

**INFLUENCE OF SLUM WORKING MOTHERS ON SOCIAL EMOTIONAL
AND BEHAVIOURAL SKILLS OF PRESCHOOLERS: A SURVEY OF
RIRUTA ZONE, DAGORETTI DISTRICT NAIROBI COUNTY**

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DECLARATION

I Rachel Muthii Thiga declare that this is my original work and has not been presented in any other university or college for the purpose of examination.

Rachel Muthii Thiga

This research project has been submitted for examination with my approval as a University of Nairobi supervisor.

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DEDICATION

This research project is dedicated to my mother, Milka Ndeki and my grand children Brian Mutunga, Tasha Muthii and Rachel Njoki.

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LIST OF ABBREVIATIONS AND ACRONYMS

AAP	American Academy of Paediatrics
CEDAW	Committee on Elimination of All Discrimination Against Women
CDIA	Child Development Institute of America
ECDE	Early Childhood Development and Education
IDS	Institute of Development Studies-University of Nairobi
ILO	International Labour Office
SES	Socioeconomic Status
SWM	Slum Working Mothers
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations International Children’s Emergency Fund
USA	United States of America

ABSTRACT

The purpose of the study was to determine the influence of slum working mothers on preschoolers' social emotional skills development in Riruta zone, Dagoretti District, Nairobi County, Kenya. It was found necessary to undertake the study as its finding would provide useful insight as to why preschoolers should acquire social and emotional skills early in life. The study was guided by three objectives : To assess the influence of mothers' social economic status, mothers' working conditions and mothers' emotional well being on the development of preschoolers' social emotional and behavioural skills. The findings would be used in strengthening mother- child relationship as well as sensitizing other stakeholders for healthy social emotional development of preschoolers. Literature review exposed what other scholars and researchers had found out about the role mothers play in fostering social emotional skills in their preschool children. Theoretical framework was largely drawn from the work of Erik Erikson (1982) on social development. The study adopted the survey design of research. The target population was drawn from Dagoretti District in Nairobi County. The sample comprised of 10 teachers, 60 mothers and their preschool children from five public preschools. Questionnaire was used to capture information from teachers. Interview guide was used to capture information from the mothers. Separate interview guide was used to gather information from the preschoolers. A pilot study was conducted to clarify instrument validity. For reliability Chronbach's Alpha was conducted. Data collected was analyzed using Statistical Package for Social Scientists (SPSS) and descriptively around the research objectives. The findings revealed that the unsupervised preschoolers of the slum working mothers did not develop appropriate social emotional and behavioural skills. They had low self-esteem and solved problems through aggression and were rejected by others most of the time. The study recommended that mothers should be sensitized on the importance of helping the preschoolers develop appropriate social emotional skills through interacting effectively with them by devoting time. They should partner with teachers and other stakeholders to bring up a whole child. The study recommended further study on effects of social emotional skills on transition to standard one, school characteristic on social emotional skills development and that the current study be carried in none slum area.

Key words : Social Emotional skills, Self-esteem, Pro-social behaviour ,Self-regulation preschoolers and Slum Working Mothers.

CHAPTER ONE

INTRODUCTION

1.0 Background

In recent years, the subject of early childhood has been widely discussed. Scholars and researchers have argued on how best to teach different school subjects in early childhood classes. Others have suggested the importance of teaching social-emotional skills. The role of the mother as the primary caregiver has also been emphasised. The later will be discussed here in connection with slum working mothers.

According to the Institute of Development Studies (IDS) University of Nairobi (1977), most women in Kenya, before independence were mainly self-employed in small scale agriculture. They doubled as homemakers as well as caregivers for their children. There was no threat of unhealthy development since children were raised within an extended family set up where roles were shared among them. Children spent their early childhood at home surrounded by adults.

Mutiso (1987), Pale, Awori and Krystal (1983) observed that the traditional pattern changed following industrialisation after independence in 1963. Many young mothers moved and continue to move to urban areas in search for jobs. This brought changes in family structures and child rearing practices. Social support today is almost non-existent and most mothers have to struggle alone to raise children.

Mitter and Rowbotham (1995) and Springboard consultancy (2012) add that due to growing incidences of female-headed households in a number of third world countries, an increased number of mothers have to work to provide for their children.

For most women today, getting a job is an expected part of life. Majority of them work in low income job sectors. The mothers' persistently low income leads to poverty. They therefore end up living and raising children in the slums. In such families, the mother is usually both the breadwinner and the caregiver of her children. Low income earning mothers also work in difficult conditions such as long inflexible hours of work. This leaves mothers little time to care for their children. Many children are left to alternative caregivers or perhaps to self-care. This is a potential danger in the development of young children's present and future well-being.

Today, societies are becoming increasingly aware that early childhood is a particularly sensitive period marked by a high degree of both adaptability and vulnerability in the developing child. With this knowledge, uncertainty has also risen concerning the impact of changes in traditional child-rearing patterns on the cognitive and social –emotional development of young children (Blake, 1993)

With this in mind, Rae (2012) emphasises that children's social and emotional skills should be taught and nurtured early if children are to develop healthy emotional and social intelligence later on. Children need the skills if they are to develop appropriately and function effectively within both the social and learning context. It is important for mothers to invest time and energy in the early years of a child. This will ensure that they bring up children who are healthy and who will grow up to be productive and contribute effectively to their society. Preschoolers who are socially and emotionally grounded will have better academic performance, fewer school dropouts and repetition. Such children grow up to be disciplined, well adjusted socially and morally upright youth and adults. He adds that a mother has to be

emotionally stable herself in order to execute her role in grounding her child emotionally.

Deewer (2009) and Hartup (1992) also suggests that the single best childhood predictor of adult adaptation is not the school grades and classroom behaviour but rather the adequacy with which the child gets along with other children. The first outcome for children to have sense of identity is about feelings and relationships. The second outcome includes participating in meaningful relationships and contributing to group play. These are indicators of a competent individual. Children who lack social emotional skills are generally disliked by others. They are aggressive, disruptive and unable to establish a place for themselves in the peers' culture. They are seriously at risk of poor mental health, dropping out of school, low achievement in school and poor employment in future.

World Conference on Education for All (1990) articulated the significance of early years as the foundation of an individual's life. Environmental experiences during this time can enhance or inhibit realization of one's potential in life. The period is characterized by very fast growth and development in physical, cognitive, social emotional and moral. By the end of six years, the brain of a child has developed maximum connections required in life. All that remains is to make these connections permanent by providing early stimulation and quality care.

Shore (1997) emphasises that it is during the early years critical windows of opportunities are open. Children are able to learn skills and attitudes very quickly with minimal efforts. This requires the right environment, care, nurturance and stimulation. Parents and in particular mothers should make use of this period to maximise children's holistic development and also their potential. What children learn during these years makes permanent impression in their brain. It is easy to

mould the character of children by inculcating social norms, values and habits as well as regulation and control of emotions during this period. This period is also crucial for proper physiological growth, health and nutrition interventions to put the child on the right track of life.

Alliance for Infant Mental Health (2003) confirms that the early years lay the foundation for future success in school and beyond. A child's emotional development is the basis for all later development. It sets the stage for relationships and readiness for school. Children who do not attain basic social and emotional milestones do not do well in school. They are at a higher risk for learning and behaviour problems and juvenile delinquency.

Kabiru and Njenga (2007) contend that children should be aware of their emotions early in life. Such children develop good planning skills by the time they enter school. They also have lower risk for problems of aggression and anxiety disorders. Such children develop positive self esteem and pro-social skills that enable them cope with challenges and opportunities to explore the environment at school.

Ainsworth (1973, 1978) suggests that a well socialized child is cheerful, friendly, and independent and enjoys company of others. Negative social emotional skills could be caused by lack of mother-child attachment during early stages in life. Persistent behaviour difficulties may frustrate preschooler access to curriculum. For example, if aggressive behaviour leads to exclusion from some classroom activities, the preschooler may suffer low self esteem and fail to cope with learning.

According to UNICEF (2006) care and nurturance during the early years is the role of the mother. She also provides positive stimulation, early experiences and relationships. This has a significant impact on a child's social-emotional and behavioural skills. They also influence how a young child's brain develops. But

with high increase of mother employment and less mother-child interaction in recent times, these gains are being lost. This raises concern on the way mothers' work is affecting preschoolers socially and emotionally.

1.1 Statement of the problem

Preschoolers are young children between age 3 and 5 years who are enrolled in Early Childhood Development and Education (ECDE) centres for the purpose of learning. They are in need of care, protection and close relationship with parents or caregivers in order to have holistic growth and development. Children of such tender age need warmth and close supervision by adults all the time due to their vulnerability. Without adult supervision preschoolers can experience severe developmental, behavioural, social and emotional problems. It was observed that most preschoolers in Riruta zone ECDE centres experienced problems such as withdrawal, disruptive and disturbing behaviour, inability to regulate emotions and behaviour and lack of concentration in class. They also exhibited antisocial behaviour such as aggression, irritability, defiance and tendency to be destructive. These were indicators of unhealthy social and emotional development. It was a risk to their future learning and adult adaptation (Hartup, 1992). It was therefore found important that an investigation be carried out to find out how slum working mothers were influencing preschoolers' since they are the first teachers of their children. Mothers should lay the foundation on which teachers should build on (Kabiru and Njenga 2007).

1.2 Purpose of the study

The purpose of this study was to establish the influence of SWM on preschoolers' social, emotional and behavioural skills in Riruta zone in Dagoretti District, Nairobi County.

1.3 Specific Research Objectives

The specific objectives of the study were:

- i. To establish influence of slum working mothers' socio economic status on preschoolers' self- esteem in Riruta zone, Dagoretti District.
- ii. To find out how slum working mothers' conditions of work affected the preschoolers' pro-social behaviour in Riruta zone in Dagoretti District.
- iii. To establish the extent to which Slum Working Mothers' emotional well-being influences preschoolers' self-regulation in Riruta zone in Dagoretti District.

1.4 Research questions

- i. What is the influence of slum working mothers' social economic status on preschoolers' self -esteem?
- ii. How does Slum Working Mothers' working conditions influence preschoolers' pro-social behaviour in Riruta zone of Dagoretti District?
- iii. To what extent does Slum Working Mothers' emotional well-being influence preschoolers' emotional self- regulation in Riruta zone of Dagoretti District?

1.5 Significance of the study

This study will bridge the gap left by other studies on slum working mothers 'influence on preschoolers' social emotional and behavioural skills. Policy makers, mothers, Schools, teachers, child well fare societies, researchers and preschoolers will all benefit from the study.

Policy makers will take steps to improve early childhood development. They will provide a framework that will promote services aimed at maintaining social and emotional well-being of young children and their families.

Mothers will be able to balance work and upbringing of their children. They will be able to plan time well in order to compensate for their absence. They will purpose to play an active role to promote the social and emotional well-being of the preschoolers and their families in general.

Teachers will help preschoolers identify strong emotions such as anger and excitement and facilitate healthy expression of those emotions. They will also promote mother- child relationship to enhance social emotional skills. Teachers will collaborate with other stakeholders to create awareness of parenting skills among slum working mothers to enhance social emotional well-being and behavioural skills of preschoolers.

Child welfare societies will ensure a continuum of services, beginning with those that can help prevent abuse and neglect and keep families together.

Researchers will conduct studies that increase the body of knowledge on early development of social emotional and behavioural skills and effective intervention measures. Information will be made available to all stakeholders.

The preschoolers will benefit because there will be collaboration among all stakeholders for the preschoolers' well-being. They will be able to acquire social skills to enable them fit among other children in and outside the school. This will not only improve their sociability but also their mental skills and prepare them for future success.

1.6 Limitations of the study

The study was carried out in public preschools in Riruta zone in Kawangware location, Dagoretti District which was purely an urban slum. Therefore it may be hard to generalize to other areas that are not in the slums. The study specifically dealt with Slum Working Mothers and the preschoolers and may not apply to other categories of mothers. Some respondents felt emotionally vulnerable especially when their children were facing behaviour problems that they felt were out of their own (mothers') negligence. Some answers seemed like an expression of dissatisfaction with family or work life and created feelings of inadequacy.

1.7 Delimitations of the study

The study covered Riruta zone in Kawangware slums in Dagoretti District, Nairobi County. Riruta is one of the two education administration zones in the district. The zone was in the heart of Kawangware slums and had a large population. Riruta borders Lavington estate to the east and Mountain View estate, to the North West.

1.8 Basic Assumptions

The study assumed that mothers of preschoolers in the zone worked outside the home. These mothers were assumed illiterate or they had low education levels. The study assumed that the mothers earned low wages and that they were poor. They worked for long inflexible hours and this left them with little time to spend with their children. The mothers' absence affected their children's social emotional and behavioural skills.

1.9 Definition of operational Terms

The terms below were defined as they applied to this study.

Aggression: In this study it meant preschooler's intended psychological harm to self, others or objects in the environment, expressing feelings and seeking attention through violence or hostility and seeking to dominate others.

Behavioural skills: For the purpose of this survey, behavioural skills were the actions of a preschooler in response of his/her own feelings of what was happening in the environment.

Emotional development: Attainment of emotional capability and skills that enabled preschoolers to function and survive in school and at home such as ability to control anger and cooperate with others.

Competence: Preschoolers' ability to relate well with others, being a friend and maintaining friendship and deal with issues in a satisfactory and successful manner.

Preschooler: A child aged between 3 -6 years that had joined an ECDE centre to be prepared for learning.

Pro-social behaviour: This was defined as behaviour of preschooler meant to help another person such as sharing, showing kindness, empathy, sympathy and working together with others.

Self-esteem: Preschooler's good feelings about him/her self, feeling of being special, loved and valued by their mothers.

Self-regulation: This was defined as preschoolers' ability to control the urge to engage in impulsive behaviour such physical aggression abusive language and yielding to frustrations.

Slum: For the purpose of this study a slum referred to an area in urban setting with an unplanned housing which was overcrowded and lacked adequate basic facilities such as toilets, play area and provision of clean water. Most of the inhabitants were of low socio economic class and generally poor.

Slum Working -mothers: Female parents living in the slum, who are bread winners working outside the home.

Social economic status: In this study it was the total measure of the slum working mothers' income, education and occupation.

Social-emotional skills: These were aspects of a preschoolers' mental health that help them sustain positive relations with others, manage and express their emotions. They included empathy, curiosity cooperation and self-confidence.

1.10 Organisation of the Study

The study was organised in five chapters. Chapter one contained the introduction to the study. Chapter two was the literature review which accounted for what others said about the issue at hand. Chapter three contained the methodology which included research design, population of the study, sampling procedure, instruments validity and reliability, procedure for collecting data and data analysis. Chapter four contains findings and discussion from the study. Chapter five is the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A human being is a social animal destined to live in close relationship with important others. The relationship starts right from birth with a responsive mother. The mother provides warmth and affection and physiological needs of the child. (Aristotle, 460BC-370BC)

Murray and Trevarthen (1986), Macoby and Martin (1983) concur that mother-child interaction promotes infant survival and their emerging sense of self. This leads to the opportunity for the child to eventually bear and nurture a new generation in future. What happens between the mother and the child from zero to six years may have long lasting effects on the child. The relationship between mother and child is built through the process of socialization. The process ensures that attitudes, values and customs of a society are absorbed. It includes aspects of learning how to interact properly with others which is termed social emotional skills. A proper combination and coordination of social and emotional development is critical to leading a purposeful and fulfilling life. This is the goal of every caring parent for their child.

Erikson (1982) states that steps of development are predetermined by the individual's readiness to react to the widening social world. The social world begins with the dim image of the mother and ends with an image of humanity. The mother has a role to prepare the child to accommodate the social world. Development consists of progressive resolution of conflicts between needs and social demands.

Parents' role is to help their children develop trust, autonomy and initiative before children join the social world.

Ermisch (2007) explains that the first few years prepare children to be self-confident, trusting, empathic, intellectually inquisitive, competence in using language to communicate and relate well with others. Health social and emotional development refers to a child's ability to experience, manage and express the full range of positive and negative emotions, develop close satisfying relationships with others and actively explore their environment. A child's emerging social and emotional skills forms a critical foundation for learning and wellness that will guide them into adulthood. The healthier a child's early experiences are, the more apt they are to enter school and life with a strong foundation of social emotional skills. These skills will determine how they will deal with success and adversity across their lifespan.

Therefore, this section will account for what different scholars have said about the contribution of working mothers to a successful process of building healthy social emotional and behavioural skills of preschoolers. Particular interest is on the contribution of slum working mothers in building preschoolers' self-esteem, pro-social skills and self-regulation. It will examine how mothers' socioeconomic status, working conditions and their emotional well-being influence acquisition of the mentioned skills

2.1 Effects Slum Working Mothers socioeconomic status on preschoolers' self-esteem

According to Kabiru and Njenga (2007) teachers have a direct responsibility to see to it that preschoolers are thoroughly prepared for learning. However, they should build on what the mothers have already began, considering that the parents and

especially mothers are a child's first teachers. It is therefore important to examine the role of the mother in building the self-esteem of the preschooler.

Ingham and Baron (1995), Raising children network (2006) state that Self-esteem is the value judgment or degree of worth a person attributes to his or her self image. It is considered an important component of emotional health and encompasses both self confidence and self acceptance. Self - esteem is very important to everyone. It is one of the most valuable gifts one can give to a preschooler and children in general. Young children attain self-esteem through what they can do and through what their parents think about them. The messages parents pass to their children can either build or destroy self-esteem.

According to Raising children network (2006) building self -esteem in preschoolers requires mothers to devote time to talk to them, listen to them and support them in their school work. They should talk to the teachers and create good relationships between home and school. Preschoolers should be helped to understand that they are needed in the family by assigning them chores which are age appropriate. The parents should encourage friendship and get to know their children's friends. Preschoolers should be encouraged to accept every part of themselves so that they may achieve wholeness, love and lifelong connections to themselves and to the world. These connections and the acceptance that follows it are vital to healthy self-esteem. Mothers should ensure constant provision of basic needs for their children for them to feel loved and cared for. At age five preschoolers are already aware of themselves and their environment. They have gained understanding of some of the life circumstances surrounding them. They know when cared for or neglected. The mother's socio-economic status, her ability to make decisions and the family environment interact to contribute to the development of self-esteem of preschoolers.

2.1.1 Mothers' financial stability

According to Marmot (2004) socioeconomic status (SE) is an economic and sociological combined total measure of work experience of an individual or family's economic and social position in relation to others. SES is based on income, education and occupation. It is typically broken into three categories, high, middle and low socioeconomic status. SWM are most likely to be single parents and the only breadwinners. They usually have low level education achievement or they are illiterate. These factors exclude them from skilled craft-work and other modern sector jobs. It determines the type of work they do, where they live, type of houses they live in and who they associate with. It also determines where their children go to school. The mothers mainly fall in the low socioeconomic status.

McDevitt and Ormrod (2002), Bradley and Caldwell (1984) are of the view that economic status is one of the largest external influences on a child's development. Mothers work to give their children better life. They provide the basic needs of food, clothing and shelter making employment a necessity. Working mothers will provide materials for learning such as toys and books. They will provide stimulating outings which mothers who are not employed might not afford. Every outing for a child is a learning opportunity and increases the preschooler's self-worth. How well she meets needs will be determined by her financial stability.

Salway, Rahman and Jesmin (2003) argue that financial stability is one of a number of factors affecting the slum mother's economic status which in turn determines the provision of needs to a child. Stable income ensures continuous provision of needs for children's emotional well-being. But generally, slum mothers work in low paying sectors and do not have stable jobs. For example Mumbai slum settlement, India women work in the garment factories as casual labourers. Other work

opportunities include domestic help, brick breaking, agriculture labour and cleaning and laundering. Low paying jobs are usually temporary, leaving the urban poor particularly women vulnerable to fluctuations in the economy. This is a very devastating shock to the slum working mothers. They are never sure of tomorrow. They frequently experience financial instability due to loss of jobs. This affects their emotions and those of their children. They become hopeless and have negative self-talk which children easily pick and adopt. Children often suffer malnutrition which affects their well being and demeans their self-esteem.

Ganepola (2010) contends that due to such factors as low paying jobs and loss of the same jobs, mothers working in the slums are unable to continually provide basic necessities to their children especially nutrition. A child's world can be influenced by various aspects that shape his physical, cognitive, social and emotional skills development. A starving child suffers from lack of nutrition and naturally does not feel good when hungry. Such children can suffer a loss of self-esteem and develop poor self-concept. Deprivation can also affect the way he/she develops a sense of who they are and the way they relate to the social world. Such children have a difficult time dealing with issues and isolate themselves from the rest of world. They compare themselves to others and feel depressed and inadequate. They have few or no friends at all and are unable to participate in group play. The inability to form relationships hurts their self-esteem.

Brook-Gunn and Greg (1997) contend that despite mothers' work, many children in the slums are still living in poverty because of the actual income of their families. Most families have persistent low incomes rendering them poor. Severe deprivation is based on levels of adequate nutrition, safe drinking water, decent sanitation facilities, health, shelter, education and information. Low self-esteem which is

related to internalizing problems most notably depression, anxiety and social withdrawal may result from persistent poverty. They also exhibit external behaviour problems such as aggression, being disruptive, destructive and fighting. This is probably due to the fact that poor children are seven times more likely to experience child abuse, neglect or violent crimes than non-poor children. They live in places where crime and violence are too common. But mothers who are actively involved in their children's lives may lessen this effect. Children who experience economic hardships are less popular among their peers than those who do not face economic adversity. This is possibly due to their higher levels of behaviour problems resulting from mothers' failure to discipline them consistently. Disorderly behaved children are at risk of rejection by peers. Teachers find it hard to cope with their behaviour. When children realize that they are not liked, they become negative and unable to make friends. Preschoolers with poor relationships develop negative self esteem.

2.1.2 Decision making role of slum working mothers

UNICEF (2006) states that for children, the most important actors are not political leaders and heads of departments and development agents, but rather the parents and caregivers who make crucial household decisions on daily basis. How members of a family use collective resources determines the level of nutrition, health care, education and protection that each family member receives.

CEDAW (2006) reports that children's rights are more likely to be realized when mothers fully enjoy their social economic rights. Mothers have an important economic role in addressing poverty experienced by children. Across the world, the livelihoods of households are already often sustained by mothers who work outside the home. In the Caribbean and Sub-Sahara Africa, women produce about 80% of household food consumed. However, the needs of children and women can only be

addressed when mothers participate in decision making regarding the family income.

Survey by UNICEF (2006) reviewed that maternal participation in labour force can be beneficial to children. It results in women gaining greater access to and control of economic resources. Even so, paid employment for mothers does not automatically lead to better outcomes for children. It depends on who controls the income they generate. Household decisions on daily expenditure have a decisive impact on children's well-being socially, emotionally, in education and health. How a family decides to spend its financial resource on the needs of children or the personal preference of adults often depends on which family members are involved in decision making process. In many households across the developing countries, men have an upper hand on decisions of household expenditure. They control the greatest share of income and assets and often have the strongest say whether those resources will be used to meet household expenditure hence needs of children.

UNESCO (2007) observed that where mothers have a fair say, children benefit more. For instance, in families where mothers are key decision makers the proportion of resource allocated to children is far greater than in those houses where mothers do not take a major role. This is because mothers place a higher premium on children welfare-related goals than men. They are more likely to use their influence and the resource they control to promote the needs of children in particular and of the family in general. When mothers make decisions concerning their income, they prioritise nutrition of their children. They also determine when and where to seek health care for their children. Nutrition and health have been proved to contribute to emotional well-being of children. Such children gain positive self

esteem while the nutritionally deprived children are often sad and lonely and maintain low self-esteem.

Survey carried on women in Nepal and India (UNESCO 2007) shows that mothers' participation in household decision making decreased stunting among children and reduced child morbidity and mortality. This increased children's emotional well-being and opportunity to participate in school. It also contributes to the mothers' well-being probably due to the conviction that they are doing the best for their children. When mothers make decisions, the only limiting factor could be their low income.

2.1.3 Slum Working Mothers' Family Environment

Brazelton, Berry and Greenspan (2001) state that self-esteem is promoted by positive early environment and nurturing relationships. The relationships are formed as a result of attentive, sensitive, consistent and responsive care and interaction from parents and other primary caregivers. The home environment is both physical and emotional. The physical environment should offer opportunity and materials to play with and encourage exploration which is developmentally appropriate for a preschooler. It should offer safety, appropriate food and shelter. These aspects make the preschooler feel secure and he gains self-confidence. They are also able to engage others where they are not sure of what to do. The emotional environment is friendly, loving, caring and warm. The family environment includes mothers and all other members especially the preschoolers and their siblings.

Dodge (1983) and Putallaz (1993) observe that social skills learnt by children before joining school play an important role in acceptability or rejection by others. What children learn is determined by the type of parenting and also the family environment. Children from friendly home environment grow to be socially competent. They gain acceptance, they are skilled in imitating new relationships and

maintaining old ones as well as resolving conflicts. They maintain positive self esteem. How well socially competent a child becomes will before school depends on parental characteristic and sibling relationship.

2.1.3.1 Mothers' characteristic

According to Keegan and Zuehl (2001) low income mothers are often overwhelmed by diminishing self-esteem, depression , a sense of powerlessness and inability to cope. These feelings may be passed along to their children in the form of insufficient nurturing, negativity and general failure to focus on children's needs. They result to increased use of physical punishment and verbal abuse. Through such actions, children receive negative messages like, 'You are neither loved nor wanted.' When children are not in good relationships with their mothers, they find it difficult to relate with other people. Such mothers may also compare preschoolers with their siblings or friends, remind them of bad experiences or totally ignore them. Such messages damage self esteem of the preschoolers.

Sezewyck-Sokolowsk (2005) argues that low social economic mothers often leave children alone to fend for themselves and their younger siblings while they work for long hours. Compared with their well –off peers, they spend less time playing outdoors and more time watching television. Since there is no adult supervision, they won't get models for how to develop proper emotions or respond appropriately to others from watching cartoons. They need warm person to person interactions. They fail to form positive relations with peers, an important aspect of self –esteem.

U.S. Census Bureau (2000) explains that children who come from low economy families usually have poor self esteem. They are ashamed to join with other children afraid to be cast out because they are not in their level. These children are often excluded from activities where money is involved such as trips. They are more

unlikely to bring enough provision to school and are often sent home for school fees and learning materials than children who come from high or medium economic status.

2.1.3.2 Sibling rivalry

According to Cohen (2010) siblings are an important part of the family environment. They contribute a lot to the self-esteem of each other either positively or negatively. A sibling with positive self-esteem is a great resource for supporting the ones suffering low esteem. They provide source of encouragement by creating friendly environment. They provide each other with warmth and support and a sense of self-worth (Yeh and Lempers, 2004). Even so, sibling rivalry is not uncommon in many households especially in low income families. Rivalry may have its roots in the aggressing sibling's lack of self esteem. Family interaction may involve comparisons particularly among siblings. Notions of fairness or injustice initially develop within sibling relations as comparisons of various competences and virtues within inevitable implications for self esteem. All family members have opinions about each other and are typically less reticent to express them to each other rather than the case outside the family relations. Siblings especially may be only too eager to give critical feedback regarding each other's behaviour, social skills and intelligence. This may result to demeaning each other thus hurting the self-esteem. It can be detrimental in slum families that are also low income with little adult supervision. Siblings from low income families may also quarrel and fight over inadequate resources like to food, where to sit or where to sleep. However, parental intervention and encouragement can prevent this.

2.2 Effects Slum Working Mothers work conditions on preschoolers' pro-social behaviour

Mothers' work place environment has trickledown effect on how children grow and develop. Mothers influence each other and they are also influenced by the circumstances they undergo. Such circumstances help them make important decisions on their role in child upbringing. This section will describe the role of the mothers in fostering pro-social behaviour and how it is affected by her work place.

2.2.1 Mothers' role in promoting pro-social behaviour

Marion (2003) and Straubhar et al. (2009) state that pro-social behaviour is initiated with the goal of benefiting another person. It is an unselfish interest in helping others with no apparent reward expected. The categories of pro-social behaviour are sharing, helping and cooperation. These actions may be motivated by empathy and concern for others. Pro-social behaviour fosters positive traits that are beneficial for children and the society. Encouraging pro-social behaviour may also require decreasing or eliminating undesirable social behaviour such as being selfish and inability to wait for a turn to do something.

Eisenberg (2006), Bierman (2009) state that pro-social behaviour is about caring. Children who are more pro-social when they begin school continue to be more pro-social in primary grades. They carry this to adulthood. Mothers should help children to develop empathy and perspective of others through modelling. Pro-social competence predicts their strengths in other areas. It makes them cognitively ready for school.

Zhour (2002) maintains that in order to promote pro-social behaviour from children, mothers must show an active interest in their lives through both parental warmth and responsiveness. When children get this encouragement from their caregivers they get

a sense of security, control and trust in their surrounding environment. When a parent shows genuine concern and care for their children and what they are doing with their lives, it will increase self-esteem which in turn allows them to initiate social relationships. It is hard for a child to make friends if he does not like himself. Children with high self-esteem are more likely to exhibit pro-social behaviour.

Hoffman (1988) states that the type of parenting determines what their children become socially. Authoritative parents yield more preschoolers who engage in pro-social behaviour because parents are actual models of pro-social behaviour. They are caring, communicative and empathic. They make rules and ensure that the rules are followed. The parents point out mistakes in a consistent manner. They take turn to listen to their children and also to talk to them. They also explain why certain behaviour is wrong and could be harmful to the child and others. Mothers who value sharing and helping others are more likely to have preschoolers who develop similar values. These mothers model generosity and charity. They give opportunity to their children to help the needy and offer kind words of encouragement to strangers. Through such actions, preschoolers come to view themselves as helpful and caring people. Mothers should seek out opportunities for preschoolers to experience cooperative activities at home. This can be done by assigning them age appropriate chores or providing opportunities to play with peers.

According to ILO (2002) the mothers working conditions determines her ability to influence the development of her children. Increased participation of women in the labour market has not always been matched by an equivalent improvement in their working conditions or job security. Employees are supposed to enjoy basic conditions of employment. Employers' perception about low income mothers, long

hours of work and unscheduled overtime interfere with mothers ability to teach pro-social behaviour.

2.2.2 Employers perception about slum working mothers

Talia, Maura and Jillian (2006) observe that domestic workers are an integral part of our lives. They help us manage our homes and raise our children. It is only fair that we treat them with respect and the professionalism they deserve. But despite providing essential services they face discrimination based on gender, ethnicity and employment. In Kenyan society female domestic workers are perceived to be unskilled and uneducated which translates to mistreatment and exploitation. Heavy demands of work are placed on them and they are underpaid on the notion that the employer provides them with food and shelter. They are viewed as people with no other life outside the employers' house.

Tung, (2000) explains that women domestic workers in Canada are supposed to meet the need for cheap labour. They are not supposed to produce any strain for their employers. They are over looked by the policy makers. The workers are mainly migrants from Filipino. They are perceived to be respectful because they do not intrude or challenge their employers. They eat less. They are mainly live-in workers who work for 24 hours. They leave their lives behind to please the employer. The happiness of the employer is ultimately their happiness. These are all negative perceptions which make them easy to control. These mothers do not meet the goal of improving the lives of their families. They are unable to give adequate provision of needs to their families or demonstrate sharing. In order to share children must have.

Anker and Hein (1986) have observed that women working in informal sector are perceived as people who lack training, skills and experience. They are viewed as not capable to deliver as much as men even when they are of equal education status.

Employers also blame working mothers for frequent absenteeism more than men. Mothers are also discriminated against on the basis of pregnancy and child birth. Employers do not give maternity leaves to mothers. Instead they dismiss them. Employers in informal sector tend to offer very temporary, low income and insecure jobs to these mothers. They are paid less than their male counterparts even if they have the same qualifications. They may suffer negative self-esteem because of how they are perceived and treated. They lack the warmth and responsiveness required to teach pro-social behaviour. They could pass the same mistrust on to their children.

ILO (2002) observed that activities in the informal sector where slum mothers work are wide range. These mothers are ignorant of their rights. Although most employers are aware of this, very few of them commit themselves to help employees realize rights enjoyment. This makes it difficult to collect accurate and comprehensive information to form organisations that can ensure security of job for the workers. Women are less likely than men to enjoy job security or no social benefits. For instance mothers in informal sector have no paid sick offs, maternity or family responsibility leaves. They also do not enjoy long term benefits such as Social Security Fund. They have no terminal benefits that they could spend as they look for another job. It also means their preschool child may stop learning and will have less food until the mother finds another job. When mothers are happy, they are able to demonstrate caring and -loving attitudes towards their children. They feel emotionally secure and are able to provide emotional security to their children.

2.2.3 Work schedule flexibility for Slum Working Mothers on preschoolers' pro-social behaviour

Lynette (1989) argues that although a high proportion of women are engaged in informal sector jobs they have enough time with their children. These jobs may be

lowly paying and insecure but generally offer flexibility that formal employment does not offer. Location of work is often near home and mothers determine the hours of work. These factors are considered essential to women with small children. But Woods (1972) argue that it does not always work. Many school-age children of employed mothers come back home before their mothers' arrival from work especially when they attend half-day schools. These children may be too old to fit in regular day-care. Therefore, they go to neighbours' houses or come home to grandmother or father after school. But many others are latchkey children. Some come home to an empty house and take responsibility for their own care after school. There is no adult supervision. There is no adult to assign them responsibilities to help them develop pro-social behaviour such as turn taking and cooperation. These children may become lonely, bored and fearful. They may also be socialized by peers and television and learn antisocial behaviour such violence, defiance and aggression.

Bowlby (1940) suggest that two environmental factors were paramount in early childhood. The first is death of a mother or prolonged separation from her. The second is the mother's emotional attitude towards her child. He considers quality time of parental care to be of vital importance to the child's development and future mental health. A young child should experience a warm, intimate and continuous relationship with the mother or permanent mother- substitute. This relationship gives both satisfaction and enjoyment to the child and the mother. In such a relationship emotions of guilt and anxiety would develop in an organised and moderate way. Continuous disruption of attachment between the child and the primary caregiver (mother) could result in long term cognitive, social, emotional and behavioural difficulties. Long term consequences of maternal deprivation include delinquency, reduced intelligence, increased aggression, depression and affectionless. Long,

inflexible working hours deny the mother and the child time to bond, nurture a relationship and model pro-social behaviour.

Wilson (2008) suggests that one of the most important lessons children should learn is how to successfully interact with others in social situations. This requires that children exhibit pro-social behaviour such as empathy, sharing and cooperation. With healthy role models and involved parents children can learn to display pro-social behaviour. Positive parenting is necessary so that the parent reason with children and explain expectations and consequences of their behaviour. Warm, loving and responsive parents encourage children to give and expect positive experiences from other people. Children learn when to give and expect help from other people. The parent should spend quality time with children to set examples of pro-social behaviour and provide opportunity for them to experience social interaction. Children should also be encouraged to watch pro-social media. It requires that children be supervised and monitored in opportunities provided so as to ensure pro-social behaviour is positively fostered. Children who display pro-social behaviour are also able to establish and maintain positive social relationships. But work leaves mothers with little time to socialize their children.

ILO (2002) observes that mothers working in the informal sector also face difficult conditions of unscheduled overtimes that are not compensated for. To keep their jobs, they must meet the employers' demands. This leaves mothers with less time to spend with their children. When mothers are poor, engaged in time intensive, underpaid and inflexible informal work, and have little control of their earnings and few alternative caregivers, children are significantly more at risk of poor health and growth. Many employers do not regard work schedules flexibility to be an option for low wage earners. The workers have to fit in their employers' schedules. For

instance when mothers work in domestic services, they take on childcare responsibilities for the employer's family at the risk of their own children. This often results in a conundrum. The day-to-day care and security of the employer's children is dependent on an employee who has to be away from her own children in order to work. Such children are left to self-care before and after school. They are exposed to poor mental health and more behaviour problems. Other employers in the domestic service industry demand that workers be residents so that they continue with work in the evening as employers bond with their own children. That means the workers children spend time alone being exposed to dangers such as rape and drug abuse. Workers leave their lives for the benefit of their employers.

Survey by the International Labour Office (2002) interviewed low income earning mothers in the USA. They reported to have at least one child with chronic health issue or special learning need. They are often unable to devote quality time for them without jeopardizing their ability to support their families.

The Child Development Institute of America CDIA, (2006) report that beyond the necessities the mother brings, the provision of strong bonds and relationships between the mother and the child, integral to a child's emotional and mental development are lost. As time children spend in non-parental care increases there is a decrease in emotional aptitude and feelings of insecurity and increase in behavioural problems. The child also grows up without learning the necessary pro-social skills such as responsibility, turn taking and cooperation since the primary caregiver, the mother is not present to train.

2.3 Influence of Slum Working Mothers' emotional well being on preschoolers' self-regulation

This section will describe the role of the mother in fostering preschoolers' self-regulation. Also to be discussed is what might affect the mothers' emotional well being. It will also discuss how the mother' emotional well being affects the preschooler.

2.3.1 Mothers' role in promoting preschoolers' self- regulation

During the UN General assembly (2002) a special session was held to discuss the well-being of children. It was there stated that a world fit for mothers is a world fit for children and a world fit for children is a world fit for mothers. It was also stated that women rights are good for children and ultimately for the world. How well emotionally adjusted the mother is determines the child's ability to regulate his emotions.

Blair (2003) and Einsberg (2000) concur that self regulation is the ability to manage ones behaviour. It is one of the most important skills children must develop in order to get on well with others. It is necessary for positive social relationships and for successful learning. Self-regulation determines how well a preschooler is liked by peers and teachers and how socially competent they are perceived to be. Poor self-regulation can impair children's thinking, thereby compromising their judgment and decision making. A preschooler without self-regulation at age five will not follow the teacher's directions at age six.

Simple Kids (2010) argue that helping children appropriately manage and express their feelings is an important part of a day to day parenting. Emotional regulation is essential for children's overall wellbeing. Mothers should teach their preschool children to handle their emotions in a way that validates their feelings while

fostering healthy interactions with the world; the school and the neighbourhood. The ability to handle emotions appropriately can have impact on children's social, emotional, and cognitive development. It also impacts on their behavioural skills. Children with good self-regulation skills adjust well to transitions and new situations. They engage in appropriate behaviours in response to emotional situations and show a high tolerance to frustrations. Children with poor self-regulation skills may engage in outbursts of negative emotions, show aggressive or ego-centric behaviours and be less successful in school.

Huesmann, (1998), Markham (2010) concur that mothers exert substantial influence on their children's behaviour. Mothers are powerful role models to their children. Practicing responsible emotional management is fundamental part of teaching a child the life-long skill of handling emotions. Children will do most of what they see and less of what they hear. Therefore mothers should model the right behaviour. Being able to regulate emotions helps children make and keep friends. Preschoolers exposed to more rejecting and aggressive parenting contexts are much likely to be aggressive themselves. The first six years are the formative years when a child should get proper home environment. A child coming from an abusive environment would not have proper mental growth or learn to control emotions when what he sees are adults who quarrel and fight. Mothers should therefore provide conducive environment for children to grow in to avoid the vice.

Voices (2011) observed that the emotions of children are strongly influenced by the responsiveness of the caregiver during the early years of life. If the child's joy is reflected by the caregiver and the emotion is reciprocated the child's emotional security is strengthened. If the child's emotion is interpreted as annoying by the caregiver the circuit becomes confused. Caring and responsive mother provide a positive

climate for young children that will impact not only emotional security but also aspects of cognitive development. Children who feel secure and supported will experiment, try new things, express their ideas and accept perspective of another person. Appropriate emotional environment also respects children while understanding individual differences.

Mothers' role may be affected by her social economic well being, social expectations and family social and support.

2.3.2 Influence Mothers' economic well being on preschoolers self regulation

Belsky (1997) suggests that mothers' life satisfactions and child outcomes are related. The more satisfied she is economically the better the social emotional behaviour for her child. The mother is able to afford life for her family and so she is happy, able to regulate herself and relates well with her child.

Evans and English (2002) stress that low income mothers are often stressed and challenged in different ways. Stressors may include living in overcrowded substandard housing, unsafe neighbourhood, domestic violence or experiencing financial strain. Mothers are also stressed trying to meet the needs of their families with their low income.

Bradley et al. (2001) observe that as income decreases, low income mothers are on average harsher and tend to use physical punishment such as spanking. This leads children to learn intolerance to frustration, improper ways of self expression and emotional regulation. They exhibit bullying and aggression.

Misty, Vanderwater, Huston and McLoyd (2002) have proposed that effects of social economic stress such as financial strain, unstable employment on child outcomes are mediated through parental stress and family interaction patterns. When

parents suffer depressed mood, the outcome is lower levels of warmth, nurturance and monitoring of children. This may result to rejection of children. Depressed parents are more often than not aggressive towards each other or with children. Parents quarrel and fight over issues and these stresses are projected on children. Children watch adults who are unable to control their emotions and learn solving problems through conflicts.

McDevitt and Ormrod (2002) concur that low and middle income mothers are likely to project their own aspirations onto their children expecting them to follow unrealistic development timetables. They expect children to behave well even without guidance or supervision. When children fail to measure up, parents become critical, overly directive or even controlling failing to give children freedom of expression.

2.3.3 Social expectation on slum working mothers

Gonzalez (2011) argues that even though being a working mother may not harm her child, countless of mothers still feel guilty of having to go to work leaving children at home in hands of other caregivers. But economic necessity demands childcare be arranged and the mother go to work. For the slum mothers things are different because they may not afford childcare. Yet the society places high expectation on the mothers to bring up good and upright children. Many mothers therefore push themselves to raise physically and emotionally healthy children who are academically successful and who must always behave well. This must be managed along keeping fit and contributing financially to the household. She is expected to be involved in countless activities outside the home such as family meetings and other social gatherings. She is expected to make life that embrace both work and the family. If things don't go according to plan then something is experienced as wrong

and not good enough. The quest for perfection is not only unrealistic; it is unhealthy, leaving mothers and their children vulnerable to mental health problems. Guilt stems from a mother feeling that she is not spending enough time with her children and this may affect their present and future relationships.

Gottfried (1995) states that mother's employed work affect children directly. It brings changes in their immediate experiences. Mothers see themselves able to provide resources for the family and are better role models for their children. Mothers demonstrate that both men and women can work to contribute to family budgets. At the same time mothers perceive themselves as less available to their children and express concern about their ability to supervise children. They see themselves less capable of influencing their children's behaviours. They feel guilty of not being present to instil social emotional and behaviour skills their children require to fit in their society. They feel that their absence may affect children negatively as they are not aware what children are doing when alone. And it indeed does because they are not available to guide children to gain social emotional skills at the right time.

Anker and Hein (1986) argue that life is not easy for a woman to survive and raise a family in the prevailing conditions of the slums. Every day, she is expected to feed herself and her family with an income of less than one dollar (Kshs 100) a day. Before her work day a lot of her energies are spent in fetching and storing water, managing the cooking for the entire family and looking after children. The burden of housework is taken up by female workers in the households regardless of whether they are working outside the home or not. This leaves mothers drained physically and emotionally. An emotionally drained mother may find herself shouting at

children, calling them names and punishing them without reason instead of guiding them to express their emotions in acceptable ways.

2.3.4 Family and social support for the slum working mothers

Coltrane (2000) observes that some families respond actively to the mother's employment and compensate for hours the mother is away from the child. This may be by reallocating leisure time to be spent with the child and redistributing of household tasks between parents. The father takes his turn to watch over the children and clean up while the mother is away. This may happen in the upper bracket income earners where families may also afford to employ a caregiver.

Anker and Hein (1986) argue that for most working mothers in the slums, ability to take up wage employment depends on the availability of female relatives and cheap sources of labour. Houses in which slum families live in may be too small to accommodate relatives. It is becoming increasingly expensive to afford because most women are not willing to accept work as domestic servants. After all, a low income employee may not afford to employ a caregiver for her children. Therefore, most preschoolers of low income mothers may end up alone before and after school.

The New York Times, (2011), Einsberg (2006) argue that mothers from low income bracket without social support may find themselves over stretched. Most of these mothers are single and have no family or social support. The mothers mainly come from Poor back ground where no help can be got. They are left to struggle alone. They return home too tired to care for children and are unable to devote quality time. Yet, household chores must be accomplished. Survey of Dhaka slums in India showed that with little social support, slum working mothers are forced to leave children alone or in care of older siblings, leaving them vulnerable to accidents and drug trafficking .

According to ILO (2006) every child has a right to parental care. He has a right to live with and be cared for by his/her parents. Where a child is separated from his/her parents, the best alternative care available should be provided. With both parents working outside the home and in absence of social support system, children's rights to education, rest and leisure, care and protection are at risk. It may also lead to negative socialization by others such as peers, neighbours with bad intentions and television. Children that lack adult supervision and guidance may suffer emotional and psychological neglect. Failure to bring up upright children is blamed on mothers by the society.

According to Ceballo and Mcloyd (2002), social support has been described as a potent influence in parents' lives. Mothers who are socially isolated are in increased risk of depressive symptoms and their children experience a range of adverse outcomes including behaviour problems. They need more than financial support in order to function well, feel connected and supported by their communities especially when they face obstacles and challenges. They also need to feel a sense of belonging and feel as if their voices will be heard.

Millar, (2010) and Rowlingson, (2001) argue that although work is beneficial to individuals and families in terms of financial well-being and self esteem, most families especially single parents require some support to manage demands of employment and child rearing. They need reliable childhood education and care services. Child and family services play a key role in supporting parents to participate in employment through provision of these needs.

According to Carbone, Fraser and Ramburuth, (2004) access to services such as maternal and child health care, immunization and quality early child education and services have positive benefits for children and parents. It reduces maternal

depression. Supportive neighbourhood can also provide positive role models to promote child development and reduce behaviour problems. However, these services are not always forthcoming.

U.N (2008) contends that for most mothers, combining work and child rearing is still a matter of getting by than having it all. Many of them also call for the world that is fairer to working mothers and to the world's dads and kids too. They expect work will provide opportunities to help them and their families survive and thrive. Moms need both recognition and fairer distribution of work to be able to meet their own expectations and those of the society.

2.4 THEORETICAL FRAMEWORK

The study was based on Erik Erikson's psychosocial theory. This is a psychodynamic theory that was developed by Sigmund Freud (1856-1939) and others. Psychodynamic theorists have discussed human development in terms of confrontations between the growing person and the demands of the social world. They emphasize that the individuals must accommodate the social world while gratifying basic human needs (drives). They also emphasize that the sense of self, which develops gradually is an identity against which a child judges own behaviour.

Psychodynamic theorists have concentrated their study on personality development. Their main concern has been to understand and explain development of both rational and irrational behaviour (feelings and behaviour). They have tried to account for human development by looking at early sexual and emotional experiences that may affect later behaviour of a person.

Psychosocial theory

Erik Erikson psychosocial theory is a modification of Freud's theory. He describes eight stages through which a healthy developing human being should pass from infancy to late adulthood. In each stage the person confronts and hopefully masters the challenges of development. Each stage builds on the successive completion of the earlier stage. The challenges of stages not successively completed may appear as problems in the future. In healthy individuals the balance merely shifts so that the victorious quality becomes dominant in an individual's life. If conflict is not resolved it can result to psychological disorders that affect the rest of the life span. The stages begin with the dim image of the mother and ends with the widening image of humanity.

The period from birth to 18 months is when babies develop trust. According to Erikson, (1982) babies need to develop a relationship in which they can get what they require from a person who is ready and able to provide. This person is almost always the mother. Babies need to develop feelings of comfort with their mothers and need to know that a consistent caregiver will be there when they need one. Constant, reliable care promotes the baby's sense of trust which is an important social skill. It also enables the baby to tolerate frustrations and delay immediate gratification because they know the adults around them cares and can be trusted to meet their needs. If the consistency in care lacks, the baby will develop mistrust and react to frustration with anxiety.

The next stage takes children to freedom for self-direction when they begin to walk. This happens from the age of 18 months to 3 years. They demand to determine their own behaviour and so run into social restraint. Since they have little judgement, they need to be protected from excess freedom as they gain autonomy in the matters they can handle. To promote competence, it is important that parents protect children

from shame. Shame can particularly be a devastating experience for anyone and difficult for babies struggling with autonomy. Autonomy brings about self-control and self-esteem.

At the age of three years children have gained relatively secure autonomy. From then up to 6 years they enter the stage of initiative. They are ready to plan their own activities. Initiative adds to autonomy the quality of undertaking, planning and attacking a task for the sake of it or being active. For example children are found building blocks, demolishing and building again until they decide to change to different task. They also have a lot of energy to spend and so have to be on the move. Children get ready for positive, constructive activities under their own initiative. At the same time there is potential problem of children feeling guilty about their own actions. They feel that they are intruding and this have evil consequences. It is also the period during which children get attracted to the parent of the opposite sex. Soon they resolve this hopeless attraction, develop a conscience and identify with same sex parent. How well this is resolved depends on the response of the parent. Harsh parental response may plaque the child with guilt.

The fourth stage of 6-11 years is of industry versus inferiority. This is the school age and children are ready to move to the wider world. This is where they are prepared for adult roles in their respective societies. They acquire skills that characterize adults. The problem is that children might develop feelings of guilt and inferiority if they are not praised for their achievements. It is also a decisive stage to prepare children for adult roles. Proper parental/adult guidance is very important.

When conflicts are resolved well in this stage, the child passes successfully to the next stage of identity versus role confusion. He gains a sense of identity and moves to ego-integrity. This is in search for sameness and continuity within themselves.

The adolescent faces adult life. The potential problem here is that the adolescent's identity may become confused. When it happens, the adolescent do not learn who they are as people, as sexual beings, as adult workers and as potential parents. As a result, they are unable to commit themselves to any goal.

These early stages lay the foundation for the rest of the adult life. The other stages include intimacy versus isolation, generatively versus stagnation and integrity versus despair

2.5 CONCEPTUAL FRAMEWORK

Conceptual framework is used in research to outline possible courses of action to present a preferred approach to an idea or thought. It is a type of intermediate theory that attempts to connect to all aspects of inquiry. It is a guide that gives coherence to empirical inquiry (Michiko, Kakutani, 2009). Conceptual framework is also defined by Mugenda & Mugenda (1999) as a hypothesised model identifying the concepts under study and their relationships.

In this study, the concepts under study were the mother's work in relation to the child's social, emotional development. The independent variables are mothers' economic status, mothers' conditions of work and the mothers' emotional well-being. The dependent variable is the preschoolers' social emotional skills. The identified extraneous variables in this study are financial instability, employers' perception towards the slum working mothers, inflexible work schedules and social expectation on the mothers' role. The extraneous variables influence the independent variable. They should be controlled but they are not.

Parental economic status determines provision of basic needs of the child. High economic status may result to high quality of life and positive psychological

development. Two factors considered here were financial stability and mother's role in decision making. Financial Instability may be caused by low wage earning or loss of a job. It results to poor provision of nutrition hence the development negative social and emotional skills. Mothers who make decisions on how to spend their income are seen to actively participate in upbringing of their children. They prioritise food and education for their children. Increased participation of mothers in decision making leads to preschoolers' wellbeing and high participation in school.

A mother's working condition and her well being matters a lot to a growing child. Favourable working conditions means a mother goes home happy and can compensate for the time out. Poor working conditions yields stress to the mother and affects mood and energy level. It reduces social development outcomes for children. Even in her presence, children may be left to self care because she also needs time alone to nurse her emotional injuries. Long and inflexible time schedules leave the mother with little time to interact with their preschool children.

The conceptual framework of this study is presented in Figure 1.

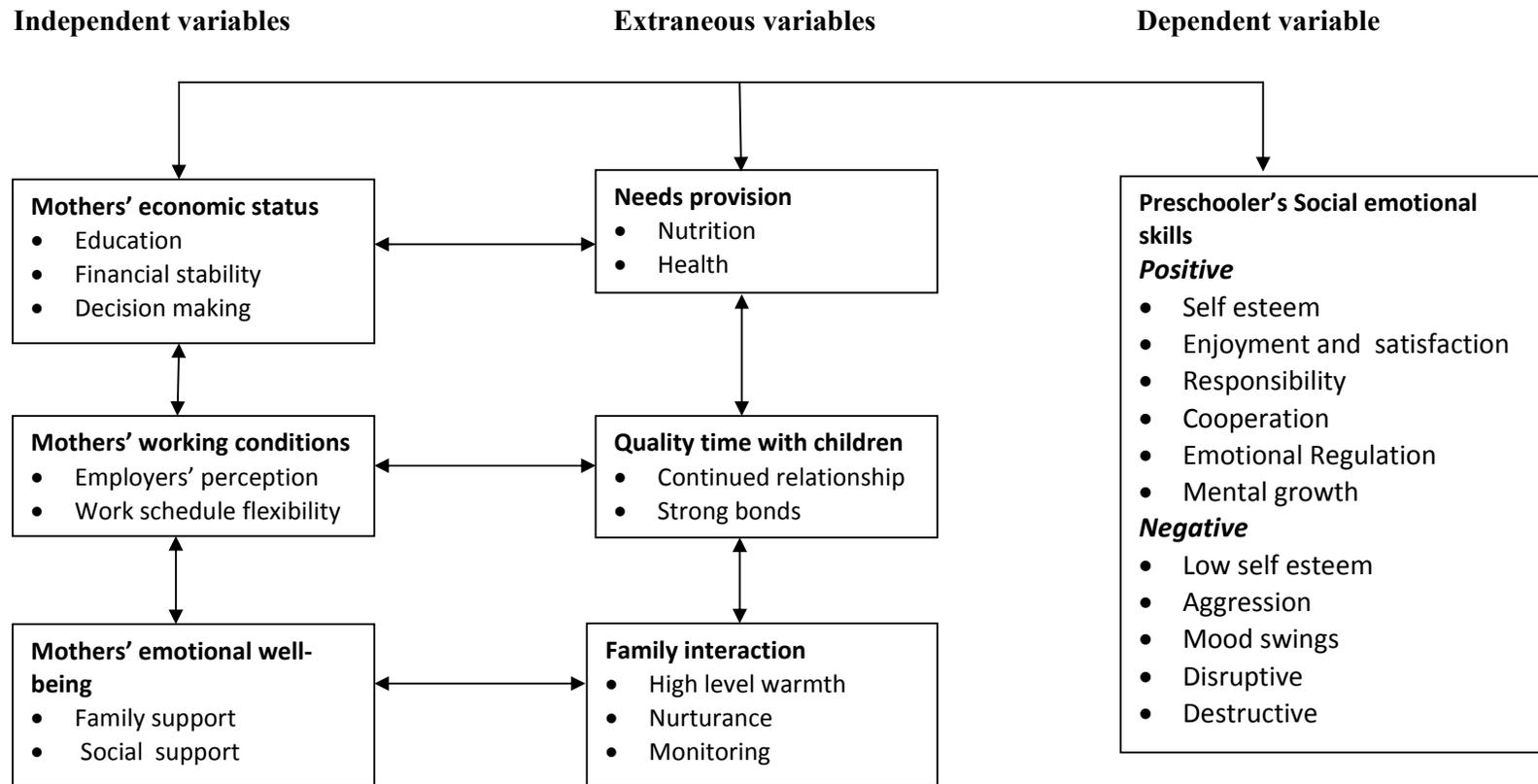


Figure 1: Conceptual Framework: Influence of slum working mothers on preschoolers' social emotional skills

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section accounts for the design that was used, description of the population, sampling and sample size, instruments, validity and reliability, procedure for collection data and data analysis.

3.1 Research Design

The study used a cross-sectional survey design. This helped the researcher to examine the slum working mothers' socio economic status, working conditions and their emotional well being in relation to preschoolers' social emotional and behavioural skills systematically and objectively. The survey research design allows researchers to obtain information through questionnaires, interview guides and telephone conversations (Mugenda and Mugenda, 1999).

3.2 Target population

Target population was defined as the entire set of units for which the survey data was meant to be generalized (Mugenda and Mugenda, 1999). In this case the target population included all the 25 public preschools in Dagoretti District in Nairobi county. The district was divided into two education administrative zones, Riruta 12 schools, and Waithaka 13 schools. Each school had an average of forty preschoolers bringing a total population of 1000 preschoolers, 980 parents, 58 teachers and 25 head teachers. From this population the researcher selected a manageable population to work with through sampling.

3.3 Sampling and Sample Size

The study adopted various sampling techniques. Riruta zone was purposively selected since it was the zone at the heart of the slum. The accessible population was 480 preschoolers, 450 mothers, 24 teachers and 12 head teachers. From this a smaller sample easy to work with was selected. The school sample size required was five. This represented 42% of the schools in the zone. It was obtained through simple random sampling. This ensured that all schools were given equal chance of being selected and the sample would be representative and that there was no bias (Mugenda & Mugenda, 1999). The teachers whose schools were randomly picked formed part of the sample. There were two teachers from each school making a total of ten teachers. The preschoolers were selected for participation based on teacher-reported externalizing and internalizing behaviour which was seen to exceed normal limits. The selected preschoolers were matched with their mothers. This represented 12.5% of the accessible population of preschoolers in the zone. This study being a descriptive study, ten percent of the accessible population was considered enough but the researcher went beyond that to increase the sample size in order to reduce the error.

3.4 Research Instruments

The researcher adopted an interview guide for mothers, a questionnaire for the teachers and an interview guide for the preschoolers.

3.4.1 Interview Guide for mothers

As Mugenda and Mugenda (1999) stated, an interview guide is an instrument that can be administered face to face or through the telephone. The instrument was adopted to get information from the mothers. It enabled the researcher penetrate the

thoughts and feelings of the respondents and also to obtain immediate feedback. The interviewer was able to clarify the questions and helped the respondents give relevant responses. It also facilitated response from respondents who could not read and interpret a questionnaire due to their low literacy level. It was used to examine the mother's influence on preschoolers' social emotional and behavioural skills in Riruta zone of Dagoretti District.

3.4.2 Questionnaire for teachers

This research used both open and closed ended questionnaire for the teachers. Teachers' questionnaire was used to measure social emotional and interpersonal skills achievement in children using a likert type scale. It also measured the teachers' views on influence the mothers had on the preschoolers' social emotional skills.

3.4.3 Interview guide for the preschoolers

The interview guide for the preschoolers allowed direct interaction with the preschoolers. The researcher was able to capture the preschoolers' feelings about their Status on social emotional and behavioural skills.

3.5 Instrument Validity

Instrument validity is extent to which an instrument measures what it is supposed to validity is focused on reducing error in the measurement process (Bogdam and Bilken, 1992). As Sommer & Sommer (1971) points out, piloting facilitates speedy administration of questionnaire, ease eliciting responses and the completeness and validity of information obtained. In this research a pilot study was carried out in one school whose data was used to ascertain the validity of the instrument. The instrument was then assessed and validated by the supervisor.

3.6 Reliability of the instrument

As Mugenda and Mugenda (1999) observed, reliability of the Instruments is a measure of the degree to which a research instrument yields consistent results. It is important to ensure that data collected is reliable. To establish the reliability of the research instruments a reliability analysis using Cronbach's alpha was conducted.

The procedure followed in conducting the reliability analysis was as follows;

- i. Data was collected using the instruments in the context of the pilot study designed to test the instrument's ability to collect correct data required for the study.
- ii. A data file was created and the data from the two initial questionnaires was subsequently keyed in using SPSS version 20.
- iii. The reliability analysis procedure was run. The Cronbach's alpha reliability statistic was selected in order to help the researcher to determine if the instrument was reliable.

The teachers' and mothers' questionnaires were found not to be reliable (Cronbach's Alpha = 0.366) and thus another instrument was developed to collect data from the children directly. This instrument was found to be reliable with a Cronbach's Alpha value of 0.753 on 9 items tested.

3.7 Data collection Procedure

The researcher obtained an introduction letter from the University of Nairobi which was attached to a self introduction letter addressed to the Head teachers. This enabled the researcher to get a permit from the schools to undertake collection of data from the targeted preschools. An appointment with ECD teachers to work on

the modalities of obtaining samples with their help was made. Arrangements were made to meet parents for the administration of the interview guide. The teachers' questionnaire was issued on this date to be collected on the discussion day with the parents. The researcher incorporated research assistants to participate in administering the interview guide for the mothers.

3.8 Data Analysis procedure

Data collected was coded by assigning the responses numerical values. It was then entered into a data code sheet in the computer to facilitate easier analysis. Information from open ended questions was grouped into themes that rose from the responses and analysed accordingly.

Data was analysed both qualitatively and quantitatively. Analysis was done using Statistical Package for Social Sciences (SPSS) Version 20. The researcher used frequencies and percentages to analyse information from parents, teacher and preschoolers. This was justified due to the nature of questionnaire which was both open and closed ended. Qualitative analysis enabled the researcher to give a detailed description of the investigation.

3.9 Ethics of Social Research

As defined by the Wikipedia Dictionary, ethics are moral principles that govern a person's or group's behaviour. It is also the discipline that deals with what is good and bad as well as with moral obligations for individuals or groups.

According to Rukwaro (2007) any profession must have a code of conduct. Social work is personal service to others and has to be governed by internationally accepted ethics to guide researchers. Researchers should conduct themselves with integrity and humility. They have to be humble and willing to learn

from others since no one has the monopoly of knowledge. The confidentiality of subjects must be preserved by all means. Therefore the researcher should avoid probing into the inner lives of respondents or force them to participate or answer questions. The researcher should seek permission from parents or guardians to interview or to observe children. The information obtained should not be used to destroy the career or personality of the subjects.

Babbie (2010) and Rukwaro (2007) suggest that the researcher should maintain distance from the subjects. One should not empathize with respondents or identify with their fears, hopes or aspirations. If this happens, it will be difficult to test the validity and reliability of the information.

As such, this researcher observed the code of conduct as much as possible. It began by seeking a permit from the National council of science and technology. Data was collected in a free environment where respondents were willing to participate. After analysing the data, questionnaires were destroyed to safeguard the identity of the respondents. Finally, a letter of appreciation was written to all people who participated. Rukwaro (2007) and Babbie (2010) concur that collaboration must be acknowledged because completion is the effort of all.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents research findings and discussions. The study investigated influence of slum working mothers on preschoolers' social emotional and behavioural skills. Particular interest was on self-esteem, pro-social behaviour and self-regulation on which the findings were based. The researcher considered these aspects very important since they are the determinants of social competence in a preschooler's present and future life.

Data was collected using questionnaire for teacher and interview guides for mothers and the preschoolers. The response from the mothers was 100% (n=60). The Response from the teachers was 100% (n=12) and that from the preschoolers was also 100% (n=60). This indicated that no questionnaire was lost. The respondents were willing and cooperative. Therefore the researcher classified the response to data collection excellent.

4.1 Influence of Slum Working Mothers socioeconomic status on preschoolers' self- esteem

This section sought to find out the extent to which slum working mothers' socioeconomic status influenced preschoolers' self-esteem. Mothers were classified either married or single. Single included the never married or once married but then separated. These measures are presented in Table 4.1

Table 4.1: Marital Status of the SWM

	Frequency	Percent
Married	26	43.3
Single	34	56.7
Total	60	100.0

The study on marital status revealed that 43.3% (n=26) of the mothers were continuously married and living with husbands. The married mothers had support from husbands in child rearing. The fathers' role of instrumental provider and protector of the family was seen to be fulfilled. Fathers and mothers worked together in supervising the preschoolers and dispensing rules. The father figure helped preschoolers have sense of identity. This made them feel good about themselves as compared to those who did not live with fathers. They usually talked about what their fathers bought for them or what they did with them. They were confident as they told home news to others in their class. They maintained positive self esteem as compared to those who lived without fathers.

It was established that 56.7% (n=34) were single. Out of this number more than half claimed they were once in marriages that got sore. Their children knew their fathers but had no access to them for emotional or physical support. According to the mothers, many times children felt that their fathers left home because they (children) were not good enough. This created negative self image in them. The majority of the mothers confided that preschoolers at times felt threatened since there was no one to play the instrumental role of the father as provider and protector of the family. The mothers were the sole providers and also the role models for social, cognitive

and psychological needs. Mothers revealed that they complained a lot before their children about their own problems. This made preschoolers feel like they were a bother to the mothers. These mothers admitted that they were not able to function effectively as parents. They were less emotionally supportive to the preschoolers since they were absent from home most of the time to offer quality parenting. Preschoolers' emotional and physical needs were therefore unmet. Mothers also revealed that preschoolers compared themselves to others and felt they were of less worth. Mothers had little time to encourage their children to make friends and maintain relationships. As a result, preschoolers did not have relationships they could count on. This made the preschoolers feel inadequate and not as good as others. According to Raising Children Network (2006) children should be encouraged to make friends in order to maintain self-esteem.

Although mothers claimed that they made rules in their houses, they agreed they were not there to implement the rules and supervise the preschoolers. They engaged in a lot of conflicts with the preschoolers for failure to follow rules. As a result the preschoolers almost always found themselves on the wrong side of the house rules. They only felt valuable when they pleased their mothers which they rarely did. Such conflicts made children feel they were not valued by their mothers and were not good at all. It created a negative self image and sense of worthlessness. As a result they would not maintain positive self esteem. Ingham and Baron (1995) state that self esteem is the value judgment or degree of worth one attributes to him or herself. It also encompasses self confidence and self acceptance.

Table 4.2: Educational Level of the Slum Working Mothers

	Frequency	Percent
KCPE	51	85.0
KCSE	4	6.7
Certificate	4	6.7
Diploma	1	1.7
Total	60	100.0

Table 4.2 shows the education status of the SWM. The researcher considered education an important factor of one's socioeconomic status. It determined the type of work mothers did and where they lived. It was also used to determine parental role understanding.

Marmot (2004) states that most slum working mothers were likely to have little education achievement. The study revealed that 85% (n=51) had a Kenya Certificate of Primary Examination (KCPE). The KCPE certificate holders had no further skills to enable them fit in the competitive job market. This group, as study revealed was almost illiterate. When interviewed on their commitment with children and school work, the response was that there was no time to sit and assist children due to their busy schedules. They also claimed to have forgotten most of the basics. They also did not give children's school attendance priority. Preschoolers missed out school for no good reasons. Such preschoolers ragged behind others in class. The mothers would later blame the preschoolers for failure using negative comments such as 'you are foolish, you can't make it'. Such comments led preschoolers to take their

position in the low estate of self esteem. These mothers too accepted that they did not understand the importance of giving children chance to make choices and making them understand the consequences of their choices. They just imposed decisions on them hoping children would learn through mistakes. This robbed preschoolers of opportunity to discover their mental ability, gain confidence and have good feelings about themselves. When their children performed well in tasks, the mothers agreed they forgot to reward or congratulate them for such performance. This would have made the preschoolers gain confidence and feel good. The mothers also accepted that they were not in constant communication with teachers to create links between home and school and so there were gaps in relationships. Raising children Network suggests that parents should regularly talk to teachers to create good relationship between home and school. This helps boost self esteem of children in general. This was indicative that these preschoolers of the KCPE mothers did not maintain positive self-esteem.

Kenya Certificate of Secondary Examination (KCSE) and college certificate were tying at 6.7% (n=4) each while 1.7% (n=1) had a Diploma. These mothers, when interviewed on their commitment revealed they were in constant communication with teachers. They also at times assisted the preschoolers with homework and rewarded good performance. According to Ingham and Baron (1995) this was a healthy move. They understood the importance of helping children make choices to gain self respect, confidence and sound judgement they needed to build positive self esteem. Their children rated higher in self-esteem than those of the less educated mothers. The foregoing evidence showed that literacy had influence on childcare and skills training.

Table 4.3: Mother's work Engagement in relation to preschoolers' self-esteem

	Yes		No	
	Freq	%	Freq	%
I work all day outside the home full time	42	70.0	18	30.0
I am the only bread winner	46	76.7	14	23.3
My job is stable and secure	18	30.0	42	70.0

Table 4.3 showed the nature of Slum Working Mothers work engagement. The study established that 70% (n=42) of the mothers worked outside the home all day. They said they were employed in domestic service industry as child minders and housekeepers. It emerged that they were not trained on skills that would allow them get jobs that would earn them well.

It was revealed that full time work engagement left them little time with their children before and after school. Among them were those who had live-in jobs meaning children were left to self care for the better part of the week. Some of them admitted that they rarely had time to talk or listen to the preschoolers. When they did, they were harsh and criticized their children for doing wrong things. The criticized preschoolers felt ashamed and discouraged to ask questions. This robbed them of the opportunity to build friendly relationships with mothers and good feelings about themselves. Raising Children Network (2006) maintains that mothers' positive interaction with preschoolers is vital for building their self-esteem. All these mothers felt they were not giving proper care and affection to the preschoolers since they spent a lot of time away from home. Lack of affection had direct negative impact on preschoolers' self esteem.

At least 30% (n=18) of the mothers reported that they worked half-day outside the home. Although they did not earn enough to provide for family needs, they had more time with the preschoolers. They said they time to talk, and listen and bond with the preschoolers, assigned roles that helped preschoolers gauge their capability and gain confidence. According to Cohen (1990) when parents are available for their children, it helps them gain positive self esteem.

It was found that 76.7% (n=46) of the mothers were the only bread winners. They represented both married and single mothers. It emerged that 23% (14) of mothers were not sole bread winners. This latter group represented married mothers. However both groups had almost the same predicaments. The married mothers revealed that they were living with husbands who earned equally low or did not work at all. The single mothers too said they were never able to fully meet the needs of their children. They confessed that the preschoolers were sad when they did not get the things they asked for. They often talked of what other preschoolers had for example good shoes and schoolbags. All the mothers were aware that their children were living in deprivation. Ganepola (2010) contends that children living in deprivation are likely to suffer loss of esteem and isolate themselves from the rest of the world. Mothers had observed, social comparison that they said left preschoolers feeling they were not loved or valued. They always complained about this or that. According to Zuehl (2001) a child who felt he/she was not valued or loved would not value him/herself or have self acceptance. He/she would not easily make friends or maintain relationships and would therefore not maintain positive self esteem.

Finding reliable jobs was a great challenge to the slum mothers. It emerged that only 30.0% (n=18) of the mothers had stable jobs for at least last six months at the time of investigation. However, they were not sure of the future of their jobs. They had

stable but low income jobs. Their ability to provide for the needs of the preschoolers was continuous but not adequate. For instance they afforded house rent but not decent housing. They afforded food but not nutrition. They reported that the preschoolers were under fed most of the time. Hungry children would not feel good about themselves. Happiness in their households was very seasonal since they would lack what to offer children whenever they lost jobs.

Study indicated that 70% (n=42) of mothers had changed jobs at least three to four times in the last six months. There were gaps of joblessness between the old job and the new one. They were not sure how long the job they had would last. Assessment showed that they had persistent low income and were poor. They were unable to continually provide for the families needs due to the instability of their jobs. They admitted that the preschoolers lacked important basic needs such as proper nutrition, health care, clothing and good shelter. They admitted that the preschoolers faced economic hardships. They mainly depended on the hot lunch served at school by the free school feeding Programme. Even at this tender age the preschoolers knew they were poor because they did not have all they needed. According to Ganepola (2010) children living in deprivation had difficulties developing sense of who they were and poorly related to others. This hurt their self-esteem.

Preschoolers' had their own perspective on their self esteem. Their interview guide revealed that only 20% (n=12) carried a snack to school which they would sometimes share with a few others as the teacher asked them to. They did not share out the joy of doing so. They complained they did not get full when they shared. They were also made to share other things their classmates did not have such as books and plasticine. They too were affected by the lack experienced by their classmates.

80% (=48) of the preschoolers under study did not always have their needs met. They accused their mothers of not giving things they would have wanted to have. Snacks for break featured prominently as one thing they so needed like other children. Children eat to feel good and have energy to play. But on many occasions, these ones came to school without having had any breakfast. They desperately looked forward to eat something at break time but they could not unless they begged. They were not always successful. They wondered why them. Hungry children did not feel good about themselves. According to Ganepolar (2010) deprived children developed poor self concept and did not maintain positive self esteem. Therefore it was evident that these preschoolers did not maintain positive self esteem.

Teachers' too had their own perspective on role of mothers in the school. They bore almost 100% responsibility of providing for their children. The government supported in terms of facilities and lunch. Occasionally NGOs, CBOs and the city county health department dewormed and immunized the preschoolers. Otherwise mothers were required to pay school fees, provided all the basic needs and monitor progress of the preschoolers. However, the mothers were overwhelmed in many occasions.

It was revealed that only 30% (n=18) of mothers were sometimes able to meet preschoolers 'needs. Their children did not always have to be sent home for school fees and learning materials. The children were at least happy and confident about themselves. It was also found that 70% (n=42) of the mothers poorly responded to the needs of their children. They did not buy all the required learning materials. They would not pay school fees in time which meant preschoolers were to be discontinued at times. Such preschoolers would remain unsupervised by adults most of the day. Mothers also failed to pack mid morning snacks for the preschoolers and

buy them required leaning materials and proper school uniform. This confirmed the preschoolers' confession of not having their needs fully met. Preschoolers had to wait until lunch hour to feed which was not good given their stage of growth. The teachers reported symptoms of malnutrition and stunted growth among the nutritionally deprived preschoolers. They were also reported to be withdrawn especially during meal times. One reason why children should eat is to feel good. These ones were deprived of the joy of good feelings about themselves. According to Brook-Gunn and Greg, (1997) children who lived in poverty developed externalising and internalising behaviour. As a result they did not maintain positive self esteem.

It was gathered that 38.3% (n=23) sometimes responded to invitations to discuss their children's needs and problems. Meeting such needs of preschoolers made preschoolers feel valued and loved and help them maintain high self esteem. It made them feel good knowing somebody was concerned about them.

The remaining 61.7% (n=37) of the mothers never responded to invitations to school to discuss matters concerning the preschoolers or monitor their progress. There was no healthy relationship between home and school. According to Zhou (2002) parents needed to show genuine concern and care for their children and what they are doing to increase their self esteem. It would have helped them bond with their mothers, become friends and be encouraged to have other friends. As a result their children did not enjoy talking about home and their mothers neither did they seem proud of who they were. Preschoolers who felt valued would also value themselves and gain high self concept and maintain positive self- esteem. Brazelton (2001) maintains that self esteem is formed as a result of attentive consistent and responsive care and interaction with primary caregivers. Therefore this failure to

meet the needs as in the case of the very busy mothers sent negative messages to the preschoolers that demeaned their self esteem.

Table.4 4: Preschoolers’ Home environment

	Yes		No	
	Freq	%	Freq	%
We live in a one room with inclusive of kitchen	45	75.0	15	25.0
There is adequate clean water supply	18	30.0	42	70.0
There is clean and adequate sanitary facility	5	8.3	55	91.7
There is enough space for children to play	10	16.7	50	83.3

Table.4 4 was used to discuss the type of environment preschooler’s lived in. The mothers’ income level determined where they lived and type of housing they afforded. The study established that 75% (n=45) of the SWM studied had inadequate housing. They lived in one roomed house that served all purposes. The room served to house all members of the family and sometimes extended family. The rooms were overcrowded besides being in places that were already overcrowded, noisy and with no privacy. Most of the preschoolers slept on mattresses on the floor shared with their siblings. The mothers admitted that their children never had comfortable sleep and were irritable in the morning. The mornings set the mood for the day and these preschoolers usually began on a negative note. Only 25% (n=15) had an alternative kind of housing that were less crowded but still within the overcrowded slum area. The mothers revealed that the

housing still was not standard or adequate. According to Brazelton et al (2001) good home environment played an important role in creating good feelings in children and how they adapted to the new school environment. It was vital for both physical and mental health of the preschoolers. Therefore the environment described did not offer preschoolers opportunity to feel secure and gain self confidence, hence self esteem.

30% (n=18) lived in places where there was adequate clean water which they had to pay for anyway. They were sure their children would bathe everyday and wear clean uniform. These preschoolers had friends at school. They did not face isolation because of being dirty or untidy. They had positive self concept. 70% (n=42) had no access to constant supply of clean water. Water was expensive for them to afford enough every day. They would not bathe the preschoolers or clean their uniform every day. According to the mothers, these preschoolers compared themselves to others when they went to school and reported back the comments of other preschoolers about how dirty they were. Other preschoolers would refuse to sit or play with them. They felt low when rejected by others and had poor self image.

Only 8.3% (n=5) enjoyed cleaner sanitary facilities, at least not shared by very many people. They claimed hygiene was practiced where they lived. Their children were not exposed to risk because the mothers would take turns in cleaning the toilets that were also lockable. The majority, 91.7% (n=55) did not enjoy clean sanitary facilities. They lived in premises where toilets were shared by many people. No one was responsible for cleaning the facilities. The children were exposed to risk of infections. Without adequate and constant supply of water, it was not easy to have clean communal toilets. They feared for the health of their children.

Only 16.7% (n=10) of mothers agreed there was some space to play at home but not enough given the number of children living in the compound. The higher percentage

of 83.3 % (n=50) of mothers said there was no space at all. The preschoolers played outside the compound which was dirty and unsafe. The places where they played were littered with garbage and dirty standing water. According to this report, there was strong indication that even though the slum mothers worked, they still lived in poverty. The preschoolers living under these conditions frequently suffered ill health. The mothers said that the preschoolers often experienced stomach aches, diarrhoea and common cold. Mothers also reported cases of skin infections probably due to use of dirty water or contact with infected others. These cases were evident in classes too. These illnesses are typical of dirty overcrowded residential areas. Mothers revealed that they could not affordable good medical care for the preschoolers. These aspects contributed to low self-esteem in preschoolers as they reported to school unwell and often missed school due to poor health. According to Dodge (1983) and Putallaz (1993) children from friendly home environment grow to be socially competent and maintain positive self esteem. Therefore children living in the above described environment would not maintain positive self esteem.

Preschoolers had their own perspective about their home environment. Only 8.3% (n=5) of the preschoolers had clean toilets at home and were happy about it. This group understood rules about using the toilets properly at school. It was established that 91.7% (n= 55) did not like their toilets at home because they were dirty. It was also revealed that the toilets were outside the house and could not be used at night. Quite unorthodox methods of flying toilets and containers, to be emptied in the morning, were the order of the day. They were shy to talk about it but finally they did. Having to spend a night in a smelly room would not make anybody feel good about themselves. Brazelton, (2001) suggests that home environment should be conducive and offer safety for children to feel good and develop positive self-

esteem. This was not the case since mothers could not afford better housing. It was concluded that these preschoolers did not maintain positive self esteem.

Table 4.5: Decision on income spending by Slum Working Mothers

	Frequency	Percent
Myself	57	95.0
My Spouse	3	5.0
Total	60	100.0

Table 4.5 shows the distribution of decision making role by Slum Working Mothers. The member of the family who made decisions on income spending determined how needs were prioritised CEDAW, (2006). It also determined how needs of young children were met.

Findings from this study indicated that 95% of slum mothers decided how to spend their income. The group represented both married and the single mothers. The mothers who made decisions on how to spend their income gave food a priority after paying for house rent. Only 5% (n=3) were dependent on other people for decisions making. But they claimed that they prioritised food from their share of capital. Mothers who made decisions were supposed to help their children realize their rights and also address poverty issues. However, the mothers were limited by their actual income which was below average. Another limitation was temporary nature of jobs. They were not able to give enough of anything to the preschoolers

Table 4.3). Therefore, preschoolers' rights to food and good health remained an unrealized dream. With the power to make decisions, mothers agreed they could have done better if their income was higher than it was. All the mothers said they did their best. The affected preschoolers were reported to be withdrawn and fearful. They would not initiate interaction with other peers. This caused them to have diminishing self esteem.

Table 4. 6: Mothers' perspective on preschoolers' self-esteem

	SA		A		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%
My child easily makes friends	9	15	5	8.3	43	71.7	3	5
My child is eager to do things for him / herself without fear	8	13.3	5	8.3	46	76.7	1	1.7
My child feels useless and ashamed when he makes mistakes	45	75	6	10.0	6	10.0	3	5.0

Table 4. 6 was used to discuss how mothers rated the preschoolers' self- esteem. It was based on what preschoolers could do and what the mothers thought about them. It represented the mothers' actual feelings about their children.

At least 15% (n=9) strongly agreed that their children easily made friends. They were happy children who were liked by peers. They had many friends and were also very playful. Only 8.3% (n=5) agreed to the fact that their children easily made friends. They enjoyed playing and sharing with friends. They were happy about

themselves. These two groups were reported to talk about their friends at home and were happy about it. Ability to make and sustain friendship indicated positive self esteem in children. At least 71.7% (n=43) disagreed that their children could easily make friends or sustain friendship. They were not approachable. 5% (n=3) of mothers strongly disagreed that their children easily made friends. They admitted that their children were very reserved and not approachable. The mothers did not encourage the preschoolers to have friends since they thought friends would influence them negatively. These preschoolers had no identified play mates. Ermisch (2007) suggests that children should be helped to develop satisfying relationships with others. This is the foundation of strong social emotional skills. Therefore, children who had few friends and did not sustain relationships would not maintain positive self esteem.

A small percentage, 8.3% (n=5), were satisfied that their children liked doing things for themselves and were eager to complete tasks. They would struggle and seek help without giving up. Only 13.3% (n=8) strongly agreed that their children liked doing things for themselves. They would not give up on difficult tasks. They wanted to go on and would also seek help indicating that they were not ashamed of revealing their weakness. They had confidence in themselves and in other people. The two groups were eager to learn new things without fear. They were confident and not afraid of making mistakes. The confidence exhibited increased positive self esteem in preschoolers.

A significant percentage, 76.7% (n=46), of mothers disagreed that their children liked doing things for themselves. They would only perform a task through force. They gave up on difficult tasks. Only 1.7% (n=1) of mothers strongly disagreed that the child was eager to do anything for self. These two categories spent a lot of time

without supervision and were not used to taking instructions. They were not eager to learn new things without fear either. These preschoolers lacked confidence and were afraid of making mistakes. They did not believe in themselves. According to Maureen Healy (2009) mothers should extend trust to their children, let them know you believe in them so that they can believe in themselves to build positive self-esteem. Preschoolers who lacked self confidence suffered low self esteem.

A majority of mother , 75% (n=40), strongly agreed that their children felt useless and ashamed when they made mistakes. They would not accept liability. A small percentage of 10% (n=6) agreed that their children felt useless and ashamed of themselves when they made mistakes. They would withdraw and refuse to try again. These observations indicated that these preschoolers were not bold enough to accept failure and move on. They hated themselves for the mistakes they made and maintained low status of self-image. This indicated that these mothers had not trained them to handle guilt and shame positively (Erik Erikson, 1982). The mothers accepted that due to economic stresses, they most often than not scolded and punished the preschoolers for making mistakes instead of correcting them in love. Another 10% (n=6) disagreed that their children felt ashamed of who they were while 5% (n=3) strongly disagreed that their children felt ashamed of themselves. They would ask for help and move on. Therefore, preschoolers were confident would maintain positive self –esteem.

An interview guide was conducted among the Preschoolers to ascertain their feelings about themselves as compared to their mothers' perspective. It was found that 11.7% (n=7) had many friends but could not identify them in class. An additional, 88.3% (n=53), said they had no friends. They would not easily find a partner at play

time. Having friends and being able to maintain friendship was an indicator of positive self-esteem (Ermisch, 2007).

The study established that only 16.7% (n=10) were eager to do things like cleaning their socks and shoes for themselves. They felt good about doing things for themselves and were proud of what they could do. They had gained self confidence. At least 83.3% (n=50) were not eager or willing to do things for themselves. They were afraid of making mistakes since their mothers punished them when they did. Punishment discouraged preschoolers from trying and gaining confidence. Preschoolers who had no confidence also suffered low self concept. They did not maintain positive self esteem.

Only 10% (n=6) of the preschoolers reported that they would willingly repeat a task they got wrong. They were not ashamed of making mistakes. At least 28.3% cried when asked to repeat a task and 61.7% (n=37) totally refused to repeat a task. They easily gave up on difficult tasks. Preschoolers who easily gave up and would not cope with frustrations and challenges did not maintain positive self esteem.

Table 4. 7: Friendship Skills rating by teachers as indicator of self-esteem

	Sometimes		Never	
	Freq	%	Freq	%
Shows interest in other preschoolers	17	28.3	43	71.7
Understands the concept of kindness	15	25.0	45	75.0
Shows ability to sustain friendship	18	30.0	42	70.0

Table 4. 7 is used to discuss friendship skills preschoolers had attained as viewed by teachers. Teachers spent the better part of the day with preschoolers and were able to

observe more than the mothers could. Therefore, the researcher highly respected their views.

It was established that 28.3% (n=17) of preschoolers sometimes showed interest in others. They could approach a peer to play. They also responded positively when approached by others to join them in play. Such interest indicated positive self-esteem. It was reported that 71.7% (n=43) never showed interest in other children. It was difficult for them to approach another peer to play or ask for help. They isolated themselves most the time. They did not enjoy company of others. They seemed lonely and depressed indicating no good feelings about themselves. These were repeated occurrences indicative of low esteem.

Only 25% (n=15) sometimes understood the concept of kindness. They were friendly and liked sharing food and play materials with others. They would also help another child in a problem. A good number, 75% (n=45), never understood or were not willing to show kindness to others. They would not reach out to another child in distress. They did not like sharing what they had with others. They were not friendly at all. They were therefore classified selfish and did not feel good about giving themselves to others.

Only 30% (n=18) showed the ability to sustain friendship. They had the same friends every day and never lacked a one to play with. They would easily approach or respond when approached by others to play. They easily made new friends while maintaining the old ones. This was indicative of positive self esteem. Most of the children, 70% (n=42), did not show the ability to create or sustain relationships. They would not easily choose a friend to play with neither would they be chosen. They were highly dependent on the teacher to choose a partner for them. These were strong indicators of low self-esteem. According to Sezewyck-Sokolowsk (2005) this

was typical of children from low income families who did not did not spend quality time with their mothers for proper nurturance, care and encouragement to establish relationships.

These findings having come directly from the mothers and teachers and the preschoolers themselves, the researcher concluded that most preschoolers under investigation failed to maintain positive self-esteem. Preschoolers needed to make and maintain friendships in order to maintain positive self esteem.

4.2 Influence of Slum Working Mothers work conditions on preschoolers’ pro-social skills

Slum working mothers, like anybody else have labour and human rights. Table 4.8 shows the rights the SWM were supposed to enjoy at work in order to come home and be able to foster pro-social skills in the preschoolers. It all depended on how employers perceived and treated the mothers.

Table 4.8: Employers perception on the mothers in relation to pro-social skills

	Yes		No	
	Freq	%	Freq	%
Job Security	8	13.3	52	86.7
Paid sick offs and maternity leave	10	16.7	50	83.3
Overtime payment	8	13.3	52	86.7

It emerged that only 13.3% (n=8) of the mothers had secure jobs and were able to plan their lives and those of the preschoolers. They were able to negotiate for pay rise with their employers. They provided for the family needs continually. They were

able to share what they had with neighbours and friends. Their children had learnt sharing since they had what to share and had watched their mothers sharing. The mothers also revealed that they enjoyed equal treatment with male counterpart at work. They felt they were valued and respected by their employers. They too valued themselves and had self respect. They in return trained their children to respect themselves. It was established that 86.7% (n=52) of the mothers did not enjoy job security. They observed that their male counterparts enjoyed higher job security than them. Employers viewed mothers as instruments to make work easier in their homes. The employees were not supposed to cause any strain to them or raise questions about the wages or length of time they worked. They were offered wages below the minimum and very temporary jobs. This was probably due to lack of understanding of labour rights. They reported that they often lost their jobs without notice especially if they requested for pay rise. For this reason, they were unable to continually provide basic needs for the preschoolers. Sometimes their children went without food at all. They also said they had nothing to share with others especially relatives and neighbours to demonstrate generosity to their children. These mothers did not provide snacks for break time at school where the preschoolers would have learnt sharing and kindness to other preschoolers. In order for children to share, they must have (Tung, 2000). Therefore these preschoolers did not learn to share and being kind to others.

Only 16.7% (n=10) enjoyed paid sick offs or family responsibility leaves. They were able to seek medical care for themselves and their children when required to. They were also able to carry other family responsibilities during their off days. They afforded time to demonstrate love, care and concern for the preschoolers. These preschoolers were reported to be caring in return. The preschooler liked caring for younger children in the neighbourhood. They also liked helping their mothers at

home. On the contrary, 83.3% (n=50) of the mothers did not enjoy sick offs and family responsibility leaves. The employers took advantage of mothers' ignorance and often violated their rights. Mothers were blamed for being absent from work frequently. Unlike their male counterparts they needed more time off to attend to children and other family matters but were not allowed to. They strived to work on all days since an off day meant no pay. They were rarely at home to role model care and protection for preschoolers to copy. Einsberg (2006), Bierman (2009) concur that pro-social behaviour is developed through modelling by adults. Mothers with live-in jobs, especially, visited their children on Sunday morning and left for work in the afternoon for another week. Preschoolers were left under the care of older siblings who were also children in need of care and protection. Preschoolers were neglected due to lack of family responsibility leaves for mothers. Employers perceived mothers as people with no life outside where they worked. For instance, mothers lamented that they were even unable to take their children to hospital when sick. They sent them to school unwell. There was no one to care for them at home even when sick. There was no time to visit school to talk to teachers and demonstrate love and concern to the preschoolers. According to the mothers, the preschoolers felt they were not loved and valued. They even complained to their mothers for leaving them alone for so long. These preschoolers in turn did not learn to show care and concern for others.

Only 13.3% (n=8) of the mothers were paid for overtime work. Although overtime robbed them of time for their children, they said they were better off with it than without. It boosted their income and once in a while enabled them to engage somebody to watch over their children during their absence. Even so, these mothers were not able to always supervise their children and teach them responsibility. A significant number of SWM, 86.7% (n=52), worked overtime without pay. This

denied them time and energy to interact and bond with the preschoolers. They were rarely home to assign roles to teach preschoolers responsibility and self care. Roles were mainly assigned to older siblings who would in turn assign the preschoolers unfairly. The preschoolers did not take it well since the tasks assigned were beyond their ability. Mothers needed time with the preschoolers to train them to be cooperative, helpful and kind to others. Mothers were of the view that if they were paid overtime, they might have afforded better lives for their children. Perhaps if they didn't work overtime they might have had more time to interact with the children. Their children would have been more socially competent if they were supervised regularly. Zhou (2002) state that mothers should show active interest in their children's lives in order to promote pro-social behaviour. Mothers needed to enjoy their work in order to be warm and responsive parents. This was not the case with the mothers investigated. Therefore, it was hard for the preschoolers to learn appropriate pro-social behaviour.

Table 4.9: Mothers' work schedule flexibility in relation to pro-social skills

	Yes		No	
	Freq	%	Freq	%
I am able to devote quality time to my child despite long, inflexible hours of work	15	25.0	45	75.0
I am able to compensate for the time away from my child by taking him/her for outings	9	15.0	51	85.0

Table 4.9 was used to discuss how SWM work schedule influenced preschoolers' pro-social behaviour. Mothers needed time with their children to develop warm and

responsive relationships in order to foster pro-social behaviour (Anker and Hein, 1986). Preschoolers needed assurance that they would find mothers at home or know when to expect them in order to feel safe and secure to develop trust.

Study revealed that 25% (n=15) of the mothers had flexible work schedules that allowed them time with the preschoolers before and after school. They were able to escort the preschoolers to school then go work. Their children only spent a short time alone after school. They claimed to spend quality time with their children. They assigned roles and supervised the preschoolers as they performed the roles and also did their school work. They did household chores with the preschoolers and trained them to be responsible, cooperative and being helpful to others as they carried out the roles assigned to them. Preschoolers also learnt the value of work from their mothers. They also learnt taking responsibility of their actions. For instance if they damaged items by mistake they would own up. There was continuity in what they taught or demonstrated to the preschoolers. Mothers were able to make promises and fulfil them and so preschoolers learnt reliability and trustworthiness.

On the other hand 75% (n=45) of SWM were subjected to long inflexible working hours besides unpaid overtime and leaves. This robbed them of quality time to bond with the preschoolers. They were only certain about the reporting time but not the time they would be released to go home. They were not able to plan their time since they had to comply with the employers' demands. They made promises to the preschoolers which they were not able to fulfil because of time constraint. This created mistrust. The preschoolers had learnt that they could also lie and get away with it. Mothers rarely did things together with the preschoolers or supervised them as they did their homework. There was no continuity in what they taught the preschoolers. Each time mothers tried to do things with their children was a fresh

start. It took them long to train on a particular task. The preschoolers felt their freedom was being interfered with when asked to perform a task. They had not learnt to be cooperative and helpful to others. They would stop an assignment in the middle to go and play because they were used to doing what they thought was right. They had not been trained to concentrate and be keen on a task. They also would not take responsibility of their actions. For instance, when they spoilt an item or messed in the house, they would not own up if no one was there to witness it. Mothers claimed they returned home too tired to effectively interact with the preschoolers to teach turn taking. The preschoolers would not wait for their turn during communication. They rudely interrupted speakers and had no art of listening. Bowlby (1940) observes that long inflexible working hours denied mothers time to bond with children, nurture relationship and model pro-social behaviour.

Only 15% (9n=9) spent off days at home to compensate for time away from children. They were able to catch up at least once a week. They would work and talk with the preschoolers on that day. They said they were able to reinforce skills like cooperation, turn taking and being helpful in their children. They sometimes had outings with their children during their off days to catch up with the time lost. Outings ranged from going shopping, visiting a friend or relative to going to church together. They were able to demonstrate care and friendship to the preschoolers at such times. This encouraged preschoolers to make friends with peers.

Wilson (2008) and Bowlby (1940) concur that parents and especially mothers should spend quality time with children to set examples of pro-social behaviour. This also gives children opportunity to experience social interactions. However, it emerged that 85% (n=51) of the mothers did not have off days at all. They strongly felt that they were not demonstrating care to their children. They rarely saw their children

and were almost strangers to one another. More than half of them had live-in jobs while others left home very early and returned late in the evening when tired to find tired preschoolers. There was no time to catch up or learn who their children really were. They could not afford time or money for outings with their children. Such children missed opportunity to learn important social values and norms from their mothers. The Mothers said they did not spend enough time with the preschoolers to form strong bonds of attachment and role model friendship, talk and listen to them to teach turn taking. They also failed to assign roles and responsibilities to preschoolers to teach them cooperation, sharing and hard work. Therefore the preschoolers were missing these important social values that would have made them acceptable and competent members of the society.

Teachers were asked to give their views on time parents spent with the preschoolers was. This was to ascertain what the mothers had revealed. Only 16.7% (n=2) of teachers felt the timing for reporting and departure from school was appropriate. They said some mothers were available to drop and pick children from school in time. They felt mothers had time to bond with the preschoolers and demonstrate love and care. Their children had learnt to demonstrate care to others. For instance they would pick items like pencils and books from the floor for other preschoolers. On the other hand 83.3% (n=10) of the teachers felt that time set for arrival and departure to and from school was not appropriate for all mothers. Preschoolers left school too early only to find no one at home as their mothers worked up to late in the evening. They were spending a lot of time unsupervised by adults. No one was at home to demonstrate care, engage them in positive activities to learn useful values. According to Bowlby (1940) young children needed warm, intimate and continuous relationship with the mother or mother-substitute to have satisfaction and enjoyment. These preschoolers had not learnt responsibility, cooperation and generosity to allow

them become socially competent individuals. What was taught at school was not reinforced at home.

Only 25% (n=15) of preschoolers were accompanied by siblings. The siblings were pupils in the same school who needed care and protection too. Although they cared for their younger siblings, it was only to some extent. The rest of them, 58.3% (n=35) were not accompanied by anybody. These two groups were never well prepared for school. They were never punctual, would go to school in dirty uniform and without having had breakfast. They were left to self care, to decide when to wake up and prepare for school. They had their way too early with no supervision or guidance for healthy emotional growth. Cleanliness and punctuality were considered very important for social acceptability among peers. Other preschoolers would refuse to sit near them when they came to school dirty. Preschoolers needed constant care and protection through healthy interactions with their mothers in order to learn proper self care, self respect and concern for others. According to Bowlby (1940) such preschoolers were experiencing maternal deprivation. They faced increasing aggression, depression and were affectionless.

Table 4.10: Managing Child Care and work

	Freq	%
Employed care giver	4	6.7
Neighbours	5	8.3
Father	4	6.7
Older siblings	13	21.7
Stay alone	32	53.3
Other relatives	2	3.3
Total	60	100.0

The study established that childcare was quite a challenge to the SWM as indicated on table 4.10. A lot of chance was taken before and after school. The mothers had little choice. They had to work in order to provide for their families. Child care was distributed as shown on the table.

It was revealed that 8.3% (n=5) of the mothers had employed caregivers for their children. At least the preschoolers with caregivers would bathe or eat before their mothers returned from work. But they had things done for them and as such no roles were assigned to teach responsibility. Such preschoolers did not learn much pro-social skills. Only 8.3% (n=5) of the mothers trusted neighbours to watch over their children. The neighbours were just custodians of the keys to the house. Whatever else happened was not their business. There was no adult to supervise or teach pro-social behaviour in the house. These preschoolers did not learn responsible behaviour as they were left to self care. Only 6.7% (n=4) of the mothers had their spouses occasionally watch over the preschoolers. Very few fathers would cook for the preschoolers and their siblings or do anything else. Fathers were said to assign roles that were beyond the preschoolers' ability. This made them rebellious instead of cooperative and responsible. At least 21.7% (n=13) said they left the preschoolers under the care of older siblings who were also children in need of care and protection. There was no adult to supervise or teach useful social skills such as turn taking and kindness. The larger group of 53.3% (n=32) just left the preschoolers under self care. These mothers totally struggled alone with demands of work and childcare. Interaction with mothers was very little. The mothers confessed that they had not trained the preschoolers on important pro-social skills such as kindness, cooperation and generosity to their children. Independence to these preschoolers meant doing what they felt like, not necessarily what was right. Food was left for them when it was available to eat on their own or they had to wait until mothers

came back. Most of the times, the preschoolers would sleep hungry. It affected their health and emotional well being. Only 3.3% (n=2) of the mothers had other relatives occasionally taking care of the preschoolers when they were at work. There was no time for healthy interaction with the preschoolers.

According to the mothers, none of the people entrusted to watch over preschoolers seemed to help them foster pro-social behaviour in their preschool children. They did not assign roles and responsibilities to the preschoolers. As a result, preschoolers did not learn the skills they were required to have. Demands of work left the mothers with less time to role model pro-social behaviour to the preschoolers. The preschoolers had their way too early and too much making them easy prey for juvenile delinquency and consequential school dropouts later.

Table 4.11: Rating preschoolers 'pro-social behaviour by mothers

	Yes		No	
	Freq	%	Freq	%
I serve my child every meal.	15	25.0	45	75.0
I listen to him telling me school news.	12	20.0	48	80.0
He/she willingly shares what he/she has.	10	16.7	50	83.3
My child shows empathy to others in distress.	10	16.7	50	83.3
My child willingly helps me with household chores.	11	18.3	49	81.7

Table 4.11 shows the actual feelings and observations made by the mothers on preschoolers' pro-social behaviour. This was through what the mothers did with

children to foster pro-social behaviour and what the preschoolers were able to do to demonstrate the behaviour learnt. Type of parenting plays an important part in fostering pro-social behaviour in children. Parenting includes modelling behaviour to children and correcting their behaviour. They are the actual models of pro-social behaviour (Hoffman, 1988).

It emerged that 25% (n=15) interacted with their children at meal times. They demonstrated care by making sure they served the preschoolers' meals everyday or making sure they were present at least for the evening meal. Their children participated during meal preparation and serving. They had learnt aspects of care and sharing not only food but also work. It occurred that 75.0% (n=45) of mothers were rarely present during meal times. Food was kept somewhere for preschoolers to eat on their own when they arrived from school. The mothers admitted giving little care and that the preschoolers in turn had adapted a care-free attitude. According to Zhou (2002) genuine care and concern for children was important for teaching pro-social behaviour. These preschoolers were lacking this kind of care and would not learnt sharing and kindness since they had no role model.

Only 20% (n=12) took time to listen and talk to the preschoolers who in turn learnt to listen and wait for their turn. They had also learnt the art of interacting positively with others without interrupting speakers. However, they had no time to play games with the preschoolers to emphasize turn taking and also affirm friendship. However, 80% (n=48) admitted they had no time to listen to the preschoolers. They arrived home late most of the days. Apparently, they would not have time to play games with the preschoolers to bond and have positive interactions. This denied the preschoolers chance to model turn taking from their mothers. Mothers admitted that the preschoolers would interrupt them and other adults as they talked. They

interrupted group play in the neighbourhood. Because of such habits, they were not popular among their peers.

Only 16.7% (n=10) of the mothers had preschoolers who would willingly share what they had. They had learnt generosity and kindness. They would share their food and play materials with siblings and neighbourhood children. The mothers were available to teach and reinforce the skills. But 83.3% (n=50) admitted that their children would only share when coerced to do so. They admitted they had failed to role model this art due to busy schedules that left them little time with children.

Only 16.7% (n=10) of the mothers observed empathy in their children. They would report to an adult when they or another child needed help. They would even give help where possible. At least 83.3% (n=50) reported that their children would not empathise or show kindness to others. They wouldn't care much about another person's problem. They just minded their own business as if nothing else was happening.

It was observed that 18.3 % (n=11) of mothers said that their children willingly assisted in household chores. They would volunteer to help in tidying up or in food preparation. At least 81.7% (n=49) said their children were not cooperative and helpful at all. They would not willingly participate in household chores and mothers had to apply force. The responses indicated mothers' admission that there was something wrong with the upbringing as per that time. Preschoolers were missing the skills that would have made them socially acceptable.

Background information by teachers revealed that they expected preschoolers to bring important skills to school. They included toileting, table manners, turn taking, empathy, cooperation and friendliness. These skills played a very important role for preschoolers being socially accepted or rejected by peers. Teacher reported that

13.3% (n=8) had learnt proper toilet habits. They would not soil themselves in class. They reported to the teacher when the need arose. However, 86.7% (n=52) had not learnt proper toilet habits. They would soil themselves quite often when they first came to school and suffer shame and rejection by peers. They also had not learnt proper use of the toilet. They had not learnt to wash their hands after visiting the toilet or dressing back properly. When mothers were asked to talk about it, they revealed that they had not been able to train the preschoolers because they were too busy.

Only 18.3% (n=11) had learnt some table manners. The preschoolers helped in laying the table. They had learnt to wash their hands before and after eating. They would sit and not talk while eating and tidy up after meals. At least 81.7% (n=49) of preschoolers had not learnt proper table manners. They had not learnt to wash their hands before and after eating. They would not be still when eating. They talked and played at meal times ending up spilling their own food or that of the peers. They would not tidy up after meals. They were simply unruly and not liked by others. This group comprised of those whose mothers were rarely at home in time to share meals or talk to them.

Teachers said that 11.7% (n=7) of the preschoolers would take turn appropriately to talk or play. They would wait to be allowed into a game by peers. They would also listen to what others had to say before talking. Their mothers had more time with them and were able to instil good values. But 88.3% (n=53) had interruptive behaviour. They were the group that would talk or play while lessons were going on interrupting the whole class. The teacher blamed this on absent mother who had to go out and work. The teachers felt that the mothers did not devote enough time to

teach the preschoolers good social habits. True to this, the mothers were rarely available to discuss their children's problems with teachers.

Only 20% (n=12) would empathise with others by trying to comfort in times of problems. They would report a problem to an adult. The rest, 80% (n=48) never showed concern when others were in distress. They went on with their business as if nothing else was happening. They would not show empathy.

Only 10% (n=6) would cooperate with other peers and play effectively. They shared play and learning materials and also waited for their turn to play. They would also follow instructions in class and outside. Study established that 90% (n= 54) needed coercion to do what was required of them. They had not learnt cooperation and independence. They had to be closely supervised to work. Sometimes they would not work at all. At other times they would storm into a game or take play materials without permission of owners. This was typical of children who were not helped to deal with tantrums positively by the caregivers in earlier stages.

Only 23.3% (n=14) were friendly and could easily be approached or approach peers to play. They willingly shared play materials with peers. They were able to communicate their needs to other peers. They would request to use another preschoolers' item or to be allowed a chance to participate in a game. They were not only friendly but also respected others. An overwhelming 76.7% (n=46) never showed the ability to communicate their needs to other peers or to the teacher. The teachers had to strive to find out their problems or send other preschoolers to do it. They did not like sharing things with others. They were very reserved and appeared lonely. They preferred keeping to themselves and playing in isolation.

As far as skills attainment was concerned, there was a gap between home and school. The SWM had failed to foster proper social development in their children. They

seemed too busy for their children. According to Kabiru and Njenga,(2007). Teachers should be handed children who are ready to adapt to the wider social environment of the school and be able to explore it. Mothers had failed to adequately prepare the preschoolers for this. It was observed that there was lack of sufficient nurturing and responsive care which would have resulted to healthy family relationships for healthy pro-social skills. Teachers reported that once mothers successfully registered children to school, it was very difficult to get them to discuss issues affecting learning.

4.3 Influence of mothers’ emotional well being on preschoolers’ self-regulation

Mothers’ emotional well being was used as an indicator to the preschooler’s self regulation. Emotionally well mothers would be warm, attentive and responsive to the emotional needs of their children. To achieve this, mothers needed support from the family and society. Table 4:12 was used to analyse what mothers said about these issues.

Table 4.12: Mothers’ emotional well being

	Correct		Not Correct	
	Freq	%	Freq	%
I get enough family support to cope with work and child care	16	26.7	44	73.3
I sometimes punish my child for no reason	48	80.0	12	20.0
I get enough social support to cope with life	13	21.7	47	78.3
I get adequate social services for my child and I	8	13.3	52	86.7

Study conducted revealed that 26.7% (n=16) of the mothers were comfortable with their work and they were financially able. They had financial and emotional support from family members. The family included spouses, parents, siblings and members of the extended family. Family played a central role in a child's life in teaching values and attitudes. Sometimes their spouses watched over children and assisted in household chores. Older children also came in handy. Relatives would sometimes pick the preschoolers from school as they picked their own children. Mothers felt the preschoolers were in good hands most of the times and did not worry about what their children were doing during their absence. These mothers were also at a financial level that was less threatening their ability to provide for their families. They were able to connect with family and friends and it was easy dealing with their personal crises. They also had a sense of belonging that helped them experience self worth. According to Millar (2010) and Rowlingson (2001) mothers need some support to manage demands of employment and child rearing. This support and believing in self reduced maternal depression thus increasing the mothers' ability to regulate their emotions and behaviour. This improved the mothers' parenting ability. As such, these mothers were happy and emotionally stable. They were able to set supportive limits and guided the discipline of their children. Therefore, they had happy children who were able to express their emotions in socially acceptable manner. Preschoolers had favourable environment created by adults from which they learnt values that were socially acceptable.

It was revealed that 73.3% (n=44) of the mothers faced difficult work conditions and needed support. However, they had little or no financial and emotional support from the family. They struggled alone to meet demands of work, financial and emotional needs of their families. They claimed to have been neglected by their families. Most of them were young mothers who were victims of early pregnancies

with low emotional maturity. This number constituted both the married and single mothers. They suffered disharmony between them and their spouses or the fathers of their children. They were supposed to bear the consequences of their failures such as not doing well in school. It was not easy to connect with their families who would assist them solve personal crisis. They confessed being angry and bitter about life and that they failed to effectively monitor behaviour of the preschoolers as they would have wanted. The mothers revealed that they were stressed and frustrated and often engaged in outbursts of anger, yelled at their children and used demeaning words on them. They accepted that this was easily copied by the preschoolers in question since they were their role models. Ceballo and Mcloyd (2002) confirms that mothers who faced family or social isolation were at risk of increased depression. Their children experience a range of adverse behaviour problems. This confirms why the preschoolers had behaviour difficulties. They were emotional, violent and abusive to others. They were also unable to handle frustrations appropriately. This was common to children growing up under care of distressed mothers.

At least 80% (n=48) of mothers admitted having to punish their children for discipline. They found themselves putting unrealistic demands on preschoolers. They were in constant conflicts with them for failure to meet expected standards of behaviour. The mothers resulted to both verbal and physical punishment. Instead of learning to reason, these preschoolers learned cruelty and solving problems the violent way from their mothers. The mothers admitted that the preschoolers were aggressive and used abusive language on others. They fought with siblings and peers on many occasions. They even scolded and banged objects when they were angry. They were also found to be irrational decision makers. For instance, they would just destroy things for the fun of it or revenged on others when wronged. According to Bradley (2001) that as income decreases, low income mothers tend to become harsher

and use physical punishment. Therefore these preschoolers were responding to their mothers' behaviour and had become intolerant to frustration.

Only 20% (n=12) of mothers said they reasoned with preschooler before taking disciplinary action. The mothers claimed ability to control their own anger and never acted emotionally. This trained the preschoolers to reason with others too and solve problems amicably. The preschoolers would negotiate for solutions to problems instead of fighting. They were able to restrain themselves since they had attained an acceptable level of emotional regulation.

Generally, the society had heavy expectations on mothers. Mothers carried the burden of bearing and rearing children. The society expected them to bring up upright children. To be effective, they needed social support. They actually needed more than financial support from the society. They needed emotional support too, without which they would suffer depressive moods and their children could experience behaviour problems. One very crucial social support was a friendly neighbourhood.

Consequently, it was found that 21.7% (n=13) of the mothers had support from the society. They lived in friendly neighbourhoods with positive role models. This helped promote child development and reduced children's behaviour problems. Positive role models in the neighbourhood gave them hope of raising children who would become competent members of the society. Sometimes their neighbours helped monitor children's behaviour during mothers' absence. Mothers felt the preschoolers were in good hands most of the times and did not have to worry about what their children were doing when they were away. They also lived in safer compounds that were less crowded. There was also less exposure to crime and violence to their children. These mothers were happy and able to regulate their

behaviour and emotions. They had better disciplined children who were happy and able to express their emotions in acceptable manner. Children rarely engaged in violence or verbal insults on others. They were able to regulate their behaviours and also use of words.

At least 78.3% (n=47) had little or no social support. They felt the society had failed them. For instance, they were stressed about living in overcrowded housing and unsafe neighbourhood. They felt that if the housing was less crowded their lives would have been better. There would be enough and better facilities for their families. There was crime and violence to which the preschoolers were exposed. Neighbours quarrelled and fought over different issues before children. The neighbourhood also did not have good role models for children to copy. The mothers confessed that they were also not good role models. They quarrelled with their spouses and neighbours. Sometimes they even fought to settle scores. Evans and English (2002) argue that prevailing slum conditions may cause mothers stress which they pour onto children. No wonder, these preschoolers had learnt violence and obscene language from such scenes in the neighbourhood. They displayed aggression and inability to control anger.

All the mothers also felt that there was social isolation. They were discriminated because they had little education and they were poor. The single mothers were blamed for separation from spouses and early pregnancies. They were regarded as bigheaded and irresponsible. They were left out and not many people wanted to associate with them. This resulted to loss of stimulation and proactive parenting, depression, anxiety and failure to regulate their behaviour. They had little ability to handle frustrations. Consequently, the preschoolers picked the habits from their

mothers who were their role models. The mothers agreed that the preschoolers had become intolerant, easily irritable and negatively reacted to frustrations.

Mothers were interviewed in line with the social services available to assist them in child upbringing. Only 13.3% (n=8) felt that schools as social institutions were doing them good service. They did not know how they would manage children without ECDE centres especially. They also cited the health facilities around where they lived. They had access to health care even though for a fee. Also in place were the administrative offices of the chief and children's officer. They felt secure that there were people minding the welfare of their children. They expressed satisfaction and ability to nurture and monitor their children properly.

On the contrary, 86.7% (n=52) were not satisfied with what was offered. Although there were ECDE Centres, they only catered for their children for half a day. They felt the centres should have prolonged their services to make sure preschoolers did not meander for long before their mothers returned home. They complained that the health facilities available were too expensive. The public ones usually offered little help because of shortage of personnel and drugs. The administrative offices were said to be too slow to act when mothers went to them for help. As such their expectations were not met. They felt stranded and depressed. Their emotions were usually low and it affected the way they interacted with others. They were unable to regulate what they said about people who had failed them. They discussed them before the preschoolers. They felt that these issues compromised their children's judgement and decision making. The preschoolers were even reported to have taken negative report to school in their innocence. Mothers felt that if the society was friendly and offered a bit of support, it would boost their well being and that of the preschoolers.

Social support, therefore, had direct influence on mothers self regulation and stress level management. It also affected maternal perception of parenting ability and helped diminish perceived stress levels where offered (Carbone and Fraser, 2004).

Table 4.13: Mothers’ perspective on preschoolers’ self-regulation

	Yes		No	
	Freq	%	Freq	%
My child can express anger without violence	10	16.7	50	83.3
My child likes annoying other children	44	73.3	16	26.7
My child sometimes misbehaves to get attention	50	83.3	10	16.7

Social support, therefore, had direct influence on mothers self regulation and stress level management. It also affected maternal perception of parenting ability and helped diminish perceived stress levels where offered (Carbone and Fraser, 2004).

Table 4.13 summed up how mothers rated the preschoolers’ ability to regulate emotions. Only 16.7% (n=10) of the mothers had preschoolers who were able to express anger without violence. They either cried or reported to an adult about it. They calmly called for attention from others. They would negotiate with their offenders indicating their ability to regulate words and actions performed. At least 83.3% (n=50) said that the preschoolers would not express anger without violence. They were reported to throw tantrums and bang objects when angry resulting to destruction of objects. They would yell and scream at others when angry this indicated poor management of anger and frustration. According to Misty et al.(2002) this can be as a result of depressed parents behaviour.

At least 73.3% (n=44) of the mothers reported that their children liked annoying others. They would interrupt others without apologies. They also enjoyed damaging or hiding things belonging to others on purpose to punish. They would scream into

other children's ears just to annoy them or to initiate play. These preschoolers, as a result did not have many friends. They faced rejection when they tried to enter group play in the neighbourhood. Only 26.7% (n=16) would not annoy others on purpose. They would feel guilty after annoying another person and would apologise using the word sorry.

At least 83.3% (n=50) of the mothers reported that their children misbehaved to get attention. For instance they would step on seats with dirty feet or pour water on the floor to be noted by mothers. They also would interrupt when their mothers were talking. This was an indication that they were not getting enough attention from mothers. They often fought and used abusive language on others. Only 16.7% (n=10) were calm and sought attention through dialogue. The reactions analyzed here were a sure indication that most preschoolers had not adequately learned self-regulation. The root of the problem was the mother's inability to maintain self regulation. Mothers admitted that they had not been very good role models to the preschoolers (Huesmann 1998 and Markham, 2010).

Teachers were asked to rate preschoolers' ability to manage frustration on daily basis. It was revealed that 16.7% (n=10) of the preschoolers were capable of coping with frustration and getting on. They would not easily give up on a difficult task. They would give it another trial and also ask for help and would not get angry or bitter after making mistakes. They maintained balanced self-regulation.

On the other hand, 83.3% (n=50) of the preschoolers would easily abandon a difficult task. They would get angry and bitter when they failed to achieve what they wanted. They would feel guilty after getting angry and remain withdrawn for sometimes. They would not easily adjust to situations that were not very

comfortable. They also felt reluctant to try something again. This showed inability to cope with frustration.

At least 73.3% (n=44) reacted to anger aggressively. They would not negotiate to resolve problems. They would throw tantrums, fight and bang objects when angry. They also used abusive language on others. They would snatch play material from others instead of waiting for their turn to use them. These preschoolers were not readily accepted by others especially during play time. Huesmann (1998), states that such behaviours were typical of children who had not learnt responsible emotional management.

Only 26.7% (n=16) did not react aggressively to anger. They would remain calm until a solution was found. Ability to manage and cope with frustration was an indicator of positive self regulation.

According to teachers, these problems had their roots from home. Mothers were too busy and rarely at home to nurture and monitor the preschoolers' development. They had failed to create favourable environment where preschoolers would have been guided appropriately acquire these important social values.

Preschoolers were interviewed on their ability to deal with frustration. It emerged that 18.3% (n=11) of them said they only when annoyed. At least 70% (n=42) admitted they fought, threw objects and yelled at others when annoyed. Only 11.7% (n=7) would report the cases to the teacher or the mother. This indicates that the majority of the preschoolers lacked the ability to regulate their behaviour. They were unable to cope with frustration and had poor judgement in dealing with issues. They would engage inappropriate behaviour in response to emotional situations. This indicated poor self –regulation skills (Simple Kids, 2010). It made them unpopular among their peers.

Table 4. 14: Mothers' method of handling discipline

	Yes		No	
	Freq	%	Freq	%
We discuss it to come up with the right behaviour	18	30	42	70
I punish by caning	42	70	18	30
I just get depressed and do nothing	4	6.7	56	93.3

The study established that mothers had varied ways of approaching discipline (Table 4.14). At least 30% (n=18) solved discipline problems through dialogue. They engaged the preschoolers in discussion about why something was wrong and came up with the right thing to do. The majority, 70% (n=42) had no time for such discussions. They went straight for the cane which seemed to harden the preschoolers. They also admitted using verbal abuse on children. Preschoolers would repeat the same mistakes since they were not made to understand why they were punished. Mothers admitted that their children also fought with siblings and other children in the neighbourhood. A small percentage of 6.7% (n=4) seemed to worry less about discipline. They ignored most of the mistakes preschoolers made. This only gave the preschoolers a free hand in mischief. The majority, 93.3% (n=56), claimed to do something even if it was punishing by cane or warn the child. They were concerned but not really in control. They admitted spending little time with the preschoolers to notice and correct mistakes in time. The preschoolers seemed aware of their mothers' weaknesses and just behaved uncontrollably.

Teachers' approach in handling challenges of missing social emotional skills was a rather friendly one. Only 8.3% (n=1) resulted to punishment when preschoolers

misbehaved. At least 91.7% (n=11) resulted to counselling. They took the opportunity to instil the missing social emotional skills. In case a problem was persistent, they would inform the office as they continued trying to help. It was revealed that 83.3% (n=10) did not find it any use to inform the office. They chose to deal with the challenges personally. They realised that these were young children who were still growing and could be easily moulded. Only 16.7% (n=2) reported cases to the office for any future reference. It was reported that 75% (n=9) preferred inviting mothers to discuss the challenges they were facing. However, they lamented poor response and little support from the busy mothers. But 25% (n=3) would not bother inviting mothers since they had already formed an opinion about their altitude. They found it time and energy wasting and just did what they could. 100% (n=12) agreed that they should take the opportunity to teaching the missing skills. They strongly felt that they had to take the task upon themselves since the mothers had failed to carry their responsibility. The preschoolers were drawn from the slum where mothers were too busy to meet the preschoolers' social emotional needs.

The teachers concluded that dialogue with mothers was an important way of correcting preschoolers' behaviour and fostering social emotional skills. Parental participation was also very important. This would speed the emotional maturity of the preschoolers.

Table 4.15: Mothers' choice between work and child rearing

	Frequency	Percentage
No	39	65.0
Yes	21	35.0
Total	60	100.0

During the interview guide, mothers were asked whether they would stop working to care for children full time. In response 65% (n=39) said they would not. They realized that the preschoolers needed them more but they would not trust any other source of income could satisfy their needs. They also cited high cost of living that required everybody's contribution. They would opt for better working conditions so that they would comfortably afford life and also time for the preschoolers. Only 35% (n=21) agreed it would be better to stop working and bring up children first, then look for a job later. This group felt it was not right for preschoolers to remain unsupervised before and after school because this was ruining their lives. They also felt that no one else could look after their children better than them. At the same time they agreed that they needed to work in order to provide for their families.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the summary, conclusions of the findings and recommendations.

5.1 Summary

The purpose of this study was to establish the influence of slum working mothers' on preschoolers' social emotional skills development. The independent variables were mothers' socioeconomic status, working conditions and their emotional well-being. The dependent variables were the preschoolers' self esteem, pro-social behaviour and self-regulation.

The study adopted cross-sectional survey design which allowed the researcher to obtain data through questionnaires and interview guides. The study target 25 public preschools in Dagoretti District, Nairobi County. There was a total population of 1000 preschoolers, 980 mothers and 58 teachers. Riruta zone was purposively selected since it was in the heart of the slum. The sample size for the schools was five obtained through simple random sampling. A total of 10 teachers, 60 preschoolers and their mothers were interviewed.

Data was collected through administration of; interview guide for parents, (Appendix I) questionnaire for teachers (Appendix II) and interview guide for preschoolers (Appendix III).

Data collected was analysed both qualitatively and quantitatively. Frequencies and percentages were used. These were displayed on tables in chapter four.

The study was found necessary as it would enlighten the readers on the importance of social emotional skills as the basis of all learning. It would bring awareness among different stakeholders so as to prepare our young children for better future through fostering social emotional skills early in life. It would especially help parents change their attitude in child rearing practices and create a desire to be there for their preschool children.

It was found that Slum Working Mothers status directly impacted on preschoolers' social emotional and behavioural skills. Low income mothers failed to practice proactive parenting. They were unable to provide needs of their children as required and failed to interact with them enough. There was also less supervision and monitoring of children. As a result preschoolers did not develop positive self esteem, pro-social behaviour and could not regulate their behaviour moderately. Less provision of needs caused preschoolers not to maintain positive self esteem. Mothers work denied them time to interact with preschoolers to teach them pro-social behaviour. Mothers underwent a lot of stress such that they were unable to control their behaviour. Since children live what they see, they copied the mothers' behaviour (83.3%). They were unable to control anger or deal with frustrations in appropriate manner.

5.2 Conclusions

5.2.1 Influence of Slum Working Mothers social economic status on preschoolers' self-esteem

Mothers' social economic status impacted directly on preschoolers' self-esteem. Family structure was important regarding how preschoolers felt about themselves. It was found that children who lived with fathers had sense of self identity. They exhibited positive self esteem (43.3%). Children of single mothers (56.7%) were

affected by lack of father figure in the home to identify with and provide for them. They rated lower in self esteem than those who continually lived with fathers. Preschoolers of low educated mothers lacked guidance in important issues like freedom to make choice and how to cope with school work.

Low income mothers were not able to continually provide basic needs for their children. Preschoolers were deprived of good shelter, adequate nutrition, clean water and sanitation and consequently good health. Although the mothers made decisions on how to spend their income, this did not impact positively on preschoolers' self – esteem. This did not improve lives of their children due to their low income. The mothers remained poor due to persistent low income. Deprivation was observed to be a barrier to realization of positive self esteem. Preschoolers who had positive self-esteem were likely to train on pro-social behaviour.

It was also found that the home environment mothers offered did not provide required safety to preschoolers. The environment did not offer opportunity for preschoolers to explore and develop social competence. The unsafe environment also contributed to high morbidity among preschoolers barring them from gaining good feelings about themselves and hence positive self - esteem. It was suggested that mothers should take the first step in cleaning the environment and training their preschool children on how to dispose litter.

5.2.2 Influence of Slum Working Mothers' Work conditions on preschoolers' pro-social behaviour

Mothers' working conditions had direct influence on preschoolers' pro-social behaviour. The circumstances they faced at work determined how they made important decisions about bringing up their children. Mothers who enjoyed labour rights had children who were trained in pro- social behaviour. They enjoyed family

responsibility leaves (16.7%). They were able to afford time with the preschoolers to assign responsibilities, train them to be cooperative, hard workers and be kind and generous to others. Mothers who did not enjoy family responsibility leaves (83.3%) were not able to guide the preschoolers to gain socially acceptable behaviour. They left their lives behind to please the employers. Mothers work left them with little time to interact with the preschoolers and model pro-social skills. They were unable to play proactive role of nurturance, care and responsiveness. It was established that preschoolers missed important pro -social skills such as kindness, turn taking, cooperation and empathy. As a result, they missed the social acceptability among their peers at school. They proved difficult to be managed by teachers. It was concluded that there was need for mothers to renegotiate for time flexibility with their employers. Flexible time would allow them to give constant care to the preschoolers.

5.2.3 Influence of Mothers' emotional well being on preschoolers' self regulation

It was established that mothers' emotional well being had direct influence on preschoolers' self regulation. Low economic mothers quite often suffered maternal depression which affected their ability to regulate their own behaviour. They were stressed trying to meet the needs of their children. The lower the income, the harsher mothers became and turned to physical punishment. Physical punishment hardened children. Preschoolers became fearful and hopeless. They had difficulties controlling anger and frustration.

Mothers who had family support (26.7%) had created favourable environment for their children to learn from. They were emotionally stable and their preschool children copied what they observed. But those without support (73.3%) were bitter

about life. They often engaged in outbursts of anger, quarrels and fights with other people. The children easily copied their mothers. It was recommended that the only way out is for mothers to accept their role, stop looking up to others and raise their children independently.

Social environment played a major role on how preschoolers behaved. The preschoolers in question lived in crowded neighbourhood that exposed them to crime and violence. They also lacked positive role models in the neighbourhood to emulate. They were unable to regulate themselves because of living in such difficult high stress situations. There was also low maternal responsiveness. Mothers felt like social rejects because of low education and poverty. There was loss of stimulation and proactive parenting resulting to frustration and anxiety. Their inability to handle frustration was directly transmitted to their children. It was suggested that the society should accept the mothers in their status. The society should also be made to understand that they are also stakeholders in raising these children and offer positive role models for preschoolers to imitate.

It was observed that preschoolers who had not acquired social emotional skills were usually rejected by others. Teachers found them difficult to handle. They reacted to anger aggressively (73.3%) But the mothers were not cooperative. They did not positively respond to school invitations to discuss such problems. It was therefore concluded that there was urgent need for mothers to cooperate with teacher to rescue the situation before it was too late.

Finally, it was concluded that preschoolers who were not regularly supervised failed to develop social emotional skills in good time. Mothers' absence had direct impact on preschoolers' social emotional and behavioural skills. Such preschoolers were likely to drop out of school and become easy prey of juvenile delinquency. It was

suggested that mothers should try as much as possible to set apart time to be with their children.

5.3 Recommendations from the research

There was need to improve the state of preschoolers social emotional skills. Therefore, the researcher gave the following recommendations : There is need for educators of early childhood and parents especially mothers to rededicate themselves to the value of raising the whole child and take an active role in encouraging and promoting social emotional learning by focusing on key dimensions of social emotional development.

Mothers should be sensitized about the social emotional needs of the preschoolers. Schools should come up with forums where early childhood experts, researchers and psychologist will be invited often to give expert advice to mothers. They should talk of the importance of early years, importance of mother responsiveness, nurturing and care. They should also inform mothers, teachers and other stakeholders of the life-long consequences of lack of proper social emotional development.

Teachers should be encouraged to come up with strategies of ensuring that they teach social emotional skills to make learning in preschools relevant. They should provide activities that foster appropriate skills and provide necessary assistance that support preschoolers in their effort. They should liaise with the school administration to make sure that mother play their role in fostering and enforcing social skills learned in school.

Mothers should be encouraged to take jobs that will allow them join their children in good time to catch up with the days' events. They should be made aware that they are the first teachers of their children. Therefore they should be active role models to

the preschoolers. They should engage the preschoolers in activities that foster positive social emotional skills as well as monitor their behaviour.

Policy makers should reaffirm the rights of unskilled workers. Employers should be urged let workers enjoy their rights. They should not discriminate against gender. They should avoid exploiting the workers, pay them according to the set labour laws and let them work for reasonable number of hours to be able to catch up with the preschoolers and families in general. The employers should give on job training to improve their workers efficiency.

5.4 Recommendations for further study

This study sought to find out the influence of slum Working Mothers on preschoolers' social emotional and behavioural skills in Riruta zone in the slums of Kawangware, Nairobi county. The variables used were mothers' socioeconomic status, working conditions and her emotional well-being. It was recommended that:

- i) Study should be conducted in a different setting that is not in a slum.
- ii) The influence of school characteristic on preschoolers' social emotional skills.
- iii) Study should be conducted to establish how social emotional skills influenced transition of preschoolers to standard one.

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APPENDIX I: INTERVIEW GUIDE FOR MOTHERS

Dear Participant,

I am an Early Childhood student at the University of Nairobi currently working on my Master's project on the 'influence of slum working mothers on preschoolers' development of social-emotional and behavioural skills. I would therefore appreciate if you can participate in the study by answering the following questions. Carefully listen to the instructions as the interviewer read the questions and give appropriate answer to all questions. We will **NOT** write your name on this paper. All answers will be kept completely confidential. Another request is that you allow the researcher to interview your child. Thank you.

Below tick [√] the option that is appropriate to you

1. a) What is your marital status?

Married () Single () Separated () Divorced
()

b) What is your highest level of education?

KCPE () KCSE () Certificate () Diploma () Degree ()
)

2. What is your work engagement? **Tick [√] all that applies** to you.

() I work all day outside the home () I am full time employed
() I have a self employed business () I work outside the home
half day

Other: specify _____

3. If you work outside the home **tick [√] all that applies** to you below

() I am the only bread winner () I work to support my spouse
() Without working I cannot meet my family needs

Other: specify _____

4. My income is sufficient to meet these needs: (Indicate the answer with a **Yes** or **No** in the following items).

	Yes	No
Food for my family		
School fees for my child		
Health for us all		
House rent		

5. Describe the place where you live in.

- () One room for all purposes () Adequate clean water supply
 () Adequate clean sanitary facility () There is enough space for children to play

Other:

specify.....

6. Who decides how you spend your income?

- () Myself () My spouse

7. Please tick what applies to your child below using:

A - Agree, SA - Strongly agree, D -Disagree, SD - Strongly disagree.

Behaviour	A	SA	D	SD
My child easily makes friends.				
My child is eager to do things for him/herself.				
My child feels useless when he makes mistakes.				
My child easily gives up on difficult tasks.				

8. Apart from monetary benefit, other benefits I get from my work are: (Tick all that applies to you)

- job security paid sick offs and maternity leave
 Paid overtime Equal treatment with my male counterparts

9. Describe your work schedule. It is.....

- Flexible Inflexible

10. How do you compensate for the time away from your child?

- I spend my off days at home I take my child for outings
 I have no off days. So I don't compensate.

11. Who takes care of your child when you are away working and when the child is not at school?

- Employed care giver Child stays alone A neighbours the father
 The older sibling a relative: specify e.g.
 grandmother _____

12. Please tick the activities you do with your child on the table below

Activity	YES	NO
I share meals with my child every.		
I listen to him/her telling me school news.		
I play games with my child every day.		
My child waits for his/her turn to speak.		
He/she willingly shares what is his / hers.		
My child shows empathy to others in distress.		
He/she willingly helps me with household chores.		

13. Below are statements that represent feelings of working mothers about their work. Tick the option that applies to you. (Correct - C , Not Correct – NC)

	C	NC
I am comfortable with my work.		
I am satisfied with what I earn.		
Sometimes I am angry at my child for no reason.		

14. Below is some behaviour that is common with many preschool children. Tick [√] the option that represents your view:

Behaviour	Yes	No
Can express emotions verbally		
Can express anger without violence.		
Sometimes misbehaves to get attention.		
My child likes annoying other children.		

12. How do you handle misbehaviour in your child?

we discuss to come up with the right behaviour. I punish by caning.

I just get depressed and do nothing. I warn him/her.

15. If you had a choice, would you stop working and devote yourself to child rearing?

Yes No

Briefly explain your answer.

.....

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear Teacher,

You are requested to assist the researcher to complete this questionnaire for a master's project on influence of slum working mothers on preschoolers' social and emotional skills. The information you offer will be highly appreciated and will be treated confidentially. **PLEASE DO NOT WRITE** your name or the name of the preschooler on this paper. Assign a letter, A, B, C, to the questionnaire **THANK YOU.**

a) The school is: Day () Boarding () Mixed () Separate ()

b) Cost of running the school is met by:

() NGOs () The government

() CBO () Parents

2. School attendance

a) Indicate the reporting and the departure time for preschoolers.

() Arrival () Departure

b) The time set is appropriate for all parents

Correct () Not correct ()

c) Give a brief explanation for your answer.

.....
.....

3. How does the preschooler under investigation come and leave school?

Escorted and picked by mother Escorted and picked by caregiver

Accompanied by siblings Alone

4. (a) Which of the following skills and habits had the preschooler identified for this study acquired when first admitted to school?

Toileting Table manners Turn taking

Empathy Cooperation Friendship skills

(b) Do you consider the skills and habits above important?

Yes No

(c) If so how do you deal with the challenges of missing skills and habits where this preschooler is concerned?

I punish him/her for indiscipline. I report the cases to the office.

I invite the mother to discuss about it. I take the opportunity to teach him/her what they don't know.

5. From your experience please comment on the commitment and participation of mother of the preschooler under observation.

Slum mothers' participation

S = Satisfactory G = Good VG = Very Good E = Excellent

Commitment	S	G	VG
Provision of needs			
Response to invitation to school			
Disciplining children			
Teaching their children responsibility			
Assisting in homework			
Pays school fees in time			

Table 2: rating parents' commitment level of participation

6. Please indicate the preschooler's social emotional and behavioural skills progress in context of friendship skills, feelings, and frustration level from your documented evidence. **Tick** whichever is appropriate to the preschooler under study.

Friendship skills

S = Sometimes N = Never

Skills	S	N
Shows interest in other preschoolers		
Can approach a peer and ask to play with them		
Understands the concept of kindness		
Shows ability to sustain friendship		

Feelings

L = low, VL =Very Low, H= High, VH= Very High

Expression	L	VL	H	VH
Ability to recognize and label own feeling for example anger or guilt				
Ability to show empathy towards others				
Ability to express distress to an adult				
Management of anger without aggression				

Frustration level

- copes with frustration and gets on Gets angry or bitter when he/she can't achieve what he/she want Feels guilty after getting angry
- Reacts aggressively to anger Easily gives up a difficult task

7. Please tell us how you deal with challenges of missing skills and habits.....

- Punishment Report cases to office
- Invite parents to discuss Teach the missing skill

APPENDIX III: INTERVIEW GUIDE FOR PRESCHOOLERS

1. Our toilet at home is () clean () dirty
2. Do you bring food to eat at break time? () sometimes () always
3. I have () many friends () one friend () No friends
4. I know how to () read and write () clean my socks/shoes () kick ball
5. I help my mother to work in the house () Yes () No
6. When my mother is talking, I () listen () also talk
7. I share my food with friends () Yes () No
8. When I am angry I () cry () fight () tell the teacher
9. When another child is angry I () leave him alone () I tell the teacher () I laugh at him/her
10. When I get my work wrong, I () refuse to do it again () do it again () cry