

**A STUDY OF FACTORS INFLUENCING CHILDREN
ENROLMENT IN PRE-SCHOOL EDUCATION IN THOGOTO
AND KARAI ZONES IN KIKUYU DIVISION, KIKUYU
DISTRICT, KIAMBU COUNTY - KENYA**

By

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requirement for the Master of Education Degree in
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DECLARATION

This Research is my original work and has not been submitted to any other university or college for the award of a degree or any other assessment in part or whole.

Date

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This research work is dedicated first to the Almighty God who gave me the life, strength, patience and whose word has been a booster to my ego. Secondly, I dedicate this work to my late mum, Wambui and dad, Kariuki for bringing me up and implanting into me the virtue of hard work at a very tender age. This has inspired me to aim higher always. The research work is also dedicated to my children: Esther, Lydiah and Newton for it is because of them that I strove on, setting pace and example to be emulated by the trinity.

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ABSTRACT

This study investigated the constraints on enrolment to Early Childhood Education and Development in Thogoto and Karai Zones in Kikuyu District. The study is based on both qualitative and quantitative methods of data collection. The data for the study was obtained from the school records, well administered questionnaires, interviews and observations. Questionnaires were administered to 36 respondents comprising of head teachers, Directors and Parents of 12 schools which were purposely selected, 6 in Thogoto Zone and 6 in Karai zone.

The data was analyzed using simple percentages and frequency distribution tables to answer the questions that were posed by the researcher. The study established that there is low enrolment rate of children in Early childhood Education Institutions in Thogoto and Karai Zones of Kikuyu District due to some highlighted factors such as poor infrastructure, parents' ignorance on the importance of Early childhood Education, Parents' level of education, parents' economic status as a result of poor climatic conditions among other constraints.

The study concluded that, there are number of factors affecting children's enrolment in pre-schools.

The study recommended that parents, local leaders and the stakeholders should be mobilized to come up with strategies that would enhance enrolment levels to early childhood Education and Development in the two zones. The study further recommends that, the government should incorporate Early Childhood Education

and Development programme into the Free Primary Education and Education for All policies to relieve pre-school parents of the burden they have to bear while enrolling their children in Early Childhood Education in Thogoto and Karai Zones.

Acronyms

ECD	:	Early Childhood Development.
ECDE	:	Early Childhood Development and Education.
ECE	:	Early Childhood Education.
MOE	:	Ministry of Education
MOEST	:	Ministry of Education Science and Technology
NACECE:		National Centre for Early Childhood Education.
DICECE	:	District Centre for Early Childhood Education.
ASALS	:	Arid and Semi Arid lands
NARC	:	National Rainbow Coalition
UNESCO:		United Nations Educational Scientific and Cultural Organization.

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

According to UNESCO, Early Childhood is defined as the period from birth to 8 years old. A time of remarkable brain development, these years lay the foundation for subsequent learning. The terms pre-school education and Kindergarten emphasize education around the ages 3-6 years. Early Childhood Education (ECE) often focuses on child learning through play. However, many child care centers are now using more educational approaches. They are creating curricular and incorporating it into the early daily routines to foster greater educational learning.

Ideas of ECE can be traced back to 400BC in Plato's book, "The Republic". Plato advocated that childhood education should be made interesting, and attractive through music, play, number work and geometrical exercises. Similarly, the importance of providing rich early experiences and impressions for children was expressed by John Amos Comenius and John Locke, (Demarest et al,(1993).Their ideas on effective early childhood teaching were expressed in their books: 'School of infancy' and 'Some Thoughts on Education,' respectively. Later philosophers like Jean Jacques, Rousseau and Jean Heinrich Pestalozzi furthered concern for ECE by recognizing the importance of providing education to help young children suffering from deprivation due to war or slum conditions. Their goal was to create educational centers' in which they hoped to provide these

children with an environment that could compensate for their social, psychological and intellectual deficiencies (Leeper et al, 1979). Fredrick Wilhelm Frobel, who is credited with being the father of the kindergarten idea and the first person to form a comprehensive concept of ECE, shifted the focus of ECE from that of welfare and health to social and economic development. Maria Montessori, on the other hand, made contributions in early childhood education, theory and practice. In her work; “The Montessori Method of Elementary Material:” She prescribes the teacher’s task, which is that of selecting and providing the right learning environment for the child. The guiding principles and methods expressed by these early philosophers together with philosophical and religious beliefs formed a basis for the advancement of pre-school education. Access to ECE gives a child head start.

In Europe, pre-schools were created to provide humanitarian services related to health and welfare to children from poor families and those affected by war and slum conditions (Austin, Jay E. 1976). However, though created for the poor, the middle class who could afford them hijacked pre-school education in most countries except France and Belgium. As a result the provision to the poor diminished, thus affecting access to ECE negatively. This change of focus also affected the curriculum with a shift from concern for welfare to that of health, education and creative expression based on the Frobelian idea of play (Austin, 1976).

In Sub-Saharan Africa, the socio-cultural background of the people has greatly affected the education of children. UNESCO, (2010 c), reported that Africa's diverse countries vary dramatically in size, economic structure, level of development and the type of education systems. However, the continent faces similar challenges while trying to address the problems of providing basic education. More than 46 million children are not in school in Africa. This represents more than 40% of the world's out of school children.

To achieve Universal Primary Education (UPE) by 2015, nearly 80 million new places in schools need to be created to accommodate all children. In April 2000, 184 countries participated in the World's Educational Forum in Dakar- Senegal and adopted the Dakar Framework for Action to reaffirm the commitment to achieving Education for All (EFA) by the year 2015. To achieve this goal, concerted efforts are required to reverse the current trends in Africa. However, according to Aidan Mulkeens Report (2004) delivered at the Ministerial seminar on education for rural people in Africa, held at the National University of Ireland, Maynooth, countries have made progress towards widening access to primary education from 78% in 1998 to 91% in 2002. However, enrolment has increased more rapidly in urban than in rural areas and increasingly the majority of African children who are out of schools are rural children.

On its part, the Kenya government has come up with the Session Paper No. 1 of the Ministry of Education (2005) which acknowledges the attainment of EFA by 2015 as a major goal commitment of the National Rainbow Coalition (NARC)

government in line with the right to education for all Kenyans. This is in line with the government's commitment to international declaration protocols and conventions arrived at in World Conference of EFA at Jomtien Thailand (1990) and the follow up in Dakar, Senegal (2000) and by the Millennium Development Goals (MDGS).

The same government set up the National Centre for Early Childhood Education (NACECE) (1984) and District Centre for Early Childhood Education (DICECE), (1985) to co-ordinate the ECD programme activities including the service delivery quality but these efforts are yet to bore fruits especially in rural areas.

In January 2003, the government introduced Free Primary Education (FPE) to provide opportunities to all Kenyan children eligible for primary schooling to access education. This greatly affected the enrolment of children in early childhood centres. Many children were withdrawn from these centres to wait for the right age to join standard one. This is because in those early childhood schools, parents were supposed to pay levies to buy instructional materials, snacks for their children as well as pay teachers. The withdrawal of children from ECE schools which translates to non-participation by parents in the development of their infrastructure has left many public institutions in poor state.

Those parents who feel that their children must attend the ECD programmes have no option but to look for alternative institutions. This has led to the mushrooming of private ECE schools, which are currently more than the public schools in Karai and Thogoto zones. Some of these schools are just but tiny rooms located in

shopping centres or in people's homes where the environment is not conducive for effective teaching and learning. Moreover, due to their nature, such schools are only able to hold a small number of children and so can't fully address the issue of enrolment. The concern is whether these schools conform to the naturally set standards of pre-school education.

1.2 Statement of the Problem.

The issue of access of children to ECE has been a major concern all over the world. Policy frameworks in many Governments do not adequately address issues concerning Early Childhood Development programmes, UNESCO (2000). In Kenya, there is an emerging trend of pre-school institutions being sub-divided into three district categories but remaining in one setting; Baby class, Middle class and Pre-unit.

It is also common to find children below the recommended age in class for baby sitting as their parent go about their daily activities such as casual labor and small businesses. The main activities for the children are listed as language activities, environmental activities, number work activities, music and movement, art and craft religious activities. The problem with the activities is that it is not clear how these activities are to be carried out in the three categories.

Statistics demonstrate the dramatic expansion of pre-school education in Kenya. In 1987, there were 12, 192 pre schools with an enrolment of 662,045 children. It was projected that 3.6 million children would require pre-school education by the year 2000 (Godia, 1992). This implies that these ECE centres were actually being

seen as educational institutions. While attendance of academic educational programmes for children under 5 years is optional in most developed countries, there is no doubt that most present day pre- school programmes in Kenya are intended to be academic. At times, factors influencing access are not given enough consideration.

This study was carried out to investigate the constraints on enrolment of Early Childhood Education in public and private schools in Thogoto and Karai zones of Kikuyu Division, Kikuyu District. This problem needed to be investigated because ECE is an important foundation for later learning. Education is a basic human right vital to personal and national development and all efforts must be made to ensure that children of school going age do not only enroll in it but also benefit from quality education based on the correct approach and concepts.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing children enrolment in ECD programmes in Thogoto and Karai zones, of Kikuyu Division, Kikuyu District, Kiambu County.

1.4 Objectives of the Study

- i) To investigate the teaching and learning activities in the pre-schools in Thogoto and Karai zones.
- ii) To explore factors that hinder enrolment of children to ECE in Thogoto and Karai zones.
- iii) To investigate the teachers and parents attitudes towards ECE.

- iv) To explore the extent to which ECE programmes conform to the naturally set standards of pre-school education
- v) To recommend possible measures that can be put in place to improve levels of enrolment of children in ECE programmes.

1.5 Research Questions.

- i) What are the teaching and learning activities in the pre-schools in Thogoto and Karai zones?
- ii) What factors hinder enrolment of children to ECE in these two zones?
- iii) What are the attitudes of parents and teachers towards ECE?
- iv) To what extent do these programmes conform to the naturally set standards of pre-school education?
- v) What pragmatic measure should be put in place in order to improve levels of enrolment and retention of children in ECE programmes?

1.6 Significance of the Study

The findings of this study will benefit the parents by sensitizing them on the need to enroll their school age going children to pre-schools. It is hoped that, the head-teachers will use the findings of this study to create awareness to all ECD stakeholders in the importance of pre-school education. The findings are expected to help the policy makers to come up with policy framework that spells out clearly the roles of the parents, the Ministry of Education (M.O.E) Administrators and teachers in ECE. The findings of this study will help pre-school managers and the

administrators to come up with strategies that will enhance enrolment of children in ECD Schools.

1.7 Scope of the Study

The study was carried out in Thogoto and Karai zone of Kikuyu Division, Kikuyu District, Kiambu County. It was carried out in three public and three private ECE schools in each zone. Although there are several factors that influence education, this study focused on enrolment of children in the ECE programmes and not other aspects.

1.8 Limitations of the Study

The following limitations were anticipated in the carrying out of the study:

The study might not get the completely correct information from Directors and Head teachers because they might have found the topic sensitive.

Time was a constraint as the researcher was in formal employment without study leave.

1.9: Definition of Terms

Pre-schools : ECD institutions taking care of children between 3-5 years.

Enrolment : The number of children registered in a school at a given year.

1.10: Organization of the Study

The study is organized in five chapters. Chapter one consists of introduction , background of the study, statement of the problem, purpose of the study, research objectives and questions, significance, scope and limitations of the study. Chapter two is based on the review of related literature on enrolment in ECDE programmes. Chapter three addressed the research methodology, research design, target population, sample size and sampling procedure, criteria for selection of schools, research instruments, piloting, data collection procedure and finally the data analysis technique that was used. Chapter four presented data analysis, interpretation of data and discussions of the findings. Finally, Chapter five provided the summary, conclusions, recommendation and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

This chapter comprises the literature which was reviewed under the following subsections;

2.1 Global Trends in ECD

Recent years have seen a global endeavour to prioritize early childhood care and education as a foundation for later learning and development as evidenced by Global Guideline for Early Childhood Education and Care in the 21st Century (Association for Children/World Organization for Early Childhood, (1999). Such efforts are a response to a variety of complex social and economic trends. These forces, which are referred to here as “Complex family stressors,” include but are not limited to, societal changes due to industrial revolution, the increased number of women with young children entering the labour force with two working parents, a rise in the number of single parents, and the dysfunctional traditional system of child care and extended family support systems.

In Europe, before the turn of the century, nursery education for the under fives in most countries remained poor, as it continued to be incorporated in the general elementary schools except for the small number of schools started by individuals mainly inspired by foreign educationists like Froebel and Pestalozzi, (Demarest et al,1993).

The development of pre-school education in Europe and even in America was greatly influenced by the need to provide health, welfare and care of poor children

from war and slum conditions (Austin, 1976). The need to expand ECD to develop human resources made the United States of America (USA) come up with head start programmes that emphasized on social and emotional growth. (Haddad, et al 2003) noted that Britain started ECD programmes for social, emotional and cognitive development to bring about total development on her people. These countries have put a lot of resources in the programme to ensure success of universal ECD. However, the programme is faced with challenges of fragmentation in financing.(Haddad, 2003).

The organization for Economic Co-operation and Development OECD and middle income countries have turned to universal pre-primary education in order to give their children a better start in life OECD, (2001). For example, France and Netherlands have formed pre-schools programmes that serve all children and provide extra resources to communities with the highest concentration of the disadvantaged OECD, (2006). However, few amounts of resources are allocated by these countries to ECD programmes as compared to the portion of GDP allocated to other sectors of the economy (UNESCO, 2005). This has led to low enrolment rates to ECD programmes.

In Africa, the situation is worse. The profile of rural poverty is in such a way that rural people live in poor households where labour is the primary source of income. Some are small scale farmers, nomads and pastoralists, casual labourers, displaced people, jobless, youth and landless people. The UN convention of the right of the child (1991) lists various rights that are accorded to all children all

over the world. Among the rights are: right to education, play, association, non-discrimination, role of parents and family in protecting the child and health care. UN, CRC (1991) in article 28 stipulates that a child has right to education and the state should make basic education free and compulsory. Education in many African countries according to UNICEF (2003) is not free and compulsory; this has made many children from poor households not to access ECE.

2.1.1 ECE in Bolivia

In Bolivia 58% of the children between one month and six years live in poverty and are at risk of contracting avoidable diseases due to high rates of malnutrition, low access to basic services, lack of education, early care and stimulation; Raxana Salazar, (2007), Only 4 out of each 100 children have access to integral attention and only 16 out of 100 children between 4 and 6 years attend a Pre –school Centre. In addition to this, there is a wide culture and social economic diversity in the Bolivian population. ECD programme is not a priority for the government, society and not even the families care too much about this age.

2.1.2 ECE in India

India is a vast multilingual, multicultural and multireligious country with an under 5 population of approximately 150 million children as per 1991 census translating to 17.5% of India's population. A large number of them live in an economic and social environment that impedes the child's physical and mental development. These conditions include poverty, poor environmental sanitation diseases and

infection, inadequate enrolment to primary health care and inappropriate child caring and feeding practices.

The programme of the Integrated Child Development Services (ICDS) was launched in 1975 by the central government seeking to provide an integrated package of services in a convergent manner for the holistic development of the child. Though the private sector is doing outstanding work, majority of ECD schools are little more than “teaching shops” where ignorant managers compel untrained and underpaid teachers to force formal learning “down the throats” of unwilling children through archaic methods in poorly equipped classrooms.

The state does not have anybody to describe/or persons running centres to submit documents showing that they meet the standards and that the centre is registered. The existence of centre accreditation which brings the highest standards of quality into early childhood programmes, is usually not put into consideration. (Reeta Sonawat, 2007).

2.1.3 ECE in Brazil

In 2003, the overall schooling rate of 2-6+year-olds was 38%. However, while the schooling rate was 68% for 4-6+year-olds, it was 12% for 2-3+year-olds; a substantial gap between the two age groups. For the most part, early childhood education in Brazil actually starts at 4+ years.

Brazil is no exception when it comes to socio-economic disparities in access to early childhood education services. Children from poor families are less likely to participate in such services. The gap between the richest and the poorest and

consequently enrolment rates are more sensitive to family income in services for young children.

As in any country, children in rural Brazil have more limited access to early childhood services than urban counterparts. The schooling rate for below 6 years in rural areas was 27% in 2003 compared to 40% in urban areas, Government of Brazil; (2007)

2.1.4 ECE in Palestine

Early childhood care and education programmes in Palestine are not comprehensive or coordinated and the quality of their services is not evaluated. The programme is also controversial and in many aspects such as the qualifications of staff, physical and social environment, and the existence of policies to govern the delivery of service is modest and not implemented in a structured manner.

Only about 20% of the children ages 3-6 years are enrolled in ECE schools. Early childhood care and education institutions are run by NGO's and private providers; the latter enjoys better standards of quality, especially in large cities. Although huge investments have been allocated to support this sector, bureaucracy within the government sector, municipal system and NGO sector hinders the ultimate utilization of early child care and education facilities. Lack of community mobilization and proper involvement of marginalized communities has resulted in aggravated marginalization of the poorest children and most of the institutions created to serve the poor population have ended being used by the higher class.

The content of programmes addressing the early childhood period is widely variable; academic education and religious education form the two main areas of focus in the curriculum, leaving minimal or no space for personality development activities and psychological support activities highly needed in the case of Palestine. Constant direct exposure to violence and military operations causes a severe mental health problem to children as well as hindering their enrolment to ECE, Ali Shaar, (2007)

2.2 Historical Development of Early Childhood Care & Education (ECCE) in Kenya.

Kenya is situated on the Eastern Coast of Africa. She gained her independence from the colonial rule in 1963. Nearly half of Kenya's population of 40 million is below 15 years. Kenya is a multilingual and multicultural nation, with 42 ethnic groups. Languages spoken include Bantu, Arabic and Nilotic (Bogonko, 1992). English is the official language and efforts have been made in the new Constitution to elevate Kiswahili to become an official language too. Most rural children are also fluent in their vernacular languages and multilingualism heightens Kenya's understanding of other cultures.

Kenya was the first country in this region to establish Early Childhood Education programme and the initiative has had a significant impact on its citizens. Kenya perceives education as a key to success in life, facilitating social mobility and development; George Eshiwani (1993). A number of the practical perspectives

focus on education's pivotal role in human growth and development; Eshiwani (1993)

Modernization theorists contend that education transforms individual values, beliefs and behaviors, which lead to development; Bogonko,(2006).As a result, Kenya has been clamoring for expansion of education at all levels including nursery schools, childcare kindergartens and pre-schools.

The first recorded school for young children was founded at Rabai (Coast Province) in 1886, by the Church Missionaries (Bogonko, 1992, Eshiwani, 1993).

The first Early Care Centres can be traced to the 1940's, when the British established centres to serve both European and Asian children mainly in Nairobi.

During the same period, the colonial government established Early Childhood Care Centres for local children living on Tea, Coffee and Sugar Plantations. They provided custodial care for children while their mothers were involved in farm activities. Eventually the establishment of day care centres became more evident This was in view of the changes in the socio-economic and family structure.

The custodial role played by the extended family was not only weakened by movement of people to new locations like towns or emerging settlements , but also the societal shift towards formation of nuclear families. In addition, the fact that more and more women were taking up formal employment was a major contributory factor to the growth of day care centers

The dual purpose of pre-school centres both as custodial and ECE providers spread from urban areas like Nairobi to rural areas amidst the 1960's euphoria of

independence and the awareness of the of the role of education in development (Herzog, 1969). Although there is no documentation available on the total number of pre-schools in existence countrywide by 1963, the 2000 recorded in 1966 up from 38 registered in 1958 provides a general picture of the growth of this sector (Gakuru, 1987).

The provision of Early Childhood Development Education (ECDE) in Kenya is a joint effort between households, communities and the government. Over a period of 5 years, the ECDE sub-sector witnessed significant growth with ECDE Centres having increased from 29,455 in 2003 to 37,263 in 2007. The total enrolment rose from 1,538,069 in 2003 to 1,691,093 in 2007. The Gross Enrolment Rate (GER) in Pre-schools increased to 59.3 in 2007 from 56.8 in 2003.

Whereas the growth in enrolment is a welcome development, there is concern over the GER in ECD, at 59.3% when compared to that of primary school level which stood at 107.6% in 2007 from 102.8% in 2003 (M.O.E. Education statistics Booklet 2003-2007.) It can be inferred from this indicator that with the advent of Free Primary Education, (FPE), some parents are circumventing the ECDE level by enrolling their children in primary school without going through ECDE. In view of the importance of ECDE as the foundation for quality education, all efforts must be made to improve enrolment at this level.

2.3 Importance of ECE

Children are extremely important to parents, communities and the country. They are the most important resources since they will determine the achievement levels of the families, and the country in the future. Parents have very high aspirations for their children and they view children as an important investment especially during the old age. Parents expect that when their children grow up and they are employed, they will not only support them but also support their younger siblings (Swadener et al, 2000).

The period of early childhood has been identified as the most formative in a child's development; one that will have a long lasting and even permanent effects on his/her adult life. From birth to age 8, a child gradually masters increasingly complex levels of development such as moving, thinking feeling as well as interacting with people and the world around him (Evans et al, 2000). Abundant evidence from diverse fields – physiological, nutrition, health, psychological and education shows how these early years are crucial to the development of intelligence, personality, and social behavior. What happens during these first years has significance in later development of these individuals. According to UN Convention on the Rights of the Child (1991), a child has right to free education, which shall be directed to the promotion and development of child's personality, talent, mental and physical abilities to their fullest potential.

There is a conviction that the best available way a democratically inclined state can overcome gross disparities emanating from past prejudices and socio-

economic injustices is by a massive expansion and access to education. Broadhurst, R. (1997). According to UNESCO EFA Global monitoring Reports – 2011, education has come to be regarded as an economic solution which can save people from the tragic cycle of underproduction, malnutrition and endemic diseases that has locked people's hopes for high standards of living, Hertzman et al (2005).

2.4.0 Factors Causing Low Enrolment in ECE

While significant progress has been made in expanding access to early childhood education, there are clear indications that enrolments are still low. It is estimated that only 35% of the eligible children are covered by the programme, leaving a large percentage of children who enroll in primary school without passing through Early Childhood Care and Development (ECCD) programme. Several factors account for this including lack of facilities, poverty, lack of trained teachers in Kenya, UNESCO, (2000).

2.4.1 Poverty

Poverty in Africa is predominantly rural. More than 70% of the continent's poor people live in rural areas and depend on agriculture for food and livelihood yet development assistance to agriculture is decreasing, Myres, R. G. (1995). 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. Rural poverty in many parts of Africa has its roots in the colonial system and the policy of institutional restraints that it imposed on poor

people. In recent decades, economic policies and institutional structures have been modified to close the gap. Structural adjustments have dismantled the existing rural systems but have not always built new ones. In many institutional economies, the rural situation is marked by continuing stagnation and poor production, low incomes and the rising vulnerability of the poor people. Lack of access to market is a problem for many scale enterprises in Africa. The rural population is poorly organized and often isolated beyond the reach of safety needs and poverty reduction tends to favour those in urban areas.

The profile of rural poverty is in such a way that rural people live in poor households where labour is the primary source of income. Some are small- scale farmers, nomads and pastoralists, casual labourers, displaced people, jobless youth and landless people. The U.N convention on the right of child, (1991) lists various rights that are accorded to all children all over the world. Among the rights are: right to education, play, association, non-discrimination, role of parents and family in protecting the child and health care. The U.N, CRC (1991) in the article 28 stipulates that a child has the right to education and the state should make basic education free and compulsory. Education in many countries according to UNESCO (2003) is not free and compulsory; this has made children from poor households not to access basic education

In Kenya ,since 1980,the economy has been devastated by the declining world market prices (Poverty Reduction Strategic Plan 2001-2004).The Welfare

Monitoring Survey (1997) set absolute poverty at Ksh.1239 per month in rural areas and Ksh.2648 per month in urban areas, Statistical Abstract, Nairobi, (2001). According to this definition, 1.5 million Kenyans were poor in 1997 compared to 3.7 million in 1972-73 and 11.5 million in 1994. An estimated 56% of the Kenyan population of which 8.6 million are children live below the poverty line. The causes of poverty include low agricultural productivity, insecurity, unemployment, low wages, poor governance and shortage of land, inadequate and poor infrastructure, high cost of social services including education and health. A combination of ignorance and poverty prevents children from partaking of the rich experiences offered by pre-schools which provide a head start to a solid foundation for development of life long learning. Such parents propagate the risk of their children remaining disadvantaged and caught up in a life long cycle of poverty. Maslow's Theory, (1970) pointed that poverty stricken children perform poorly due to unsatisfied level of motivation, physiological and safety needs.

2.4.2 Education Levels of Parents

Attitudes of parents who are educated and those who are not are conspicuously different. Michelle, C and Ayana D. (2006) in their research, noted that parents who were educated had better attitudes towards their children's schooling than the illiterate ones. According to a research study by UNESCO (2000), illiteracy level is high in Kenya and Africa at large; 142 million African adults are illiterate.

Sammons, P. (2007), indicates that virtually all successful programmes are influenced by education and participation and other researchers have confirmed

the same. For example, 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.

2.4.3 Parenting styles

A study done in Milimani, Westlands Division, Nairobi District in 2010 by Eunice Gateria proposed to highlight the impact of parenting styles on children academic performance. The study focused on parenting styles: democratic, authoritarian, indulgent and neglectful. Considering that each parenting style has unique characteristics, children who have been brought up under their influence manifest behaviours, characters and attitudes that are also unique. These are acquired during child upbringing. When children come to school from these parenting styles backgrounds, they are impacted differently psychologically, physiologically and psychosocially and therefore handle classroom tasks differently. This in turn determines academic performance as well as retention or dropout.

The study found out that the percentage mean scores of children of those children whose families used child-centered and child-friendly parenting styles were higher than those whose children parenting style backgrounds were seemingly demanding, uninvolved and full of control mechanism. As parental involvement, support and responsiveness decreased and changed according to particular parenting styles, so did the performance drop from bad to worse.

For instance, it was noted that democratic parenting style, which has a lot of warmth and responsiveness towards the child registered the highest number of above average tests. Children brought up by neglectful parents are on their own; parents are self-centered and are not available to provide stimulation to learn and do not participate in their child's learning activities. They provide little or no support towards their children lives, both at home and in school. This poor motivation sometimes leads to poor academic performance that may lead to dropping out, hence denying children access to education. Although teachers use various strategies and approaches to enable children to learn, they cannot substitute parental love, support, responsiveness and involvement (Cobb, 2001). Children learn through observation and imitation of modeled behavior and listening to instructions from parents or caregiver (Bandura, 1974). The kind of environment at home, both physical and psychological are key as they determine the behavioral characteristics and attitudes of a child which in turn greatly influence the ability of the child in coping with learning activities away from home, Cobb, (2001).

2.4.4 HIV/AIDS Concerns

HIV/AIDS pandemic is another concern in the provision of basic education. The pandemic affects the education system, which is a pillar of development and economic growth both at the societal and individual levels. The pandemic which is widely spread in Kenya affects participation and completion necessitated by high rate of absenteeism from classes by pupils and teachers, eventually leading

to high dropout rate, Achoka (2007). By 2005, Kenya had over 2 million people living with HIV/AIDS, where 600,000 among these were children. About 40-70% of patients in major hospitals suffered from HIV/AIDS related illnesses. It had been estimated that by the year 2010, nearly 3 million Kenyans would be suffering from HIV/AIDS (Republic of Kenya, 2004). Moreover, in 2006; the highest crime in Kenya was rape of the girl child. It was erroneously believed that sex with a virgin cured the deadly HIV/AIDS.

Accordingly, this trend defeats the whole purpose of education and erodes the gains in basic education which contributes towards attainment of EFA goals. Moreover, disabled children have been sidelined in the awareness campaign as well as resource allocation making them vulnerable to the disease as well as drop out of school. The overall picture of HIV/AIDS on enrolment for basic education in Kenya is negative impact on the potential clientele through the rapid growth in the number of orphans, and increase in the street children.

2.4.5 Curriculum

Well-designed educational programmes for the young can clearly affect their lives for the better, both during their school years and beyond. These programmes also enhance the intellectual, physical and psychological development of children, particularly the handicapped, Barnet, W. S (1995).

A problem such as adequate or overloaded syllabus content and poor administration affects the development of young children. However, such educators as Elkind (1988), Zigler (1986) and representatives of the National

Association for Education of young children (1986) warn against too much formal highly structured education for the young children because it is generally considered developmentally inappropriate for less than six years old.

In Kenya, there is lack of harmonization of various ECD curricular offered both at teacher training colleges and at ECD centre level. The most commonly used curricula are the Ministry of Education, Science and Technology (NACECE/DICECE), kindergarten Heads Association (KHA) and Montessori. In Kenya, the current ECD curriculum does not intensively integrate the emerging issues related to HIV/AIDS, gender and the rights of the child. It has also been observed that the parents of ECD children lack awareness on the essentials of ECD curriculum. The majority of parents disapprove of learning through play in favour of formal academic work usually designed for standard one.

ECD programmes in Kenya do not adequately cater for children with special needs. The ECD centre teachers are unable to provide effectively for such children whenever they receive them in school. Because they are unprofessional, prepared to handle them. There are no adequate, well illustrated and simplified culturally based curriculum support materials. The KIE (NACECE) had developed folkrole materials for 23 ethnic languages by 2002 but had not been able to cover the remaining ethnic languages.

These issues are common in all East African states and research should be considered a tool for strengthening development of programmes for ECE. Huston Stein et al, (1977) found that there are different curriculum models and parents

should select the programme they feel is more appropriate to children. Powel et al, (1986) states that of various curriculum models used in pre-school programmes, the greatest short-term benefits are obtained when children participate in teacher-centered programmes where the teacher selects the majority of the classroom activities and in which there is high degree of structures. Some educationists have compared different programme approaches and found one or another of them superior to others, for example Huston-Stein et al, (1977) found that less structured programmes with more child-centred activities were more beneficial than other approaches in fostering imaginative tasks persistence and independence.

Ngaruiya, S. (2006) acknowledges that the increased interest for structured pre-school programmes come from the unfortunate notion held by some that education is all about competition. This has made many teachers and parents to concentrate on academic work ignoring the psychological and physiological development of the child. This therefore means that those children who cannot perform well academically feel challenged and are likely to lose interest in education and finally drop out thus hindering their enrolment in ECE schools./

2.5 Registration and Policies for ECD.

The MOE adopted the policy of partnership to provide ECD services through out the country. The policy was first stipulated in the Session Paper No. 6 of 1988 and

the National Development Plan of 1989/1993 in order to enhance the involvement of various partners in the ECD sector. The partnership policy also supports the implementation of the MOEST's expanded vision on ECD catering for the holistic needs of children aged 0-5+. The main partners -include: various government ministries, parents, local communities, private organizations and individuals, NGO's, bilateral and multilateral partners. The revised draft bill entitled 'Free and Compulsory Education,' 2003 recognizes the ECD programmes as part of the mainstream education system in line with the Dakar Framework for EFA. The ECD programme has been streamlined in terms of management, registration, and quality assurance and funding.

The UN (1991), defines the rights of children and strategies to improve children's Welfare (e.g. custody, protection, health and education). The Act provides for co-ordination of public and private sector efforts and emphasizes on the development of community based services for children. According to the Act, children have a right for education. Both the government and parents are responsible for providing education. Every child is entitled to free basic education which is compulsory in accordance with Article 28 of the United Nations Convention on the Rights of the Child.

Being a signatory to protocols that have guided the development of education (EFA), Kenya agreed to universalize primary education and massively reduce illiteracy level by the end of the decade. In 2000, 10 years after the first conference held in 1990 at Jomtien, Thailand, the Forum took stock of the fact

that many countries were far from having their goals established at the World Conference in Education for All. The participants re-affirmed their commitment to achieving EFA by the year 2015 in the Dakar Framework Action.

2.6 Policy Framework Concerns

One of the concerns in the Provision of ECDE is the lack of adequate policy framework. As a result, centers of learning have tended to adhere to different curricular whose outcomes are not uniform. This concern creates mismatch for children's entry behavior to primary schools and compromises quality. The most adversely affected are children of the rural parents, who are the majority. Another issue of concern is that the management of ECDE has been for too long left to the abilities of individuals and affiliated societies. This at times leads to compromising standards in the ECE, for example, in some parts of Kenya, the programme is carried out in tiny rooms called 'Academies' with untrained managers and teachers.

The learning environment in most of these centres is not conducive. For instance, such centres are patched behind shops, or some 'bandas' or shanty-like buildings, or religious centres with too many activities going on at the same time which does not allow proper learning to take place. Other centres are situated far away from the homes of the learners who must walk long distances only to arrive when they are too tired to access meaningful education. It is difficult under such learning conditions to detect children with special needs and so such children are even more disadvantaged. This is because most of the teachers are not trained and

hence may not have the professional knowledge of effectively carrying out their duties. This is a major concern because it is at this early level that the future foundations of education are laid (Republic of Kenya, 2006).

2.7 Financing of ECD

Parents and local communities provide the greatest support to ECD programmes. About 70% of ECD centres are owned and managed by parents and local communities through Pre-school committees. The remaining 30% are managed by Non-Governmental Organizations (NGO's) mainly: religion based and private individuals and organizations, MOEST, The Background Report of Kenya, (2005).

The economic survey of 2008 indicated that the Government of Kenya allocates less than 1% of its budgetally recurrent expenditure on education to ECD. The survey further indicated that 0.06%, 0.05% and 0.04% of the recurrent expenditures were allocated to ECD for the period 2005/2006, 2006/2007 and 2007/2008 respectively as compared to 9.2%, 12.9% and 14.1% for the same period respectively allocated to primary education and 3.3%, 4.1% and 6.4% allocated to secondary sub-sector for the same periods respectively (Republic of Kenya, 2008.) This shows that less attention is given towards the programme as compared to other sub-sectors of education such as primary and secondary.

Achoka, et al, (2007) pointed out that 70% of ECD finances is contributed by parents and local authorities, less than 1% by the government while the rest is supported by sponsors such as churches, NGO's ,welfare associations and private

enterprises. The heaviest burden of financing ECD programme is therefore shouldered by parents whose existence is being hampered by poverty (Ngaruiya, 2006). The session paper No.1, 2005, on Policy Framework on Education, Training and Research noted that the high cost of education and poverty among other reasons explains why Kenya has low access and participation rate (Republic of Kenya, 2006). The majority of communities have financial constraints which is an obstacle to optimal access to ECD centres (Achoka et al, 2007).

2.8 Summary

Literature reviewed has shown that there is need for Early Childhood Care and Education. This is because from birth to 8 years of age, a child gradually masters increasingly complex levels of development as he/she interacts with other human being and the world around him (Evans et al, 2000). Evidence from such fields like health, nutrition, physiological, psychological and education shows how these early years are crucial to the development of intelligence, personality and social behavior. What happens during these first years of life shapes the later development of these individuals.

In recent years several governments have endeavored to prioritize early childhood care and development as evidence by Global guidelines for Early Childhood Education and care in the 21st century (Association for Education/World Organization for Early Childhood, 1999). The world-wide rise in people's aspirations has expanded the concept of education for all to

incorporate early childhood education. The United Nations convention on the Rights of the Child (UN,1989), the 1990 charter on Rights and Welfare of the Child and the 2000 millennium Development Goals all express the importance of incorporating early childhood education into the overall development of National systems of Education.

Indeed, at the 1990 World Conference on Education For All, a pre-condition for educational quality, equity and efficiency was set in early childhood years Sammons, P.(2007), making attention to early childhood education essential to the achievement of basic education goals.

Developed countries like France, Netherlands, and U.S.A. & Europe have put a lot of resources in order to come up with head start programmes in ECD schools in their endeavour to ensure success in Universal ECD. (Haddad, 2002). Middle income countries have turned to universal pre-primary education in order to give their children a better start in life (OECD, 2001). However, few amounts of resources are allocated by these countries on ECD Programmes as compared to the amount allocated to other sectors of education (UNESCO, 2010).

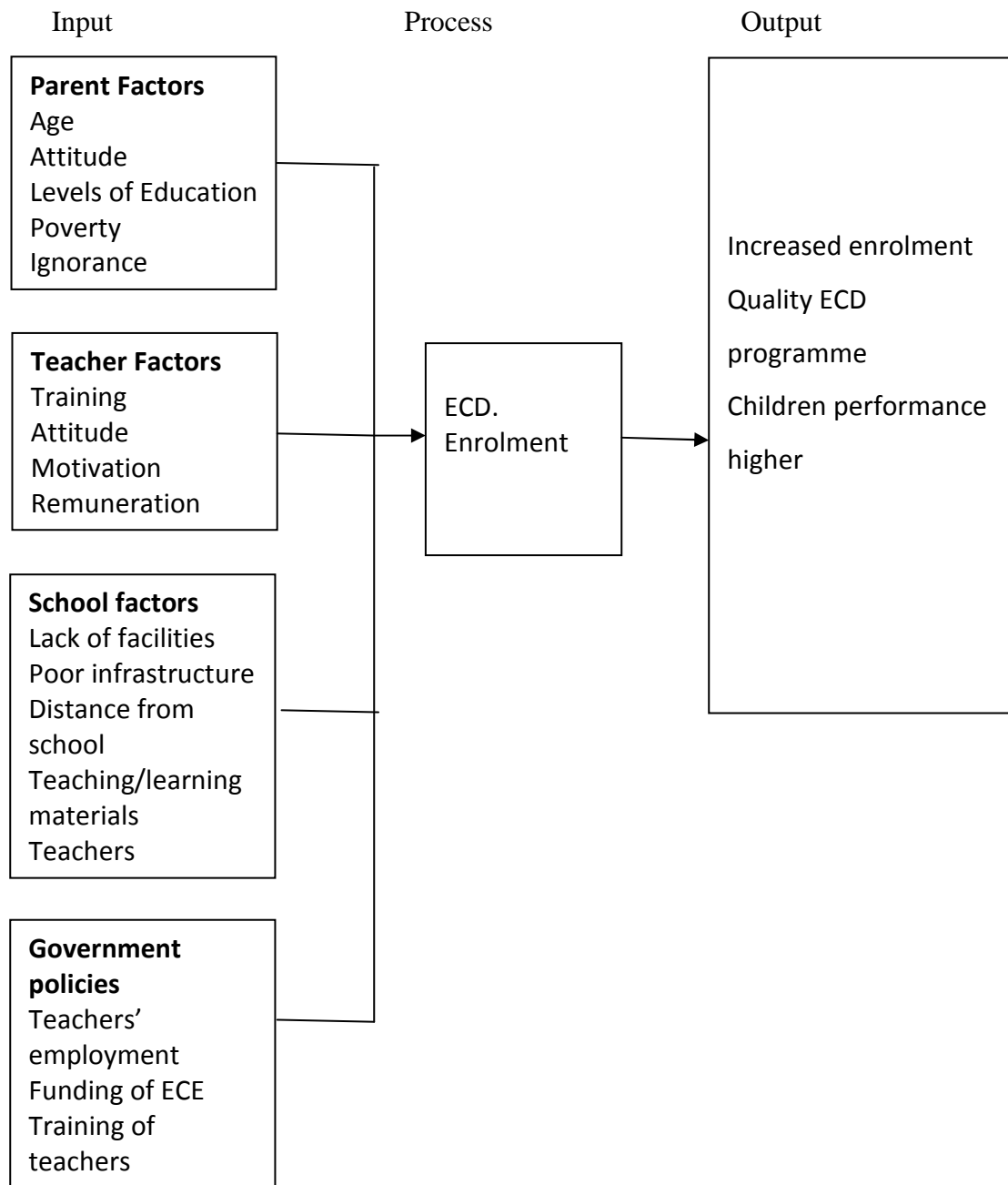
The situation in Africa is not any better and in fact it is worse because Education is neither free nor compulsory in many countries. The majority of African populace lives in the rural areas, where abject poverty resulting from low agricultural productivity, insecurity unemployment, low wages, poor governance and policy frame works shortages of land inadequate and poor

infrastructure, high cost of social services including education and health prevent children from benefiting from experiences offered by pre-school institutions as they do not attend school. Maslow's theory (1970) acknowledges that children short of unsatisfied level of motivation, physiological and safety needs cannot be expected to perform well, and even if they find themselves in school, they will finally drop out until these needs are met. To ensure equitable access to ECE programmes, all governments worldwide should endeavour and be seen to eradicate or minimize the poverty levels. This helped to close the gap in access to ECE between children from rich and poor households.

2.9 Conceptual Framework

Many factors contribute to low enrolment in pre-schools as indicated in figure 1 below. They include: Parents' / Guardians' poverty levels, Parents' / Guardians' educational levels, Parents' /Guardians' attitudes towards Pre-school Education, Government policies (ie Funding, through F.P.E employment of ECE teachers and provision of meals). Successful provision of these variables will lead to high levels of Pre-school enrolment in Kikuyu District, Kiambu County. This in turn will influence improved teaching and learning activities in the Pre-schools and management levels.

Figure 2.1: Effects of Pre-school Enrolments in Kikuyu District



Source: Researcher, (2011)

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the research design, target population, sampling technique and size, research instruments, procedure for data collection, piloting, reliability and data analysis plan

3.1: Location of the Study.

The study was conducted in Thogoto and Karai Zones, Kikuyu Location, Kikuyu District, Kiambu County in Central Kenya.

3.2 Research Design

A research design is the structure of research. It is the “glue” that holds all elements in a research project together. A design is used to structure the research, to show how all major parts of research project work together to try to address the central research questions. It is the scheme, outline or plan that is used to generate answers to research problems, Orodho, (2002).

The study used the survey research design. The research structure entailed gathering information from a relatively large group of cases. According to Mugenda and Mugenda (2003), Survey is an attempt to collect data from members of a population with respect to one or more variables. Survey research is a self report study which requires the collection of quantifiable information from the sample. The information is collected from a sample rather than from every member of the population. Being a quantitative and qualitative study, it used descriptive approach to collect information by interviewing or administering a

questionnaire to sample individuals. This is a method that can also be used to collect information about people’s attitudes, opinions, educational or social issues Kombo, et al, (2002).

3.3 Target Population.

The Target population of the study comprised of all the pre-schools pupils, teachers, Head-teachers, Proprietors of ECDE, and Parents from Thogoto and Karai zones of Kiambu County.

3.4 Sample and Sample Size

The qualification and nature of the study which warranted an in depth examination of a variation of pre-school characteristics explains the purpose selection of a few schools as well as respondents. Table 1 below provides the sampling frame that was used for the study.

	Thogoto zone	Karai zone
Number of schools	6	6
H/Teachers	3	3
Directors	3	3
Teachers	6	6
Parents	6	6

Table 1: Zones and respondents expected.

3.5 Sampling Procedure

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). A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When dealing with people, it can be defined as a set of respondents (people) selected from a large population for the purpose of survey. The purpose of sampling was to determine parameters or characteristics of the whole population in order to generalize the results of the study.

A total of 12 schools (6 in each zone) were selected. Half the numbers of the pre-schools in each zone were public schools while half were private pre-schools. This being a survey, it was to seek and gather data on the access of ECE in Kenya. The choices of schools selected were both purposive and representative. Limitations in the number of schools were done in order to allow for repeated measure engagement in the schools to obtain in depth data within the available time. Quota sampling was used to ensure that there was one school from each geographical location. In addition, purposive sampling was done to select schools that would provide information on the variations in terms of organizations structure and social-economic context of ECE institutions.

3.6 Criteria for Selection of Schools

The following categories of pre-schools were selected to help explore the extent of ECE access. The basis of selection was mainly on sponsorship, geographical location as well as social-economic status.

- Private schools: Privately sponsored schools by individuals, institutions or groups.
- Public schools: Run by local communities with the help of the government.

3.7.0 Research Instruments

Data for this particular study was collected through the following instruments:

- Questionnaires
- Interview Schedule
- Documentary review

3.7.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. In a questionnaire questions may be designed to gather either quantitative or qualitative data. By their nature, quantitative questions are more exact than qualitative. This research used questionnaires to collect data from the directors, head teachers and pre-school teachers of the respective schools in the sample. The questionnaires focused on gathering information on the factors affecting the access levels in the pre-schools and how this has impacted on the population in

respective pre-schools. When it is necessary to protect the privacy of the participants, questionnaires are easy to administer confidentially. Often confidentiality is needed to ensure participants respond honestly. It also saves time and the cost of administration per person of a questionnaire is minimal. To ensure this confidentiality, the researcher administered and collected the questionnaires personally.

3.7.2 Interview Schedule

An interview schedule is prepared with pre-coded questions to produce quick, cheap and easy qualitative data which is highly reliable but low in validity. The researcher therefore prepared an interview schedule to be used on the selected parents. The aim was to elicit information on the subject matter. This would help collect data and also assist in making clarification where it was not possible through a questionnaire. An interview allows the researchers to get a detailed data Kombo, D. K and Tromp, L.A. (2006). The researcher used both a tape recorder as well as noting down answers given during the interview. This helped in capturing relatively adequate information.

3.8 Piloting

The research instruments were tested in the adjacent Muguga zone where ECE is administered with similar in conditions. The process and the outcome of this piloting were to assist the research in removing any ambiguity from the instruments and checking on the unforeseen problems respondents were likely to encounter and improve on the instruments.

3.9 Data collection Procedure

The researcher sought authority to conduct the research from the Ministry of Education, and then clearance from the District Commissioner and the District Education offices, Kikuyu District. He then sought permission from Head teachers and Directors of the sampled schools before the actual administration of the research tools. The questionnaires were then administered to the Head teachers, Directors of schools, and Pre-school teachers. Interviews were conducted on parents at agreed places and time. Information obtained from the interviews was manually recorded for further content analysis combined with that collected through questionnaires.

3.10 Data Analysis

Analysis of data is the process of inspecting, cleaning, transforming, and modeling data with the aim of highlighting useful information, suggestions, conclusions, and supporting decision making. It is aimed at consolidating into an orderly structure and meaning the enormous information collected. 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 research questions. Quantitative data was analyzed using S.P.S.S. (Statistical Package for Social sciences) software programme.

The data was then used to compute statistical measures of central tendency. Frequency Tables were used to present the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents and discusses the findings of the study. The study aimed at investigating the factors influencing enrolment of children in pre-school Education in Thogoto and Karai Zones in Kikuyu District, Kiambu County. This research yielded a number of findings whose data was compiled and presented in frequency tables and figures.

4.1 Questionnaire Response Rate

Thirty six Research Instruments were distributed. Questionnaires were issued to the pre-school Directors and Head teachers, while twelve parents were interviewed in Kikuyu District. Twenty four questionnaires were filled and returned, thus representing 100% of questionnaire returns. Six Directors and six Head-teachers responded, thus representing 100% return. However nine parents of the expected 12 were interviewed. Therefore the overall return rate was 92.7% of the total. This was considered appropriate for the research findings of the study.

4.2 Demography Characteristics of the Respondents

From the findings of the study, it is evident that majority of the respondents; pre-school Head teachers, teachers, Directors and parents are adults of the ages between 31-40 years. This implies that the information given was appropriate for the research findings. The study also came up with the following demographic observations:

In public schools the ratio of male to female head teachers was 1:1. This represented a perfect balance for administrative posts. In public schools, female directors are 5 times more than male counterparts.

On responses, 83% of the respondents were females, and 16.7% were males meaning that pre-schooling and parenting in Kikuyu District is female dominated.

The number of Private ECD schools is bigger than that of public ECD Institution. The few public schools have little more children than the privately owned though the classrooms are not full. This could be attributed to the poverty levels in majority of parents who cannot afford the fees required by private ECD schools.

Majority of ECD schools lack in good facilities and play equipment. However, private ECD Institutions seem to have more desks and tables as well as play items than public ones. It was noted that public schools have more spacious fields and classrooms than the private ones.

Private schools are better managed than the public ones. This could be attributed to the fact that public ECD schools are not funded by the Government.

Educated parents seemed to understand the importance of ECD education. This could have been the reason why more children were enrolled in Private ECD schools where there were better facilities compared to the public ones.

Though teachers' salaries were generally low, those from private ECD Institutions had a little bit better salaries than those in public schools. This means that those in private schools were more motivated thus attracting more children in privately owned ECD schools than in the public ones.

The researcher had asked the respondents to indicate their gender. The results obtained were shown in a Table 1.

Table 2: Return Rate as per Gender.

	Teachers		H/Teachers		Directors		parents	
	Freq.	%	Freq	%	Freq	%	Freq	%
Female	12	100	3	50.0	1	16.7	10	83.3
Male	-	0	3	50.0	5	83.3	2	16.7
Total	12	100	6	100	6	100	12	100

From the findings in Table 1, it is evident that all the pre-school teachers in Kikuyu District were females. This may have affected the influence of boys to have interest in pre-schooling due to lack of male role models. The ratio of male to female Head teachers is 1.1 since the representation of both stands at 50%. This shows there is a perfect balance in administrative posts in pre-schools in Kikuyu district. The table shows that there are five times more male Directors of the schools than female Directors. This indicates an imbalance when it comes to Economic control in the District. However 83.3% of the female parents of pre-school learners were interviewed while 16.7% were male parents. This is an indication that Pre-schooling and parenting in Kikuyu District is mainly female dominated.

Table 3: Age of the Respondents

	Teachers		Head-teachers		Directors		Parents	
	F	%	F	%	F	%	F	%
Below 20 years	1	8.3	0	0	0	0	1	8.35
21 – 30 years	9	75.0	0	0	1	16.7	9	75.0
31 – 40 years	2	16.7	2	33.3	2	33.3	1	8.35
41 – 50 years	-	-	2	33.3	2	33.3	1	8.35
TOTAL	12	100	6	100	6	100	12	100

From the result of the findings, majority of the pre-school teachers (75%) were aged between 21 – 30 years while 16.7% are of 31 – 40 years as shown in Table 2.

The Head-teachers are all above 30 years of age. Majority of the directors (61.6%) were aged above 31 years and below 50 years. This shows that they were mature and understood the importance of pre-schooling. Majority of the parents (75%) interviewed were above 21 years and 30 years of Age. This is a clear indication that parents were mature and therefore able to understand the importance of enrolling their children in the pre-schools. It is also a clear indication that these parents were strong and active therefore able to participate in economy and capacity building to enhance better social and psychological development of their children.

Table 4: Parents Teachers and Parents Professional Qualification

	Teachers		Parents	
	Frequency	%	Frequency	%
Not trained	1	8.3	4	33.3
Certificate	7	58.3	6	50.0
Diploma	4	33.3	2	16.7
Total	12	100	12	100

According to the Table 3, majority of the pre- school teachers (58.3%) and also parents (50.0%) were trained certificate holders. This means that they were aware of the advantages of training children through early childhood education . Diploma level trained teachers stood at 33.3% while parents make 16.7%

Table 5: Consistency of Children Enrolment.

	Head-teachers		Directors	
	Frequency	%	Frequency	%
It is consistent	2	33.3	3	50.0
It is not consistent	4	66.7	3	50.0
Total	6	100	6	100

Despite the fact that there is a common understanding that early childhood education is important for a child's development, about 33.3% of the enrolment was not consistent. However majority 66.7% of the respondents agreed that there is consistency in the enrolment rates. The findings are shown in Table 4.

Table 6: Major Causes of Current Enrolment.

	Head-teachers		Directors	
	Frequency	%	Frequency	%
Influx of private schools	2	33.3	2	33.3
Controlled / low birth rate	2	33.3	1	16.7
Poverty	2	33.3	3	50.0
Total	6	100	6	100

According to Table 5, it is evident that various factors contribute to low enrolment levels in pre-schools. The respondents agreed that influx and mushrooming private schools are competing for the few young children who were joining ECD institutions. Today's parents are also mainly career women. This had attributed to family planning hence controlled birth rate to avoid spending most of the time nursing young babies. This has lead to fewer children who would enroll in pre-schools. Kikuyu District is also found in the rural location and outskirts of Nairobi City. 70% of the rural population is said to be poor. This has lead to controlled birth rate due to constraints in upbringing and educating young children. Some of the poor families have also given birth but failed to enroll their children easily enough due to insecurity of finance. Such parents also feared giving birth to other children whom they fear would be a continuation of the poor life– cycle.

Among the parents who were interviewed, it was also noted that the level of education may have affected to low enrolment. The attributes of uneducated

parents towards education is totally contrasting with the literate ideas. Many illiterate parent, were seen to provide very little or no support to their children. Lack of motivation was evident hence the children were seen to be a source of labor like fetching water, grazing or baby- sitting. However, some parents quoted ignorance as a factor leading them to keep their children at home until they are big enough to join standard one.

But due to HIV/ AIDS pandemic, it was evident that some parents were ailing or dead. The young ones lack support which was required to enroll them in pre-schools; hence are left caring and nursing their ailing parents.

Table 7 : Measures taken to increase Pre-school Enrolment.

	Head – teachers		Directors		Parents	
	Frequency	%	Frequency	%	Frequency	%
Funding through F.P.E.	4	66.7	2	33.3	7	58.3
Provide meals at school	2	33.3	3	50.0	4	33.3
Employ E.C.E Teachers	0	0	1	16.7	1	8.3
TOTAL	6	100	6	100	12	100

According to Table 6, it was evident that the majority of Head teachers, schools’ Directors and parents supported the fact that more children would enroll in pre-schools if the government extends the F.P.E Kitty to the ECD institutions. Provision of meals and incorporation of ECD teachers among the TSC employed

will also promote confidence among the parents who in turn will take their children to public Pre-schools.

Table 8 :Teachers Contributions towards Higher Level of Enrolment

	Frequency	Percentage
Enact government policies	2	16.7
Sensitize/ Educate the parents	7	58.3
Introduce feeding programmes	2	16.7
Train more ECD teachers	1	8.3
Total	12	100

From the Table 7, majority of pre-school teachers (58.3%) agreed that parents should be sensitized on when to enroll their children in pre-schools, and the advantages of doing so. Some of the teachers 16.7% said that the government of Kenya through MoE should enact some policies which should ensure the right age of children must enroll in pre-schools.

**Table 9: Is there Presence of School going Age, Children who do not attend
` Schools in Kikuyu District**

	Teachers		Head-teachers		Directors	
	F	%	F	%	F	%
YES	7	58.3	5	16.7	5	83.3
NO	5	41.7	1	83.3	1	16.7
TOTAL	12	100	100	6	6	100

Table 8, indicated that there were pre-school going aged children who had not enrolled for Pre-schools. Pre-school Directors indicated 83.3% and teachers quoted 58.3% as those who did not attend preschool. Head-teachers also said 16.7% are non scholars. This means that the arms of government and NGOs have to do a lot to sensitize parents to educate their children. When asked the reasons for not enrolling the learners, the respondents who were interviewed came up with various reasons as reported in Table 9.

Table 10: Some Reasons for Not Engaging Children in Pre-schools

Response	Teachers		Parents		Head teachers	
	Frequency	%	Frequency	%	Frequency	%
Inadequate Pre-schools	9	75.0	3	33.3	1	16.7
Poor quality pre-schools	1	8.3	3	33.3	1	16.7
Lack of Resources/ funds	2	16.7	3	33.3	3	50.0
TOTALS	12	100	9	100	6	100

Poor quality pre-schools, (16.7%) lack of resources / funds as well as inadequate Pre-schools were quoted as the major causes of parents not enrolling their children in pre-schools. However, some respondents interviewed quoted ignorance on the importance of Pre-school education as the major hindrance to enrolment in schools by parents/ guardians, some involvement in drugs and drugs abuse while others also quoted tribal conflict leading to inability in settlement areas

Table 11: The ratio of Boys to Girls Enrolled in the Pre-Schools

The researcher wanted to compare the boys and girls population in the pre-schools. The findings were as follows:

Response	Head-teachers		teachers		Directors	
	Frequency	%	Frequency	%	Frequency	%
1:1	2	33.3	1	8.3	2	33.3
1:2	3	50.0	9	75.0	3	50.0
1:3	1	16.7	2	16.7	1	16.7
Total	6	100	12	100	6	100

Table 10, was a clear indication that the girls population in pre-school was higher than boys.

According to the Head teachers, Teachers and Directors, 50%, 75% and 50% respectively had the ratio of boys to girls as 1:2 this might be attributed by the fact that in Kikuyu District, female population is larger than the male population.

Table 12: Does Kenya Government Provide Funds for ECDE

Response	Head-teacher		Directors	
	Frequency	%	Frequency	%
YES	1	16.7	2	33.3
NO	5	83.3	4	66.7
Total	6	100	6	100

From Table 11, 83.3% of the Head teachers and 66.7% of the pre-school Directors responded that the Kenya government doesn't support ECDE. This might be the reason behind privately owned ECDE institutions being better managed hence attractive to more clients.

Table 13: Does Parents /Guardians' level of Education affect Enrolment

Response	Head-teachers		Directors		Teachers	
	Frequency	%	Frequency	%	Frequency	%
YES	5	83.3	5	83.3	9	75.0
No	1	16.7	1	16.7	3	25.0
Totals	6	100	6	100	12	100

From the findings on Table 12, it was evident that Parent's/Guardian's level of Education affected the rate and period of enrolments in Pre-schools. Majority 83.3% of the Head teachers and Directors of schools responded positively while 75% of the pre-school teachers also supported the same. This might be attributed to the attitude illiterate Parents/Guardians had towards Education. Some cultures

also see girl- child as a source of wealth or labor. This might mean that there were other school-going young girls in the locality who had not enrolled for schools but were enrolled in child labor.

Table 14: Do the Schools Benefit from the Community Financially.

Response	Head-teacher		Teachers	
	Frequency	%	Frequency	%
YES	2	33.3	1	16.7
NO	4	66.7	5	83.3
Total	6	100	6	100

Table 13, presented Head teachers' and teachers' views and perceptions towards the community's and Pre-schools financial implications.

From these findings it was evident that the head teachers and teacher's perception had no or little financial gains. Majority of the head teachers and teachers 66.7% and 83.3% respectively argued that the community was not a source of the economic gain to the pre-schools. This might be attributed to the attitudes of the parents towards ECDE and also the influence of FPE in primary schools.

This attitude might also affect other areas in the pre-schools which directly required guardian's involvement. This included the wages/salaries paid to the Pre-school teachers as indicated in Table 14.

Table 15: The Range of Salary paid to the Pre-school Teachers

Response (Kshs)	Frequency	Percentage
2000 – 3000	1	8.3
3000 – 4000	3	25.0
4000 – 5000	3	25.0
Others above	5	41.7
Totals	12	100

From the findings of the Table 14, it was clear that the pre-school teachers salary range was as low as Kshs. 2000 – 3000 Kenya shillings. About 50.0% of the teachers were paid between 3000-5000 Kenya Shillings. Only 41.7% of the pre-school teachers were paid above 5000 Kenya shillings. This translated that the pre-school teachers were underpaid and lacked motivation, which could have compromised the quality of education offered at pre-school level.

Table 15: The Benefits of a Child going through ECDE

Teachers Response	Frequency	percentage
Acquire basic skills & Concepts	5	41.7
Acquire social skills	5	50.0
Transition to standard 1		
Easier and smooth	1	8.3
Totals	12	100

Various respondents contributed different issues as the advantages of children going through ECDE training; 50% highlighted acquisition of socialization skills, while 41.7% affirmed acquisition of basic skills and concepts, 83.3% of the respondents agreed that ECDE helped the learners as it made transition to standard one easier and smooth. This concerns the national goals of Education on social needs where early childhood Education prepares children for attitudinal and relationship changes which are necessary for the smooth process of rapidly developing modern economy.

Early childhood Education prepares children early to develop skills knowledge, expertise and personal qualities that are required to support growing economy. Children are also equipped with basic skills and attitudes to help them in industrial Development. The world has become a global village due to technological trends.

Early childhood introduces the learners to various equipments of play which later helps to develop their technological trends. Therefore early childhood provides education geared towards development of the child's mental capabilities and physical growth. The learner enjoys living and learning through play hence develops self-awareness, self-esteem and self-confidence, promotes creativity, self-expression and discovery through exploration of skills.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter represents the summary, conclusions and recommendations arising from the research findings of the study.

5.1 Summary of the Study

The purpose of this study was to investigate the critical determinants of enrolment of children to ECD programmes in Thogoto and Karai Zones, Kikuyu Division, Kikuyu District, Central Kenya. This was done by examining various variables that would influence the rate of enrolment of children into Early Childhood Education institutions. These variables included Demographic factors, teaching and learning activities factors that may hinder access of children to ECE programmes, parents / guardians attitudes as well possible improvement measures which formed the research objectives. However, to help realize these objectives five research questions were constructed thus linking the research study to the objectives. The study used survey 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 questions. Quantitative data was analyzed using S.P.S.S. software programme, computed into statistical measures of central tendency and presented in Frequency Tables and Figures.

5.2: Summary of the Findings.

On the first objective, the researcher sought to investigate the teaching and learning activities in the Pre-schools. These processes are aimed at providing education geared towards development of the child's mental capabilities and physical growth. Mainly, the activities; language, number work and environmental, music, art and craft as well as religion are carried out in three levels, depending on the age bracket of the children. It contains activities that children should perform when covering a particular theme. Various materials are used which motivate the children and enhance learning. The pre-school teachers (100%) agreed that they used the ministry of Education curriculum model. The activities highlighted by the M.o.E curriculum positively foster nationalism and Industrial needs for national Development.

The second objective looked at the factors that would hinder enrolment of children to ECE in Kikuyu District. The respondents highlighted poor quality of Pre-schools as well as security reasons. Lack of good quality pre-schools was sighted by 50%. They sighted lack of enough funds as the cause of the pre-schools dilapidated conditions.

Parents' illiteracy was quoted by 58.3% of the respondents as one of the reasons for low pre-school enrolment. Parents' ignorance was also quoted by 25% of the respondents as a cause low enrolment rates.

The third objective was to investigate the teachers and parents attitude towards E.C.E. From the research findings, it was evident that some parents had various

views of the pre-school. Hiding in some cultural backgrounds 50% of the teacher respondents said that some parents abuse the pre-school going age children by giving them some housework, babysitting or grazing duties compromising early enrolment into pre-schools. Other factors that were quoted included lack of interest by the teachers who are underpaid and hence may not motivate parents or enhance awareness in the locality. Parents level of education was supported by majority of the respondents (teachers 66.7%) as being one of the factors influencing the time and rate of enrolling the young ones in pre-schools. Literate parents are aware of the advantages of timely enrolling their children in pre-schools. Availability of feeding programme was also seen to influence enrolment of the children in the pre-schools. The 50% respondents indicated that lack of feeding programme affects the rate and population of the children enrolled in the pre schools. This is an evidence that Karai and Thogoto Zones of Kikuyu District, Kiambu County may be experiencing unfavorable Weather Conditions which affects the feeding patterns in the area. Teachers felt that when there is a feeding programme in progress, the turn out of the pre-schools the learners is high. This is a means that if maintained, there is a likelihood that more learners will be turning out in the pre-schools.

The Head teachers and teachers of the pre-school quoted 50% of the parents in Karai Zone as poor. This might have influenced the environment rates and the attitudes of parents towards pre-schooling. Economic influence also was seen as one way that affects pre-schooling. The Kenya government through the M.o.E

does not support or sponsor E.C.D.E .The community around also does not contribute towards financial Development of the pre-schools. Public pre-schools do not have income generating projects .The majority of the teacher respondents 83% quoted that the pre-schools do not benefit from the community nor the government finding. This makes it hard to purchase some facilities and equipments that rather would have benefited and attracted more young children. The Kenya government does not employ Pre-school teachers. This exposes them to underpayment and exploitations by the employer. The M.o.E does not organize some in service trainings for the pre-school. This makes the pre school teachers demoralized and hence lowering their morale.

The ratio of enrolment of boys to girls is 1: 2 as supported by 50% of the respondents, 66% of the head teachers and 50% of the teachers have argued that the enrolment trend of the pre-scholars has not been consistent in the past few years. This was attributed to the opening up of private schools in the locality.

5.3 Recommendations of the Study

The study has revealed that professional qualifications of the parents affect the way they take their children to Pre-schools. However awareness seminars should be organized to sensitize the parents on the best time to enroll their children in the pre-schools. Neighboring schools also seem to have an influence on the rate of enrolment. When there are other pre-schools nearby they seem to share the children thus population is low. Therefore the distances from one school to another should be modulated. However, security risks seem to be the major cause

of fear among parents. There should be a system among parents/guardians escort their pre-scholars to and fro school. The government of Kenya through the M.o.E should also incorporate E.C.D.E teachers within T.S.C in order to motivate them, pay their salaries and remunerations which in turn will boost their morale. In order to increase the enrolment levels of pre-scholars the schools should organize and introduce feeding programmes where parents will be sensitized on issues pertaining to Education of their children. The Kenya government through the M.o.E should fund the pre-schools, as well as include these E.C.D.E centres in F.P.E programmes in order to equip the schools with suitable resources to enhance quality Education.

5.4: Suggestions for Further Studies

- (i) This study needs to be replicated in other Districts throughout the country in order to compare the results and compare factors influencing enrolment of children in pre-school education in Kenya.
- (ii) Further study should be carried out in order to identify other factors influencing high turn over among pre-schools children in Kikuyu District.
- (iii) A study should be carried out on pre-school curriculum which must be reviewed in order to reflect the current needs of the society and emerging issues which affect pre-school education in Kenya.

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APPENDICES

Appendix I

Letter of introduction to the Head-teachers/Directors

Antony Njoroge Johnson,
University of Nairobi,
Department of Educational Foundations,
P.O.Box 30197.
Nairobi.
Date: 25th July, 2011.

Dear Sir/Madam,

REF: A LETTER OF INTRODUCTION TO THE RESPONDENTS.

I am a Master of Education student in the Department of Educational Foundations in the University of Nairobi. I am carrying out a research entitled “Factors influencing children enrolment in Pre-school Education in Kiambu County.”The questionnaire attached is aimed at gathering relevant information about your school. Your response will be confidential. Therefore do not indicate your name or the name of your school in the questionnaire. Please complete all the sections of the questionnaire as objectively as you can. Your positive response will be highly appreciated

Yours Faithfully,

Antony Njoroge J.

APPENDIX II

Questionnaire for Pre-School Teachers

Instructions

Kindly provide answers to these questions as honestly and precisely as possible.

Answers to these questions will be treated as confidential. **(Tick)** (✓) where appropriate or fill in the required information on the spaces provided.

1) Gender:

Male

Female

2) Age

Below 20 years

21-30 years

40 and above

3) Professional Qualifications

Not trained

Certificate

Diploma

Degree

4) How long have you been teaching?

Less than 2 years

2-5 years

More than 5 years

5) Which curriculum models do you use in teaching?

a) Ministry of Education model _____

b) Kindergarten Heads Association model _____

c) Montessori model _____

d) Any other (state) _____

6) Name at least 5 pre-schools that are neighboring to your school and estimate their distance from your school in kilometers.

Pre-school	Distance

7(a) Are children faced with any security risk as they come to school?

Yes

No

(b) If yes, state some of the risks

8) How are you paid by the school?

Promptly Irregularity In arrears Specified times

9) What is your total salary (in ksh)

2000-3000

3000-4000

4000-5000

5000-6000

6000-7000

Other (Specify) _____

10) What measures do you think can help increase the pre-school enrolment level?

11) Are there children of school going age in your school neighborhood who do not go to school?

Yes

No

12) If yes, what do you think are the reasons?

(a) Inadequate pre-schools

(b) Poor quality of schooling

(c) Lack of resources

(d) Other (state)

13a) Have your/or children you know benefitted from going through the ECE rather than joining standard one straight from home?

Yes

No

b) If yes state some benefits

14) What do children who do not attend school do at home?

(a) Baby sitting

(b) Grazing animals

(c) House work

(d) Other (state) _____

15) Does the education level of parents affect access of early childhood education of their children?

(a) Yes

(b) No

Explain your answer

Thank you for your co-operation.

APPENDIX III

Questionnaire for Head-teachers

Instructions

Kindly provide answers to these questions as honestly and precisely as possible.

Response to these questions will be treated as confidential. **(Tick)** (✓) where appropriate or fill in the required information on the spaces provided

Age:

.....

Gender:

.....

1) How long have you been in this pre-school?

(Tick where appropriate)

Less than 2 years

2-5 years

6-10 years

More than 10 years

2) Has the enrolment levels in your pre-school been consistent since you started heading this pre-school?

Yes

No

3) What do you think is the major cause of the current enrolment level?

.....
.....

4) What measures do you think can help increase the pre-school enrolment levels?

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

5) Are there any children of school going age in your school environment who do not attend school?

- (a) Yes
- (b) No

6) If yes, what do you think are the reasons?

- (a) Inadequate pre-schools
- (b) Poor quality of schooling
- (c) Lack of resources
- (d) Lack of commitment by parents
- (e) Lack of school levies
- (f) Other

(specify).....
.....
.....

7) What is the current enrolment of ECDE children in your school?

Boys	<input type="text"/>
Girls	<input type="text"/>
Total	<input type="text"/>

8) What is the ratio of boys to girls enrolment in your ECDE Centre?

a) 1:1	<input type="text"/>
b) 1:2	<input type="text"/>
c) 1:3	<input type="text"/>
d) 1:4	<input type="text"/>

e) Any other. Please state

.....

.....

9) Does the government provide funds for community support grant in your ECDE centre?

(a) Yes	<input type="text"/>
(b) No	<input type="text"/>

10) What is the level of education of most of the parents whose children are enrolled in your school?

(a) Non formal education	
(b) Primary level	<input type="text"/>
(c) Secondary level	<input type="text"/>

- (d) Diploma level
- (e) University level

11) Does the education level of parents' affect access to early childhood education of their children?

- (a) Yes
- (b) No

12) What is the average education level of parents whose children do not access early childhood education in your community?

- (a) Non formal education
- (b) Primary level
- (c) Secondary level
- (d) Diploma level
- (e) University level

13) Does your school benefit from community support grant?

- (a) Yes
- (b) No

14) On the average, how do you rate the majority of parents in your pre-school?

Very poor poor rich very rich

15) Do you have a feeding programme?

- Yes
- No

16) (a) If the answer in Q15 above is yes, do all children benefit from the programme.

Yes

No

b) If the answer is Q15 above is No, state the reason/s

.....

17) What is the trend of enrolment in your pre-school for the last 5 years?

	>3 years			3 years			4 years			5 years		
	B	G	T	B	G	T	B	G	T	B	G	T
2006												
2007												
2008												
2009												
2010												

Thank you for your co-operation.

APPENDIX IV

Questionnaire for Directors

Instructions

Kindly provide answers to these questions as honestly and precisely as possible.

Response to these questions will be treated as confidential. **(Tick)** (✓) where appropriate or fill in the required information on the spaces provided

Age:

.....

Gender:

.....

1) How long have you been in this pre-school?

(Tick where appropriate)

Less than 2 years

2-5 years

6-10 years

More than 10 years

2) Has the enrolment levels in your pre-school been consistent since you started heading this pre-school?

Yes

No

3) What do you think is the major cause of the current enrolment level?

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

4) What measures do you think can help increase the pre-school enrolment levels?

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

5) Are there any children of school going age in your school environment who do not attend school?

(a) Yes

(b) No

6) If yes, what do you think are the reasons?

(a) Inadequate pre-schools

(b) Poor quality of schooling

(c) Lack of resources

(d) Lack of commitment by parents

(e) Lack of school levies

(f) Other (specify)

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

7) What is the current enrolment of ECDE children in your school?

Boys -----

Girls -----

Total -----

8) What is the ratio of boys' to girls' enrolment in your ECDE Centre?

a) 1:1

b) 1:2

c) 1:3

d) 1:4

e) Any other. Please state

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

9) Does the government provide funds for community support grant in your ECDE centre?

(a) Yes

(b) No

10) What is the level of education of most of the parents whose children are enrolled in your school?

(a) Non formal education

(b) Primary level

(c) Secondary level

(d) Diploma level

(e) University level

11) Does the education level of parents' affect access to early childhood education of their children?

(a) Yes

(b) No

12) What is the average education level of parents whose children do not access early childhood education in your community?

(a) Non formal education

(b) Primary level

(c) Secondary level

(d) Diploma level

(e) University level

13) Does your school benefit from community support grant?

(a) Yes

(b) No

14) On the average, how do you rate the majority of parents in your pre-school?

Very poor

poor

rich

very rich

15) Do you have a feeding programme?

Yes

No

16) If the answer in Q15 above is Yes, do all children benefit from the programme.

Yes

No

b) If the answer is No, state the reason/s

.....

.....

17) What is the trend of enrolment in your pre-school for the last 5 years?

	>3 years			3 years			4 years			5 years		
	B	G	T	B	G	T	B	G	T	B	G	T
2006												
2007												
2008												
2009												
2010												

Thank you for your co-operation.

APPENDIX V

Interview Schedule for Parents

1. What is ECE?
2. At what age do your children go to ECE?
3. Have all your children benefited from ECE?
4. Explain your answer to Question 3.
5. What is your opinion on the imposition of punishment to those who fail to take their children who are of age to school?
6. What do you think should be done to increase the level of enrolment and improve the quality of early childhood development and education to pre-schools in the zone?

Thank you for your co-operation.

Appendix VI

Research Authorization