

**“ INFLUENCE OF SOCIO-ECONOMIC STATUS ON SOCIAL
DEVELOPMENT AND LEARNING OF CHILDREN
A CASE OF PUBLIC PRIMARY SCHOOLS IN NAKURU
MUNICIPALITY, KENYA ”**

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DECLARATION

This research project is my original work and has not been presented for any award in any other university.

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

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DEDICATION

This research project is dedicated to my mother for the responsibilities associated with parenthood. She has supported me in my academic endeavours, and to my husband, Mr. Mwangi Githinji who has worked with me throughout the long journey and to my children Brian Mwangi and Sandra Mwangi for their patience and support.

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LIST OF ABBREVIATIONS AND ACRONYMS

FPE – Free Primary Education

SES – Socio-Economic Status

KIE – Kenya Institute of Education.

UPE – Universal Primary Education

EFA – Education for All

CSG – Community Support Grant

ABSTRACT

Childhood socioeconomic status is associated with cognitive achievement throughout life. Socio-Economic Status (SES) is the grouping of people with similar occupational, educational and economic characteristics. The development of a child heavily relies on the particular social class of the parents. This study examined the relationship between the different socioeconomic status and their influence on the social development and learning of children (age 6-8 years) in Nakuru Municipality. The study was carried out amongst lower primary pupils and primary school teachers handling these children and parents in Nakuru Municipality. To accomplish these, the study objectives were: To establish the relationship between parents' occupation and social development of young children 6-8years; to evaluate the effect of educational background of parents on a child's social development and learning; and to determine the influence of the family income on children's social development. The study used a descriptive survey design. The study used a sample size of 105 lower primary pupils and 36 primary school teachers and 36 parents were selected using stratified sampling technique. Primary data was collected using questionnaire method, while secondary data was collected from Municipal of Nakuru, educational records. Primary data was analysed using Statistical Package for Social Sciences (SPSS) and Microsoft excel software. The results were then presented in the form of charts and tables for easier interpretation. The findings reveal that most parents were occupied in small businesses, while some worked as labourers. The findings show that the parents' occupation in Nakuru Municipality negatively influenced the social development of young children. The educational background also emerged to positively influence child's social development and learning. Family income affected the capacity of the parents in supporting the children. This situation is due to the high poverty levels experienced in most parts of the country, therefore, there is need for interventions locally, nationally and globally. The Government of Kenya needs to intervene timely to address the poverty levels in the area.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The term socioeconomic status (SES) stands for a complex of interrelated variables that partially define and explain what people are like. Since the publication of the Coleman report in the United States in 1966 and the Karmel Report in Australia in 1973, the relationship between socio-economic disadvantage and learning outcomes has been accepted almost as an article of faith by educators. The questions that must be asked are, (1) does this relationship still hold in 2010, and (2) is it still an issue that demands continuing policy and financial action. Research by the RAND Corporation (Lara-Cinisomo et al, 2004) has found that the most important factors associated with the educational achievement of children are not race, ethnicity, or immigrant status. Instead, the most critical factors appear to be socioeconomic ones. These factors include parental education levels, neighbourhood poverty, parental occupational status, and family income. These conclusions were reached by studying two separate samples of US students: a local, early childhood sample and a national, high school sample.

Globally, research regarding language used by preschool children from homes of low socioeconomic status (SES) has shown that these children tend to be lower in their receptive vocabulary knowledge and expressive vocabulary usage when compared to children from higher SES families (Champion, Hyter, McCabe, Bland-Steward, 2003; Hart and Risely, 1995). The people they communicate with may have an impact on their acquisition of language and vocabulary. The influence of family structure on child well being has emerged as an issue in developed and in developing countries. Despite the increased significance given to the status of children and their development, limited studies have been undertaken in the national context to examine specific elements of child development, such as early education. Children from low SES backgrounds are also more likely to fail courses, be placed in special education, and drop out of high school compared to high SES children (McLoyd, 1998).

African children have remained in the margins of social research despite the fact that over forty percent of Africans are under the age of fifteen. From the late 1990s onwards, research on children and childhood has gradually become a topic of study in the social sciences.

with adverse birth outcomes, malnutrition, stunting and child growth. Childhood SES as indicated by father's occupation, birth order, number of siblings, or occupation on entry to the workforce, has also been associated with adult mortality; for instance in, South Africa, malnutrition in children is characterized by both under and over-nutrition, a direct reflection of the broader social disparities. When poverty strikes a family, the youngest members become its immediate victims. Since a good start in life is critical to the physical, intellectual and emotional development of every individual, poverty in early childhood can prove to be a handicap for life. Poverty denies children their rights to basic education, primary health care, adequate nutrition and safe water and sanitation. This situation is cited as a situation affecting child development (Davey, et al., (1998).

People differing on these indexes differ in income, occupation, lifestyles and other measures, of which educational level is probably the most important (Good and Brophy, 1977). Early childhood is the period between 0-8 years. It is a crucial stage in the holistic development of a child which includes character and personality traits formation. Where a child is born, his ecology plays a very important role in their development (Kibera, 2007).

Children from different socioeconomic backgrounds adapt differently to their learning environment. Early childhood education is an integral part of the education system. It forms the foundation of the child's future physical education, social, spiritual and emotional development. An individual child's learning ability is greatly influenced by their social development (Santrock 2003). Social development is the acquisition of skills, values and attitudes that enable an individual to live easily with other people.

Activities that encourage good social development are those that permit contact and interaction with other people both inside and outside the home (KIE 1994). Children are happier and healthier if they get on well with the people around them. This social interaction enhances natural learning and acquisition of skills. Social development in children refers to a child learning through practise to be able to interact with the people around him or her in order to become a useful member of the community. (Santrock 2005) They learn how to relate to the standards, values and norms of their community and understand what is expected of them as well as what they can expect in that community.

Where a child is born, his ecology plays a very important role in their development (Kibera, 2007). Research has shown that children born in restricted places tend to be challenged in both cognitive and social development as compared to children who are not restricted. Children from rural areas have a different outlook from urban children. Children from well-to-do homes are socialized differently and approach problems differently from those from poor homes. Children from congested informal settlements perceive things differently from their counterparts in the suburban (Dore, 1975). All this account indicates that socioeconomic background is very important in a child's development and in determining their personality. Socioeconomic and lifestyle differences of parents influence the developmental trajectory of every child. Socioeconomic status is about social stratification. Social stratification refers to the division of members of society into social layers or ranks or strata Children of the age 6-8 years are at a developmental stage referred to as late childhood. These are the lower primary school going children (Kibera, 2007).

The implementation of Free Primary Education (FPE) has brought children from different social classes to learn together (Sessional Paper No.1 2005). Such children bring to school different experiences and are normally at different levels of learning readiness (Berk 2003). Due to the implementation of FPE many children join class one without having gone through pre-school. Such children experience various challenges and difficulties as they try to compete with their counterparts who have attended pre-school.

The development of the child heavily relies on the particular social class of the child's parents. According to Kibera (2007), the home environment is an important factor in a child's holistic development including acquisition of learning skills. Significant home factors in this connection include presence of books, parents who help with homework or who provide time; encourage their children to do their assigned tasks ;who read to children or take them to the library to, expand children's vocabulary; who promote and encourage academic achievement; who help children to develop high and achievable goals and train children to work hard; who take part in school activities; who pay for school trips and educational tours and occasionally visit the school to find out how the child is getting along (Mwende, 2001).

1.2 Statement of the Problem

Social development and learning of children 6-8years is influenced by their different socio-economic status in Kenya like in many parts of the world. It is evident that every community has disparities in the distribution of resources creating social classes. Earlier Research has shown that the Holistic development of individual children is differentiated by educational level, occupation as well as the income level of family they come from (Lara-Cinisomo et al, 2004). This study intends to find out the extent to which the three variables have influenced the social development and learning of young children. Studies carried out earlier in this field have shown that parents with an educational background take interest in their children's learning experience both at home and in school. They provide both play and learning materials and a conducive environment to enhance learning.

It has also established that parent's occupations are a means of meeting the needs of the family. However, it is only after the basic needs are met that one can think of the other needs up the hierarchy, including love, security and the social needs. Parents of the low income social class spend most of their time struggling with the basic needs. Most of these parents also tend to have little or no knowledge on the importance of addressing the social needs of children for both healthy social development and learning. This study sought to establish the influence of socio-economic status on the social development and learning of children 6-8years in Nakuru Municipality.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of socio-economic status on social development and learning of children in public primary schools in Nakuru Municipality, Kenya

1.4 Research Objectives

The following objectives guided this study:

1. To establish the influence of parents' occupation on social development of young children 6-8years in public primary schools in Nakuru Municipality.
2. To evaluate the influence of educational background of parents on a child's social development and learning in public primary schools in Nakuru Municipality.
3. To determine the influence of family income on children's social development and learning in public primary schools in Nakuru Municipality.

1.5 Research Questions

The study seeks to answer the following research questions.

1. How does parent's occupation influence the social development of young children in public primary schools in Nakuru Municipality?
2. To what extent does the educational background of parents affect the social development and learning of young children in public primary schools in Nakuru Municipality?
3. How does family income influence children's social development and school performance?

1.6 Significance of the Study

The result of the study adds to the existing body of knowledge in the area of children's social development and learning in general with regard to the diversity of socioeconomic status. Educational researchers could find this study useful as it contributes to the understanding of the dynamics of children's behaviour in the context of social development and relate it to behaviour change and learning outcome.

The findings of the study assist parents in understanding the developmental needs of children and how they (parents) directly contribute to the same. Parents can realize that family background and home experiences in general are a major contributing factor to the social adaptation of children. The findings encourage parents to be more sensitive to their children's needs hence make a positive impact in their social development.

Policy makers in education could benefit greatly from the study as they can understand more the needs of children from the various social classes and come up with policies that can enhance equity. They can use the findings to beef-up the existing knowledge in the area of children's social development and learning.

More specifically, the findings could assist lower primary school teachers to understand where children are coming from, the experiences they bring to school and their diversities. This can enable them plan for and involve learners in activities that bring them together and overcome individual differences. They can also enhance interactive learning, play, sharing of materials and experiences and encourage parents to get involved and participate in children's learning & activities. Furthermore, the study could be useful in justifying the benefits of FPE

as a way of bringing children from different S.E.S. to learn together, sharing experiences and resources equitably.

1.7 Delimitations of the Study

The study was carried out in Nakuru Municipality amongst primary pupils (6-8yrs) and primary school teachers handling these children and parents in selected schools. The target persons were expected to provide information related to the influence of socio-economic status on the social development and learning of children.

1.8 Limitations of the Study

Many people were reluctant to engage in discussions touching on their socioeconomic status and income and there was fear that they could give false answers to questions asked, hence, a compromise to the quality of the study. Most people perceived such interviews to be associated with some form of help and others out rightly demand payment or financial assistance after for information provided and time spent while others would demand some kind of sponsorship or donor funding. However, the researcher ensured that the respondents understand the purpose of the study as well as assure them that information provided would be treated with utmost confidentiality.

1.9 Basic assumptions of the Study

The study assumed that: the information given through interviews and questionnaires was correct and reliable, thus, enabling the researcher to come up with a reliable conclusion and recommendations. It is also assumed that the views of respondents used for the study were representative of the entire population, hence making generalisation of the findings possible.

1.10 Definition of Significant Terms

Activities: specific planned opportunities for learning.

Culture: refers to the social behaviour, patterns, beliefs, arts, institutions and ways of doing things that are characteristic of a particular group of people.

Development: the pattern of change that begins at conception and continues through out the life-span. Most development involves growth.

Equality of opportunity: a situation in which members have equal or similar opportunities to attain positions on the higher levels of the stratification system.

Experiences-all forms of learning that occurs in early childhood program setting, including spontaneous play.

Family- a social structure made up of people related by blood, marriage or adoption.

Learning- the process of acquiring knowledge, skills, habits, attitudes and values through instruction, experience, insights, observation, thinking and reflection.

Peer groups- a group of similar age and background.

Social class- a social category with members in the same economic situations

Social development: is acquiring skills and attitudes that enable individuals to live easily with other people

Social interaction: actions that mutually affect two or more individuals.

Socioeconomic status: a social class as defined by one's level of education, income and occupation.

Social resources: those things that people strive for, things, materials and non-materials that are valued and scarce.

Social stratifications: the ranking of persons and groups on the basis of various social and sometimes physical characteristics .It is the vertical dimension of social structure.

Strata: social category within a stratification system

1.11 Organization of the study

This study contains five chapters and an appendices section. Chapter 1, which is the introduction, gives the background of the study, statement of the problem, research objectives and questions that guided the study, significance of the study, underlying assumptions, limitations of the study and delimitations of the study. The chapter also contains the definition of significant terms used in the study.

Chapter two contains a comprehensive literature review of review of past research studies and publications. It contains a theoretical review of past studies highlighting the relationship between socio-economic status and the social development and learning of children; and the researchers' conceptualisation based on the literature review and a summary and gaps section. The section contains a theoretical framework, a conceptualization of the researcher based on the literature review and a summary and gaps section.

Chapter three gives a description of the methodology used for the study. The research design and sampling techniques used are explained. The method of sample selection and determination is explained. The methods of data collection, analysis and presentation are also discussed. This section is concluded with the operational definition of variables, which attempts to associate the objectives with the methodology and provides a map to the expected results.

Chapter four contains the presentation and interpretation of the findings arising from data analysis using the techniques described in chapter three, the chapter also contains the discussions of the findings. The findings are presented in the form of tables accompanied with an explanation of the findings below each table.

Finally, chapter five contains the summary of the findings, the conclusion and the research recommendations. The chapter has a section for suggested areas for further studies arising from the study findings and is concluded with a section for the study's contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section contains the review of the related literature and the following areas have been highlighted. It contains a theoretical review of past studies highlighting the relationship between socio-economic status and the social development and learning of children; and the researchers' conceptualisation based on the literature review and a summary and gaps section.

2.2 Child development

Child development is a continuous process that begins at conception and continues throughout one's lifespan. Development is influenced by many factors that include heredity and environment. Learning has been discussed as a process of acquiring acceptable knowledge, skills, values and attitudes. Various ways through which children learn have been discussed as the acquisition of skills, attitudes and values that enable individuals to live easily with other people. The section highlights primary socialization as taking place during early childhood and within the family.

Socioeconomic status has been highlighted as a fundamental variable that influences both learning and social development of young children. Other variables include parents occupation, parents educational background and family income and how they influence social development and learning of pre-school children in the research study area. Durkheim (1956) states that, a social person is one who has not yet been socialized or does not yet know internalised their society's ways of life; while a social being has been initiated into the society's culture. He believes that 'man is man' (meaning that a person acquires human qualities) because he or she lives in a society (Kibera et al 2007). The society therefore has a duty to socialize its members and more so children. Socialization is the acquisition of social characteristics of a human being. (Santrock 2005)

It is the process through which individuals learn the culture of their society steadily so that they are able to live fully and function in it as responsible adult members (Kibera, 2007). During pre-school years, primary socialization takes place within the family. Through this interaction, the child learns the language and many other basic behaviour patterns. Socialization is a life-long process that begins at birth and ends with death, occurs in many ways and at all times. Socialization, as a social learning process is best accomplished when there are the right kind of socially interacting parties. The main agents of socialization are family, school, peer group, religious organizations and mass media (Kabiru, 2007).

Development is defined as the process of change in which a child comes to master more and more complex levels of moving, thinking, feeling and interacting with people and objects in the environment (Kabiru et al, 2007). Development also involves changes in the child's behaviour, movement and in body coordination. Development is a continuous process that begins at one's inception and continues through out one's life-span. It has several dimensions and occurs as the child interacts with the people around him/her and the physical environment. Child development is greatly influenced by the care ,(given to the child) stimulation and social interactions with the people in the child's life (the surrounding) .It leads to the unfolding of behaviours from immature to mature ; simple to complex ,from dependency to independence and self-reliance (Swadener et al, 2000).

Development consists of several dimensions or aspects which are interrelated and interdependent. These dimensions include physical, social, emotional, mental, spiritual and moral. They develop co-currently and development of one dimension influences the development of the others. For example a sick child is usually unhappy and can not learn effectively. A child who has not developed socially cannot live easily with other people. They find it difficult to engage in social interactions. Similarly, a child who finds it difficult to learn new things will most likely be withdrawn and have low self esteem. Low self esteem in turn limits the amount and quality of learning (UNICEF, 2001).

Development is influenced by many factors. They include heredity and environment. Children inherit certain characteristics and abilities from parents (through genes and chromosomes). Environmental conditions that influence development include the socioeconomic status which greatly influences quality of care, child rearing practices, socialization patterns culture, nutrition, healthcare and type of interaction (Mussen 1979;

Mayers, 1993). Children from different socioeconomic status grow up in different environments. As such, their experiences and social interactions are varied. The quality of care they receive is also different. Development occurs as an individual child learns from the experiences, instructions and examples of others. Learning is crucial to development (Wachira 2000).

2.3 Learning.

Learning is the process of acquiring modifications in existing knowledge, skills, habits, or tendencies through experience, practice, or exercise. Learning includes associative processes, discrimination of sense-data, psychomotor and perceptual learning, imitation, concept formation, problem solving, and insight learning (Coopers 1999). The first experiments concerning associative learning were conducted by Ivan Pavlov in Russia and Edward L. Thorndike in the U.S. Critics of the early stimulus-response (S-R) theories, such as Edward C. Tolman, claimed they were overly reductive and ignored a subject's inner activities. Gestalt-psychology researchers drew attention to the importance of pattern and form in perception and learning, while structural linguists argued that language learning was grounded in a genetically inherited "grammar." (UNESCO 1999)

Developmental psychologists such as Jean Piaget highlighted stages of growth in learning. More recently, cognitive scientists have explored learning as a form of information processing, while some brain researchers, such as Gerald Maurice Edelman, (Elmes 2003) have proposed that thinking and learning involve an ongoing process of cerebral pathway building. Related topics of research include attention, comprehension, motivation, and transfer of training. See also behaviour genetics; behaviourism; educational psychology; imprinting; instinct; intelligence. Learning styles are various approaches or ways of learning¹. They involve educating methods, particular to an individual, that are presumed to allow that individual to learn best (Feldman 2003). It is commonly believed that most people favor some particular method of interacting with, taking in, and processing stimuli or information.¹ Based on this concept, the idea of individualized "learning styles" originated in the 1970s, and has gained popularity in recent years.¹ It has been proposed that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. The alleged basis for these proposals has been extensively criticized (Feldman 2003)

Children learn by doing things and by engaging in play and problem solving situations (Santrock, 2005). These situations enable children to construct their own knowledge and to develop skills through practise. Children do not learn well when adults force them to learn and when they provide all the knowledge to children. Children should be given opportunities and be encouraged to learn both at home and in school (UNESCO, 1999). Children learn and develop when they interact with people, objects and situations in their surroundings. They need to use all their five senses of touch, sight, feeling, smell and taste different things in order to learn. When children are denied such opportunities or relevant material, they lag behind their counterparts who enjoy such facilities in development (KIE, 1990).

Children need to learn to make choices and to relate with others, both children and adults. Children also need opportunities to know that they can influence the behaviour of others and make changes in the environment (Santrock, 2003). They get to know these facts when they take part in activities and experiences that expose them to such knowledge and practical experiences. This gives children the sense of mastery which in turn develops their self confidence and self-esteem. Learning is a relatively permanent changer in behaviour as a result of experience, instruction and practise (Schiller P, 1997). It is evident therefore that what a child learns, behaviour adapted, the basis of their interaction is as a result of his surrounding. The home environment and family members are therefore a determining factor of the Childs development and learning. Learning is an ongoing process which begins at birth and continues throughout life (Kabiru, 2007). It involves all things that people do, see, hear, feel, smell, taste and experience within their surroundings. One type of learning is affective learning. It involves feelings and relating with others. It also involves acquisition of values therefore influencing the development of attitudes and personality. Children learn through several ways. Some of them include:

Through play: Play is the most natural way in which children learn (Santrock 2005). It is also one of the most effective kinds of learning. According to Kabiru 2007, through play, children acquire new knowledge, attitudes, social skills, independence and responsibility. Parents therefore need to provide children with a variety of appropriate learning materials for them to manipulate and interact with.

Learning through exploration and discovery: Children use their senses to explore the environment, manipulate objects and discover the nature of things, how things work and how

they relate to one another (Cooper, 1999). They experience with different things. By doing so they, they make discoveries which increase their knowledge and concepts on experiences with real materials and meaningful activities (Jarman, 1999). Parents and care-givers and schools should in this regard provide learners with different materials and create opportunities for children to experiment and interact with variety of play materials and experiences.

Watra, (2002) in his book suggests that discovery models require that the teacher create a rich and stimulating classroom environment and guide children in their interactions with people and materials. Likewise, parents should also provide a conducive environment at home that stimulates both play with and learning from siblings, peers and the whole environment. Interaction with materials and people in the surrounding enhances social development.

Children learns by imitating: Children observe other children and adults in their life. Adults should provide good role models so that children can learn how to behave, how to use language and express their feelings and emotions appropriately. This is best achieved when parents create opportunities where children can interact with others freely (Kabiru 2007). Children learn how to learn through practise, observation, imitation, exploration and problem solving. As they engage in different activities, they develop strategies or different ways of acquiring information and solving problems. In a nutshell, a child's social environment, experiences and the activities they engage in play a major role in all aspects of their development. It is also evident that parents' input or lack of input in children's activities enhance or hinder the social development of the child (Schunk, 2004).

2.4 Social Development

Social development is acquiring skills and attitudes that enable individuals to live easily with other people (Gordon et al, 2000). Activities that encourage good social development are those that permit contact and interaction with other people both inside and outside the home. For example family outings, play groups and nursery schools and opportunities to play with friends. From the above statement it is clear then that the family is a primary and most important agent of socialization of young children. Primary socialization, the most important form of socialization, takes place during early childhood development within the family. Through interaction with family members, the child learns the language and many other basic behaviour patterns (Kostelnic et al, 2002).

Children are happier and healthier if they get on well with the people around them. It would be easier for them to do this if they were trained in skills that make them more socially acceptable to other people (Santrock, 2000). Some of these skills are:the ability to meet, mix and communicate with others, knowing how to share, take turns and accept rules, having standards of cleanliness acceptable to others e.g. body hygiene, using toilets e.t.c, good eating habits. Knowledge and social skills are not inborn. They are learnt (Byrnes, 2001). Therefore parents must teach them to the children. On the same note, socialization and education are life-long processes. Socialization equips one with the acceptable norms of the society; where an individual is expected to absorb both the family and society's ways of life (Mwanamwende, 1995).

It is therefore evident that children from different backgrounds and socioeconomic status would be socialized differently. Before a child is three years they have not yet learned much of the skills and attitudes which would enable them to live in harmony with the other members of the community. But by the time the child is three years old, the child starts to join the others in a group. However, he enjoys more playing alongside others (Kabiru, 2007). Later on, he learns to take part in group activities. This is a crucial stage in social development because for a child who is restricted they may not learn or experience turn-taking or participation in group activities. Rudolph (2001), in his article suggested that during this process, the child develops liking for groups and willingness to share things such as toys and play with others in groups. A child who has toys and other play materials such as a

bicycle becomes popular among their playmates while the child who has nothing to share becomes a loner.

This is the stage when the child is eager to help the parent when asked. Parental presence, guidance and involvement in the child's activities is very essential for the healthy social development of the child (Santrock, 2005). This child enjoys being appreciated for his help and for any attempt or achievement. At this stage, the child strives to excel in whatever they do if they are extrinsically motivated rather than intrinsic motivation. This therefore means that the child values positive social interactions with persons close to them and who take interest in their activities and achievements. Their self-esteem is boosted by such participation and appreciation (Parke, 1998).

2.5 Socio-Economic Status.

Among all the different variables that could be used to describe specific children or characterize social groups, socio-economic status (SES) probably is the most relevant and important. SES is determined by such indices as types of occupation and the prestige associated with them, quality of housing and desirability of the neighbourhood (Schaefer, 2003). The term "social class" is closely related to SES. Social class is usually defined in a way that stresses local prestige and responsibility over impersonal measures like income and occupation. Both SES and social class are "proxy" variables. They stand for a complex of related attributes that partially define and even explain what people are like (Hoff, 2002).

They are general indices useful for characterizing individuals and especially groups and for making educated guesses about them (Santrock 2005). However, these indices are probabilistic, not absolute. They do not have simple or universal meaning. They can and do change, and they can never substitute for detailed information about specific individuals. Socio-economic status is a fundamental variable that influences both the learning and socio development of young children.

2.6 socioeconomic factors influencing the social development and learning of children influencing

2.6.1 Parents Educational Background

Good and Brophy (1997) in their book Educational Psychology state that educational levels of a child's parents probably are the most important of the SES variables. Parental educational levels are directly related to parental interest in and attitudes towards education (Kibera, 2007). Parents who are well educated themselves generally value education and expect and desire their children to become well educated. They tend to be very interested in their children's progress and in meeting and collaborating with their children's teachers. Such parents typically are valuable resources not only in co-operating with teachers on matters relating to their own children, but in voluntarily participating in Parent Teacher Association (PTA) and fund-raising activities and helping to supervise field trips (Mwana Mwende, 2006). Educated parents mentor their children in various ways as the children go through the various educational levels (Batchelar, 2003). The more informed the parent is on careers and their requirements, the better placed they are to advise their children and assist them in choosing not only the most appropriate but also the career that would enable the individual to climb up the ladder.

Although certain human experiences define the stages and force adjustments by individuals, success in responding to opportunities and crises depends upon the quality of socialization that children receive, particularly the quality of parenting in the home (Santrock, 2000). Quality of parenting is highly influenced by the educational background and achievements of the parents. There are various fundamental attributes that are virtually important for fostering optimal development that are directly related to parenting and the educational background of these parents; For instance basic acceptance of a child as an individual and the communication of this acceptance through warm affectionate interactions (Good et al 2003). Through the study of child psychology and development, parents realize that each child is a unique individual with certain potentials and limitations. This enables them to adopt an approach to socialization which recognizes that the task is primarily one of education rather than one of control or discipline. Such parents are instrumental in both positive social development of their children and reinforcement of learning and academic achievement.

Parents who have an educational background of at least secondary school level are able to articulate and enforce the behavioural rules and limits as needed, but with input from the child and with flexibility for change as appropriate. This is unlike their less or not educated counterparts, who in many cases are either strictly authoritarian or permissive (Schaefer, 2003). Laurion (1995) observed that such parents equally present socialization expectations and demands in ways that communicate respect for and concern about the child as opposed to arbitrarily “laying down the law”. Along with the demands and expectations themselves, they include explanations giving the rationales for demands and explanations (Good, 1979). They stress the golden rule of morality and attention to the effect of one’s actions on oneself and others in explaining this rationale as opposed to stressing and instilling fear of punishment or appealing to essentially empty logic such as good children don’t do that. (Bandura, 1969) Batchelor (1983) stresses that because most educated parents have the basic knowledge of human psychology and the workings of the mind, they therefore are careful of the message they send out to their children through their talk and action.

As such they practice as well as preach the value systems being taught to the child. They continually project positive expectations and attitudes in interactions with the child, treating the child as if he/she already is, or at least in the process of becoming the kind of person that the parent values (Santrock, 2000) In other words, they appreciate both individual differences and efforts and motivates the child positively such that the child is encouraged in any undertaking. Most parents with an educational level of secondary school and above have an understanding and tolerance for individual differences between parents and children and between children with other children, so that children are encouraged to maximize their unique patterns of strengths and to follow their unique interests rather than pressuring them into becoming something else (Berk, 2003).

2.6.2 Parent’s Occupation.

Generally, members of a society have occupations that vary in prestige with some individuals having more access than others to higher-status occupations (Santrock, 2005). The effect of parental work on the development of children has increased in recent years (Gottfried2002). All societies are diverse in some regards. Biology imposes some of this diversity. Male and female differ as do people of various ages and physical characteristics. As an economic concept, social class can be understood simply as grouping of people who roughly share similar income and wealth, similar occupations and similar levels of education for most

people, occupation influences income, which in turn is largely dependant on an individual's education attainment. People's occupations greatly influence not only their lifestyles but also their grouping. (Martin, 1999).

Different regions, communities and families have different ways of meeting basic needs which largely depends on their occupation. Different communities and families have different child-rearing practices which impact on the child's growth and development and formal learning. Parikh (2005) found that every region and community has unique ways of meeting their livelihoods. This depends on the occupation of the particular community. This phenomenon has a direct influence on the experiences holistic development of the child and the learning experiences they bring to school. The researcher continues to explain that while a child from a peasant family may be very knowledgeable on farm implements and their use, he or she may have very little or no interaction at all with reading and writing materials while the opposite would be very true for a child whose parent(s) is a professional teacher. Parikh (2005) in his book suggests that while it is true that one's occupation determines ones area of residence, it is also true that ones occupation also influences ones manner and style of life as well as the family and its up-keep.

Clearly in all societies, people receive different shares of what is valued and scarce, that is, what is desirable and what members of the society strive for depending on their occupation or the positions they hold in the society. The high socioeconomic occupation gives parents the financial ability to provide their children with books and other related educational materials. On the other hand different parental occupations expose young children to various experiences and social life's. Children of professionals socialize with other professionals while herders will socialize with other herders and share their common experiences. It is also true that they will attend similar schools and go through similar educational experiences, shared facilities and thus perform almost at the same levels. It is also true that the more affluent in society enjoy better facilities both at school and at home. As such, the social of their children would measure above those at the lower social class (Martin, 1999).

2.6.3 Family Income

Socioeconomic status is the grouping of people with similar occupational, educational and economic characteristics (Santrock 2005). On the other hand social stratification refers to the division of the members of society into social layers of ranks or strata (Kibera 2007). Ranking of people into the various social classes or layers basically depends in the individual's level of power to influence a community's institutions. This power comes through one's ability to control resources and to participate in society's rewards. Freire (1972) argues that this power is as a result of three factors which are higher status occupations, different levels of educational attainment and different economic resources

Social class in modern societies is determined by factors such as level of education, occupation and income. Individual families are differentiated by educational attainment levels, occupation as well as the income level of the family. In essence it is the family income that determines the social class or social grouping of the family. The economic status of an individual will affect the individual's attitudes and values in life including levels of socialization and school education. It has been established that people with a high income send their children to school earlier than those with low income. This is attributed to the fact that they have the resources to spend on nursery education for age 3-6 children whereby learners start to socialize and manipulate at an early age. Low income families on the other hand cannot afford this 'luxury'. The majority of the low income rural population do not send their children to nursery schools at all (Kibera 2007).

A study conducted in Kenya by Gakuru (1977) revealed that high income and better educated parents enrol their children in private nursery and primary schools and create a conducive learning environment at home. This puts their children at an advantage in school work compared to their counterparts from low income families as it enhances their social development and knowledge and skills acquisition as they interact with others and with learning materials in the school environment (Wong, 2001).

Parents with a high income have financial capability to provide their children with books and other related educational materials both at home and school. Their children are widely exposed to other educational information for example from the radio, television, videos and computers. Due to their exposure, they acquire language faster and with ease and register

high level of social development. They are free to mingle and interact with peers and other members of the society hence building their confidence and enhancing public speaking and social development (Somerset, 1974).

On the other hand, children from low income families were previously enrolled in the public schools that lacked in both physical and teaching or learning materials. They lacked role models in the families to inspire them to set high goals and work towards their realisation of these goals. They had little or no motivation from their parents who were either peasant farmers, labourers or small business operators preoccupied with making ends meet (UNICEF, 2001). However, since 2003 the situation has changed tremendously and positively due to the Governments' implementation of the Free Primary Education in its commitment towards achieving Universal Primary Education UPE by 2005, which is a key strategy towards attaining the overall goal of Education For All EFA by 2015 (Sessional paper No.1 of 2005).

Low income parents lack the financial capacity to provide their children with books and other educational materials at home. Most of these children's 'out of school' hours are taken up by household chores or helping their parents on the farms or in their small businesses. These children have little or no access to other related educational information, such as radio, TV, and computers. They rely solely on the school tutorial hours and experiences and the school text-books and other learning materials which in most cases have to be shared. Low income parents are less likely to assist their children in school work due to lack of knowledge; Majority of them being low achievers, less educated, school drop-outs or illiterate (UNICEF 2001).

Gakuru 1977 stated that children who are not encouraged by their parents are likely to go to school late, for they may be given duties to perform before going to school. Such duties include fetching water, preparing younger siblings for school, cooking, and feeding of farm animals. Constant late attendance of school is bound to have an adverse effect on the academic achievement. For such children, their social development is stunted as they have very little time to interact and share with their peers due to their involvement in household chores.

High income parents are often people of high educational levels, have expert knowledge or occupy senior posts in their places of work. They are role models to their children. They give guidance and assistance to their children in their school work. Wilson N., (2000) found out that the language spoken at the home of parents from high socioeconomic class is often the medium of instruction in schools. Therefore, children from this class have an advantage over children who speak mother-tongue at home. Apart from the language, these parents are able to pay for educational tours to various destinations giving their children exposure to a variety of educational experiences. Their children get the chance to read newspapers, storybooks, journals and magazines which further increase their chance to acquire more language for educational purposes and further develop socially.

2.6.4 Neighbourhood poverty

Kurki *et al.* (2005) examined four alternative poverty measures that quantify neighbourhood disadvantage. The first measure, the Dissimilarity Index (Massey and Danton, 1993), illustrates the intensity of concentrated poverty by calculating the proportion of poor families that would have to move to achieve an equal distribution of poor families in the school neighbourhood. The Isolation Index (Massey and Danton, 1993) measures the extent to which poor families are likely to be in contact only with other poor families. In addition to these poverty-related indices, two other poverty measures based on census data were created: the poverty level of the school neighbourhood and the percentage of single-parent households with children in the school neighbourhood. Neighbourhood factors are important predictors of education outcomes. Kuri *et. al.* found that census-based poverty measures that also capture dimensions of neighbourhood effects are powerful predictors of student achievement (the exception being the Dissimilarity Index) for years in which census data were collected.

The notion of “neighbourhood (or community) effects” (Duncan, Connell, and Klebanov, 1997) or concentrations of disadvantage hinges on the notion that the immediate geographic area where a person lives fundamentally moulds that individual’s life chances: his or her educational, social, and financial future. The consequences of community effects have been widely studied and connected to school achievement, educational attainment, teenage pregnancy, and dropout rates (Aaronson, 1998; Brooks-Gunn, Duncan, Klebanov, and Sealand, 1993; Crowder and South, 2003; Newman and Harkness, 1999). Community effects have been measured in numerous ways in these studies, including using individual socio-economic characteristics and/or forming complex multidimensional indices.

Most importantly, these studies have been able to show a community effect that is distinct from a family background effect.

2.7 Theoretical Framework

Theoretical framework shows a collection of interrelated ideas based on theories. Theoretical framework accounts for or explains a phenomenon and attempts to clarify why things are the way they are (Kisilu and Tromp 2006). This study can be supported by learning theories, of Sigmund Freud which emphasises that what is learnt will be determined by the environment in which the child grows. Learning theorists recognize a fundamental mechanism of behaviour change (Mussen, Conger, Kagan 1979).

The study was also supported by the sociological theories of education. The symbolic interaction theory (Herbert 1963) argues that development of human social is due to the functional language and the person's social interactions. Thus, the transformation of an individual into a minded organism or a social being is through the agency of family networks and social interactions. The study was also backed by theories of child development such as the psychoanalytic theory of Erik Erickson (Santrock 2005). To Erickson, parents and the society play an important role in the social development of a child and in shaping the personality of that individual (Child Development - University of Nairobi, 1987).

The research was in agreement with the Vygotsky's sociocultural cognitive theory in whose view knowledge is constructed through interactions with others and with objects in the environment such as books. Specifically, he believed that social interaction with more skilled adults and peers is indispensable in advancing both cognitive and social development (John Steiner and Mann, 2003). Several theories of child development and learning have influenced discussions of school readiness. Three have had profound impact on children readiness practices. These three theories include the maturationist, environmentalist, and constructivist perspectives of development (Powell, 1991).

2.7.1 Maturationist Theory

The maturationist theory was advanced by the work of Arnold Gessell. Maturationists believe that development is a biological process that occurs automatically in predictable, sequential stages over time (Hunt, 1969). This perspective leads many educators and families to assume that young children will acquire knowledge naturally and automatically as they grow physically and become older, provided that they are healthy (Demarest, Reisner, Anderson, Humphrey, Farquhar, & Stein, 1993).

School readiness, according to maturationists, is a state at which all healthy young children arrive when they can perform tasks such as reciting the alphabet and counting; these tasks are required for learning more complex tasks such as reading and arithmetic. Because development and school readiness occur naturally and automatically, maturationists believe the best practices are for parents to teach young children to recite the alphabet and count while being patient and waiting for children to become ready for school. If a child is developmentally unready for school, maturationists might suggest referrals to transitional kindergartens, retention, or holding children out of school for an additional year (DeCos, 1997). These practices are sometimes used by schools, educators, and parents when a young child developmentally lags behind his or her peers. The young child's underperformance is interpreted as the child needing more time to acquire the knowledge and skills needed to perform at the level of his or her peers.

2.7.2 Environmentalist Theory

Theorists such as John Watson, B.F. Skinner, and Albert Bandura contributed greatly to the environmentalist perspective of development. Environmentalists believe the child's environment shapes learning and behavior; in fact, human behavior, development, and learning are thought of as reactions to the environment. This perspective leads many families, schools, and educators to assume that young children develop and acquire new knowledge by reacting to their surroundings.

School readiness, according to the environmentalists, is the age or stage when young children can respond appropriately to the environment of the school and the classroom (e.g., rules and regulations, curriculum activities, positive behavior in group settings, and directions and

instructions from teachers and other adults in the school). The ability to respond appropriately to this environment is necessary for young children to participate in teacher-initiated learning activities. Success is dependent on the child following instructions from the teacher or the adult in the classroom. Many environmentalist-influenced educators and parents believe that young children learn best by rote activities, such as reciting the alphabet over and over, copying letters, and tracing numbers.

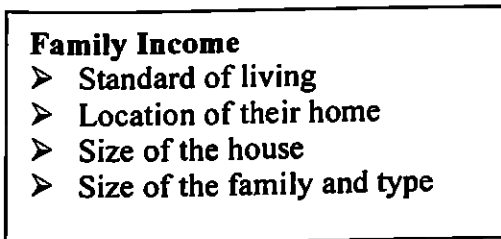
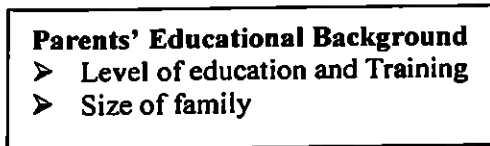
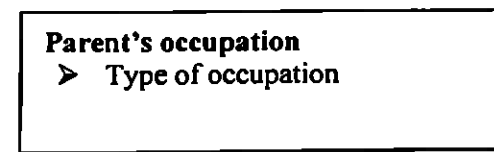
2.7.3 Constructivist Theory

The constructivist perspective of readiness and development was advanced by theorists such as Jean Piaget, Maria Montessori, and Lev Vygotsky. Although their work varies greatly, each articulates a similar context of learning and development. They are consistent in their belief that learning and development occur when young children interact with the environment and people around them (Hunt, 1969). Constructivists view young children as active participants in the learning process. In addition, constructivists believe young children initiate most of the activities required for learning and development. Because active interaction with the environment and people are necessary for learning and development, constructivists believe that children are ready for school when they can initiate many of the interactions they have with the environment and people around them.

Constructivist-influenced schools and educators pay a lot of attention to the physical environment and the curriculum of the early childhood classroom. At home, parents engage their young children in reading and storytelling activities and encourage children's participation in daily household activities in a way that introduces such concepts as counting and language use. In addition, parents may provide young children with picture books containing very large print, and toys that stimulate interaction (such as building blocks and large puzzles). When a young child encounters difficulties in the learning process, the constructivist approach is neither to label the child nor to retain him or her; instead, constructivists give the child some individualized attention and customize the classroom curriculum to help the child address his or her difficulties.

2.8 Conceptual Framework

Independent Variables



Dependent Variable

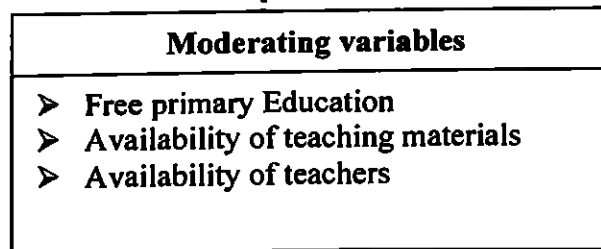
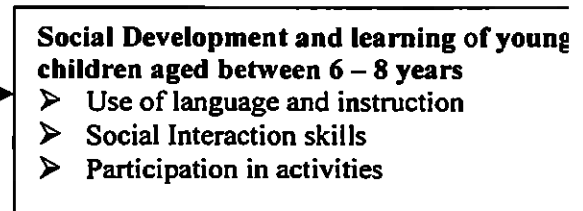


Figure 2. 1: Conceptual Framework showing relationship between variables

This study supported by the three theories above, conceptualizes that, socio-economic factors associated with the educational achievement which include: parental education levels; neighbourhood poverty; parental occupational status and family income have a great influence on the social development and learning of young Children 6-8years. The status of these variables will influence the independent variable either positively or negatively. This argument is however, subject to various moderating variables which include: effectiveness education system, availability of teaching learning materials, availability of teachers and the government policy. This is shown in the figure above.

2.9 Summary of Literature

From the literature review above, it is established that parents' educational background, parents' occupation and family income have an influence on the child's social development and learning. Parental educational levels are directly related to parental interest in and attitudes towards education (Kibera, 2007). The effect of parental work on the development of children has increased in recent years (Gottfried2002). Wong, (2001) argues in favour of the argument that family income has an influence on the child's social development and learning. However, Most of these parents also tend to have little or no knowledge on the importance of addressing the social needs of children for both healthy social development and learning. There is a gap in the understanding of the effect of limitations in educational background and parents' occupation on the child's social development and learning. This study seeks to establish the influence of these variables on the child's social development and learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodological procedures used in data collection and analyses. The section contains the research design, location of the study, population of the study, sampling procedure and sample size, instrumentation; data collection and data analyses.

3.2 Research Design

This study used the descriptive research survey design in which opinions and habits of people belonging to various socio-economic status on social development and learning of pre-school children were sought. The data collected was both qualitative and quantitative in nature. Mugenda and Mugenda (1999) describes a survey design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The design was chosen because it is an efficient method of collecting descriptive data regarding characteristic of a sample of a population, current practices, conditions or needs. The design was also used because it allowed the researcher to gather information regarding the respondent's opinion, perceptions, attitudes and views in a highly economical way.

3.3 Target Population

Best and Kahn (1998) defines population as any group of individuals who have one or more characteristic in common that are of interest to a researcher. Mugenda and Mugenda (2003) define population as an entire group of individuals, events or objects having common observable characteristics. Best and Kahn (1998) further defined target population as a portion of the population selected for observation.

The target population was lower primary pupils and primary school teachers handling these children and parents in Nakuru Municipality. There are 58 Public primary schools in the Nakuru Municipality. According to the Nakuru Municipal Education Office records, the pupil's population is estimated to 15,000, while there are approximately 337 teachers involved in lower primary teaching. Nakuru Municipality is sub-divided into five educational zones. The study focused on three zones out of the five. Hence, the target population in the three zones was estimated to be 9,000 pupils and an estimate number of 337 teachers.

3.4 Sample size and Sample selection

This research used probability sampling. The goal of probability sampling is to select a reasonable number of subjects or respondents that represent the target population. Probability sampling provides a researcher with accurate information about groups that are too large to study in their entity (Mugenda and Mugenda 2003). It gives an efficient system of capturing in a small group the variations or heterogeneity that exist in a target population (Kombo, and Delno, Tromp 2006). In this survey the respondents' variations were the different social classes and the social economic status.

The zones and the study sample size were identified and selected using Simple random sampling technique. This technique provides each element of the target population with an equal chance to be selected. This sampling method secures a representative group, which enabled the researcher to gain information about an entire population when faced with limitations of time, funds and energy (Mugenda and Mugenda, 1999). To determine the sample size for target residents, the study adopted a formula provided by Mutai (2000) as shown in equation 1:

$$n = \frac{z^2(1 - p)}{x^2p} \tag{equation 1}$$

where $0 < p, x < p$, n is the sample size, z the confidence level, x the accuracy of sampling and p the proportion or percentage of the target residents

p is set at 0.1, at 95% confidence level, $z = 1.96$ and the sampling error, x^2 , is taken to be 0.5^2 . Consequently, the sample size n_e was given as in equations 2 and 3:

$$n = \frac{1.96^2(1 - 0.1)}{(0.1)^2 \cdot 0.1} \tag{equation 2}$$

$$n = \frac{1.96^2(0.9)}{(0.025)} \tag{equation 3}$$

and, therefore, $n = 138.2976$ or 138.

This adapted from the table below:

Table 3. 1: Sample size determination guide by Mutai, (2000)

<i>Confidence level %</i>	<i>z</i>	<i>p% proportion</i>	<i>+x% accuracy</i>	<i>n</i>
95	1.96	10	20	864
95	1.96	10	50	138
95	1.96	50	10	384
95	1.96	50	20	96
90	1.64	10	20	605
90	1.64	10	50	97
90	1.64	50	10	269
90	1.64	50	20	67

Source: Mutai, (2000)

The study, therefore, used a sample size of 138 pupils in primary schools. This number was distributed equally in fifteen schools. Five schools from each of the three zones were sampled, thus a total number of fifteen schools. The distribution was as follows for each school. As shown below this means 9 pupils per school.

Table 3. 2: Sample Size distribution : Children

<i>Classes</i>	<i>Number of pupils in sample size</i>	<i>Numbers per school ss/15</i>
Standard 1	58	5
Standard 2	40	2
Standard 3	40	2
Total	138	9

The study also interviewed 3 teachers (one teacher per class); and 3 parents per school. Therefore 45 teachers and 45 parents were interviewed in total; that is 3 x 15 schools for each category of respondents.

3.5 Research Instruments

Three sets of structured and unstructured questionnaires targeting pupils, teachers and parents were used to collect primary data. Questionnaires were preferred because of the simplicity in their administration, scoring of items and analysis (Mugenda and Mugenda, 1999). Primary data was gathered using pre-coded researcher administered semi-structured questionnaires.

The questionnaires were divided into various sections. The questionnaires were developed basing on the study objectives, and thus were used to capture relevant information. Parents provided information relating to the relationship between their occupation and social development of young children; as well as information related to effect of their educational background on a child's social development and learning. The children provided information regarding the demographic features and living environment. The teachers were able to provide information about the on children's social development as well as providing information about their performance in school.

5.1 Validity of Instruments

Validity refers to the extent to which an instrument measures what it is supposed to measure (Kazavier and Ary 1972). It is the accuracy of and meaningfulness of inferences, based on the research results. Validity refers to the quality that a procedure or instrument or tool used in research is accurate, correct, true, and meaningful and right (Anastasia 1982). In this research, a pilot study was carried out with nine randomly selected respondents 3 learners, 3 teachers and 3 parents to test the validity of the questionnaires. The instruments were tested to find out if they were applicable for the study. Construct and content validity of the questionnaire was determined by use of experts (Research Supervisor). The expert helped in providing guidance that ensured that the instruments had been constructed in a manner that could not mislead the respondents in the course of providing information. The questionnaires for instance were to contain only relevant questions related to the research objectives. The outcome translated into improved instruments.

3.5.2 Reliability of the Instruments

Reliability on the other hand, is the extent to which a measuring device is consistent in measuring whatever it measures (Razavier and Ary 1972). It is concerned with estimates of the degree to which a research instrument yields consistent results or data after repeated trials.

This study used closed and open-ended questions administered to each respondent in the various categories. Pre-tests were conducted in St. Josephs, Lanet and Kaptembwa Primary schools. The data collected was analysed with the aid of SPSS and related to the objectives to establish whether the instruments were reliable for obtaining the required information. The results of the pre-test survey helped in restructuring of the questionnaire by incorporating the missing information, omitting irrelevant questions and paraphrasing questions that appeared ambiguous to the respondents hence enhancing the reliability of the instruments.

3.6 Data Collection procedures

Data was collected through a drop and pick method. The questionnaires were dropped in the respective schools. The questionnaires for the teachers, parents and pupils were delivered to the teachers, who assisted in administering the questionnaires. The completed sets of questionnaires were then collected after two days from the teachers. The questionnaires were divided into two sections (Section I and section II). Section I solicited personal information of the respondents. Section collected specific information addressing the research objectives.

3.7 Ethical Considerations

The study ensured that appropriate authorization was obtained from the Municipal Education Office, prior to collection of data from the target population. The study also informed the respondents of the purpose of the study and assured them of confidentiality of the information provided.

3.7 Operational Definition of Variables

This section presents the dependent and independent variables, the associated indicators and how they were measured. The data collection instruments are also explained the section also presents the scales of measure as well as data analysis techniques used.

Table 3. 3: Operational Definition of variables

Objectives	Variables	Indicators	Measure	Data collection	Scale	Data analysis techniques
1) To establish the relationship between parents's occupation and social development of pre school children.	<u>Dependant Variable</u> Social development and learning of pre-school children.	• Language use.	Level of self expression	Interview schedule	Ordinal	Frequencies, means and percentages
		• Social Interaction skills.	Level of interaction with others.	Interview	Ordinal	Frequencies, means and percentages
			Level of use of acceptance language	Interview	Ordinal	Frequencies, means and percentages
			Level of self initiative	Observation	Ordinal	Frequencies, means and percentages
		• Participation in activities	Participation in group activities	Observation	Ordinal	Frequencies, means and percentages
			Academic performance	Reciting the alphabets	Interview	Ordinal
	• Number work operations skills		Written tests	Ordinal	Frequencies, means and percentages	
		<u>Independent Variable</u> Parent's Occupation	Type of occupation of the parents	<ul style="list-style-type: none"> • Labourers • Small scale farmers • Small business operators • Large scale farmers • Formal employment/Professionals • Politicians • Large Business Operators 	Questionnaires	Nominal
2) To assess the influence of parent's educational background on children' social development and learning.	<u>Independent variables</u> Parent's education background.	Level of formal education and training	<ul style="list-style-type: none"> • Primary • Secondary • Technical/Tertiary • University 	Questionnaire	Nominal	Frequencies, means and percentages
3) To determine the influence of family income on children's social development and learning.	<u>Independent Variable</u> Family Income	• Standard of living e.g house hold items	<ul style="list-style-type: none"> • Having a Television, Car, a computer. • Cooking fuel used. • Availability of water. • Availability of electricity 	Questionnaire	Nominal	Frequencies, means and percentages
		• Location of the home	<ul style="list-style-type: none"> • Urban slums • Peri-urban • Affluent areas/estates 	Questionnaire	Nominal	Frequencies, means and percentages
		• Size of the house	<ul style="list-style-type: none"> • Number of rooms • Number of bedrooms • Personal bedroom or shared • Own bed or shared • Washroom facilities <ul style="list-style-type: none"> - Pit Latrines or - Flash toilet - Self contained or shared with neighbours 	Questionnaire	Nominal Ordinal	Frequencies, means and percentages
		• Family size and type	<ul style="list-style-type: none"> • Both parents and single parent household. • Number of siblings • Age of siblings 	Questionnaire	Nominal	Frequencies, means and percentages

3.7 Data Analysis Techniques

The following Data analysis process were applied:

- 1) checking the questionnaires for the purposes of ensuring that the questionnaires are completely filled, consistent and clear; 2)The data was then be coded to ensure that it is quantitatively analysable; 3) data will be entered into the computer; and 4) data will be analysed using the Statistical Package for Social Sciences (SPSS). Both quantitative and qualitative statistical techniques were used to analyse the data. Descriptive statistics (frequencies, percentages and means) and non parametric tests (Chi- Square tests) were computed. The results were presented in form of tables, graphs and bar charts.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis findings of the study. The study sought to establish the influence of parents' occupation on social development of young children 6-8years; to evaluate the effect of educational background of parents on a child's social development and learning; and to determine the influence of family income on children's social development. Data instruments were developed and distributed targeting 138 primary school children and 44 primary school teachers. The data collected was analysed and the results are presented and discussed in the sections below.

Table 4. 1: Response rate

<i>Category of respondents</i>	<i>No. of questionnaires returned</i>	<i>Target No. of questionnaires</i>	<i>Response rate</i>
Children	105	138	76%
Teachers	36	44	82%
Parents	36	44	82%

The study was able to get a response from 105 respondents out of the 138 questionnaires distributed to the children; that is a response rate of 76%. The study was also able to get a response from 36 respondents out of 44 questionnaires distributed to the teachers; that is a response rate of 82% from the questionnaires distributed to teachers; a response from 36 respondents out of 44 questionnaires distributed to the parents; that is a response rate of 82% from the questionnaires distributed to parents and as shown in the Table 4.1 above. The reasons cited in the cases of non response include conflicting time schedules and unavailable respondents for contact especially for the parents and teachers.

4.2 Presentation of findings

This section presents the findings under sub-headings which are: General characteristics of the respondents, parents' occupation, educational background of parents and family income.

4.2.1 General Characteristics of the respondents

This section presents the findings related to the general characteristics of the respondents. These include gender, age, level of education and work experiences.

The study sought to establish the gender of the pupils and the response is given in Table 4.2 below.

Table 4. 2: Gender of the respondent

<i>Gender of the respondent</i>	<i>Frequency</i>	<i>Percentage</i>
Male	49	46.7
Female	56	53.3
Total	105	100.0

A sample made up 61.8% male and 38.2% female respondents was used for the study. This implied that the gender was fairly represented considering the fact that there are more girls than boys in lower primary. Therefore the study provided all the respondents with an opportunity to give their contribution regarding the relationship between the different socioeconomic status and their influence on their social development and learning.

The study also sought to establish the gender of the teachers and the response is given in Table 4.3 below.

Table 4. 3: Gender of the teachers

<i>Gender of the teachers</i>	<i>Frequency</i>	<i>Percent</i>
Male	6	16.7
Female	30	83.3
Total	36	100.0

A sample made up 83.3% female and 16.7% male respondents was used for the study. This implied that there were more female teachers involved with lower primary than their male counterparts. This composition in the sample would therefore provide accurate and reliable

information about the relationship between the different socioeconomic status and their influence on the children's social development and learning.

The gender of the respondents is given in Table 4.4 below.

Table 4. 4: Gender of the parents

Gender of the parents	Frequency	Percentage
Male	5	19.2
Female	21	80.8
Total	26	100.0

A sample made up 80.8% female and 19.2% male respondents was used for the study. This implied that there were more female parents involved in the children's learning than male parents and hence, male parents needed to be encouraged to take an active role.

The age of the pupils is given in Table 4.5 below.

Table 4. 5: Age of the respondent

Age bracket	Frequency	Percentage
Between 6 and 7 years	34	32%
Between 7 years and 8 years	42	40%
Between 8 and 9 years	29	28%
Total	105	100%

The findings reveal that 42 of the respondents interviewed were in the age bracket of between 7 years and 8 years, 34 were aged between 6 and 7 years, while 29 were in the age bracket of 8 to 9 years. The respondents were fairly distributed in the ages between 6 and 8 years which was the focus of the study. These children would honestly give information regarding their family's socioeconomic status.

The study sought to establish the parental existence of the pupils and the results are given Table 4.6 below.

Table 4. 6: Parental existence (Alive)

<i>Parental existence (Alive)</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	84	80.0
No	21	20.0
Total	105	100.0

The results were: Yes (80%) and Shared (20%). Most parents were alive; hence parental absence would not be a general excuse for the family's limitation in enhancing the socio economic development and learning of their children.

The result for Teachers' length of service in school is given in Table 4.7 below

Table 4. 7: Teachers' length of service in school

<i>Length of service in school</i>	<i>Frequency</i>	<i>Percentage</i>
0 - 2 years	12	33.3
2- 5 years	9	25.0
5 - 10 years	9	25.0
Above 10 years	6	16.7
Total	36	100.0

The results were: 0 - 2 years (33.3%); 2- 5 years (25%); 5 - 10 years (25%); and above 10 years (16.7%). The larger portion of the teachers (66.7%) had been in the school for a period longer than 2 years; hence they had familiarized themselves with the socioeconomic status and learning of children under study.

The result for low cost school experience for high cost school teachers is given in Table 4.8 below

Table 4. 8: Low cost school experience for high cost school teachers

<i>Low cost school experience</i>	<i>Frequency</i>	<i>Percent</i>
Yes	20	55.6
No	8	22.2
Not Applicable	8	22.2
Total	36	100.0

The results were: Yes (55.6%), No (22.2%) and Not Applicable (22.2%). Most teachers in high cost schools had an experience in low cost schools. This implied that mobility they were familiar with the socio economic indicators characteristic with parents and children of low cost schools hence provided a balanced view.

The result for high cost school experience for Low cost school teachers is given in Table 4.9 below

Table 4. 9: High cost school experience for Low cost school teachers

<i>High cost school experience</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	11	30.6
No	19	52.8
Not Applicable	6	16.7
Total	36	100.0

The results were: Yes (30.6%), No (52.8%) and Not Applicable (16.7%). This implied that mobility of teachers from low cost schools to low cost schools was low; hence they did not have much experience as regards to the prevailing socio economic indicators characteristic with parents and children of high cost schools. However, they could contribute more information relating to the influence of the circumstances in low cost schools on the child's development and learning.

4.2.3 The influence of parents' occupation on social development of young children 6-8years

The results about Parent's occupation are given Table 4.10 below.

Table 4. 10: Parent's occupation

<i>Parent's occupation</i>	<i>Frequency</i>	<i>Percentage</i>
Small business operators	49	47%
Labourers	42	40%
Professionals	14	13%
Total	105	100%

The results show that most of the children (49) indicated that their parents were small business operators, 42 indicated that their parents were labourers, while 14 indicated that their parents were professionals. This implied that most families were surviving on a hand to mouth basis which is characteristic of the owners of small businesses. Hence this affected their socioeconomic way of life limiting their support to their children. Another fact was that due their busy schedules they were not available to support their children.

4.2.4 The effect of educational background of parents on a child's social development and learning

This study sought to establish the parents' highest level of education is given in Table 4.11

Table 4. 11: Highest level of education

<i>Highest level of education</i>	<i>Frequency</i>	<i>Percent</i>
KCPE	8	30.8
KCSE	10	38.5
College	5	19.2
University Degree and Above	3	11.5
Total	26	100.0

The results were: KCSE (38.5%); KCPE (30.8%); College (19.2%) and University Degree and above (11.5%). The implication was that the educational level was low and this greatly

affected the family's perspective towards the socio-economic way of life and consequently affected their ability in contributing to their children's social development and learning.

The results about Children having story books at home are given Table 4.12 below. The results were: Yes (60%) and No (40%).

Table 4. 12: Children having story books at home

<i>Story books at home</i>	<i>Frequency</i>	<i>Percent</i>
Yes	63	60.0
No	42	40.0
Total	105	100.0

Most children (60%) indicated that they had story books at home, while 40% indicated otherwise. This could be partly due to the schools initiative of providing them with books and not necessarily parental contribution.

The results about Children having story books at home are given Table 4.13 below.

Table 4. 13: Parents helping children with their home work

<i>Parent's help in home work</i>	<i>Frequency</i>	<i>Percent</i>
Yes	77	73.3
No	28	26.7
Total	105	100.0

The results were: Yes (60%) and No (40%). This implied that the parents are playing a supportive role to their children learning process at home despite their socio-economic limitation. However, due to the fact that they had been in school themselves, they appreciated the value of education.

The study sought to establish the availability of computers in homes from both the children and the parents and the results are presented in Table 4.14.

Table 4. 14: Availability of a computer at home

<i>Availability of a computer</i>	<i>Children</i>	<i>Parents</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	21	7	28	21%
No	84	19	103	79%
Total	105	26	131	100%

The results were: No (79%) and Yes (21%). Computer availability in homes is an indicator of the level of education of the parents. Educated parents appreciate the use of computers and thus purchase computers in their homes. These computers can be used for entertainment, communication and for learning. According to the study the availability of computers in homes is low, so is the parents' educational level.

The usage of family computer by children is given in Table 4.15

Table 4. 15: Use of computer by children

Use of computer by children	Frequency	Percent
Yes	2	7.7
No	5	19.2
Not Applicable	19	73.1
Total	26	100.0

The results were: Not Applicable (73.1%); No (19.2%) and Yes (7.7%). For the ones that had computers a very small proportion allowed their children to use the computer. This could have been due to the purpose attached to the computer.

The study sought to find out from the pupils the number of sisters and brothers they had and the results are given in Table 4.16 below.

Table 4. 16: Family size

<i>No. of brothers or sisters</i>	<i>Number of sisters</i>	<i>Number of brothers</i>	<i>Frequency</i>	<i>Percentage</i>
one to three	63	63	126	60%
three to six	14	28	42	20%
Above six	7		7	3%
None	21	14	35	17%
Total	105	105	210	100%

The results were: one to three (60%); three to six (20%); and above six (17%). 17% indicated that they neither had brothers nor sisters. Most families are small hence, manageable, however this is dependent on the individual family's ability. The parents seemed to be aware of the value attached to family size in accordance to parents' sustaining capacity.

Parents' participation and involvement in their children's learning is given in Table 4.17 below

Table 4. 17: Parents' participation and involvement in their children's learning (Descriptive Statistics)

<i>Parents' participation</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
I always assist my children with their school homework	26	2.65	.797	2	4
I always buy children educational materials such as textbooks, storybooks, and magazines for my children	26	3.27	.874	2	4
I always read for them story books and magazines	26	2.23	.430	2	3
I always pay for educational tours	26	2.65	.562	1	3
I always attend school educational days, when invited	26	3.38	.898	2	4

The results were as follows: parents attended school educational days, when invited (3.38); Parents always bought their children educational materials such as textbooks, storybooks, and

magazines for my children (3.27); parents always assisted their children with their school homework (2.65); Parents paid for educational tours (2.65); and parents always read for their children story books and magazines (2.23). The parents indicated that they were involved in the children’s learning; however this provision was subject to their capacity which was dependent on their educational levels.

4.2.5 The influence of family income on children’s social development

This section presents findings on the influence of family income on children’s social development.

The Length of stay in residential area (in years) is given in Table 4.18 below.

Table 4. 18: Length of stay in residential area (in years)

<i>Length of stay</i>	<i>Frequency</i>	<i>Percentage</i>
4 - 6 years	8	30.8
7 - 9 years	14	53.8
10 years and above	4	15.4
Total	26	100.0

The results were: 7 - 9 years (53.8%); 4 - 6 years (30.8%) and 10 years and above (15.4%). This was because of limited family resources stemming from limited family income that made them unable to move from one location to the other. Family income dictates the residential area and mobility from one residence to the other are dependent on the changes in income levels.

The results on whether the children played with toys at home are given Table 4.19 below.

Table 4. 19: Playing with toys at home

<i>Toys at home</i>	<i>Frequency</i>	<i>Percent</i>
Yes	63	60.0
No	42	40.0
Total	105	100.0

The results were: Yes (60%) and No (40%). The provision of toys to children is dependent on the parents’ perspective which is greatly influenced by the level of education attained. 42% is

a very big margin and this number that can not be ignored in statistics. The absence of toys in a child's life greatly affects the child's social development and learning.

The results about availability of television at home are given Table 4.20 below.

Table 4. 20: Availability of television at home

<i>Availability of television</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	77	73.3
No	28	26.7
Total	105	100.0

The results were: Yes (73.3%) and No (26.7%). This implied that most parents could afford television sets for their families and thus was a positive indicator of the socio economic way of life. Televisions are a form of educational facility to the children and their availability can also influence their learning.

The results about family car ownership are given Table 4.21 below.

Table 4. 21: Family car ownership

	<i>Frequency</i>	<i>Percentage</i>
Valid Yes	14	13.3
No	91	86.7
Total	105	100.0

The results were: Yes (13.3%) and No (86.7%). Car ownership is an indicator to high family income. Only families with favourable income could afford and own a car. The result shows that most families did not have a favourable income. Cars could be useful for family educational tours

The results about cooking means used at home are given Table 4.22 below.

Table 4. 22: Cooking means used at home

<i>Cooking means</i>	<i>Frequency</i>	<i>Percentage</i>
Jiko	77	59%
Stove	25	19%
Firewood	7	5%
Gas	21	16%
Total	130	100%

The results were: Jiko (77), Stove (25), Gas (21) and Firewood (7). The mode of cooking shows that most families could only afford using charcoal (Jiko). This was used by most families since it was a cheaper means of cooking.

The results for Source of water at home are given Table 4.23 below.

Table 4. 23: Source of water at home

<i>Source of water</i>	<i>Frequency</i>	<i>Percent</i>
Valid Tap	84	80.0
Water vendor's	21	20.0
Total	105	100.0

The results were: Tap (84) and Water vendor's (21). Tap water was used by many families due to proximity arising from the efforts by the government or the local authority.

The results for accessibility of tap water are given Table 4.24 below.

Table 4. 24: Accessibility of tap water

	<i>Frequency</i>	<i>Percentage</i>
Valid Inside	28	26.7
Outside	77	73.3
Total	105	100.0

The results were: Outside (73.3%) and Inside (26.7%). The location of the tap water was an indicator of low income levels. Parents could mostly afford residential areas that had tap water outside the houses

The results for availability of electricity in the house are given Table 4.25 below.

Table 4. 25: Availability of electricity in the house

	<i>Frequency</i>	<i>Percent</i>
Valid Yes	84	80.0
No	21	20.0
Total	105	100.0

The results were: Yes (80%) and No (20%). Housing units with electricity connection are only accessible to families of within income levels. Electricity is very useful for children's learning and development.

The parents were asked to indicate their residential area and the information is given Table 4.26 below.

Table 4. 26: Residential area

		<i>Frequency</i>	<i>Percent</i>
Valid	Urban slum	49	46.7
	Peri-urban estate	49	46.7
	Affluent estate	7	6.7
	Total	105	100.0

The results were: Urban slum (46.7%); Peri-urban estate (46.7%); and Affluent estate (6.7%). This status was influenced by the parent's income. It is important to note that neighborhood poverty, which emanates from the residential area, can greatly influence a child's social development and learning.

The teachers were also asked to indicate the learners' residential and the result for is given in Table 4.25 below

Table 4. 27: Learners' residential class

	<i>Learners' residential class</i>	<i>Frequency</i>	<i>Percent</i>
Valid	Slum / Informal settlement	14	38.9
	Peri-urban estates	22	61.1
	Total	36	100.0

The results were: Peri-urban estates (61.1%), and Slum / Informal settlement (38.9%). The residential area is an indicator of low parental incomes.

The results for Source of water at home are given Figure 4.28 below.

Table 4. 28: Size of the house

<i>Size of the house</i>	<i>Frequency</i>	<i>Percentage</i>
Two rooms	49	47%
One room	21	20%
Two bedrooms	21	20%
Three bedrooms	7	7%
One bedroom	7	7%
Total	105	100%

The results were: Two rooms (49); One room (21); Two bedrooms (21); Three bedrooms (7) One bedroom (7). The higher the parent's income the greater is the possibility of the family to stay in a bigger house. Due to low incomes most families under study could only afford a two roomed house.

The results for location of wash- rooms are given Table 4.29 below.

Table 4. 29: Location of Toilet

<i>Location</i>	<i>Toilet</i>	<i>Bathroom</i>	<i>Frequency</i>	<i>Percentage</i>
Inside	28	35	63	30%
Outside	77	70	147	70%
Total	105	105	210	100%

The study established that 70% of the respondents indicated that the toilets were located outside their houses, while 30% indicated that the facilities were located inside their houses. Location of these facilities indicates the type of residential house. The type of residential house is influenced by family income.

The results for type of toilet are given Table 4.30 below.

Table 4. 30: Type of Toilet

		<i>Frequency</i>	<i>Percent</i>
Valid	Pit Latrine	77	73.3
	Flash toilet	28	26.7
	Total	105	100.0

The results were: Pit Latrine (73.3%) and Flash toilet (26.7%). The type of toilet is influenced by family income. The fact that most families used pit latrines indicated that the parents' incomes were low.

The results on whether Bedroom is own or shared are given Table 4.28 below.

Table 4. 31: Own /Shared Bedroom

		<i>Frequency</i>	<i>Percent</i>
Valid	Own	21	20.0
	Shared	84	80.0
	Total	105	100.0

The results were: shared (80%) and own (20%). Bedroom sharing is an indicator of low family's capacity limited by family income.

The results on room sharing are given Figure 4.5 below.

<i>Room sharing</i>	<i>Frequency</i>	<i>Percentage</i>
Siblings share with parents	49	47%
two to three	30	29%
three to six	20	19%
One	6	6%
Total	105	100%

The results were: Siblings share with parents (39) two to three (30) three to six (20); and One (16). Bedroom sharing is an indicator of low family's capacity limited by family income hence this influences the social development and learning of the child since the earning environment at home is not conducive.

The results on whether bedroom is own or shared are given Table 4.16 below.

Table 4. 32: Bed ownership

		<i>Frequency</i>	<i>Percent</i>
Valid	Own	14	13.3
	Shared	91	86.7
	Total	105	100.0

The results were: Own (13.3%) and Shared (86.7%). Separate bed ownership is influenced by the family's capacity to own one. This was determined by the parent's income.

The socio-economic status impact on the motivation of school learners was sought from the teachers and the result is given in Table 4.25 below.

Table 4. 33: Motivation of learners

	Observed N	Expected N	Residual
Very poor	2	9.0	-7.0
poor	22	9.0	13.0
Not sure	6	9.0	-3.0
good	6	9.0	-3.0
Total	36		

The results were: motivation of learners was poor. The prevailing Low socio economic status of families in Nakuru Municipality had negatively affected the motivation of the learners (children) in the learning process.

4.2.6 Socio economic status and its influence on social development and learning of young children

The socio economic status and its influence on social development and learning of young children, is presented in the section below. This section presents findings related to acquisition of cognitive and social interaction skills.

The result for Participation in school activities is given in Table 4.25 below.

Table 4. 34: Participation in school activities

	<i>Observed N</i>	<i>Expected N</i>	<i>Residual</i>
Very poor	4	12.0	-8.0
poor	16	12.0	4.0
good	16	12.0	4.0
Total	36		

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Participation in school activities was poor, since majority of the scores are above the expected number. The prevailing Low socio economic status of families in Nakuru Municipality had negatively affected children's participation in school activities in the learning process.

The results for use of polite language are shown in the Table 4.27.

Table 4. 35: Use of polite language

	<i>Observed N</i>	<i>Expected N</i>	<i>Residual</i>
poor	10	18.0	-8.0
good	26	18.0	8.0
Total	36		

Use of polite language was good in schools (26 respondents). The prevailing low socio economic status of families (parent's occupation and educational level) in Nakuru Municipality had negatively influenced children's participation in school activities in the learning process.

The results for acquisition of reading and writing skills are shown in the Table 4.28.

Table 4. 36: Reading and writing

	<i>Observed N</i>	<i>Expected N</i>	<i>Residual</i>
poor	22	9.0	13.0
Not sure	2	9.0	-7.0
good	10	9.0	1.0
Very good	2	9.0	-7.0
Total	36		

Acquisition of reading and writing skills amongst learners was poor (22 respondents). The prevailing low socio economic status of families (parent's occupation and educational level) in Nakuru Municipality had negatively influenced children's acquisition of reading and writing skills in the learning process.

The results for development of confidence and self esteem are shown in the Table 4.29.

Table 4. 37: Confidence and self esteem

	<i>Observed N</i>	<i>Expected N</i>	<i>Residual</i>
poor	18	12.0	6.0
Not sure	8	12.0	-4.0
good	10	12.0	-2.0
Total	36		

Development of confidence and self esteem among learners was poor (18 respondents). The prevailing low socio economic status of families (parent's occupation and educational level) in Nakuru Municipality had negatively influenced children's development of confidence and self esteem in the learning process.

The results for development of Self expression skills are shown in the Table 4.29.

Table 4. 38: Development of Self expression skills

	Observed N	Expected N	Residual
poor	8	18.0	-10.0
good	28	18.0	10.0
Total	36		

Development of Self expression skills was good among the pupils (28 respondents). The prevailing low socio economic status of families (parent's occupation and educational level) in Nakuru Municipality had negatively influenced children's development of confidence and self esteem in the learning process.

4.3 Summary of Chapter

The interpretation of the findings is presented in the above section below each table. However, for easier understanding this section gives an interpretation of the parameters used in the presentation. The respondents were guided through the process of questionnaire completion. The analysis involved usage of percentages and frequencies. Bar charts and tables were used for presentation. The interpretation is the higher the percentage the higher or the justified the fact being tested. In cases where chi square is used the study upholds or attaches significance to the scales tested for instance strongly agree have scores that are above the expected number. In other words, where observed number exceeds expected number. These findings showed that parents' occupation, parent's educational background and family income had an influence on the children's learning and development in schools within Nakuru Municipality.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and concludes the research findings as carried out. At the end of the chapter, some useful recommendations are proposed by the researcher to the organization under study in order to solve the problem under study, based on the research findings. This study is concluded with the study's contribution to the existing body of knowledge.

The purpose of the study was to examine the relationship between the different socioeconomic status and their influence on the social development and learning of children (age 6-8 years) in Nakuru Municipality.

This study was guided by the following research objectives:

1. To establish the influence of parents occupation on social development of young children 6-8years.
2. To evaluate the effect of educational background of parents on a child's social development and learning.
3. To determine the influence of family income on children's social development.

Data was collected from the lower primary children; teachers; and parents in schools within Nakuru Municipality by use of questionnaires and interview schedules. The findings were analysed, presented and discussed in chapter four.

5.2 Summary of the findings

The study used a sample made up 61.8% male and 38.2% female respondents drawn from the pupils' population. Majority of the pupils interviewed were in the age bracket of between 7 years and 8 years. The study reveals that most parents provided their children with playing toys at home. They also provided them with story books at home. Most children indicated that their parents helped them with their home work. A sample made up 83.3% female and 16.7% male respondents was also drawn from the teachers' population. This could have been due to the gender composition in schools for lower primary. Most of these teachers had served for a period of over two years. Majority of the parents interviewed were female,

indicating a factor of male non involvement in children's matters related to their social development and learning.

The study established the influence of parents' occupation on social development of young children 6-8years. Parent's occupation influenced the children's social development in the following ways: Most parents were small business operators indicated that their parents were labourers. Polite language usage in school was good, most parents being business people and labourers had learnt the art of being courteous with their customers. Children tended to emulate their parents language usage. The study also established that parental occupational status positively influenced the acquisition of reading and writing skills amongst learners. Development of Self expression skills, confidence and self esteem among learners was good and this was associated with the parents' occupation. However, the parent's occupation negatively affected the child's participation in school activities.

The study also evaluated the effect of educational background of parents on a child's social development and learning. The effect was determined as follows: Most parents are KCSE and below certificate holders, hence, there was less participation and involvement by parents on the child's learning. Parent's education background had an effect on the child's social development and learning through influence on: the family's lifestyle, residential area, Type of family resource used, family size and child educational support.

The study also sought to determine the influence of the family income on children's social development. From the study it is established that family income greatly influenced the social development and learning of children. The study established that most parents' income was small due to their nature of occupation (small businesses and labourer duties). Family income has an influence on the type of housing, type of toys owned by the children, availability of educational facilities (computers, books etc) in their homes and learning environment at home

5.3 Discussion of the findings

This section is a discussion of the findings according to the study themes. The study themes were: influence of parents' occupation on social development of young children; effect of educational background of parents on a child's social development and learning; and the influence of the family income on children's social development.

5.3.1 Parents' occupation and social development of young children

The study revealed that most of the children indicated that their parents were small business operators and labourers. This implied that their levels of income were low; hence they could afford residing in slum / informal settlement. The motivation of learners is greatly affected by the parents' occupation. The nature of occupation hinders the parents' participation in school activities; and as the findings show, this was poor. Use of polite language was good in schools. Acquisition of reading and writing skills amongst learners was good. This can be attributed to availability of teaching and learning materials most of which are facilitated through the Free Primary Education funds. The parents are occupied in their businesses and have little time to effectively participate in school matters. In addition, the teachers indicated that development of confidence, self esteem, and Self expression skills among learners were poor, which can be attributed to lack of involvement by the parents. The results presented were upheld in a study by Martin, (1999) who concluded that high socioeconomic occupation gives parents the financial ability to provide their children with books and other related educational materials. On the other hand different parental occupations expose young children to various experiences and social life.

5.3.2 Effect of educational background of parents on a child's social development and learning

The study findings show that most of the parents had KCSE and below as their highest educational level attained. This was a limiting factor in getting proper jobs and was also a limiting factor in the enhancement of the child's social and educational development. The struggle for daily bread limited the parents' participation and involvement in their children's learning. The study reveals that most parents attended school educational days, when invited but did not contribute to the child's educational requirements; such as assisting with homework and purchase educational materials. The low educational background was a contributor to large family size as evidenced by the number of siblings cited by the pupils interviewed. A large family causes strain on family resources and hinders the parents' participation in the enhancement of child's social development and learning. This finding was in agreement with Kibera, (2007) which posits that parental educational levels are directly related to parental interest in and attitudes towards education. Parents who are well educated themselves generally value education and expect and desire their children to become well educated.

5.3.3 Influence of the family income on children's social development.

The income received from small businesses and labourer occupation is not sufficient to provide quality support to children. The cost of living is high; hence the parents can not afford meeting all the requirements of their child's learning. They indicated that they had lived in the current residential area a period longer than 7 years. Availability of educational support equipment such as computers in their home is not practical due to high cost. Most of the children indicated that they did not have cars. Hence, most children in the studied schools come from families with low income. Their limited capacity is demonstrated through the Cooking means used at their homes (jiko and stove), Source of water (tap outside the house), Size of their house (two roomed); number of siblings sharing a room and the bed. The findings are widely supported by various studies, which include Wong, (2001) and Kibera (2007) which revealed that high income and better educated parents enrol their children in private nursery and primary schools and create a conducive learning environment at home. This puts their children at an advantage in school work compared to their counterparts from low income families as it enhances their social development and acquisition knowledge and

skills as they interact with others and with learning materials in the school environment at home

5.4 Conclusions

The study established the relationship between parents' occupation and social development of young children 6-8years; evaluated the effect of educational background of parents on a child's social development and learning and determined the influence of the family income on children's social development. The study used the methodology described in chapter three in successfully addressing the study objectives. Data was collected using three sets of questionnaires for collection of information from the children, teachers and parents. The data collected was analysed and the results presented in chapter four above. The findings reveal that most parents were occupied in small businesses, while some worked as labourers.

The following conclusions were made from the study:

1. The highest educational level attained by most parents was the KCSE and KCPE levels, which were considered very low by the study. Parent's education background had an effect on the child's social development and learning through influence on: the family's lifestyle, residential area, Type of family resource used, family size and child educational support.
2. The level of education negatively impacted on the parent's ability to contribute to their children's social development and learning. Educated parents had an interest in supporting their children in their academic work, since they appreciated the value attached to child learning.
3. Most parents were either operating small businesses or worked as labourers in firms within Nakuru Municipality. The nature of occupation limited the availability of quality time required for child learning support, given that the parents were engaged in their occupation most of the time.
4. The income of most parents was low and this affected the capacity of the parents in supporting the children through limited capacity in availing developmental and learning facilities for children in their homes. This was due to their nature of occupation (small businesses and labourer duties), which translated into low income.

5.5 Recommendations

The study recommends the following.

The Government of Kenya reviews and implements its poverty alleviation strategies that address the educational and social needs of children: For instance increasing the Free Primary Education allocation, increase of access to health care (child nutritional care).

The Government of Kenya (Ministry of Education) to organize sensitization workshops aimed increasing parents' awareness of the importance of participation and involvement in their children's educational matters.

The school management should consider spearheading an all inclusive strategy, whereby parents will be involved and encouraged to participate fully in the children's education. Parents' involvement will influence the existence of positive and faster results

Male parents need to be encouraged by the Government of Kenya (Ministry of Education), partners and concerned stakeholders to take an active role in school activities and children's educational needs.

A similar study to establish the influence of socio economic factors on learning and social development of children (3 – 8 years) in primary schools should be carried out in the rural areas.

5.6 Contribution to knowledge

This section presents the study's contribution to existing knowledge in Table 5.1

Table 5.1 Contribution to knowledge

<i>No.</i>	<i>Objectives</i>	<i>Contribution to knowledge</i>
1	To establish the influence of parents occupation on social development of young children 6-8years.	<ul style="list-style-type: none"> • Most parents were either operating small businesses or worked as labourers in firms within Nakuru Municipality. • Parents' occupation had an influence on the social development and learning of children 6-8years.
2	To evaluate the effect of educational background of parents on a child's social development and learning.	<ul style="list-style-type: none"> • The highest educational level attained by most parents was the KCSE and KCPE levels, which were considered very low by the study. • Parent's education background had an effect on the child's social development and learning through influence on: the family's lifestyle, residential area, type of family resource used, family size and child educational support.
3	To determine the influence of family income on children's social development.	<ul style="list-style-type: none"> • The income of most parents was low and this affected the capacity of parents in supporting children through availing developmental and learning facilities for children in their homes. • Parents' income influenced the learning environment at home

5.7 Areas for further research

The study suggests that the following studies be done.

1. A study to assess the parents perception towards involvement and participation in children's educational matters be undertaken
2. A study to establish the influence of parent's educational background on social development and learning of children in primary schools within the rural setting.
3. A study to establish the factors behind low male parents' involvement in children's educational matters to be considered.
4. A study to determine the measures that can be undertaken by the local community to enhance family income for the enhancement of the children's social development to be undertaken.
5. A study to establish the influence of socio economic factors on learning and social development of children (3 – 8 years) in primary schools, should be carried out in the rural areas.

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APPENDICES

Appendix 1: Letter of Introduction

**LILY MUCHAI
P.O BOX 2546,
NAKURU**

29TH MAY, 2010

**THE MUNICIPAL EDUCATION OFFICER,
P.O BOX 124,
NAKURU**

Dear Madam,

REF: PERMISSION TO UNDERTAKE RESEARCH

Madam, I am undertaking a research on the influence of socio-economic status on social development and learning of children (3-8 years) in primary schools in Nakuru Municipality. This is a requirement towards the fulfilment of a Master of Arts Degree in Project Planning and Management of the University of Nairobi.

The purpose of this letter is to seek permission for visiting the primary schools for obtaining information required for the study.

Yours faithfully,

Lily Muchai

Appendix 2: Letter of Transmittal of Data Collection

My name is Lily Muchai, Holder of National Identity Card Number 7483758. I work with the Education Department Nakuru Municipality.

Presently, I am undertaking a post graduate degree at the University of Nairobi. I Am interested in the influence of social economic status of the social development and learning of ECD Children. The information you will give in this questionnaire will highly assist in understanding children's development and learning in Nakuru. I assure you that the information you give will be confidential and so it will be kept anonymous.

I need this information for a paper that I will submit to University of Nairobi in Partial fulfilment of the requirement of the degree of Masters of Art in Project Planning and Management.

Thank you for your cooperation.

Muchai Lily

Appendix 3: Interview schedules for children

Section 1: Personal information

Kindly provide answers to questions in the spaces provided.

1. Your Gender : male () Female ()

2. Your age (years) _____ yrs.

3. What is the name of the estate you live in?

4. Do you have play toys at home?
Yes () No ()

5. Do you have story books at home?
Yea () No ()

Section II: Information on Socio-economic status

A) Do your parents help you with your home work?

Yes [] No []

B) Parents occupation

Categories

- | | |
|-----------------------------|---------|
| Labourer | [] |
| Small scale farmer's | [] |
| Small businesses operators' | [] |
| Large scale farmer | [] |
| Professional | [] |
| Politician | [] |
| Others | [] |

C) Standard of living

1. Do you have a television at home?

Yes [] No []

2. Do you have a computer at home?

Yes [] No []

3. Does your father or mother have a car?

Yes [] No []

4. What cooking means do you use at home?

i)	Electricity	[]
ii)	Gas	[]
iii)	Store	[]
iv)	Jiko	[]
v)	Firewood	[]

6. What is the source of water at home?

1. Tap	[]
2. Rain water	[]
3. Water vendor's	[]

7. IF tap, does it flow in the house or you fetch from outside.

Inside [] Outside []

8. Do you have electricity in the house?

Yes [] No []

Section D: Location of the home.

1. In which estate do you live?

- I. Urban slum []
- II. Peri-urban estate []
- III. Affluent estate []

2. How many rooms are in your house?

- One room []
- Two room []
- Two bedroom []
- Others []

3. Are the wash- rooms inside or outside the house

- 1 Toilet in [] outside []
- 2. Bathroom inside [] outside []

4. Is it a flash or pit

- Pit Latrine [] Flash toilet []

5. Do you have your own bedroom or is it shared?

- Own []
 - Shared []
- If shared

I. How many siblings share the room _____

II. Do you have your own bed or is it shared

- Own []
- Shared []

Section E: Family type

1. Do you have both parents? Father and Mother?

- Yes [] No []

2. How many sisters do you have?

3. How many brothers?

Thank you for your cooperation.

Appendix 4: Questionnaire for parents

Section I: Personal information

1. Your Gender: Male [] Female []
2. In which estate do you live?.....
3. For how long have you lived in this estate? (in years)
 1 – 3 [] 4 – 6 [] 7 – 9 [] 10 and above []
4. How many children do you have?
5. Your highest level of education
 KCPE [] KCSE [] College [] University Degree & Above []

Section (II) your participation and involvement in your children’s learning

6. The following statements relate to parent’s participation and involvement in their children’s learning. Please indicate to what extent you agree with these statements using the key below: *Please indicate using the key below, to what extent you agree with them.*

- Strongly Agree [5]
 Agree [4]
 Neutral [3]
 Disagree [2]
 Strongly Disagree [1]

	5	4	3	2	1
I always assist my children with their school homework					
I always buy children educational materials such as textbooks, storybooks, and magazines for my children					
I always read for them story books and magazines					
I always pay for educational tours					
I always attend school educational days, when invited					

7. Do you have a computer at home? Yes [] No []

8. If answer is yes, do you let your children learn to use it? Yes [] No []

Thank you for your cooperation.

UNIVERSITY OF NAIROBI
AFRICANA COLLECTION

Appendix 5: Questionnaire teachers

Section 1: Personal information of respondent

Please give the most appropriate information about yourself.

1. Your gender: male [] female []
2. For how long have you been in this school?
 - a) 0 – 2 yrs
 - b) 2 – 5 yrs
 - c) 5 – 10 yrs
 - d) Above 10yrs
3. (I and ii)
 - i. (if in a high cost school?)
Have you ever taught in a low-cost school?
Yes [] No []
 - ii. (if in a low cost school)
Have you ever taught in a high cost school?
Yes [] No []
4. If the answer to 3 above is yes, what is the main difference of teaching in either category?

Section II information about the learners

5. Where do majority of your learners reside?
 - a) Slum/informal settlement
 - b) Peri urban estates
 - c) Affluent estates

6. How would you rate the parents on the following issues.

Attribute	Very good	good	Not sure	poor	Very poor
Motivation of learners					
Participation in school activities					

7. How would you rate your learners on the development of the following skills?

	Very good	good	Not sure	poor	Very poor
Use of Polite language					
Reading and writing					
Confidence and self esteem					
Self expression					

Thank you for your cooperation.

Appendix 6: List of Public Primary Schools in Nakuru Municipality

1. FLAMINGO
2. ST. MARY'S
3. ST. JOSEPH'S
4. KENYATTA
5. KARIBA ROAD
6. BAHARINI
7. ST. XAVIERS
8. ST. PAUL'S
9. LAKEVIEW
10. KALOLENI
11. ST. THERESA'S
12. MOI
13. HYRAX
14. LANET
15. NAKURU EAST
16. MLIMANI
17. ST. JOHN'S
18. PRISON'S
19. NAKURU TEACHERS
20. LENANA
21. MAMANGINA
22. LANGALANGA
23. HESHIMA
24. MOGOON
25. MWARIKI
26. RACETRACK
27. KIMATHI
28. BARUT
29. INGOBOR
30. KIPTENDEN
31. KELELWET
32. PARKVIEW
33. KIGONOR
34. KAPTEMBWO
35. NAKURU WEST
36. MUSLIM
37. FREEHOLD
38. HARAMBEE KHALSA
39. EILEEN NGOCHOCH
40. UHURU
41. UMOJA
42. KOINANGE
43. KIBOWEN KOMEN
44. PANGANI
45. NAIROBI ROAD
46. RHINO
47. NAKA
48. JAMHURI
49. MENENGAI
50. NAKURU
51. NDIMU
52. MIRUGI KARIUKI
53. MADARAKA
54. CRATER
55. MBURU GICHUA
56. LIONHILL
57. KISULISULI
58. BONDENI

Source Municipal Education Offices.