

KSh. 3,000

**PARENTAL SOCIO-ECONOMIC FACTORS INFLUENCING  
ENROLMENT AND RETENTION OF CHILDREN IN EARLY  
CHILDHOOD DEVELOPMENT CENTERS IN LAMBWE DIVISION,  
MBITA SUB-COUNTY, KENYA.**

**BY  
OKUMU KENNEDY OLUOCH  
E55/OL/21614/2010**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER  
OF EDUCATION (EARLY CHILDHOOD STUDIES) IN THE SCHOOL OF  
EDUCATION, KENYATTA UNIVERSITY.**

**NOVEMBER 2014**

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## DECLARATION

### Student's Declaration

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


Signature ........

Date. 03/12/2014.....

**Okumu Kennedy Oluoch**  
**E55/01/21614/2010**

### Supervisors' Declaration

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

Signature..........

Date. 3/12/14.....

**Dr. Juliet Mugo**  
**Lecturer,**  
**Department of Early Childhood Studies**

Signature..........

Date. 3/12/14.....

**Dr. Mary Ndani**  
**Lecturer,**  
**Department of Early Childhood Studies**

## DEDICATION

This work is dedicated to my family and all Early Childhood scholars.

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## **ABBREVIATIONS AND ACRONYMS**

APHIA – American People Health Integrated Assistance

ECDE - Early Childhood Development Education

ECE -Early Childhood Education

EFA – Education For All

MDG - Millennium Development Goals

MoEST -Ministry of Education Science and Technology

NER - Net Enrolment Rate

NGO - Non-Governmental Organizations

OECD -Organisation for Economic Co-operation and Development

QASO - Quality Assurance and Standard Officers

SSA - Sub-Saharan Africa

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNICEF - United Nations Children’s Fund

USA- United States of America

## ABSTRACT

The early years of a child's life are globally accepted as the most critical years for the holistic and lifelong future development of a child. Because of this, one the Kenya's Millennium Development Goals set is to achieve education for all and particularly, making enrolment in Early Childhood Development programs compulsory for all school age going children. With regard to this, Low pre-school enrolment and class retention have far reaching consequences hence this study sought to examine the influence of parents' socio-economic status on enrolment and retention rates of children in Early Childhood Development centres in Lambwe division, Mbita district, Kenya. The Specific Objectives for the study were to: determine the influence of parental level of income on enrolment and retention of children in Early Childhood Development centres, find out the extent to which parent's level of education influence enrolment and retention of children in Early Childhood Development centres and establish how parents occupation influence enrolment and retention of children in Early Childhood Development centres. The study adopted the ecological systems theory by Bronfenbrenner, (1979). The target population for the study comprised of 300 parents with children in Early Childhood Development centres and two Quality Assurance and Standard Officers (QASOs) in the Division. The study used cluster random, simple random and purposive sampling techniques to obtain the required sample size. The sample included 169 parents and 2 QASOs. Before the actual study, Piloting was conducted to 10 parents. The researcher used test-re-test method to determine the reliability of the instrument which was found to be 0.90 for parents' questionnaire. The study employed descriptive and correlation research design. The data on enrolment, grade retention and parental socio economic status were analyzed using both descriptive and inferential statistical techniques. Data collected was coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 11.0 software. Descriptive statistics used were measures of central tendencies, frequency distributions and percentages. The inferential statistics used were Pearson Product Moment Correlation Co-efficient and chi-square to establish whether there were any significant relationships between variables. All the hypotheses were tested at 0.05 significant levels. The major findings were as follows: There was a significant relationship between parental level of income and Early Childhood Development centres' enrolment and retention, there was a significant relationship between parental level of Education and Early Childhood Development centres' enrolment. Further, the study found a weak relationship between the parent's level of education and the child's retention at Early Childhood Development centres centres and lastly there was no any significant relationship between the parents' Occupation and children's enrolment, parents' occupation and grade retention of Children in Early Childhood Development centres. Since not all issues were addressed by the current study, it is recommended that another study be conducted in another location to confirm and expand the current findings by including a more diverse sample of pupils and teachers across the county.

## CHAPTER ONE

### INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

#### 1.1 Introduction

The chapter describes the background of the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, significance of the study, delimitation and limitations, assumptions, theoretical framework, conceptual framework and operational definition of terms.

#### 1.2 Background to the Study

Education is the key to development, it's more so important for economic returns this reason justifies the high investment into it by both the government and the individuals (Mbiti, 1981). Enrolment of children in Early Childhood Development and Education Centres is a greater step towards achieving education for all. With regard to Education for all, low pre-school enrolment and class retention have far reaching consequences that makes it important to be clear about the factors associated with this.

According to UNESCO (2008), pre-primary learners who have been enrolled in pre-primary schools tend to perform better in school than those who have not. A report by Education at a Glance report (2012) shows that half of the Organization for Economic Co-operation and Development (OECD) countries have full pre-primary enrolment (enrolment rates exceeding 90%) for example United Kingdom along with Germany, France, Norway, Denmark and Sweden are the

leading countries in pre-school enrolment of over 80% and frequently over 90%. The United States, ranks as one of the least performing countries in the OECD countries in pre-school enrolment with 69% followed by Australia, Canada, Brazil and Greece with pre-school enrolment less than 60% (Education at a Glance, 2012). This means that developed countries are performing fairly well in the early childhood sector compared to developing countries. In the United States, between 30% and 40% of children joining kindergarten are estimated not be ready for school due to Low parental income (Lee, & Burkman, 2002). These children are at an increased risk of leaving school without graduating.

In Australia, about 50% of children live in families with incomes below the equivalised median income level – one of the most commonly used poverty lines. This percentage is higher than most European nations (Redmond, 2008). This means that these children suffer greater family turmoil, live in more chaotic households and have fewer cognitive enrichment opportunities both at home and in their neighbourhoods this leads to poor performance, late enrolments for school and grade retention (Redmond, 2008; Ridge, 2000).

Grade retention is emotionally traumatic for young children (Alexander & Karl L., et al, 2002). Studies have indicated that grade retention is a main predictor of school dropout and many studies suggest that being retained one grade increases the risk of dropping out by 40 to 50 percent (Alexander & Karl L., and Linda S. Olso 2002). Other studies have indicated that middle school students who have been retained frequently in any early level have more negative behaviour problems than their peers who have not been retained (McKay & Elizabeth,

2001). These behaviour problems include smoking cigarettes, alcohol use, early irresponsible sexual activity, and aggressive or violent behaviours. The retained group also had worse academic performance than similar students who were not retained (McKay & Elizabeth, 2001). To date, the challenges and side effects associated with low enrolment and grade retention have not been addressed effectively.

In Africa, the number of children enrolled in early childhood is still low compared to the developed countries for example in 2007, only 10 percent of African children aged four to six were enrolled in any form of early childhood programme with an increase of 17% (UNESCO 2010). Even with such a significant increase, the number of children enrolled in early childhood education in African countries is still low for example; In Ethiopia it is 4.2%, Burundi 7%, Rwanda 13.3% and Tanzania 29% (UNICEF, 2012). The Education for All Global Monitoring Report shows that Uganda has a gross enrolment in nursery schools of 2.1%. This is a decline from the 1999 figure which put the enrolment at 4 % (EFA, 2011).

According to the 2005 Global Monitoring Report, in Guinea-Bissau, Rwanda, Equatorial Guinea, Madagascar and Nepal, more than half the children who enrolled in primary schools either repeat first grade or drop-out. In South Asia, 35% of all the children drop out-of-school. In Belize children are sixty times more likely to drop-out in Grade 1 than in Grade 2. These findings indicate that there is a major crisis during the first critical years of primary education across many parts of the developing world. Many children are dropping-out altogether or repeating classes – the vast majority within the first two years. The problem is at

its worst in countries where poverty, exclusion and other systemic factors exacerbate the situation.

Grantham-McGregor , Cheung , Cueto , Glewwe , Richter ,Strupp , and the International Child Development Steering Group (2007) note that low pre-school enrolment rates in Africa may be explained by high levels of poverty, inadequate health and nutrition and cultural practices that limit enrolment of children in ECDE centres. According to Robert (2010) Socio-economic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence. One major reason why these parental influences may impact so strongly on children is because the children spend more than ninety percent of their time from infancy throughout their childhood outside school under the influence of their parents (UNESCO, 2008).

Achieving education for all is among the goals set by the government of Kenya and particularly, making enrolment in Early Childhood Development programs compulsory for all school age children (Millennium Development Goal's, 2005). The early years of a child's life are globally accepted as the most critical years for the lifelong development of a child. There are evidences of a positive correlation between early childhood learning and future holistic development of a child and academic achievement in subsequent grades in primary and secondary schools (Bradbury, 2007).Recent research carried out by various neuroscientists particularly on the brain has provided convincing evidence of the critical periods located within these early years for the formation of synaptic connections in the brain and for the full development of the brain potential (Mukanzi, 2005).

In Kenya, majority of the parents are aware of the importance of providing ECE but their inability to meet the cost is a challenge to date (KIE, 2005). According to the policy framework on ECE, parental socio economic factors have compromised the abilities of parents to give financial support for the early child Education. These findings are consistent with Kituta (2003) in her research in Shimba Hills in Kwale district that indicated that the majority of the parents do not participate in ECD activities because of financial constraints.

Many developing countries Kenya inclusive have devoted substantial proportions of their resources to the expansion of pre-primary Education in recent years. This expansion is believed to contribute to the improvement in enrolment and reduce grade retention in ECDE centre. However, the efforts have not been impressive and significant over the last two decades. Officially, in Kenya children aged three to five years are expected to be enrolled in ECDE centres. These children are considered eligible for enrolment such that by the age of six they proceed to standard one. Despite the Government policy, currently a large percentage (65 %) of the pre-school children in Kenya is not attending early childhood education inclusively (MDG's, 2005). Pre-school enrolment in Kenya is even much lower when compared to other countries in the Sub-Saharan Africa, the Arab States, the Central Asia and South and West Asia (MDG's, 2005). Prompting an investigation as why such occurs.

The level of school access in Kenya is measured using enrolment figures and the population figures with respect to the official school -going age at a given level of education (Blakemore, 2008). Pre-school is, however, not accessible to majority

in rural areas owing to financial constraints (Ayres, 2007). Over the years, there has been a wide gap between the pre-school enrolment and the population of children aged three to five years (Antony, 2011).

The government of Kenya, initiated Community Support Grants (CSG) in 2008 with the following objective; to enhance the capacity of parents and communities to improve and sustain quality and access to ECDE services across Kenya (KESSP, 2005), the very good initiative has not ensured total enrolment for all pre-school age going children. The major challenge for many Kenyans therefore has been the parents' and guardians' inability to augment the government's financial provision with personal inputs as stipulated in the policy of cost-sharing (Republic of Kenya, 1998). Since many parents fail to provide financial requirements, their children drop out of school. Therefore there is need to investigate the relationship between parental socio economic status and enrolment and retention in pre-schools.

In Kenya, large percentage (35%) of children who enrol for class one in primary school do not pass through ECD programs (MoEST, 2003). While significant progress has been made in expanding access to early childhood education, there are clear indications that enrolments are still low and many children are made to repeat grades. It is estimated that only 35% of the eligible children are covered by the programme, leaving a large percentage of children who enrol in primary school without passing through Early Childhood Care and Development (ECCD) programme in Kenya (UNESCO, 2000).

One of the areas where Low enrolment and high grade retention is evident is Lambwe Division. According to statistics from the Office of Lambwe Area Education (2013) the enrolment in early childhood education in 2009 was at only 44.2% , in 2010 it decreased to 43.5% , 2011 to 42%, an increase in 2012 to 49.64% and in 2013 to 50.14%. Though this is a good development, it still means that only about half of the children in Lambwe have access to ECDE services. This is far below the 60% of MOE 2010 target according to situational analysis final report September (2008).

In spite of the efforts made in Education in Kenya, a number of challenges still persist. These include cost of Education, inequalities and inequity in access to Education, high wastage rates, under-enrolment, grade retention and problem of relevance and quality of Education. The goal to make enrolment in early childhood education compulsory may not be achieved if factors contributing to low enrolment in the ECDE centres are not identified and addresses. For this purpose, the study was designed to assess the effects and relationships of parental socioeconomic status on Early Childhood Education enrolment and grade retention.

### **1.3 Statement of the Problem**

While there is consensus internationally that ECDE places children at a better start for primary education and give them a better chance for achievements later in life (UNESCO, 2008), the importance of ECDE has not been fully appreciated by the Sub Saharan African society. This can be explained by low enrolment in

early childhood Education especially in Sub Saharan Africa where the situation is worse with only 40% of children access to ECDE programmes (UNESCO, 2010).The situation in Kenya may not be far different from that of Sub Saharan Africa, while there has been increase in ECDE enrolment in Kenya that is from 35% in 2003 to 60.9% in 2010 (Republic of Kenya, 2012), a significant number of children are out of school particularly in Lambwe division where only 50.14% children are currently attending ECDE (Lambwe Area Education office, 2013).Considering this trend of enrolment, there is need to assess whether socio-economic status of parents have any significant relationship with pre-school enrolment and grade retention.

#### **1.4 Purpose of the Study**

Based on the problem stated, the study sought to examine the influence of parents' socio economic status on enrolment and retention rates of children in ECDE centres with a view to making recommendations on how to increase participation of children in terms of enrolment and reduce class retention among ECDE learners.

#### **1.5 Specific Objectives**

The study was guided by the following objectives which sought to:

- i) Determine the relationship between parents' level of income and enrolment of children in ECDE centres in Lambwe Division, Mbita District, Kenya.
- ii) Determine the relationship between parents' level of income and retention of children in ECDE centres in Lambwe Division, Mbita District, Kenya.
- iii) Find out the relationship between parental level of education and enrolment of children in ECDE centres in Lambwe Division, Mbita District, Kenya.
- iv) Find out the relationship between parental level of education and retention of children in ECDE centres in Lambwe Division, Mbita District, Kenya.
- v) Establish the relationship between parents' occupation and enrolment of children in ECDE centres in Lambwe Division, Mbita District, Kenya.

- vi) Establish the relationship between parents' occupation and retention of children in ECDE centres in Lambwe Division, Mbita District, Kenya.

### **1.6 Research Hypotheses**

Ha<sub>1</sub>. There is a relationship between parents' level of income and enrolment of children in ECDE centres.

Ha<sub>2</sub> There is a relationship between parents' level of income and retention of children in ECDE centres.

Ha<sub>3</sub>. There is a relationship between parental level of education and enrolment of children in ECDE centres.

Ha<sub>4</sub>. There is a relationship between parental level of education and retention of children in ECDE centres.

Ha<sub>5</sub>. There is a relationship between parents' occupation and enrolment of children in ECDE centres.

Ha<sub>6</sub>. There is a relationship between parents' occupation and retention of children in ECDE centres.

### **1.7 Significance of the Study**

The research may give early childhood practitioners and policymakers essential knowledge to use in making decisions on how to address the issue of low enrolment and grade retention in early childhood education sector. The study may also benefit the children who are not attending early childhood education as the

root cause to non-attendance were investigated and recommendations made on how to solve the problem. Since there is limited literature on early childhood education enrolment and retention of children in ECDE centres, this study may prove significant in contributing to the underdeveloped area of research related to early childhood education, and in posing numerous pertinent questions to guide future research.

## **1.8 Delimitation and Limitation of the Study**

### **1.8.1 Limitations of the study**

The researcher used and relied on the opinions of parents and Education officials within the division. This was a major limitation since some parents might have deliberately given wrong information concerning their occupation, education levels, income levels, and pupils' enrolment and class retention. Some of the parents were not able to read, write and understood only the local language.

### **1.8.2 Delimitations of the study**

The delimitation of the study is the boundary limitation (Orodho, 2008). The study confined to only some few ECDE parents of children aged between 3-6 years in Lambwe division, and the two QASOs in the Division. This is because of the financial implications, time constraints and the terrain of the division. A wide range of factors could potentially affect the ECDE enrolment and retention. However, this study limited itself to parental level of education, income and occupation. Factors influencing enrolment and retention among the ECDE school pupils vary from one geographical region to another but this study was conducted in only one division hence the results cannot be generalized to the entire country

but can be restricted to only those areas that have similar characteristics to the study Division.

Further the study was delimited to the two education officers in the Lambwe Division and parent who have enrolled their children in the ECDE centres. The researcher translated the questions/items in parents' questionnaires to the local language (Dholuo) during the field work in order to cater for the parents who were not able to read, write or understand English.

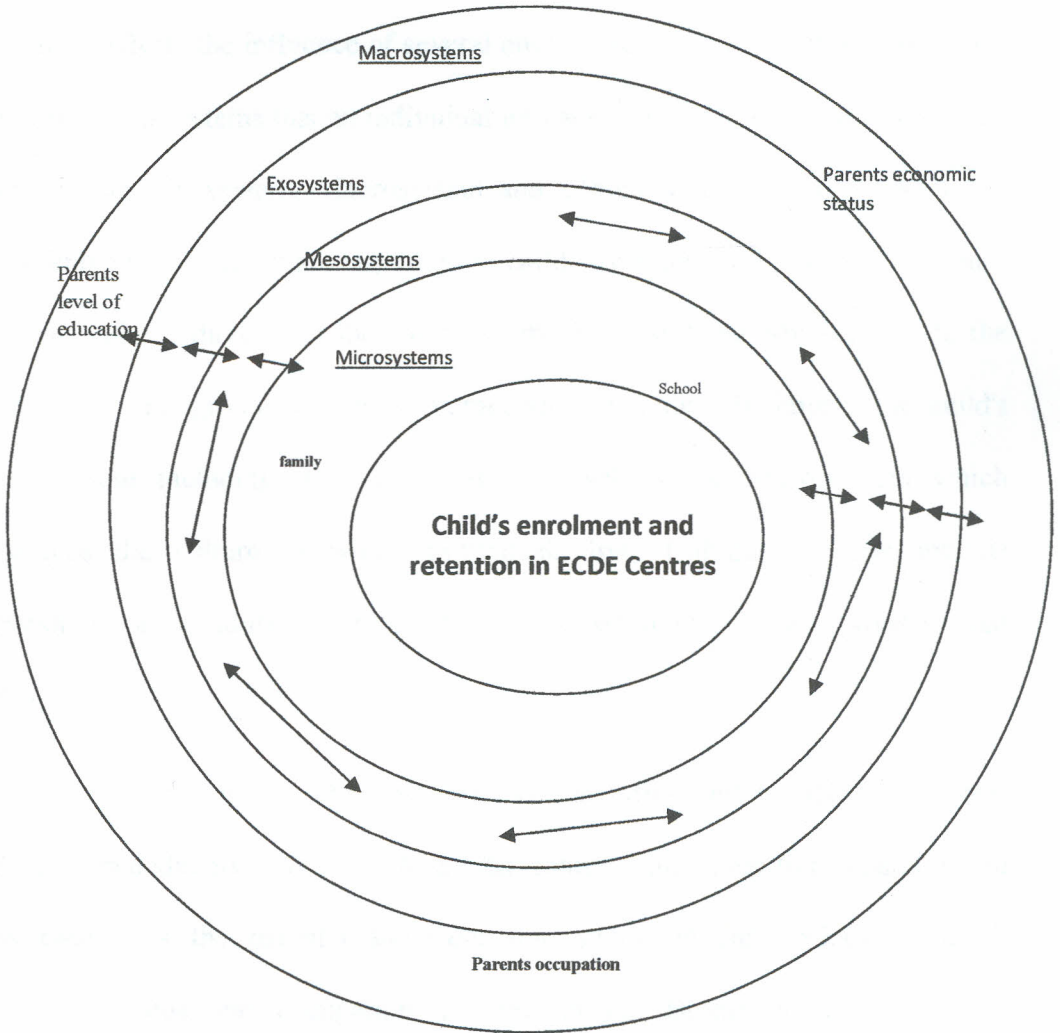
### **1.9 Assumptions of the study**

The study assumed that the sample used was a good representative of the entire ECDE children's parents. The study further assumed that all respondents gave genuine and accurate information that was a true reflection of the ECDE enrolment and retention and parental educational levels, income levels and occupation. Further, It was also assumed that learners at ECDE centres had equal treatment in terms of access to teaching and learning facilities hence all pre-schools centres in the division had a uniform and adequate coverage of the syllabus which is examined and used to promote or retain pupils at ECDE centres. The study further assumed that children enrolled in ECDE centres are aged 3-6 years old.

## 1.10 Theoretical and Conceptual Framework

### 1.10.1 Theoretical Framework

Figure 1.1 presents the theoretical framework of the study.



**Figure 1.1 Diagrammatic Representation of the Ecological Systems Theory**

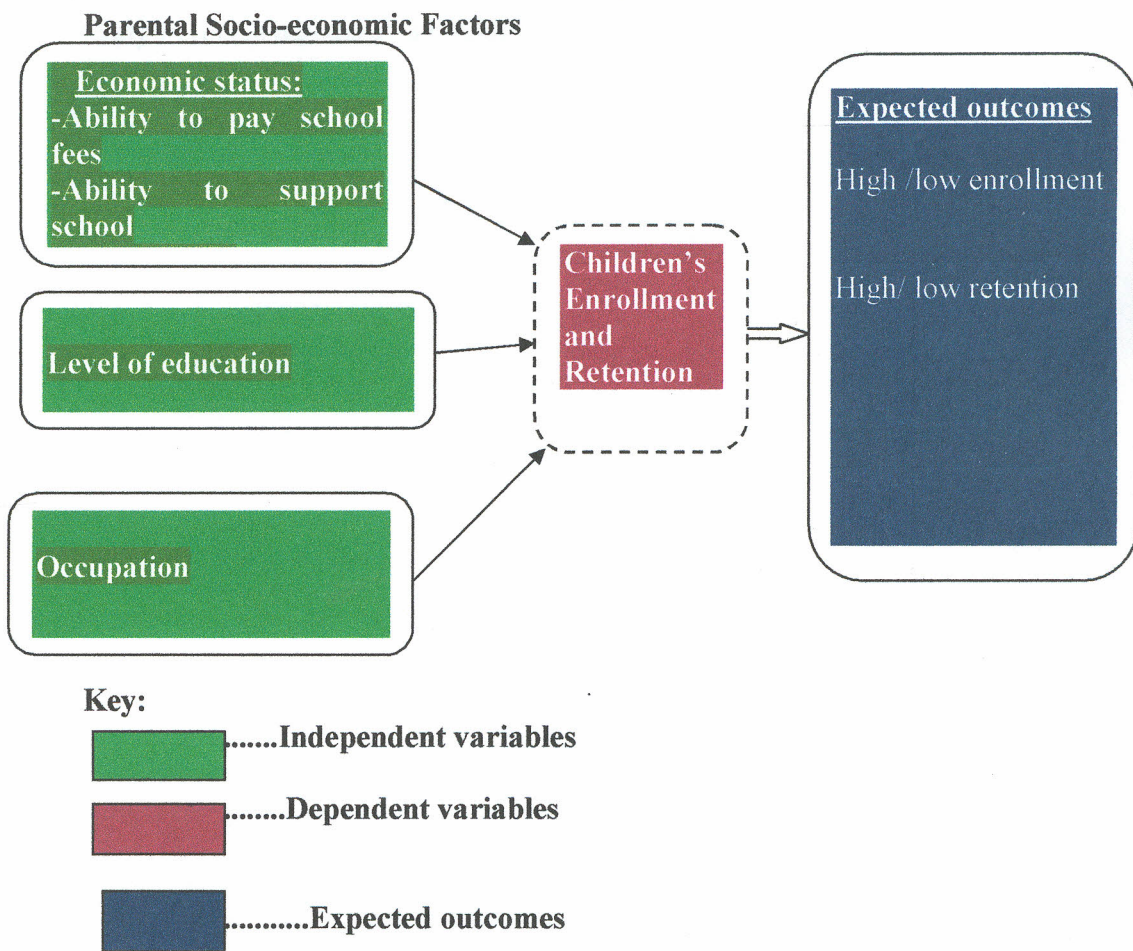
Source: Derived from Bronfenbrenner's ecological systems theory

To understand the influence of parents' socio-economic factors on enrolment and retention of children in ECDE centres and the importance of early childhood education, the ecological systems theory by Bronfenbrenner, (1979) was used in this study. Bronfenbrenner's ecological systems theory holds that development of the child reflects the influence of several environmental systems. It identifies five environmental systems that an individual interacts with, that is, the Microsystems, Mesosystem, Exosystem, Macrosystem and Chronosystem. All the systems in Bronfenbrenner's theory are important to child development. However, the ones that are linked directly to the study are the Microsystems which refers to the institutions and groups that most immediately and directly impact the child's development including: the family and the school the Macrosystem which describes the culture in which individuals live. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty, and ethnicity.

According to the theory children education is influenced by the groups that children immediately interact with and the culture which they live. Therefore, in this case it is the parent's socioeconomic status. Parents' education level, economic status and occupation as seen in the Bronfenbrenner's systems ecological theory may affect enrolment and retention of early childhood learners. Therefore parental characteristics should be viewed as one of the most important factors in improving early childhood education enrolment and retention.

### 1.10.2 Conceptual Framework

To illustrate the relationship between the independent and dependent variables figure 1.2 has been used as shown below.



**Fig 1.2 Conceptual Diagram showing Influence of Parents' Socio-economic Factors on Enrolment and Retention of children in ECDE Centres**

Fig 1.2 shows the relationship between different parental aspects influencing early childhood enrolment and retention. The model shows that early childhood

enrolment and retention as the dependent variable is related to the independent variables which are parental income levels, parent's level of education and parent's occupation. It shows how they are linked to enrolment and retention of children in early childhood education. Children from rich families and educated parents are more likely to be enrolled in early childhood education and are not likely to repeat a grade in a school.

### **1.11 Operational Definition of Terms**

The following terms are defined as they apply to the project.

**Early childhood education:** Refers to educational programs offered to children from age 3-6 years.

**Parent's education:** The highest level of schooling attained by the parents of the pre-school children. The level was either; less than primary, primary, high school, higher, college or university.

**Parent's income level:** The income level of the pre-school parents which was measured in terms of how much money a parent earns per month which was either, low, medium, high or very high.

**Parent's occupation:** The type of work a parent does and was measured in terms of; highly skilled with high level of education (White collar job), Semi-skilled jobs (blue collar) and peasant

**Pre-school Enrolment:** This means registering children and letting them learn in the ECDE centres in one year.

**Retention:** being held back or repeating grade.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section gives a systematic identification, location, and analysis of the pertinent and related literature to the problem. This entails a review of literature to; parental economic status, parental level of education, and parents occupation in relation to ECDE enrolment and retention. The review has therefore been done with the intent of analyzing existing documents and information on the subject with the objective of revealing contributions, weaknesses and gaps by other scholars.

#### **2.2 Parent's Level of income, Enrolment and Grade Retention**

Parental socio-economic status can be defined as the social and economic position of an individual or a family in any given society determined by such factors as the level of education, occupation and income (Rim-Kaufman & Pianta, 2002). According to Repetti & Seeman (2002.), families are the primary socializing agents for their children. In addition to providing basic necessities, such as food, shelter, and clothes, families transmit cultural and educational values and help children adapt to societal demands and opportunities. These basic necessities may be provided for wellwhen children are raised in intact families i.e. families with two continuously married parents and that these children tend to fare better on a number of cognitive, emotional and behavioural outcomes than children living in

other family forms. In 2002 nearly 7 million children from such families who were between age 12 and 18 years repeated grade Christine Kim (2006).

The term "retention" in regards to school means repeating an academic year of school (McKay, 2001). Retention in school is also called grade retention, being held back, or repeating a grade. Grade retention is the opposite of social promotion, in which children continue with their age peers regardless of academic performance (Jill & Stephen, 2014). Grade retention practices are common in the schools of some countries but absent from others (McKay, 2001). Some Educational systems have been designed to play the role of public certification agencies. If this is the case, a child is promoted to the next grade only if his/her test scores are sufficiently high and the students who do not pass are tracked or retained (Alexander, Karl L., et al., 2002).

According to the National Association of School Psychologists (2003), more than 15 % or more than 2.4 million American students are held back and repeat a grade each year. The study also found that between 30% and 50% of all students are retained at least once by the time they are freshmen in high school. The study also gave evidence of unhealthy behaviours among high school students who have been retained in their middle-school (McKay& Elizabeth, 2001).

World Bank (2007), reported that dropout and repetition in primary school is common among pupils from low socio-economic background and more prevalent in rural areas than urban areas. In addition, Ncabira (2005) attributed low enrolment in school to high cost, parental child gender preference, and parental attitude towards Education. However the study did not address the relationship

between parental socio economic status and grade retention in pre-school education in Kenya.

Pre-school education is very crucial in giving children a foundation to learning. However, this can be possible if parents enrol their children in pre-school and ensure that the children continue attending school to enable them to acquire the knowledge, skills and concepts that will lay a good foundation for future learning. UNESCO (2006) observes that access to ECD centres is inequitable where poor children from semi-arid, arid and urban slum areas are less likely to be enrolled and retained at pre-schools.

In USA, Parker, Greer & Zuckerman (1988) report that children growing up in poverty are directly exposed to risks like illnesses, crowding and family stress, lack of psychosocial stimulation, limited resources which leads to poor performance in schools, absenteeism and grade retention. These children often experience more serious consequences to risks than children from higher income families. Other studies have also indicated that the consequences of early school failure increase the chances of truancy, drop out, low enrolment, grade retention and unhealthy or delinquent behaviours (UNESCO, 2006).

In Australia, about 50% of children live in families with incomes below the equivalised median income level – one of the most commonly used poverty lines. This percentage is higher than most European nations (Ross & Mikalauskus, 1996). This means hardship on child rearing and deprivation through insecure housing conditions and a lack of good food and basic necessities which leads to

poor performance, grade retention and low enrolment in schools (Redmond, 2008; Ridge, 2003). Also Evans (2004) explains that children from low income families often do not experience the supportive conditions that foster their readiness to learn and are frequently exposed to harsh physical and social environments that impact negatively on their capacity and desire to learn and go to school. These children suffer greater family turmoil, violence, and separation from their parents. Their parents are more nonresponsive and harsh, and they live in more chaotic households, with fewer routines, less structure, and greater instability all which leads to poor performance, late enrolments for school and high rates of grade retention.

A study conducted in America( LoCasale-Crouch, Rudasill, Sweeney, Chattrabhuti, Patton, & Pianta, 2007) observed that pre-primary schools for low-income and ethnic minority children tend to be more didactic with a negative social-emotional climate, and often employ lower educated teachers. Similarly, Phillips & Adams (2002) found that day care centres and pre-primary schools for higher income parents have better paid staff, with lower child-to-staff ratios and higher classroom quality which improves academic performance and reduce the chances of grade retention. At the same time in the United Kingdom, Sylva (2007) indicates that a major obstacle to Early Education and Care is low income for immigrant children. Discontinuities and frequent interruptions where children are sent home for fees render the developmental and learning processes less effective, and cause behavioural maladjustment and low achievement in primary school (Rim-Kaufman & Pianta, 2002).

The 2004 report on Universal Primary Education (UPE) asserts that all children of school going age should participate in education (Republic of Kenya 2004). To measure whether this is achieved, the UPE uses the Net Enrolment Ratios (NER's) at or near 100% to indicate the rate of enrolment which also suggests how close the 3<sup>rd</sup> world countries are achieving UPE. Wilson, (2004) has shown that most of the countries have attained Net Enrolment Ratios (NER's) of at least 70%, with North America and Western Europe, Latin America and the Caribbean, East Asia and the Pacific having NER's above 90%. In Central and Eastern Europe, more than half of the countries in the region have NER's between 70 and 90%. However, only a handful of countries in Sub-Saharan Africa attain NER's above 90%. Some larger countries have NER's below 70% or even below 50%. The few countries in the Middle East reporting NER's below 70% are a few Arab States and Pakistan. Most countries in Africa have primary education NER's below 50%. This is a cause for concern, since in most countries, significant fractions of the population remain out of primary school Education, 96% of those out-of-school children live in developing countries, with Sub-Saharan Africa, South and West Asia together accounting for almost three quarters of children not attending school. This could be a glaring reality to pre-school education in these countries.

According to Mingat & Jaramillo (2003) in the study using 13 countries from sub-Saharan Africa to look at the correlation between pre-school enrolment and primary completion as well as pre-school enrolment and repetition rates in primary school, the study found completion rates of 50% in the absence of

preschool, and around 80% where half the children have access to some sort of preschool or ECD centre. When they looked at repetition they found absence of pre-school experience correlated with 25% repetition; pre-school enrolment of 45% correlated with a reduction of repetition to 12%.

In Kenya, the level of school access is measured using enrolment figures and the population figures with respect to the official school-going age at a given level of education (Blakemore, 2008). In 2003, Kenya had low enrolment (35%) of pre-school age children. This means that 65% of the children aged 3-6 years were not accessing ECDE services (MoEST, 2005). In 2005 enrolment increased to 50% from 35% and progressed to 60.2% in 2009. In 2010 it increased by 0.7% and reached 60.9 % (Republic of Kenya, 2012). Even though there has been an increase in pre-school enrolment, The Kenya Sector Report notes that the enrolment in pre-school is unevenly distributed across the country and in some of the regions; the children end up directly joining primary schools without the relevant background and thus increases repetition and drop out levels as a result of poor academic performance (Republic of Kenya, 2012). This study only indicated the enrolment rate in pre-school without establishing the relationship between various factors leading to this which is addressed by the current study.

In Kenya, Gakuru (1992) explored the relationship between socio class and pre-school education in Kenya. He found that social-economic status of parents in a given area influences enrolments in pre-schools whereby well off parents are able to take their children to high cost private schools and the poor parents manage to take children to poorly equipped pre-schools in both private and public schools

without enough qualified teachers. He also found that enrolment of children in the pre-school education was not prioritized by the government because children would still join standard one (primary school) without going through pre-school education. To date, this has been the case but since the early childhood policy was launched in March 2007, it was expected that pre-school education would be compulsory, now we are in 2014, seven years later and this has not been implemented. The study further states that, despite efforts to expand nursery school opportunities, still majority of children both in urban and rural areas were not attending the pre-school education. That was in 1992 now we are in 2014 and enrolment of children in pre-schools in the whole country remains low. However the study gave a lot of information on enrolment status in pre- schools in Kenya, the study did not establish the relationship between parental socio economic status and enrolment or grade retention in the pre-school education which the current study addresses.

In spite of the efforts made in Education, a number of challenges still persist. These include cost of education, inequalities and inequity in access to education, high wastage rates, under-enrolment, grade retention and problem of relevance and quality. The current socio-economic status of parents in the framework of poverty indeed contributes to poor academic performance in schools, low enrolments at school and high rate of grade retention (Cogneau et al, 2006). Despite all these evidence, there is need to establish the relationships of these factor and performance in schools, low enrolments at school and high rate of grade retention.

### **2.3 Parent's Level of Education, School Enrolment and Retention**

ECDE enrolment depends on the parent's knowledge, view and attitude about the importance of Early Childhood Education. Research from the USA suggests that parental Education is a significant predictor of child achievement which determines grade retention. In an analysis of data from several large-scale developmental studies in the US, Duncan and Brooks-Gunn (1997) concluded that maternal education was linked significantly to children's intellectual outcomes even after controlling for a variety of other social economic status indicators such as household income. Similarly Davis-Kean (2005) found direct effects of parental education, but not income, on European American children's test scores; both parental Education and income exerted indirect effects on children performance through the Educational expectations parents have for their children.

According to Cogneau et al (2006), parents who are unskilled are more often than not of low educational attainment, take little interest in their children's schoolwork, have larger families, live in overcrowded homes lacking amenities and tend to send their children to schools which are ill-equipped this results in low academic performance, higher rates of grade retention and higher percentage of children not enrolled in schools. Other home-related factors that had a positive relationship with grade retention were abnormal home background, socio-economic status, attitudes of parents to education, position of the child in the family, parental aspirations and social classes (Rose, Heather, Ria, Jon &Ray, 2008).

A study conducted by National Association of School Psychologists (2013), revealed that 14% of the respondents in the Survey stated that financial circumstances and parental level of education were the main reason for grade retention in schools. In addition, the responses to the open-ended questions on the relationship between grade retention and financial issues, was noted that an approximately 13% of the White respondents stated that financial reason was the most important factor. This is low when compared to 20% of the Hispanic respondents who indicated financial circumstances were the primary reason for retention.

Findings from Pakistan with regard to the impact of parent's education on schooling of children show that the children of a more educated parent are more likely to be enrolled and more likely to progress further through school. Holmes, (2003) Shows that this impact of enrolment differs by gender. The education of the father increases the expected level of school retention of boys, and that of the mother's enhances the educational attainment of girls. Similarly other studies by Behrman et al., (1999) and Swada and Lokshin, (2001) in Pakistan reported a consistently positive and significant coefficient of father's and mother's education at all levels of education except at secondary school level.

In Africa, Glick & Sahn (2000) found that in Guinea, mother's education had a greater influence only on girl's education, while Tansel (1997) claimed father's education to be more influential for both boys and girls in Côte d'Ivoire and Ghana. In Botswana, Chernichovsky (1990) found that the educational level of the head of the household has the greatest impact on whether or not a child was

enrolled in school. According to Willms, (2002) the level of the mother's education has a more significant role on her child's language development in the pre-school years, than does the father, but the father's education becomes more important for school achievement after a child joins school. Although the studies had given a lot on the impacts of parental education on performance, enrolment, and grade retention, the study did not establish the extent to which these factors predict grade retention which is the concern of the current study.

Children are typically more likely to go to school if their parents are educated. They also tend to perform better in school and in some cases may earn higher incomes in adulthood. For example, a study of Kenya and Tanzania by Appleton (1995) compared the probability of manufacturing workers having completed lower secondary schooling as a function of the education of their parents. In Kenya those who joined school around 1960 were predicted to have a 21% chance of completing lower secondary if both of their parents were uneducated and 83% chances of completion if one of their parent had at least secondary education and the other at least primary education. The figures were similar in Tanzania. Further in this research, with data drawn upon from Kenya in 1993, also found a large differential in performance on the primary-leaving examination - around half of which was explained by the different local neighbourhoods and primary schools which children from different educational backgrounds attended.

It is also suggested that parents with higher level of education are likely to have a proper understanding of their parental roles and responsibilities as outlined in the Children's Act (Republic of Kenya, 2001), parents are expected to maintain and

provide the child with adequate diet, shelter, clothing, and medical care, including immunization, education and guidance. This implies that parental role does not end at home but extends to their children's educational institutions. According to Agostinho (Mwai, 2012), parental aspects affecting enrolment in education in Kenya is mainly limited to financial contributions and teacher-parent meetings. In 2005, a Kenyan survey found that most teachers and principals attributed the lack of parental aspects affecting enrolment to the parents themselves. Parents were not aware of their responsibilities as parents, and they were not concerned about the quality of education provided to their children (Republic of Kenya, 2005).

A study conducted in Kenya by Mulatya (2003) revealed that wealthy and educated parent's utilized private pre-schools and that they deployed resources in a manner creating pre-school conditions which are conducive to a school performance. This provided initial advantages which are difficult to match among the poor, uneducated and rural Kenyans. This means that children from educated and high socio-economic status are more adequately prepared for school than those of low socio-economic status.

In Kenya, a study by Wanjohi (2010) on the impact of community support grants on the development of Early Childhood Education, in Kiambu District, Kenya, indicated that there was a positive correlation among parents' level of education, income and occupation with pupil's academic performance, enrolment and retention. These findings are consistent with the concept of social reproduction by Pierre Bourdieu (1986), Annet Lareau (2003) and Randall Collins. This means that parents' low socioeconomic status impacted negatively on pupils'

performance, through denying the children access to resources which are readily available to children from higher socio economic status.

A study done in Tabaj Division, Wajir East by Saadia Abdi, (2010) indicates that illiterate parents denied their children enrolment in ECD centres in order to stay at home with their siblings as they went to fetch water and perform other household chores.

Parental education has been discussed extensively in terms of how it impacts children's academic performance and does not show whether parent's education is a determinant for enrolment in early childhood education. The study will investigate the effect of parent's education on early childhood enrolment and retention in Lambwe division. Further still it's clear that no studies have been done in Lambwe division in regard to parent's education and how it relates to enrolment and retention of early childhood learners. The study therefore sought to investigate the impact of parent's education on early childhood enrolment and retention in Lambwe division.

#### **2.4 Parents occupation, school enrolment and grade retention**

According to Rothstein (2004), parents of different occupational classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes.

These styles therefore affect children's education in terms of performance and early or rate enrolment.

In Netherlands, Maarten (2012) found that occupational status has the same effect on children's education regardless of who contributed to it, while in Pakistan Bhalotra & Heady (2003); Basu, Das and Dutta, (2003) have emphasized that fathers who are in salaried employment are more likely to be aware of the importance of education and hence invest more in their children's education. On the other hand, (Weiss H. et.al 2003) established that mothers who worked part time had higher involvement in their children's school work which included taking children to school and assisting their children with school work which was likely to lower grade retention. The implication therefore is that parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children. Hence farmers and business owners may have less need to invest in their children's education than people in dependent employment.

A number of studies have found a family's social class definition to influence a child's academic achievement, school enrolment and grade retention of children (Alexander, Karl L., et al., 2002). In a study of social class and parent-child relationship in the US, Kohn (1963) found differences in school enrolment between middle and working class parents. A study done in the United States for example shows that social capital, family income and occupation have positive effects on school completion, enrolment and retention (WEAC, 2005). Students with parents that have less social capital are less likely to complete school,

(Hammer, 2003). Parents with higher socio-economic status have higher, more accurate knowledge of and involvement in their children's schooling.

In Ghana Checchi & salvi (2010) found a negative correlation emerged with the probability of enrolment and low income jobs. In Mauritania they found that, there is also positive association with household head working as public employee, which is typically associated with less volatile higher earnings. The main predictors of grade retention are based on several characteristics that include demographics as gender, family income, parental level of education, parental occupation and proficiency with the English language (McKay, 2001). This is consistent with a study by Burkam et al (2007) that note certain groups of students are more likely than others to be retained due to their differences in characteristics as age, gender, socioeconomic background, and race/ ethnicity and other risk factors.

In Africa, more than 70% of the continent's poor people live in rural areas and depend on agriculture for food and livelihood (Myres, 1995). The study further indicates that in Sub-Saharan Africa, more than 218 million people live in extreme poverty-majority of them being from Eastern and Southern Africa, an area with one of the world's highest population. Poverty is one of the most important factors that impede young children's development all over the world. Many poor children are denied the opportunity to go to school. Even young children - 5-7 year olds may be expected to care for younger siblings, watch over livestock, shoo away wild animals from crops/gardens, and collect water and

firewood (Weitzman, 2003). Other children join school unready to learn. These children do poorly, repeat, and drop-out at high rates (Weitzman, 2003).

In Kenya, a study done on patterns of school enrolment in primary school education comparing urban slum, urban non-slum and rural children shows that enrolment is higher in urban non-slum children than in urban slum, and is higher in slums than in rural areas (Mugisha, 2006). The study highlights the factors contributing to these results as poor quality of primary schools in the slums, limited access to secondary schools for the slum children, disabling environment at home and increased child labor. However, his study did not focus on factors influencing pre-school enrolment in relation to parental income. The contention of this study was to establish the relationship between parental income and enrolment in pre-school.

According to Bantu (2003), poverty affects students' absenteeism enrolment in Kenya, especially female students. Students are withdrawn from school so that they earn money for the family; some become house girls and homeboys, hotel attendants, matatu touts, handcart drivers and even help on other activities at home which contribute to family income (Buchmann, 2002). Due to poverty in Kenya, many parents find difficulties in paying school levies and buying school uniform. This makes them to withdraw their children from school; hence many children from poor and unenlightened homes are persistently absent, retained in classes and subsequently drop out of school.

Another study in Kenya by Mugisha (2006) found that children of primary school going age (6 - 13 years) had better enrolment levels in urban areas than in the rural areas. This could be explained by the assumption that urban areas are well-serviced by the social services including the schools. It also found that school enrolment varies with age increasing from age six to peak at 10 – 11 years. However, his study did not document the relationship between parental level of education and grade retention and ECDE enrolment.

Further in Kenya Gertrude et al (2008) found that slightly more than half of the household members had no formal employment but worked on their own farms. Their monthly household incomes ranged from a minimum of Ksh 1,550 (\$ 24.2) to a maximum of Ksh 5,500 (\$ 85.9) and a mean Ksh 2,000 (\$ 31.25). The study was basically the income level in Lambwe. It attributed the low income level probably to be due to low education and occupation status with meagre returns. The study however did not establish whether there is a relationship between low enrolment and retention.

According to the ECDE situational analysis (2008) which is the same year this was conducted, it revealed that enrolment rate was between 20-30%. The two separate studies failed to harmonize whether it was low income level of parents that caused low enrolment and retention in ECDE centres of children. This is what the study is set to investigate. The parent's level of income was looked at as a strong determinant of enrolment and retention of ECDE learners in Lambwe Division.

## **2.5 Summary of Literature Reviewed**

From the foregoing literature however, it has been clear that many studies done on the influence of parental socio-economic status on enrolment and retention of children in early childhood development and education centres have failed to satisfactorily establish the relationships between the specific parental socio-economic aspects as per the purpose of this study. Despite the fact that many studies have been carried out to identify the factors related to the low ECDE enrolment and higher grade retention, the problem is still unsolved. Many studies in Kenya, Africa, and other parts of the world reveal inconsistent findings about the factors associated with pre-school grade retention and enrolment. Hence this study sought to ascertain these findings. Owing to these shortcomings, the study in depth attempted to establish how parental socio-economic status influence enrolment and retention of early childhood education.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter explains the research design that was used for the study, the variables under study, the location where the study was carried out, the target population of the study, sampling technique, sample size, the research instruments used in the study, reliability and validity of the instruments, data collection techniques, data analysis, data collection procedures and ethical considerations of the study.

#### 3.2 Research Design and Locale

The study used descriptive survey and correlation designs. According to Mugenda and Mugenda (2003), descriptive survey is a method of collecting data in order to answer questions concerning the current status of the problem under study. This involved systematic empirical enquiry in which the researcher had no direct control of the independent variables because the manifestation had already occurred. Descriptive survey was more appropriate because the research did not in any way manipulate the variables and the design had the ability to gather data from a large sample hence become economical. Correlation research design was also used to discover the predictive relationship and the degree of association among variables. The choice of the design was based on its ability to explore the correlation relationships among variable that cannot be manipulated experimentally (Orodho, 2009). It was also suitable because the study was attempting to compare different variables.

### **3.2.1 Variables**

The study investigated the dependent and independent variables described below.

### **3.2.2 Independent Variables**

Independent variables were parent's socio economic status and were conceptualized as follows:

#### **i) Parents' Level of Income**

Parent's level of income was investigated in terms of; ability to pay school fee, ability to support school programmes and average monthly income specifically categorized as. Below 1500 [very low] 1500-1999 [low] 2000 – 5500 [medium] 5501 and above [high]

#### **ii) Parents' Education**

The level of education of parents was measured in terms of; the highest academic qualification attained (Below primary, primary, high school, higher college and university)

#### **iii) Parents' Occupation**

Parent's occupation was measured in terms of; the type of job a parent has whether

Highly skilled with high level of education (White collar job), Semi-skilled jobs and peasant

### **3.2.3 Dependent Variables**

The dependent variables are pre-school enrolment and retention of children in Lambwe Division, Mbita District. Enrolment and retention was determined by responses received from parents and quality assurance and standards officers at the division. Parents were asked whether they enrolled children in early childhood education centres and they were also required to respond to items as to whether there was a relationship between their socio-economic status and enrolment and retention. This was determined by computing the percentages of eligible children who were enrolled for early childhood education but were made to repeat one of the grades.

### **3.2.4 Location of Study**

The research was carried out in Lambwe Division, Mbita District, Kenya. Lambwe division is one of the five Divisions of Mbita District. It was purposively selected being one of the areas with low pre-school enrolment where only 50.14% children are currently attending ECDE, (Lambwe Area Education office 2013). The enrolment figure by percentage show that almost half of the children are not attending ECDE. This has informed the choice of the study location.

### **3.3 Target Population**

A population refers to an entire group of individuals, events or objects having a common observable characteristic (Mugenda and Mugenda, 1999). The target population for this study was all ECDE parents (300) the target population was retrieved from the situational analysis conducted by an NGO known as APHIA

Nyanza in the year 2012 which was done in order to identify children to be enrolled in their Orphan and Vulnerable Children (OVC) care programmes and mostly children between 3-6years. The records were available in their two liaising Community Based Organization (CBOs) identified as Bedie in Lambwe West and Lak Nyiero in Lambwe East. The study also targeted the two quality assurance and standards officers in Lambwe Division.

### **3.4 Sampling Techniques and Sample size**

Sampling is the procedure a researcher uses to gather people, places or things to study. It is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). In order to obtain the sample size, various sampling procedures were involved as explained below.

#### **3.4.1 Sampling Techniques**

The study used cluster random, simple random and purposive sampling techniques in obtaining the required sample size. Purposive sampling technique was used to select QASOs from the two locations in the divisions. This was because they were in good position to give important information in relation to ECDE enrolment and retention trends. Cluster random sampling was used to select parents from the two geographical locations. This ensured that there was a fair representation of parents from every location. This involved dividing all the ECDE parents in the division into two clusters (geographical locations) and then a

random sample of parents was taken from every location in their proportion. This ensured that the two locations were represented in the study in their proportion (Mugenda and Mugenda, 2003). The main purpose of simple random sampling was to have a good sample representative of the entire population. This ensured that the sample yields research findings that can be generalized to a large population with margin errors that can be determined statistically.

### **3.4.2 Sample Size**

The sample of the study consisted of 169 parents with ECDE children from a target population of 300 parents and 2 Quality Assurance and Standard Officers in the division. According to Krejcie & Morgan (1970) a sample size of 169 (56.33%) from a target population of 300 is appropriate for descriptive studies when level of confidence is 95% and margin of error is 5%. Total sampling method was used to sample the Two Quality Assurance and Standard Officers in the division.

## **3.5 Research Instruments**

The main instrument of data collection was a questionnaire for parent. The questionnaire was semi-structured. The questionnaire was appropriate for this study since it helped in collecting a lot of data in a short period.

### **3.5.1 Piloting Study**

The pilot study was conducted to ten parents to a certain the validity and the reliability of the instruments.

### **3.5.2 Validity of Instruments**

Validity is the extent to which the instrument measures what it is designed to measure (Weirsmas, 1995). According to Gay (1997), content validity is established by an expert. The researcher therefore consulted his supervisors to approve the content of the instruments.

### **3.5.3 Reliability**

A reliability test is a method of finding out if an instrument produces consistent results. To check for consistency in their content, the test-re-test method was used to determine the reliability of the instrument. The developed questionnaires were administered to 10 piloted parents at an interval of one week. The scores of each administration were recorded separately. Pearson's product moment formula was used to calculate the correlation coefficient between the tests. The test analysis yielded a correlation coefficient of 0.92 for objective one, four and six while the correlation coefficient was 0.88 for objective two, three and five, which meant that the instrument was reliable since the average general correlation coefficient was 0.90.

### **3.6 Data Collection Techniques**

The researcher first got introductory letter to carry out the study from Kenyatta University which enabled the researcher to apply for a research permit from the National Commission for Science, Technology and Innovation. This permit enabled the researcher to get permission from the County Commissioner and the Director of Education Homa Bay County, District Education Officer and the two

chiefs in Lambwe Division. With the help of the local leaders (the village elders), participants were selected. Respondents were informed on the importance of the study and were assured verbally of confidential treatment of information provided. The researcher booked appointments with the two QUASOs in order to avoid missing them in their offices. The interviews were tape recorded and replayed during data processing and analysis. Most of the data was collected during the weekend since that was when most parents were at home. The parents who knew how to read and write the questionnaires were left with them and were instructed on how to fill them. The questionnaires were then collected back after seven days. The parents who did not know how to read and write were helped by the researcher and his assistants.

### **3.7 Data Analysis**

Data analysis process involved summarizing large quantities of raw data, categorizing, rearranging and ordering data. The process of research outcome started by editing the data collected so that what has little relevance was ignored. Then the data was organized according to the objectives and hypothesis.

Data collected was both qualitative and quantitative. With the qualitative data, the researcher used the analytical technique including; quick impressionistic summary, thematic analysis and content analysis. With quantitative data descriptive and inferential statistics were used to analyze the raw data. Quantitative data was first coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 11.0. The descriptive

statistics used included frequency counts and percentages. The purpose of descriptive statistics was to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices (Mugenda and Mugenda 1999). This enabled the researcher to transform large groups of data into a more manageable form that was easy to understand and interpret (Mbwesa 2006). The inferential statistics used were chi-square and Pearson's product moment correlation coefficient. For the reliability of the instruments during piloting the Pearson's product moment was administered to determine the correlation coefficient of the instrument used and chi-square was administered to test the following research hypothesis that stated:

H0<sub>1</sub> There was no significant relationship between parents' level of income and enrolment of children in EDCE centres.

H0<sub>2</sub> There was no significant relationship between parents' level of income and retention of children in EDCE centres.

H0<sub>3</sub> There was no significant relationship between parental level of education and enrolment of children in ECDE centres.

H0<sub>4</sub> There was no significant relationship between parental level of education and retention of children in ECDE centres.

H0<sub>5</sub> There was no significant relationship between parents' occupation and enrolment of children in ECDE centres.

H0<sub>6</sub> There was no significant relationship between parents' occupation and retention of children in ECDE centres.

All statistical analyses and hypotheses testing were tested at 0.05 significant levels. The results were summarized using frequency tables, bar graphs and pie charts.

### **3.8 Logistical and Ethical Considerations**

After approval of the research proposal by the supervisors, the researcher sought permission from Kenyatta University. The researcher informed all the necessary authorities of the intention to conduct a research and booked the appointments with them. The researcher then informed the participants that the information given was to be treated with a lot of confidentiality. The researcher did not collect personal details like names and telephones numbers in order to ensure non-disclosure of identity. The parents with pre-school children were also requested to fill the questionnaires which were later collected by the researcher after seven days. The researcher then arranged with the QASOs to avail themselves for the interview.

## CHAPTER FOUR

### FINDINGS, INTERPRETATION AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the results of the research findings, their interpretation and discussion. The organization of this chapter is based on the objectives and the hypotheses that guided the study. The objectives that guided the study were to:

- i) Determine the relationship between parents' level of income and enrolment of children in ECDE centres.
- ii) Determine the relationship between parents' level of income and retention of children in ECDE centres.
- iii) Find out the relationship between parental level of education and enrolment of children in ECDE centres.
- iv) Find out the relationship between parental level of education and retention of children in ECDE centres in.
- v) Establish the relationship between parents' occupation and enrolment of children in ECDE centres.
- vi) Establish the relationship between parents' occupation and retention of children in ECDE centres.

The hypotheses tested were as follows:

- i)  $H_0$ 1 There is no significant relationship between parents' level of income and enrolment of children in EDCE centres.

- ii) H<sub>0.2</sub> There is no significant relationship between parents' level of income and retention of children in EDCE centres.
- iii) H<sub>0.3</sub> There is no significant relationship between parental level of education and enrolment of children in ECDE centres.
- iv) H<sub>0.4</sub> There is no significant relationship between parental level of education and retention of children in ECDE centres.
- v) H<sub>0.5</sub> There is no significant relationship between parents' occupation and enrolment of children in ECDE centres.
- vi) H<sub>0.6</sub> There is no significant relationship between parents' occupation and retention of children in ECDE centres.

The results are presented in either tables or figures. The chapter begins by providing the methods of data analysis then general and demographic information about the respondents which included; response rate, gender and marital status and lastly descriptive and inferential analysis of hypothesis.

#### **4.1.1 Methods of Data Analysis**

Data were collected from 169 parents and 2 QASOs in Lambwe division, Mbita District. Some of the questionnaires were incorrectly filled so they were not used during data analysis this was 3.6% of the total parents' questionnaires distributed. Interview schedule was also conducted for quality assurance and standards officers (QASOs) to determine school enrolment and retention. Data collected was both qualitative and quantitative. With qualitative data, the researcher used

the analytical technique including; quick impressionistic summary, thematic analysis and content analysis. With quantitative data, descriptive and inferential statistics were used. Quantitative data was first coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 11.0. The descriptive statistics used included frequency counts and percentages and inferential statistics used was chi-square test.

## **4.2. General and Demographic Information**

The general and demographic information included; the research subject's response rate, gender, marital status and their feedback on the status of children's enrolment and retention status.

### **4.2.1 General Information**

This section presents the finding on questionnaire return rate, interview turn outs and the age and time of the year when children first join the ECDE centres.

#### **4.2.1.1 Questionnaire Response Rate**

The number of respondents that were targeted in the study was 171. The table below presents the response rate.

**Table 4.1 Questionnaire Response Rate**

NO.	Respondents	Sample size	Number of Respondents	Response rate (%)
1	ECDE PARENTS	169	160	94.67%
4	QASO	2	2	100%
	<b>Total</b>	<b>171</b>	<b>162</b>	<b>94.74%</b>

Table 4.1 indicates that 169 ECDE parents were targeted for the study and almost all of them returned their questionnaires (94.67%) for analysis. It is also noted that all (100%) of the two targeted QASO respondents for the interview.

#### **4.2.1.2 The Age At Which The Children First Join ECDE Centres**

The parents were asked to indicate the age at which they first take their children to join the ECDE centres, their results are summarized in Table 4.2.

**Table 4.2 The Age At Which Children First Joined ECDE Centres**

	Frequency	Percent (%)	No of children
Below 3years	15	9.38%	17
3years	100	62.5%	173
4years	30	18.75%	35
5years	10	6.25%	12
6years and above	5	3.13%	10
<b>Total</b>	<b>160</b>	<b>100</b>	<b>247</b>

Table 4.2 indicates that majority of children ( 62.5%) are enrolled at the ECDE centres at the age of 3 years which is the recommended age for joining baby class while 18.75%, 6.25% and 3.13% of the children are enrolled at 4, 5 and 6 and above 6 years respectively. At the same time 9.38 % of the children are enrolled when they are below 3 years.

#### 4.2.1.3 The Time Of The Year When The Children Join ECDE Centres

The parents were asked to indicate the time of the year when their children first join the ECDE centres; their results are summarized in Table 4.3 as follows:

**Table 4.3 Time When Children Joined The ECDE Centres**

<b>Time when children joined the ECDE centres</b>	<b>Frequency</b>	<b>Percent of children</b>
Beginning of term one	105	65.63%
Beginning of term two	30	18.75%
Beginning of term three	10	6.25%
Anytime in the middle of the term	15	9.38%
<b>Total</b>	<b>160</b>	<b>100%</b>

Table 4.3 indicates that majority (65.63%) of children are enrolled at ECDE centres at the beginning of the year while 18.75%, 6.25% and 9.38% of the children are enrolled during the beginning of second , third term and anytime in the middle of the term respectively.

#### 4.2.2 Demographic Data

This section presents data on the sampling units that were captured during the study that included gender, marital status and parental level of education, income and occupation.

##### 4.2.2.1 Gender of Parent Respondents

The parents were asked to indicate their gender in the parent's questionnaire; their results are summarized in Table 4.4.

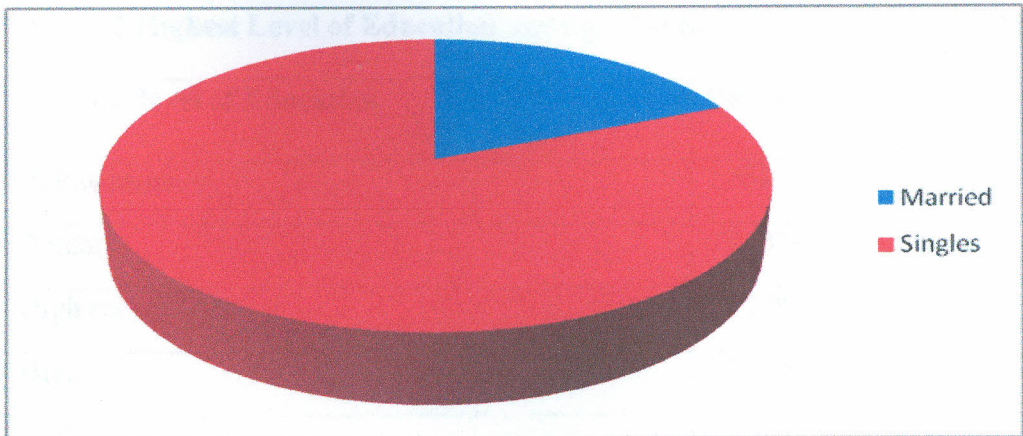
**Table 4.4 Parents' Gender**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Male	70	49%	49%
Female	90	51%	100%
<b>Total</b>	<b>160</b>	<b>100%</b>	<b>100%</b>

Table 4.2 indicates that 49% of the respondents were male while 51% of them were females. This means that there were slightly more females respondents than males.

##### 4.2.2.2 The Marital Status of Parents

The parents with ECDE children were required to indicate their marital status. The results are summarized in Figure 4.1.



**Figure 4.1 Parents' Response Rate in terms of Marital Status**

From figure 4.2, it is evident that majority of the respondents were single comprising of 81.25% and only 18.75% were married. The single parents comprised a larger percentage possibly because it was a combination of both parents who are unmarried but have children and those who are widows and widowers. The number of widows and widowers is probably high due to the high HIV/AIDS prevalence rate in Lambwe Division.

#### **4.2.2.3 The Parents' Highest Level of Education**

The parents with ECDE children were required to indicate their highest level of education. The results are summarized in table 4.5 as follows.

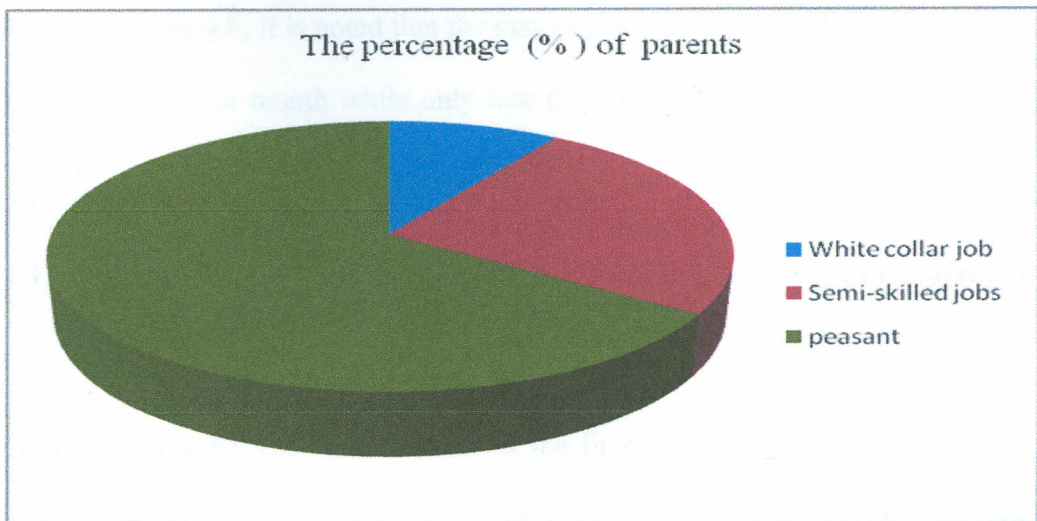
**Table 4.5 Highest Level of Education amongst Parents**

<b>Parents' level of Education</b>	<b>Percent</b>
Below primary	2.5%
Primary	53.13%
High school	18.75%
Higher	15.62%
College	6.25%
University	3.75%

From table 4.5, it is evident that the majority of parents have primary level as their highest level of education (53.13%) while very few parents had low level colleges, university and below primary school as their highest level of Education ( less than 10% of the total parents).

#### **4.2.2.4 The Occupation of Parents**

The parents with ECDE children were required to indicate their occupation. The results are summarized in figure 4.2.



**Figure 4.2 Parents' Occupation**

Figure 4.2 indicates that majority of the parents were peasants (65.63%) and only 25 % had semi-skilled jobs while 9.38% had white collar jobs.

#### 4.2.2.5 Parental Level of Income

The parents with ECDE children were required to indicate their level of income per month. Their response rates are summarized in table 4.6.

**Table 4.6 Income Level of Parents**

Parental Income per month	Frequency	Percent of parents
Below 1500	30	18.75
1500-1999	40	25
2000-5500	70	43.75
5501 and above	20	12.5
<b>Total</b>	<b>160</b>	<b>100</b>

From the Table 4.6, It is noted that the majority of parents (43.75%) earn between sh 2000- 5500 per month while only less than one fifth of the parents earn less than sh. 1500 and above 5501.

### **4.3 The Findings on Parents' Level of Income and Enrolment of Children in ECDE Centres**

Section 4.3 present the results based on the first objective for this study which was to determine the relationship between parents' level of income and enrolment of children in ECDE centres and test whether there was any significant relationship between parents' level of income and enrolment of children in EDCE centres.

#### **4.3.1 Parents financial ability to Support the ECDE Programme**

In order to achieve the objective; parents were to respond by indicating the extents to which they agreed or disagreed with the statement whether their ability to support the ECDE programme was limited by their financial Incapability. The parents' responses are summarized in Table 4.7

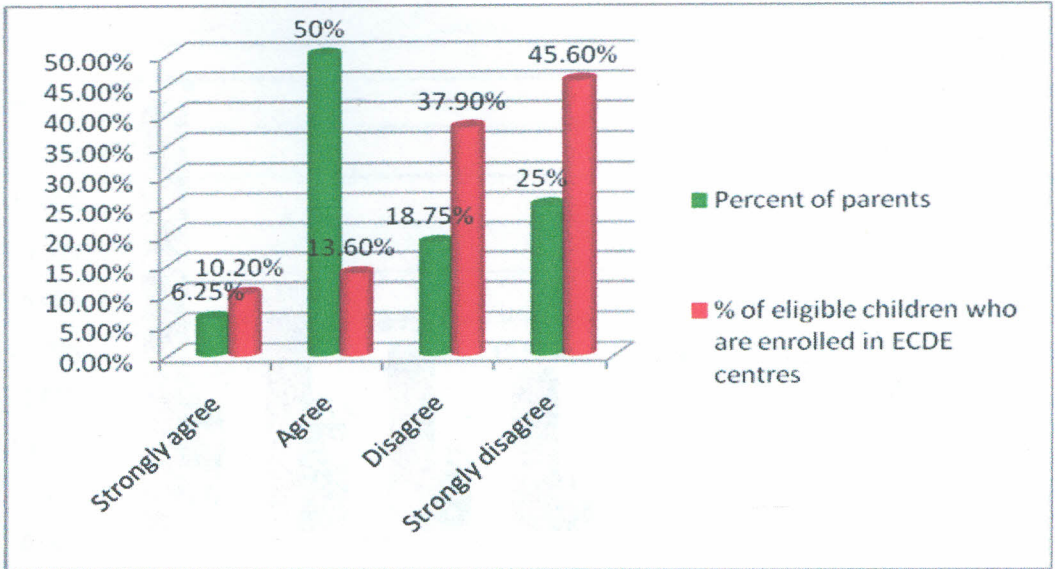
**Table 4.7 Ability of Parents to Support ECDE Programme**

<b>The parents' Response</b>	<b>Frequency</b>	<b>Percentage of parents</b>	<b>No of children enrolled in ECDE centres</b>	<b>% of eligible children who not are enrolled at ECDE centres</b>
Strongly agree	10	6.25	15	10.2%
Agree	80	50	155	13.6%
Disagree	30	18.75	34	37.9%
Strongly disagree	40	25	43	45.6%
<b>Total</b>	<b>160</b>	<b>100</b>	<b>247</b>	

From table 4.7, majority of parents ( 56.25 %) were not able to support the to support the ECDE programme due to limited financial ability and only 43.75 % were able to support the programme.

#### **4.3.2 The Relationship between The Parents' Ability to Support The ECDE Programme and the Percentage (%) of Eligible Children Enrolled At ECDE Centres**

The ECDE parents were required to indicate the number of their children enrolled at ECDE centres and number of eligible children they had that should be enrolled at the ECDE centre. This was compared respectively with their ability to support the ECDE programme. The results are represented in the figure 4.3.

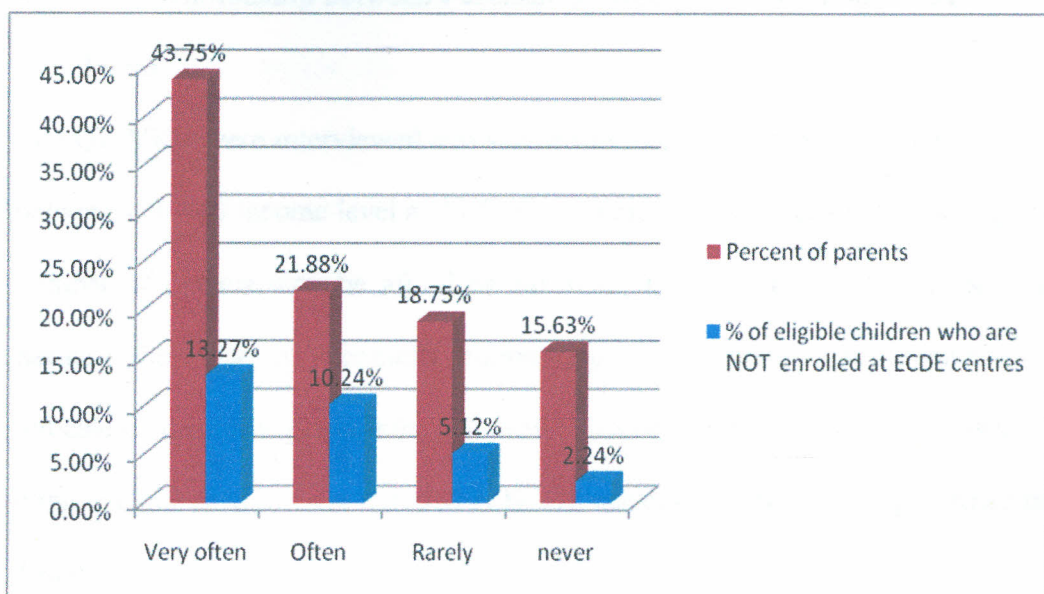


**Figure 4.3 Relationship between Parents' Ability and Enrolment of Eligible Children in ECDE Centres**

Figure 4.3 indicates that the percentage of children enrolled at ECDE centres is a function of the parents' ability to support the ECDE programme since as parents' ability to support the ECDE programme improves, the higher the percentage of their eligible children enrolled improve as from as low as 10.2% to the highest recorded enrolment of 45.60%.

#### **4.3.3 The Frequency at Which the ECDE Children are Sent Home For School Fees and Parents' Percentage of Eligible Children Not Enrolled In ECDE Centres**

The ECDE parents were required to indicate the frequency at which the ECDE Children are sent home for School fees. This was compared respectively with the parents' number of eligible children NOT enrolled at ECDE centres. The results are represented in Figure 4.4.



**Figure 4.4: Frequency ECDE Children Sent Home due to School Fees and enrolment of Children in ECDE Centres**

Figure 4.4 indicates that majority of parents (43.75%) whose children are very often sent home for school fees had the highest percentage of eligible children who were NOT enrolled at ECDE centres (13.27%). The percentage of parents whose children are often, rarely and never sent home for school fees (21.88%, 18.75% and 15.63 %) had fewer (10.24%, 5.12% and 2.24%) of eligible children who were NOT enrolled at ECDE centres respectively. This result implies that the eligible children who are NOT enrolled at ECDE centres are influenced by the frequency at which the ECDE children are sent home for school fees.

#### 4.3.4 The Relationship between Parental Income per Month and ECDE

##### Enrolment

The QUASOs were interviewed and seemed to affirm that there was relationship between parental income level and ECDE enrolment as one was quoted saying “A number of parents may be afraid of enrolling their children in ECDE centres because they find it financially committing.” The parents were required to indicate their income per month. This was compared with the parents’ number of eligible children who were enrolled at ECDE centres. The results are presented in Table 4.8.

**Table 4.8 the Relationship between Parental Income per Month and Enrolment**

Parental income per month	Frequency	Percentage of parents	No of children enrolled in ECDE centres	Percentage of eligible children who are enrolled in ECDE centres
Below 1500	30	18.75	31	32.2%
1500-1999	40	25	58	66.7%
2000-5500	70	43.75	130	88.8%
5501 & above	20	12.5	28	92.6%
<b>Total</b>	<b>160</b>	<b>100</b>	<b>247</b>	

From Table 4.8, it is noted that the majority of parents (43.75%) earned between sh 2000- 5500 per month. The findings further indicate that the percentage of eligible children who were enrolled in ECDE centres were influenced by a parents' income per month i.e. the higher the income the higher the percentage of eligible children who were enrolled in ECDE centres. Therefore, it is evident that parental income has a positive relationship with ECDE enrolment since as parental monthly income increases, the percentage of eligible children who are enrolled in ECDE centres also increases.

#### **4.3.5 The Chi-Square Tests of the Relationship between Parental Income and Enrolment**

To find out whether or not there was a significant relationship between parents' level of income and enrolment of children in EDCE centres, the chi-square test was administered and the result is presented in Table 4.8 as shown below.

**Table 4.9 Chi-Square Test for Parental Income and Enrolment**

	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	18.736 <sup>a</sup>	4	.001
Likelihood Ratio	22.259	4	.000
Linear-by-Linear Association	11.446	1	.001
N of Valid Cases	160		

Table 4.9 shows the result from the Pearson Chi-square test: the Chi-square statistic (18.736), degrees of freedom (4) and associated p-value (0.001) are given. The p-value from the test is 0.001 which means that the test statistic is significant at the 5% level. There is therefore evidence to state that there is a significant relationship between parental income and the children's enrolment in ECDE centres hence we reject the null hypothesis.

From the current finding, there is sufficient evidence to state that family income have positive effect on school ECDE enrolment. Hence, children whose parents have less income were less likely to be enrolled at the ECDE. Parents with higher income were more involved in their children's schooling thus they enrol their children for ECDE education.

These findings also conquer with, those of a study conducted in America by Phillips & Adams (2002) that established a strong positive correlation between parental income and pre-primary school's enrolment. These results were also supported by Grantham-McGregor et al. (2007) who estimate that 217 million children under the age of 5 are disadvantaged and are affected by poverty in Africa which affects the ECDE programmes.

Bantu (2003), further shows how poverty affects students' enrolment in Kenya, especially female students. The study indicated that children from poor family backgrounds were frequently withdrawn from school so that they earn money for the family which reduced their chances of being enrolled at school.

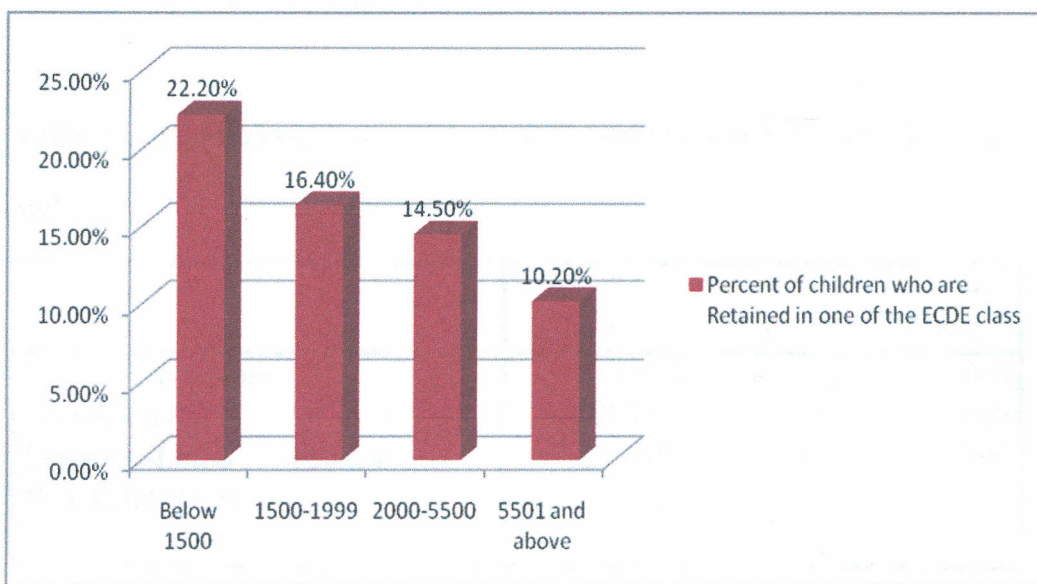
On contrary, the current study findings indicate that about 8% of the children from higher socio-economic status ( monthly earning of above 5500) were not enrolled at any ECDE centre and 68 % of children from low socio-economic status ( family income below 1500) were not enrolled at any ECDE centre. These percentages are higher when compared with a study conducted in Côte d'Ivoire that indicated that the attendance and enrolment at pre-school programmes varies from close to zero for children in the wealthiest households while 20% of the poorest homes were not enrolled for pre-school education.

This is an indication the enrolment rates are low in Kenya when compared with Côte d'Ivoire. Also in Ghana's national attendance register, an average rate of 52% of eligible children are enrolled at ECDE centres, but children from the wealthiest homes are almost four times as likely as poor children to attend an early learning programme. Although the finding was attributed to limited availability of early childhood facilities near the home (Checchi & salvi, 2010). The findings also indicated a negative correlation between the probability of enrolment and low income jobs.

#### **4.4 The Findings on Parents' Level of Income and Retention of Children in ECDE Centres**

The second objective for this study was to determine the relationship between parents' level of income and retention of children in ECDE centres which involved testing whether or not there was a significant relationship between parents' level of income and retention of children in EDCE centres.

In order to achieve the objective, parents were thus required to indicate their income per month and number of their children who were retained in one or more of the ECDE classes.. The two results were respectively compared and the results are represented in the Figure 4.5 below.



**Figure 4.5: Parental Income and Retention of Children in ECDE centres**

Results in Figure 4.5 indicate that grade retention is a function of parental income since as the level of the family income increases the percentage of children retained in a given ECDE classes decreases respectively. Likewise in the interview with the QUASOs both of them agreed that the lower the level of family income the higher the chances of a child from that family getting retained in a given ECDE class as one of the officers was quoted saying “A child who is frequently sent home for school fees misses many lessons and is likely to repeat a grade.”

#### 4.4.2 The Chi-Square Tests of the Relationship between Parental Income and Retention

To find out whether or not there was a significant relationship between parents' level of income and retention of children in EDCE centres, a chi-square was administered. The result is presented in Table 4.9 as follow:

**Table 4.10 Chi-Square Test on The Relationship between Parental income and Retention**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.117 <sup>a</sup>	4	.000
Likelihood Ratio	58.321	4	.000
Linear-by-Linear Association	39.935	1	.000
N of Valid Cases	160		

Table 4.10 shows the result from the Pearson Chi-square test: the Chi-square statistic (52.117), degrees of freedom (4) and associated p-value (0.000) are given. The p-value from the test is 0.000 which means that the test statistic is significant at 5% level of significance. There is therefore evidence to state that there was significant relationship between retention and parental income hence we reject the null hypothesis.

The current finding is supported by a study in USA by Jill & Stephen (2014) which indicated that early grade retention in Los Angeles is higher among children from low income families than those children who came from higher income families. Similarly Robert & Marion (2014) indicated that parental

income had a strong influence on academic performance, school enrolment and grade retention in schools. On the contrary, a study done by Cogneau et.al. (2006) across Sub-Saharan African countries entitled "Inequalities and equity in Africa". The countries they surveyed were Cote'dIvoire, Guinea, Ghana, Uganda, and Madagascar. In their survey, they found that the probability of children having attended school before nine years of age in these countries was more based on a combination gender of the child, the parental resources and place of residence.

#### **4.5 The Findings on Parental Level of Education and Enrolment of Children in ECDE Centres**

The third objective for this study was to determine the relationship between parents' level of education and enrolment of children in ECDE centres and test whether or not there was a significant relationship between parents' level of education and enrolment of children in EDCE centres. The parent's responses on their highest level of education and the ECDE children's enrolment are presented in Table 4.10. In an interview with Quality Assurance and Standards Officers both of them seemed to be of a contrary opinion that there was relationship between parents level of education and enrolment of children in ECDE centres one of the officers remarked that "some parents with very low levels of education are even more committed in their children's schooling I mean enrolment than the highly educated ones."

**Table 4.11 Parents' Highest level of Education and Percentage of Children's Enrolment**

Parental level of Education	Percentage of parents	Percentage of children enrolled in ECDE centres	Percentage of children NOT enrolled at any ECDE centre
Below primary	2.5%	77.78%	22.22%
Primary	53.13%	83.7%	16.30%
High school	18.75%	87.36%	12.64%
College	6.25%	92.31%	7.69%
University	3.75%	93.33%	6.67%

Table 4.11 indicates that majority of parents (53.13%) had primary education as their highest level of education, parents with below primary as their highest Education had the Highest percentage (22.22%) of children NOT enrolled at any ECDE centre while parents with university had the highest percentage(93.33%) of children enrolled at ECDE centre. Hence, it can be concluded that there is a positive relationship between parental level of education and ECDE enrolment.

#### **4.5.2 The Chi-Square Test on the Relationship between Parental level of education and Enrolment**

The third hypothesis tested whether there was or no significant relationship between parental level of education and enrolment of children in EDCE centres. The data related to the two variables were coded and then analysed. The chi-square printout is represented in Table 4.11 shown below.

**Table 4.12 Chi-Square Test on Relationship between Parental level of Education and ECDE Enrolment**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.399 <sup>a</sup>	4	.001
Likelihood Ratio	19.136	4	.001
Linear-by-Linear Association	14.280	1	.000
N of Valid Cases	160		

Table 4.12 shows the result from the Pearson Chi-square test: the Chi-square statistic (18.399), degrees of freedom (4) and associated p-value (0.001) are given. The p-value from the test is 0.001 which means that the test statistic is significant at the 5% level of significance. There is therefore evidence to state that there is a significant relationship between parental level of Education and ECDE enrolment hence we reject the null hypothesis.

The current findings are supported by a study by an Analysis of Data from several large-scale developmental studies in the US (Duncan and Brooks-Gunn, 1997) that concluded that maternal education was linked significantly to children's intellectual outcomes and child's chances of getting enrolled in ECDE centre. At the same time Swada and Lokshin, (2001) in Pakistan reported consistently that parents with higher level of education had a good understanding of their parental roles and responsibilities as outlined in the Children's Act (Republic of Kenya, 2001) that parents are expected to maintain and provide the child with adequate diet, shelter, clothing, and medical care, including immunization, education and

guidance this promoted enrolment at pre-schools. On the contrary a studies in Botswana, (Chernichovsky, 1990) found that it was the Educational level of the head of the household that had the greatest impact on whether or not a child was enrolled in school. According to Willms, (2002) the level of the mother's education has a more significant role than the father's education more especially in early child centers school.

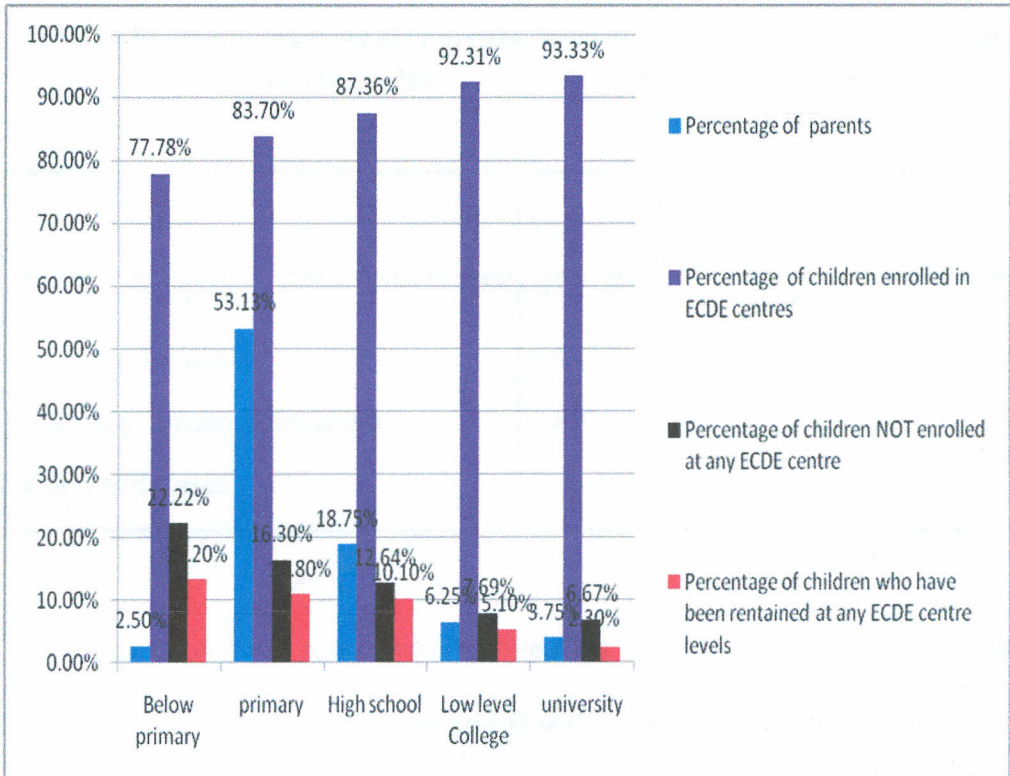
In 2005, a Kenyan survey found that most teachers and principals attributed school enrolment to the low parental level of education. The result further indicated that parents who were not aware of their responsibilities as parents were not concerned about the quality of education provided to their children and hence failed to enrol their children in schools (Republic of Kenya, 2005).

#### **4.6 The Findings on Parental Level of Education and Retention of Children in ECDE Centres**

The fourth objective for this study was to establish the relationship between parents' level of education and retention of children in ECDE centres and test the hypothesis whether or not there was a significant relationship between parents' level of education and retention of children in EDCE centres. The QUASOs interviewed on whether parents level of education can influence retention of children in ECDE centres one of the officers said that "every child according to the government policy is required to progress without being held back in a class, but there are other factors which come into play like the environmental factors

and child's inherited factors not necessarily the parents education." The response meant that no relationship would be established.

The parent's responses on their highest level of education and the ECDE children's retention are presented in figure 4.6 as shown below



**Figure 4.6: Parents' level of Education and Retention of Children in ECDE**

From Figure 4.6, it is noted that as the level of parental Education is higher, the percentage of the parents' children retained tend to decrease. Hence it can be concluded that the rate of children retention in ECDE is a function of parental level of Education.

#### 4.6.1 The Chi-Square Tests of the Relationship between Parental level of education and retention

The chi-square test was administered to the two variables and the result is represented in Table 4.13 shown below:

**Table 4.13 Chi-Square Test on Parents' level of education and Retention of Children in ECDE**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.124 <sup>a</sup>	4	.091
Likelihood Ratio	9.983	4	.125
Linear-by-Linear Association	6.870	1	.009
N of Valid Cases	160		

Table 4.13 shows the result from the Pearson Chi-square test: the Chi-square statistic (10.124), degrees of freedom (4) and associated p-value (0.091). The p-value from the test is 0.091 which means that there is a weak relationship between the parent's level of education and the child's retention at ECDE centres at the 5% level of significance since P-value is less than 0.1 but greater than 0.05 . Then we have a weak evidence in favour of the alternative hypothesis that there is a significance relationship between parent's level of education and the child's retention at ECDE centres hence we accept the null hypothesis.

The current findings are consistent with a study conducted by National Association of School Psychologists (2013) that revealed that 14% of the respondents in the Survey stated that parental level of education were not the main reason for grade retention in schools. This finding is lower when compared with the current finding which indicated that 29.38% of parent agreed that parental education was the main reason for grade retention.

The current finding are also inconsistent with a study by Cogneau et al (2006) that revealed that parents who were unskilled and were more often than not of low educational attainment, take little interest in their children's schoolwork, have larger families, live in overcrowded homes lacking amenities and tend to send their children to schools which are ill-equipped. This result in low academic performance, higher rates of grade retention and higher percentage of their children not enrolled in schools.

#### **4.7 The Findings on Parents' Occupation and Enrolment of Children in ECDE Centres**

The fifth objective in this study was to establish the relationship between parents' occupation and enrolment of children in ECDE centres. The relationship was established by testing the hypothesis whether there was or not a significant relationship between parents' occupation and enrolment of children in EDCE centres. The parent's responses on their occupation and the ECDE children's enrolment are presented are summarized in Table 4.13 as shown below:

**Table 4.14 Parents' Occupation and Enrolment of Children in ECDE**

Response	The percentage (%) of parents	The percentage (%) of children enrolled at ECDE centres	The percentage(%) of eligible children not enrolled at any ECDE centre
White collar job	9.38%	91.43%	8.57%
Semi-skilled jobs	25.0%	84.29%	15.71%
peasant	65.63%	82.11%	17.89%

Table 4.14 indicates that the majority of parents were peasants who had at the same time the highest percentage (%) of eligible children not enrolled at any ECDE centre. Further, we note that parents with white collar jobs had the highest percentage (91.43%) of their children enrolled at ECDE centres.

#### **4.7.1 Chi-Square Tests of the Relationship between Parental Occupation and Enrolment**

The fifth hypothesis tested whether there was any significant relationship between parents' occupation and enrolment of children in EDCE centres. In order to achieve this, a chi-square test was administered. The result is represented in Table 4.15.

**Table 4.15 Chi-Square Test Parents' Occupation and Enrolment of Children in ECDE**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.392 <sup>a</sup>	2	.302
Likelihood Ratio	2.274	2	.321
Linear-by-Linear Association	1.838	1	.175
N of Valid Cases	160		

Table 4.15 shows the result from the Pearson Chi-square test: the Chi-square statistic (2.392), degrees of freedom (2) and associated p-value (0.302) are given. The p-value from the test is 0.302 which means that the test statistic is not significant at the 5% level of significance. There is therefore evidence to state that there is no significant relationship between the parents' Occupation and their children's enrolment in ECDE centres hence we accept the null hypothesis.

The current findings indicate that 65.63% of the parents are peasants. This was supported by a study in Kenya by Gertrude et al, (2008) that found that slightly more than half of the household members had no formal employment but worked on their own farms. The monthly household incomes ranged from a minimum of Ksh 1,550 (\$ 24.2) to a maximum of Ksh 5,500 (\$ 85.9) and a mean Ksh 2,000 (\$ 31.25).

The current findings are consisted with a study in Ghana by Checchi & salvi (2010) that found a negative correlation between the probability of enrolment and

low income jobs. Although in Mauritania the results were inconsistent since the findings indicated a positive association between occupation and ECDE enrolment. The current study is also inconsistent with a study done in the United States that found that social capital, family income and occupation have positive effects on school completion, enrolment and retention (WEAC, 2005).

#### **4.8 The Findings on Parents' Occupation and Retention of Children in ECDE Centres**

The sixth objective for this study was to establish the relationship between parents' occupation and retention of children in ECDE centres. In order to achieve the objective, the study tested the hypothesis whether or not a significant relationship between parents' occupation and retention of children in ECDE centres. Their responses are summarized in Table 4.16 as shown below:

**Table 4.16 Parents' Occupation and Retention of Children in ECDE**

Response	The percentage of parents	The percentage of children enrolled at ECDE centres	The percentage of eligible children not enrolled at any ECDE centre	The percentage of children retained in one of the ECDE centres
White collar job	9.38%	91.43%	8.57%	2.12%
Semi-skilled jobs	25.0%	84.29%	15.71%	5.57%
Peasant	65.63%	82.11%	17.89%	8.91%

Table 4.16 indicates that the peasants had the highest percentage (8.91%) of children retained at ECDE centres while those with white collar and Semi-skilled jobs had 2.12% and 5.57% of their children retained in one or more of the ECDE learning class levels respectively.

#### **4.8.1 The Chi-Square Tests for the Relationship between Parental Occupation and Enrolment**

The sixth hypothesis tested whether there was any significant relationship between parents' occupation and retention of children in EDCE centres. In order to achieve this, a chi-square test was administered. The result is represented in Table 4.17

**Table 4.17 Chi Test on Parents' Occupation and Retention of Children in ECDE Centres**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.127 <sup>a</sup>	2	.569
Likelihood Ratio	1.097	2	.578
Linear-by-Linear Association	.966	1	.326
N of Valid Cases	160		

Table 4.17 shows the result from the Pearson Chi-square test: the Chi-square statistic (1.127), degrees of freedom (2) and associated p-value (0.569) are given. The p-value from the test is 0.569 which means that the test statistic is not significant at the 5% level of significance. There is therefore evidence to state that there is no significant relationship between the parents' occupation and retention of Children in ECDE centres hence we accept the null hypothesis.

The current findings are inconsistent with a study in USA which indicated that family's social class definition have an influence on a child's academic achievement, school enrolment and grade retention of children (Alexander, Karl L., et al., 2002). Further, the current findings are not supported by McKay (2001) who indicated that the main predictors of grade retention are based on several characteristics that include demographics as gender, family income, parental level of education, parental occupation and proficiency with the English language

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter gives a summary of the findings, conclusion, recommendations and suggestions for additional research areas based on the study findings.

#### **5.2 Summary**

The summary of the study was presented in light of the purpose and study objectives.

The purpose of this study was to examine the influence of parents' socio economic status on enrolment and retention rates of children in ECDE centres in Lambwe Division, Mbita District, Kenya. The objectives that guided the study were to: determine the relationship between parental economic status and enrolment in ECDE centres, determine the relationship between parental economic status and retention of children in ECDE centres, find out the relationship between parental level of education and enrolment in ECDE centres, find out the relationship between parental level of education and retention in ECDE centres, establish the relationship between parents' occupation and enrolment of children in ECDE centres, establish the relationship between parents' occupation and retention of children in ECDE centres. The study used descriptive survey and correlation research design in attempt to collect related

information. The relevant data was gathered by the use of both questionnaires and interview schedule. The data was later analyzed according to the objectives and research hypotheses. Quantitative data was analysed using S.P.S.S. software programme, computed into statistical measures of central tendency and presented in Frequency Tables and Figures.

There was evidence of significant relationship between parental income and the children's enrolment in ECDE centres. The evidence was sufficient to conclude that the social capital and family income had positive effects on ECDE enrolment. The findings further indicated that Children whose parents had less income were less likely to have their children enrolled at the ECDE. The findings further indicated that Parents with higher socio-economic status have higher, more accurate knowledge of and involvement in their children's schooling thus they enrolled their children for ECDE education.

There was evidence of a significant relationship between parental income and ECDE grade retention. Parents with higher income have enough resources that enable them play their parental roles and responsibilities as outlined in the Children's Act (Republic of Kenya, 2001). The findings further indicate that the parents with higher income maintain and provide the child with adequate diet, shelter, clothing, and medical care; including immunization, education and guidance. This promoted academic performance which reduces the chances of grade retention in school.

There was evidence of significant relationship between parental level of Education and ECDE enrolment. The result further indicated that parents with lower Education level were not aware of their responsibilities as parents, were not concerned about the quality of education provided to their children did not enrol their children in for pre-schools programmes.

There was a weak relationship between the parent's level of education and the child's retention at ECDE centres. This shows that parents' level of education cannot be used to predict the retention of children at ECDE centres.

There was sufficient evidence of not any significant relationship between the parents' Occupation and their children's enrolment in ECDE centres. This means that a parent's occupation cannot be used to predict the probability of a child's enrolment for pre-primary education.

The findings indicated that there was not any significant relationship between parents' occupation and grade retention of Children in ECDE centres.

### **5.3 Conclusions**

The findings of the present study are important for Kenyan Education system due to the fact that improving school enrolment and reducing grade retention will have a positive impact on the long persisting challenges facing education sector in Kenya. In addition, the obtained results could serve as a basis for developing a hypothetical model for studying the direct and indirect effects of the fore-mentioned factors on improving the education standards in Kenya. In general, these findings could serve as a guideline for teachers, Educational practitioners

and curriculum developers in developing and utilizing Educational policies, methodologies and activities that could help in improving ECDE Education and programmes. The study findings finally fill the existing gap in other research carried out to identify the factor contributing to the existing low enrolment and high rates of grade retention in pre-primary schools in Kenya. This paves way for more comprehensive national and international research.

#### **5.4 Recommendations**

It is the aim of all educational systems and, indeed, all parents, teachers and all stakeholders in Education at all levels, to seek to improve school enrolment and reduce repeating of pupils in schools. Based on the findings of this study, the following recommendations are made.

##### **5.4.1 Recommendations for Teachers**

The following recommendations were made for teachers that they should:

- i) Have school policies on grade repetition, and ensure that the number of retained pupils is reduced.
- ii) Create flexibility of home-school life and parental work.
- iii) Ensure that parents are sensitized to enrol their children at the beginning of term one of the year.
- iv) Alternate time for meetings and other involvements.
- v) Make their schools a knowledge economy, where locally-available materials are utilized to create change to all learners from any socio economic status

- vi) Motivate learners' performance among which will reduce the chances of grade retention.
- vii) Collect information about parents work setting when enquiring about children's family and after school arrangement.
- viii) Providing a welcoming environment for parents to come and discuss their children's progress and other matters of concern - through an informal open door policy, specific open days, parent/ teacher meetings, social events etc.
- ix) Encourage involvement of parents from all socio-economic groups in School Management Committees. This will ensure transparency and open communication regarding the school budget and expenditures, teacher recruitment this will ensure fully support of parents in pre-school programmes.
- x) Involving parents in school self-assessments, school improvement planning and building consensus on key 'quality' indicators for the local school that will better enable all girls' and boys' enrolment, reduce grade retention and improve academic performance.
- xi) Preschool teachers should regularly assess children's learning and development to monitor how well they are accomplishing their goals. This will improve the learners' performance and reduce the chances of grade retention.
- xii) Encourage parents to be involved in their children's education. Because parents know their children well and can interact with the teacher, there

are many things that parents can do to help. It is important for parents, teachers, and other educational professionals to work together.

#### **5.4.2 Recommendations for parents**

- i) It is documented in this study that parents with children not attending pre-schools attributed this to inability to provide for the ECDE programme. Based on this there is need for parents to recognize that they have the power, skills and knowledge to support one another through self-help groups and parent networks instead of waiting for donor support, whereby they can form committees and mobilize parents and the community to avail resources for children from families that are identified as not being able to meet their children's basic needs.
- ii) In relation to grade retention, Parents can provide much needed insight into their children's learning needs, and teachers should encourage parents to improve their children's performance so as to reduce grade retention by doing the following:
  - Provide a time and a place at home for their child to complete homework.
  - Work with teachers to address the needs of their child and identify opportunities to enhance learning outside the classroom.
  - Discuss concerns as they arise. Parents should inform teachers if assignments include content that their child does not understand. This helps teachers provide appropriate instruction.

- Advocate for their child and share the child's strengths and aspirations.
- Make sure that their child gets plenty of sleep, eats a nutritious breakfast, comes to school on time, and receives appropriate medical care.

#### **5.4.3 Recommendations for the policy makers (Ministry of Education)**

- i) It was established in this study that many parents (150) attributed low pre-school enrolment to lack of school fees. Based on this, there is a need for pre-school education to be subsidized so that parents not taking children to pre-school can afford to educate their pre-school age children, since it is not only about the school fees but the uniforms as well as other added costs to the pre-school parent who is also burdened with other needs at home.
- ii) The county government should consider in their budgetary allocation funds to send to ECDE centres per child in order to eliminate frequent sending of children for school fees.
- iii) It was established in this study that many parents (55.63 %) of pre-school age going children did not have basic education. For this reason, the government needs to reconsider adult literacy programs, and maybe offer them for free alongside the free primary education so that the large number of parents without formal education may acquire basic education.

- iv) There is need by the government of Kenya to sensitize parents and community on the importance of ECE.
- v) The government should extend the policy of free education to cater for Pre-school children.
- vi) Budget allocation to ECE should be increased so as to relieve the parents/community the burden of financing ECDE centres.

#### **5.4.4 Recommendation for Further Research**

In this study a number of issues could not be comprehensively covered because of a wide range of limitations. For instance, Most of the qualitative data greatly depended on the parents opinions hence the following recommendations are made:

- i. An additional research should be conducted in another location to confirm these findings and investigate whether the findings have any implications with Kenyan pupils.
- ii. A practical research should be done to develop and assess programs for teachers and school administrators to use in developing, implementing and improving education standard without the use of grade retention.
- iii. It is recommended that a cross-sectional and longitudinal research be conducted to analyse the factors influencing school enrolment and grade retention among lower primary pupils
- iv. It is recommended that another study be conducted to expand the current findings by including a more diverse sample of pupils and teachers across the

county that will represent a diversity of cultural background, economic status, age and gender.

- v. A study should be carried to assess the impacts of psycho-social and family related variables on grade retention among primary and secondary pupils.
- vi. This study only investigated grade retention and enrolment in ECDE center. Future researchers should be extended to include those in upper primary schools and higher institutions of learning.
- vii. There is need for a study on curriculum issues and education practices that are leading to high rates of grade retention in primary and secondary schools.
- viii. The study focused only on one district in Kenya. There is need to replicate this research in other districts to establish other reasons for children's low enrolment in pre-school and grade retention.
- ix. Further studies should be carried out on impacts grade retention on gender disparities in academic performance in KCSE and KCPE examination.

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500 washington street, suite 600 san francisco, california 94111 telephone  
415.291.4400 fax 415.291.4401 ppic s acramento c enter senator office  
building 1121 l street, suite 801 sacramento, california 95814 telephone  
916.440.1120 fax 916.440.1121

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## APPENDIX I: QUESTIONNAIRE FOR PARENTS

Read and answer all the questions completely in regard to “Enrolment and Retention Status in the ECDE Centres,” making careful considerations about the instructions given.

### Section A: PERSONAL INFORMATION

1. Please indicate your gender

Male  Female

2. Marital Status

Married  Single

3. Do you have children who attend ECDE?

Yes  No

4. If yes in question 3 how many?

1  2  3  4  5 and above

5. At what age do your children go to ECDE?

Below 3 years  3 years  4 years  5 years  6 and above

6. How many of your children aged 3-6 years are Not currently enrolled in ECDE centre

1  2  3  4  5 and above

7. Has any of you child been made to repeat a grade in ECDE centre

Yes  No

8. If yes, in question 7 above how many?

1  2  3  4  5 and above

9 When do you enrol your child for the ECDE programme?

At the beginning of term one

At the beginning of term two

At the beginning of term three

Any time in the middle of the term

**Section B: Parental income level and enrolment and retention of children in ECDE**

10. What is your average monthly income in Ksh?

Below 1500  1500-1999  2000 – 5500  5501 and above

11. My ability to support the ECDE programmes is limited by my financial incapability.

Strongly agree  Agree  Disagree  Strongly disagree

12. My child has been sent home for school fees and stayed at home.

Very often  Often  Rarely  Never

**Section C: Parental level of education and enrolment and retention of children in ECDE**

13. What is your highest level of education?

Below primary  Primary  High school

Higher level College  University

**Section D: Parents' Occupation and Enrolment and Retention of Children in ECDE**

14. Which is your occupation?

White collar job [ ] Semi-skilled job [ ] Peasant [ ]

## **APPENDIX II: INTERVIEW SCHEDULE FOR QUALITY ASSURANCE AND STANDARDS OFFICERS**

### **Section A: Enrolment and retention status in the ECDE centres**

- i. What was the enrolment in early childhood in education centres in your division the year 2012?
- ii. What was the enrolment in early childhood in education centres in your division at the beginning of the year 2013?
- iii. According to your latest monthly returns from the ECDE centres what was the enrolment of ECDE children at the end of the year 2013?
- iv. What should parents, teachers, and policy makers do to improve enrolment at ECDE centres?
- v. What should parents, teachers, and policy makers do to reduce the rate of grade retention?

### **Section B: Parental economic status and enrolment and retention of children in ECDE**

- i) To what extent does parents' economic status influence enrolment and retention of their children in ECDE centres?

### **Section C: Parental level of education and enrolment and retention of children in ECDE**

- i) To what extent do parents' levels of education influence enrolment and retention of their children in ECDE centres?

**Section D: Parents' occupation and enrolment and retention of children in ECDE**

- i) To what extent do you find parents' occupation affecting enrolment and retention of children in ECDE centres?
- ii) What has the government done to increase enrolment and retention in your division?

### APPENDIX III: TRANSMITAL LETTER

KENNEDY OKUMU,  
PO BOX 694 – 40300  
HOMA BAY.

**Dear Respondent;**

I am a student at Kenyatta University pursuing a Master's Degree in Education in Early Childhood Education. As part of the academic requirements, I am undertaking a research study on **“parents socio-economic status and enrolment and retention of learners in ECDE centrer in Lambwe division, Mbita District”**. In view of this empirical investigation, may I request you to be part of this study by answering the questionnaires? Rest assured that the information that you provide shall be kept with utmost confidentiality and will be used for academic purposes only.

As you answer the questionnaire, be reminded to respond to all the items in the questionnaire thus not leaving any item unanswered. Further, may I retrieve the filled out questionnaire within 5 days from the date of distribution?

Thank you very much in advance.

Yours faithfully

**Mr.Okumu Kennedy Oluoch**

Thank you.

**APPENDIX IV: RESEARCH CLEARANCE LETTER FROM KENYATTA UNIVERSITY**



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
[kubps@yahoo.com](mailto:kubps@yahoo.com)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

**Internal Memo**

**FROM:** Dean, Graduate School **DATE:** 30<sup>th</sup> June, 2014  
**TO:** Mr. Okumu Kennedy Oluoch **REF:** E55/OL/21614/10  
C/o Early Childhood Studies Department  
**SUBJECT:** APPROVAL OF PROJECT RESEARCH PROPOSAL

=====

This is to inform you that Graduate School Board, at its meeting on 11<sup>th</sup> June, 2014, approved your Project Research Proposal for the M.Ed. Degree entitled, "Influence of Parents' Socioeconomic Status on Enrollment and Retention of Children in ECDE Centers in Lambwe Division, Mbita District."

You may now proceed with your Data collection, subject to clearance with the Permanent Secretary, Ministry of Higher Education, Science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

A handwritten signature in black ink, appearing to read 'Julia Gitu'.

**JULIA GITU**  
**FOR: DEAN, GRADUATE SCHOOL**

CC. Chairman, Early Childhood Studies Department

**Supervisors:**

1. Dr. Juliet Mugo  
C/o Early Childhood Studies Department  
Kenyatta University
2. Dr. Mary Ndani  
C/o Early Childhood Studies Department  
Kenyatta University

## APPENDIX V: RESEARCH CLEARANCE LETTER FROM NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

22<sup>nd</sup> September, 2014

NACOSTI/P/14/8137/3346

Kennedy Oluoch Okumu  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of parents socioeconomic status on enrolment and retention of children in ECDE Centers in Lambwe Division, Mbita District.*" I am pleased to inform you that you have been authorized to undertake research in Homabay County for a period ending 22<sup>nd</sup> October, 2014.

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

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

  
DR. S. K. LANGAT, OGW  
FOR: SECRETARY/CEO

Copy to:

The County Commissioner  
The County Director of Education  
Homabay County.

**APPENDIX VI: RESEARCH CLEARANCE LETTER COUNTY  
COMMISSIONER**



**OFFICE OF THE PRESIDENT**

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Homa Bay 22104 or 22105/Fax:22491  
E-mail: [cc\\_homabay@yahoo.com](mailto:cc_homabay@yahoo.com)  
When replying please quote

COUNTY COMMISSIONER  
HOMA BAY COUNTY  
P. O. BOX 1 – 40300  
HOMA BAY

REF: ED.12/1/VOL.I/181

25<sup>th</sup> September, , 2014


The Deputy County Commissioner  
**MBITA SUB COUNTY**

**RE: RESEARCH AUTHORIZATION: KENNEDY OLUOCH OKUMU**

This is to confirm that the above has been authorized to carry out research on  
*"Influence of parents socioeconomic; status on enrolment and retention of  
children in ECDE Centres in Lambwe Division."* in our County.

The same to expire on 22<sup>nd</sup> October, 2014.

Kindly assist him when he comes calling.

  
**N.K. MUNG'ATHIA  
COUNTY COMMISSIONER  
HOMA BAY COUNTY**

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\*Please note our e-mail address: [cc\\_homabay@yahoo.com](mailto:cc_homabay@yahoo.com)