INFLUENCE OF PARENTAL CHILD NEGLECT ON EDUCATION WASTAGE
AMONG GRADE TWO CHILDREN IN MUVUTI SUB- COUNTY, KENYA

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DECLARATION

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

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DEDICATION

This study is dedicated to my loving dad, Mr. Samuel Muriithi, his counsel and financial support over the years has been of great value. May the almighty God bless you.
ACKNOWLEDGEMENTS

I thank the almighty God for his protection and providence which enabled me to undertake this project; Glory be to His name. I would like to express my sincere thanks to my able supervisors, Dr. Esther Waithaka and Dr. Mary Ndani for their unwavering guidance and assistance that aided the completion of this project. I will remain thankful to the staff at the Department of Early Childhood and Special Needs Education for their invaluable assistance.

I also wish to express my sincere appreciation to my family and friends for their understanding and encouragement during the process of this project. Their physical and emotional support, and continued prayers have played a major role towards this success.

I am grateful to the parents, children, teachers of grade two and the head teachers who directly or indirectly participated in this study. Finally, I am sincerely indebted to my head teacher, Sister Veronica and all my colleagues for their cooperation and patience that made the rigor involved in this project manageable. May God bless you.
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ABBREVIATIONS AND ACRONYMS

AIDS: Acquired Immunodeficiency Syndrome
CDF: Child Development Fund
ECD: Early Childhood Development
EFA: Education for All
KNEC: Kenya National Examinations Council
MDGs: Millennium Development Goals
MOEST: Ministry of Education, Science and Technology
NCANDS: National Child Abuse and Neglect Data System
SPSS: Statistical Package for Social Science
UNESCO: United Nations Educational Scientific and Cultural Organization
UNICEF: United Nations Child Education Fund
USA: United States of America
USDHHIS: United States Development Health and Human Services
ABSTRACT

Education is fundamental for human development and economic growth. All children have a right to quality education. Education is key to every government both globally and nationally. However, much of the resources invested in education have been wasted due to many factors. This study sought to investigate the influence of parental child neglect on educational wastage among grade two pupils. This was achieved through the assumption that Physical, emotional and educational neglect by parents may affect a child’s education. Education wastage is revealed through school dropout, repetition, performance and absenteeism from school. The purpose of this study was to establish the prevalent types of parental child neglect among grade two pupils; to find out whether parental child neglect influences educational wastage among grade two pupils and to explore the measures schools have adopted to curb parental child neglect in Machakos County. The study was guided by UrieBronfenbrenner Ecological System Theory which states that a child’s environment affects how the child grows and develops. The conceptual framework adopted in this study takes the assumption that the child’s family need to provide an environment conducive for his or her education. The study target population was 29 schools, 29 head teachers, 153 teachers, 2310 learners, and 2310 parents. However, the study purposively sampled 10 public schools, 10 head teachers, 15 teachers, 150 children, and 150 parents. The study adopted descriptive research design. A questionnaire for teachers, head teachers and parents and interview guide for children was used to collect data. The data was analyzed using descriptive statistics and presented using frequency distribution tables, bar graphs, and narratives. The study found that 51% of the children experienced educational neglect, 40% encountered physical neglect and 9% suffered from emotional neglect. The main recommendation is that parents should be advised on the importance of ensuring that their children are always in school. Further, the study recommends that the government should have strict rules and guidelines that will discourage child neglect which was noted as the main cause of high grade two educational wastage.
CHAPTER ONE
INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.0 Introduction

This chapter presents an overview of the influence of parental neglect on education wastage of grade two children in Machakos County. It covers statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations, assumption, theoretical and conceptual framework, and operational definition of terms.

1.1 Background to the Study

The term education wastage is used in the field of education to demonstrate aspect of failure of an educational system to achieve the country’s educational objective of its children (Yusuf, 2014; Ojo, 1980). Education is widely seen as one of the most promising paths to children to realize better and more productive lives and as one of primary drivers of active economy (Glennerster, Kremer, Mbiti, & Takavarasha, 2011). It is also seen as a primary mean of social mobility, national cohesion and active social economic development (Wood hall & Parcharopolous, 1985) and human capital development (Kiumi & Chiuri, 2005). Unfortunately, Global Monitoring Report (2013; 2014) explicitly confirms that education wastage is hindering the achievement of universal education and its benefits.

Consequently, effort should be put into retaining children in school to ensure higher transition to upper grade level in schools. Thus, there is need to understand how parental child neglects influence education wastage. Education wastage may arise through children class repetition, children dropping out of class, premature withdrawal from school, lack of employment after
school (Ajayi & Mbah, 2008; UNESCO, 1977; 2013; 2014) and underutilization of teachers and educational material resources (Salami, 1993). On the other hand, parental child neglect may be failure of parent to provide appropriate supervision to the child to the extent of failing to attend school and do desired class work leading to under-achievement (Tanner & Turney, 2003).

Parents who absent their children from school to baby seat their young sibling, to hawk or accompany them to social economic endeavors, or fail to supervise or assist children to do homework at home, fail to provide basic needs then risk their children being forced to repeat classes (Uwezo, 2013). Thus, these children may lack self-esteem and finally dropout of school before completing primary grade level education circle (UNESCO, 2014). Furthermore education achievements are categorized as profitable in life and most effective path of reducing poverty and improving children’s life (UNESCO, 2011).

All children have a right to education and this is fundamental to achieving quality social and economic development. It is with this regards that funding of education has been given a top priority (UNESCO, 2008). Unfortunately, about 404 million children under the age of 18 years do not attend school, while 190 million children between ages 10 and 14 are on the streets (Global Educational Journal, 2015). These children may fail to attend school to utilize resources and acquire educational skills leading to education wastage. A very worrying trend is that 18% of early school leavers in European Union Countries have only completed primary grade education (Commission Staff Working Party, 2010) and this trend is especially strong in Bulgaria with 38% and Portugal with 40%.

The UNESCO, (2004) survey noted that repetition rate in developing countries are usually surprisingly high and highest rate being in Sub Saharan Africa countries where each year about
22% of primary grade children repeat classes. The study further notes that worldwide 60% of primary grade children repeat a grade level where the highest repetition rate being observed in West and Central Africa 18.8% while East Africa having 12.3% primary school children having to repeat grade who later on dropout of school. Investigation (Kenya Demographic & Healthy Survey, 2010) among the children aged 6 to 13 years’ enrolment improved from 87% to 94% between 1998 and 2009. However nearly 8000 (6%) are out of school with only 47% completing primary grade level.

The Kenya government for example, over the years has vigorously expanded educational institutions to ensure equity and access to quality education and relevant system of education in line with Basic Education Act (2013) and Vision 2030. Although the Kenyan government has tried to provide access to quality education for all children to participate in learning unfortunately children participation in learning in public primary schools remains elusive today due to parental child neglect in Kenya. For instance, 3 out of 10 children in grade 2 are learning below grade level in Machakos-County (Uwezo, 2011; 2012; 2013; 2014). This indicates that these children are educationally under-achieving.

A study by Kenya National Examinations Council (KNEC, 2010) indicated that 7 out of every 10 children, regularly absent themselves from school due to sickness, lack of school uniform, being forced by parents to stay at home to do domestic chores and baby seating young siblings. Often these children are educationally under-achieving in their classroom (KNEC, 2010). These factors may contribute to education under-achievement leading to children’s class repetition and dropping out of school before completing primary schooling circle creating a vicious cycle of underachievement. However, improved early years education is fundamental to creating effective
human capital (Jomtien, 1990; Munina, 2011). However, the education for all has remained elusive for school completion rate have remained low. The question of provision of equal opportunities in education as well as ensuring the number of children who enroll and complete education have been a concern worldwide (Kimatu, 2007) and Kenya is not an exceptional.

Research evidence strongly support the view that parental child neglect may lead to poor cognitive development and educational underachievement (Prior, & Glaser, 2006). Investigation by Uwezo, (2011), show that there is high education wastage in Kenya as reflected by high number of children from lower primary, upper primary, secondary and university who do not complete education cycle due to parental child neglect. However, research studies on parental child neglect on education wastage have not presented robust studies on parental child neglect and its influence on education wastage (Chapple, Tyler, & Bersani, 2005) and most of these studies are from western countries. It is therefore in the light of this scenario that this study critically examined the influence of parental child neglect on education wastage among grade two children and identify the types of neglect that influence education wastage in Machakos County.

1.2 Statement of the Problem

Education is a fundamental right for human development and for this reason it has been strongly emphasized by international conventions and treaties globally. Kenya education system is marred by high school dropout, repetition and poor academic achievement which lead to education wastage. In response, Kenyan government has provided both human and material resources to ensure access to quality education, retention, and education completion to maximize the benefits of education but education wastage problem still persists. Studies have been conducted on education wastage in Kericho County, Baringo County and Nyeri County respectively. However,
there is no evidence of empirical studies that has been conducted on influence of parental child neglect on education wastage in, Machakos County where grade two children are learning below their grade level. In a bid to establish possible mitigation strategies of arresting education wastage in Machakos County, this study embarked on an investigation to establish the influence of parental child neglect on education wastage among grade two children in Muvuti Sub-County, Machakos County.

1.2.1 Purpose of the Study

The purpose of this study was to find out the influence of parental child neglect on education wastage in Machakos County. Specifically, this study was concerned with identification of the types of parental child neglect that influence educational wastage in Machakos County. Specifically, the study was to establish possible measures to alleviate education wastage in Machakos County.

1.2.2 Objectives of the Study.

This study was set to:

i. Establish the prevalent types of parental child neglect in Machakos County.

ii. To find out how parental child neglect influences education wastage among grade two Children.

iii. Explore the measures schools have adopted to curb parental child neglect in Machakos County.

1.2.3 Research Questions.

i. Which are the prevalent types of child neglect in Machakos County?

ii. Does parental child neglect influence education wastage in Machakos County?
iii. What Mitigation strategies have the schools used to help curb parental child neglect in Machakos County?

1.3 Significance of the Study

The significances of this study are two folds. First the ministry of Education, Science and Technology and the County Government may use the findings to come up with policies such as feeding programmes in schools, training of parents on the importance of school attendance, supervision of homework and on reasonable family size. Secondly, teachers may use the results of the study to curb school truancy in Machakos County and beyond.

1.4. Limitations of the Study

The following challenges restricted the research process. The study was limited to the local language spoken in Machakos County. Therefore, the study engaged a research assistance to translate English language to the local language. The study was also limited to the school academic calendar and therefore the study was done in second term.

1.4.1 Delimitations of the Study

The study was delimited to grade two children, grade two parents and the grade two teachers. The rest of the learners, parents and teachers in other grades were not studied due to the time and financial constraints. The study was confined to primary schools drawn from Muvuti sub-county, Machakos County.

1.5 Assumptions of the Study

The assumptions of the study were-

i. All respondents would be cooperative and provide reliable responses.

ii. The schools selected had kept the children’s past academic records.
1.6 Theoretical Framework

This study was guided by Bronfenbrenner’s (1979) theory of ecological systems. Bronfenbrenner (1979) developed a system theory that depicts the interaction between children and immediate contextual environment influences on the children’s educational outcome. These context includes; microsystem which is immediate context occupied by the children, the mesosystem which is the relation between two or more microsystems, the exosystem which is a social setting in which children are not part of it but impact their educational outcome. The macrosystem impact the event that affect children educational outcome and the macrosystem which is the patterning of event and social historical events that impact the children educational outcome. The perspectives of Bronfenbrenner’s (1979) theory of ecological systems provide a valuable avenue for parents to explore how effectively they can engage in their children education to provide the tool for learning. Monks and Mason (1993) suggest that because environmental factors influence human development of a child they also influence on the development of children education.

Ecological theories provide an explanation for variation in educational outcome (Harvey & Delfabbro, 2004). Davis, Rimm, and Siegle (2011) posit that exosystem is one of the system that greatly impact on children educational outcome despite the fact that children do not participate in it. For example, parent’s financial instability (Subotnik et al, 2011) and school (Fouth, Roth, Brook-Gunn, 2007) influence educational outcome. Additionally, children’s socio cultural environments determine their educational attainment level and school engagement level. For instance, if the child’s parent takes active role in child’s school work such as providing scaffolding, ensuring children go to school, providing the child’s basic need because he is financially able (Bloom,1985; Olszewski-Kubillus,2008) the child will experience improved
academic achievement and vice versa. Therefore, parents have the role to play to provide children with learning environment to learn to the fullest.

The Bronfenbrenner’s (1979) ecological systems theory explains how children’s environment may positively or negatively influence their level of education and especially engagement in the school. For instance, poor parents may withdraw children from school to work for family leading to under-achievement in the classroom (Ajaji, 2004). On the other hand, rich parents are able to provide for quality education to their children leading to learning to the fullest in the classroom (Moon, et al, 1998). The relatively relaxed parental rules, government rules, cultural values, unfavorable economy, war, domestic violence affects children’s learning positively or negatively in schools. Bronfenbrenner’s (1979) ecological model provides an approach lens through which to view the children educational achievement in schools. This study emphasizes the influences that account for children educational outcome. It also high lights how ecological system interacts and influence educational outcomes. In relation to this study Bronfenbrenner’s 1979 exosystem depict how the system can influence educational attainment. The Bronfenbrenner’s (1979) theory provides contextual environment which interact with children and influence their educational attainment in schools.

According to Bronfenbrenner’s (1979) theory children are surrounded by varieties of different factors which influence their education either negatively or positively. There is, therefore need for parents to be fully engaged with their children education if they are to learn to their fullest in the classroom (Thrupp, 2001). The family being the basic unit of provision of the child’s
learning needs. Parents must ensure that children have all the basic learning needs for effective learning to take place and reduce education wastage.

1.7 Conceptual Frame work

Figure 1.1 presents dependent and independent variables. It was conceptualized that children’s family ability to provide an environment conducive for children’s learning enables children to learn to the fullest in the classroom. Therefore, those parents who assist children with their school homework, provide primary health care, provide basic needs, supervise children’s school attendance and provide basic learning resources create room for children to learn to the fullest.
Figure 1: Parental child neglect on education wastage

**Dependent Variables**
Outcome of playing parental role
- High rate of school attendance
- Good academic performance
- Completion of home work
- School Retention
- Grade progression

**Independent Variables**
Extent to which parents play roles in children learning.
- Ensure children attend school
- Supervise school homework
- Provide basic learning resources (pen, pencil, rubber, writing materials, table)
- Ensure child hygiene (clean clothing, neat hair)
- Provision of food
- Ensure child treatment

**Intervening variables**
- Feeding programme
- Policy on free primary education
- Child unfriendly environment

**Non Study Variables**
- Study Variables

**KEY**
1.8 Operational Definition of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Absenteeism</td>
<td>Failure of a child to attend class during school time of learning.</td>
</tr>
<tr>
<td>Caregiver</td>
<td>Parent or guardian who is entitled to provide food, clothing, education and medical attention to a child.</td>
</tr>
<tr>
<td>Child Abuse</td>
<td>Refers to anything that individuals and institutions do or fail to do which harms children.</td>
</tr>
<tr>
<td>Child Neglect</td>
<td>Failure to meet a child’s basic, physical and Psychological needs.</td>
</tr>
<tr>
<td>Drop-out</td>
<td>A child who abandons learning before completing class two.</td>
</tr>
<tr>
<td>Educational wastage</td>
<td>This means underutilization of time, money and other resources which are invested in education.</td>
</tr>
<tr>
<td>Lower Primary</td>
<td>Grade one to three classes in primary schools.</td>
</tr>
<tr>
<td>Medical neglect</td>
<td>The failure to provide and seek appropriate professional medical attention for children.</td>
</tr>
<tr>
<td>Parental neglect</td>
<td>Acts of a parent, including step parent, adoptive parent or someone serving the role of a parent failing to provide food, clothing, medical attention or education to a child.</td>
</tr>
<tr>
<td>Physical neglect</td>
<td>Failure to provide adequate shelter, clothing, nourishment and hygienic conditions to a child.</td>
</tr>
<tr>
<td>Repetition</td>
<td>To learn in a class/grade more than one year.</td>
</tr>
</tbody>
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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The literature reviewed highlights literature that address the following subsections; The concept of education wastage, the prevalent types of parental child neglect, parental child neglect influence on educational wastage and exploration of measures schools have adopted to curb parental child neglect.

2.1 The Concept of Education Wastage

According to Salimi (1993) educational wastage may be defined as the degree to which the human and material resources developed and made available are grossly under-utilized or neglected. Second a child who repeats a grade overspends what has been genuinely set for him at the expense of others. According to Hartzog committee (1929), wastage also occurs while children experience repetition of class after finishing one year in the prescribed period, if children fail to move to next class at end of year, repeat class as their colleagues move to next class these stagnation is wastage. Education wastage has been a challenge in many countries.

According to Kiumi and Chiuri (2005) education wastage was defined as the dual problem of class repetition and drop outs. Additionally, repeaters deplete nation’s resources and cause wastage due to Parental child neglect which leads to education wastage is considered to be the failure of parent to ensure that children’s prompt and regular attendance in school or keeping the children out of school on impermissible reasons resulting to education wastage. Absence from school affects children’s academic performance and may contribute to dropping out of school.
causing education wastage. Therefore parents contribute to the problem of education wastage by failing to take steps which may effectively retain children in school.


Educational wastage has been a global challenge that many countries of the world have been trying to curb. In Latin America education wastage is manifested by high children dropout, repetition rates and low primary grade completion rates (Juan, 1992). For example Juan (1992) indicates that primary grade completion rate in Mexican education system in 1977 Mexican primary grade completion was at 22% with some poor states like Chiapas and Oaxaca registering less than 20%. Additionally, study by Desarrollo (2007) in Latin America noted that the number of repeaters increased with expansion of schools in the region to accommodate neglected children in schools.

The UNESCO (1967) study noted that in countries with high wastage ratios repetition contributes more to education wastage than does drop out. However, Japan has largely overcome education wastage (UNESCO, 1967) while India has highly suffered education wastage (Kathori, 2004) where parents send children to school based on their usefulness at home. According to Kathori (2004) education wastage in India is caused by parental child neglect and ill-equipped classrooms. In a similar vein, a study in China noted that repetition rate increased in relation to
children population in schools. The study by UNESCO (2012) and Teachers for Education for All (2011) explicitly confirm that there is wide spread education wastage in Africa.

In addition, the two studies reveal that poverty makes parents to withdraw children from school to accompany them in labor engagement. In Ghana statistically 8.2% -19% children drop out of school (Ghana Ministry of Education, 2013) while in Nigeria repetition is the leading cause of education wastage (Samuel, 2004). According to Akindele (2015) ability of school to retain children is necessary to minimize education wastage. In Zambia the study reveals that children repeating grade level increases with the level of schooling (Ncube, 2004). In Kenya children in grade two are learning below grade level leading to grade repetition (Uwezo, 2012; 2016). Therefore, there is need to establish whether parental child neglect influences repetition and dropping out of school which is a recipe for education wastage.

The UNESCO, (2004) survey noted that repetition rate in developing countries are usually surprisingly high and highest rate being in Sub Saharan Africa countries where each year about 22% of primary grade children repeat their grade level. The study further noted that worldwide 6.0% of primary grade children repeat a grade level where the highest repetition rate being observed in West and Central Africa 18.8% while East Africa having 12.3% primary school children having to repeat grade who later on dropout of school.

Investigation (Kenya Demographic & Healthy Survey, 2010) among the children aged 6 to 13 years’ enrolment improved from 87% to 94% between 1998 and 2009. However nearly 8000 (6%) are out of school with only 47% completing primary grade level. In subsequent years the number of children completing primary grade level increased (Task Force, 2012) to 10.2 million by 2013 (Economic Survey, 2013). Unfortunately, even with this increase in primary grade
completion, education wastage remains a challenge in Kenya. The children dropouts’ in primary grade has been as high as 3% and repetition rate at 14% between grade 4 and grade 7 (Uwezo, 2010; 2013; 2016). The report further indicates that high level of education wastage in Machakos County where 6 out of every 10 children in grade 2 repeat a class.

A study by KNEC, (2010) found that 7 out of every 10 children regularly miss school for reasons ranging from sickness to lack of uniform, while some are forced to absent school to help with family chores. These children lose their class time and fail to use the education resources given by government for their education culminating to education wastage. On average there are about 1.2 million children enrolled in grade two. However, there are 0.6 million children who have dropped out of school. This loss is due to parental child neglect caused by high poverty level among grade two parents with 14.6% population unemployed in Kenya. Therefore, with increased poverty levels, many parents and communities have been unable to meet their children’s basic needs hence children attention in class is compromised leading to possible repetition of grade level and/or absenteeism (MoEST, 2001). Surprisingly, more than one million school aged children have been made to stay at home with their young siblings as their parents go to work as they may not afford to engage a house help. These conditions may be detrimental to effective learning. Therefore, these children may drop or be forced by the parental financial predicament to be absent school.

2.2 The prevalent types of parental child neglect

Parental child neglect involves the parental inability to provide children with basic needs. Failure or refusal to provide basic needs to the children means that these children will not be able to attend school and in case they are in school they will not actively participate in the classroom
eventually they may drop out of school due to inability to compete with other peers (Koorbin, 1983). This may contribute to the poor performance regardless of government provision of resources in education hence resulting to education wastage. Parental child neglect is the most prevalent form of child maltreatment in the world. According to the National Child Abuse and Neglect Data System (2005) approximately 899,000 children in the United States are victims of parental child neglect of which 62.8% (564,765) children experienced parental child neglect (2007). According to International Labor Organization study (2007) approximately 211 million children are out of school due to parental poverty. These children are the ages of between five and fourteen years. About 120 million of these children are from poor households. If these children basic need are provided by the parents, they could definitely be in school. Parental poverty denies them the opportunity to education which leads to education wastage.

A study by Holmes (2003) observed that the family deficit theory views the nuclear family as ideal family structure to provide the children with emotional intelligence. The theory sees absence of the parents as deficit to the family since father/mother services would be missed. Thus, paving a presenting situation where children would not be sustained in school and eventually leading to these children dropping out of school. According to Fernel (2010) step parenting has drastically increased in the society leading to divorces and remarriages. The study further observed that remarriage of a divorced parent creates step parenting which comes with numerous expenses, disruptions and social economic problem where the financial burden becomes too much to the step parent. Thus, this may lead to children dropping out of school causing education wastage. According to Mann (1989) large numbers of children in a family compete over income available in the family and this may cause school dropout leading to
education wastage. Mann further adds that parents in overcrowded accommodation in poor tenements cannot effectively supervise their children’s learning as they might wish leading to education wastage. According to Olubadewo and Ogwu (2005) a large family size is quite strongly associated with socio-economic disadvantages. The large family size hampers the parental involvement in children learning welfare. Thus, this may lead to low parental participation in children learning in school and may eventually lead to school dropout causing education wastage. It was therefore imperative to conduct a study on the influence of parental child neglect on education wastage in Muvuti Sub County, Machakos County.

Parental failure to respond effectively to child’s emotional needs may affect children education since children will have difficulty trusting their teacher and other peers whom they need to interact with positively in education (Webb, 2011). Parents as primary caregivers of children are required to provide the children with emotional care to enable them thrive knowing themselves and accepting role played by others like their teachers and classmates (Webb, 2011). Ekanem (2011) also noted that complex parent histories and multiple relationship makes adjustment difficulty in a step family. In a similar vein, study by Mau and Bikos (2000) observed that children of divorced parents are more likely to experience behavior disorders like anxiety, depression, acting out, and the exhibition of delinquent behavior which may lead to school dropout leading to education wastage. Unfortunately, emotionally neglected children do not trust teachers and peers which may lead to poor academic achievement a recipe for dropping out of school causing education wastage.
Parental Child neglect is characterized by the failure to provide appropriate medical care to the children, although financially able to do so (NCANDS, 2005). According to NCANDS (2005) 2% (17,637) children in USA are victims of parental child medical neglect (USDHHS, 2007). This may inhibit the child school attendance hence in return will lag behind other peers in class performance leading to grade repetition or dropping out of school and/or under-achievement.

Mother’s mental health problem such as depression leads to inability to meet children’s basic needs (Tumey, 2005). Children born of mentally compromised families may be forced to absent them from school to beg or engage in child labor to meet the family basic needs. These children are more likely to drop out of school causing education wastage.

2.3. Parental Child Neglect Influence on Educational Wastage

According to Tumey (2005) mothers are the primary caregivers to the children. The mother’s mental health problem for example depression makes her unable to meet the child basic needs hence neglect. Children born of mentally sick family may be forced to be absent from school to beg or engage in economic activities to meet their basic needs hence drop out of school regardless of government funding education. Dropping out of school causes wastage of the resources set for their education. Parental substance abuse also undermines a parent’s ability to cope with parental responsibility to their children. Parents who use drugs may tend to use all their finances in their drugs forgetting their role to their children to provide basic needs hence children lack food, clothing and even study area materials like table, which hinders them from doing their homework. They may also lack supervision and motivation in their education hence may perform poorly or absent themselves from school due to failure to complete their homework. These shortfalls contributed by parents’ neglect of meeting the child needs may cause drop out, truancy hence educational wastage.
According to the U.S. Government’s National Child Abuse and Neglect Data System (NCANDS) report family factor contribute to child neglect as 78% of the more than 700,000 child abuse victims reported suffered neglect by their parents or caregivers, same study established that 36% of the 1770 child abuse death cases were related to neglect of child medical support. A child’s health was directly associated to the caregiver or parent and failure detrimental to the child hence cause death, while the government had provided for their educational resources hence educational wastage. According to CDF (2005) poverty is a good predictor of child abuse and neglect. It is estimated that children whose family annual income is less than $15000 are 22 times more likely to be abused or neglected than children whose annual income is more than $30000 or more hence poses danger of child delinquency (Children Defence Fund, 2005). Child delinquency causes the affected children to be absent from school or drop out completely hence educational wastage.

Studies conducted in Gichugu Division (Ndiritu, 1987) established that wastage was due to financial inability of parents to provide necessary requirements for their children’s school needs, which may contribute to teenage pregnancy or early marriage.

According to CDF (2005) study an estimated 3.3 to 10 million children a year are at risk of witnessing domestic violence. Domestic violence at a tender age affects the child emotional, psychological and behavior. It thus affects their school attendance and concentration. Violence creates fear in child and lack of self-esteem. Caregiver also fails to give attention to child hence neglects child’s basic need, supervision of school work or even school attendance (CDF, 2005). The consistent neglect of the child’s needs by the parents may cause the failure to attend learning. Failure to learning may contribute to wastage of the education resources set apart by the
government for the children’s education. The affected children dropping out or repeating class may reflect underutilization of resources, hence this study undertook to study if parental child neglect may contribute to educational wastage in education.

2.4. Exploration of Measures Schools Have Adopted to Curb Parental Child Neglect

According to Achola, and Pillay (2002) teachers neglect is one of the main causes of education wastage amongst children and therefore there is need to encourage young teachers to be concerned with children’s learning.

According to Akindele (2015) ability of school to retain children is necessary to minimize educational wastage. This can be encouraged through adoption of school feeding programs which may help to retain children at school. According to Ndiritu (1987), causes of school dropout were irregular class attendance and forced class repetition. Children, often find it hard to repeat classes leading to dropping out of school and engagement to crimes in the community.

According to Global Monitoring report (2013, 2014), parental provision of learning resources, aids children retention in school. Many children per household increase the demand for basic children needs in the household level and at school level. The findings of KNEC, (2010) support the findings that large number of sibling deter poor parents from supporting their children with school materials like pens and books, while lack of school material results to pupil’s poor academic performance and irregular school attendance.

According to Ajaji, and Mbah (2008) the size of the family impacts on children’s quality of education. Parents with large families show less concern to their children in school and therefore contributing negatively to education attainment and school children retention.

According to W.H.O (1999) there are measures that have been put into place for improving parenting practices and providing family support. These measures enlighten the parents on child
development and also educate them on how they can boost their skills on how to manage their children’s behavior. These programmes were started so as to be used by families who are prone to abuse or those families where abuse has already occurred. However, it is important to provide education and training in this area for all parents or prospective parents. For example in Singapore, education and training in parenting begins in secondary school, with “preparation for parenthood” classes. Students learn about child care and development, and gain direct experience by working with young children at preschool and child care centers.

A study by MacIntyre D and Carr A. (1999) shows that School-based programmes are one of the most widely applied preventive strategies meant to prevent child neglect and have been incorporated into the regular school curriculum in several countries. For instance in Ireland, the Stay Safe primary prevention programme has been in operation in most of the primary schools, with the support of the Department of Education and religious leaders.

According to W.H.O (1999) in order to prevent parental child neglect schools can develop coordinated interventions to change community attitudes and behavior towards education. One example of such a programme is the comprehensive response to child neglect in Kenya. In 1996, a coalition was formed in Kenya with the goal of raising public awareness of child neglect, and improving the provision of services to victims. In Zimbabwe, the Training and Research Support Centre set up a participatory, multisectoral programmes to address child neglect. This incorporates a group of individuals, including some professionals, from rural and urban areas across the country. Role plays, drama, paintings and discussion sessions were also used. These helped in revealing the experiences and perceptions of child neglect. They also helped in developing measures for preventing and detecting the problem of parental child neglect on education wastage.
2.4. Summary of Reviewed literature

The literature reviewed for this study is in agreement that education wastage may be influenced by the combination of parental child neglects, parental child emotional neglect, parental child medical neglect and parental mental health status. Most of the studies were done on parental child emotional, medical and mental health neglect with other grades other than grade 2 children. It is against this backgrounds that the study embarked on establishing the effect of parental child neglect on education wastage amongst grade two pupils in Machakos County, Kenya.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section presents the research design, population, sampling techniques, study sample size, research instruments, data collection procedures, data analysis techniques and research ethical considerations.

3.1 Research Design.

The study employed descriptive research design. According to Kombo and Tromp (2006), a descriptive design is used to help describe the state of affairs without altering the environment. This design was adopted since the study sought to obtain information about the current status of parental child neglect on education wastage and did not require manipulation of variables. The design allowed use of survey methods to carry out investigations among grade two children.

3.2 Study Variables

The study variables were both independent and dependent variables:

3.2.1 Independent Variables

The Independent variables measured included the extent to which parents ensured children attend school, do their homework, provide basic learning resources, ensure child’s hygiene (clean clothing, neat hair) and provide for their children. The variables were measured as follows; school attendance was measured by analyzing the class register. A child was considered to be regularly absent when he/or she had missed school for a period leading to 70% of the term. The
supervision of school homework, provision of basic learning resources, provision of food and ensuring child hygiene were all measured by using questionnaire to parents and teachers and interview to children.

3.2.2 Dependent Variables

School attendance was measured by analyzing the class register. The child was considered to be regularly absent when he/she had missed school for period leading to 70% of the school term and above. Child retention was measured by analyzing the register for a number of children who enrolled in grade two at the beginning of the school term. The child was considered almost dropping out of school if he/she has missed school for a period leading to 70% of the school term. Academic performance was measured by observing the school assessment records. Information on Grade completion was analyzed from the interview guide given to the children. Completion of homework was measured by using questionnaire to teachers and interview to children.

3.3 Location of the Study

The study was conducted in Muvuti Sub County of Machakos County. The location was ideal for the study because children are learning below their grade level (KNEC, 2010; Uwezo , 2010; 2011; 2013; 2016). Also, all the previous studies done in Machakos County underscore the need for an explanation as to why there is educational wastage in Muvuti Sub-County.

3.4 Target Population

The study target population was 29 primary schools, both public and private school where a total of 21 schools were public schools and 8 schools were private schools, 29 head teachers, 153 grade two teachers, 2310 grade two children, and 2310 grade two parents. The study targeted the
combination of public and private primary schools due to their expected heterogeneity in the parents’ social economic status in life.

3.4.1 Sampling Techniques

Purposive sampling method was used to select Muvuti sub county grade two parents, teachers and pupils. The study purposively selected 10 primary schools, 10 head teachers, 15 grade two teachers, 150 grade two children, and 150 grade two parents. The purposive sampling techniques ensure sound judgment in selecting study sample size for study (Black, 2010).

3.4.2 The Study Sample Size

The sample size comprised ten (10) schools, ten (10) head teachers, fifteen (15) teachers, one hundred and fifty (150) children and a total of one hundred and fifty (150) parents for each purposively selected making a total of 370 sample size for this study. This information is as shown in table 3.1

Table 3.1 Sample Size

<table>
<thead>
<tr>
<th>Studying units</th>
<th>Target population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>Head teachers</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td>153</td>
<td>15</td>
</tr>
<tr>
<td>Parent</td>
<td>2310</td>
<td>150</td>
</tr>
<tr>
<td>Learners</td>
<td>2310</td>
<td>150</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

The study employed questionnaires; semi structured guided and interview schedule to collect data from teachers, parents and learners influence of parental neglect on educational wastage.
3.5.1 Questionnaire

The study employed open ended questionnaires to collect data from the head teachers’, grade two teachers and grade two parents. The questionnaires were suitable to collect a wide range of information from a large group of respondents within a short time. The questionnaires had both structured (closed-ended) questions and unstructured (open ended) questions. The questionnaires for head teachers were to capture data on school governance. The questionnaire for teachers were to capture data on parental child neglect, level of education wastage and how parental child neglect influence grade two children’s classroom learning activities. Parent’s questionnaires were to collect parent’s bio data and their role on their children education. Parents who were illiterate were assisted by an interpreter. This information is as shown in Appendix i, ii and iv.

3.5.2 Interviews

The researcher employed semi structured guided children’s interview. The short structured children guided interview with sets of questions involved face to face children interactions. The interviewer had interview schedule to ensure each interview was carried out with exactly same questions in the same order to other participants. The Interview was carried out at the school on agreed day and time. This information is as shown in appendix iii.

3.6 Piloting

Piloting was done in two schools within Muvuti Sub-County, Machakos County. One of the schools was public and the other one was a private school and the two were not included in the final study. The purpose of the pre study was to establish the validity and reliability of the instruments. The responses to the items in the instruments were used to check if the questions were clear. The responses were also used to check if the instruments were well constructed in
order to give consistent results, remove ambiguity and detect adjustments necessary in order to work out the unforeseen pitfalls before the main study.

3.6.1 Validity

Validity is the appropriateness of the instrument in measuring whatever it is intended to measure. Content validity is the degree to which the content of an instrument corresponds to the content of what it is designed to measure. To ascertain the instruments’ content validity, expert judgment technique was used. The research objectives, the questions and the instruments were given to two experts in the area of study in order to give their judgments and opinions on whether the research instruments will measure the objectives of the study. Their opinions and judgments were incorporated in the study.

3.6.2 Reliability

The test of the instruments was employed to ascertain the instruments reliability. They were administered to the same piloting respondents twice within an interval of two weeks and then checked to ascertain if the same results were obtained. The Cronbach’s alpha coefficient test was used to ensure instrument internal consistency. The alpha level of less than 0.75 was accepted.

3.7 Data Collection Procedure

The researcher presented research permit from the National Commission for Science Technology and Innovation (NACOSTI) to Sub-County director of education to be allowed to visit sampled schools. At school level the researcher presented the research permit to the head teachers of the selected schools to be allowed to book appointment with teachers, children, and the parents. The researcher took a step further to present the research permit to the area chief, assistant chief, and village opinion leaders to be allowed to carry out the study in the area of their jurisdictions.
The open ended questionnaires were administered to the respondents and waited until all the respondents’ completed. The researcher checked for errors before collecting the filled questionnaire in order to achieve reliable results. The data collection was done within a period of five days; two schools were visited per day. Finally using the semi structured set of guided interview questions the researcher held one on one interview with the children.

3.8 Data Analysis

The raw data underwent cleaning, coding, presentation, interpretation and discussion. The quantitative data obtained from children’s test was analyzed using quantitative statistics approach and presented using frequency distribution and percentages. Validity of the instrument was achieved through Cronbach’s alpha Coefficient test. The alpha coefficient level of 0.75 was accepted for this study.

3.9 Logistical and Ethical Considerations

The researcher sought for a letter from Graduate School of Kenyatta University allowing her to collect data. This letter was presented to NACOSTI to get permit to carry out study in Muvuti Sub-County of Machakos County. At county level the county director of education issued a letter to be presented to head teachers of ten purposively selected schools to get clearance to undertake study in their schools.

Parents were asked to sign informed consent statement on behalf of the children using the local language translator indicating that they have understood the purpose of the study, the confidentiality of any personal information provided in connection with the study and the expectation of them as participants. The informed consent from the parents on behalf of the
children indicated that each child was making a voluntary decision whether or not to participate in the study and that there was no obligation or subsequent repercussion for not participating. To ensure confidentiality respondents were not required to write any personal details on the questionnaire. In addition, pseudonyms were used to all the participants’ identifications and for reporting views of the participants. This was meant to ensure participants personal identities were kept secret. The schools were also coded to avoid specific names to ensure no public speculations.
CHAPTER FOUR
FINDINGS, INTERPRETATION, AND DISCUSSION

4.0 Introduction

This chapter presents the findings of the study. These are presented in tables and bar graphs. The presentation is organized according to the study objectives which were;

i. Establish the prevalent types of parental child neglect in Muvuti Sub-County, Machakos County.

ii. To find out how parental child neglect influences education wastage among grade two Children.

iii. Explore the measures schools have adopted to curb parental child neglect in Muvuti Sub-County, Machakos County.

4.1 General Information.

Despite the fact that all questionnaires issued out were not responded to, the researcher was able to get at least 97.14% response rate from the head teachers and teachers and 98% response rate for learners and parents interviewed which were adequate for analysis. Relationship between variables was presented using percentages, frequency distribution tables, bar graphs and narratives. Data was carried out using descriptive statistics and thematic approach as per the objectives of the study.

4.2 Demographic Characteristics of the Respondents

The demographic characteristic of the respondents includes their age, gender, and educational attainment levels.
4.2.1 Age

Most of the respondents in all categories were between the ages of seven and 50 years. This is shown in Table 4.1.

**Table 4.1 Age of the Respondents**

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Children %</th>
<th>Parents %</th>
<th>Teachers %</th>
<th>Headteachers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7-8</td>
<td>89</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9-10</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11-20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21-30</td>
<td>0</td>
<td>17</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>31-40</td>
<td>0</td>
<td>60</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>41-50</td>
<td>0</td>
<td>13</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>Above 50</td>
<td>0</td>
<td>10</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>

Results in Table 4.1 show that most (89%) of the learners were in the ages of seven and eight years. Majority (60%) of the parents were between the ages of 31-40 years with only 10% being above 50 years. The greatest percentages of the teachers were between the ages of 41-50 years however 7% were between the ages of 21-30 years. This group was mainly in private schools.
Among the head teacher sample, most (80%) were between the ages of 41-50 years with only 5% being between the ages of 31-40 years while there was none below 30 years.

4.2.2 Gender of Respondents

Most of the respondents in all categories were females as evidenced in table 4.2

Table 4.2 Gender of the Respondents

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Gender</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>Male</td>
<td>6</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td>Teachers</td>
<td>Male</td>
<td>5</td>
<td>33.33</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10</td>
<td>67.67</td>
</tr>
<tr>
<td>Parents</td>
<td>Male</td>
<td>35</td>
<td>23.33</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>115</td>
<td>76.67</td>
</tr>
<tr>
<td>Learners</td>
<td>Male</td>
<td>59</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>73</td>
<td>55</td>
</tr>
</tbody>
</table>

Majority of the teacher respondents were female, accounting for 10(67.67%) of the total. Females also dominated the parents’ composition, comprising of 115(76.67%) of the respondents. Majority of the learners were also females constituting 73(55%) in that category. On the contrary most of the head teachers were male comprising of 6(59%) of the total.

4.2.3 Parents’ Educational Attainment Level

Majority of the parents, comprising, 90% of the total had attended school. In addition, 24% of parents said that they had post-secondary education as their highest level of education followed closely by 32% of parents with secondary education. Further, 37% of parents had primary school
education as their highest level of education. The level of academic qualifications for the parents played a major role in the extent to which they influence their children’s ability to remain in school until they complete their grade two class.

4.3 Prevalent Types of Parental Child Neglect

The prevalent types of parental child neglect in Muvuti Sub County of Machakos County included physical neglect, educational neglect and emotional neglect as summarized in figure 4.1 below.

![Bar Chart](image)

**Figure 4.1: Prevalent Types of Child Neglect**

The study revealed that 51% of the children experienced Educational neglect, 40% encountered physical neglect and 9% suffered from emotional neglect. The physical neglect was observed by the teachers through untreated injuries, begging for food, frequent complains of hunger and wearing of torn clothes by the children. Educational neglect was observed by the teachers
through failure to attend school and also by a parents missing to attend important school meetings. Emotional neglect was observed through parents who quarrel their children every day. These discoveries concur with the National Child Abuse and Neglect Data System (2005) which had established that approximately 899,000 children in the United States are victims of parental child neglect. The findings of this study are also in agreement with Masheti (2019) that pupils neglected by parents could be absent from school without valid reasons.

4.5 Influence of Parental Child Neglect on Education Wastage

The second objective sought to determine whether parental child neglect influenced education wastage among grade two pupils in Muvuti Sub-County, Machakos County as summarized in table 4.3 below

<table>
<thead>
<tr>
<th>Parental factors</th>
<th>Often</th>
<th>Always</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision of homework</td>
<td>9</td>
<td>5</td>
<td>17</td>
<td>10</td>
<td>170</td>
</tr>
<tr>
<td>Exemption of children from attending school</td>
<td>40</td>
<td>24</td>
<td>85</td>
<td>50</td>
<td>170</td>
</tr>
<tr>
<td>Failure to provide stationeries</td>
<td>76</td>
<td>45</td>
<td>25</td>
<td>15</td>
<td>170</td>
</tr>
<tr>
<td>Failure to clean child uniform</td>
<td>30</td>
<td>25</td>
<td>68</td>
<td>50</td>
<td>170</td>
</tr>
<tr>
<td>Failure to provide the child with lunch</td>
<td>76</td>
<td>45</td>
<td>25</td>
<td>30</td>
<td>170</td>
</tr>
<tr>
<td>Failure to ensure child’s treatment</td>
<td>85</td>
<td>50</td>
<td>45</td>
<td>25</td>
<td>170</td>
</tr>
</tbody>
</table>

Table 4.3: Parental Factors Influencing Education Wastage

34
Majority of the parents comprising of 45% reported that they did not supervise their children’s homework and only a significant 5% were reported to do so often. 50% of the parents always exempt their children from attending school while 15% never exempt their children from school. As seen in table 4.3 majority of parents comprising of 45% often fail to provide stationeries such as pencils, books and rubbers to their children while only 10% provide stationeries. The findings also revealed that 50% of the parents do not clean their children’s uniform and only 10% of the parents clean their children’s uniforms. The study also revealed that 76(45%) of the parents often fail to provide their children with lunch while only 17(10%) rarely fail to provide lunch to their children. Majority 85(50%) of the parents often fail to provide treatment to their children when they fall sick, while only 17(10%) rarely fail to take their children for treatment.

Therefore, failure to supervise homework for a child may result in a child either not finding the exercise as important or consistent failure to complete the work or frustration when the child has challenges related to the assignment. This may ultimately lead to poor performance which is one aspect of educational wastage. Consistent poor performance may increase frustration and probably result in apathy, irregular attendance or even dropping out of school. Children exemption from school creates a learning gap since the other children continue with the syllabus content and those absent are left behind in content coverage. Consistent absenteeism causes the children to perform poorly and may cause drop out from school which is education wastage.

Parent’s failure to provide stationaries such as pencils, rubber, and books to their children causes them to be sent back home for lack of learning tools. This causes wastage of time and resources for the children leading to educational wastage. Parents’ failure to provide their children with lunch was also reported. Lunch is important for the children growth and class concentration.
Children without lunch cannot concentrate in learning and hence perform poorly in their class work. Poor performance contributes to educational wastage. Parents have the duty to ensure that their children are fed and failure to do so is neglect of their responsibility and cause of educational wastage.

Children treatment when sick is very important. It is the role of parents to ensure that their children are taken to hospital when they fall sick. Children attending school when sick cannot concentrate in class work and the sick children will also miss school and hence perform poorly compared to those who were consistent in class leading to grade repetition.

The findings revealed that parental child neglect attributes influence education wastage amongst grade two children. The parental child neglect attribute which were investigated were supervision of school homework, withdrawing children from school to attend domestic chores, failure to provide learning resources, failure to ensure uniform are clean, lack of lunch and failure to ensure children are treated when sick. Half of the parents stated that they did not supervise homework given to their children by their teachers. These findings were pretty much similar to those of Global Journal (2015) where many parents stated that they were not providing the needed supervision in their children’s homework. The results revealed that 5% of the parents supervised their children homework which is a good step towards alleviating education wastage amongst grade two children in Muvuti Sub-County, Machakos County.

The study further reveals that most parents exempted their children from attending school deliberately either to stay with their young siblings or accompany them to cultural festivals or to provide labor together. About 50% of the parents agreed that they always exempted their
children from attending school with only 15% claiming that they never exempted their children from attending school. Therefore, children exemption from school is a major cause of education wastage. According to Global Journal (2015) regular children’s school attendance mitigates education wastage. This can be encouraged through adoption of school feeding programs which may help to retain children at school.

Parents confessed that they often failed to provide children with learning resources which resulted to their children being sent home to collect them and therefore, causing education wastage amongst the standard two pupils. These findings concur with findings of Global Monitoring report (2013, 2014), which established that it was vital for the parents to provide their children with the required learning resources to aid effective learning in the classroom.

From the grade two children’s response, the study established that 75% of the children failed to attend school while 25% attended school throughout the term. They further revealed that they missed school for various reasons such as to stay with their young siblings, to accompany parents for occasions, to accompany their parents to provide labour and also due to lack of stationeries. The study revealed that 55% of the parents assist their children with the homework while 45 % do not assist them. The study established that 40% of the children don’t finish their homework while 60% always finish their homework, 15% of the children don’t have something to eat for lunch while 85% usually have food for lunch. The study also established that 85% of the parents take their children to hospital when they fall sick while 15% don’t take their children to the hospital. The findings also revealed that 17% of the children repeated grade two while 83% had progressed from grade one to grade two. These findings bring out parental child neglect amongst the grade two children thereby leading to educational wastage.
The study also sought to establish whether the parents led to education wastage among grade two learners by teachers rating parental influence in education either very adequate, adequate, inadequate or very inadequate. This is as shown in figure 4.2.

![Figure 4.2: Influence of Parental Child Neglect on Education Wastage](image)

From the teachers’ responses it was established that very adequate was 25%, adequate 35%, inadequate 23% and very inadequate 17% When asked whether parental child neglect influences educational wastage, 35% of teachers responded that parental child neglect influence was adequate to cause educational wastage amongst grade two learners’ in Muvuti Sub-County of Machakos County. A study by Ajaji, /& Mbah (2008) argues that negative parental influence was likely to give the pupils negative attitude and to the worst dropping out whereas positive parental influence was likely to boost child’s confidence which may automatically reflect in the school work. Cases of both positive and negative parental influence were noted in Muvuti Sub-
County of Machakos County. The results create the need to always encourage the parents to always influence their children in positive ways. This would help to reduce education wastage amongst the grade two learners.

4.6 Measures of Curbing Parental Child Neglect

The third objective explored measures that schools have adopted in order to curb parental child neglect. The following are the measures that schools have adopted to curb parental child neglect:

Majority of head teachers had at least 40 years of teaching experience. Only a small number of headteachers were relatively young. Age is an important factor when it comes to education wastage amongst grade two children pupils. Study show head teachers who are relatively young tend to give up on children easily resulting to negligence and thus education wastage sets in. According to Achola, and Pillay (2002) teachers neglect is one of the main causes of education wastage amongst children and therefore there is need to encourage young teachers to be concerned with children’s learning.

The study established that feeding programme was provided by some schools and it had a positive impact in retaining the children in school. This is supported by the findings by Akindele (2015) that the ability of school to retain children is necessary to minimize educational wastage.

The study revealed that educating parents on bringing up a few number of children that they can fully support instead of a large family is effective in curbing parental child neglect. This is illustrated in the figure 4.3 below
The study established that 80% of the children had brothers and sisters in the same house. About 20% did not have brothers and sisters at home. The presence of other children in the house meant that there were many children who required similar needs from the parents. According to Ajaji, and Mbah (2008) the size of the family impacts on children’s quality of education. Parents with large families show less concern to their children in school and therefore contributing negatively to education attainment and school children retention.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, discussions, conclusions and recommendations of the study findings from the interviews which were conducted to grade two children and questionnaires which were administered to teachers, parents and head teachers on the influence of parental child neglect on education wastage in grade two children in Muvuti Sub-County of Machakos County. The chapter discusses the findings in relation to the literature review and the objectives identified for the study. The recommendations drawn were based on the outcomes of the study.

5.1 Summary and Discussion of the Findings

The findings of the study answered the research questions on the level of educational wastage among grade two children in Muvuti Sub-County of Machakos County which have been measured through the following objectives; prevalent types of child neglect, level of parental influence on education wastage and the extent of the level education wastage among grade two pupils.

Objective one sought to establish the prevalent type of child neglect in Machakos County. Majority of the respondents were of the opinion that the most common type of child neglect amongst the three discussed that is Educational, physical and emotional neglect was education neglect. All these three types of neglect led to education wastage amongst grade two children.

Educational neglect included failure to provide the required stationeries, failure to provide lunch for the pupils, failure to clean uniform of the children and failure to ensure to ensure treatment when the child was sick. It was noted that children from single parent families faced more neglect of compared to those with both parents. In addition, it was noted that after boys’
circumcisions to adulthood there was a high likelihood that they faced child neglect in their school work by the parents.

Objective two sought to establish whether parental child neglect influenced education wastage and it was found that parental factors were highly influencing the level of education wastage in Machakos County. Parents not playing their roles fully were noted to be the reason why children faced neglect; majority of them could not provide the required stationeries for school work and could not supervise their children homework hence leading to education wastage among the grade two children. Failure to pay exam fee perhaps due ignorance or poverty was also reported to contribute to poor academic results among the grade two children. During submission of the questionnaires one of the head teachers also highlighted that, when the schools are in need of certain funds, parents are expected to pay, and those who don’t pay, their children were sent out of school, which eventually led to some performing poorly since much of their time was spent at home.

Objective three sought to explore possible measures of curbing parental child neglect in Machakos County. The findings revealed that most schools were putting little effort to ensure that there was no education wastage amongst their grade two pupils which was evidenced by some of the activities they engaged in. It was noted that some schools were having programs to train parents on their roles in ensuring that their children got the best education. Other schools were implementing programs like feeding the pupils at school in order to pull the children who did not come to school due to lack of enough food and try to minimize demotivation arising from lack of lunch by the pupils who regularly attended school. It was also established that other stakeholders like the church had a role to play by educating the parents on the need to have their
children in school all the time in order to have good performance which would in turn, reduce education wastage amongst grade two pupils.

5.2 Conclusion

The findings and analysis of the data in the study indicate that there was education wastage amongst grade two pupils in Machakos County. The findings revealed that most of the education wastage was arising due to parental child neglect and some from the school teachers and administration. Factors related to parents have gone a long way even to the extent of demoralizing the teachers which automatically leads to education wastage. Parents do not provide the maximum cooperation needed by the teachers, pay exam fees on time, clean school uniform, and ensure treatment of their children when sick. It is only a few parents who make sure that their children have all it requires to be at school.

Education wastage in grade two pupils in Machakos county can be reduced by educating the parents on the need to be active parents to their children by supervising their school work, cleaning their uniforms, ensuring treatment when their children are sick and providing all the required stationeries. Also the government can train lower primary school teachers with skills required to handle grade two children. Strategies to involve other stakeholders like religious groups and Non-Governmental Organizations (NGOS) should be adopted in order to help reduce education wastage among the grade two pupils.

5.3 Recommendations

From the summary of findings and conclusions the study makes the following recommendations;
5:3:1 Recommendations for head teachers

a) The head teachers should empower parents by sensitizing them on the importance of taking care of their children, ending the prevalent child neglect and the importance of encouraging their children to be at school to acquire the best education.

b) The head teachers should sensitize and encourage the parents to shun off being accompanied by their school going children to cultural activities during learning sessions.

5:3:2 Recommendation for County Education Officers

The county education officers should educate the community on the importance of taking their children to schools which are near their home for easy accessibility and for the safety of the children.

5.3.3 Recommendation for the Government

The study further recommends that in order to curb parental child neglect, the government should implement school feeding programs and also educate the parents on family planning so that they can only have the number of children they can be able to support.
REFERENCES


Hartog (1929).The State of Education in India; (www.kkhsou.in/main/education/hartog.htm)


APPENDICES

APPENDIX I: QUESTIONNAIRES FOR TEACHERS

Introduction

This study seeks to investigate the influence of parental neglect on educational wastage among grade two pupils. The study will also establish the level of educational wastage among grade two pupils. The study is purely for academic purposes and your responses will be treated with absolute confidentiality. Your personal details on the questionnaires are not needed.

Please answer the questions in the spaces provided as honestly and accurately as possible.

Thank you.

A. **DEMOGRAPHIC INFORMATION**

Please tick (√) where appropriate.

1. Gender    Male ( ) Female ( )

2. Age

   20-30 years ( )
   31-40 years ( )
   41-50 years ( )
   Above 50 years ( )

3. Academic qualification

   BED ( )
   P1 ( )
   ECDE ( )
4. Teaching experience

0-10 years ( )
11-20 years ( )
21-30 years ( )
Above 30 years ( )

B. Prevalent types of child neglect

(a) Which are the prevalent types of child neglect? Tick all the applicable,

i. Physical neglect
   - Untreated Injuries ( )
   - Inappropriate clothing for weather ( )
   - Stealing food ( )
   - Begging for food ( )
   - Complain of hunger ( )

ii. Educational neglect
   - Failure of attend school ( )
   - Lack of basic learning materials for example pencils, rubber and books ( )

iii. Emotional neglect
   - Disturbed child ( )
   - Attention seeking child ( )

iv. None of the above
(b) How often do you observe the above?

<table>
<thead>
<tr>
<th>Type of neglect</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>Physical Neglect</td>
<td></td>
</tr>
<tr>
<td>Educational Neglect</td>
<td></td>
</tr>
<tr>
<td>Emotional Neglect</td>
<td></td>
</tr>
</tbody>
</table>

C Parental influence on educational wastage

(i). Do parents provide children with basic needs?

Yes ( ) No ( )

If ‘No’ tick why?

(i). Due to poverty ( )

(ii). Due to engagement in drugs ( )

(iii). Alcoholism ( )

(ii) Do parents provide children with exercise books and textbooks?

Yes ( ) No ( )

If no, why? Specify reason.................................................................

(iii).a) Do parents exempt children from school?

Yes ( ) No ( )

(b). If Yes, why?

(i) ........................................................................................................
(ii) ........................................................................................................

(iii) ........................................................................................................

(iv) ........................................................................................................

iv) Do parents take children to hospital when they fall sick?

Yes ( ) No ( )

If No, Specify reasons......................................

v) How would you rate the adequacy of the parental influence in education?

(a) Very adequate ( )

(b) Adequate ( )

(c) Inadequate ( )

(d) Very inadequate ( )
APPENDIX II: QUESTIONNAIRES FOR PARENTS

Introduction
This study seeks to investigate the influence of parental neglect on educational wastage among grade two children. The study is purely for academic purposes and your responses will be treated with absolute confidentiality. Your personal details on the questionnaires are not needed.

Please answer the questions in the spaces provided as honestly and accurately as possible.

Thank you.

A. DEMOGRAPHIC INFORMATION

Please tick (✓) where appropriate.

1. Gender
   Male (  )  Female (  )

2. Age
   20-30 years (  )
   31-40 years (  )
   41-50 years (  )
   Above 50 years (  )

3. Academic qualification
   Did you attend school?
   Yes (  )
No ( )

If yes which level did you attain

a. Primary ( )
b. Secondary ( )
c. Post-Secondary ( )

Parental influence on educational wastage

4. a How often do you supervise your child in doing homework?
   (i) Often   (ii) Always   (iii) Rarely   (iv) Never
(b) How often do you exempt your child from attending school?
   (i) Often   (ii) Always   (iii) Rarely   (iv) Never
(c) How often do you provide writing materials and textbooks to your child?
   (i) Often   (ii) Always   (iii) Rarely   (iv) Never
(d) How often do you clean your child’s uniform?
   (i) Often   (ii) Always   (iii) Rarely   (iv) Never
(e) How often does your child go to school without lunch?
   (i) Often   (ii) Always   (iii) Rarely   (iv) Never
(f) How often do you take your child for treatment when sick?
   (i) Often   (ii) Always   (iii) Rarely   (iv) Never

5) State reasons why you find it difficult to fulfil the roles in 4 (a-f)
   (i) ..........................................................................................
   (ii) ..........................................................................................

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(iii)...........................................................................................................

(iv)............................................................................................................

(vi).............................................................................................................

(vii)............................................................................................................

(viii)...........................................................................................................

(ix)...............................................................................................................
APPENDIX 111: INTERVIEW GUIDE FOR CHILDREN

Introduction

This study seeks to investigate the influence of parental neglect on educational wastage among grade two pupils. The study will also establish the level of educational wastage among grade two pupils. The study is purely for academic purposes and your personal details are not required. The responses given will be treated with absolute confidentiality.

A. DEMOGRAPHIC INFORMATION

1. Gender (i) Female ( ) (ii) Male ( )

2. AGE

   (i) 5-6 years ( )
   (ii) 7-8 years ( )
   (iii) 9-10 years ( )

B. INFLUENCE OF PARENTAL CHILD NEGLECT ON EDUCATIONAL WASTAGE

(i) Do you fail to attend school? Yes ( ) No ( )

If yes, why

(a) To stay with my young brother/or/sister ( )

(b) To accompany my parents for occasions ( )

(c) Due to lack of school stationeries ( )

(d) To provide labour ( )

(ii) Do your parents help you in homework?

   Yes ( ) No ( )

(iii) Do you finish your homework?
Yes ( )  No ( )

If ‘No’ why?

Sleep early ( )

Watch television or movie ( )

(iv) Have you repeated any class?

Yes ( )  No ( )

(V) Do your parents take you to hospital when you fall sick?

Yes ( )  No ( )

vi) How many days have you been absent from school in first term ………

vi) Do you usually have something to eat during lunch?

Yes ( )

No ( )
APPENDIX IV: QUESTIONNAIRES FOR HEAD TEACHERS

Introduction

This study seeks to investigate the influence of parental neglect on educational wastage among grade two children. The study seeks to establish the level of educational wastage among grade two pupils. The study is purely for academic purposes and your responses will be treated with absolute confidentiality. Your personal details on the questionnaires are not needed.

Please answer the questions in the spaces provided as honestly and accurately as possible.

Thank you.

A. DEMOGRAPHIC INFORMATION

Please tick (√) where appropriate.

1. Gender  
   Male (   )  Female (   )

2. Age  
   20-30 years (   )
   31-40 years (   )
   41-50 years (   )
   Above 50 years (   )

3. Academic qualification  
   (i) BED (   )
   (ii) P1 (   )
   (iii) ECDE (   )

4. Teaching experience  
   0-10 years (   )
11-20 years (  )
21-30 years (  )
Above 30 years

5. Is your School private or public?
   Private (  )
   Public (  )

6. Does your school experience any of the following form of educational wastage?
   i) Children’s frequent absenteeism from school   Yes ( ) No ( )
   ii) School drop out by the children   Yes ( ) No ( )
   iii) Grade repetition   Yes ( ) No ( )

   If yes, state the causes

1. ....................................................
2. ....................................................
3. ....................................................
4. ....................................................
5. ....................................................
6. ....................................................

7. Which measures has the school adopted in order to curb parental child neglect?
   i .....................................................
   ii .....................................................
   iii .....................................................
   iv .....................................................
   v .....................................................
Our Ref: E55/OL/14228/2009                DATE: 4th February, 2019

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MURIITHI JANE WACUKA— REG. NO.

I write to introduce Muriithi Jane Wacuka who is a Postgraduate Student of this University.
The student is registered for M.ED degree programme in the Department of Early Child Hood &
Special needs Education.

Jane intends to conduct research for a M.ED Project Proposal entitled, “Influence of
parental child neglect on education wastage of grade two children in Machakos”.

Any assistance given will be highly appreciated.

Yours faithfully,

PROF ELISHIBA KIMANI
AG: DEAN, GRADUATE SCHOOL
Ref: No. NACOSTI/P/19/36368/28452

Date: 27th February, 2019

Jane Wacuka Muriithi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of parental child neglect on education wastage of grade two children in Machakos County” I am pleased to inform you that you have been authorized to undertake research in Machakos County for the period ending 27th February, 2020.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

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

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.
THIS IS TO CERTIFY THAT:

MS. JANE WACUKA MURITHI

of KENYATTA UNIVERSITY, 43844-100

NAIROBI, has been permitted to conduct research in Machakos County

on the topic: INFLUENCE OF PARENTAL CHILD NEGLECT ON EDUCATION WASTAGE OF GRADE TWO CHILDREN IN MACHAKOS COUNTY

for the period ending: 27th February, 2020

Applicant's Signature:

Director General
National Commission for Science, Technology & Innovation

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