizing it in the different cultural environments where ECD centres are located.

1.6 Limitations and Delimitation of the Study

In this sub-section, the delimitations and limitations of the study have been described.

1.6.1 Limitations of the Study

Certain limitations existed and were mitigated during the study. First, some parents refused to participate in this study thus limiting the sample size for the study. To lessen this limitation, the researcher built relationships with the community by informing them that the findings were to be shared with them at the end of the study. In addition, parents were biased in giving feedback to the questioners which impacted on the findings of the study. To mitigate this limitation, the researcher ensured that the questioners used needed none of them to write his or her name for anonymity.
1.6.2 Delimitations of the Study

This study was confined to selected pre-primary schools in both public and private schools within Kibera Sub-County. There could be other components that may be argued to constitute socio-economic status, but this study was delimited to parent’s socio-economic factors such as parents’ educational level, parents’ income level and type of occupation. Since the study was confined to only one administrative area in Nairobi County, the findings can be generalised to areas within similar cosmopolitan regions in Kenya.

1.7 Assumptions of the Study

It was assumed that among the factors that affect pre-primary school children’s attendance is parents’ socio-economic status which in this case refers to their level of education, level of income as well as their occupation. It is from this assumption that the study based its arguments which were subjected to investigation in order to establish the influence that such socio-economic status have on pre-primary school children’s attendance. It is assumed that the participants will be open and honest in regards to giving their personal information in regards to their socio-economic status.

1.8 Theoretical and Conceptual Framework of the Study

This section highlights both theoretical and conceptual framework.

1.8.1 Theoretical Framework of the Study

The study was guided by the motivational theory by Abraham Maslow (1908 to 1970). He believed that human beings are born with weak instincts which become specific needs. These needs must be satisfied by an individual to have a feeling of
comfort. He developed a hierarchy explaining how the needs are met. This hierarchy is known as Abraham Maslow’s hierarchy of need. This starts with basic needs at the bottom of the pyramid. These include the physiological needs such as water, food and shelter. After this, we have safety needs that include the need to feel secure and away from threats. There is then the need for love, affection and belonging followed by need for self-esteem and need for self-actualization at the top in that order. According to him, one need has to be met first before the second need in the hierarchy is met.

The satisfaction or non-satisfaction of needs leads to certain kinds of character formations or development of what Maslow calls a syndrome. Syndromes such as insecurity, self-esteem and self-actualization can be seen in practically everything that a person does, feels or thinks. When for example a person’s need for security has not been met, the person becomes worried and nervous but when satisfied, the individual becomes confident and feels secure.

Maslow’s motivation theory is much applicable to the present study for a number of reasons. First, parents’ socio-economic status do affect access to basic needs such as food and shelter. If a parent is able to get these basic physiological needs, then children may not have any worries of missing school in order to help their parents look for food among other needs through child labour. Child labour has been cited to be one of the causes of high rates of poor school attendance in children (Nielsen, 2008).

Secondly, the theory is much applicable because if children’s basic needs are met at the school level, then the problem of missing school can be handled. As Sylva,
Melhuish, Sammons, Siraj-Blatchford, Taggart & Elliot (2003) suggests for instance, that introduction of incentive programmes such as the noon-meal schemes have had a positive effect on school attendance and had curbed drop-outs. The noon-meal programs as well also had a greater impact on the enrolment of pre-primary school children from low socio-economic backgrounds. Third, the applicability of Maslow’s motivation theory is evident as the situation of meeting children’s needs has been studied in Kenya and how the same could help to encourage school attendance.

A study done in Kenya in the years 2008 established that some interventions such as providing meals or medications, uniform provision and elimination of school fees reduce the cash outlay required by children hence increasing the attendance rates (Evans, Kremer & Ngatia, 2008). The study further established that distributing uniforms results in a 44% reduction in student absenteeism hence improving children’s school attendance. Maslow’s motivation theory is therefore much applicable to the present study since parents’ socio-economic status does affect access to basic needs for their children. If the most basic first level of Maslow’s hierarchy of Physiological Needs, i.e. food and water, are not met, then one will not move up the hierarchy to reach the need of education.

This model highlights the importance of the basic needs provision such as food and security. From a broader view, it means that poverty must be prevented by making basic needs like food, clothing and shelter accessible to all citizens. Where parents are able to provide for these basic needs it will encourage good health, high motivation and regular school attendance.
1.8.2 Conceptual Framework of the Study

The independent variables of this study were parent’s level of education, parent’s level of income and parent’s type of occupation while the dependent variable was pre-primary school attendance which in turn is assumed to improve learning outcomes.

**KEY:**
- Green: Study Variables
- Brown: Non-study Variables

**Source:** own

**Figure 1.1:** Conceptual Framework
1.9 Operational Definition of Terms

**Parent’s Level of education:** This referred to the highest level attained by a parent. Fin this study, education level was measured from primary level, Secondary level, tertiary level/ college or university stage

**Parent’s Level of income:** Referred to as the monetary gains that a parent gets when engaged in a certain work either in terms of wages or salary. In this study income level was measured basing on the total monetary payments of parents, goods or services or other investments.

**Parent’s occupation:** Referred to the income-generating activity a parent engages in. Is an activity that serves as one’s regular source of livelihood. In this study, occupation was measured in terms of parents’ work content, occupational prestige (formal or informal occupation), occupational class and occupation as an indicator of education/skills and income.

**Pre-primary School:** The period of education and or schooling that is between the ages of 3-6 years.

**School attendance:** Referred to as the total number of days that a child goes to school.

**Socio-economic status:** This refers to individual’s/group’s demographic, social and economic position in relation to others. In this study, socio-economic status was measured in terms of parents’ level of income, level of education, and occupational status
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The structure of this chapter has been organised based on the proposed study objectives as already presented in chapter one. As such, there is review of literature on the influence that parent’s level of education has on their pre-primary school children’s attendance. Furthermore, level of income as well as parental occupation has been presented in the reviewed literature. At the end of the chapter, there is summary of literature reviewed which also has gaps in knowledge emanating from the reviewed literature.

2.1. School attendance

Regular attendance at school is vital in helping children achieve and get the best possible start in life. Children who frequently miss school often fall behind. There is a strong link between good school attendance and achieving good results. To get the most out of a good education, children need to go to school every day. School attendance has a major influence on educational outcomes. Children who attend school regularly are more likely to achieve better results at school and are more likely to complete their schooling.

Poor school attendance patterns can start as early as Year 1. It is important that from the first day of school parents set an expectation that their children will be at school every day. Missing an average of ten days of school a term adds up to missing two full years of schooling by the end of 10 years. Parents can make it easier for their child to attend school by having a positive attitude to learning and education. Children
sometimes have to miss school because of illness or if they have long term medical issues. If this is the case, parents should contact school the same day to let them know the reason that their child absent from school (Buchmann 2000). However, little studies have been done to establish the pattern of school attendance among pre-primary school children especially in areas of informal settlement in Kenya. This study therefore, sought to fill this gap by establishing the attendance of children in pre-primary schools in Kibera Sub-County.

2.2. Parents’ Socio-Economic Status and Children’s School Attendance

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. Battle and Lewis (2002), share the view that one’s life chances, income and his/her overall wellbeing is determined by his/her education. The SES of parents has been described by Ainley et al, (1995) as a parent’s overall social and economic position as a result of his/her education, kind of profession, income levels and wealth - among other indicators that go to establish his/her social and financial independence or self-reliance. Some researchers (Barry 2005; Crosnoe, Jonhson & Elder 2004) in their works have identified academic achievement of children in school to have links with the Socio-economic status (SES) of their parents.

When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. In Kenya, Socio-economic status is typically broken into three categories (high SES, middle SES, and low SES) to describe the
three areas a family or an individual may fall into. Parents’ socio-economic status has been known to influence teachers’ attitudes and expectations that has an effect on children’s school attendance. Research studies show that teacher attitudes and expectations may also be part of a complex set of mediators linking low SES to school attendance and even failure and behaviour problems via learning materials and experiences. McLoyd (2008) has argued that most teachers tend to perceive low-SES pupils less positively that is both in terms of their academic and self-regulatory skills. According to him, teachers provide poor children with less positive attention and less reinforcement for good performance. Over time, the frustrations connected with school failure and negative exchanges with teachers are likely to increase acting out behaviours hence increasing chances of missing school or even not attending school at all (McLoyd, 2008).

Other studies have shown that economic hardships that arise in families and which eventually either motivate or derail the learning attitudes of children have their origins in the SES of parents (Jeynes, 2002; Eamon, 2005). That the effects of the SES of parents prompts school going children to conditions that may either enhance or disrupt their learning and schooling attitudes. According to more evidence, parents’ SES also appear to affect school attendance and number of years of schooling completed (Haurin, Parcel & Haurin, 2002). SES remains one of the most consistent causes of early school drop-out and poor school attendance (Battin-Pearson et al. 2000). On the contrary, most studies in the above literature were internationally based implying that there is little studies locally conducted to describe SES of parents with regards to level of attendance of their children in pre-primary schools. This study
therefore attempted to fill this gap by examining the SES of parents and how they influence the pre-primary school attendance in Kibera Sub-County.

Socio-Economic Status (SES) of parents entails parent’s occupation, parent’s level of education and parent’s level of income, and these were further discussed under the following sub-divisions:

2.2.1 Parents’ Occupation and Pre-primary School Children’s Attendance

Researchers have had the gist and passion to investigate the effects that parental occupation has on children’s attendance in schools. Most of them have revealed amazing information that show a direct correlation between the two subjects. Parikh and Sadoulet (2005), reveals such a relationship in their study in Brazil. In their case, they were interested in finding out about the effects of parents’ occupation on child labour and attendance to pre-primary schools. Their study wanted to explain how opportunities to work influence child’s attendance in schools. They realized that children whose parents or guardians are self-employed frequently engaged in child labour activities, and this reduced their school time (Parikh, et.al, 2005). On the contrary, children whose parents are employees in various organizations in Brazil most likely evade child labour to dedicate more of their school time in studies by attending schools (Parikh, et.al, 2005). This study gives a backup information about the nature of people working and the kind of a relationship existing between parent’s occupation in Brazil and the successive relationship to their children’s school attendance.

Other many studies have been carried out in other places such as Europe and the United States of America with the objective of finding out the welfare of children’s
schooling programs. In the research by Sylva, Melhuish, Sammons, Siraj-Blatchford, Taggart and Elliot (2003), their objective was to see how provisions for children enhances the frequency of school attendance. They realized that the secret of having many children in pre-primary schools lay in the effective provision of needs and parent’s good occupations. The needs of the children were an important fact in keeping them in school. In this case, there was a high attendance rates for children whose parents had various occupations especially in urban areas (Sylva et al, 2003). Briefly, this gives a small hint about the parent’s participatory roles in keeping children in school.

Further research points to the possible effects that child labour has on children’s schooling and attendance in particular. Khanam (2008) investigated such a relationship. In explaining the findings, he attributed the high rate of child labour to lack of occupation among parents (Khanam, 2008). From the investigation, about the issue in Bangladesh, Khanam realized that most children caught in child labour had severe cases of lacking parents. As orphans, they had to seek means of earning well to sustain their life in school through participating in child labour (Khanam, 2008). However, those with parents seriously in good occupations had good pre-primary school education with low chances of getting involved in child labour activities (Khanam, 2008). The essence of getting involved in child labour had dangerous effects to the education life of children.

The Kenyan situation is not different from the global findings. There has been some efforts in trying to investigate how the child’s family structure affects his or her school attendance. The investigations by Buchmann (2000), showed that children in areas with high rate of poverty had lower school attendance norm than their
counterparts (Buchmann, 2000). The reason for the trend attributed to children’s form of life and family value for education. The other research about the health and occupation of children in Kenya showed that parents without occupation and whose HIV status is positive had schooling disadvantages (Mishra, Arnold, Otieno, Cross, & Hong, 2007). The number of students in such areas was higher in Homabay district and then in the informal settlement areas in most parts of Nairobi (Mishra, Arnold, Otieno, Cross, & Hong, 2007). Such information is a clear confirmation of the truth that the occupations parents have has a direct link to the trend of school attendance in Kenya.

An analysis of the above studies established that much of what these literature findings discuss is the effect that parental occupation has on children’s schooling and education in general. There was need to go deeper and look at how the same affects pre-primary school children’s attendance which is the focus for the study.

2.2.2 Parents’ Level of Education and Pre-primary School Children’s Attendance

The level of education attained by parents is believed to have direct effects on pre-primary school children’s school attendance. According to the research conducted from the global view of the situation, Seneschal and LeFevre (2002) realized that the skills among children can be increased by parents at the time a child is waiting to join school. They continue to argue that parents with a good educational experience frequently engage in practices that boost the morale of students by motivating them about the importance of school. Syvia et al. further suggest that parents with a higher educational background have higher tendencies of providing for their children at the pre-primary school level (Syvia et al., 2003). The provision is fundamental in building
a better relationship between a child and the school. Occasionally, such incidences encourage children in the Great Britain to remain in school most of the time. As per the investigations in London, the researcher noted that learned parents had students coming from preschool with a high positive attitude for education. This is a clear evidence of parents’ immense possibilities of affecting their children’s school attendance.

In Africa, several studies have been conducted to try and establish the impact that the level of education of parents has on their children’s school attendance. In West Africa for instance, studies carried out in the rural areas established that most parents had lower educational levels (Glick, & Sahn, 2000). Consequently, some parents encourage their children to go to school while others are a bad example to their children who later follow the same trend of skiving schooling session (Glick, & Sahn, 2000). Similar findings show that those parents having better educational endowment nature their children to follow their footsteps by slowly encouraging them about the importance of staying in school.

Further studies by Hill and Craft (2003), found out that the mediated path of educational development was well associated with the nature students like for school. In parts of Africa such as South Africa and Nigeria, children were taught foreign languages and this encouraged them to remain in their elementary schools to associate with others (Hill, & Craft, 2003). Clearly, studies show that people in Africa have tried their best to develop competent schooling environment for kids in situations where parents have access to education.
In Kenya, research studies show that educational attainment and family size has a direct link to the length students stay in school. Mikus (2013) established that parents with poor educational backgrounds have large families in many parts such as the Maasai land, the Luhya, and the Kamba communities. With the large family and limited resources, only a few access education leaving the young ones to stay longer before setting their feet on the doors of schools.

Moreover, compiled research by Daley, Whaley, Sigma, Espinosa, & Neumann (2003), shows that educated parents work hard to develop schools into better learning environment for their children. Buchmann and Hannum (2001), conducted a research that showed that developing countries such as Kenya frequently discourage children from attending schools by giving them more household work. Such incidences are not common among the educated parents who adopt ‘better’ educational systems that do not concentrate on exams (Buchmann & Hannum, 2001). From these and other reviewed studies, it is evident that the level of education of a parent may have an impact on their children’s school attendance. Education level of the parents plays a significant role in keeping children in pre-primary schools.

When the above studies are looked into critically, there is a clear indication that limited studies if never at all, has been conducted on pre-primary school children’s school attendance. They have rather concentrated on higher levels of schooling while neglecting pre-primary schools which form the foundation unto which future schooling takes place. Thus, there was need to investigate how parents’ level of education influences pre-primary school children’s school attendance.
2.2.3 Parents’ Level of Income and Pre-primary School Children’s School Attendance

Research conducted in the last decade show that pre-primary school attendance has a close association with the level of parental income. Mikus (2013) conducted a research to examine children’s participation and attendance in schools in Abudhabi based on the level of income among their parents. The results showed that children whose parents had higher income had a like to remain in schools because parents helped them and motivated them in many ways compared to those whose income was lower (Mikus, 2013).

Similar findings were established in Germany. Spiess, and Wagner (2003) found out that kindergarten learners’ liked materials for play that mostly were associated with parents with higher income. In addition, the level of child literacy had a direct relationship with the level of income from parents. In a comparison study conducted in Jamaica revealed that students whose parents had a higher level of income stayed home most of the time to enjoy longer time with parents (Spiess & Wangner, 2003). The relationship changed the cognitive behaviour of the children such that it made them hate school. In Philippines, the study was conducted and it revealed that people with a higher income had children with a higher liking for school compared to children from poor family backgrounds. Khanam argues that poor parents tend to send their children into income fetching activities (Khanan 2008). Such activities reduce children’s time to be in schooling despite overworking them in the stated child labour engagements.
Participation in school by students forms the basic pillar towards achievement in both academics and other talent-based activities in schools including sports (Ellwood & Kane, 2000). Parent’s salary fluctuations might influence children in an unexpected way. The World Bank (2005) reported that when grown-up females are occupied with out-of-house exercises the more youthful female students are compelled to go about as substitutes. Likewise, credit program interest by grown-up females is found to diminish female students’ school participation in recommending closer substitution impacts regarding same gender (Shimamura & Lastarria, 2010).

Chirombo (2005) who based his study related to basic education in Malawi found that students’ participation in schools is adversely affected by lack of necessities for schooling which is a variable to the level of income in the family. This was a great concern in both rural and urban setup. Ellwood and Kane (2000) in their study of established that educational cost charge increments influence poor children more than rich children.

Over every financial gathering, parents face real difficulties when it comes to providing ideal tend to their children. For families in poverty, these challenges can be imposing. Now and again, when fundamental necessities are missing, parents must place top need on lodging, sustenance, garments, and social insurance (Haveman, Wolfe & Wilson, 2007). Instructive toys and books might give off an impression of being extravagances, and parents might not have room schedule-wise, vitality, or learning to discover inventive and less-costly approaches to advance youthful children' improvement. Absence of learning materials in the long run influences the participation in schools.
Students become active in schools when their schools fees are paid on time and all the revision materials are provided (Schulz, 1993, cited in Okioga, 2013). This may require an exchange off between the longing for equivalent treatment and putting resources into the child that is relied upon to the procure most noteworthy peripheral returns and along these lines profiting the family in general; the last frequently bringing about favouring of female children over male children (Shaw, 1982).

In Africa, the number of people conducting researches in the area such as Buchmann (2000), suggest that among the low-income African people, the mediation of children to develop a better cognitive behaviour is difficult. In 2006, it was noted that family involvement in schooling process of the young influences is like for school especially putting into consideration, the level income among the parents (Dearing, Kreider, Simpkins & Weiss, 2006). In Lesotho, Campbell and Ramey made investigations on the number of children attending pre-school. They realized that students from poor families remained home for longer time compared to the counterparts in higher income urban families (Mishra, Arnold, Otieno, Cross & Hong, 2007). In Senegal, Bradley and Corwyn (2002) argued that the level of income among maternal parents influenced how children liked schools.

In Kenya, researches have also been carried out to investigate the effects on the primary schooling. Such was the case of the work of Ackers, Migoli, & Nzomo (2001) in which they realized that private schools with kindergarten were crowded in the cities compared to rural areas. The idea behind the observation was due to the presence of high-income parents in urban areas that could support their children’s
education in private schools. In another study, Khanam (2008), noticed that the fees for private primary schools was high in Kenya compared to that in public primary schools. So, parents with high income took their children to the pre-primary private schools while leaving the poor ones in rural areas to fill the public schools.

Mishra, Arnold, Otieno, Cross, & Hong, (2007) in their study investigated on the situation of school attendance and learning in pre-primary schools attached to public schools. In some, they observed that nursery schools were non-existent, while in others, it existed but students learned in very pathetic conditions (Mishra, Arnold, Otieno, Cross, & Hong, 2007). From this, they made a conclusion that the level of income determines the pre-primary school life of children in such schools.

2.3. Summary of Literature Review

Attendance in school is important because students are more likely to succeed in academics when they attend school consistently (Jaychandran, 2002). It is difficult for teachers and students to build skills and progress if large numbers of students are frequently absent. From the reviewed literature it was evident that parents’ socio-economic status has an influence on their pre-primary school children’s school attendance. As already seen, there seems to be a high attendance rates for children whose parents have various occupations especially in urban areas. Those with parents seriously in good occupations had had good pre-primary school education with low chances of getting involved in child labour activities. Consequently, children in areas with high rate of poverty had lower school attendance norm than their counterparts. Furthermore, parents with a good educational experience frequently engage in practices that boost the morale of students by motivating them about the importance
of school. Parents’ education play a significant role in stabilizing students’ first experience in pre-school life. As a result, such students could maximize the school time as provided.

However, most of the studies supporting this theory have been carried out in industrialized countries and cannot be generalized to the Kenyan situation. In addition, studies conducted in Kenya are focused on effect that parent’s socio-economic status has on children’s schooling and education in general. Hence the need for this study to be conducted in Kenya. There is need to go deeper and look at how the same affects pre-primary school children’s attendance which is the focus for the present study.
CHAPTER THREE
METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter highlights the methodology of the study, research design, variables, research methods and location of the study, target population, sampling technique and sample size. Research instruments, pilot study, data collection procedures, data analysis procedures and logical and ethical considerations are explained in details.

3.1 Research Design

This study employed descriptive survey design. Wambiri (2007) states that survey design seeks to establish data that is helpful when describing an existing phenomena or exploring possible correlation among two or more phenomena. The research design is suitable for this study as it allows investigations of issues at hand in details as well as finding the correlations among them. The design enabled the researcher to gain a deep insight on the exact conditions surrounding the effects that parents’ socio-economic status has on their pre-primary school children’s school attendance in Kibera Sub-County.

3.2 Research Variables

The variables of the study are presented below:

3.2.1 Independent variables

i. Parent’s occupation:

Parents’ occupation was measured by the kinds of jobs parents do such as small business, doing domestic work and settling in formal employment. It was measured by asking parents to indicate the type of occupation they are involved in. The option of ‘not employed’ implied ‘no occupation’.
ii. **Parents’ level of education:**

This was measured by documenting the highest level of schooling that a parent attained. It was defined in this study to mean not enrolled to any school, primary, secondary, college and university. Irrespective of whether a parent completed that level or not, he or she is going to be classified in that category. For instance, if a parent dropped out whole in form two, then he or she was classified under secondary education when it came to the educational level. Similarly, this variable was measured by computing the total tallies of a particular level of education attained against the levels of children’s school attendance.

iii. **Parents’ level of income:**

This was measured by the monetary level that the parents earn per month. Parents were asked to tick against the options given to show the levels they are in. such would include but not limited to below 5,000/=, between 5,000/= to 10,000/= among other measurements that were to be included. This variable was measured by computing total amounts of a particular level of income attained against the levels of pre-primary school children’s school attendance.

**3.2.2. Dependent Variable**

The study had only one dependent variable which was pre-primary school children’s school attendance. The information was obtained by analysing the enrolment records of classes plus the attendance daily registers for the entire previous term. Once the figures were obtained from these registers, they were tallied and tested against the three independent variables so as to determine their relationships.
3.2.3. Research methodology

This was a mixed methods study, using both qualitative and quantitative tools. Qualitative and quantitative data was collected through the questionnaire with pre-primary school parents. To verify information that was provided by the parents, observational data collection of pre-primary parents was conducted to determine the true nature of play-based learning in the classroom and school. While quantitative data was obtained through observation checklist using the children’s attendance registers. Mixed methods strategy was used to ensure the depth and breadth of information was captured, a factor that would have be lost in the usage of one research method (Schutt, 2011).

3.3 Location of the Study

The study was conducted in Kibera Sub-County; Nairobi County. Kibera is a suburb of Nairobi in Kenya, lying south west of the city centre. Nairobi County was purposefully sampled out of the other 47 Counties due to its cosmopolitan nature of the ECD activities and many school age children are not attending school as noted by ((Uwezo, 2012) Kibera Sub-County comprises of Woodley, Sarangómbe, Makini, Lindi, Laini Saba. Most of the inhabitants in the Sub-County live in the informal settlement and has the highest population among Sub-Counties in Nairobi County. The sub-County has 8 County government primaries and 202 private owned pre-primary schools. It is for these reasons that the location was selected for the study so as to establish if parent’s socio-economic status could also be contributing to the low school attendance witnessed in the area.
3.4 Target Population

The population of this study comprised of teachers and parents in all public and private pre-primary schools in Kibera Sub-County. There were 200 pre-primary schools in Kibera Sub-County with approximately two teachers per school: 192 pre-primary schools are privately owned while 8 are public schools. Privately owned pre-primary schools include those owned by individuals, religious or local organizations and community schools. Public pre-primary schools include those attached to the public primary schools and City Council Day Nurseries. Table 3.1 presents the distribution of targeted schools.

Table 3.1: Distribution of Target Pre-Primary Schools

<table>
<thead>
<tr>
<th>Category of pre-primary Schools</th>
<th>Number of pre-primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>192</td>
</tr>
<tr>
<td>Public</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

3.5 Sampling Techniques and Sample Size

In this sub-section, the study discusses in details how sampling was done and how the sample size was arrived at.

3.5.1 Sampling Techniques

The researcher used multistage sampling technique to come up with appropriate sample size of the respondents to this study. Multistage sampling strategy was utilized to select the sample for the study. In the first stage, one Sub-County was randomly selected from 15 Sub-Counties in Nairobi County. In the second stage stratified random sampling was used in which all the schools in the Sub-County had equal
chance of being selected. Wards were used as the strata. From the five wards namely; Woodley, Sarangómbe, Makini, Lindi and Laini Saba a sample of 60 pre-primary schools were obtained. After determining the sample of schools to be used, one teacher from each school was purposely selected to ensure that only pre-primary teachers were included as respondents for this study. Five parents from each pre-primary schools were randomly selected to participate in the study.

3.5.2 Sample Size

A proportionate sample size of approximate 52 private and all the 8 public pre-primary schools which is 30% of the population were selected. Five parents from each of the selected pre-primary school were randomly selected to participate in the study forming the number of parents to 300. One teacher in each sampled pre-primary schools served as the respondents during this study leading to a sample size of 60 teachers. Sampling of 300 parents assisted in giving divergent opinion about their socio-economic status and the pre-primary school children’s attendance. Table 3.2 shows the sampling framework for the study.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Number</th>
<th>Percentage (%)</th>
<th>Number of selected schools (n)</th>
<th>Teachers selected (1 teacher per pre-primary school)</th>
<th>Parents selected (5 parents per pre-primary school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>8</td>
<td>100</td>
<td>8 schools</td>
<td>8 teachers</td>
<td>40 parents</td>
</tr>
<tr>
<td>Private</td>
<td>192</td>
<td>30</td>
<td>52 schools</td>
<td>52 teachers</td>
<td>260 parents</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td></td>
<td>60 schools</td>
<td>60 teachers</td>
<td>300 parents</td>
</tr>
</tbody>
</table>

Table 3.2: Sample Size for the Study
3.6 Research Instruments

The proposed study had three sets of tools to collect data. These were questionnaires, interview guides and observation checklists.

3.6.1 Questionnaires

This study utilised questionnaires to gather information from the parents on their socio-economic status. This questionnaire captured information on personal characteristics of the respondent’s occupation, level of education and level of income as well as their support in children’s school attendance. Full tool in Appendix 1V

3.6.2 Interview Guides for Parents

Interview guides for parents were utilised to elicit more information that could not be obtained from the use of questionnaire. The tool further sought the patterns of attendance of children in pre-primary schools in Kibera Sub-County. The use of interview guides on parents helped to obtain in-depth information from the parents. This enhanced the validity of the data obtained from the questionnaires. Full tool in Appendix III

3.6.3 Attendance checklist

The observation checklist as in Appendix V was used to collect data based on the frequencies of days in a week that children attended school for the previous term using their attendance registers. The specific information gathered from children’s attendance registers as well enrolment records were used to validate data from questionnaires.
3.7 Pilot Study

Pilot study was done to try out the study tools as well as test their reliability and validity. Pretesting was important as it gave the researcher a chance to evaluate questionnaires and the study instruments before carrying out the main study (Bell, 2005). It also helped the researcher to evaluate questionnaires and the study instruments before carrying out the main study (Bell, 2005). Three schools were randomly selected to participate in the pre-testing. These three were not included in the final study. The total number of participant for the pilot study was 15 parents and three teachers. That was after getting five parents from each school and one teacher each form the three pilot schools. Through this, the researcher found out that the respondents understand the questions.

3.7.1 Validity of the Study Instruments

To establish validity, the researcher analysed all the items in the instrument, one at time, against the objectives. This helped in finding out the extent to which the instruments to be used measured what they were designed to measure. To ensure content validity the researcher will analyse each question among the research instruments individually, and assess them against the objectives and answers obtained from pilot study. The validity was corroborated through the help of experts from the department of early childhood studies using construct validity to check whether the content was accepted as entirely adequate to define the quality that was to be measured by the research instruments (Bell, 2005). For qualitative data the study used few methods of ensuring validity; reducing moderator bias, triangulation and respondent validation. To reduce respondent bias, this research study ensured all data
collectors were trained and unbiased in questioning, probing and receiving qualitative data. Further triangulation assessed the research from multiple perspectives to ensure the same results were found. In this study, triangulation of data analysis was conducted, with two different individuals analysing the pre-testing data to ensure similar results were found.

### 3.7.2 Reliability of the Study

Reliability is a measure of the degree to which a research instrument yields consistent results or data the same way each time it is used under the same condition with the same subjects. According to et al (2007) a good reliability is often indicated by $> 0.8$ coefficient. The researcher achieved reliability coefficient to ensure that the research instruments were reliable. Test-retest method was employed to check on reliability of the study. This took place during the pilot study as the test tools were administered twice to the same respondents at an interval of two weeks to see if the results were consistent. The two different scores were correlated and their coefficient levels established. This computation was done using Pearson’s correlation coefficient formulae and the values 7.14 and 7.32 were obtained for questionnaire for pre-primary teachers and questionnaire for parents respectively. These values were accepted and the questionnaires were considered reliable. This was in accordance with Mugenda and Mugenda (2003) who emphasized that a value of above 7.0 is acceptable for reliability of research tools.
3.8 Data Collection Procedures

Since the researcher did not come from this area, a guide was identified by help of the sub-County education office. The guide was very useful in directing the researcher to the sampled schools for data collection. Once at the schools, the researcher personally administered the research questionnaires to the teachers and parents. This was after consent was sort and accepted by all the research respondents. As parents and teachers were filling the questionnaires, the researcher sought to clarify any issues that come out during the filling of questionnaires as well as addressing any questions from the respondents. After the questionnaires had been filled, the researcher proceeded to carry out observations and analysis of school enrolment records as well as class registers. The observation was carried out on different days and the children’s attendance records were checked 2 times within a week (each observation takes 10 minutes). The researcher observed two attendance records every day.

3.9 Data Analysis

This study used both qualitative and quantitative analysis procedures to ensure both depth and breadth of content was covered in the study. Within this study quantitative data was analysed using descriptive statistics to provide a summary of the sample within the study. Background responses from the questionnaire, as well as data from the observation checklist was cleaned and coded. Thereafter data was prepared for analysis using the Statistical Packages for the Social Sciences (SPSS) software. Descriptive statistics was calculated, including means, modes, frequencies, and ranges, presented as graphs, charts and tables for each quantitative variable in the study.
The purpose of qualitative data within this study was to organize the non-numerical information, identifying patterns and themes among words to create a meaningful picture of the parent’s socio-economic status. Data derived from questionnaires was coded and analysed numerically. Responses from the participants on iii and iv of the research instrument (questionnaire) was coded. The coded data was directly entered in the Statistical Package for the Social Sciences (SPSS) which is a computer package used in analysing data. Frequencies of responses were computed into percentages and presented in bar charts and tables. Findings were presented according to the research objectives. In presenting research findings, tables and graphs were used to enhance clarity of the findings.

3.10 Logistical and Ethical Considerations

Ethical issues and logistical considered during this study are discussed below:

3.10.1 Logistic consideration
The researcher sought research permit from Graduate School and ethical clearance was obtained from Kenyatta University Ethical Committee. To conduct the study in Kibera Sub-County the researcher sought research permit from National Commission for Science and Technology and Innovation to carry out the study in Nairobi County. Using the introductory letter from Kenyatta University and the permit from the NACOSTI, the researcher sought an introduction letter from the County Director of Education (CDE) and Municipal Education Officer (MEO) Nairobi County and Kibera sub-County respectively. In the location of the study approval was sought from the District Officer in charge of the Sub-County and the ward administrators and area chiefs as entry points to the study.
3.10.2 Ethical consideration

The purpose of the study was made known to the respondents before giving them consent forms to sign. The information in the consent form were explained and respondents given opportunity to ask questions for clarity before signing the consent form. Only the respondents who voluntarily consented participated in this study. Ethical issues considered during this study include;
I. Protection of Research Participant’s Identity

The identity of the respondents was not revealed since the researcher assigned codes to each respondent. The information collected was confidentially saved both in a laptop and hard disc and only the researcher maintained the password.

II. Respect for Persons

The researcher ensured that the participants only get involved in the research study after they had agreed. This was done through signing the consent form. The sample population were made aware that they were free to participate and free to refuse.

III. Confidentiality

The researcher ensured that questionnaires did not contain any information, which could reveal the identities of participants for instance, numbering the questionnaires. There was the ability to return questionnaires without requiring a means of identity for those wishing to remain anonymous (Bell, 2005).

IV. Care and Protection of Research Participants

The researcher has a wealth of experience in the field of education over the last 15 years. She was an administrator, teacher trainer and currently in charge of Pre-primary school curriculum development at Kidogo Early years. The researcher got her first Bachelor’s degree in Early childhood and Studies from Kenyatta University in 2007 and later joined Kenyatta University for a master’s degree in Early Childhood Studies.
The researcher therefore is conversant person in the field of research and kept the confidentiality of the participants.

The research participants were made aware that they were free to participate or withdraw from the research at any time. However, the researcher had the authority to replace where need a rose. In case of any withdrawal the researcher employed a random sampling technique to get the substitute.

The Pre-primary school parents were a special group of the respondents during this study period. The researcher informed all the entities/persons sought permission from to maintain maximum confidentiality of the respondents throughout the period of data collection exercise.
CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, and discussions of the findings. Data have been presented in frequencies and percentages using pie-charts, bar-graphs and tables. The data presented have been interpreted and discussed according to themes derived from the following objectives of the study:

i) To establish the attendance rate of children in pre-primary schools in Kibera Sub-County

ii) To find out how parents’ occupation influences pre-primary school children’s attendance in Kibera Sub-County.

iii) To establish how parent’s level of education influence pre-primary school children’s attendance in Kibera Sub-County.

iv) To find out how parent’s level of income influence pre-primary school children’s attendance in Kibera Sub-County.

4.2 General and Demographic Information

The general and demographic information of the respondents included participants’ questionnaire return rate, parent’s gender, parents’ academic qualifications, types of occupations. The results are presented in the following sub-sections:
4.2.1 Response Rate

A total of 60 questionnaires were given out to teachers and 300 questionnaires were given to 300 parents. However, 50 questionnaires for teachers were returned giving a response rate of 83.3% and 200 questionnaires for parents were returned resulting to 66.7% response rate. These response rates were considered good and the researcher proceeded with analysis. According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% rated very-good. This data is summarized in Table 4.1.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample</th>
<th>Response</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>60</td>
<td>50</td>
<td>83.3%</td>
</tr>
<tr>
<td>Pre-primary school parents/guardians</td>
<td>300</td>
<td>200</td>
<td>66.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>250</strong></td>
<td><strong>69.4%</strong></td>
</tr>
</tbody>
</table>

4.2.2 Distribution of Parents by Gender

To obtain the demographic characteristics in relation to gender, parents were asked to indicate their gender. Assessing gender distribution of parents or guardians was significant in giving insights of the gender category embracing cautiousness with regards to children’s attendance. This was achieved by asking the parents to state their gender and the results are as presented in Figure 4.1.
Results in Figure 4.1 show that majority of the parents who participated in the study in Kibera Sub-County constituted of females, while the proportion of males was less. This implied that majority of the parents who participated in the study were female. This is attributed to the fact that majority of mothers were available at homes during the time of the study as compared to the male counterparts.

### 4.2.8 Children’s Age at Pre-Primary School

Teachers were asked to indicate the age of children under their care at pre-primary school level. Establishing the ages of children was important for revealing if the children enrolled in the school were of school going age. Results are as presented in Table 4.2.

#### Table 4.2: Teachers’ Response on school age distribution

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3 years</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>3-4 years</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>4-5 years</td>
<td>98</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>
When the school age population distributions were considered at pre-primary schools, the highest population fell into the age category of between 3-5 years which is the recommended age for pre-primary school education in Kenya, while the below three years was more low due to the nature of casual labour that they parents have to engage in during the day. This findings imply that most children in pre-schools were in their final transition to joining primary school.

4.3 Attendance trends of Pre-Primary School Children in Kibera Sub-County

The first objective of the study sought to establish the general attendance of children in pre-primary schools in Kibera Sub-County. Information based on frequencies of days in a week that children attended school for the previous term were extracted from the daily children’s attendance registers that the pre-school teachers used to record the daily attendance. Taking into account that there are 5 days of school attendance in a week, attendance was measured using three sets: if the child attended the 5 days per week the researcher rated it as often attended; child’s attendance for 3-4 days in a week was rated as averagely attended; while a child’s attendance for 2 days in a week to being absent the whole week was rated as poor attendance. This was based on the fourteen weeks for that particular term and the researcher collected data from the first week to the last week of closing, The researcher summarized the total number of tallies for all children who either attended school often, averagely and poorly separately getting the total tallies for each category for the whole term. Data was then analysed using frequency and percentages and the results are as presented in Table 4.3.
Table 4.3: Characteristics of Children’s Attendance

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>Poorly Attended</th>
<th>Averagely Attended</th>
<th>Often Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Week 1</td>
<td>266</td>
<td>26.6</td>
<td>135</td>
</tr>
<tr>
<td>Week 2</td>
<td>171</td>
<td>13.1</td>
<td>131</td>
</tr>
<tr>
<td>Week 3</td>
<td>71</td>
<td>7.1</td>
<td>116</td>
</tr>
<tr>
<td>Week 4</td>
<td>30</td>
<td>3.0</td>
<td>93</td>
</tr>
<tr>
<td>Week 5</td>
<td>32</td>
<td>3.2</td>
<td>74</td>
</tr>
<tr>
<td>Week 6</td>
<td>22</td>
<td>2.0</td>
<td>86</td>
</tr>
<tr>
<td>Week 7</td>
<td>52</td>
<td>5.2</td>
<td>84</td>
</tr>
<tr>
<td>Week 8</td>
<td>52</td>
<td>5.2</td>
<td>113</td>
</tr>
<tr>
<td>Week 9</td>
<td>53</td>
<td>5.3</td>
<td>185</td>
</tr>
<tr>
<td>Week 10</td>
<td>84</td>
<td>8.4</td>
<td>102</td>
</tr>
<tr>
<td>Week 11</td>
<td>32</td>
<td>3.2</td>
<td>111</td>
</tr>
<tr>
<td>Week 12</td>
<td>32</td>
<td>3.2</td>
<td>89</td>
</tr>
<tr>
<td>Week 13</td>
<td>52</td>
<td>5.2</td>
<td>86</td>
</tr>
<tr>
<td>Week 14</td>
<td>92</td>
<td>9.2</td>
<td>102</td>
</tr>
<tr>
<td>Overall attendance</td>
<td>1001</td>
<td>10.83</td>
<td>1504</td>
</tr>
</tbody>
</table>

Table 4.3 presents observation with respect to the manner in which children in pre-primary schools in Kibera Sub-County attended school for the past term. The results indicated that the first week of opening the schools had the highest attendance as compared to the other weeks of the term. According to the data the attendance level started fluctuating at the mid of the term which could have been accumulated to the fees payment which may be a contributing factor to the responses that parents gave as the major reason why their children didn’t attend school regularly. This was a significant finding that implied that school attendance was still critical problem that
need to be solved in pre-schools in Kibera Sub-County. Poor attendance among children in pre-primary schools is attributed to the informal nature of settlement of the residents which obviously pose difficulties in schooling in the area which is in agreement with a survey conducted by Daraja Civic Initiatives Forum in Kibera and Korokocho informal settlements that indicated that up to 48 % of school age children were not attending school (Daraja, 2006).

In an interview, parents were asked to state the reasons why their children, depending on the frequency, failed to attend school. Table 4.4 presents the reasons for poor school attendance and class boycotts as reported by parents.

**Table 4.4: Reasons for Children’s Absenteeism as Reported by Parents**

<table>
<thead>
<tr>
<th>Reasons for absenteeism</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>Taking care of siblings</td>
<td>88</td>
<td>44</td>
</tr>
<tr>
<td>Home chores</td>
<td>115</td>
<td>57.5</td>
</tr>
<tr>
<td>Lack of school uniform</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Health problems/sicknesses</td>
<td>76</td>
<td>38</td>
</tr>
</tbody>
</table>

N=200

Findings in Table 4.4 revealed that the leading cause of absenteeism was lack of school fees while the least cause was lack of school uniform. The findings implied that majority of children did not regularly attend schools due to high poverty levels which distract them from schooling.

Adhanja (2016) notes that children who are poor, and who come from homes that need soundness and medicinal attention are both intellectually and physically
influenced. Such children develop low interests in learning and are more likely not attend schools.

4.4 Parents’ Occupation and Pre-Primary School Children’s Attendance in Kibera Sub-County.

The second objective of the study sought to find out if parents’ occupation influences pre-primary school children’s attendance in Kibera Sub-County. Parent’s occupation as per this study was regarded as part of the income which is defined by income-generating of parents. This was achieved by assessing the employment status of the parents. Parents were asked to specify their occupation and their responses are as presented in Table 4.5.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>No. of Parents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Employment</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Petty business</td>
<td>96</td>
<td>48</td>
</tr>
<tr>
<td>Doing domestic work</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td>Unemployed</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.5 revealed that the biggest number of parents were engaged in petty businesses such as selling items such as tomatoes, onions, fish, fruits, vegetables and food although there were still some parents who reported to have no employment at all. These findings imply that large number of parents were employed in non-formal sector. Most of parents were found to engage in petty business which they earned very little income and others, females, were doing domestic work and
depending on their husbands to provide basic needs. The findings also mean that children were deprived their right to education by engaging them in odd jobs such as taking care of their siblings.

To establish the relationship between the parents’ employment status and the attendance behaviour of children in pre-primary schools, cross tabulation was conducted between employment status and children’s Attendance. The findings have been summarized in Table 4.6.

**Table 4.6: Employment Status and Children’s Attendance**

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Attendance status</th>
<th>Total Number (N=200)</th>
<th>Number Poorly attend (N=81)</th>
<th>Number averagely attend (N=71)</th>
<th>Number often attend (N=58)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Self-Employed</td>
<td></td>
<td>96</td>
<td>24</td>
<td>25</td>
<td>52</td>
</tr>
<tr>
<td>Unemployed</td>
<td></td>
<td>76</td>
<td>57</td>
<td>75</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>200</td>
<td>81</td>
<td>40.5</td>
<td>71</td>
</tr>
</tbody>
</table>

Results in Table 4.6 indicated that 76 out of the 200 hundred parents who had no employment reported that their children attended school poorly as opposed to the 28 parents who had formal employment reported that their children often attended schools. This was an indication that employment status of the parents controlled their financial stability which henceforth negatively influences the attendance to schools among children enrolled in pre-primary schools.
Parents were further asked in an interview to give challenges they faced in relation to their economic status and their pre-primary children’s school attendance. The responses indicated that some children were deprived of their educational rights through forced-absenteeism, while others disclosed that their children accompanied them to their businesses.

These responses indicated that some forms of child labour exist in most of low income families as they force their children to engage in activities which are meant for adults.

The current study concurred with URT report (2001) which argues that a child who works at the expense of schooling is in child labour, this kind of child labour has a negative influence on children academic performance as most of them concentrated more on other house activities than on their studies. This trend of truancy can lead to a total distraction of a child from school leading to negative attitude and finally dropout.

This finding concurred with Ngorosho (2003), Drew and Segi (2004) in which it was found that miserable employment status lead to inability to pay school fees. Hence, parents sent their children to assist them with income generating activities which as a result leads irregular school attendance hence poor performance among children.

The findings are supported by the findings by various studies which advocated that children’s attendance is seriously affected by the low socio-economic status (Cardoso & Venner, 2007; Wang, 2010). In support to this notion, children from better off families are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled (Coclough, 2000).
The findings are also in agreement with the UNICEF (2004) report that about 7.3 million children are out of school in Nigeria due to poverty in their households. According to Wainaina (2005), attendance is severely affected by income status of parents and these also determine selection of schools. Khanam (2008) also attributed the high rate of child labour to lack of occupation among parents and revealed that most children caught in child labour had severe cases of lacking parents.

The findings of this study also coincided with Parikh and Sadoulet (2005) that children whose parents or guardians are self-employed frequently engaged in child labour activities, and this reduced their school time. Buchmann (2000) also noted that children in areas with high rate of poverty had lower school attendance norm than their counterparts due to poor children’s form of life and family value for education.
4.5 Parent’s Level of Education and Pre-Primary School Children’s Attendance in Kibera Sub-County.

The third objective of the study sought to find out whether parents level of education determines the attendance trends in pre-primary schools in Kibera Sub-County. The educational attainment of a child’s parents can be a good predictor of attendance to school among children especially at early stages enrolled in pre-primary schools. To achieve this, parents were asked to indicate their level of education. Their responses are as shown in Figure 4.3.

![Figure 4.3: Education Level of Parents](image)

Results in Figure 4.3 revealed that majority of the parents had primary school education while only 8 out of the 200 had tertiary education. There were no parents with degree level of education.
To establish the relationship between education level of parents and attendance characteristics among children in the pre-primary schools, a cross tabulation was done and the findings are as presented in Table 4.7.

**Table 4.7: Education Level and Children’s Attendance**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Attendance status</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Number</td>
<td>Number Poorly</td>
<td>Number averagely</td>
<td>Number often</td>
</tr>
<tr>
<td></td>
<td>(N=200)</td>
<td>attend (N=81)</td>
<td>attend (N=71)</td>
<td>attend (N=58)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Freq  %</td>
<td>Freq  %</td>
<td>Freq  %</td>
</tr>
<tr>
<td>None</td>
<td>18</td>
<td>18  100</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Primary</td>
<td>108</td>
<td>47  43.5</td>
<td>51  47.2</td>
<td>10  9.3</td>
</tr>
<tr>
<td>Secondary</td>
<td>66</td>
<td>16  24.3</td>
<td>20  30.3</td>
<td>40  60.6</td>
</tr>
<tr>
<td>Tertiary</td>
<td>8</td>
<td>0  0</td>
<td>0  0</td>
<td>8  100</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>81  40.5</td>
<td>71  35.5</td>
<td>58  29</td>
</tr>
</tbody>
</table>

It can be noted in Table 4.7 that the percentage of children in pre-primary schools reported by parents to attend schools always decreased down the educational level, from none to tertiary. The attendance rate increased with increase in the level of education as observed in increasing percentage from those who had no formal education to those parents with tertiary level of education. This implied that having most of the parents not well educated and some no education at all affected the education of their children in relation to school attendance. These parents may not see
the need of educating their children to a higher level than themselves nor their
children being motivated to go to school for lack of encouragement. However, parents
who are, for instance, college educated could be better equipped in their children’s
school attendance than those with less than a high school education, other things
being constant. The parents even though not educated or some not educated to high
levels ought to be made to understand the significance of education in their children’s
lives. Seneschal and LeFevre (2002) argue that parents with a good educational
experience frequently engage in practices that boost the morale of students by
motivating them about the importance of school.

These findings conquer with Glick and Sahn (2000) that those parents having better
educational endowment nature their children to follow their footsteps by slowly
encouraging them about the importance of staying in school. Mikus (2013) in his
study noted that parents with poor educational backgrounds have large families which
affect attendance of children to school since only a few access education leaving the
young ones to stay longer before setting their feet on the doors of schools. Unlike
uneducated parent, one works hard to develop schools into better learning
environment for their children (Daley et al., 2003).

These findings are in agreement with the findings of Palmer (2005 that educational
level usually creates differences between people in terms of access to information and
the level of proficiency in benefiting from new knowledge, whereas income creates
differences in access to scarce material goods. According to Cooter (2006), in families
where parents happen to experience difficulties in reading and writing continuously,
there is a danger that low literacy is passed on to the next generation. Lynch (2009)
put forward that the importance of literacy development stretches far beyond children’s school achievements. Well-developed literacy ability is an important condition for children’s development in other intellectual and social areas and vice-versa (Patall et al., 2008).

These findings are in agreement with Mariara and Mwabu (2007) that father’s level of education significantly highly determines attendance of a child in school as compared to the mother’s level of education. Gertler and Glewwe, (1990) further found that education of the parent was positively correlated to the school Attendance decision for children.

The findings also conquer with Walque (2005) that education of the most educated adult male in the adopting households have smaller significant positive effect on adopted child’s schooling as compared to the one in a biological father-child relationship. In relation to the same findings, Rahji (2005) found in South west Nigeria that father’s education significant for boys in primary school Attendance while that of the mother for girls’ primary school Attendance.

These findings are in agreement with Ersado (2005) that higher parental or household head level of education is correlated with increased access to education. Nannyonjo (2007) argues that children whose father had university degree may likely expect to have the highest increase in test score.

In line with the findings of the study, Goodman and Gredd (2010) revealed that the level family income determines the level of participation of school pupils, especially in terms of enrolment and attendance. Low income is correlated with high levels of
anxiety, sorrow and weakness conditions among parents or guardians that may consequently affect their support to their children.

In conformity with the findings of the current study, Loken, Mogstad & Wiswall (2010) in their study also noted that salary affects both IQ and general frequency at which children acquire knowledge and skills in schools in Norway. These students tend to drop out of school early and are less inclined to full participation in schools. In addition, they are likely to miss classes, fail to accomplish assignments given, ignore homework and get discouraged from participating in sports (Kenya Economic Report, 2014).

As pointed out by Okioga (2013), pupils active in schools when their school’s fees are paid on time and all the revision materials are provided. In this case, it could be that the parents with high socio-economic background might be sufficient enlightened about the needed success of their children education in such a case, they assist and encourage their children to be adequately involved in their academic activities and hence provide them with basic needs that might enhance their performance.

In support to the findings of this study, Okumu et al (2008, cited in Onzima (2010) found out that an educated parent is more concerned with children’s admission to school and more effective in helping in academic work. However, parents with low educational attainment mostly do not care to supervise their children and neither do they contribute to the academic process of their children.
The findings of the study were also supported by Wambugu (2002) who notes that having a well-educated parent is related to greater educational achievement and earnings. For instance, children born in households with low incomes have poor educational achievement, more likely to develop behavioural disorders and more depressed.

4.6 Parent’s Income and Pre-Primary School Children’s Attendance in Kibera Sub-County.

The fourth objective of the study sought to find out whether parent’s income influenced pre-primary school children’s attendance in Kibera Sub-County. Parent’s income as per this study was regarded as part of monetary which was defined by the monthly salary of parents.

Parents in an interview were asked to approximate the average income they realized in a month. The results are as presented in Figure 4.4.
Figure 4.4: Family Level of Income

As it can be seen in Figure 4.4, majority of the parents with enrolled children in pre-schools in Kibera Sub-County earned a monthly income of below Kshs. 5000 while the least had an income of between 5,000-10,000 Kshs per month. This implied that most parents with are living under severe poverty coupled with harsh conditions in the informal settlement of Kibera slums.

To establish the influence of income level on the children’s school attendance, a cross tabulation was done between the income levels against the frequency of attendance as reported by the parents. Findings are as presented in Table 4.8.

Table 4.8: Influence of Family Income on School and Class Attendance

<table>
<thead>
<tr>
<th>Monthly income (Kshs.)</th>
<th>Frequency of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most often</td>
</tr>
<tr>
<td>&lt;5,000</td>
<td>F 94</td>
</tr>
<tr>
<td></td>
<td>% 47</td>
</tr>
<tr>
<td>5,000-10,000</td>
<td>F 86</td>
</tr>
<tr>
<td></td>
<td>% 43</td>
</tr>
<tr>
<td>10,001-15,000</td>
<td>F 10</td>
</tr>
<tr>
<td></td>
<td>% 5</td>
</tr>
<tr>
<td>15,001-20,000</td>
<td>F 6</td>
</tr>
<tr>
<td></td>
<td>% 3</td>
</tr>
<tr>
<td>Above 20,000</td>
<td>F 4</td>
</tr>
<tr>
<td></td>
<td>% 2</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

N=200
Table 4.8 shows the findings on the relationship between family income level and the frequency of class attendance among children in pre-primary schools in Kibera Sub-County. The results indicated that of the out of 90 parents/guardians whose incomes were less than Kshs. 5,000 majority of them reported that their children rarely attended school while only 7 reported that their children often attended school. The findings implied that majority of children did not regularly attend schools due to low income levels of parents. According to Haveman et al. (2007) parents face real difficulties when it comes to providing basic needs for their children and for families in poverty, these challenges can be imposing. Hence, when fundamental necessities are missing, parents must place top need on lodging, sustenance, garments, and social insurance.

These findings are in conformity with the findings of Mikus (2013) which revealed that children whose parents had higher income had liked to remain in schools because parents helped them and motivated them in many ways compared to those whose income was lower. Similarly, Chirombo (2005) found that students’ attendance in schools is adversely affected by lack of necessities for schooling which is a variable to the level of income in the family. According to Hayeman et al (2007) children become active in schools when their school’s fees are paid on time and all the revision materials are provided.

The findings are in agreement with Campbell and Ramey (2004, cited in Mishra et al., 2007) that learners from poor families remained home for longer time compared to the counterparts in higher income urban families (Mishra, Arnold, Otieno, Cross & Hong, 2007). Bradley and Corwyn (2002) also argue that the level of income among maternal parents influence how children like schools. Mishra et al (2007) made a
conclusion that the level of income determines the pre-primary school life of children in such schools.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the main findings of the research including the main conclusions and recommendations derived from the findings of the study. This study aimed at establishing how parents’ socio-economic status influence their pre-primary school children’s attendance in Kibera Sub-county, Nairobi County. The study focused on parent’s socio-economic status in relation to their; level of education, level of income and their occupation. Findings have been summarized as per the objectives of the study.

5.2 Summary of Findings

The findings revealed that large number of parents were employed in non-formal sector. Most of parents were found to engage in petty business which they earned very little income and others, females, were doing domestic works and depending on their husbands to provide basic needs for them. This implied that employment status of the parents controlled their financial stability which henceforth negatively influenced their decision to enrol their children

Further cross tabulation of the parental educational level with Attendance revealed that the attendance rate increased with increase in the level of education as observed in increasing percentage from those who had no formal education to those parents with tertiary level of education. This showed that there was a significant effect of education level of parents on the Attendance of children in the Pre-primary schools.
Findings revealed that majority of the parents had an income level below Kshs. 5000 per month implying that majority of the parents who participated in the study were living under poverty level and it might be hard to adequately involve in their children’s education at such early stages of growth and development. The results indicate that of the out of 90 parents/guardians whose incomes were less than Kshs. 5,000, 87(92.6%) of them reported that their children rarely attended school while only 7(7.4%) reported that their children often attended school. The findings further revealed that students whose parents earned above 20,000 most often attended school.

5.3 Conclusions
Based on the findings, the following conclusions were made:

a) Parents type of occupation and pre-primary school attendance
Occupation and economic status greatly influence individuals to either involve their children in home chores and other business activities or to provide educational needs of their children. The study revealed that all those in formal employment tend to make sure their children always attend school. This can be attributed to economic empowerment of those in formal employment. As for those in petty businesses and unemployed, their children are distracted from learning due to either lack of basic needs or emotional stress related to unhygienic poor conditions of life, poor health or lack of proper diet.

b) Parents’ Level of Education and pre-primary school attendance
It is evident from the findings that parents with low education were not cautious about the poor attendance of their children enrolled in pre-primary schools in Kibera Sub-County. This study concludes that these parents until now may not have not
internalized the importance of education and the importance of education in their children’s lives.

c) Parent’s level of income and pre-primary school attendance

The study concluded that the family income level is one of factors that influenced student’s participation either positively to those whose parents had high level of income or negatively to those parents with low income level. Low income has negative influence on school attendance. In conclusion, high income parents are associated with high education levels hence assist their children in doing their school work. Such parents participate better in academic performance and understand the importance of academics better.

5.4 Recommendations of the Study (M.O.E)

5.4.1 Recommendation to the Government

i) There is need for the government to look into the issue of levies in school despite the introduction of the free Primary education. If this is extended to the pre-primary schools, then it will help the children from very poor families who do not attend school because they cannot afford the additional levies.

ii) Study findings showed that the socio-economic status like provision of learning resources was a problem. The government through the Ministry of Education and Constituency Development Fund should extend their issuance of financial needs to pre-primary education in addition to the primary schools.

iii) Local government at the ward level should advise parents to cooperate with school administration through close supervision of their children academic progress and through balancing of domestic chores with studies at home. This will improve attendance of students.
5.4.2 Recommendations to Key Stakeholders

i) The research recommends that the key stakeholders including the head teachers to commence programmes which facilitate sensitization of the parents and the community as a whole the importance of regular school attendance. Once the community as a whole understands and internalizes the importance, this will prevent other related problems like truancy, deviancy and lack of monitoring would also be tacked as a result of this.

ii) The parents should be encouraged to create a conducive environment at home to enable the students study privately. The parents should balance between the home chores and students’ academic work and should allocate adequate time equally for both.

iii) Social and economic policies should be put in place to enable children from parents of low economic status to have equal opportunity of advancing the cause of education of their children.

5.4.3 Recommendations to other Non-Governmental Organizations

i) Parents who are not educated or have low educational qualification should endeavour to allow their children to attend remedial holiday coaching provided by non – governmental organization during holidays to supplement the regular school programmed.
5.5 Suggestions for Further Study

i) This study could not adequately capture all the variables that lead to decreased Attendance in Pre-primary schools because it was limited to Kibera Sub-County. Further research should be done in neighbouring Sub-counties to compare and contrast cases of Attendance in Pre-primary schools in those other counties.

ii) Other variables such as religion should be further investigated in relation to its effects on socio-economic and Attendance in Pre-primary schools.

iii) A study on children’s characteristics and how they influence the participation should be carried out and their possible interventions.
REFERENCES


APPENDIX I: CONSENT LETTER

Informed Consent

My name is Janet Ndeto Mwitiki. I am a Masters student from Kenyatta University. I am conducting a study on “Parental Socio-Economic status influence on preprimary school attendance in Kibera Sub-County Kenya”. The information will be used for academic purposes.

Procedures to be followed

Participation in this study will require that I ask you some questions and I also observe your children’s attendance registers.

I will record the information from you in a questionnaire and the observations made on the observation schedule.

You have the right to refuse to participate in this study. Please remember that the participation in this study is voluntarily. You may ask any questions related to this study any time.

You may refuse to respond to any questions and you may stop an interview anytime. You may stop being in the study at any time without any consequence to the services you are receiving from any organisation now or in the future.

Discomforts and Risks

Some of the questions you will be asked are on your bio data which are private information. In addition, the observations will be made as you are at the school. This might make one uncomfortable. If this happens, you may refuse to answer the questions or stop the observation process if you so choose. You may also stop the
interview or observation at any time. The interview may add approximately half an hour to an hour while the observation will take approximately 50 minutes.

Benefits
If you participate in this study, you will help me to learn the parental socio-economic influence on children school attendance among pre-primary school children. Through this, I will be able to propose recommendations to various education stakeholders to help in improving children school attendance.

Reward
Participation in this study is voluntary and no reward will be given to the participants.

Confidentiality
The interviews and observation will be conducted in the classroom within the school. Your name or the name of the school will not be included on the questionnaire and the observation checklist. The filled questionnaires and observation checklists will be kept in a locked cabinet for safe keeping at Kenyatta University. Everything will be kept private.

Contact information
If you have any questions you may contact Dr. Mwoma on 0726392781 or the Kenyatta University Ethical Review Committee Secretariat on chairman.kuerc@ku.ac.ke, secretary.kuerc@ku.ac.ke, secretariat.kuerc@ku.ac.ke
**Participant’s statement consent form**

The above information regarding any participation in the study is clear to me. I have been given a chance to ask questions and any questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the study at any time.

Name of participant……………………………………………………………………

______________________

__________________________

Signature or Thumbprint  Date

**Investigator statement**

I, the undersigned, have explained to the volunteer in the study in a language s/he understands the procedure to be followed in the study and the risks and benefits involved.

Name of the interviewer………………………………………………………

_____________________

_________________________

Signature or Thumbprint  Date
APPENDIX II: INTRODUCTION LETTER TO QUESTIONNAIRE

Janet Ndet Mwitiki

Kenyatta University

P.O. Box 43844

Nairobi.

Dear Teacher,

RE: LETTER OF INTRODUCTION

I am a Post-Graduate student pursuing a Master degree in Early childhood education at Kenyatta University. I am conducting a study on Parental socio-economic status influence on pre-primary children school attendance in Kibera Sub-County, Nairobi County, Kenya.

This is in partial fulfilment for the requirement for the course.

I kindly request you to assist me by filling the attached questionnaire.

Please do not provide your name or that of your school. The information provided will be treated with strict confidentiality and will only be used for academic research.

Your responses will be highly appreciated.

Thank you

Yours faithfully,

Mwitiki Janet.
APPENDIX III: PRE-PRIMARY SCHOOL TEACHER QUESTIONNAIRE

Pre-primary School Teacher Questionnaire

This questionnaire was to help investigate the teacher’s/Parent’s perception on pre-primary school attendance.

PART 1: BASIC INFORMATION

1. Name of the school

2. Date of Registration

3. County Sub-County Ward

4. Type of School: □ Public □ Private (if private, indicate ownership below)
   □ Church-based □ Primary School-based □ Community-owned □ Individual Owned

5. Class Taught:
   □ Baby class □ Nursery □ Pre-unit □ Multigrade

If Multigrade, which ages/classes are combined?

6. How many children are in your class?

7. What is your age:
   □ Below 25 □ 25 to 35 □ 36 to 45 □ 46 and above

8. What is your highest academic qualifications?
   □ Primary □ Secondary □ Certificate □ Diploma
PART 2: Teachers perceptions on Pre-primary children’s attendance

i. Does pre-primary school children’s attendance affect your teaching?
   □ Yes □ No

   How do parents contribute towards their children’s attendance?
   Explain: .................................................................

ii. What other barriers exist in your community to pre-children’s school attendance
APPENDIX IV: PARENTS’ QUESTIONNAIRE

This questionnaire was intended to help in investigating parent’s level of education, income and occupation as part of their socio-economic status, answer the questions appropriately by placing a tick [ ] by filling the blank spaces.

PART A: BACKGROUND INFORMATION

1. Name of the Pre-primary school______________________________________________
2. Sponsor_____________________________________________________
3. Management ________________________________________________
4. Date of Registration __________________________________________
5. County_____________________________________________________
6. Sub-County _________________________________________________
7. Ward ______________________________________________________
8. Type of School_______________________________________________

PART B: QUESTIONS

1. 1. Gender: Male [ ] Female [ ]
2. Please indicate your age
   Below 25 [ ] 25 to 35 [ ] 36 to 45 [ ]
3. Please indicate your child’s age
   Below 3yrs [ ] 3-4 yrs. [ ] 4-5 yrs. [ ]
Parent’s Education Level

This was intended to establish the level of the parent’s level of education from the lowest to the highest level

4. What is your highest academic qualifications?

Primary [ ] Secondary [ ]
Certificate [ ] Diploma [ ] Degree and Above [ ]

If other specify ______________________________

Parent’s income level and Occupation

1. Are you employed? □ Yes □ No

2. If yes, what is the nature of your employment? □ Casual □ permanent

3. Explain:

4. What is your average monthly income? □ Below 5000 □ over 5000 □ over 10000

5. Are there other family members who contribute income in the family? □ yes □ No

6. If yes, how much do they contribute?

□ Below 5000 □ over 5000 □ over 10000

7. How many Dependents do you serve with your income?

1-2 [ ] 3-4 [ ] 5-6 [ ] More than 7 [ ]

If other specify ____________________________________________________________

Thank you for completing and returning this questionnaire
APPENDIX V: CHILDREN’S ATTENDANCE CHECKLIST

CHILDREN’S ATTENDANCE

This attendance checklist provides vital information to understand the frequency of attendance for the children in the pre-primary schools per term.

PART 1: BASIC INFORMATION

Class Observed: □ Baby class □ Nursery □ Pre-unit □ Multigrade

If Multigrade, which classes? ..................................................................................................................

How many teachers are in the class? .......................................................................................................

How many children are in the class? ......................................................................................................

PART 2: Attendance registers observation

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of children per class</th>
<th>Rate of frequency</th>
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<tr>
<td></td>
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<td>Poor attendance (less than 3 days)</td>
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APPENDIX VII: MAP OF THE STUDY AREA

Source: https://365tomythesis.files.wordpress.com/2011/06/populated-kibera-map.png
APPENDIX VIII: ETHICAL APPROVAL

KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE

Fax: 8711242/8711575
Email: kuerc.chairman@ku.ac.ke
kuerc.secretary@ku.ac.ke
secretariat.kuerc@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: KU/ERC/APPROVAL/VOL.1 (59) Date: 30th May 2017

Janet Ndeto Mwitiki
Kenyatta University,
P.O Box 43844,
Nairobi

Dear Janet Ndeto Mwitiki

APPLICATION NUMBER PKU/664/1742 “PARENTAL SOCIO-ECONOMIC STATUS INFLUENCE ON PREPRIMARY CHILDREN SCHOOL ATTENDANCE IN KIBERA NAIROBI COUNTY KENYA.”

IDENTIFICATION OF PROTOCOL
The application before the committee is with a research topic application Number PKU/664/1742 “Parental socio-economic status influence on pre-primary children school attendance in Kibera Nairobi county Kenya.” Received on 16th May 2017 and approved on 30th May 2017.

1. APPLICANT
Janet Ndeto Mwitiki

3. SITE
Nairobi County, Kenya

4. DECISION
The committee has considered the research protocol in accordance with the Kenyatta University Research Policy (Section 7.2.1.3) and the Kenyatta University Review Committee Guidelines AND APPROVED that the research may proceed for a period of ONE year from 30th May, 2017.
APPENDIX IX: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. JANET NDETO MWITIKI

of KENYATTA UNIVERSITY, 30884-100
NAIROBI, has been permitted to conduct research in Nairobi County

on the topic: PARENTAL SOCIO-ECONOMIC STATUS'S INFLUENCE ON PRE-PRIMARY CHILDREN'S SCHOOL ATTENDANCE IN KIBERA, NAIROBI COUNTY KENYA

for the period ending:
6th July, 2018

Permit No: NACOSTI/P/17/49651/17810
Date Of Issue: 6th July, 2017
Fee Received: Ksh 1000

Applicant's Signature

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

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Ref #: NACOSTIP/17/49651/17810

Janet Ndeko Mwiti
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Parental socio-economic status’s influence on pre-primary children’s school attendance in Kibera, Nairobi County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 6th July, 2018.

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

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Nairobi County.
The County Director of Education
Nairobi County.