HOME BASED FACTORS INFLUENCING ACCESS TO EARLY CHILDHOOD EDUCATION IN LIMURU DISTRICT, KENYA

Karanja Daniel Muchai

A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Economics of Education

University of Nairobi

2014
DECLARATION
This research project is my original work and has not been presented for a degree in any other university.

Karanja Daniel Muchai
E55/66111/2011

The research project has been submitted for examination with our approval as a University Supervisors.

Dr. Loise Gichuhi
Lecturer
Department of Educational Administration and Planning
University of Nairobi

Mr. Ferdinand Mbeche
Lecturer
Department of educational administration and planning
University of Nairobi
DEDICATION

This research is dedicated to my parents, the late James Karanja Muchai and Elizabeth Njoki Karanja for investing in my education
ACKNOWLEDGEMENT

I thank God almighty for this gift of life, good health, the will, the strength and patience that have enabled me to complete these research project would not have been achieved without the support, efforts and prayers of great people I wish to acknowledge.

My sincere gratitude goes to my wife Milkah and my two sons Victor and Mark who stood by me during the two year course and allowed me to use the family resources for the programme.

I am equally grateful to my two supervisors, Dr. Loise Gichuhi and Mr. Ferdinand Mbeche who persistently gave me their professional guidance and time to ensure I complete the project. Finally I wish to thank all head teachers and ECE class teachers and parents of the sampled schools for their participation in answering questionnaires and their co-operation. To all, I say Thank you and God bless you.
ABSTRACT

This research study was aimed at investigating the influencing of home based factors on access to Early Childhood Education in Limuru District in Kenya. The study examined the influence of user-fees paid by parents on access, the effect of distance from home to school on access, the parental level of education and family size on how they affect access of children in ECE centres. The study could be of major help to the government to provide Free and compulsory Early childhood Education to enhance equal access to quality ECE and increase efficiency and equity in education. The findings of the study would also help parents who may not have known the importance of ECE and make them enroll their children in school. The study reviewed related literature on access to ECE and was based on Human Capital Theory. The study adopted a descriptive design targeting 13 head teachers, 33 class teachers and 12 parents in Limuru District. Stratified random sampling was used for head teachers and class teachers while purposive sampling was done for parents who children had dropped out of ECE Centres. The study administered a set if questionnaires to head teachers and class teachers and used an interview guide for the parents. Validity of the instruments was enhanced through piloting and by experts. Reliability of the instruments was ensured by rise of Test-Retest method where a reliability of 0.84 for head teachers and 0.80 for class teachers were achieved. Collected data was coded and classified into major themes from which a report was made. Quantitative data was analyzed using descriptive statistics and presented in form of tables, graphs and percentages. Data analyzed formed the bases of research findings, Conclusions and Recommendations of the study. The study established that many children are not able to access ECE making the Net Enrolment Rate (NER) far below100% payment of user-fees by parents has been found to be the major obstacle in accessing ECE as many parents are not able to pay for their children’s education, lack of awareness by the parents has also been established to be a hindrance to access with some parents asking why they should pay for ECE yet Primary Education is Free Distance to school and large family size could also have contributed to reduced access though by a small margin according to this study. In view of these findings, the study recommended that ECE should be Free of all direct costs and compulsory while parents should be sensitized on the importance of ECE. The central Government should also enforce the children’s act and the Basic education act and prosecute those who fail to enroll their children at ECE Centres. Taking on Limitation and delimitation of the study, the study suggested that others be done on school-based factors affecting access to ECE in the same region as this one dwelt on home-based factors. It was further suggested that a similar study be carried out in other districts and Counties in order to complement this study.
TABLE OF CONTENT

Content                                                                                                     Page
Title page.................................................................................................i
Declaration...............................................................................................ii
Dedication.................................................................................................iii
Acknowledgements.....................................................................................iv
Abstract......................................................................................................v
Table of contents......................................................................................vi
List of Tables............................................................................................xii
List of Figures..........................................................................................xiv
List of Abbreviations and Acronyms..........................................................xv

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.................................................................1
1.2 Statement of the problem...............................................................8
1.3 Purpose of the study.......................................................................9
1.4 Objectives of the study.................................................................9
1.5 Research Questions......................................................................10
1.6 Significance of the study..............................................................10
1.7 Limitation of the study.................................................................11
1.8 Delimitation of the study.........................................................11
1.9 Basic assumptions of the study.............................................11
1.10 Definition of Operational Terms........................................12
1.11 Organization of the study..................................................12

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.............................................................................14
2.2 Importance of investing in human capital............................14
2.3 User-fees and its influence on access to ECE......................15
2.4 Distance from home to school and access to ECE..............17
2.5 Parents level of education and access to ECE....................18
2.6 Family size and access to ECE............................................19
2.7 Summary of Literature Review............................................20
2.8 Theoretical framework.......................................................21
2.9 Conceptual Framework......................................................22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction............................................................................24
3.2 Research design...............................................................24
3.3 Target population...............................................................24
3.4 Sampling techniques and sample size ........................................ 25
3.5 Research instruments ............................................................. 25
3.6 Validity of Research instruments ............................................. 26
3.7 Reliability of the instruments .................................................. 27
3.8 Data collection procedure ..................................................... 28
3.9 Data analysis techniques ....................................................... 28

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction .............................................................................. 30
4.2 Questionnaires return rate ..................................................... 30
4.3 Gender of the head teacher ..................................................... 31
4.3.2 Gender of class teachers .................................................... 32
4.3.3 Gender of the parents ......................................................... 32
4.3.3 Age of class teachers ......................................................... 33
4.3.4 Head teachers’ Duration in the current institution ............... 34
4.3.5 Class teachers’ experience .................................................. 34
4.3.6 ECE Class Teacher professional qualifications .................... 35
4.4 Data Analysis as per the objectives ....................................... 36
4.4.1 User-fees paid by parents ................................................. 37
4.4.1.1 Amount of user-fees charged ....................................... 37
4.4.1.2 Income of the parents ............................................... 39
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction.................................................................................50

5.2 Summary of the study.................................................................50

5.3 Conclusion ................................................................................51

5.4 Recommendations of the study .................................................52

5.5 Suggestions for further research.................................................53

REFERENCES..................................................................................54

APPENDICES..................................................................................57

APPENDIX I Letter of introduction to respondents .........................57

APPENDIX II Head teachers questionnaires .................................58

APPENDIX III Class teachers’ questionnaire .................................60

APPENDIX IV Parents interview guide .........................................62

APPENDIX V Budget of the study .................................................63

APPENDIX VI Time frame of the study ..........................................64
APPENDIX VII  Research authorization …………………  … ………..65

APPENDIX VIII  Research clearance permit ……………  … ………..66
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1:</td>
<td>Limuru District Enrollment in Public ECE centers</td>
<td>9</td>
</tr>
<tr>
<td>Table 4.1:</td>
<td>Questionnaire return rate</td>
<td>30</td>
</tr>
<tr>
<td>Table 4.2:</td>
<td>Age of class Teachers</td>
<td>33</td>
</tr>
<tr>
<td>Table 4.3:</td>
<td>Head teacher’s duration in the current institution</td>
<td>34</td>
</tr>
<tr>
<td>Table 4.4:</td>
<td>ECE Class Teachers professional qualification</td>
<td>36</td>
</tr>
<tr>
<td>Table 4.5:</td>
<td>Amount of fees charged</td>
<td>37</td>
</tr>
<tr>
<td>Table 4.6:</td>
<td>Whether pupils drop out of ECE due to lack of user-fees</td>
<td>38</td>
</tr>
<tr>
<td>Table 4.7:</td>
<td>Amount of money parents earn per month</td>
<td>39</td>
</tr>
<tr>
<td>Table 4.8:</td>
<td>Parents’ ability to pay user-fees</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.9:</td>
<td>Distance covered by pupils</td>
<td>41</td>
</tr>
<tr>
<td>Table 4.10:</td>
<td>Parent’s level of education</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.11:</td>
<td>Head and class teachers rating of parent’s level of education</td>
<td>44</td>
</tr>
<tr>
<td>Table 4.12:</td>
<td>Number of children parents has</td>
<td>46</td>
</tr>
</tbody>
</table>
Table 4.13: Number of siblings ECE pupils has……………………….…..46

Table 4.14: Reasons why some children of school-going age are not enrolled in

School……………………………………………………………………………..48
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1:</td>
<td>Relationship between the variables of the study.</td>
<td>22</td>
</tr>
<tr>
<td>Figure 4.1:</td>
<td>Gender of the head teacher.</td>
<td>31</td>
</tr>
<tr>
<td>Figure 4.2:</td>
<td>Gender of Parents.</td>
<td>32</td>
</tr>
<tr>
<td>Figure 4.3:</td>
<td>ECE Class Teachers professional qualifications.</td>
<td>35</td>
</tr>
<tr>
<td>Figure 4.4:</td>
<td>Whether parents have difficulties in paying user fees.</td>
<td>38</td>
</tr>
<tr>
<td>Figure 4.5:</td>
<td>Whether parental level of Education affects enrolment.</td>
<td>45</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Explanation</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>DICECE</td>
<td>District Center for Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
<td></td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
<td></td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
<td></td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
<td></td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
<td></td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
<td></td>
</tr>
<tr>
<td>NACECE</td>
<td>National Center for Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrolment Rate</td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
<td></td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Investing in human capital is vital in achieving economic growth and development in any country. There is a positive correlation between education and overall economic growth of a country. One year of extra schooling of a labourforce can contribute as much as 9% increase in GDP for the first year of schooling and 4% for the next three years (Murphy, 2008). Education is recognized as a central element of development. It is an essential component that determines the character and pace of socio economic development in any nation.

Education is a process that involves imparting knowledge, skills and attitudes for production capabilities of the labourforce (Psacharopulos and Woodhall 1985). All countries of the world have therefore been putting all efforts to ensure all children access education. Educating a population increases social rates of return such as low levels of fertility, lower infant and maternal mortality, longer life expectancy and increased productivity due increased skills. Education helps individuals participate fully in development and improve the quality of their life.

Education For All (EFA) has been an Endeavour for the whole world since 1948 when the United Nations (UN) Universal Declaration for Human Rights was adopted which declared that everyone has a right to education. In 1990, the World Conference on Education For All was held in Jomtien Thailand with the objective of setting the global agenda for education and literacy. The World Education Forum met in Dakar Senegal in
the year 2000 and set the EFA goals to be achieved by 2015 which was fully supported by the Millennium Development Goals (MDGs). EFA goal number one is to expand Early Childhood Care and Education while goal number two of the MDGs is to achieve Universal Primary Education.

Early Childhood Education (ECE) is the foundation for the other levels of education. ECE represents the true beginning of formal education for all children (Akindele, 2011). Those who join primary school without passing through ECE will experience a longer period of uncertainties, worries and lack of fun compared to their counterparts who join primary school from ECE. In many parts of the world, rural areas experience low access to ECE and this has been a major challenge and also a hindrance to quality education and achievement of Education For All.

Early childhood is a critical period of rapid physical, cognitive and psycho-social development of a child. The quality of care and education which a child receives at this crucial age will determine to a great extent the level of his or her physical and cognitive development in the future (Akindele, 2011). The first years of life are particularly important because vital development occurs in all domains. Many studies suggest that early childhood education contributes to the brain development architecture (Blakemore & Frith, 2005).

Access to education refers to enrolment of a person in an education institution giving him/her an opportunity to participate in learning in a formal institution. Access therefore involves both enrollment and attendance in an education institution. There are large
differences in early childhood education access. Demand and supply side factors interact to produce these differentials (Kwame, 2007).

In Bangladesh as in many developing countries, ECE programmes suffer from low rates of enrolments as well as teachers with low qualifications. Five-year primary education starting from the age of six is compulsory in Bangladesh, but pre-school is not (Nath and Sylva, 2007). Various national documents, however, reflect Bangladesh’s commitment to ECE which is referred to as the ‘School preparedness education programme’ before Grade 1.

Pre-school education is not on the official agenda of the Education Ministry in Bangladesh and schools are not bound to provide it. (Nath, 2007). The National Curriculum and Text Board (NCTB) does not provide curriculum for the ECE. However, in urban areas, private Kindergartens and English-medium schools have been providing ECE for a long time. Growing demand for ECE from parents and community has also made some government schools introduce ECE programs thereby increasing access ECE.

ECE in Peru has been traditionally mainly government funded with two major forms accounting for most provision in the years immediately before children start first grade. “Centros de educacioninicio” (CEIs) for children aged 3 to 5 years. CEIs have qualified teachers paid by the ministry of education and follow a standard pre-school curriculum set by the ministry. CEIs are supplemented by non-formal community-based programmes called Programas no Escolarizados de educacioninicio (PRONEIs).

PRONEIs are lower cost and have expanded coverage and enrollment. However, the issue of equity and quality of ECE in Peru cannot be overlooked primarily because the
levels of access between children in rural and urban settings are substantially different. (World Bank-Peru, 2012). Peruvian urban children of 3 years and older have 95% access to ECE compared to their rural counterparts whose access stands at 78%.

In North America and Western Europe, a child expects 2.3 years of ECE schooling (UNESCO, 2004). A study carried out by Highscope in Ypsilanti Michigan in 2005 revealed that 3 to 4 year olds from low income families who were randomly assigned to a group that did not receive pre-school education were five times more likely to become chronic law breakers by age 27 than those who receive it (Highscope, 2005). The aforementioned study also found that low income individuals who were enrolled in a quality pre-school program earned on average, by age 40, $ 5500 per year more than those who were not. Low income people who were in pre-school program as a child are likely to graduate from high school, own homes and have longer marriages the same study revealed.

Another study, the Abecedarian project (National Education Association, 2013), shows that low-income children in quality pre-school programs are less likely to repeat grades, need special education or get into future trouble with the law. Megan Gunnar, the director of the Institute of Child Development at the University of Minnesota, points to years of research showing students who attend quality pre-schools continue to do well academically and in other areas “They are more likely to finish high school, they are more likely to get a job, and they are less likely to be incarcerated” she said. University of Chicago Economist, James Heckman as finding out that quality ECE yields a 7 to 10 per cent return for every dollar spent (Tim 2013). In Sub Saharan Africa, a child can
expect only 0.3 years of ECE schooling compared to 1.6 years in Latin America and Caribbean.

In Nigeria, Early Childhood Care, Development and Education (ECCDE) is an aspect of Universal Basic Education which was introduced in 1999 to increase the access of children to basic education and improve the state of education in the country (Akindele 2011). The National Policy on Education (FRN 2004) provides Early Childhood Education (ECE) to be compulsory for every parent in Nigeria. This implies that all children of this age-range must be enrolled in school.

A study done by Association for the Development of Education in Africa (ADEA) and UNICEF in 2001 in selected African countries, (Benin, Ghana, Namibia, Kenya, South Africa and Zambia) comparing characteristics of children enrolled in ECE and of those not enrolled found out that the region where a child comes from greatly influences enrollment. Children from farm residence (rural areas) are less likely to enroll in ECE compared to the non-farm (urban) residents mainly because of the distance to be covered from home to school (ADEA, 2011).

The study further indicated that the number of children in the household or the family size may also influence access where children from large families being disadvantaged. This child from a large family may enroll in a pre-school but for any one of a number of reasons not attending, for example because he or she helps with the family farm or at home. Education attainment of the head of the family cannot be underrated in determining the rate of enrollment and attendance of children in education institution particularly ECE.
In Ethiopia, pre-school education is recognized as catering for children between 4 and 6 years, but is not compulsory. Inequities are evident where high enrollments are linked closely to levels of wealth and to the region where the children live. Development of public ECE centers has been minimal and Ethiopia which is among the countries that have no official programme for ECE. (UNESCO, 2008). Children aged 3 to 5 years who are attending pre-school in private facilities are 95% while only a very small percentage of parents can afford to pay for these programmes and therefore only 3% were enrolled pre-schools in 2006 according the countries national statistics.

Kenya relies mainly on private systems for financing ECE programmes. The total government expenditure on ECE is less than $1 per child. This money is spent on supervision of ECE programmes and paying salaries for officers at the national level. Families are the primary payees for ECE contributing largely to paying salaries for teachers, buying teaching/learning resources as well as putting up infrastructure like classrooms and toilets (Matuga, 2012).

Social organizations such as churches, community and other non-governmental organizations (NGOs) play an important role in expanding access to ECE in circumstances where poverty illiteracy of the parents and large families are prevalent. They provide funds to put up new ECE centers and therefore reduce the geographical gap between homes and ECE centers. The government of Kenya has for many years grappled with the challenge of making the ECE sector part of the primary school cycle. Although the number of enrollments have been rising since independence to a high of 1.1 million in 2000 and 1.7 million in 2008, a lot needs to be done as the demand ECE is still higher than supply. This is true because the NER in Kenya stood at 42% in 2009 and 50% in
2010. This means that 52% and 50% of ECE age-going children were out of pre-school in 2009 and 2010 respectively (GOK policy framework on Education 2012).

Limuru District is one of the ten districts in Kiambu County. It is divided into three administrative divisions, Tigoni, Limuru and Ndeiya which are distinctively different in terms of geographical and socio-economic background but have one thing in common, low access to ECE. Many factors have contributed to the low enrollments both in Limuru and in other parts of the world among them parents’ ability to pay user-fees, distance from home to school, parents literacy levels and family size and stability. The cost of education can be singled out as the major challenge to normal enrollment in schools. Even after the introduction of Free Primary Education (FPE) many children are still out of school especially those of pre-school age. When the government of Kenya implements its plan of integrating ECE with FPE, 18000 ECE centers attached to primary schools will be user-fee free and 2.5 million children aged between 3 and 6 years will gain access to ECE (Koitat, 2011).

It is by now a clear fact that the socio-economic background of the child still exerts a strong influence on the child’s probability of attending preschool. In the longer term it affects the other levels of education, intergeneration income mobility and ultimately income inequality. This aspect raises the question of whether or not the 35% of the national budget spent on education in Kenya is well spent from an equity point of view. Is the education budget regressive or progressive? The difference in access to ECE between children of various backgrounds is therefore seen as a compelling evidence for a need to revise education financing not only on efficiency grounds but also on equity grounds.
1.2 Statement of the Problem

The constitution of Kenya (2010) gives every child a right to compulsory basic education. Any child therefore who does not access ECE is denied his/her constitution right. The basic education act (2013) emphasizes on provision of ECE and indicates that the cost on provision of ECE and indicating that the cost of financing ECE is the responsibility of the county government, community and the parents. However, ECE centers have not received any financial assistance from the government so far and this has negatively affected enrolment and hence access to ECE all over the country.

Although the government policy supports that every public school should have a pre-primary section to increase access of children to ECE, Access has remained very low in Kenya especially in rural areas. Access and participation in ECE in Kenya are very low with a Net Enrolment Rate (NER) OF 42% in 2009 and 50% in 2010. This means that 58% and 50% of the school-going age pupils were not in school in 2009 and 2010 respectively (GOK) policy framework on education, 2012) Only 60% of the counties had a NER above the national figure of 42% with the lowest values observed in North Eastern of 5%.

In Limuru district, enrolment in public ECE centers have been having a downward trend from 2011 as shown in table 1.1 where enrolment dropped from a total of 3992 to a total of 3801children in 2013. This 4.8% decrease in enrolment despite all efforts by the government to increase access to basic education raises the need to investigate the home-based factors influencing access to ECE in Limuru district, Kenya.
Table 1.1

Limuru District Enrollment in Public ECE centers

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>% decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>2160</td>
<td>2076</td>
<td>2004</td>
<td>7.2</td>
</tr>
<tr>
<td>Girls</td>
<td>1832</td>
<td>1801</td>
<td>1797</td>
<td>1.9</td>
</tr>
<tr>
<td>Total</td>
<td>3992</td>
<td>3877</td>
<td>3801</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Source: Limuru District Sub county Education office (2013)

1.3 Purpose of the study

The purpose of this study is to assess to the factors influencing access to early childhood education (ECE) for children between 3 and 6 years in Limuru district, Kenya.

1.4 Objectives of the Study

This study will be guided by the following objectives.

(i) To assess the extent to which user-fees affect access to ECE in Limuru district Kenya.

(ii) To establish the extent to which distance from home to school affects access to ECE in Limuru District, Kenya.

(iii) To assess the extent to which the education level of the parents influences access to ECE in Limuru District, Kenya.

(iv) To establish the relationship between family size and access to ECE in Limuru District, Kenya.
1.5 Research Questions

(i) To what extent does paying of user-fees in ECE by parents affect access in Limuru District, Kenya?

(ii) How does the distance from homes affect access to ECE in Limuru District, Kenya?

(iii) To what extent does education of the parents influence access to ECE in Limuru District, Kenya?

(iv) What is the relationship between family size and access to ECE in Limuru District?

1.6 Significance of the Study

The study may be significant to parents who may not be aware of the importance of investing in their children’s ECE. They may see the importance of ECE in the development of the child and remove the misconception that ECE is expensive and primary education is cheap. Parents may also see the need to accompany their young children to pre-schools which may be located far away from homes instead of keeping these children at home and wait when they grow bigger to join primary schools.

Policy makers at the county and national government may also find the study useful in addressing factors that hinder access to ECE as they strive to meet the Millennium Development Goals (MDGs). Teachers, head teachers, community, religious groups and other non-governmental organizations (NGOs) will also identify their key roles in expanding access and enhance participation of all school-going age children in ECE.
Children between 3 and 5 years may also benefit from this study as it addresses their situation of not accessing ECE as it will address the obstacles and give recommendations which may lead to increased access.

1.7. Limitation of the Study

Limitation is an aspect that may influence the results negatively, but over which the researcher has no control (Mugenda and Mugenda, 2003).

The study was not able to reach most parents whose children cannot access ECE to know the exact reasons. This will be countered by the researcher to use the few that will be within reach as guided by the teachers.

Some respondents gave socially acceptable answers which may not necessarily be true especially where the amount of money charged was asked and reasons why their children do not access ECE. In this case the researcher tried as much as possible to explain to the respondents that the purpose of study is purely academic.

1.8. Delimitation of the Study

The study was restricted to public ECE centers in Limuru District, Kiambu County.

The study also confined to the variables in the objectives. Other variables that could influence the dependent variables were not considered.

1.9. Basic Assumptions of the Study

The study will be carried out with the following assumptions.

- The data obtained from the DEOs place is a true reflection of what is on the ground.
• All parents would want their children to access ECE and those that are unable to access are due to factors that are beyond their means and ability. In other words it is not out of choice.

1.10. Definition of Significant terms

Access; Refers to opportunity to enroll and participate in learning in an ECE center.

Distance; Refers to amount of space between home and school.

Early childhood education; Refers to the pre-primary school level of education with reference to Kenyan education system. It includes baby class, middle class and pre-unit with children up to six years old.

ECE Center; Refers to an education setting serving children aged between 3 and 6 years before joining primary school.

Family size; Refers to the number of children a family has.

Home-based factors; Refers to factors emanating from home background.

Public ECE center; Is an ECE center that is not owned by an individual person but is owned and managed by the community, religious groups or the government?

User-fees; Refers to levies charged by ECE centers before a child is allowed to learn.
1.11. Organization of the Study

This study is organized in five chapters. Chapter One is introduction comprising of the background to the study, statement of the problem, and purpose of study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations and basic assumptions of the study and definition of significant terms. Chapter Two comprises of the literature review and conceptual framework. The review dealt with global view of payment of user-fees and its influence on access to ECE. It also deals with the issues of geographical distance in accessing education by young children, look at parents’ level of education and its influence on access to ECE, how family size influences access ECE.

Chapter Three describes the research methodology to be used in the study. It deals with research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis procedures. Chapter Four deals with data analysis, interpretation and discussion of the findings while Chapter Five comprises of the summary of the study, conclusions, recommendations and suggestions of areas of further research.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this study is to investigate the home-based factors influencing access to
ECE in Limuru district, Kenya. This section presents the literature review for the study.
The literature review is reviewed from textbooks, journals; newspaper articles policy
papers, the internet and any other material relevant for the study. The literature review
will reviewed under the following sub titles; importance of investing in human capital,
user-fees and its influence on access to ECE, distance from home to school and access to
ECE, parents’ level of education and access to ECE, family size and its influence on
access to ECE. The section further presents the summary of literature review, theoretical
framework and conceptual framework of the study.

2.2 Importance of Investing in Human Capital

Before 1960, education was viewed more as consumption than investment. Later on
Liberalists started arguing for the case for providing equal opportunities for all to learn
having realized the high rate of return to both an individual and the society after investing
in education. To equalize the opportunities and increase access, they argued that
economic barriers should be removed.

Investing in human beings increase national output because educated people are more
productive, is achievement oriented and acts with greater initiative in problems solving
situations (Blaug, 1987). Education is a creator of human capital and fairness in the
provision of education is therefore important. Equal access to ECE will ensure a strong base in the education life of the citizens of any country and therefore influence economic growth and poverty reduction (World, Bank 2007).

2.3 User-fees and its Influence on Access to ECE

There is no need to list the many reasons why education is wanted, though their wide variety must not be under-estimated. Because of this education is in competition with other consumption goods and for this reason, a few economists have argued that education should be bought and sold in the market, place to enable individuals to adjust their expenditure on education to their own preferences (Jolly, 1969).

Other economists argue that education is a fundamental right as well as a prime factor in social mobility, and for this reason it should be supplied free or greatly subsidized at least at the basic level in order to guarantee a measure of social justice (Jolly, 1969). In Kenya the issue of user-fees in ECE remains in force in the establishment and supply of physical facilities and educational materials respectively, where the parents build classrooms, buy books and necessary stationery for their children. The user-fees has also proved to be a great burden especially to poor parents

Becker and Tomes, (1976), argue that socio-economic status of parents often succeed in preparing their children for schooling because they have access to a wider range of resources to promote, explore and support the children’s mental and physical development as well as providing educational toys which can groom their character. Children from low income families become victims of diseases, physical and mental disabilities and homelessness due to environmental factors than children from well up
families. Their access to ECE is therefore hindered as the socio-economic background of the family sets the roadmap to academic achievements. In Ethiopia for example, pre-school attendance is associated with poverty levels, strongly disadvantaging the poorest groups. Only 5% of the poorest children had access to some kind of pre-school compared to 57% of most advantaged group (UNESCO, 2008).

Education For All (EFA)’s Global Monitoring Report of 2012 by UNESCO indicated that “There has been undeniable progress towards the six EFA goals –including an expansion of Early Childhood Care and Education. However, with less than two years to go until the 2015 deadline, the world is still not on track….” This statement is true in the global view point as it is true for particular countries like Kenya. For as much as expansion Early Childhood Education and Care is a universal aspiration, it’s the effort of individual countries that will make the goal achievable (Zambia, Daily Mail July 7th 2013) (www.daily-mail.co.zm/features/14851)

Pre-primary education is compulsory in very few countries of the world. It was introduced in Mexico in 2001 for children aged three to five years and the GER expanded from 73% in 1999 to 101% in 2010. This growth was accomplished by increasing the number of classrooms and teachers (Zambia Daily Mail, July 7th 2013). Ghana, the first Sub Saharan African country with compulsory pre-primary education passed legislation in 2007/08 to include two years of Kindergarten in compulsory basic education starting from age four (Zambia Daily Mail July 7th 2013).

According to the commission of inquiry into the education system of Kenya (Koech Report) of 1998, the cost sharing policy, within the context of existing poverty levels was
viewed as the single most hindering or constraining factor which has led to the serious
decline in enrolments since its implementation in 1986. In particular this policy has
affected enrolments in ASAL areas and other pockets of poverty, in both urban and rural
areas (Kamunge report 1999). The commission recommended that ECE be an essential
component of basic education, accessible to all children and that the revised education act
should reflect ECE.

2.4 Distance from Home to School and Access to ECE

According to study carried out by UNICEF (1998), the proximity and access to regular
school was determining factor on enrolment and transition. If distance between schools
and home is far it may make education delivery difficult. Distance between schools and
home affects young children because parents are afraid to let the young ones walk alone
and they may be kept out of school unless there was someone to accompany them
(Sifuna, 1980).

Geographical distance between schools and homes results from sparse distribution of the
population. Sparse population distribution is a significant obstacle limiting children’s
attendance in school. Low population density makes it difficult to gather enough pupils’
population forcing schools to be distant apart for them to be cost effective. Research done
in Ethiopia also pointed out that distance from home to school is an important factor in
education access particularly in rural areas (Nekatibeb, 2002). The greater the distance
the less likely it is the child will attend. Long distance to school causes irregular
attendance and temporary withdrawals from schools which in the long run led to
dropping out from school (Kiroto, 2012).
In a study done in Tanzania in 2009 by Lyabwene Mtahabwa, it was established that the major access problems to ECE are those related to geographical area and age (Mtahabwa, 2011). Children in urban areas have better chances for participation in ECE programs than their rural counterparts because the pre-schools are near their homes and where schools are far, the children are transported by their economically able parents. Access according to geographical distance favors urban children has also been found elsewhere in the world including Bangladesh (Nath, 2006), Kenya (UNESCO/OECD, 2005) and Ghana (Mtahabwa, 2011). Access according to age in Tanzania has since formalization of ECE always been in favor of older children. Similar cases have been reported in other countries like Kenya, something quite opposite of most successful ECE programs should operate. Best results occur when ECE programs are designed to cater for children in their first few years when development processes in various domains are rapid.

2.5 Parents’ Level of Education and Access to ECE

Psacharopuolos and Woodhall (1985) indicate that the fathers’ education, occupation and income level determines children access to school. Children of educated women are much more likely to go to school and the more schooling women have received, the higher the chances their children will from their education (UNICEF, 2004). Educated parents will be a role model to their children and will cultivate a positive attitude towards school in their children from an early age. They will encourage their children to develop interest in schooling unlike uneducated parents who may have less influence on the education of their children.

A research done by UNESCO in 2000 indicated that illiteracy level is very high in Kenya and Africa at large where 142 million adults are illiterate. This has negatively influenced
access to education programmes especially the ECE. A study done in Tarbaj Division in Wajir District in 2010 indicated that illiterate parents denied their children access to ECE to stay at home with their siblings as they went to fetch water (Saadia, 2010).

Parents with professional qualifications ensure that their children enroll and remain in school. Parents with low levels of education have negative attitude towards because they do not see immediate feedback (MOEST, 2012). They are also not able to help their children in areas of academic difficulties which discourage learners making them to dropout. Education of the mother is considered to one of the greatest determinants of enrollment in pre-schools. Mother’s education leads to sustained increase in education attainment from one generation to the next. It’s the education level of the parents that determines whether and for how long children access schooling. It’s the education level of the parents that determines the child’s employment decision (Ersado, 2005).

2.6 Family Size and Access to ECE

The size and stability of the family can influence access to ECE where large and unstable families influence access negatively while small and a stable family positively influences access. Large families are associated with poverty where parents have many children and low income. This makes the parents engage their children in child labour and deny them access to education programmes. Large families are also with socio-economic disadvantage, probably less intensive interaction and less communication between parents and their children (Otieno 2012). Large families therefore limit parental involvement in the academic welfare of each child and this may lead to low participation even at the lowest level of education (UNESCO, 2010).
In Norway where majority of parents have a small number of children, access to ECE stands at 98% (ADEA 2001). In Benin 83% of children who did not attend preschool came from families with over seven siblings. In Norway and Denmark, the central government plays a central role in provision of ECE. The central government provides funding in grants while municipalities are responsible for implementation. Access to ECE is therefore high in these countries as their economies are able to provide social amenities to its population including basic education.

In Tarbaj Division, Wajir District Kenya, women who have large families were reported to keep their children at home to look after their younger siblings as the women went to fetch water (Saadia, 2010). These children are denied access to pre-school due to large families they come from. Social capital one of the components of family background refers to relationship among members of the family.

2.7 Summary of Literature Review

Literature review has shown that there is need for increased access to ECE. This is because ECE lays a foundation for the other levels of education in order to enhance development of human capital in any country. The 1990 World conference on Education for All, a pre-condition was set for education quality, equity and efficiency in early years making ECE very crucial in achieving basic education.

The literature review has shown that ECE is the foundation for the other levels of education and therefore very crucial for any country’s education system. In Kenya the NER by 2012 stood at 42% meaning more than half of Kenya’s 3 to 5 year olds are out of school (GOK policy framework on education 2012). The document has not however
given the reasons why all these children are out of school and this study will therefore seek to fill this gap. No study has been done on home-based factors influencing access to ECE in Limuru District in order to establish the reasons behind the declining enrolment as indicated in table 1.1.

2.8 Theoretical Framework

The study will be based on the human capital theory based upon the work of Theodore Schultz (1961) and Gary Becker (1964). According to this theory, individuals, society and government invest in education for future benefits. For individuals, investing in education increases privates rates of returns where individuals benefit from increased earnings and other indirect benefits like that feel-good factor of being educated.

Economic growth of a country was traditionally attributed to land, capital and labour but Schultz argued that growth in output could only be explained by investing in human capital through formal education, on-the job training, improved health and mobility of workers as they respond to changing opportunities (Schultz, 1971). A University of Chicago Economist, James Heckman found out that quality ECE yields a 7 to 10% return on every dollar spent (Tim 2013).

Human capital theory also indicates that investing in education at the basic level has more social rates of returns where the society benefits from increased productivity, reduced crime, improved health, social cohesion, political stability among other benefits. Investing in ECE has higher social rates returns than investing in higher levels of education like the university education (Psacharopoulos, 1993). Investing in education therefore creates informed citizens who are more productive and help improve the
general standards of living in the society. This implies that accessible and quality ECE would ensure a strong background for human capital accumulation.

2.9 Conceptual Framework

A conceptual framework is a model representation which shows the relationship between dependent variable (access) and the independent variables which are user-fees, distance, parental education and family size.

Figure 2.1: Relationship Between the Variables of the Study.

When ECEs charge user-fees that are not affordable, parents are not able to take their children to school leading to low enrolment and finally low access. Other indirect costs
such as school uniform, desk books toys etc. may also limit enrolment and lead to low access. When the distance from home to school is long, parents will fear for the security of their children and therefore keep them home thus reduce the level of enrolment and ultimately low access. Illiterate parents may not know the importance of ECE and may therefore keep children at home to later take them to class one. Families with many children and low income may also decide to their bigger children to primary school while the 3 to 5 year olds remain at home and assist in taking care of their even younger siblings. This will lead to low enrolment in ECE centers and finally low access to ECE.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the study focuses on the methodology be used in the study. It consists of research design, target population, sample size and sampling procedure, research instruments, validity and reliability of the instruments, data collection and data analysis techniques.

3.2 Research Design

A research design is the structure of the research. It is the scheme, outline or plan that is used to generate answers to research problems. Descriptive survey design was used in this study. Descriptive survey design is a technique in which detailed information concerning a phenomenon is gathered by asking questions to respondents (Best and Khan 2006). The outcome of such investigation makes it possible to find explanation to the social phenomenon in question. The descriptive survey method was therefore appropriate for the study as it enabled the researcher to gather information on the current status of ECE in Limuru District in order to gather facts on home based affecting children’s access to ECE.

3.3 Target Population

Target population is population to which the researcher wants to generalize the results of the study (Mugenda and Mugenda, 2003). The District had three divisions namely; Tigoni, Limuru and Ndeiya. The District had a total of 39 public pre-schools as follows;
The research targeted 117 class teachers, 39 head teachers and 76 parents’ representatives from the pre-schools.

### 3.4 Sampling Techniques and Sample Size

A sample is a small part of a large population (Orodho, 2009). The selected group contains elements which represent characteristics possessed by the entire group. Simple random sampling was used to select head teachers for study. Stratified random sampling was used to sample ECE centers and class teachers for study. The ECE centers are classified into 3 Divisions: Tigoni, Limuru and Ndeiya.

Simple random sampling was used to select respondents and ECE center in each Division where numbers was assigned to each ECE center teacher and put into a container. A number was picked at random with replacement until a simple size was obtained appropriately. According to Mugenda and Mugenda (2003), descriptive survey research requires at least 10% of the accessible population. The study intended to use 30% in order to get a more accurate representation of the population. The sample size therefore comprised of 34 class teachers and 13 head teachers. Purposive sampling was used to sample parents as only those whose children do not attend ECE were used for the study.

### 3.5 Research Instruments

The study used a set of questionnaires and interview guide as the research instruments. Questionnaires are used to obtain important information about a population; it’s cheap and easy to administer (Mugenda and Mugenda, 2003). Questionnaires were administered to ECE class teachers and head teachers. They consisted of two parts A and B. Part A
gathered background information e.g. gender and age while part B gathered information on factors influencing enrolment in ECE centers in Limuru District, which include the cost of ECE, distance from home to school, parents level of education and family size and structure.

Interview guide was used by the researcher to collect information from the sampled parents. The interview guide was prepared with pre-coded questions to produce data quickly, easily and reliably. An interview allows the researcher to get detailed data. The researcher was noting down answers given during interview. Interview guide was considered appropriate for parents’ representatives because they have varied literacy levels.

3.6 Validity of Research Instruments.

Validity is the degree to which the results obtained in a study represents the phenomenon being investigated. Content validity was used which means the extent to which the measuring instruments provides adequate coverage of the topic under study. A pilot study was therefore done with one head teacher, two class teachers and one parent which is 1% of the population as advocated by Mugenda and Mugenda 2003. Items in the instruments that failed to measure the variables were modified and improved to increase their validity. Expert’s judgment was used where the researcher used the two supervisors who are experts to improve on the validity of the instruments.
3.7 Reliability of the Instruments

Reliability has been defined as the measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda and Mugenda 2003). It is the degree of consistency the instruments demonstrates. To determine the reliability of the instruments, the Test Re-Test technique was used in the study. This involves administering the same instruments twice to the same group of respondents with a two week interval between the two.

The two scores were then correlated to establish if contents in the instruments are consistent in obtaining the same responses every time they are administered. The Pearson’s product moment correlation formula below was used to measure the correlation.

\[
r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}
\]

Where:
\[
\sum x = \text{Sum of scores in x distribution}
\]
\[
\sum y = \text{Sum of scores in the y distribution}
\]
\[
\sum x^2 = \text{Sum of squared scores in x distribution}
\]
\[
\sum y^2 = \text{Sum of squared scores of y distribution}
\]
\[
\sum xy = \text{Sum of product of paired x and y scores}
\]
\[
N = \text{Number of paired x and y scores}
\]
\[
r = \text{Co-efficient of reliability}
\]

A reliability of 0.84 for the head teachers’ instruments and 0.80 for the class teachers’ instruments were obtained. According to Mugenda and Mugenda (2003), a co-efficient reliability of 0.80 or more or more shows high reliability of the data.
3.8 Data Collection Procedure

The researcher sought authority to carry out research from the National Commission For Science, Technology and Innovation (NACOSTI). A clearance was also sought from both the District commissioner and the District Education Officer, Limuru District before the researcher going to the field. After this, the researcher proceeded to the selected schools and seeks audience with the head teacher. A request was made to the head teachers to allow the researcher give out the questionnaires to ECE teachers and to him or her. The researcher waited for the class teachers and head teachers to fill the questionnaires before collecting them and proceeding to the next school. The researcher visited selected homes to administer the interview to the parents’ representatives.

3.9 Data Analysis Techniques

Data analysis techniques refer to statistical methods used to analyze so that it can be interpreted. After collecting data, cleaning followed in order to identify any incomplete or inaccurate data and discard it. The data collected was both qualitative and quantitative. Qualitative data was be derived from interview schedule with the parents’ representatives and from the open ended questions in the instruments.

Qualitative data was analyzed through content analysis. Data was analyzed by organizing it into themes, patterns and subtopics. Conclusions and narrations were made for the content in the items that cannot be quantified. The analyzed data was presented in frequency distribution tables, percentages, pie charts and other descriptive statistics.
Quantitative data was easy to analyze as it was captured in form of numbers. Data analysis therefore consisted of measuring the numerical values. The findings of the study were presented in descriptive statistics such as frequency tables and percentages.
CHAPTER 4

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This section represents data analysis, presentation and interpretation of finding. It starts with the presentation and analysis of questionnaire return rate as well as the demographic information of the respondents. The respondent’s gender, age, academic qualification and their teaching experience are some of the items captured by the demographic information. The objectives of the study were analyzed using the research questions which were based on parents ability to pay user-fees, distance from home to ECE centers, parents level of education and the family size, frequent table, percentages, pie charts and bar graphs have been used to present the findings of the study.

4.2 Questionnaires Return Rate

Questionnaires were given to 13 head teachers and 33 class teachers. The Questionnaire return rate was as shown in table 4.1

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample</th>
<th>Questionnaire returned</th>
<th>% returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>13</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Class Teachers</td>
<td>33</td>
<td>30</td>
<td>90.9</td>
</tr>
<tr>
<td>Parents</td>
<td>12</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>50</td>
<td>86.2</td>
</tr>
</tbody>
</table>
As shown in table 4.1, 10 out of 13 head teachers filled and returned their questionnaires making a 76.9% return rate and 30 out of 33 class teachers returned their questionnaire duly filled which is a return rate of 90.9%.

The average rate is calculated as 86.9% which is found to be acceptable representation of population since Mugenda and Mugenda (2003) gives a return rate of 75% as satisfactory. The findings of the study can therefore be taken as valid and conclusions reached as a result of the findings as legitimate 10 parents out of the 12 targeted were interviewed giving a return rate of 83.3%.

4.3 Gender of the Head teacher

In the study, the head teachers were required to indicate their gender in one of the instruments. The findings are shown in figure 4.1

![Gender of the Head teacher](image)

Figure 4.1 shows that majority of headteachers are male 60% while 40% are female. This data shows that female teachers do not ascend to headship at the same rate with their male colleagues.
4.3.2 Gender of Class Teachers

The study also sought to establish the gender of class teachers and the findings indicated that all class teachers in the study were female. The data shows the shying away of male teachers leaving female teachers who are more motherly owing to the young age of the pupils.

4.3.3 Gender of the Parents

The researchers also indicated the gender of the parents during the interview and the findings are shown in figure 4.2

**Figure 4.2 Genders of Parents**

Eight parents out of ten who were interviewed were female which is 80% while only 2 (20%) were male. This data shows that in Limuru district, the role of parenting and educating children is dominated by female parents or mothers.
4.3.3 Age of Class teachers

The class teachers were also asked to indicate their age and the findings are shows in table 4.2

Table 4.2 Age of Class Teachers

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20yrs</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>20--30yrs</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>31-406yrs</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Over 40yrs</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

On the age of class teachers, majority of class teachers are aged between 31 and 40yrs. This indicated that most of the ECE class teachers in Limuru District are old enough to handle ECE centers and could give information that is reliable in relation to access to ECE.

4.3.4 Head teachers’ Duration in the Current Institution

The head teachers were also asked to indicate how long they have been heading the school and the findings are shown on table 4.3
Table 4.3 Head teacher’s duration in the current institution

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>2-3 years</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3-5 years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 shows majority of the head teachers (50%) have been heading the current institution for over 5 years. Only 2 head teachers (20%) had less than 1 year in the current station.

Data shows most head teachers have been in the school for a quite a long duration and hence are able to furnish the study with information as factors influencing access to ECE.

4.3.5 Class teachers’ Experience

The study sought to find out the ECE class teachers teaching experience. The findings are illustrated in bar graph below.
Figure 4.3 ECE Class Teachers professional qualifications.

![Bar chart showing experience levels of ECE class teachers.]

Figure 4.2 shows that 10% (3 teachers) had less than 2 years experience, 30% (6 teachers) had a teaching experience of 2 to 5 years while 60% of the teachers (18 teachers) had over 5 years teaching experience. 5 years and above experience means that the respondents are capable of improving and maintaining a conducive learning environment in their respective ECE centers and improve access.

4.3.6 ECE Class Teacher Professional Qualifications

The ECE class teachers were asked to indicate the highest level of education attainment. The responses were as follow:-
Table 4.4 ECE Class Teachers Professional Qualification

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not trained</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Certificate</td>
<td>25</td>
<td>83.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Degree</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Most of the ECE class teachers (83.3%) were found to have certificate qualification only 3.3% (1 teacher) was not trained to teach at ECE centers out of 30 teachers. This signifies that ECE centers in Limuru are handled by people who meet the minimum academic and professional qualifications needed for that level of education.

Trained teachers have the ability to address the cognitive, psychological and emotional needs of pupils by showing them love and affection and motivate them to attend school and attract others who are ready to join and therefore improve access.

Trained ECE teachers will have skills of involving pupils in socialization activities such as games, songs and group work and this will improve on retention.

4.4 Data Analysis as per the Objectives.

This section presents data analysis on Home-based factors influencing access to ECE in Limuru District, Kenya. It was done based on research on questions of the study.
4.4.1 User-fees Paid by Parents.

Research Question 1: To What Extent does Paying of User-fees by Parents Influence Access in Limuru District, Kenya?

Head teachers, teachers and parents were asked to respond to various issues touching on payment of fees by parents including the amount paid, whether the pupils drop out of ECE due to lack of user fees and the parents’ ability to pay user fees in general.

4.4.1.1 Amount of User-fees Charged

The parents were asked to indicate how much they paid as user fees per child per term. The responses were as follows.

Table 4.5 Amount of Fees Charged

<table>
<thead>
<tr>
<th>Amount</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2000</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>2000-3000</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>3000-4000</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Over 4000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to figure 4.5, half (50%) of the parents interviewed paid user fees of Ksh.2000 to 3000 per term. This means they paid between Sh.650 to Sh.1000 per month. No ECE centre charged more than Sh.4000 per term according to the data...
collected. This is an indication that the fees charged are relatively affordable and should not hinder access to ECE.

On whether the parents had difficulties in paying school fees, the responses were as follows

**Figure 4.4 Whether Parents have Difficulties in Paying User fees.**

Majority of parents (80%) said they had difficulties in paying the user-fees. This may have led to low access to ECE by 3.5 year olds as their parents have difficulties in paying for the fees charged.

On whether pupils drop out of ECE centers due to lack of user fees, the responses were analyzed in table 4.6

**Table 4.6. Whether Pupils Drop out of ECE due to Lack of User-fees.**

<table>
<thead>
<tr>
<th></th>
<th>Sample size</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>10</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Teachers</td>
<td>30</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>36</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>
8 out of 10 head teacher (80%) agreed that paying of fees makes pupils drop out of ECE centres for those who had already joined and make those who had not joined Not to Join at all therefore negatively affecting enrolment. 28 out of 30 class teachers (93%) also agreed that user fee negatively influences access and free of charge just like the Free Primary Education.

4.4.1.2 Income of the Parents

The study also sought to establish the amount of money the parents earn per month in order to establish their ability to enroll their children to ECE Centres. The responses were as shown in table 4.7.

Table 4.7 Amount of Money Parents Earn Per Month

<table>
<thead>
<tr>
<th>Amount</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5000</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>5000-10000</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>10000-20000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20,000-30000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Over 30000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.8 shows that majority of parents (90%) earn less than 5000 in a month from the data collected, No parent had a monthly income of more than 10,000 Kenya shillings
this low income could have led to their children not to be enrolled in ECE centres due to their inability to pay fees as the little money they earned is spent on food, clothes and other basic wants learn little or no resources to satisfy secondary wants like education.

4.4.1.3 Parents Ability to Pay User fees

The researcher sought to know the parents ability to pay user fees charged by ECE Centres. The findings are summarized in the table 4.8

Table 4.8 Parents’ ability to pay user-fees

<table>
<thead>
<tr>
<th>Level of ability</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very able</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Able</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Unable</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Very unable</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings majority of the head teachers (70%) rate the parents ability to pay fees as average signifying that although they are not very able, they should not keep their children at home due to lack of fees thus negatively affecting access.
4.4.1.4 Parents Difficulties in Paying User fees

Headteachers were also asked whether parents had difficulties in paying school fees.

Majority of head teachers, 90% said yes and agreed that parents had difficulties in paying user-fees and this could lead to low enrolment in ECE centres therefore low access. All head teachers agreed that paying of user-fees negatively affects enrolment.

4.4.2 Distance from Home to School and Access.

Research Question 2: How Does the Distance from Home to School affect Access to ECE in Limuru District?

Objective two of the research was to find out how distance covered by the pupil from home to school affects enrolment to ECE.

Head teachers and parents were expected to indicate the estimated distance covered by the pupils from home to school in kilometers and the findings are shown in table 4.10.

Table 4.9 Distance Covered by Pupils

<table>
<thead>
<tr>
<th>Distance</th>
<th>Head teachers’ Frequency</th>
<th>%</th>
<th>Parents Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1km and below</td>
<td>6</td>
<td>60</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>1-2km</td>
<td>4</td>
<td>40</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3-5km</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Over 5 km</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
From Table 4.9, majority of head teachers (60%) indicated that many of the children who attend ECE in their school cover a distance of not more than one kilometer while 80% of the parents agree with the same. This data shows that children in Limuru District cover a short distance to ECE Centers and the distance from home to school cannot therefore be affecting access in ECE.

This findings differs with Nekatibeb (2002) who argued that the long distance covered the child from home to school may negatively affect enrolment as parents fear for the security of their children. Nekatibeb argued that where the distance is short, enrolment is high.

Class teachers were also asked to indicate the 3 nearest ECE Centers neighboring theirs and the estimated distance in kilometers all the responses given (100%) indicated that the nearest ECE centre was less than a kilometer away, this findings therefore shows that there are enough ECE Centers in Limuru District and children do not cover long distance to school and this should not affect access to ECE.

4.4.3 Parents level of Education.

Research Question 3: To What Extent does Education Level of the Parents Influence Access to ECE?

Enrolment of a child in a school seems to be closely related to the level of education of the parent. Educated parents are eager to enroll the children to an ECE centre so that they can have formal education and be educated as themselves or even more.
The interviewed parents were asked about their highest level of education attainment. The findings are shown in table 4.11.

**Table 4.10 Parent’s Level of Education**

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below class 4-8</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Class 4-8</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Form 1-3</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Certificate</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the parents interviewed (60%) had a certificate in Education only 20% had acquired less than the primary level of education. These findings indicate that the parents are well educated to understand the importance of ECE and the dangers of not investing in their children’s future.

Head teachers and class teachers were also asked to rate the education level of the pupil’s parents. The responses are tabulated in table 4.11.
Table 4.11 Head teachers and Class teachers Rating of Parent’s Level of Education

<table>
<thead>
<tr>
<th>Rating</th>
<th>Head teacher frequency</th>
<th>%</th>
<th>Class teacher</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly educated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Educated</td>
<td>5</td>
<td>50</td>
<td>17</td>
<td>56.6</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>40</td>
<td>11</td>
<td>36.6</td>
</tr>
<tr>
<td>Uneducated</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>6.6</td>
</tr>
<tr>
<td>Highly educated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Total         | 10                     | 100| 30            | 100|

Table 4.11 indicates that most parents (50%) are educated according to head teachers and (56.6%) according to class teachers. This is in line with Kiroto (2012) who argued that education of the parent either the father or the mother increases the chances of a pupil attending school.

Two statements relating to the parents level of education were also posed to head teachers. On whether parents level of education increases enrolment in a school, all head teachers (100%) strongly agreed that educated parents invest in their children through books, school uniform and finances.
Class teachers were also asked whether the parental level of education affect enrolment and the findings are shown in figure 4.5

**Figure 4.5 Whether Parental Level of Education affects Enrolment**

![Bar chart showing the percentage of parents who believe that the level of education of the parent affects enrolment.]

Majority of the parents (70%) confirmed that the level of education of the parent affect enrolment. This is in line with Saadia (2010) who argued that illiterate parents denied their children access to ECE while the educated ones do not.

### 4.4.4 Extent to Which Family Size Influences Access to ECE.

**Research Question 4: How Does the Size of the Family Affect Access to ECE?**

Family size is inversely related to the level of enrolment. Families with many children are said to have problems enrolling all of them in education institutions. In order to establish the extent to which family size affects access to ECE, parents were asked to give the number of children they have while class teachers were asked to give on average the number of siblings pupils have. The following responses were obtained.
Table 4.12 Number of Children Parents Has

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2-3</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>4-5</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Over 5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.12 shows that 40% of parents have either 2 or 3 children while another 40% of the parents either 4 or 5 children. Only 10% have one child and another 10% have over 5 children.

On the number of siblings the pupils have, the following responses were obtained.

Table 4.13 Number of Siblings ECE Pupils Has

<table>
<thead>
<tr>
<th>Siblings</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 sibling</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>2 siblings</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>3-5 siblings</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Over 5 siblings</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
33.3% of children in ECE have 2 siblings while 46.7 have 3 to 5 siblings. This data shows that most of the families represented in ECE centers have less than six children. This is in line with ADEA (2001) whose survey done in Benin indicated that 23% of children who did not attend over seven siblings while only 17% were from families with less than seven children.

The researcher also asked class teachers to give their opinion on whether large family size negatively influences enrolment in ECE and the findings are obtained in Table 4.15

**Class Teachers Opinion on Whether Large Family Size Negatively Influences Enrolment in ECE**

The study indicated that 90% of the class teachers were of the opinion that large family sizes negatively influences access to ECE while only 10% were against that opinion. This is in line with the Saadia (2010) who argued that children from large families are denied access to ECE and are kept at home by their parents to look for their even younger siblings.

**4.4.5 Reasons for Low Access to ECE.**

The Researcher sought to know if there are children of school-going age who are not enrolled in ECE and if yes get reasons for the same.

The following responses were obtained.
From table 4.6 80% of the head teachers indicated that lack of user fees is the main reason why many children do not access ECE while 93.3% of the class teachers agree with them. Only 20% of the head teachers felt that ignorance of the parents may have led to reduced access.

Other reasons given by respondents include marital conflicts and migration of parents to other areas.
4.4.6 Improving Access to ECE in Limuru District.

The researcher also asked the respondents on what should be done to improve access to ECE and the following reasons were given; make ECE compulsory, arrest parents who do not take their children to ECE, abolish user fees and make ECE free, make ECE part of primary Education and giving bursaries to ECE pupils.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provides a Summary, Conclusions and Recommendation of the study and suggestions for areas of further study.

5.2 Summary of the Study

The main aim of the study was to examine home-based factors influencing access to ECE in Limuru District Kenya. The study was guided by four objectives mainly focusing on payment of user fees school, parents’ level of education affects access.

The study adopted descriptive survey design and had a sample size of 13 head teachers, 33 class teachers and 12 parents, which was 30% of the target population. Data was collected using two questionnaires, one for the head teachers and another one for the class teachers. Interviews were also used to collect information from parents whose children were of school going age and are not in ECE centers.

The study established that 80% of the parents have difficulties in paying user-fees for their children in ECE Centers. It was also evident that 90% of parents earn less than Ksh.5000 per month and this makes it difficult to pay user-fees for their children.

The study also established that over 60% of the children walk a distance of less than 1km to their respective ECE centers meaning that those who do not access ECE in Limuru may not have distance as their reasons.
60% of the parents were also found to have a level of education that is enough to make them understand the importance of ECE since they were certificate holders; only 10% had education level below class 4.

93.3% of the parents had less than 5 children. This means that the family sizes in Limuru district are relatively small to affect access to ECE.

5.3 Conclusion

The study concluded that payment of user-fees by parents is the major obstacle in achieving 100% enrolment in ECE. If fees were to be abolished in ECE and make it free, all children would access it. These findings are in line with the recommendation of the task force report on aligning education in Kenya with the constitution of Kenya (2010) and the vision 2030 which recommended that ECE be part of basic education which should be free and compulsory.

The distance from home to school was found not to be a major obstacle in accessing ECE as most children covered less than a kilometer on their way to school. Parents were also found to be literate as majority had a certificate in education. However, it was evident that parental level of education influences enrolment as 70% of class teachers believed that most of the children who are of school going age and are not enrolled in ECE are of illiterate parents.

The number of children in a family is also inversely proportional to enrolment as large families have been found to negatively influence enrolment. Parents with few children are able to enroll them to ECE centres as well as catering for their other educational needs.
5.4 Recommendations of the Study

In view of the research findings and conclusions, the following recommendations are made

1. The government should provide free and compulsory ECE as recommended by the task force Report on aligning the Education system with the constitution of Kenya 2010 and vision 2030. This will ensure that those who miss ECE access due to inability to pay user-fees are able to access it.

2. Civic education should be done to sensitize parents on the importance of ECE since the parents education level was found to be a factor influencing enrolment. This will enable the parents to see the importance of ECE and enroll their children to school as well as meeting the indirect costs of education for example buying school uniform.

3. The Central government should enforce the children act and the Basic Education Act (2013) and prosecute those who do not send their children to school once it’s made free and compulsory.

4. Adult education should be intensified especially in the rural areas to reduce the problem of Low level of education by the parents as well as encouraging them have manageable family sizes as large family sizes have been found to negatively affect enrolment in ECE as well as other levels of education.
5.5 Suggestions for Further Research

Based on the findings of the study the Researcher suggests the following studies to be carried out as a complementary to this one:

1. A study need to be done on school-Based factors influencing access to ECE in the same District as this one looked at the Home-based factors only.

2. The study was done in Limuru District, leaving other Districts and therefore similar studies should be done other districts and counties.
REFERENCES

(www.ebscohost.com/ehost/detail?vid=6 & sid)


EFA Global Monitoring Report, 2008. UNESCO.

Ersado, L. (2005). *Child labour and schooling decisions in urban and rural areas: Comparative evidence from Nepal, Peru and Zimbabwe* World Bank: Washington DC USA


APPENDICES

APPENDIX 1: Letter of introduction

Karanja Daniel Muchai,
UON CEES,
P.O. Box 92,
Kikuyu.
15TH APRIL 2014.

The Head teachers
ECE Teachers
Dear Sir/madam

REF: A LETTER OF INTRODUCTION TO RESPONDENTS

I am a master of education student in the above mentioned University. I am carrying out a research entitled “A study on the factors influencing access to Early Childhood Education (ECE) in Limuru District, Kenya.” The questionnaire attached is aimed at gathering information about your school. Do not write your name or the name of your school in the questionnaire. The identity of the respondents will be treated with the highest level of confidentiality. Please answer the questions sincerely, honestly and without fear. Your positive response will be highly appreciated.

Yours faithfully,

Karanja Daniel.
APPENDIX II: Headteachers Questionnaire

Dear Sir/Madam

This questionnaire is part of research project attempting to study the factors influencing access of early childhood education ECE in Limuru District, Kenya. Please answer the questions sincerely, honestly and without fear.

Instructions: Do not write your name on the questionnaire.

Part A

Background information

1. What is the name of your division? Ndeiya ( ) Limuru( ) Tigoni ( )
2. What is your gender? Male ( ) Female ( )
3. For how long have you been heading the school? Below
   1 year 2-3years 3-5years over 5 years
4. What is the current enrolment in your ECE center? Boys Girls Total

Part B

5. In your opinion how do you rate parents’ ability to pay user-fees?
   Very able ( ) Able ( ) Average ( ) Unable ( ) Very unable ( )
6. Are there children of school-going age from around your school who are not enrolled in school? Yes ( ) No ( )
7. If yes, what do you think are the reasons? (a) Lack of school levies (b) Long distance from home to school (c) Illiteracy of the parents
(d) They remain at home to take care of their young siblings.

(e) Others (specify) ………………………

8. How far do most children travel from home to school? 1 km and below ( ) 1-2 Km ( ) 3-5 Km( ) Above 5 Km ( )

9. Do parents have difficulties in paying school fees? Yes ( ) No ( )

10. Does paying of fees affect enrolment in your school? Yes ( ) No ( )

11. Do you experience cases of children joining class one without passing through ECE? Yes ( ) No ( )

12. According to you, how can you rate the education level of the pupils’ parents?

   Very high ( ) High ( ) Average ( ) Low ( ) Very low ( )

13. Below are some statements relating to the parents level of education. Please tick appropriately.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents education level increases enrolment in a school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educated parents invest in their children through books, school uniform and finances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Please give your opinion on the following:

   (a) What do you think should be done to ensure that all 3-5 year olds access ECE?

   What challenges do parent and pupils face that affect the enrolment to ECE?

Thank you for your co-operation
APPENDIX III: Class teachers Questionnaire

Dear sir/madam

This questionnaire is part of a research project attempting to study factors influencing access to early childhood education ECE in Limuru District, Kenya. Please answer the questions sincerely, honestly and without fear.

Instructions: Do not write your name on or the name of your school on this questionnaire.

Part A

1. What is the name of your Division? Ndeiya( ) Limuru ( ) Tigoni( )
2. What is your gender? Male ( ) Female ( )
3. What is your age? Below 20yrs ( ) 21-30yrs ( ) 31-40yrs ( ) Over 40years ( )
4. What is your professional qualification? Not trained ( ) Certificate ( ) Diploma ( ) Degree ( )
5. How long have you been teaching? Less than 2 years ( ) 2-5 years ( ) 5 years and above ( )

Part B

1. Does paying of user-fees affect enrolment in your school?
   Yes ( ) No ( )
   If yes how

2. Which are the three ECE centers neighboring yours and what is their estimated distance from yours in Kilometers
3. Are there children from around your pre-school that of who are of school-going age who are not enrolled in school? Yes ( ) No ( )

4. If Yes what could be the reasons
   (a) Lack of money to pay user-fees
   (b) Long distance from home to ECE center
   (c) Illiteracy of the parents
   (d) Are from large families and therefore stay at home to assist in home chores
   (e) Others (specify) …………………

5. In your opinion, how do you rate the level of education of the pupils’ parents?
   Highly educated ( ) educated ( ) Average ( ) Uneducated ( ) Highly uneducated ( )

6. Does the parental level of education affect enrolment? Yes ( ) No ( )

7. On average, how many siblings do most of the pupils have?
   1 sibling ( ) 2 siblings ( ) between 3 and 5 ( ) Over 5 ( )

8. In your opinion, do you think large family size negatively influences enrolment in ECE? Yes ( ) No ( )

   If yes give reason ________________________________

Thank you for your co-operation
APPENDIX IV: Parents’ Interview Guide

1. What is your gender? Male ( ) Female ( )

2. What is your highest level of education attainment? Below class ( ) Class 4-8 ( )
   Form 1-3 ( ) Certificate ( ) Diploma ( ) Degree ( ) Postgraduate ( )

3. Do you have difficulties in paying the fees? Yes ( ) No ( )

4. Do have other children in school where you pay fees? Yes ( ) No ( )

5. What is the estimated distance covered by your child from home to school? 1 Km and below ( ) 2-3 Km ( ) 3-5 Km ( ) Over 5Km ( )

6. What is the age your ECE child? 3 years and below ( ) 3-4 years ( ) 4-5 years ( ) 5-6 years ( ) Over 6 years ( )

7. Are there some of your children who never went to school? Yes ( ) No ( )

8. If yes, give reasons ………………………

9. Would you like ECE to be made compulsory? Yes ( ) No ( )

10. How many children do you have?

11. To what extent does family size influence enrolment?

-----------------------------------------------

Thank you for your co-operation


62
### APPENDIX V: Budget of the Study

**Budget**

1. **secretarial services**
   - (a) Printing of proposal: Ksh 5500
   - (b) Printing of the final report: Ksh 8000
   - (c) Photocopying questionnaires: Ksh 2000

2. **Stationery**
   - (a) Writing materials: Ksh 5000
   - (b) Pens: Ksh 1500

3. **Travelling expenses**
   - (a) To pre-test questionnaire: Ksh 5000
   - (b) To administer instruments: Ksh 8000
   - (c) To collect instruments: Ksh 4000
   - (d) To consult supervisors: Ksh 6000

4. **Communication costs**
   - (a) Calling supervisors: Ksh 5000

5. **Binding Expenses**
   - (a) Binding proposal: Ksh 3000
   - (c) Binding the final report: Ksh 7000

**TOTAL COST**: Ksh 61,000
APPENDIX VI: Time frame of the Study

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation and Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INSTRUMENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piloting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refining instruments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DATA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANALYSIS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REPORT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Binding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitting report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX VII: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241347, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacost.net
Website: www.nacost.go.ke

Ref: No. Date: 13th May, 2014

NACOST/P/14/8727/1442

Daniel Muchai Karanja
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Home based factors influencing access to early childhood education in Limuru District, Kenya," I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 31st August, 2014.

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

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

Said Hussein
For: Secretary/CEO

Copy to:
The County Commissioner
The County Director of Education
Kiambu County.
APPENDIX VIII: Research Permit

THIS IS TO CERTIFY THAT

[Signature]

Dr. Daniel Muchiri Karanja

of UNIVERSITY OF NAIROBI, D-2.17

Limuru has been permitted to conduct research in Kiambu, County.

on the topic: HOME BASED FACTORS INFLUENCING ACCESS TO EARLY CHILDHOOD EDUCATION IN LIMURU DISTRICT, KENYA

for the period ending:

31st August, 2014.

[Signature]

Secretary

National Commission for Science, Technology and Innovation

The conditions of this permit include:

- You must have a valid permit for each type of research you conduct.
- You must provide a detailed report upon completion of the research.
- You must comply with all relevant ethical and safety guidelines.

Failure to do so will result in the revocation of your permit.

Any unauthorized use of this permit is prohibited.

The Government of Kenya reserves the right to withdraw this permit without notice.

RESEARCH CLEARANCE PERMIT

National Commission for Science, Technology and Innovation

CONDITIONS:

- You must provide a detailed report upon completion of the research.
- You must comply with all relevant ethical and safety guidelines.
- You must obtain consent from all participants.

Appendix VIII:

Research Permit

Permit No.: NACOSTI/P/14/8727/1

Date Of Issue: 13th May, 2014

Fee Received: Ksh 1,000

I confirm that I have read and understood the conditions of this permit.

Applicant's Signature

[Signature]