

**FACTORS THAT INFLUENCE PARENTAL
INVOLVEMENT ON ENROLMENT OF PHYSICALLY
CHALLENGED PRESCHOOL CHILDREN
IN LANGATA DISTRICT,
NAIROBI COUNTY**

BY

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**Project submitted in fulfillment of the requirement for the
award of Masters in Education in Early Childhood in the
Department of Education, Communication and Technology**

UNIVERSITY OF NAIROBI

AUGUST, 2014

DECLARATION

This research project is my original work and has not been submitted to any other college or university for academic credit.

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This research project has been submitted for registration with my approval as the university supervisor.

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DEDICATION

To the memory of my beloved parents: My dad Andrew Owoko and mum Rosa Apiyo for the many sacrifices they made to give me a better life than theirs.

My siblings, Okome, Selly, Len, Dori, Biti, Tom, Oluoch, Odhiambo and Lucy for your love, support and encouragement.

My sons Allan, Andrew and my husband Joe Okoto for their patience, love and support.

ACKNOWLEDGEMENT

First and foremost, I thank God for his enormous love upon my life, not just within the course of this study but always. Even when obstacles seemed insurmountable He always gave me the strength to press on.

My sincere gratitude to all those whose contribution in one way or another have made this work a success. I may not mention all of them by name but that does not mean that I did not appreciate their efforts.

I extend my heartfelt gratitude and appreciation to my University supervisor Dr. Samwel Mwanda for his directions and unwaivering support he gave me in the entire period of my research project. His valuable contribution and timely criticisms went along way to make my project a success.

I wish to acknowledge and salute all the lecturers who taught me. Prof. Patrick Digolo, Dr. Paul Odundo, Dr. Jane Gatumu, Dr. Mr. Justus & Mrs. Helen Inyega, Dr. Juliet Muasya, Dr. Agnes Kibui, Dr. Boniface Ngaruiya, Dr. John Mwangi and Mr. Timothy Maonga. I say thank you for the academic nourishment.

My classmates will forever remain close to my heart. “You were more than classmates. May your warmth remain with you forever to touch other beings future”. They were always there to give me support and motivation to move on.

Special thanks to my friends Lucy Asin, Keziah Saoli, Florence Luoba, Mary Radonji, Damaris Ndeti and many more that I have not mentioned. My family,

the Owoko's who comforted and encouraged me to move on even after the demise of my beloved dad within the programme. I love you all very much and may you be blessed.

I register my appreciation to my able informants Jackie Walala and Zilpah Owiti who wholeheartedly assisted me in the generation of raw data on which this research is credited. You helped me keep to the pace within which my research was to be completed.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background to the Study	1
1.2 Statement of the problem.....	5
1.3 Purpose of the Study.....	5
1.4 Research Objectives	6
1.5 Research Questions	6
1.6 Significance of the Study.....	7
1.7 Limitations of the Study	7
1.8 Delimitations of the Study	7
1.9 Basic assumption of the study	8
1.10 Definition of Operational Terms	9

CHAPTER TWO	10
LITERATURE REVIEW	10
2.0 Introduction.....	10
2.1 Child Legal Right to Education	10
2.2 Understanding of Disability and Access to Preschool Learning.....	11
2.3 Physical Disability and Parental Involvement in Child’s Education	12
2.5 Conceptual Framework	15
2.6 Theoretical Background	16
CHAPTER THREE	18
RESEARCH METHODOLOGY	18
3.0 Introduction.....	18
3.1 Research Design.....	18
3.2 Target Population	19
3.3 Sampling Design and Procedures	19
3.4 Research Instruments	20
3.5 Pilot Testing	21
3.6 Reliability and Validity of the Instruments.....	22
3.7 Data Collection Procedures	23
3.7.1 Preparation.....	23
3.7.2 Data Collection	24
3.8 Data Processing and Analysis.....	24
CHAPTER FOUR	26
DATA ANALYSIS AND DISCUSSIONS	26
4.0 Introduction.....	26

4.1 Demographic Characteristics of Respondents	26
4.2 Mode of Instructions and enrolment of physically challenged children	28
4.3 Parental literacy and involvement of learners with physical disability.....	32
4.4 Parental awareness and involvement in physical preschool education	36
4.5 Socio-cultural background and enrolment.....	38
CHAPTER FIVE	40
SUMMARY OF FINDINGS CONCLUSIONS, RECOMMENDATIONS	
AND AREAS FOR FURTHER INVESTIGATIONS	40
5.0 Introduction.....	40
5.1 Summary of Findings	40
5.2 Conclusion	43
5.3 Recommendations	44
5.4 Suggestions for Further Research	44
REFERENCES	46
APPENDICES	51
Appendix I: Teachers Questionnaire.....	51
Appendix II: Parents Questionnaire.....	56
Appendix III: Observation Check List.....	61

LIST OF TABLES

Table 4.1: Distribution of Respondents by Qualification and Gender.....	27
Table 4.2: Distribution of Learners' Per Class.....	29
Table 4.3: Mode of enrolment for learners with physical disability	30
Table 4.4: Mode of Instructions Preferred for effective enrolment of physically challenged children	31
Table 4.6: Measures taken in preschool classroom in order to effect parental involvement for physically challenged learners	35
Table 4.7: Factors influencing parents' involvement and enrolment in preschool	36
Table 4.8: Socio economic factors affecting enrolment of physically challenged learner's	37
Table 4.9: Socio-cultural background and enrolment	38

LIST OF FIGURES

Figure 2.1: Perceived Linkage between parental involvement and enrolment of physically disabled preschoolers.....	16
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ABSTRACT

This study set out to establish the factors that influence parental involvement on enrolment of physically challenged preschool children in Langata district. The study examined the relationship between parental literacy level and enrolment of physically challenged preschool children, the role of parental awareness, the role of parental social economic status and the role of parental cultural beliefs in the enrolment of physically challenged preschool children. From the findings, boys were found to be highly enrolled compared to girl child. Such enrolment was noted to consistently increase with level of class (baby to pre-unit class) as most of the learners' progressed to formal school. However enrolment of the physically challenged learners were found to be highly low compared to the number of normal children. There was no doubt therefore that physically challenged learners were denied opportunity to be enrolled in preschool for learning activities irrespective of their needs and difficulties. The study further established that parents who had higher qualification in education, well placed in terms of employment were able to care for their individual learners' needs as they consistently chose quality learning centers with relevant resources for learners' activities irrespective of their cultural background. They also competently checked up on their children's school attendance and quality follow-up for their adequate learning. Hence, the children under their care were lively, active and competent in class activities and school attendance as compared to their counterparts from either unemployed parents or low level of education. Further additional analysis showed that parental involvement on their physically challenged learners exerted positive effects on rate of enrolment and retention. It helped to improve quality learning atmosphere, support in collection of learning materials and ensuring effective use to improve learning. The level of collection and preparation for special activities influenced the number of children to be enrolled in preschool centres. It was recommended that preschools should create more learner support centres in order to promote parental involvement and adequate level of commitment for the physically challenged learners in order to produce great rewards for improved enrolment. The support includes what children eat for effective growth and development. Preschools and families should also ensure high level of parental activity and financial participation in preschool and sustained improvement on rate of enrolment of learners with physical challenge. This will largely improve the demand for enrolment among all learners irrespective of their needs and abilities.

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BCODP	British Council of Disabled People
CBR	Community Based Rehabilitation
DPOs	Disabled Peoples' Organizations
EENET	Enabling Education Network
EFA	Education for All
DFID	Department for International Development (United Kingdom)
HIV	Human Immunodeficiency Virus
ICF	International Classification of Functioning,
ICF-CY	International Classification of Functioning, Disability and Health Children and young people
MDGs	Millennium Development Goals
PCP	physically challenged preschoolers
SEN	Special Educational Needs
UPIAS	Union of the Physically Impaired Against Segregation
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
W.H.O	World Health Organization

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter begins with background to the study, statement of the problem, purpose of the study, research objectives and research questions. This is then followed by significance, assumptions and limitations of the study. It concludes with study organization and definition of operational terms.

1.1 Background to the Study

World conference on education for all that was held in Jomtien, Thailand (1990) indicates in its first goal stresses the need to ensure that by 2015 all children get enrolled for learning from earliest years. Girls, children with difficult circumstances and those belonging to ethnic minority have access to and complete free and compulsory preliminary education. Further, in its third goal, it is indicated that young children and adult are met through equitable access to appropriate learning and life skills (MOE, 2007). Preschool education and children's services is therefore responsible for providing learning programs for young children in a range of learning centres including kindergartens, child-parent centres, integrated centres and Early Childhood Development Centres. These preschool centres provide programmed learning for eligible children, and where possible unfunded programs to support young children such as pre-entry sessions, emergency care and playgroups. Early entry and extended additional time at preschool is referred to as enrolment. Enrolment is significant in improving a child's learning and developmental outcomes (MOE, 2007).

Early entry to preschool is considered for children from three years in order to attend for complete care and learning support. This applies for children with additional needs such as a physical disability, developmental delay, gifted development, culturally and linguistically diverse backgrounds or family and social circumstances. These children are eligible to attend learning environment well planned and organized environment for adequate practical activities (Reche et al., 2012). Like in most developing countries, quality education for physically challenged preschoolers (PCP) is one of the key national development goals of the Kenyan government. The country adopted a universal Free Primary Education (FPE) policy in 2003, which saw a significant increase in preliminary school enrollment. The policy never emphasized preschool enrolment. More so, the framework, strategy or action plan negatively influenced enrolment of physically challenged preschoolers. However, in the light of perceived erosions to preschool education programs, there has been calls to provide preschool education for all especially for the physically challenged children (Republic of Kenya, 2012).

Indeed, Article 53(1) (e) of the Constitution of Kenya provides that every child has a right to free and compulsory basic education. Chapter 8 Section 7 of the Children Act of 2001 also provides for the child's right to education. It states that every child shall be entitled to basic education being the parents and government's responsibility. It provides further that "Every child shall be entitled to free basic education which shall be compulsory in accordance with Article 28 of the United Nations Convention on the Rights of the Child."

Kenya has two broad types of preschools that are formally recognized – public and private preschools caring for normal young children.

In the past decades, non-formal centers have also evolved and taken various forms including community preschools but rather not enrolling physically challenged children (Onsomu et al. 2004). Most Kenyan preschools, public and the government is responsible for payment of teachers' salaries, subsidizes the costs of textbooks and school feeding programs, and has an oversight in the country's education system in the form of curriculum development. Usually, the government and local authorities pay salaries of non-teaching staff. Parental involvement in preschool education is mainly in the form of fundraising for construction of school buildings (Onsomu et al., 2004). However, no clear adequate emphasis put on PCP enrolment.

According to UNICEF (2009), PCP parents are encouraged to actively get involved in important discussions and decisions to identify the problems and support their children's need throughout school life. These therefore include timely enrolment for physically challenged children to join the normal preschool classrooms, gathering information to help make decisions about which preschool activities best for their children to attend, to participate in the assessment process and the individual educational planning process helping own child to make transitions from one setting to another. This indicates that access to quality foundation of education for the PSP to learning set up ensures that standards are met for the development at all levels. World Vision

(2007) explains that PSP are eligible to attend early childhood education furnished with quality facilities and learning resources. On the other hand, every PSP has had a right to express their wishes with in regard to education (Owens, 2004). Therefore, support for all children is really about access to effective classroom teaching and proper allocation of services relevant to learners needs.

Culture involves set of shared values, assumptions, behavioral patterns and customs that has evolved over many years and will be passed down from generation to generation. Children learn many things from the way they are handled, held and talked to and from the daily rhythm of life that goes on around them (Owen, 2004). Different cultures, different philosophies, in every culture around communities, adults, consciously or unconsciously, try to teach children to behave in valued ways that will enable them to become socially competent adults.

The parents find it cheaper to take the child to primary level where they do not have to pay for their tuition, and can receive free textbooks and school supplies from the government. This policy increased enrolment in primary school reducing access to preschool to almost zero access to education especially for PCP from low socio-economic families. However, low enrolment for PSP has been blamed on parental illiteracy, unlimited physical facilities, out dated cultural beliefs and low socio-economic status (Swamura and Sifuna, 2008). This implies that despite increased access to education, there is growing inequity in access to academic performance of PCP from both

rich and poor backgrounds. Indeed, because of the FPE policy, more PCP's has been forgotten in enrolment from preschool level.

1.2 Statement of the problem

Education has historically been viewed as an effective way of reducing socioeconomic disadvantages (Oloo, 2010). This is because quality education is capable of empowering and creating more opportunities for less advantaged children and improving PSP chances for success in life as adults while at the same time breaking the vicious cycle of intergenerational poverty and inequality. Yet, as Tavernise (2012) found, achievement gap between PSP from rich and poor families is widening, a phenomenon that he posits, threatens to dilute education's leveling effects for this group.

In general, PCP from affluent families tend to find better chances in preschool set up than their counterparts from poor and ignorant families (Tavernise, 2012; Willingham, 2012) due to various challenges faced by disadvantaged children. Despite being an important policy issue, enrolment for PSP has not received much attention in Kenya especially within the study scope making it necessary to be given priority.

1.3 Purpose of the Study

The purpose of this study was to investigate the impact of disability on access to early childhood centers.

1.4 Research Objectives

The overall objective of the study was to investigate the impact of parental support on preschool classroom inclusivity. More to this the study was guided by the following objectives:

- i. Examine the relationship between parental literacy level and enrolment of physically challenged preschool children in Langata District.
- ii. To find out the effect of parental awareness on physical facilities and enrolment of physically challenged preschool children in Langata District.
- iii. To investigate the impact of parental social economic status and enrolment of physically challenged preschool children in Langata District.
- iv. To determine the effect of parental cultural beliefs and enrolment of physically challenged preschool children in Langata District.

1.5 Research Questions

The expected outcome of this study was achieved through concerned effort to find solutions to the following set of research questions;

- i. To what extent does parental literacy level affect enrolment of physically challenged preschool children in Langata District?
- ii. How does parental awareness on physical facilities affect enrolment of physically challenged preschool children in Langata District?
- iii. Does the social economic status of parents affect enrolment of physically challenged preschool children in Langata District?
- iv. To what extent do parental cultural beliefs affect enrolment of physically challenged preschool children in Langata District?

1.6 Significance of the Study

Findings and recommendations of the study was likely to be of immense value to various groups. The information would be relevant for policy formulation process by the government, parents for building special preschool facilities, parents for ensuring basic support for their PSP learning, trainers on the adoption of advocated pedagogies to promote special learning programs in ECDE centers and for future researchers to get relevant information on early learning for disabled children. Moreover, the study was envisaged to enrich existing literature and advance knowledge on issues of parental support. The study focused on PSP access to ECDE.

1.7 Limitations of the Study

A limitation was used to describe what a test or research instrument is not able to achieve. This supports Mugenda's (2006) argument that descriptive studies normally have limitations caused by rules and regulations which make certain information inaccessible, logistical problems in reaching sources of information and weaknesses in the design of the study. The study faced difficulties and challenges that arose as a result of bureaucratic procedures and non commitments of respondents to provide prerequisite information, due to perceptions of parents as fault finding activity.

1.8 Delimitations of the Study

This study examined the correlation between children with physical disability in a preschool learning set up and the actual access to preschool classroom competence. Although there are many Districts in Nairobi, the researcher

limited the sampling of the informants to only Langata dwellers. First, the researcher excluded the Kibera community that own most of the slum rental houses of Kibera because the assumption is that this community having high concentrations of poor income earners and poor background culture may not represent the metropolitan feature associated with middle background society. The local Langata dwellers that were chosen to be examined are the high and middle class community who migrated from their original tribal lands to perform quality scale jobs within the city. The research examined attitudes of both public and private preschools, parents and teachers. The researchers target population was preschool learners of Langata. The study was limited to preschool access and learning activities for the PSP.

1.9 Basic assumption of the study

The study was conducted under assumption that PCP fully depends on parental support and that respondents would be fully available to provide truthful, accurate and honest information to help establish gaps between parent governor roles, involvement in basic provision, provision of learning resources and facilities, the provision of information about the individual learner difference and preschool performance for increased preschool learning acquisition.

1.10 Definition of Operational Terms

The following operational definitions were adopted for the study:

Parenting Support: Educational and social support provided by parents and care takers in meeting their responsibilities in bringing up their children.

Parent: a person responsible for a child's welfare, upbringing and education. It may embrace other members of the family, such as grandparents, older siblings, aunts and uncles; close family friends, neighbors and members of the community who care about the school.

Enrolment: Early entry and extended additional time at preschool to improve child's learning and developmental outcomes

Parental Involvement: is the involvement of parents in regular, two-way, and meaningful communication involving learner's academic learning and other school activities. They are entitled to participate with the school in their children's education and to provide the necessary support required by their children for learning.

Parental Participation includes all types of parental behaviors at home and at school that relate to children's education. They include decision-making between the school and parents as equal partners in children's education

School Community: The school community refers to the key players or stakeholders in the school such as the pupils, teachers, parents, religious groups, local leaders, business people, politicians, religious groups, and other interested persons.

Teachers: These are the persons offering direct tuition and training to pupils in an educational institution. Other duties of teachers include the moral, mental, intellectual and physical development of the pupils.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

To achieve the goal of EFA by the year 2015, issues hindering PCP's participation and academic performance should be addressed (Filmer, 2005).

A review of past literature in relation to what extent do teacher's attitude, provision of relevant learning aids and teacher characteristics in the development of the disabled children learning as addressed in chapter two.

2.1 Child Legal Right to Education

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960), the first specific instrument concerned with the right to education, is based on the principles of nondiscrimination and equal opportunities in education. The Convention on the Rights of the Child (1990), the most widely ratified international human rights treaty, highlights the need for governments to ensure access to education for children. The Salamanca Statement (1994) stresses the importance of access to education, calling on governments to 'give the highest policy and budgetary priority to enable preschool centers to include all children regardless of individual differences or difficulties' and to 'adopt as a matter of law or policy the principle of inclusive education, enrolling all children in mainstream preschools, unless there are compelling reasons for doing otherwise.

This commitment to access to education became a legal obligation through Article 24 of the 2006 Convention on the Rights of Persons with Disabilities (CRPD), which reaffirms the right of disabled children to quality education and committed governments to ensure that ‘persons with disabilities can access quality preschool learning activities on an equal basis with others in the communities in which they live’. Article 32 places an obligation on donor governments to make their support of and accessible to persons with disabilities’. At the time, there are 149 signatories to the CRPD and 101 ratifications.²³ Ratification of (or accession to) the CRPD means that those countries are legally obliged to provide quality learning to all children, both in their home, school and in those countries where they provide development assistance. Some countries, such as the UK, have ratified the CRPD with reservations that permit them to educate all children effectively in preschools, where that is considered the best and most appropriate way to support young children. However, as is often the case with international legal instruments (and policy statements), there is a lag between the commitment itself and the implementation of that commitment on the ground. The right to education has become a legal right in Kenya following a long period of advocacy.

2.2 Understanding of Disability and Access to Preschool Learning

In response to perceived diversity between children, preschool systems give learners different educational experiences. This differentiation can be expressed structurally, for example with different schools or classes for learners according to ability or disability, or by allowing pupils to repeat a school year. In the access to preschool learning, differentiation largely

happens within a class and is expressed pedagogically rather than structurally thus potentially allowing responsiveness to pupils' fluctuating differences in interaction with the learning goals. Alexander (2000) described and analyzed differentiation in five countries including India. His analysis yielded the following main ways in which teachers differentiated at the level of the lesson: by task, by seating or grouping, by teacher time and attention and by outcome. All teachers probably differentiate the curriculum pupils experience to a greater or lesser extent, and more or less consciously, but as described in the previous section, where there is an assumption of certain background knowledge and pace of learning for a particular grade, this differentiation can be limited.

UNESCO has produced several guides to support the implementation of inclusive education (2001; 2004a) which encourage teachers to recognize and respond to individual differences between students. In order to be fair to our students and facilitate learning of all students, we need to adapt or modify the curriculum so it 'fits' the students' learning needs. Teachers differentiate the curriculum so they do not discriminate and teach to only a select group of students (ie only those students who are at, or near, year (grade) or age level ability in the prescribed curriculum (UNESCO, 2004).

2.3 Physical Disability and Parental Involvement in Child's Education

Parents are an important resource which should be developed to help teachers, learners and even the parents themselves to improve preschool quality and standards for physically challenged learners. In addition, they undertake an

exploration measure into how schools, work together with the families and communities to help become and continue to be involved in their children's education (Wyson and Kozleski (2008). According to Croft (2006), parental involvement reflects continual support of physically challenged learners' values and approaches. Moreover, official policy in terms of parental involvement has a considerable effect on the practice in their physically challenged learners.

Undoubtedly, traditional education was effective, utilitarian and relevant to everyday life (Ngaroga, 2006). Importantly, it aimed at perpetrating the culture of the ethnic group, preserving the ethnic boundaries and inculcating feelings of group supremacy and community living. Individualistic tendencies were discouraged and instead education aimed at harmoniously integrating all individuals into the social group. Informal methods of childcare were predominant in traditional society (Ngaroga, 2006). The child was cherished by and of concern of the whole society and belonged to all although it naturally had a special relationship with its parents. Everyone wanted to ensure that this child grew up and became a person they could trust to take over from him or her. Moreover, education of the child was aimed at equipping the individual to make the right choices, exercise good judgment, be a responsible parent, participate effectively in all social affairs of the village and clan, and to become a whole person as desired by society irrespective of the child's condition.

Ngaroga (2006) remarks that: Though pure indigenous education is no longer existent today, nowhere has it completely disappeared to give way to Western education. Therefore, education is more than just literacy and schooling and it refers to the process of cultural transmission from and within one generation to another. Moreover, it can be described as the vehicle by which individuals are integrated into their social group, community and society. The identification of this home learning and its use will be important, especially for the potential teacher because of the impact of such learning on the formal academic performance of the physically challenged child.

For the attempt of including physically challenged learners in the ECDE curriculum, there is a dire need of involving member of the community in service provided to these children Engelbrecht and Oswald (2006). Subsequently there is need for an effective community mobilization to be carried out (UNESCO, 2010). This process should include all the stakeholders in the community like church leaders, provincial administrator's school community. Based on organization for and the disabled, the parental involvement for effective access to learning is very important as they are to mobilize local resources for sustaining the physically challenged children and to participate collectively in developing personality of the children. Being instrumental in creating awareness on the importance of having access to learning for the physically challenged learners promotes performance.

2.5 Conceptual Framework

Florian and Kershner (2009), conceptual framework is a set of broad ideas and principles taken from relevant field of inquiry and used to structure subsequent presentations. Conceptual framework involves forming ideas about relationships between variables in a study and showing relationships graphically or diagrammatically (Mugenda and Mugenda, 2003).

Conceptual framework of this study will be based on the idea that, a highly effective and efficient parental involvement to enrolment system and ensuring that standards are established and maintained for physically challenged children promotes quality learning. This relies on an effective parental literacy level, socio economic status, cultural beliefs and awareness influences parental support, provision of learning resources, commitment in handling learners needs and provision of valuable facilities with regards to issues of enrolment of physical disability viz individual learners care, active performance as well as appropriate delivery and learning approaches.

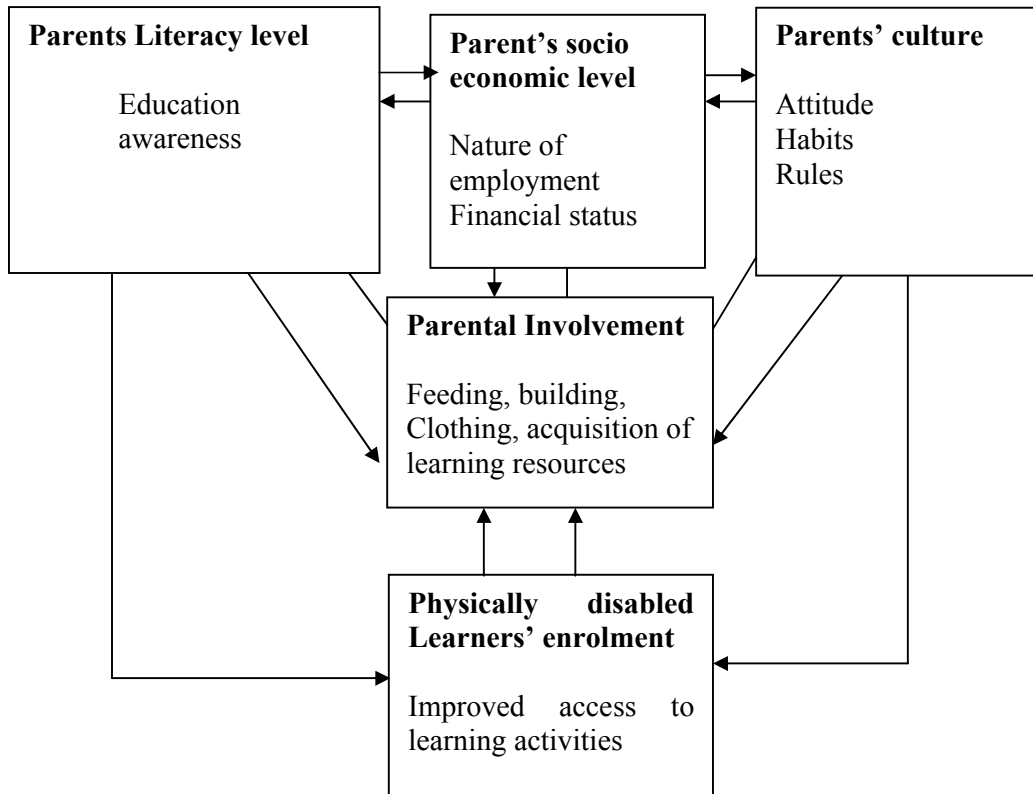


Figure 2.1: Perceived Linkage between parental involvement and enrolment of physically disabled preschoolers

2.6 Theoretical Background

Theoretical perspective is a collection of interrelated ideas based on theories attempting to clarify why things are the way they are based upon theories. Rogers in Walton, (2010) began his inquiry about human nature by observing people who were troubled, conditioned and controlled to an extent to keep them from having positive self concepts (Kabiru and Njenga, 2004).

Roger further believed that challenged people have difficulty accepting their own true innate positive feelings because of the way they are conditioned by

negative setbacks, feedback, discouraged or by being expected to behave in a certain way giving rise to lowered self esteem. According to Carl Roger's a humanistic learning theorist, learning opportunities is a human relationship which should lead to self actualization. The teacher and the parent who are the key to human relationship must ensure that what learners are expected to learn must be relevant to them in day-to-day situation. Classroom organization should be in such a manner that children can express their needs and interact freely hence promote children's freedom.

According to Maslow (2004), each individual is unique and all have a desire to grow in a positive way. From Carl Rodgers perspective, motivation is derived from each person's needs, subjective feelings about self and the desire to grow. Transfer of learning is facilitated by curiosity, positive self-concept and open situations where parents and teachers respect individual learners and promote freedom. Parental literacy level, socio economic status, cultural beliefs and awareness influences parental involvement towards provision of learning resources and provision of valuable learning facilities with regards to issues of enrolment of physically disabled learners. In the absence of family support, enrolment rate right from preschool reduces. In the absence of economic safety due to family health crisis and lack of work opportunities, a physically challenged child finds him/herself marginalized or excluded in the education system. This safety needs manifest themselves in such things as a preference for family security, grievance procedures for protecting the individual from unilateral authority, insurance policies, reasonable disability accommodations and the like.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section provides a detailed description of how the requisite data was obtained, processed, analyzed and interpreted to fulfill the research objectives. The methodology elements considered herein include the research design, target population, sampling size and procedures, the types of data, and research instruments for data collection. It also involves the research process, reliability and validity of the research instruments as well as data processing and analysis.

3.1 Research Design

The study applied both qualitative and quantitative approaches. For the quantitative dimension, the study adopted a survey design. According to Bryman and Cramer (1997), survey designs are often called correlation designs to denote the tendency for such research to reveal relationships between variables. The design was found suitable for the study because of its ability to elicit a wide range of baseline information about access of children with disability in ECE centres. As for the qualitative dimension, the study applied in-depth interviews to obtain detailed qualitative information about the role of parents and teachers in ensuring children with disability access preschool education.

3.2 Target Population

According to De Vos (1998), the population refers to the people, events, organizational units or other sampling units with which the specific research problem is concerned. In this study, the target population formed both the public and private preschools in Langata district, Nairobi County. In this regard, publicly owned and privately owned ECE preschools in Langata district were targeted due to accessibility and for representatives. It also allowed for generalization as Mugenda and Mugenda (1999) puts target population as all members of an area or a hypothetical set of people, events or objects from which a researcher wishes to generalize research study.

3.3 Sampling Design and Procedures

Kumar (1999) defines sampling as the process of selecting a few units from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. The study applied a combination of convenience, stratified random and purposive sampling procedures, which was applicable in situations where sampling frame was too big to help yield a sample size manageable and representative of the population attributes. The sampling population for the study was gathered from Langata residence, which has 2 zones, with a total of 12 public preschools.

To get the required respondents, the researcher employed the use of stratified sampling whereby the population was first divided into 2-sub segment of both private and public preschool based on the strata. From the stratum, the

researcher employed the use of simple random sampling to ensure that each public school got an equal chance to be selected. From the total population, the researcher randomly sampled 8 public schools to help in eliciting the desired data. To generate data, principals of the preschools, 16 parents and 24 preschool teachers were sampled leading to a total sample group of 48 from all selected preschools.

The area has permanent residents comprising different ethnic groups representing various socio-economic backgrounds. Such typicality increases the external validity of the sample. A profile of public preschools was developed by the researcher in terms of the buildings, number of staff in preschool, classrooms, number of disabled children, adequate learning facilities and resources.

3.4 Research Instruments

Two research instruments, namely questionnaires and an observation schedule were utilized for data collection. Questionnaires were administered to both teachers and parents. Both categories of questionnaires had two sections each. Section A gathered demographic information while section B gathered information on factors influencing parental involvement on enrolment of physically disabled preschoolers of Langata district. The questions were structured in both closed and open ended format to elicit certain respondents to any additional information that was paramount for the study yet not captured by the researcher.

Being busy people, self-administered questionnaires provided the convenience needed by the target respondents to provide sensitive information. Further in-depth observation schedule was used to collect information concerning physical structure on a form that had been constructed for that purpose. It contained items to be observed, direct observation was deemed fit for the study because it allowed the researcher to verify empirically selected items and to triangulate information obtained through other instruments such as questionnaire.

3.5 Pilot Testing

Nachmias and Nachmias (1996), indicate that pilot testing reveals fake questions and unclear instructions. The aim of this was to find out the effectiveness and the ease of understanding of the instruments. This helped in enhancing the reliability of instruments as consistent measures of the concept being studied. Based on this realization, pilot random sampling was performed to ensure that the pilot sample represents key attributes of the bigger sampling frame. For this case a convenient sample of three preschools was considered adequate to reveal inherent weaknesses in the research instruments. The result from the pretest revealed blank spaces, inaccurate sentences, inconsistencies and other weaknesses detected in items was reviewed for corrections, and analyzed and appropriate amendments was made. Based on the outcomes, the instruments were reviewed further in readiness for data collection.

3.6 Reliability and Validity of the Instruments

Validity and Reliability of the instruments ensure scientific usefulness of the findings arising thereof (UNESCO, 2004).

3.6.1 Validity of the Instruments

Validity is a subject concerning what can be measured. According to Mugenda and Mugenda (2003), an instrument is validated by proving that its items are representative of skills and characteristics that it is purported to measure. Validity of the instruments is critical in all researches and the acceptable level is largely dependent on logical reasoning, experience and professionalism of the researcher (UNESCO, 2004). To uphold content validity, the researcher discussed the contents of the qualitative data with the supervisor before generalizations and conclusions were made. Further the researcher noted down and interpreted the circumstances upon which arguments were made. This was done to ensure that all sentiments were scrutinized before being accepted as valid findings of the study.

3.6.2 Reliability of Instruments

In this study a high level of reliability was preferred. To achieve this, the researcher ensured that questions were designed and put across in the simplest way possible. This was accompanied by side notes to enable the respondents understand the requirements, thereby provide reliable responses. Further the qualitative approach was used to allow the researcher elaborate questions in cases where they were not well understood; this was also to enable respondents provide reliable answers. However, given the fact that most

questions were open ended and that most variables were in nominal and ordinal scales of measurement, the application of quantitative techniques for determining reliability such as *test-retest*, *split half* or *even parallel forms* were constrained. The situation was further complicated by the nature of target respondents – people who in most cases are busy and may only spare a little time for answering questions. In view of this, it was difficult and monotonous to have a second time to go for the collection of questionnaires from the same people, if quantitative techniques for determining reliability were to be applied. Accordingly, the responses were matched with the study objectives to identify information gaps. In case of such gaps, the researcher reviewed the instruments further as well as the data collection approaches this was followed by sampling of more schools and respondents. Pilot testing was critical in improving reliability of the instruments.

3.7 Data Collection Procedures

3.7.1 Preparation

The investigator sought an introductory letter from the University, which was used to get a permit from National Council for Science and Technology (NSCT). This was presented to Provincial Director of Education's Office and District Education Office to authorize the study. The researcher then reported to the preschool head teachers, giving the briefs on the intended study, using this chance to create rapport. Dates were scheduled to administer questionnaire and to fill the observation checklist concurrently. This chance was also used to iron out queries from the target population regarding the essence of the study.

3.7.2 Data Collection

Wisemen (1980) quoted in Ouko (2007), stressed that steps to increase response rate in research is key and his suggestions were adopted. The respondents were encouraged to fill in the questionnaires as the researcher waited, where possible and further arrangements were made to collect remaining tools within a week to reduce mishandling or misplacement of the questionnaires. Instruments misplacement, were replaced by giving new tools to be filled while waiting. Observation schedule was done by the investigator as teachers and parents fill the questionnaires. Collected and returned instruments were examined for completeness, consistency and reliability.

3.8 Data Processing and Analysis

According to Bryman and Cramer (2007), data analysis seeks to fulfill research objectives and provide answers to research questions. Quantitative and qualitative analysis was used to interpret the data. After data collection, open-ended information within the questionnaires was edited. This succeeded by coding the data, entry, analysis and interpretation. The Statistical Package for Social Sciences (SPSS) was used to run descriptive analysis to produce frequency distribution and percentages, while charts and tables were produced using Ms-Excel. The responses of all respondents in each category were put together to get the overall score. The score for each respondent were converted to percentages and frequencies. Qualitative analysis considers the inferences that were made from views and opinions of respondents. This helped to reduce the volume of information, identify significant matter and construct

framework for communicating the existence of what the data revealed. Data was summarized, organized according to research questions, arranged into themes and presented in narrative form, where possible, tabular forms indicating averages, percentages and frequencies was used to highlight meanings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter presents interpretation, analysis, presentations and discussions of findings based on the following thematic areas; demographic characteristics of the respondents the influence parental involvement on enrolment of physically challenged preschoolers' teachers' qualities, parental awareness on provision of learning resources, parental socio economic status and effect of socio cultural background of parents on enrolment of learning environment.

4.1 Demographic Characteristics of Respondents

This section highlights demographic characteristics of the target population who were preschool learners, ECE Teachers, and Preschool parents. This data helped in explaining characteristics of respondents that influence choice of enrolment of physically challenged learners. The demographic characteristics included educational qualifications, gender compositions and professional qualifications of the respondents.

4.1.1 Teacher Qualification and Enrolment of Physically Challenged Learners in Preschool

Of the 48 respondents who constituted the study sample, 1(8%) did not indicate gender. 68% of those who indicated were female and 32% were male. Majority of teachers 32(42%) were aged between 20 -30, 9(35%) were in the age bracket of 31-40 years where as 6(23%) were in the age bracket between 41-50 years. The findings also revealed that majority of the respondents

10(38%) were diploma holders, 5(19%) degree holders, 5(19%) had certificate in ECE while 6(24%) still undergoing training in ECE certificate. This is an indication that majority of the respondents 15(57%) are highly qualified academically in handling young preschoolers. That is, have reached diploma and degree level.

Table 4.1: Distribution of Respondents by Qualification and Gender

Qualification	No. of teachers			
	M	%	F	%
Certificate	1	3.8	10	38.5
Diploma	2	7.7	8	30.7
Degree	3	11.4	2	7.7
Total	6	22.9	20	76.9

Source: Survey Data, 2014

By comparison, from the 20 parents who were used in the study, there were only 7(35%) male parents who responded. 2(8%) of them degree holders and the remaining 5(75%) of the males had Diploma level in education. All the remaining female parents had either degree or diploma certificate. Parents who had higher qualification in education were found to be well placed in terms of employment, caring for their individual learners' needs as they consistently chose quality learning centers with relevant resources for learners' activities. They also competently checked up on their children's school attendance and quality follow-up for their adequate learning. Hence, the children under their care were lively, active and competent in class

activities and school attendance as compared to their counterparts from either unemployed parents or low level of education.

Objective 1: Examine the relationship between parental literacy level and enrolment of physically challenged preschool children in Langata District.

4.2 Mode of Instructions and enrolment of physically challenged children

4.2.1 Distribution in Enrolment of Learners with Physical Disability across Gender

Examining the number of learners' with physical disability enrolled in preschools and the rate at which the classrooms were organized in terms of availability of resources and special facilities is also a center of focus to the study as this influenced learners enrolment in preschool learning. This was analyzed as indicated in table 2.

Table 4.2: Distribution of Learners' Per Class

No of learners	Boys		Girls		Physically challenged			
	Boys	%	Girls	%	Boys	girls	total	%
Baby class :	148	25	129	24	17	9	26	41
Nursery :	215	37	192	36	4	8	13	21
Pre - Unit :	210	37	212	40	13	11	24	38
Totals	573	52	533	48	34	28	63	100

Source: Survey Data, 2014

From the findings, boys were 573(52%) and girls 533(48%). Enrolment of learners was noted to consistently increase with age as most of the learners' progressed to formal school. This was linked to MoEST's (2012) policy requirement for all children to access basic learning in preschool before transiting to class one. There was no doubt therefore that physically challenged learners were denied opportunity to be enrolled in preschool for learning activities depending on the low enrolment of physically challenged learners limiting enrolment for all learners irrespective of their needs and difficulties.

4.2.2 Measures put in place to guide school attendance among physically challenged learners

Out of the 15 preschools observed, 8(51%) had pictures, while 5 (34%) had colors with only 2(8%) having growing plants, and only 1(7%) of the preschools having charts for learners to use during science learning. Evidently, lack of learning resources within preschools was a serious hindrance to choice

of DL activities and a serious impediment to learners' participation in science activities.

Table 4.3: Mode of enrolment for learners with physical disability

Mode of Learners Enrolment	Freq	(%)
Calling daily attendance register	21	80
Calling parents	5	18
Total	26	100

Source: Survey Data, 2014

Out of the 15 preschools observed, 11(80%) indicated use of registers, while 7(19%) indicated calling for parents to discuss need for daily attendance. Involving parents in their learner's school through training, guidance and counseling.

4.2.3 Mode of Instructions and enrolment of physically challenged children

Table 4.4: Mode of Instructions Preferred for effective enrolment of physically challenged children

Instructional methods	Freq	(%)
Took account of learners	17	37
Appropriate content and learners abilities	27	58.7
Learner centered instructions	33	71.7
Preparation of special materials	15	33
Motivating learning activities	19	41
Relevant learning styles	14	30.4
Learning resources well put into use	17	37

Source: Survey Data, 2014

The study identified that teaching methods that limit individual LP were the most preferred when compared to learner centered instructional methods such as observation, experimentation, explanation, inferring and classification. Demonstration was the most preferred 23(42%) followed by question and answer indicated by 17(31%) and recitation represented by 15(27%). Such instructional methods are noted to exposed learners to a lot of passive learning, boredom and impeded effective knowledge and skill acquisition in science. The study noted that if parents can be knowledgeable on what activities their children are exposed to, rate of enrolment of physically challenged learners can be improved.

4.3 Parental literacy and involvement of learners with physical disability

On effect of parental involvement on enrolment of physically challenged learners, 28(60%) of the respondents held that parental illiteracy affects learners enrolment and attendance, 30(65.2%) indicated physical incapability, 18(39.1%) gave learners experience to learning activities, 14(30.4%) learners preference to learning activities, 21(45.7%) indicated cultural influence while 29(63%) identifying social economic influence and lastly 13(28.3%) pointing out physical learning facilities as the major influence of enrolling children physically challenged as shown in table 5.

Objective 2: To find out the effect of parental awareness on physical facilities and enrolment of physically challenged preschool children in Langata District.

Table 4.5: Influence of parental involvement on learners' enrolment

Effects	Frequency	Percentage
Parental illiteracy	28	60.9
Physical incapability to access learning	30	65.2
Learning preference to learning activities	18	39.1
Social cultural influence	14	30.4
Social economic influence	21	45.7
Physical learning facilities	29	63

Source: Survey Data, 2014

The study found out that in general, parental illiteracy 28(60.9%), physical incapability to access learning, 29(63%) and social economic influences,

29(63%) seem to highly influence parental involvement on enrolment of physically challenged learners which contradict the Kamunge Report (1988) which reported need for increase in learners enrolment from preliminary years.

4.3.1 Teachers' qualification and access to preschool by physically disabled learners

The analysis noted that recruiting of preschool teachers majorly, depends on choice of directors of education 15(57.7%), followed by control of educating offices, 16(61.5%) and lastly head teachers 2(7.6%) depending on the need. Only 2(7.6%) teachers were employed by TSC as P1. The implication was that terms of employment in preschool is based on temporary terms. These influenced learners' enrolment and follow up of access and school attendance for children with physical disability. Improvement on terms of employment by teachers gives an indication that teachers will be relaxed and able to follow up learners adequately.

In addition, teachers indicated that criteria for their appointment was adequately based on academic qualification 22(84.6%), gender 5(19%) and experience 17(65%). This implies that preschoolers are taken care of by qualified trained staff and well experienced that if well taken care of based on terms of job appointment and can improve high rate of enrolment for physically challenged learners.

Further the analysis presented in table 5 shows that teachers who were able to take care of learners adequately, appropriately choose contents as per learners abilities, able to stimulate, motivate learners to be fully involved in their activities and choose relevant learning resources. Well arranged to encourage

learners' interest in school attendance, however few teachers were able to prepare appropriately for special activities to support learners' interest. The level of collection and preparation for special activities influences the number of children to be enrolled in preschool and sustained to reduce rate of absenteeism of learners with physical disability in preschool centres.

4.3.2 Measures taken in preschool classroom in order to effect parental involvement for physically challenged learners

Upon being asked to give suggestions on ways of ensuring that enrolment rate are improved in Langata District. The responses were indicated as given in table 6:

Table 4.6: Measures taken in preschool classroom in order to effect parental involvement for physically challenged learners

Measures	Frequency	Percentage
Appreciating learners effort	27	58.7
Assisting through remedial	9	19.6
Daily class register	23	50
Ensuring hygiene and health issues	14	30.4
Feeding programme	29	63.0
Friendly classroom	14	30.4
Special learning materials	12	26.1
Inclusive learning	26	56.5

Survey study 2014

Analysis shown by the table indicated 27(58.9%) supported appreciating learners effort, 9(19.6%) indicated need for remedial activities, 23(50%) checking on class daily registers, 14(30.4%) pointed out ensuring hygiene and health issues. 29(63%) of the respondents suggested feeding programs as a means of ensuring learners are more enrolled and retained, 14(30.4%) suggested need for adequate special learning materials while 26(56.5%) supporting inclusive learning for all children irrespective of their needs. This scenario shows that most learners are enrolled into a preschool offering feeding programme, learners are appreciated and fully cared for in an inclusive environment.

Additional results show that relevant care and support for learning exerted positive effects on the perceived enrolment rates. This was supported to help

building learners self esteem, enhancing learners' sensory activities, motivating learners' effort minimizing learners' movement during learning.

4.4 Parental awareness and involvement in physical preschool education

Parental involvement in almost any form produces measurable gains in learners' enrolment. According to table 4, parents indicated reasons influencing their involvement as shown in table 7.

Table 4.7: Factors influencing parents' involvement and enrolment in preschool

Factors	Frequency	Percentage
School structure	63	15
Security	15	75
Quality learning atmosphere	19	95
Feeding programme	17	85

Survey study, 2014

The analysis revealed that 30(15%) of the parents choose a school for their children based on the structures available, 15(75%) considered security as an important aspect when looking for a preschool, 19(95%) looked for quality learning atmosphere while 17(85%) choose their preschools offering feeding programs. The analysis implied that majority of parents' values preschools offering quality atmosphere for learning and feeding programme.

Further additional analysis show that parental involvement on their physically challenged learners exerted positive effects on rate of enrolment and retention

rate. It helps to improve quality learning atmosphere support in collection of learning materials and ensuring effective use to improve learning.

Objective 3: To investigate the impact of parental social economic status and enrolment of physically challenged preschool children in Langata District.

4.4.1 Effect of socio-economic background

Table 4.8: Socio economic factors affecting enrolment of physically challenged learner's

Effect	Frequency	Percentage
Financial status	13	65
Family living conditions	15	75
Desire for personal development	11	55

Survey study 2014

The study noted that majority of the parents 15(75%) were affected by the living conditions and family demands. 13(65%) were of the perception that family income affected their need to be involved in their learners enrolment while 11(55%) were of the desire to help their children improve their future status, irrespective of their needs and difficulties. This implies that family income level, living status influenced. Learners' enrolment and affordability of learning programme for their physically challenged learners. This further implies that every family is faced by financial constraints.

Objective 4: To determine the effect of parental cultural beliefs and enrolment of physically challenged preschool children in Langata District.

4.5 Socio-cultural background and enrolment

In the process of socialization, parents and caregivers teach their children how to become acceptable members of the society. They teach clear ideas about the means and ends of child rearing (Owen, 2004). Information on effects of culture was studied and analyzed as shown in table 9.

Table 4.9: Socio-cultural background and enrolment

Socio cultural effects	Frequency	Percentage
Attitude	17	85
Gender bias and support	12	60
Family set up	08	40
Wife inheritance	03	15
Feeding habits	07	35
Childcare and support	16	80

Survey study 2014

Different cultures have different demands and control of their children care and support. From table 6, it is apparent that a considerable proportion of parents 17(85%) were affected by their ethnic background on their teachings and care for the physically challenged learners. Child care and support was indicated as one of the effects affecting what to be given to children by 16(80%) gender bias and enrolment 12(60%), family set up 8(40%), wife

inheritance 3(15%) while effect on feeding habits and nutrition for children shown by 7(35%). The parents shouldered the provision of their support on their preschoolers learning on their culture because each one of them has a tie with their origin. Therefore, family socio-cultural background is paramount in the parental involvement in enrolment and learning process. Family cultural background may be efficiently utilized to positively affect enrolment if their teachers welcome parents to school regularly to discuss issues affecting their children. This will enable the physically challenged learners to access quality preschool learning which in turn will lead to socio-economic development in future.

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER INVESTIGATIONS

5.0 Introduction

This chapter presents summary of the findings, conclusions recommendations, and suggestions for further study.

5.1 Summary of Findings

From the research findings, it was apparent that preschool teachers had maximum level of qualifications (degree and diploma). However public preschools were found to strictly employ teachers of better grades certificate, holders and above. There was a strong correlation between teacher's knowledge and skills and choice of activities for the disabled preschoolers, consequently improving on care for the enrolled learners with physical disability in preschool. This is because quality of knowledge is influential in the way teachers presented learning activities, the way they chose learning resources and classroom organization to motivate learning for all. On the other hand, study noted gender imbalance with majority 20(76.9%) of teachers being female, this reinforced stereotyping the preschool learning as a feminine duty regarded for motherly care assuming the role of learning performance. This was attributed to lack of awareness on need for both gender (male and female) to provide competitive care and learning support for the physically challenged learners. Besides, the dire need to put on board men in preschool issues is critical for personality growth and development of both the boy and girl child.

Objective 1: Examine the relationship between parental literacy level and enrolment of physically challenged preschool children in Langata District.

Parents who had higher qualification in education were found to be well placed in terms of employment, caring for their individual learners' needs as they consistently chose quality-learning centers with relevant resources for learners' activities. They also competently checked up on their children's school attendance and quality follow-up for their adequate learning. Enrolment of learners was noted to consistently reducing and minimal within public preschool. There was no doubt therefore that physically challenged learners were denied opportunity to be enrolled in preschool for learning activities depending on the low enrolment of physically challenged learners limiting enrolment for all learners irrespective of their needs and difficulties.

Objective 2: To find out the effect of parental awareness on physical facilities and enrolment of physically challenged preschool children in Langata District.

Well arranged classrooms encourage learners' interest in school attendance. However few teachers were able to prepare appropriately for special activities to support learners' interest. The level of collection and preparation for special activities influences the number of children to be enrolled in preschool and sustained to reduce rate of support, appreciating learners' effort. Feeding programs is a means of ensuring learners are more enrolled and retained.

Additional results showed that relevant care and support for learning exerted positive effects on the perceived enrolment rates. This was noted to help building learners self esteem, enhancing learners' sensory activities, motivating learners' effort minimizing learners' movement during learning.

Additional analysis showed that parental involvement on their physically challenged learners exerted positive effects on rate of enrolment and retention rate. It helps to improve quality learning atmosphere support in collection of learning materials and ensuring effective use to improve learning.

Objective 3: To investigate the impact of parental social economic status and enrolment of physically challenged preschool children in Langata District.

The study noted that parents were affected by the living conditions and family demands. The family income affected parent's need to be involved in their learners' enrolment and desire to help their children improve their future status, irrespective of their needs and difficulties. This implies that family income level, living status influenced. Learners' enrolment and affordability of learning programme for their physically challenged learners. This further implies that every family is faced by financial constraints. This implies that family income level, living status influenced. Learners' enrolment and affordability of learning programme influenced physically challenged learners enrolment.

Objective 4: To determine the effect of parental cultural beliefs and enrolment of physically challenged preschool children in Langata District.

Different cultures have different demands and control of their children care and support. It was apparent that a considerable proportion of parents were affected by their ethnic background on their teachings and care for the physically challenged learners. Child care and support was indicated as one of

the effects affecting what to be given to children, gender bias, enrolment, family set up and wife inheritance. The parents shouldered the provision of their support on their preschoolers learning on their culture because each one of them has a tie with their origin. Therefore, family socio-cultural background is paramount in the parental involvement in enrolment and learning process. Family cultural background may be efficiently utilized to positively affect enrolment if their teachers welcome of parents to school regularly to discuss issues affecting children enabling the physically challenged learners to access quality preschool learning which in turn will lead to improved socio-economic.

5.2 Conclusion

Physically challenged preschoolers under parents care were lively, active and competent in class activities and school attendance as compared to their counterparts from either unemployed parents or low level of education.

Inadequate assessment of preschools by the administration on teachers' preparation, collection, presentation and evaluation processes affected instructional pattern and commitment in maintaining enrolled physically challenged learners in class, thereby improving access and discouraging absenteeism.

Further, supporting inclusive learning for all children irrespective of their needs shows that preschool offering feeding programme fully care for in an inclusive environment for physically challenged learners. Parental involvement in almost any form produces measurable gains in learners' enrolment. Security for physically disabled preschool learners was seen as an

important aspect when looking for a preschool. The study indicated that majority of parents valued preschools offering quality atmosphere for learning and feeding programme as this was indicated by the level of income.

Family socio-cultural background is paramount in the parental involvement in enrolment and learning process. Positive social orientation and an obedient disposition were highly valued among parents. Parents tend to use words to praise their children that emphasized obedience and support for learning.

5.3 Recommendations

Parental involvement, in almost any form, produces measurable gains in student achievement. The concept of parental involvement with the physically challenged learners is a vital one and can produce great rewards for improved enrolment. This calls for adequate level of commitment to parental support. What children eat has a far reaching effect on preschooler's physical growth and development. It is important that the preschools and families ensure children's diets provide the nutrients they need. The other element needed is a level of parental activity and financial participation, such as doing something that is observable. This combination of level of commitment and active participation is what makes an involved parent. Encouraging the physically disabled learners, being empathetic, reassuring, and understanding improves enrolment and access to learning facilities.

5.4 Suggestions for Further Research

The research focused on only four variables the effect on physically challenged learners' enrolment. This does not mean that the four are the only predictors of effective learners' enrolment. Further research can be carried out

to establish other possible effects and to determine the extent of such contributions on enrolment of physically challenged learners in preschool.

1. There is need for further research that will focus on the effectiveness of learning atmosphere for effective learning among physically challenged learners. This is because the study assumed that school learning atmosphere affect learners' enrolment.
2. There is need to investigate effectiveness of learning resources for physically challenged preschoolers.
3. Investigate the links between parents and teachers to effect high rate of enrolment from preschool level.

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APPENDICES

Appendix I: Teachers Questionnaire

Dear respondent,

The study seeks to investigate the impact of parental involvement on enrolment of physically challenged preschool children in Langata district, Nairobi County. Parental involvement on enrolment of physically challenged preschool children in Langata district, Nairobi County is falling or not convincing. This is in spite of the fact that the country highlights the goals of every learning area in both the lives of young learners and the country as a nation on learners' access, given the significance of the topic enhancing access of disabled preschoolers within classrooms. I consider you to be an important part of the study. In this regard, I would be very grateful if you could spare your time to provide information relating to the questions that follow.

Your responses will be treated in confidence. Thank you in advance.

Background Information

Zone	Qualification
Gender of teacher	Type of pre school
No of teachers: Male Female	Post in the school
NO of classes	Qualification in ECE
Number of preschoolers	[a] girls ____ [b]boys _____
Number of physically challenged preschoolers	[a] girls ____ [b]boys _____

Learners’ admission

1. What criteria are used to guide admission of preschoolers into the preschool?
2. What measures are in place to control school attendance among preschoolers?
3. State four typical issues that affects learners daily attendance

	Yes	No
Parental illiteracy		
Physical incapability to access learning		
Learner’s preference to learning activities		
Social cultural influence		
Social economic influences		
Physical learning facilities		

(b) If any other, indicate

4. Give how such factors influences learners’ enrolment to preschool learning
.....

Teachers’ quality

5. Who appoints teachers?
6. What criteria are used to guide appointment of teachers into the preschool?
.....
7. What is the minimum academic qualification of the current staff?
.....

8. How often does the school staff meet with parents to discuss issues arising in preschool?

9. Identify activities likely to be used with physically challenged preschooler

Teaching methods	Yes	No	Teaching methods	Yes	No
Presentations			Story telling		
Manipulation			Note taking		
Observation			Discussing		
Discriminating sounds			Meditating		
Picture reading			Describing the process		
Manipulating			Inferring		
Demonstrating			Giving facts		

10. Give relevance for the choice of such activities

11. How often is remedial work planned to help learners in need?

12. What measures are put in place to ensure that pupils with physical problems are contained and their needs are taken for within the preschool?

Administrative roles

13. Are you comfortable with the administrative activities used for enrolling the physically challenged preschoolers?

Yes [] No []

(b) Explain your answer

14. How would you rate the adequacy of services provided for the physically challenged preschoolers?

Parental awareness on learning resources

15. Highlight sources of such motivation and learning resources for physically challenged preschoolers

	Yes	No
Tokens and reinforcement materials		
Classroom teaching materials		
Special instructional materials		
classroom real objects		
School trips		

16. Indicate the role of such activities in enrolment and maintenance of physically challenged preschoolers and learning

.....

Parental socio economic status

17. Give some important reasons influencing parental choice of preschool for their physically challenged learners.....

18. Identify at least three effects of parental involvement on enrolment and provision of resources for their physically challenged learners.

.....

.....

.....

19. Who are other stakeholders working with preschools to encourage enrolment of physically challenged learners?

.....

20. Identify the role of these stakeholders on enrolment of physically challenged learners?

Government

School

Teachers

Parents

Community

Any other

21. What advice can you give to parents to improve on effective enrolment of physically challenged learners?

.....

.....

22. What is the effect of parental cultural beliefs on choice of desired standards and enrolment of the physically challenged from preschoolers?

.....

.....

Appendix II: Parents Questionnaire

Dear respondent,

The study seeks to investigate the impact of disability on access to ECE in Langata District, Nairobi County. The study is based on the fact that the impact of disability on access to ECE in Langata District, Nairobi County is falling or not convincing. This is in spite of the fact that the country highlights the goals of every learning area in both the lives of young learners and the country as a nation on learners' access, given the significance of the topic enhancing access of disabled preschoolers within classrooms. I consider you to be an important part of the study. In this regard, I would be very grateful if you could spare your time to provide information relating to the questions that follow.

Your responses will be treated in confidence. Thank you in advance.

Background Information

Age	Education level
Gender of the parent	Type of pre school
No of children in the family	No of child's birth in the family
Type of employment	Marital status
No of own children in the same school	
[a] girls _____	[b] boys _____

Signs of disability

1. Identify kinds of disability you identify in your children.

Category of disability	Yes	No	Solution you provided
Visually impaired			
Physical disabilities			
Hearing impaired			
Mentally challenged			
Visually impaired			
Dumb,			
Lame,			
Cerebral palsy			

Part 2: Perception of Parents

2. Indicate your role as a parent in development of your child

	Yes	No		Yes	No
Feeding			Housing		
Protection			Education		
Playing			Health Care		

(b) Any other, specify

3. State influence of your role in access to preschool as a parent

.....

4. Identify important reasons for your choice for the particular preschool for your child.

	Yes	No		Yes	No
Preschool Environment			Special Facilities		
Feeding Program			Transport Program		
Distance			Easily Accessible		
Education Standard			Identifying		
School Structures			Administrative Gesture		
Teachers qualification			Learning Resources		
Relationship with a staff			Fee Payment		
Any other, specify?			Preschool Allocation		

(b) Give reasons for your choices

5. Identify effects of chosen activities on learners' competence.

.....

6. Indicate what you perceive as the most appropriate benefit of special preschool for your disabled learner.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Special Learning Resources				
Practical Activities				
Teacher - Learner Cooperation				
Useful Varied Learning Areas				
Teachers Attitude				
Teachers Qualification				
Adequate Preparation For Learning				

(b) Give reasons for your support

.....

7. Indicate your role as a parent

	Yes	No
<i>Providing for your child's needs</i>		
<i>Directing right education for your child</i>		
<i>Collecting/developing learning materials for learning</i>		
<i>Involving the child in conducive learning atmosphere</i>		
<i>Participating in developing right special program</i>		

(b) Any other (specify)

8. How often do you visit your child's preschool to discuss issues that affects him or her?

.....

9. Indicate three most commonly measures you institute to ensure that your learner is fully committed to preschool learning activities

.....
.....

10. Does your community have influence on enrolling the physically impaired learners?

.....

(b) If yes, how do the preschool ensure there is improved parental role and supply of adequate learning materials?

.....

Appendix III: Observation Check List

A) Background Information

Zone	Preschool
Class	Type of pre school
Subject	Topic
Gender of teacher	Time
Number of preschoolers [a] girls_____ [b]boys_____	
Number of the physically disabled [a] girls_____ [b]boys_____	

B) Teachers preparation

1. a little, 2 adequate, 3 a great deal

Plan	Teacher's Activities	1	2	3
1	Took into account learners needs, interest skills and experience			
2	Appropriate and realistic content and learners abilities			
3	Learner centered instructional methods used			
4	Appropriate preparation of special materials for learners			
5	Incorporates learners experiences from known to unknown			
6	Stimulating and motivating learners participation			
7	Relevant Choice of instructional methods			
8	Learners learning styles well taken care of			
9	Teacher participation towards individual learner's needs			
10	Learners participation during learning activities			
13	Each learning resource was well put into use			

2. Identify care given for to specific disabled individuals learners during instruction.

.....

3. Indicate the teacher child relationship in the course of teaching

Very good [4]

Good [3]

Poor [2]

Very good (1)

G) Facilities provided for the disabled learner in the preschool

Category of disability	Facilities and learning resources for disabled
Visually impaired	
Physical disabilities	
Hearing impaired	
Mentally challenged	
Communication	
Visually impaired	
Dumb	
Lame	
Gifted	
Multiply handicapped,	
Gifted children	