INFLUENCE OF PARENTAL EDUCATION ON LEARNING ACHIEVEMENT FOR PRE-SCHOOL PUPILS. CASE FOR MUKURU SLUM, NAIROBI.

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A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY IN PARTIAL FULFILMENT FOR THE AWARD OF A DEGREE IN MASTER OF EDUCATION (EARLY CHILDHOOD EDUCATION), UNIVERSITY OF NAIROBI.

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DECLARATION

This research project is my original work and has not been presented for an award of a degree, diploma or certificate in any other university

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Date

DECLARATION BY THE SUPERVISORS

This project has been submitted with my approval as the University supervisor

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DEDICATION

I dedicate this work to my husband and children for their support, encouragement and understanding which made me determined to complete my studies.

I dedicate this work to my late father and my mother for their selflessness in my upbringing and great inspiration in my education.
ACKNOWLEDGEMENT

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May God bless you all.
ABSTRACT

Early Childhood Education has been neglected for a long time. While the government has introduced free primary education and free secondary education nothing has been said on Early Childhood Education. Regardless of very educated educationist and despite many research carried out on children performance little has been done to improve pre-school welfare especially the children in the slum.

It is an open secret that life in slums is very difficult. This compounded with domestic violence which is witnessed often in slums it has a negative impact to the young ones. The schools found in the slums have not found special treatment from the government or even the society. The foundation of education in any system is from the tender age hence importance of young children provided with conducive environment of education. It is for this reason the researcher felt importance of investigating the correlation of parental education and learning achievement in Early Childhood Development Education.

This study adapted an ex-post facts research design. The target population in this study included 58 teachers, 180 parent 428 children. The study looked into the parental education influence on learning achievement in pre-school children. The study also suggested the possible solution to improve learning achievement in pre-schools in Mukuru slum, Makadara Division, Nairobi County.
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CHAPTER ONE:  
INTRODUCTION

1.1 Background Information to the study

It is very well known that children's educational outcomes vary sharply with their parent's socio-economic background, (Behrman 1997). Differences in outcomes with parental background emerge early at the pre-school level and are reinforced in childhood and the teenage years through the tertiary education. There is plenty of evidence for different countries and summaries can be found in OECD (2008) and Machin (2009).

The production of children's educational achievement can be usefully conceptualized within the simple framework proposed by Haveman and Wolfe (1995), which drew on Leibowitz (1974). This has three outcome variables, ability, final schooling level, and adult income. These are linked in a recursive structure; ability helps determine final schooling level and both help determine adult income.

Within this framework, the simple bivariate correlation of children's ability and parent's education reflects a number of factors. First a direct effect through home investment. Second, an indirect effect via family income. Third, and assuming parental education and ability are correlated, the impact of that ability coming through both home investments and genetic inheritance. The framework also serves as a reminder that the total correlation of parental education with the child's education will not be revealed in an analysis of children's ability. Final school level is a function of home investments and family income as well as child ability, and hence reflects additional impacts through those pathways from parental education. We illustrate this using data for the US drawn from the National Educational Longitudinal Survey (NELS) cohort.

Much interest to date in distinguishing the separate contributions of each parent of intergenerational transmission of socio-economic status has been motivated by a desire to give due recognition to the role of women, e.g. Behrman (1997), Johnston et al (2005), Korupp et al (2002), Beller (2008). More educated mothers, it is argued, are more likely than fathers with the same level of education to make higher inputs of time and goods into the production function of their children's cognitive achievement, both in terms of quantity and quality of inputs.
The more educated the mother, the more efficient her use of time spent with the child. Education may increase women's bargaining power within the household, giving them more control over family income, again increasing home investments in the child. Most existing evidence relates to the child's final level of schooling, rather than ability during high school. The child's years of education are regressed on years of education of the mother and years of the father, and typically, some variable chosen to control for the factors. Haveman and Wolfe conclude from their survey of US evidence that the human capital of the mother is usually more closely related to the educational attainment of the child than that of the father (1995: 1855). Behrman (1997) takes a more detailed look at this question, focusing on studies from both the US and a range of developing countries, where a prior the importance of mother's education is expected to be greater. He also finds that mother's education tends to be somewhat more important than father's education but emphasizes that this is not by as large a margin as suggested by what he sees as conventional wisdom.

The family is the first social context for development and it remains an important one (Laursen 1998). The environment in a child's home has two major interrelated components. There is the family structure- it is form or composition: whether there are two parents or one, whether or not the child has siblings and how many, and whether or not the household includes other relatives. Then there is the family atmosphere created by the family's psychosocial interaction and its economic circumstances (Meece 2006). Is the prevailing atmosphere in the home supportive and loving, or conflict-ridden? How do the parents treat their children, and how do the personalities within the family mesh? Does the family have enough resources to supply basic needs? (Papalia et al 1989). Influence of family structure and family atmosphere are sometimes hard to separate. Nuclear and extended family households have very different atmosphere. Extended family households tend to be busier, noisier, livelier, and sometimes more intrusive with more adults to supervise, guide and offer support to a developing child. According to Strauss (1994) children in minority families generally are encouraged to cooperate, share and depend on each other. Social roles tend to be flexible. Because of economic need, adults often share breadwinning, and children assume more responsibility for younger brothers and sisters.

Recent research has shown that as many as 200 million children worldwide fail to reach their cognitive and socio-emotional potential because of malnutrition, micronutrient deficiency,
and lack of stimulation during early childhood (USAID 2006). These findings are especially pertinent for Africa, where 15 percent of all orphans or about 6.5 million children are under 5 years of age. Deprivation during these early years results in life long deficiencies and disadvantages (UNICEF 2004). By contrast, adequate care, stimulation and nutrition in early childhood can lead to positive physical, socio-emotional, and cognitive outcomes measurable well into adulthood.

It has been widely recognized that meeting the needs of these very young children necessitates integrated interventions that move beyond the traditionally isolated realms for health and education to also encompass child rights, economic empowerment of families, and improved community capacities (USAID 2006).

Thanks to widespread immunization, the discovery of antibiotics, and improvements in diet, sanitations and medical care, many of the major diseases of childhood are now fairly rare in Western industrial countries. Deaths in childhood are relatively few compared with deaths in adulthood (National Center for Health Statists [NCHS], 1999). Still many children and adolescents are not in the best of health. In the United States, according to a nationwide survey, an estimated 18% of children under age 18 have chronic medical conditions: physical development, behavioral, and emotional conditions requiring special health services (Newacheck et al., 1998).

Children in day care centers and children in large families are more likely than other children to pick up illnesses (Nafstad, Hagen, Magnus, and Jaakkola, 1999; Thacker et al, 1992). Children in large families may have other risk factors such as the mother’s youth or lack of education. In study of all children born in Tennessee between 1985 and 1994, a disproportionate number of accidental deaths during infancy and early childhood happened to children born to others under 20 years old, with less than a high school education and three or more other children (Scholer, Mitchel & Ray, 1997).

Studies conducted on the impact of early childhood development and education programs show a direct positive correlation between ECD interventions and early learning, school readiness, retention, and success in primary school. Effective ECD programs enhance children’s physical well-being cognitive and language skills, and social emotional development for learning (USAID
Over the last decade, early childhood development has been integrated into the larger goals of a number of global initiatives like education for all (EFA), Early Childhood Care and Education, (ECCE) Millennium Development Goals (MDGs) and 2005 Committee on the Rights of the Children (CRC). All these initiatives noted that Early Childhood Development is critical, not only for lifelong health, but also as a means to reduce intergenerational transmission of poverty. Impoverished children often have the most deprived upbringing, setting them up for poor school achievement and lower lifetime earnings.

Early childhood education is a fundamental level for younger pupils. This is where the young pupil learn the first school regulations like:- the meaning of the school bell, break times, working in groups among other new concepts (Kariuki 2002).

Strong foundation for the pupils in ECDE level is a good start and a motivation for better future results in academic performance.

Slums are faced by myriad of challenges that hamper enrolment of younger children into early childhood institution (Kusienya 2004), writing about Mathare slums in Nairobi, observes that slum areas are characterized by high incidences of social instability, crimes and burglary, high school dropout rates unstable families and teenage pregnancies.

With these kinds of challenges where many parents are jobless it’s hard to enroll their children in early childhood institutions. And even when enrolled their performance is not good.

While the government of Kenya has started providing free primary education, it has felt to provide the same to early childhood institutions. This has resulted to such institutions turning it whooping business whereby they charge highly. The relative importance of fathers and mothers could be similar across countries. To continue with the example of early childhood, any special significance of educated mothers at this age may across different cultures and institutions, Leibowitz A. (1989).

Graham (1973) asserts that from this study we have positive proof that in all state of society there will be a real improvement in the academic statements of boys and girls where the parents take an active interest in the progress and development of their children. According to the Economic Recovery Strategy for Wealth and Employment Creation 2003-2007 report,
(GOK 2003) affirms that with increased poverty levels (due to unemployment inadequate education/skills e.t.c), many parent and communities have not been able to meet education cost for their children which has led to many children not accessing quality education or dropping out of school.

That was the reason that the researcher decided to take up this study and find out the influence of parental education on ECDE learning achievements in Mukuru slum.

1.2 Statement of the problem
Studies shows that people living in slums face eminence of challenges due to poor infrastructure, poor sanitation, insecurity and higher rate of immorality (Ngamau 2008). Though there are informal and formal forms of schools, very few children do well in national examination. This study intended to establish how parental education has influenced the learning achievement of children in childhood development institutions in Mukuru slums. For example, some of the areas considered; parental level of education, prospects of income, understanding of health and nutrition for children, conduciveness of learning environment as well as understanding the importance of education. This study investigated whether parental education has influence on Early Childhood performance.

1.3 The purpose of the study
This study sought to investigate and establish the influence of parental education on learning achievement for pre-school pupils in schools in Mukuru slum, Makadara division, Nairobi County.

1.4 Objectives of the study
The specific objectives of the study included;

i) To investigate the levels of parent education in Mukuru slums, Makadara division, Nairobi County.

ii) To establish the influence of parent education on learning achievement of ECDE education in Mukuru slums, Makadara division, Nairobi County.

iii) To suggest possible solutions that will enhance learning achievement of ECDE pupils in Mukuru slums, Makadara division, Nairobi County.
1.5 Research Questions
The study addressed the following research questions;

(i) What are the levels of parent education in Mukuru slums, Makadara division, Nairobi County?
(ii) Is parental education level influencing the ECDE learning achievements in Mukuru slums, Makadara division, Nairobi County?
(iii) What are the possible solutions that will enhance ECDE learning achievements in Mukuru slums, Makadara division, Nairobi County?

1.6 Significance of the study
The study findings are expected to benefit head teachers in ECDE, head teachers in primary and secondary schools, ministry of education, policy makers in education and other child related departments, peoples working in slums, slum dwellers, United Nations, children’s education fund, counselors and teacher trainers among others. This study is overdue because it comes at time when United Nations is trying to implement millennium goals. One of the millennium goals is to achieve a significant improvement in the lives of at least 100 million slum dwellers by the year 2020 (United Nations 2000) this can be only achieved fully through high enrolment of ECDE.

1.7 Assumptions of the study
The study was be based on the following assumptions

i) There existed ECDE schools in Mukuru Kayaba slums, Makadara division, Nairobi County
ii) The parental education influenced the learning achievement of the ECDE pupils in Mukuru slums, Makadara division, Nairobi County.
iii) There were poor learning achievements of ECDE pupils in Mukuru Kayaba, Makadara division, Nairobi County.

1.8 Delimitations of the study
The study covered all the ECDE schools in Mukuru slums, Makadara division of Nairobi county, Mukuru slums is a big stretch of slum consisting of small pockets of slums that include
Kambi moto, Kwa chief and Hazina. It is sandwiched between Hazina estate, Riverbank estate and enterprises road and at the center of Industrial Area. As expected in any slum, dwellers in Mukuru slums do not have adequate clean water; adequate amenities like toilets, hospitals, roads among other things are. The ECD schools in this slum are owned by community, private individuals and church organizations. Crime rate is very high and smuggling and drugs selling are the order of the day. Some of delimitations of the study were different categories of respondents who gave different responses.

1.9 Limitations
Lack of adequate resources that affected the speed of completion. The respondents didn't also cooperate as expected. Once again Mukuru Kayaba slum is just one among many slums in this country. Some of the delimitations were security, validity of the information from the respondents and the nature of families like single headed households. The slum posted its own challenges that are unique; hence the results of the study shall be cautiously used in other similar areas.

1.10 Definition of Operational terms
i) **Early Childhood Development**: education for children below 8 years that includes pre-unit, nursery, kindergarten and classes one to three.

ii) **Slum**: Unplanned and un-serviced settlement where no good basic facilities like electricity security jobs e.t.c slums are mainly found in town or cities.

iii) **Poverty**: inadequate basic facilities like food, shelter, medication e.t.c.

iv) **Millennium goals**: UN goals to elevate poverty.

v) **Education level**: the highest academic level that the parent reached.

1.11 Acronyms
USAID : United States Agency for International Development
NGO's : Non-Governmental Organizations
GVT : Government
UNICEF : United Nations Children Education Fund
ECDE : Early Childhood Development Education
EFA : Education For All
ECCE : Early Childhood Care and Education
CRC : Committee on the Rights of the Child
CHAPTER TWO:
LITERATURE REVIEW

2.1 Introduction
This chapter presents related studies and relevant literature on the influence of parent literacy level and pre-school performance. The review discusses how the literacy level of the parent influences the performances of the pre-school pupils. The chapter shall also outline the theoretical and conceptional framework used in guiding this study systematically.

2.2 Pre-school education
Pre-school Education is the foundation of education for many systems of education. It involves Kindergarten, Nursery and Pre-unit school level (Ministry of Education 2000). The systems in the society should ensure establishment of pre-schools in urban, rural areas and in slums as well. People living in slums face many challenges. Many of them do not have good jobs. The lack of good jobs, good homes, and good environment may impact negatively to their lives (Nyamai 2008). Education is known to bring change. More educated people are likely to find better jobs and stay better lives than less educated (Ozigi 1983). Poverty is the most major challenge in the life of a man. Slums are faced by myriad of challenges that hamper enrolment of younger children into Pre-schools institutions (Kariuki 2002), (Kusienya 2004), writing about Mathare slums in Nairobi, observed that slum areas are characterized by high incidences of social instability, crimes and burglary, high school dropout rates, unstable families and teenage pregnancies.

Two of the educational goals are; meet the needs and targets of national development and provide individual development and self-fulfillment (UNESCO 1984). One fundamental goal of education in Kenya is to prepare and equip the youth to be contented and useful members of the society (KIE 2000). To be happy they must learn and accept the national values and to be useful they must work towards the maintenance and development of Kenya society (Ministry of Education 2000). The role of the Pre-schools cannot be ignored and parents are expected to play a major role.
2.3 Learning to read and write begins very early in life

Children (babies) have very early contact with written language. By age two or three many children can identify signs, labels, and logos in homes and communities (Royal College 2004). Young children also experiment with writing. Early scribbling displays characteristics of the writing system of their culture. Writings of 4 year-olds from Saudi Arabia, Egypt, and America will look different long before the children can write conventionally (Harste, Woodward & Burke, 1984) this brings the question, do parent from well up areas have the same pre school education values as ones from slums? Does the parent literacy level influence pre-school performance?

2.4 Quality pre-schools

According to the Ministry of Education (2000) there are guidelines in school establishment; overall ethos of the school is fundamental; do you feel welcome? do people appear to be motivated?, is there an air of orderliness?, do people seem to respect each other and work well together?, is the institution a micro-model of the kind of society that you want to see tomorrow?. A cohesive threatening environment is not one conducive to good learning (Mutie and Ndambuki 1999).

Concern for quality pre-schools and developmentally appropriate activities support the importance of an understanding of emergent literacy. Head Start classrooms and pre-schools cannot fall into the trap of trying to be like kindergartens and get children ready to learn to read and write (Carole and Carol 2004).

The readiness activities that are common in many pre-schools and kindergartens are not supported by the research on emergent literacy and how children learn. There is a tendency for pre-schools to offer one of two types of programs. Some tend to be play centers where the curriculum does not include natural reading and writing activities (http://www.lcsc.edu).

Literacy does not require or inexorably lead to any particular development, but it is a powerful tool available for organizing, extending, providing resources for and transforming all of our social endeavors (Charles 2004).

To be truly literate, a person must be conversant with a specific body of knowledge known to
educated people, or more precisely, the cultural knowledge of the dominant society (Hirsch 2007).

Joseph (2003) suggests that, in addition to teaching students functional skills, the teacher must also provide “conceptual tools necessary to critique and engage society along with its inequalities and injustices.

Traditionally we have viewed reading and writing as processes that were difficult for children to learn. Children were considered knowledge about literacy only when their reading and writing approximated adults’ reading and writing.

2.5 Factors affecting Pre-school performance
As economic stress changed parents’ lives, it changed children’s’ lives too. Deprived families reassigned economic roles. Fathers, pre-occupied with job losses and irritable about their loss of status within the family, sometimes drank heavily. Mothers got outside jobs and took on more parental authority. Parents argued more. Adolescent children tended to show developmental difficulties (Papalia et al 1989).

Performance in pre-school is determined by various factors that include; poverty also called (penury) is deprivation of common necessities that determine the quality of life, including food, clothing, shelter and safe drinking water, and may also include the depravation of opportunities to learn and obtain better employment (William 1983). According to UNESCO (1984) to be poor is to be deprived of those goods and services and pleasures which others around us take for granted “Ongoing debates over causes, effects and best ways to measure poverty, directly influence the design and implementation of poverty reduction programs are therefore relevant to the fields of international development and public administrations (United Nations 2000).

Geographic factors: for example access to fertile land, fresh water, minerals, energy, and other natural resources, presence or absence of natural features helping or limiting communication, such as mountains, deserts, navigable rivers, or coastline (Royal College 2004). Historically,
geography has prevented or slowed the spread of new technology to areas such as the Americas and sub-Saharan Africa. The climate also limits what crops and farm animals may be used on similarly fertile lands (Acos 2005).

**Poor Amenities:** teachers have always recognized that close links between home and school are important (Ozigi 2003). Parents have been inclined simultaneously to resent the demands made by schools and also their inability to work miracles without demands: then many people may fear not to play the demanding role of a parent (Ngamau 2007). As William (1983) asserted that, when writing about Ghettos in America statistics permit us to walk untouched through the world of extremely low income groups, uneducated children, substandard housing, disease and hopelessness. Similar conditions are replica to Mukuru slums where the population is high, poor housing, poor sanitation and high crime rate.

**Economics factors**

Many slums all over the world are characterized by perennial unemployment of the dwellers (Jay and Edward 1997). As of late 2007, increased farming for use in biofuels, along with world oil price at nearly $130 a barrel, has pushed up the price of grain. Food riots have recently taken place in many countries across the world. Capital flight by which the wealthy in a society shift their assets to off-sore tax havens deprives nations of revenue needed to break the vicious cycle of poverty (http 2008). Communists see institution of property rights itself as a cause of poverty. Unfair terms of trade, in particular, the very high subsidies to and protective tariffs for agriculture in the developed world. This drains the taxed money and increases the prices for the consumers in developed; decreases competition and efficiency; prevents export; (www.co.ke 2008).

More competitive agricultural and other sectors in the developed world due to retaliatory trade barriers; and undermine the very type of industry in which developing country do have comparative advantages (http 2012). Tax havens which tax their own citizens and companies but not those from other nations and refuse to disclose information necessary for foreign taxation. This enables large scale political corruption, tax evasion, and organized crime in the foreign nations. Unequal distribution of land. Land reform is one solution.
Children often grow up in neighborhoods with other members of their own ethnic group, reinforcing shared cultural patterns. These cultural patterns may influence the composition of the household, its economic and social resources, the way its members act toward one another, the foods they eat, the games children play, the way they learn, and how well they do in school (Papalia et al 1989).

**Health care factors**

Poor access to affordable health care makes individuals less resilient to economic hardship and more vulnerable to poverty (Carole and Carol 2004). Inadequate nutrition in childhood, itself is an effect of poverty, undermines the ability of individuals to develop their full human capabilities and thus makes them more vulnerable to poverty (Lindley, Lloyd and Roy 1962). Lack of essential minerals such as iodine and iron can impair brain development. It is estimated that 2 billion people (one third of the total global population) are affected by iodine deficiency, including 285 million 6-to-12-year-old children. In developing countries, it is estimated that 40% of children aged 4 under suffer from anemia because of insufficient iron in their diets (UNESCO 2004).

The manner in which the great multitude of the poor is treated by society to-day is revolting. They are drawn into the large cities where they breathe poor atmosphere then in the country; they are relegated to districts which by reason of the method of construction, are worse ventilated (Acoss 2005) and the rivers so polluted that they are useless for such purposes they are obliged to throw all offal and garbage, all dirty water, often all disgusting drainage and excrement into the streets, being without other means of disposing of them, they are thus compelled to infect the region of their own dwellings. All conceivable evils are heaped upon the head of the poor. (Chamblis 1973).

Disease, especially diseases of poverty: AIDS, Malaria and tuberculosis and others overwhelmingly afflict developing nations, which perpetuate poverty by diverting individual, community, and national health and economic resources from investments and productivity (Burke 2000). Further, many tropical nations are affected by parasites like malaria,
schistosomiasis, and trypanosomiasis that are not present in temperate climates. According to Raynor and Craft (1986) Clinical depression undermines the resilience of individuals and when not properly treated makes them vulnerable to poverty.
Similarly substance abuse, including for example alcoholism and drug abuse when properly treated undermines resilience and can consign people to vicious poverty cycles.

2.6 Government policy
Government should enact rule and regulations / policy that will enable slums like mukuru realize the dreams like any other citizens. The government should provide adequate education to this areas provide amenities like hospital, clean water and schools. The government should also create jobs and improve infrastructure to enable this area develop. The government should create good conditions that will allow NGO's help such society. Through the implementation of the new constitution we are yet to realize free and compulsory education for all children from Pre School to secondary level.

Reliance to foreign Aid
Many parents perceive that they are poor and that they live in slums they can do nothing about it. They don’t value education as away to elevating poverty. Many a times, people believe that poverty can only be eliminated by foreigners with foreign Aid or Foreign ideas. Mwangi reporting in daily nation of Wednesday 28th August 2008, the Foreign Affairs Minister, asserted that, we can’t wait for an NGO in rural France to build a primary school in Africa, we can’t develop based on aid. It’s upon people to utilize the resources available and develop themselves and avoid relying on foreigners to decide for them. Slum society should change their attitude towards development. People in mukuru should strive to build schools for ECDE Children and enroll them to learn, it is only though education that poverty shall be alleviated. Socioeconomic status (SES) combines several related factors, including income, education and occupation. It is generally not SES itself that affects these outcomes, but factors associated with SES, such as the kinds of homes and neighborhoods children live in and the quality of nutrition, medical care, supervision, schooling, and other opportunities available to them. Poor children, for example, are more likely than other children to have emotional or behavioral problems, and their cognitive potential and school performance suffer even more (Brooks 1997).
2.7 Theoretical framework

The study is guided by theory of social learning by Albert Bandura. The social learning theory is very relevant to this study. This is because the environment plays a big role in shaping the life of individuals. What are the priorities of the society and the parent in particular in Mukuru slum and how are these priorities met? According to Spread (2004) the root causes of different behavior in children are problems in the families (environmental factors) growth and development (individual difference).

2.7.1 Social Learning Theory by Albert Bandura

Bandura found out that children learn by what they observe through modeling. He believes “that mind, behaviour and the environment all play an important role in the learning process” (Huitt & Hummel, 1997). Children model parents, peers, siblings, authority figures, teachers and others whom they admire and trust. There are several steps that are involved in the modeling process. They include: attention-the individual notices something in the environment; retention-the individual remembers what was noticed; reproduction-the individual produces an action that is a copy of what was noticed; and motivation-the individual has a reason for doing the action that was copied (Boeree, 1998).

Bandura sees reinforcements as motivators to imitate, although he believed that it was not necessary for the individual to actually be rewarded or punished. He observed that, in addition to learning through direct reinforcement and punishment, individuals also learn from seeing someone else rewarded or punished for a particular behaviour. In other words, we can learn vicariously by observing and thinking about what we have seen and then making decisions based on those vicarious experiences. The various types of reinforcement and punishment that potentially influence behaviour include: Past reinforcement; things that we remember we received, promised reinforcement; incentives we can imagine, vicarious reinforcement; seeing and recalling the model being reinforced; past punishment, promised punishment (threats), and vicarious punishment. As was the case with other behaviourists, Bandura believes that punishment in whatever form does not work as well as reinforcement and may backfire (Boeree, 1998).

This theory is very relevant to understanding child development. It is very clear from this study
and our own observations of children that children learn through observation.

Children can be motivated to model both positive and negative behaviors. This is why children model desired behaviours for those they want to please, and in the next instance, they will model negative behaviour in order to get the attention they are seeking. This helps us understand a child’s motivation behind certain behaviours in the classroom and outside of the classroom in slum areas.

Figure 1: conceptual framework

2.8 Conceptual framework

According to learning theorists like Albert Bandura and Carl Rogers, learners are shaped by the environment and have a lot of potential in them. Conducive learning environment will bring out better learners than violent environment. Each individual learner has potential to perfect what he acquires from the environment and society. Masolo (1998) pointed out that other people and events that together form the environment of behavior and personality formation, influence an individual’s behavior. She further says that every individual person assimilates into the self cultural norms as well as much of the social system in which he lives in; be it the family, village or school he is in and thus gain stability in behaving, perceiving and relating according to these norms. Hence an individual parent in the slum would be largely influenced by the big society in his character.
If the slum communities do not take major role in Pre-school education then the performance would not match the performance of other areas.

These are to be reflected in the national exams at the end of the primary level (Ngamau 2007). In this study parent literacy level is independent variable while dependent variable is pre-school performance. The pre-school performance can be affected by governance, poor policies, ignorance and employment among other moderating variables.
CHAPTER THREE:
RESEARCH METHODOLOGY

3.1 Introduction
This chapter discusses methodically procedure in analyzing collected data. This included the location of the study, population of the study, research design, sampling procedure, sample size, instruments used, data collections procedure and data analyzation.

3.2 Research design
The study used descriptive design. The survey design describes the state of affairs as it exists (Kisilu and Tromp 2009). Kerlinger (1969) points out that descriptive studies are not only restricted to fact findings but may often result in the formulation of important principals of knowledge and solutions to significant problems. They are more than just a collection of data. This design shall help to gain knowledge and explain the state of affairs concerning the topic under study putting to account this area has high population.

3.3 Study population
This research was carried out in Nairobi county Nairobi East district Makadara division Viwandani zone in slum known as Mukuru. The target in this study was the teachers in 12 pre­primary schools, the 12 head teachers from these schools, the 180 parent who are also parent in those schools. The schools have a population of 428 pupils in ECD classes. The area has 13 early child institutions. Only 12 were used in actual research while the remaining one was used for piloting and building of instruments. The 12 institutions have a population of 58 teachers (12 men and 46 ladies.

3.4 Sample size and sampling procedure
Several techniques and procedures were used for sample size and sampling. Purposive sampling was used to select 12 Early Childhood Institutions among the 13. The remaining one school was used for piloting and construction of instruments. To get the required number of teachers in each stratum, purposive sampling was used to select teachers based on their gender. The teachers
were randomly sampled so that there should be 1 teacher per school to give a total of 12 teachers. Parents were purposely sampled to take care of distances to their home locations. The number of parent was 15 persons per school to give 180 persons. The parents were asked give information about their education, jobs, income and attitude to education among other variables. Because of confidentiality the actual names of the teachers and parent were not revealed. All the schools were mixed and day. Many of the schools were private.

In order to determine the sample size of the parents to be drawn from 642 a formula by Kathuri and Parl (1993) was adapted for estimating a sample size, hence n, from a known population size of N.

\[
n = \frac{x^2 \cdot NP \cdot (1-P)}{d^2 \cdot (N - 1) + x^2 \cdot P \cdot (1 - P)}
\]

Where:
- \( n \) = required sample size.
- \( N \) = the given population size of parent, 642 in this case
- \( P \) = population proportion, assumed to be 0.50
- \( d^2 \) = the degree of accuracy whose value is 0.05
- \( x^2 \) = table value of chi-square for one degree of freedom, which is 3.841

Substituting these values in the equation, estimated sample size (n) was:

\[
n = \frac{3.81 \times 642 \times 0.50 \times (0.5)}{(0.05)^2 \times (642 - 1) + 3.841 \times 0.5 \times (1 - 0.5)}
\]

\( n = 238 \)

3.5 Research instruments

The study used a structured questionnaire and interview schedule as a research instruments for data collection. According to Riess and Bloomquist (1985) the questionnaire and interview offer considerable advantage in administration, they present stimulus potentially to large number of people simultaneously and provide the investigation with an easy accumulation of data, an interview is ideal especially when the number is small. There was questionnaire for the teachers and the parent.
3.5.1 Validity of the instrument.
According to Gay (1976) validity is established by expert judgment the instrument will be validated in two ways; the researcher went through the instruments to verify whether they met the set objectives as well as consulting the class lecturers. The instruments were also confirmed their validity in the piloting stage Orodho (2010). In constructing the instruments the researcher worked closely with the supervisor so as to help in validation of the instruments.

3.5.2 Reliability of the instrument/pilot study
This was established through piloting whereby one similar institution was used to determine the reliability of the instruments. The researcher administered the questionnaires herself. This enabled the researcher to correct the ambiguities that would arise with the instruments. That was done twice in a week, Orodho (2010). The questionnaire was pre-tested in the piloting stage to test the reliability. With the help of the supervisor the researcher went through the instruments before data collection process.

3.6 Data collection procedure
The researcher proceeded to collect data. Before collecting data, the researcher got permission from the college and booked an advance appointment with each head of the involved institution. It's through the head teachers that the researcher was able to access the school parent as well as the teachers.

3.7 Data analysis
Data collected was processed, coded and analyzed. Frequencies, percentages and tables were used to meaningfully describe the distribution of scores and measurement.
CHAPTER FOUR:
RESULTS AND DISCUSSION

4.1 Introduction
This chapter presents a discussion of the research results. The discussion addresses the research objectives of the study which include;

i) To investigate the levels of parent education in Mukuru slums, Makadara division, Nairobi County.

ii) To establish the influence of parent education on learning achievement of ECD education in Mukuru slums, Makadara division, Nairobi County.

iii) To suggest possible solutions that will enhance learning achievement of ECD pupils in Mukuru slums, Makadara division, Nairobi County.

The data collected on each of the study objectives were analyzed using descriptive statistics, statistical package for social sciences (SPSS) version.

4.2 Demographic characteristics of the respondents
This section presents a brief description of the demographic characteristics of the sample respondents in the study. Such a description is considered to be very importance in providing a better understanding of the respondents and provide a good foundation for a detailed discussion of the results based on the stipulated objectives of the study. The demographic characteristics include age, gender, the number of meals children take per day, whether employed and educational level.

Out of the 238 sampled respondents, 169 (71.01%) were female while 69 (28.99%) were male.

Table 1 Distribution by age of the parent

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 15 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>16- 20 years</td>
<td>24</td>
<td>10.08%</td>
</tr>
<tr>
<td>21- 25 years</td>
<td>63</td>
<td>26.47%</td>
</tr>
<tr>
<td>26- 31 years</td>
<td>80</td>
<td>33.61%</td>
</tr>
<tr>
<td>32 - 36 years</td>
<td>43</td>
<td>18.07%</td>
</tr>
<tr>
<td>Above 37 years</td>
<td>28</td>
<td>11.77%</td>
</tr>
<tr>
<td>Total</td>
<td>238</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Field survey
Table 1 above indicated that no respondent was below 15 years; between age 16 to 20, it’s a small percentage of 10.08. Majority of the respondents were at 33.61% followed by 26.47%. This is the prime child bearing age between 21 and 31 years. The respondents above 37 years are the aged parents and the desire of bearing children diminishes with the age advancement.

Table 2: Distribution by meals per day that parent would afford

<table>
<thead>
<tr>
<th>Number of meals per day</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One meal per day</td>
<td>120</td>
<td>50.42%</td>
</tr>
<tr>
<td>Two meals per day</td>
<td>74</td>
<td>31.09%</td>
</tr>
<tr>
<td>Three meals per day</td>
<td>44</td>
<td>18.49%</td>
</tr>
<tr>
<td>Total</td>
<td>238</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Field survey

Table 2 shows that about 50.42% (120) respondents are sure of only one meal per day. These are individuals who are likely to be unemployed. This group is financially challenged and their children would be suffering because of financial inadequacy. 31.09% (74) can afford two meals per day which means they forego one meal. These are individuals who may be casual employees but earn very little. Children from such families may not enjoy privileges of essential learning facilities. 18.49% (44) respondents can afford three meals per day. An indication that whatever they earn can support them meets their daily obligations. They can also support their children in school by providing what is required. Learners in Early Childhood Education level need conducive condition with all facilities that will stimulate learning.

4.3 The level of parents’ education in Mukuru slums:

This was the first objectives of the research. The objective was based on premise that the socio-economic characteristics of the slum areas present a great challenge academic performance of the children in Early Childhood Institutions. To address this objective, the study assessed what the parent do, level of the parent income, the number of meals children have in a day and the parent highest level of education.
4.3.1 What parents do for living

One importance of education is to prepare the young one for future career. What many adult do is a reflection of their early performance in school. The studies started by enquiring what work parent do if they are employed, self employed or unemployed. This is because the kind of work they do is a reflection to their academic performance and level. The figure below illustrate their responses.

Table 3: Distribution of parental employment status

<table>
<thead>
<tr>
<th>Profession</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>74</td>
<td>31.09%</td>
</tr>
<tr>
<td>Self employed</td>
<td>118</td>
<td>49.58%</td>
</tr>
<tr>
<td>Employed</td>
<td>46</td>
<td>19.33%</td>
</tr>
<tr>
<td>Total</td>
<td>238</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Field survey

From table 3, 31.09% (74) of the respondents are unemployed which suggests that they don’t meet their basic need obligation effectively. These basic needs include providing food, providing education, providing security, providing clothing and providing a place to live. Besides basic needs children require parental love, guidance and counseling, conducive environment for schooling and society that cares. Without employment and financial support one will be an able to provide those virtues. 49.58 % (118) and 19.33% (46) respondents are employed and self employed respectively. Though, the researcher didn’t enquire kind of job those employed do and how much each earns per day, the fact that these respondents have some earnings is a positive step towards stability and self sustainability. These people would have enough meals per day unlike where individuals would skip meals because of inadequacy of finances. With the employment, the respondents are expected to have better living standard.

4.4 Influence of parent education on learning achievement of Early Childhood Education.

This was the second objective of the research. The study wanted to establish the influence of parent education on learning achievement. This objective is captured in the questionnaire for teacher number: 10 and 11. First, the researcher wanted to know the level rate of parent education. The figure below illustrates the information obtained.
Table 4: Distribution of parental education

<table>
<thead>
<tr>
<th>Parental education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>106</td>
<td>59%</td>
</tr>
<tr>
<td>Secondary</td>
<td>63</td>
<td>35%</td>
</tr>
<tr>
<td>University</td>
<td>11</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey

Table 4: from the table above, majority of parent 59% (106) are primary school leavers. Parent with secondary school education constitute to 35% (63) while 6% (11) of the parent population have university education. This is an indication that, over 41% (74) of the parent have secondary and university education. The researcher also wanted to establish if the parent education has influence to learning achievements of Early Childhood learners. Such parents have interest in education. They understand the importance of education.

Table 5: Teachers rating on parental education

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44</td>
<td>75.86%</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>24.13%</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey

Table 5 above shows that 75.86% (44) agreed that, the parent level of education has influence on the learning achievement of learners in Early Childhood Education. This figure (75.86%) is composed of secondary school leavers, university leavers and primary leavers who have good daily financial earnings. This indicates that the higher the parent is in education and finances the higher the influence he has to his learning child in Early Childhood Education. They felt that these are parent who are informed on importance of education hence, they will cooperate with the teachers, motivate their children and make a follow up of their children performance. 24.14% (14) did not agree that parent education level has an influence to learners’ achievement. Many of them cited that, parent education has nothing to do with children performance because there are so many illiterate parent who have graduate children. Others argued that, educating is
not only the way to appreciate education and its importance, there are many areas where class education does not count like pushing cart, burning charcoal and digging of house foundation. Another aspect that the researcher looked into was how does parental education influence the learning achievement of learners in Early Childhood Education. The question was put to the parent. The following was the response from the respondents:-

Table 6: Influence of parent education to learning achievement in Early Childhood Education

<table>
<thead>
<tr>
<th>Influence</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role model</td>
<td>60</td>
<td>33.34%</td>
</tr>
<tr>
<td>Assist in homework</td>
<td>42</td>
<td>23.34%</td>
</tr>
<tr>
<td>Career guidance</td>
<td>35</td>
<td>19.44%</td>
</tr>
<tr>
<td>Effective follow up</td>
<td>26</td>
<td>14.44%</td>
</tr>
<tr>
<td>Easier communication</td>
<td>17</td>
<td>9.44%</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Field survey

Table 6 shows that, respondents agreed that, parental education had diverse influence to learning achievement to Early Childhood learners. 33.34% (60) respondents argued that, parental education is role model itself to learners. 23.34% (42) felt that, parental education enables parent to assist their children in doing homework. Such children would find their homework more enjoyable. 19.44% (35) opined that, the most educated parent guide their children on career issues early enough. 14.44% (19) respondents suggested that, the parental education level enable parent to be effective in monitoring what learners are doing. Without having gone to school one may not be able to conceptualize what learner do. 9.44% (17) respondents sampled indicated that the only influence parental education has is easier communication between the parent and the child.
4.5 Possible solutions to enhance learning achievement of Early Childhood Development Education

This was third and last objective of the study. It was relevant so as to get better solution that will enhance learning achievement in Early Childhood Education. Some of the major suggestions that were captured were:

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government to provide free ECDE and teachers</td>
<td>146</td>
<td>61.34%</td>
</tr>
<tr>
<td>Improvement of infrastructure (roads, houses, sanitation, e.t.c)</td>
<td>46</td>
<td>19.33%</td>
</tr>
<tr>
<td>Sensitization</td>
<td>42</td>
<td>17.65%</td>
</tr>
<tr>
<td>Imposes government rules</td>
<td>4</td>
<td>1.68%</td>
</tr>
<tr>
<td>Total</td>
<td>238</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 7: Enhancing learning achievement.

Table 7: 61.34% (146) respondents had opinion that, that the government is providing free primary education, it should provide free Early Childhood Education. The respondents felt that, through free Early Childhood, many learners will get enrolled. The government will also provide learning materials and employ enough teachers. With such provision, the respondents argue that, parent should Endeavour to take care of small children and feed them properly and the money that could have been used in education will be used for domestic chores.

19.33% (46) respondents suggested that, infrastructure in the slum should be overhauled for better structures. They argued that, the learning environment for Early Childhood learners is not conducive. This is evidenced by the study locality. Slums lack decent houses, decent sanitation as well as enough space for playing and learning.

Another small portion of respondent of 1.68% (4) suggested that, it is the right of every child to be in school and get educated. They quoted “children Act” that gives children right to be educated whether from educated parent or not. They argue that, government should impose those rules to make sure that all the Early Childhood learners are given chance to learn.
Sensitization of parent, teachers, government county administration and society in general was supported by 17.65% (42) of respondents. They suggested, sensitization will make many participants in Early Childhood Education own the process without coercising any one. Through sensitization, parent and teachers shall be able to realize importance of good learning achievement at early age of a child.
CHAPTER FIVE:
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction:
In this chapter, there is summary of the findings of the study based on the research objectives, conclusions from the findings and recommendation. The chapter also suggested for further research.

5.2 Summary of the research
Based on the objectives the following findings were established;

(i) That, parental education has influence on learning achievements on Early Childhood Education. Well educated parent have more love for education of their children in Early Childhood. More educated parent is likely to have better job and feed his or her family better. These are elements that improve learning achievements.

(ii) That, majority of parents in Mukuru slums is primary school leavers. That translates to poor jobs that are not paying well an indication that many of them may not be motivated to be concern with their children learning achievement.

(iii) Government should introduce free Early Childhood Education. Through this, many learners shall enroll.

5.3 Conclusion
Based on the summary findings the study makes the following conclusions;

(i) That majority of the parents of Mukuru slum with children in Early Childhood Institutions are primary drop outs or certificate holders.

(ii) Parental education level has great influence on learning achievement for pre-school pupils. The more educated parent is the more interest in education the parent shows. More educated parents have also keen interest in what their children are doing in school. This motivates both the learner and the teacher.

(iii) To improve learning achievement in Early Childhood Education, there are several issues that must be considered. The government should consider establishing free Early childhood Education and create better policies that will enhance more participation of all stake holders.
5.4 Recommendations
In the view of the above conclusions, this study makes the following recommendations;-

i) Parent should ensure that they know how their children in Early Childhood are performing.

ii) Parent should also ensure that, the learning environment for Early Childhood learners is conducive; provision of security, provision of learning facilities, proper sanitation and friendly environment.

iii) Government, individual organization and religious groups should come up with better policies that will improve learning achievement in Early Childhood Education level.

5.5 Suggestion for further research
Effectiveness of teaching methods in Early Childhood Education.
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APPENDIX ONE: PARENT QUESTIONNAIRE

Introduction

This questionnaire is an attempt to establish the influence of parent education level on the learning achievements of children in Early Childhood Development institutions. Kindly answer the questions honestly and diligently.

The answers you give will be treated with utmost confidentiality.

Gender: Male □ Female □

1. How many children do you have in ECDE school(s) around
   More than two □
   More than four □
   More than six □

2. How do you earn your living
   Employed □ Self employed □
   Unemployed □
   Others ___________________________ _____________

3. Is the money you earn enough to educate your child
   Yes □ No □
   If not, where do you get money to pay fees for your child ____________________________

4. How many meals does your child have per day
   One □ Two □ Three □

5. Does he/she use transport to school
   Yes □ No □
6. How far is the school from home
   Near [ ]   Far [ ]   Very far [ ]

7. Does your child attend school every day
   Yes [ ]   No [ ]
   If no, why __________________________________________
   __________________________________________

8. What is your highest education level
   Primary [ ]
   Secondary [ ]
   University [ ]
   Others __________________________________________

9. What influence do you think your education have in the learning achievement of your child/children
   1. Role model [ ]
   2. Career guidance [ ]
   3. Effective follow up [ ]
   4. Assist in homework [ ]
   5. Easier communication [ ]

10. What do you think should be done to improve learning achievement in ECD in This area?
    (at least three suggestions)
    __________________________________________
    __________________________________________
    __________________________________________

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APPENDIX TWO: TEACHERS QUESTIONNAIRE

Introduction

This questionnaire is an attempt to establish the influence of parent education level on the learning achievements of children in Early Childhood Development institutions. Kindly answer the questions honestly and diligently.

The answers you give will be treated with utmost confidentiality.

Gender: Male ☐ Female ☐

1. Do the children attend class regularly?
   Yes ☐ No ☐
   If no why? ________________________

2. Do you think the parent of the children earn enough to pay for fees?
   Yes ☐ No ☐
   If no why? ________________________

3. How do you rate the education of parent
   Primary ☐
   Secondary ☐
   University ☐
   Any other ________________________

4. Do you think parent education play a role in children learning achievement
   Yes ☐ No ☐
   If no why ________________________
5. What do you think should be done to improve learning achievement in ECDE in your class __________________________

6. How will you rate the employment level of the parent in this school
   Very high [ ] high [ ]
   Very low [ ] low [ ]

7. For how long have you been in this school __________________________
GL/NC/141 VOL. 1IV/259

25TH April, 2013

LOICE NGETICH
UNIVERSITY OF NAIROBI

RE: RESEARCH AUTHORIZATION


Authority has been granted to you, to collect data in Pre-school Makadara District School for purpose of your research. The study objective being "Influence of parental education on learning achievement for Pre-school pupils. Case for Mukuru slum, Nairobi, Kenya"

Liaise with respective Headteachers of the Pre-schools in Makadara district for the success of your research.

This office expects you to hand in a copy of your research finding on completion.

With you success.

MWANTHI; A. N.
ASSISTANT DIRECTOR CITY EDUCATION 'D'
FOR DIRECTOR CITY EDUCATION