

**INFLUENCE OF PARENTAL CHARACTERISTICS ON PRE-SCHOOL
CHILDREN'S MORAL DEVELOPMENT IN NAIROBI COUNTY, KENYA**

JACQUILINE WANJA KIARE

**A Research Project Submitted in Partial Fulfillment of the Requirement for the
Award of Master of Education Degree in Early Childhood Education in the
Department of Educational Communication and Technology**

University of Nairobi

2015

DECLARATION

This is my original work and has not been previously, in its entirety or in part, been presented to any other university or anywhere else for academic purpose. All references cited in the text have been duly acknowledged.

Signature..... **Date**.....

Jacqueline Wanja Kiare

E57/65827/2013

This research project has been submitted for examination to the department of educational communication and Technology with my approval as university supervisor:

Signature..... **Date**.....

Timothy Maonga

Lecturer

Department of Educational Communication and Technology

University of Nairobi

DEDICATION

To my family and friend who constantly supported me throughout this study.

ACKNOWLEDGMENT

First and foremost, all thanksgiving and glory goes to the Almighty GOD for providing me with good health and support to make this study possible. I also like to greatly acknowledge my supervisor Dr. Timothy Maonga his tireless and continues support and guidance throughout my study, God bless you. Much gratitude to my family for their tireless necessary support and to all who contributed to the success of my work.

ABSTRACT

The main purpose of this study was to assess the influence of parental characteristics on Pre-school children's moral development in Nairobi County, Kenya. How does parents' age influence pre-school children's moral development? What is the influence of parents' socio-economic status on pre-school children's moral development? How do parents' educational level influences pre-school children's moral development? And what is the influence of parents' family structure on pre-school children's moral development. The study employed a correlation research design consisting of all (15) pre-schools in the area under study, their administrators, teachers and parents. A sample of sixty (60) parents was obtained. Data was collected through Semi-structured questionnaires for the parents. Observation guides were used to complement questionnaires. Data was collected to answer questions in the four thematic areas; Parents' age and pre-school children's moral development, parents' socio-economic status and pre-school children's moral development, parents' educational level and pre-school children's moral development and parents' family structure on pre-school children's moral development. Data was analyzed using both descriptive statistics and narrative techniques. From the analysis, the study revealed that parents' socio-economic status influenced pre-school children's moral development to a very great extent. This was followed by parents' level of education, age and family structure which also influenced children's moral development to some extent. The study recommended that bearing in mind the importance of parents' role in ensuring their children's morals, parents and the entire schools' stakeholders also have a role to play in the promotion of children's moral uprightness. It was also recommended that parents should keep track of their children's movement as well as behaviour and correct immediately where necessary despite of the differences in their age bracket.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGMENT.....	iv
ABSTRACT.....	v
LIST OF TABLES	x
LIST OF FIGURES	xi

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study	6
1.4 Research Objectives.....	6
1.5 Research Questions.....	7
1.6 Significance of the Study	7
1.7 Limitations of the Study.....	8
1.8 Delimitation of the Study	8
1.9 Basic Assumptions of the Study	9
1.10 Definition of Operational Terms.....	9
1.11 Organization of the Study	10

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	11
2.1.1 Parents' Age and Pre-school Children's Moral Development.....	11
2.1.2 Parents' Social Economic Status and Pre-school Children's Moral Development	13
2.1.3 Parents' Educational Level and Pre-school Children's Moral Development	15
2.1.4 Influence of Parents' Family Structure and Pre-school Children's Moral Development	16
2.2 Theoretical Framework.....	18
2.3 Conceptual Framework.....	22
2.4 Summary	23

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction.....	24
3.2 Research Design.....	24
3.3 Target Population.....	24
3.4 Sample and Sampling Procedures.....	25
3.5 Research Instruments	26
3.5.1 Validity	26
3.5.2 Reliability.....	27

3.6 Data Collection Procedure	27
3.7 Data Analysis	28

CHAPTER FOUR

RESULTS AND DISCUSSION OF THE FINDINGS

4.1 Introduction.....	29
4.2 Results.....	29
4.4 Discussion of the Findings.....	40
4.4.1 Parents' Age and Pre-school Children's Moral Development.....	41
4.4.2 Socio-Economic Status and Pre-school Children's Moral Development	41
4.4.3 Parents' Educational Level and Pre-school Children's Moral Development	42
4.4.4 Parents' Family Structure on Pre-school Children's Moral Development	43

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	44
5.2 Summary	44
5.3 Conclusions.....	45
5.4 Recommendations.....	46
5.4.1 Recommendations for further Study(s).....	48

REFERENCES.....	49
APPENDICES	51
Appendix I: Semi-structured Questionnaire for Parents.....	51
Appendix II: Observation Guide for Children	56

LIST OF TABLES

Table 2.1: Levels and Stages of Moral Development	21
Table 3.1: Sample size of the study	25

LIST OF FIGURES

Figure 2.1: Influence of parental characteristics on pre-school children’s moral development	22
Figure 4.1: Distribution of Parents’ respondents on whether Parents’ Age can Influence Children’s Moral Development	30
Figure 4.2: Distribution of Responses on the Influence of Parents’ Age on Children’s Moral Development	31
Figure 4.3: Distribution of the Extent to which Parents’ Age can Influence Children’s Moral Development	32
Figure 4.4: Distribution of Parents’ responses on whether Parents’ Socio-economic Level Influences Children’s Moral Development.....	33
Figure 4.5: Distribution of Responses on the Influence of Parents’ Social Economic Status on Children’s’ moral development.....	34
Figure 4.6: Distribution of Parents’ responses on the Extent to which Parents’ Socio-economic Level Influences Children’s Moral Development	35
Figure 4.7: Distribution of responses on the Influence of parents’ Level of Education on children’s’ Moral Development.....	36
Figure 4.8: Distribution of responses on the Extent to which Parents Level of Education Affects Pre-school Children’s Moral Development	37

Figure 4.9: Distribution of responses on whether Family Structure Affects Children's Moral Development	38
Figure 4.10: Distribution of Responses on the Influence of Family Structure on children's Moral Development.....	39
Figure 4.11: Distribution of responses on the Extent to which Parents' Family Structure Affects Pre-school Children's Moral Development.....	40

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Parents play a role in their children's moral development. Nowadays, good morals among children are almost equated to success in life. Parents are ready to sacrifice all that they have for the education of their children which encompasses good moral values (Kibaka, 2005). This shows that good morals will give an individual a good standing in the society which will offer a good life. Thus, they put immense pressure on their children to strive for good moral conducts.

Zhang and Carrasquillo (1995) observed that parental characteristics and the values they hold do play a key role in their children's moral development. According to a National report (2005) on parental role in U.S.A, attitudes and values expounded by parents teachers and friends were found to have a strong impact on children's moral development.

Soet (2005) indicated that parents for instance motivate their children through a number of ways which include positive and negative reinforcements through encouragement with words as well as talking, imparting their own ideas on values of right and wrong through guiding and counseling, punishing by taking away valuable items to show that an action done was not morally acceptable in the parents' eyes and society will never accept such actions.

Many psychologists such as Piaget (1967), Vigostyky (1958) and Kohlberg (1968) believed that early childhood education should promote physical, cognitive and moral development which develops social abilities. They observed that a child whose morals development is neglected may lag behind in mental, social, and even physical development as a result.

Smith and Billiter (1985) indicated that parents can promote moral development among children by helping the child understand people's feelings. According to Desforges and Abouchaar (2003), children's moral development can be enhanced when they are encouraged to think imaginatively and to use ideas and language that is socially acceptable.

Due to economic problems most societies are currently facing, children are deprived socially, psychologically and economically exposing them to neglect, abuse and exploitation of the highest order leading to moral degradation, children in an isolated community may be at higher risk of not achieving their potential, and second, low self-esteem, lack of respect for their peers, older people and lowered their moral development and hence lack of moral values (Bull, Helge, DeYoung & Elliot, 1992).

Kohlber (1968) states that at an early age children understand morality based on rules and self gratification a child uses the rules as the best way to promote inter-personal relationships for a healthy community.

There are many parental factors that affect the moral development of children. This may include but may not be limited to; parents socio-economic status, level of education, age, family structure among others (Sifuna, 2005).

The family structure is one of the influential factors that affect the child's moral development. Different families have different moral patterns which bring a sense of respect and acceptance in their interaction with the parents, siblings, relatives and neighbours.

This shows that a nurturing figure like a parent affects the child's moral development and eventually does a child have a sense of moral 'uprightness' when separated from the nurturing figure in the family and is he/she ready for a group situation that may need his moral judgment of right and wrong in a school set up.

According to Brooks & Goldstein (2001), most parents were of the opinion that it is much more difficult today to raise children to be "good people" than it was twenty years ago. This is because many changes have taken place and which have influenced the methods and techniques of raising children. Behaviour among children in schools has been blamed on the moral decadence and decline in values in the society as well as lack of proper parenting skills (Durkheim, 1961).

Parent's social economic status plays a pivotal role on pre-school children's moral development. According to Song and Hattie (1984), the network of social economic status, family's level of encouragement, expectations, and educational activities at homes affect children's moral development. They also observed Social-economic groups from different families have created a difference in the moral development environments. This indicates that the better off the family, the more comfortable they are and the more the emphasis on their moral values.

The parental age is also one of the influential factors on children's moral development. Bodenhausen (2006) observes that the more advanced in age a parents is the higher they are experienced hence are capable of imputing good morals to their children. Children whose parents are advanced in age tend to behave well and are morally upright.

The education level of parents plays a significant role in child's moral development. Parents who are highly educated are believed to be more responsible and are always willing to assist their children in selecting values which are important for their moral development.

Sifuna (2005) while discussing the government policy on discipline noted that the topic of moral development and how values are passed on is pushed from one party to another. Parents believe it is a teachers' responsibility to nature their children's moral values while teachers believe the parents have a responsibility to development children's moral values. At school the teacher would use a 'cain' which some parents would not appreciate while others find it as a better way to get children's morals in place. At this point the government gives strict rules of how children should be disciplined which makes the teacher take a back seat and pushes disciplinary measures to the parents.

Although teachers are bound by the government rules they are forced to find ways of dealing with moral issues while looking to the parents to instill moral values that can be polished in school. This leads to the thinking that parents should play a bigger role on children's moral development. This study examines the influence of parental

characteristics on Pre-school children's moral development in Nairobi County, Kenya.

1.2 Statement of the Problem

Individual scholars have conducted studies on moral development and school indiscipline. Among these are Ayieko (1998), Solving moral problems in secondary schools who found that there was a significant relationship between family structure, peers and neighbourhood and children's moral development, Kibaka (2005) investigated influence of head teachers administrative task on pupils' moral development where the study revealed that increased child support may improve the morals of elementary school-age children even more than income from other sources. The study further revealed that while overall family income appears to affect levels of cognitive stimulation available in children's homes, child support does have larger influences than other sources of income and Ferguson (1991) on discipline problems affecting secondary schools. The results from the analysis showed that the percentage of children on free or reduced lunch was negatively correlated with mathematics and reading achievement at a high significance and the percentage of parents with post high school education was positively correlated with mathematics and reading achievement at a high significance level of percentage. According to the study, it was concluded that learner's family socio-economic status measured by student participation in free or reduced lunch does have a negative impact on pupils' achievement. However, none of these investigations have however studied the parental characteristics on children's moral development. In addition, majority of these studies focused on secondary education. Hence differ in terms of their scope

and methodology. Therefore, this study will investigate the influences of parental characteristics on Pre-school children's moral development.

1.3 Purpose of the Study

The purpose of this study is to examine how parental characteristics affect Pre-school children's moral development. The characteristics that were focused on are age, educational level, economic status and family structure. Moral development aspects are obedience to rule to avoid punishment, self-gratification, inter-personal relationships and healthy community.

1.4 Research Objectives

The study was guided by the following research objectives:

1. To examine the influence of parents' age on pre-school children's moral development in Nairobi County.
2. To establish the influence of parents' education level on pre-school children's moral development in Nairobi County.
3. To determine the influence of parents' social economic status on pre-school children's moral development in Nairobi County.
4. To evaluate the influence of family structure on pre-school children's moral development in Nairobi County.

1.5 Research Questions

The study was guided by the following research questions:

1. What are the influences of parents' age on pre-school children's moral development in Nairobi County?
2. How does parents' education level influence pre-school children's moral development in Nairobi County?
3. What is the influence of parents' social economic status on pre-school children's moral development in Nairobi County?
4. How does the family structure influence pre-school children's moral development in Nairobi County?

1.6 Significance of the Study

The findings of this study may be crucial to the school administration in identifying what the parents can do to improve their children's moral development and give them an opportunity to take part in their children's moral values which are crucial to social responsibility. The findings were also be important to the education policy makers to understand the role parents can play to enhance moral development, thus involved them as stakeholders in school discipline.

The teachers themselves as the greatest beneficiaries of school morals may benefit in being made aware of their role and the part their contribution plays as moral constructs in early childhood education centers and as partners in moral solution, they also learned how important it is to be the role models at school to enhance positive behaviour moulding of children from the earliest stages of life. Others like religious,

political, sponsors and secular leaders, and those at different departments of the ministry of education benefited by additional information on causes of school children's moral development. The study will further act as a source of reference material for other researchers in the field of moral development; this led to the identification of ways of assisting those children who have moral dilemmas with proper requirements to help them develop right judgment while making choices in everyday life.

1.7 Limitations of the Study

According to Mills and Airasian (2009), a limitation is some aspect of the study that the researcher cannot control but believes may negatively influence results of the study. One of the limitation of this study is that its results of the study may be generalized to areas of parents with similar characteristics.

1.8 Delimitation of the Study

According to Orodho (2003), delimitation gives boundaries of the study. The study focuses on the parental characteristics that affect moral development in pre-school children. The factors that were considered include parents' age, education level, social economic status and family structure and the moral development aspect in Nairobi County.

1.9 Basic Assumptions of the Study

The study assumed that all education stakeholders interviewed were honest in their response to the questions asked on school moral development. Finally, the study assumed that all parents sampled in this study gave true and valid information in response to the researcher's questions.

1.0 Definition of Operational Terms

Influence: This is the capacity to have an effect on the character, development of behaviour of someone both positively and negatively.

Family Structure: This refers to the way the family is organized, the size of the family, combination of relatives that comprise a family. I.e single, extended and couple.

Moral Development: This refers to the gradual and progressive development of an individual's understanding grasping of the wrong and right principles.

Pre-school Children: This stands for young children aged between 3-5 years who are in the initial stage of education acquisition.

Parental Characteristics: This is a descriptive word related to responsibility of a parent in guiding and disciplining their child for the purpose of positive behaviour and outcomes.

Pre-school: This is a learning institution that caters for children who are in the initial stage of education acquisition.

Parents Age: This is the Chronological years of parents between 25-60 years old.

Parents Level of Education: These are the courses that a given person has undertaken through a particular period of life. I.e , Primary, College, University etc.

Socio-economic status: in this study it is used to refer to the social and economic position of an individual or a family in a given society, determined by factors such as education, occupation and income.

1.11 Organization of the Study

This study is organized into five chapters as follows:

Chapter one provides the background of the study and the statement of the problem, the research objectives, research questions that guided the study, and significance of the study, the scope and limitation of the study, operational definitions of the key terms and the organization of the study. Chapter two consists of the review of related literature discussing issues on the influence of parental characteristics on pre-school children's moral development. It will provide the theoretical, empirical reviews as well as the conceptual framework of the study. Chapter three describes the research design and methodology that will be used in the study. It provides the information on the research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability, administration of the instruments, data collections procedures and data analysis techniques. Chapter four discusses the research findings which have been organized according to the research objectives. The final chapter five is about the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with related literature on the influence of parental characteristics on Pre-school children's moral development in Nairobi County, Kenya. It includes: Parents' age and pre-school children's moral development, parents' socio-economic status and pre-school children's moral development, parents' educational level and pre-school children's moral development and parents' family structure on pre-school children's moral development. The chapter will also end with the theoretical framework and the conceptual framework.

2.1.1 Parents' Age and Pre-school Children's Moral Development

Parental age is one of the key factors that influence children's moral development. Hanushek (2010) observes that parents below 22 years old are less experienced and tend to be less influenceive than more experienced parents as a whole evidenced by the behavioural and moral development of their children. According to Clotfelter et al. (2007), parents' early-career experience has a clear payoff in their family responsibilities as well as role models to their children's moral values.

Bodenhausen (2006) observes that the more advanced in age a parents is the higher they are experienced hence are capable of imputing good morals to their children. Children whose parents are advanced in age tend to behave well and are morally upright.

Fisher (2011) carried out a study on the influences of teachers' lower and medium/old aged on students' moral behaviour among secondary schools in Kenya. It was found that teachers have different capabilities in imputing moral skills on pupils. The study also found that older teachers were more experienced and were statistically significant predictors of children's moral development. Although the study tried to bring out the issues as to how teachers' age as well as their experience affected pupils' moral behaviour, it failed to concentrate on the pertinent issues of how parents' characteristics affect pre-school children's moral development. In addition, the study was carried out among secondary school teachers and students. Hence, there is need for the current study to examine the underlying issues on the influences of parental characteristics on Pre-school children's moral development with specific reference to Nairobi County, Kenya.

Boyd et al. (2007) carried out a study on the influences of parental age on students' moral development in North Carolina. The study found that parents with fewer years of age are less experienced in real life situations and are more likely not capable of teaching their children the expected morals of the society. This study however was conducted in Chicago which is a developed county might not have similar findings to the current study since this study examined the influences of parental characteristics on Pre-school children's moral development in Nairobi County, Kenya.

2.1.2 Parents' Social Economic Status and Pre-school Children's Moral Development

Parent's social economic status plays a pivotal role on pre-school children's moral development. According to Song and Hattie (1984), the network of social economic status, family's level of encouragement, expectations, and educational activities at homes affect children's moral development. They also observed Social-economic groups from different families have created a difference in the moral development environments. This indicates that the better off the family, the more comfortable they are and the more the emphasis on their moral values. While the families that not economically well off, the children will tend to find ways to earn money which might not be morally upright.

Ferguson (1991) carried out a study to establish whether there exists any significant relationship between selected family demographic variables and student academic achievement as well as moral development in Carolina, USA. The results from the analysis showed that the percentage of children on free or reduced lunch was negatively correlated with mathematics and reading achievement at a high significance and the percentage of parents with post high school education was positively correlated with mathematics and reading achievement at a high significance level of percentage. According to the study, it was concluded that learner's family socio-economic status measured by student participation in free or reduced lunch does have a negative impact on pupils' achievement. On the other hand, there was a significant relationship between learner's socio-economic status and their moral development.

The study found that parents' socio-economic status was an important predictor of the children's moral development. However, such conclusions were made in Carolina USA but not in Kenya and particularly in Nairobi County where this study was carried out which raises concern as to whether there is a relationship between the parents social-economic status and the pre-school children's moral development. Moreover, the study addressed two student variables, namely the percentage of pupils that participated on free or reduced lunch program and percentage of pupils' parents with post high school level of education to measure the academic achievement as their moral development. While the mentioned variables were important indicators of family socio-economic status that influenced pupils' achievement, other variables undoubtedly contribute to children's moral development. Hence, there is need for this study to be carried out on the influences parental socio-economic status on pre-school children's moral development in Nairobi County in Kenya.

Knodel (1996) carried out a study on the influences of child support payments on moral developmental outcomes for elementary school age children. The study found that increased child support may improve the morals of elementary school-age children even more than income from other sources. The study further revealed that while overall family income appears to affect levels of cognitive stimulation available in children's homes, child support does have larger influences than other sources of income; Child support also improves young children's cognitive development even after controlling for family income and other socio-economic family-background characteristics; Young girls often experience academic difficulties when their parents separate; receipt of child support also has a positive influence on the academic

achievement of older children. Those who receive child support obtain significantly more schooling than those who do not receive support.

These findings suggested that increasing the financial contributions of absent fathers through improved child support enforcement or other interventions may be a particularly beneficial income support strategy for children in single mother families. Although the study looked into the impact of child support on academic performance, it failed to consider both parents' socio-economic status, level of education and their participation in child's school related activities.

2.1.3 Parents' Educational Level and Pre-school Children's Moral Development

Parental level of education plays a significant role in child's moral development. Parents who are highly educated are believed to be more responsible and are always willing to assist their children in selecting values which are important for their moral development. Schiller and Bryant (1998) urge that parents must model values which will benefit the moral development of their children. Parents with high level of education tend to be worthy exemplary figures that can be passed on to their children.

A study carried out by Chevalier, Harmon and Walker (2005) on the impact of parental income and education level on the schooling of their children addressed the intergeneration transmission of education. The study investigated the extent to which early school leaving may be due to variations in permanent income, parental education levels, and shocks to income at 16 years of age. The study revealed stronger influences of maternal level of education than paternal and stronger

influences on sons than daughters. The study also established that the education influences remain significant even when household income is included.

From the findings of the study, it is evident that the education of parents is important, more so, maternal level of education. The current study focused mainly on the influence of education level of both parents on pupils' academic achievement. The issue of parental level of education and children's moral development was not clearly dealt with. Hence, the current study seeks to fill this gap by examining the influences of parental level of education on pre-school children's moral development with reference to Nairobi County, Kenya.

2.1.4 Influence of Parents' Family Structure and Pre-school Children's Moral Development

The influence of the family structure on the child's moral development remains strong throughout the ages of 3-10 and continues into adolescence. This is due to the fact that the primary family influence is usually exerted by the parents although all family relationships influence the child's moral development (Sproufe, 1992). This shows that the family structure plays a significant role in the moral development of the foundation phase learner.

The family structure can make a positive difference on the moral development of children. It is known that parents' family structure has a profound impact on children's morals and behaviors. Richardson (1996) indicates that family structure and beliefs are a subset of a group of constructs that name, define, and describe the

morality and content of mental states that are thought to drive a child's actions and morality.

According to De Lange (1994), the family structure, as the antic reality, initiates the child into intricacies of his society in order to ensure that the cultural norms and values are instilled from an early stage. In addition, parents are the most influential agents in the child's moral development. This as according to Van den Aardweg (1990), parental attitudes and behavioral responses to right and wrong, good and evil, acceptable or unacceptable, set the tone and direction of the children's moral development.

Siblings, brothers and sisters for the child's first peers. Older siblings tend to serve as role models for young children. They also act as surrogate parents taking on parental responsibilities and contribute to their moral development. Van de Aardweg (1990) observes that in the family with more than one child, the sibling or siblings also play a role in the child's moral development whereby young children imitate the behaviour of older siblings.

Gonzales (1996) carried out a study on the influences of family structure, peer, and neighborhood on the moral development among 120 African American junior high school pupils. The study highlighted the importance of an ecological approach to the problem of moral dilemmas within the African-American community. It was found that there was a significant relationship between family structure, peers and neighbourhood and children's moral development. This study failed to adequately address how family structure on children's moral development. Thus, the current

study seeks to take a narrower perspective considering parental family structure on pre-school children's moral development in Nairobi County.

2.2 Theoretical Framework

This study employs Kohlberg's theory of moral development. This theory is very relevant to this study and shall therefore expound it to some detail in relation to the intended study.

Kohlberg (1968) developed moral development theory which describes the process through which people learn to discriminate right from wrong and to develop increasingly sophisticated appreciations of morality. He noted that moral development is a lifelong task which occurs in stages and is cumulative. He categorized the stages as pre-conventional, conventional and post conventional. In the pre conventional level, children's understanding of morality is based on obedience to rules and self-gratification. The rules are seen as fixed and absolute and obeying rules becomes the means to avoid punishment. Similarly children account for individual points of views and judge actions based on how they serve individual needs. Reciprocity is possible but only if it serves one's own interest. To this end, parents, schools and other learning institutions have rules and regulations to guide behaviours and conduct of children for the smooth operation of any learning activity. Children's adherence to school rules and regulations can be supported greatly by Life Skills Education that advocates for positive behaviour among learners.

During the conventional morality level, people are perceived to act morally because they believe that following the rules is the best way to promote good interpersonal relationships and a healthy community. For instance a conventional morally upright person believes that it is wrong to steal not just because he does not want to get punished but also because he does not want his friends or family to be harmed. This is in agreement with Fishbein and Ajzan (1975) in the theory of reasoned action who noted that an individual's intention to perform behaviour is a combination of his/her attitude towards performing the behaviour and the beliefs about what others think he/she should do.

The implication is that if other people perceive the act of a given behaviour as positive, then an individual shall be motivated to act, so as to meet the expectations of others and vice versa. This calls for cultivation of skills of decision making critical thinking among the learners in a school setting through proper teaching of Life Skills Education which helps schools to best promote a healthy relationship by adopting a participatory approach in the running of the institution. For example learners are assigned responsibilities and are involved in the general administration of the institution. Activities such as sports and games, group discussions that foster unity and friendship are also encouraged.

In the post conventional level, people's views of morality transcend what the rules or laws stipulate. Instead of just following rules without questioning, people determine what is moral based on a set of values or beliefs that they think are right, that is, the members of society agree upon the standards of rules that govern them. To this end the learners should be made aware of the constitutional provisions, their rights and

accordingly how to conduct themselves. Therefore, this theory is suitable to guide the intended study since it implicates that teaching children (3-5years) moral development in schools is an interactive educational methodology that not only focuses on transmitting knowledge but also helps the children to explore their attitudes, feelings, opinions and values thereby developing psychosocial competencies to face life challenges effectively. Table 2.1 shows levels and stages of moral development among children.

Table 2.1: Levels and Stages of Moral Development

Level 1: Pre-Conventional Morality		
Stage 1 (0-1 years)	Obedience or Punishment Orientation	This is the stage that all young children start at (and a few adults remain in). Rules are seen as being fixed and absolute. Obeying the rules is important because it means avoiding punishment.
Stage 2 (1-2 years)	Self-Interest Orientation	As children grow older, they begin to see that other people have their own goals and preferences and that often there is room for negotiation. Decisions are made based on the principle of "What's in it for me?" For example, an older child might reason: "If I do what mom or dad wants me to do, they will reward me. Therefore I will do it."
Level 2: Conventional Morality		
Stage 2 (2-3 years)	Social Conformity Orientation	By adolescence, most individuals have developed to this stage. There is a sense of what "good boys" and "nice girls" do and the emphasis is on living up to social expectations and norms because of how they impact day-to-day relationships.
Stage 4 (3-4 years)	Law and Order Orientation	By the time individuals reach adulthood, they usually consider society as a whole when making judgments. The focus is on maintaining law and order by following the rules, doing one's duty and respecting authority
Level 3: Post-Conventional Morality		

Source: Lawrence Kohlberg (1971)

2.3 Conceptual Framework

This section presents a conceptual framework on the influence of parental characteristics on pre-school children's moral development. The conceptual framework shows the relationship between independent variables (parents' age, parents' education level, parents' social economic status and family structure) and dependent variable (pre-school children's moral development).

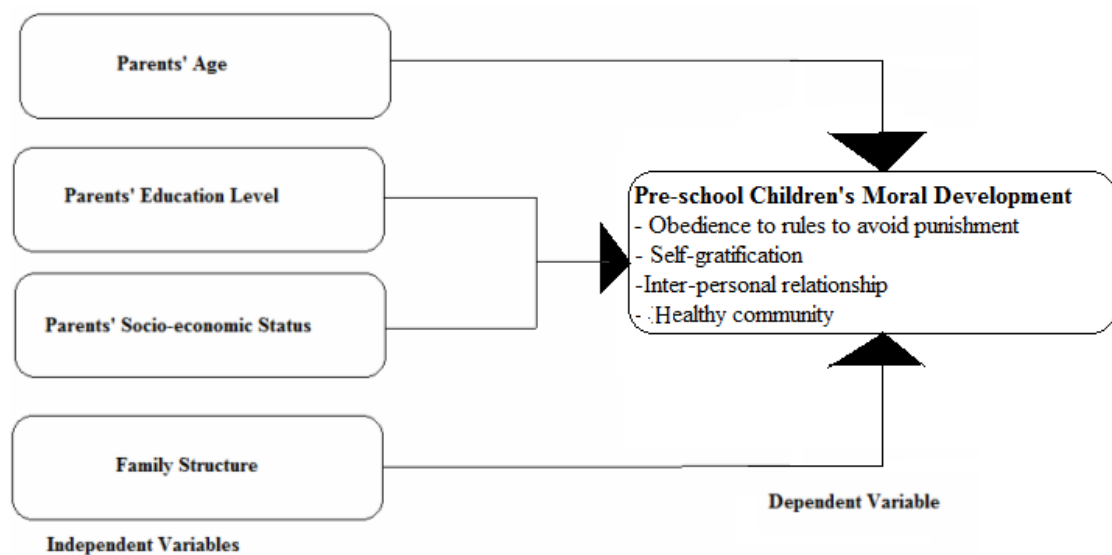


Figure 2.1: Influence of parental characteristics on pre-school children's moral development

As shown in figure 2.1, parents' age plays an influential role on pre-school children's moral development. Parents who are advanced in age and above are believed to have more experienced hence they are capable of imparting their children with moral values hence enhancing moral development as compared to parents with lower age who are less experienced. Parents' level of education is one of the influential factors in children's moral development. Parents who are highly educated seem to be more

experienced in terms of morals of the society hence can effectively nurture their children's moral development. Children from families whose parents are well off tend to be morally developed as compared to those from poor backgrounds. Parents, whose socio-economic status is stable, can buy anything that a child needs. Hence, enhancing the child's moral development. Finally, family structure for instance, children who come from extended families tend to learn from other families behaviour. They may also adopt the morals of the other families.

2.4 Summary

Based on the reviews research on the influences of parental characteristics on children's moral development, investigations of the interaction between parents and their children as well as the environment in family processes play a key role on children's moral development. The transitions and linkages between the family and other parental related factors are major settings influencing children's moral development. However, a lot of research has dealt with parental involvement and children's academic performance. In addition, these studies differ in terms of methodology and geographical scope. None of them has been carried out to examine the influences of parental characteristics on children's moral development. Thus, there is need for this study to examine the influences of parental characteristics on Pre-school children's moral development in Nairobi County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology that was used in this study. It consists of the research design, target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research Design

According to Kothari (2003), a research design is the conceptual structure within which research is conducted. It is the arrangement of conditions for collection and analysis of data in a way that aims to combine relevance to the research purpose. This study employed a correlational research design. According to Owen (2002), a correlational research design as a design that focuses on the dynamics present within two or more settings. The study applied this research design in establishing the influences of parental characteristics on Pre-school children's moral development in Nairobi County, Kenya. In addition, this design was chosen because it allowed a thorough, meticulous and systematic data collection on the research problem (Yin, 1994). It also gives a deep understanding of the issues, and allows data collection using in-depth interviews, questionnaires and document analysis.

3.3 Target Population

A target population provides a solid foundation from which data is collected (Gall *et al*, 2003). Busha and Harter (1980) stated that a population is any set of persons or objects that possesses at least one common characteristic. The target population for

this study consisted of one hundred (100) pre-schools, two hundred (200) pre-school children and two hundred (200) parents who have pre-school children in the county.

3.4 Sample and Sampling Procedures

Sample is a subgroup in a population which can be used as a representative of the population to derive inferences about the characteristics of that population (King'ori, 2004). According to Mulusa (1988), at least 30% of the total population is representative. The sample for this study included thirty (30) pre-schools, sixty (60) parents and sixty (60) pre-school children where two (2) children were involved from each of the sampled pre-school. Thus, there was a total of one hundred and twenty (N=120) respondents that took part in the study. Table 2 shows the sample size of the study.

Table 2: Sample size of the study

	Target Population	Sample (30%)
Parents	200	60
Pre-school Children	200	60
Total	400	120

3.5 Research Instruments

The study instruments included Semi-structured questionnaire for parents and observation guide for children (See appendices I and II respectively). Interview method on the other hand has its strength. It was used in this study since it generally yields highest cooperation and lowest refusal rates, offers high response quality and takes advantage of interviewer presence and its multi-method data collection that is it combines questioning, cross-examination, probing techniques (Owens, 2002). In addition, it is based on the main research objectives except the first section, which covers demographic characteristics of the respondents. Other sections are presented based on the research objectives. This method was expected to collect in-depth data from parents regarding the influence of parental characteristics on Pre-school children's moral development in Nairobi County, Kenya.

3.5.1 Validity

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. According to Mugenda and Mugenda (1999), validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. For validation to be achieved, the study conducted a pilot testing. The validation of the interview schedule was done through the following ways: the researcher requested research experts, professionals of education and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study. They were asked to read, judge, make recommendations and gave feed back to the researcher.

3.5.2 Reliability

According to Mugenda & Mugenda (1999), reliability is the ability of a research instrument to consistently measure characteristics of interest over time. It is the degree to which a research instrument yields consistent results or data after repeated trials (Nachmias, 1996). If a researcher administers a test to a subject twice and gets the same score on the second administration as the first test, then there is reliability of the instrument. The error may arise at the time of data collection and may be due to inaccuracy by the researcher or inaccuracy by the instrument. To establish the reliability of the research instruments, the researcher carried out a pilot test of the instruments using another similar group with the same characteristics as the one targeted in the study. The reliability of the parents' Semi-structured questionnaires was computed using split half method with the help of Statistical Package for Social Science (SPSS). If the value found falls within the accepted levels (0.05), the Semi-structured questionnaires were held reliable (George & Mallery, 2003).

3.6 Data Collection Procedure

Data collection is a process of gathering information from respondents or interviewees. This is done through the use of research instruments (Mugenda & Mugenda, 1999). The permission to carry out research was obtained from the Ministry of Education as required by the law. The management of the school was contacted with the aim of seeking permission to collect data and to explain the purpose of the study. Once this was done, the researcher used the observation guide to observe children and write the answers against their observation guide with the help of their class teachers. The researcher made personal follow up to ensure that all

the questionnaires are received back. The researcher made an appointment with the parents to schedule for an interview. The collected data was used for analysis.

3.7 Data Analysis

The collected data was analyzed using both quantitative and qualitative data analysis approaches with the help of a computer software; Statistical Package for Social Sciences (SPSS) version 22.0. Quantitative approach was descriptive, where simple frequencies and percentages were used. Data was presented in tables and figures. The data gathered the following areas: Parents' age and pre-school children's moral development, parents' socio-economic status and pre-school children's moral development, parents' educational level and pre-school children's moral development and parents' family structure on pre-school children's moral development. Qualitative data analysis was conducted on the data which was collected using interview method from the pre-school children's parents. Data collected was coded in to themes. This involved grouping the responses according to their respective themes. The themes were basically fall under respective research areas which were informed by research objectives. The key responses based on respective themes were cited verbatim. These, along with quantitative data, formed the basis of discussion in the light of the available literature.

CHAPTER FOUR

RESULTS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter contains data analysis, results and discussion of the findings on influence of parental characteristics on Pre-school children's moral development in Nairobi County, Kenya. The data was analyzed with the help of a computer program, SPSS version 20.0. This enabled the research data to be presented in frequencies, percentages, tables and figures. The chapter was organized into two sections namely; results and Discussion of the findings.

4.2 Results

This section is organized based on the following research questions; How does parents' age influences pre-school children's moral development? What is the influence of parents' socio-economic status on pre-school children's moral development? How does parents' educational level influence pre-school children's moral development? And what is the influence of parents' family structure on pre-school children's moral development?

The respondents asked to indicate whether parents' age can influence children's moral development. Figure 4.1 shows the distribution of parents' respondents on whether parents' age can influence children's moral development.

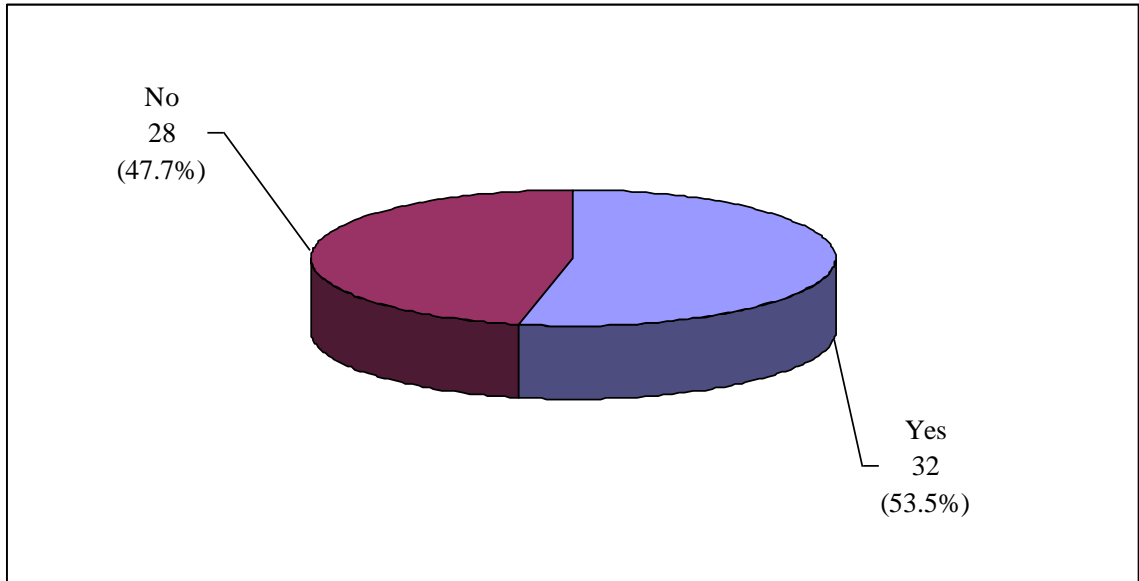


Figure 4.1: Distribution of Parents' respondents on whether Parents' Age can Influence Children's Moral Development

Slightly more than half of the respondents, (53.3%) agreed that parents' age can influence children's moral development. The remaining percentage of them, (46.7%) indicated otherwise.

They were further asked to explain how parents' age can influence children's moral development in terms law and order, obedience and decision making. Figure 4.2 shows the distribution of responses on the influence of parents' age on children's moral development.

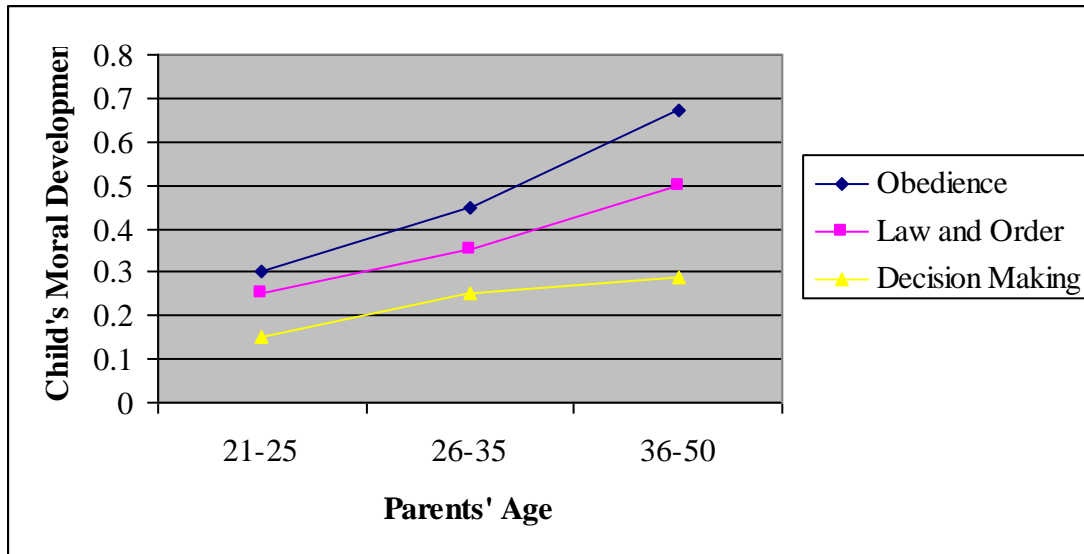


Figure 4.2: Distribution of Responses on the Influence of Parents' Age on Children's' Moral Development

From the figure, it can be noted that child's ability to observe law and order, obedience and decision making increases with increase in their parents' increase in age. For instance, at the age of between 21-25 years, the child's ability to observe law and order was indicated to be at lower rate, (0.25) but increases upto a level of 0.5 when their parents are between 36-50 years. Te same applies to obedience and decision making.

The study sought to identify the extent to which parents' age influences pre-school children's moral development. Figure 4.3 shows the distribution of parents' respondents on whether parents' age can influence children's moral development.

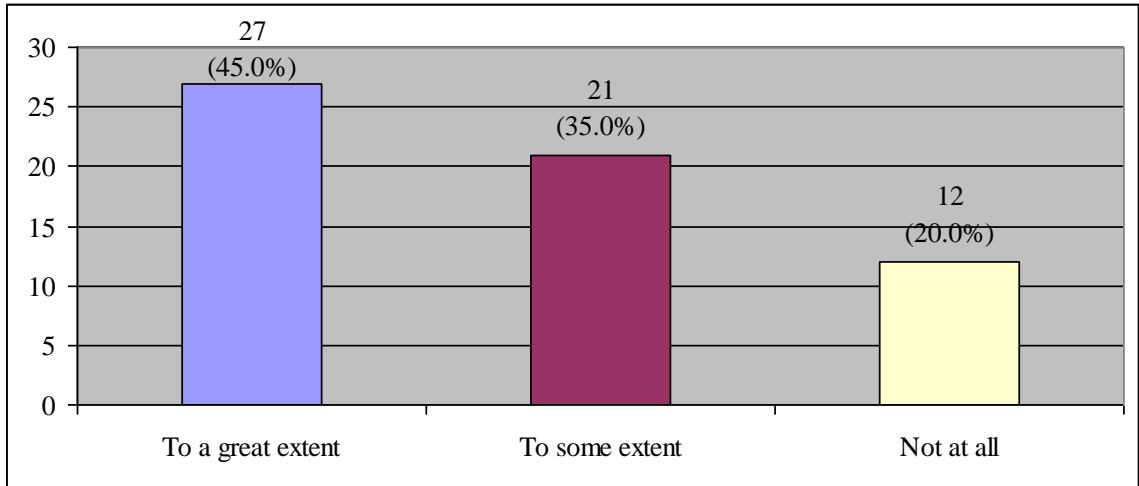


Figure 4.3: Distribution of the Extent to which Parents' Age can Influence Children's Moral Development

Slightly less than half, (45.0%) of the respondents who took part in the study indicated that parents' age influences pre-school children's moral development to a great extent. More than a quarter of them, (35.0%) were of the view that parents' age influences pre-school children's moral development to some extent. Only 20.0% of them indicated otherwise.

The respondents were further asked to indicate whether parents' social economic level can influence children's moral development. Figure 4.4 shows the distribution of parents' responses on whether parents' socio-economic level influences children's moral development.

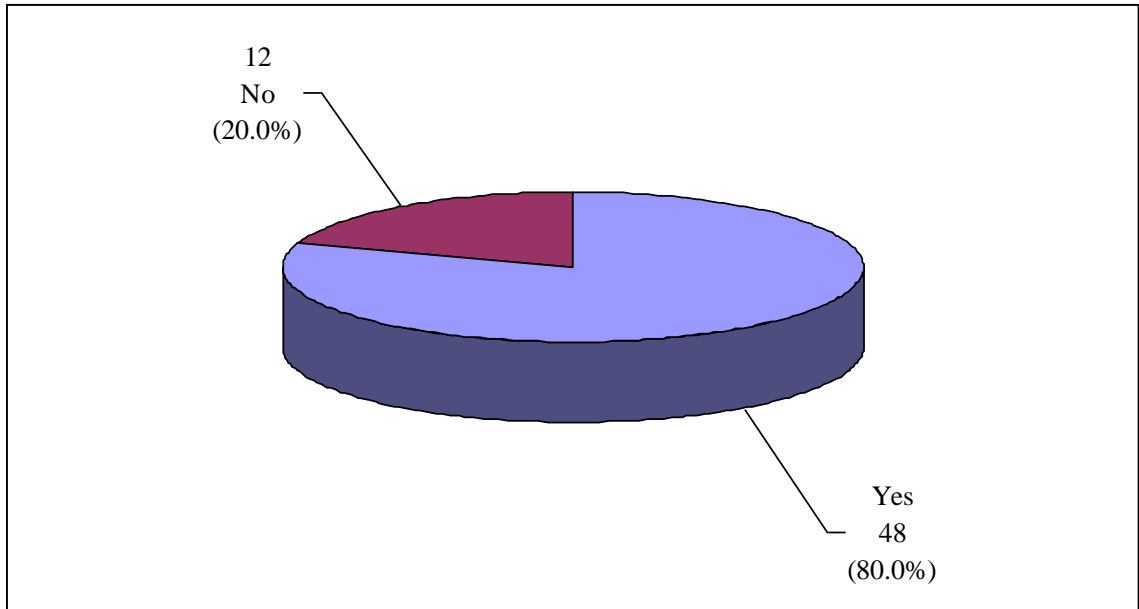


Figure 4.4: Distribution of Parents’ responses on whether Parents’ Socio-economic Level Influences Children’s Moral Development

Majority of the parents, (80.0%) who took part in the study were on the view that parents’ socio-economic level influences children’s moral development. Only 20.0% of them indicated otherwise.

Majority of the parents who took part in the study observed that children from well of families tend to behave in different ways than their counterparts. One of them explained that the better off the family, the more comfortable they are and the more the emphasis on their moral values.

The respondents were further asked to explain how parents’ social economic status influence children’s moral development in terms law and order, obedience and decision making. Figure 4.5 shows the distribution of responses on the influence of parents’ social economic status on children’s’ moral development.

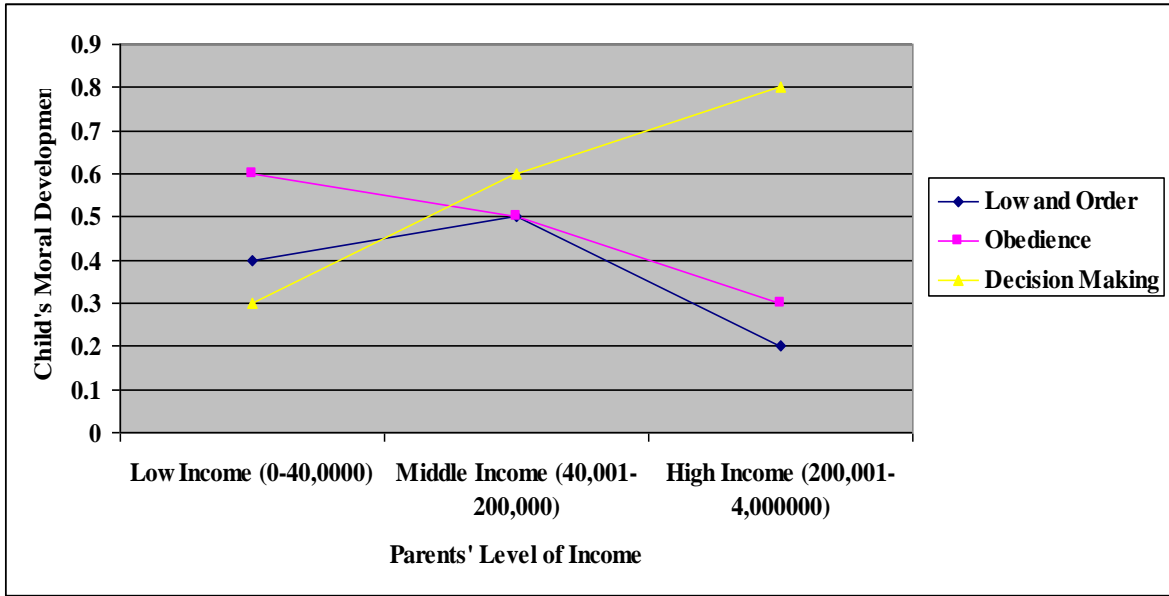


Figure 4.5: Distribution of Responses on the Influence of Parents' Social Economic Status on Children's' moral development

From the figure, it was found that child's ability to observe law and order, obedience and decision making behave differently in variation of their parents' social level of income. In regards to obedience, children's level of obedience increases with an increase in their parents' increase in level of income. Children's obedience and ability to observe the law and order stand t the same level (0.5) from families with parents with middle level of income, (40,001-200,000). However, families of which parents had high level of income, (200,001-4,000,000) their children's moral behaviour in terms of ability to observe law and order and obedience decreases with an increase in their parent's level of income.

The respondents were further asked to indicate the extent to which parents' social economic level can influence children's moral development. Figure 4.6 shows the distribution of parents' responses on the extent to which parents' socio-economic level influences children's moral development.

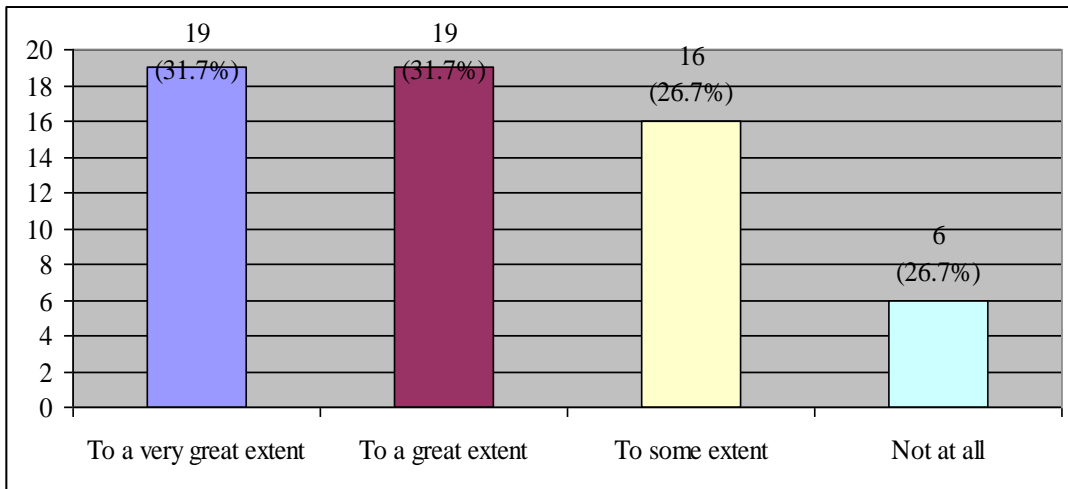


Figure 4.6: Distribution of Parents' responses on the Extent to which Parents' Socio-economic Level Influences Children's Moral Development

Majority of the parents, (63.4%) who took part in the study indicated that parents' socio-economic level influences children's moral development either to a very great extent or to a great extent. This was supported by slightly more than a quarter of them, (26.7%) who were on the view that parents' socio-economic level influences children's moral development to some extent.

The respondents were further asked to explain how parents' level of education influences children's moral development. This was categorized into, law and order

and obedience. Figure 4.7 shows the distribution of responses on the influence of parents' level of education on children's moral development.

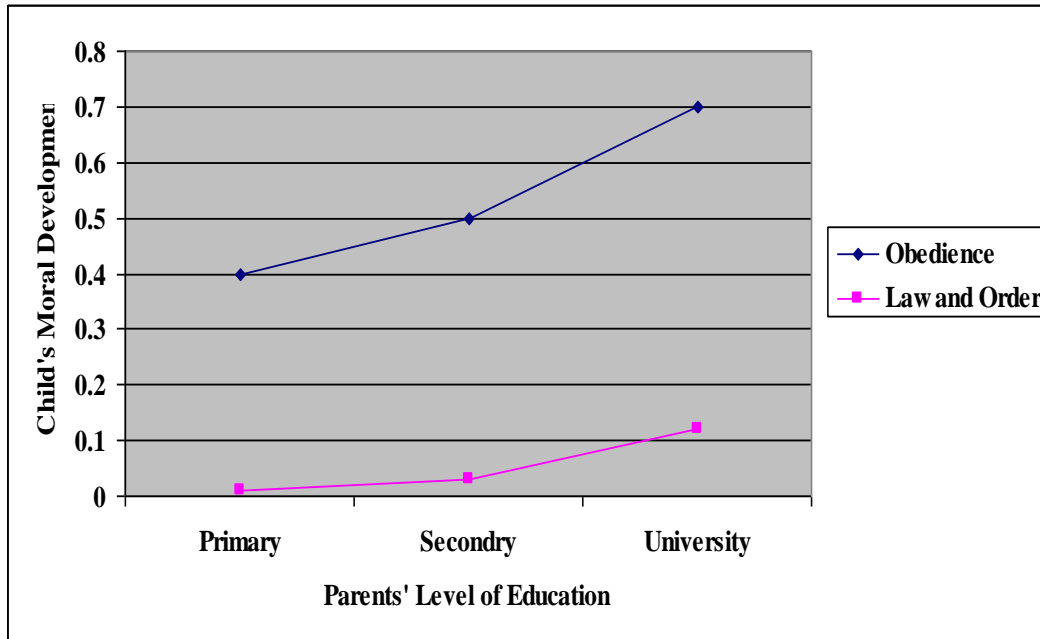


Figure 4.7: Distribution of responses on the Influence of parents' Level of Education on children's Moral Development

From the figure, it was revealed that child's ability to observe law and order and being obedient increases with an increase in their parents' level of education. In regards to obedience, children's level of obedience increases with an increase in their parents' level of income.

The respondents were further asked to indicate the extent to which parents level of education affects pre-school children's moral development. Figure 4.8 shows the distribution of responses on the extent to which parents level of education affects pre-school children's moral development.

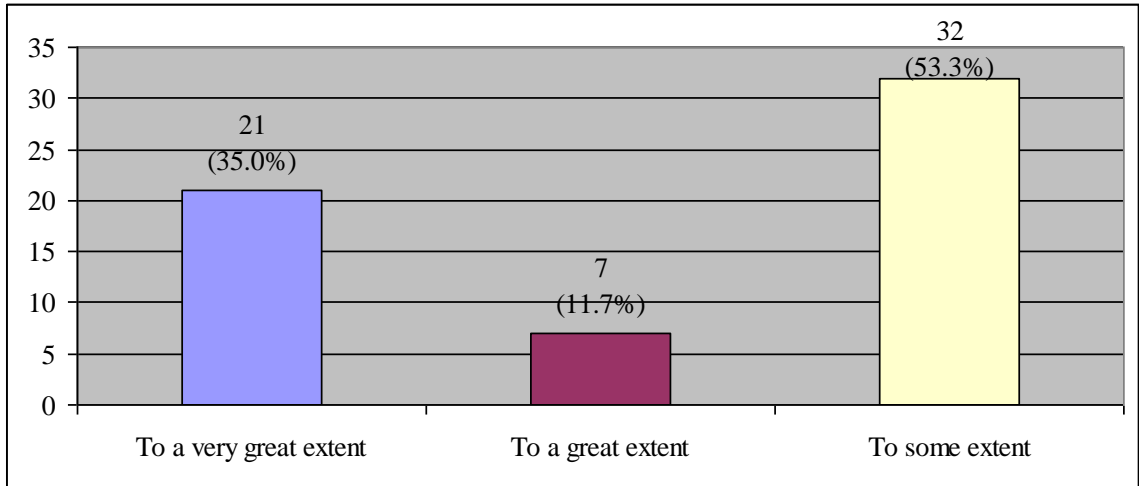


Figure 4.8: Distribution of responses on the Extent to which Parents Level of Education Affects Pre-school Children’s Moral Development

Majority of the parents, (53.3%) were in agreement that parents’ level of education affects pre-school children’s moral development to some extent. This was supported by slightly less than half of them, (46.7%) who indicated that it affects children’s moral development either to a very great extent of to a great extent.

Several parents observed that parents’ level of education affects pre-school children’s moral development to some extent. One of the parents explained that “the better off the family, the more comfortable they are and the more the emphasis on their moral values. “While the families that not economically well off, the children will tend to find ways to earn money which might not be morally upright.”

The respondents we further asked to indicate whether family structure affects children's moral development. Figure 4.9 shows the distribution of responses on whether family structure affects children's moral development.

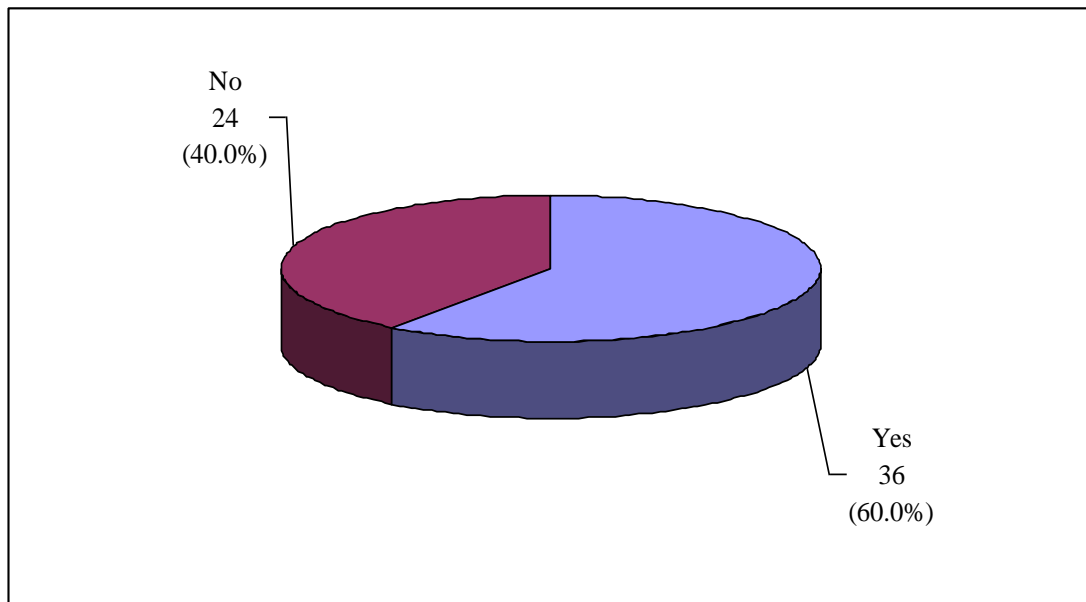


Figure 4.9: Distribution of responses on whether Family Structure Affects Children's Moral Development

Majority of the parents, (60.0%) who took part in the study agreed that to the statement that family structure affects children's moral development. The remaining percentage of them, (40.0%) indicated otherwise.

The respondents were further asked to indicate how family structure influences children's moral development. This was categorized into, law and order, obedience and decision making. Figure 4.10 shows the distribution of responses on the influence of parents' level of education on children's moral development.

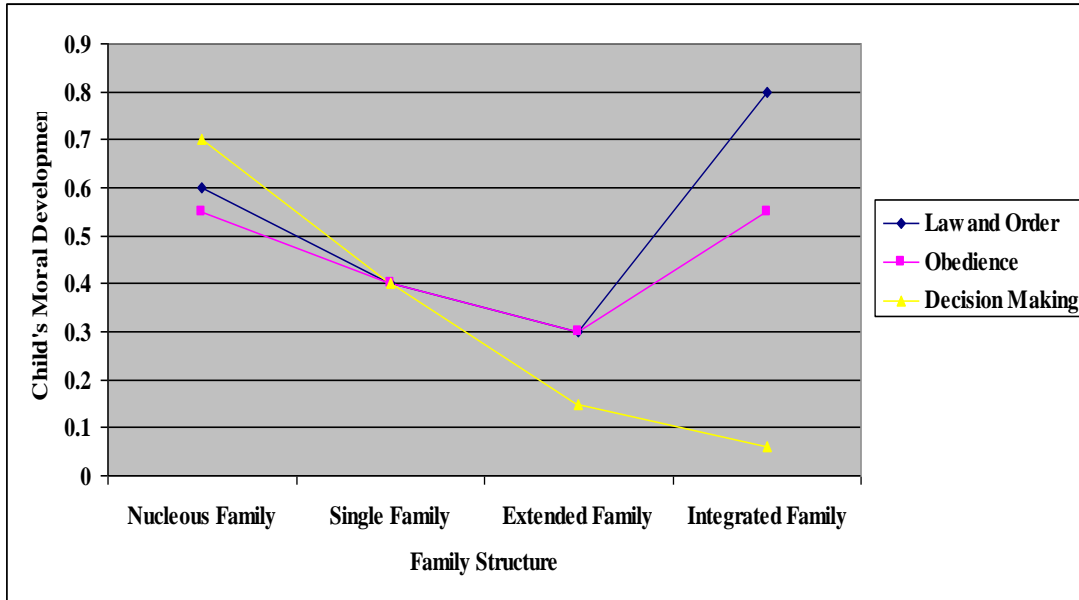


Figure 4.10: Distribution of Responses on the Influence of Family Structure on children's' Moral Development

From the figure, it was revealed that child's ability to observe law and order, obedience and decision making are influenced with different types of family structures. The level of children's decision making, law and order and obedience in the Nucleus family are high, 0.7, 0.6 and 0.55 respectively. However, they decrease in the single family structure upto the extended family structure. In addition, both child's obedience and ability to observe law and order increase in the integrated family structure whereas their decision making continues to decrease.

The study sought to examine the extent to which parents' family structure affects pre-school children's moral development. Figure 4.11 shows the distribution of responses on the extent to which parents' family structure affects pre-school children's moral development.

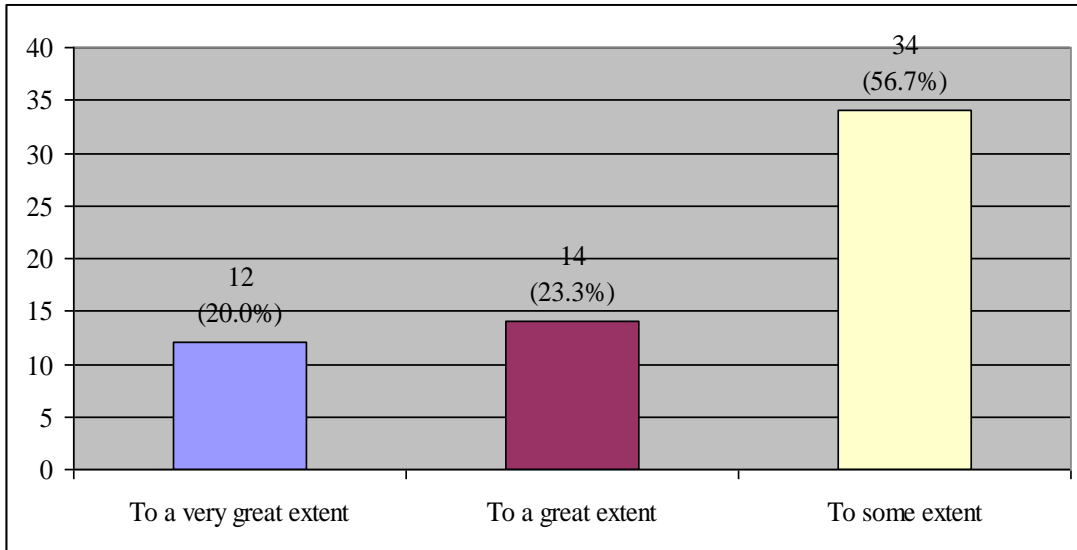


Figure 4.11: Distribution of responses on the Extent to which Parents' Family Structure Affects Pre-school Children's Moral Development

Slightly more than half of the parents, (56.7%) who took part in the study indicated that parents' family structure affects pre-school children's moral development to some extent. The remaining percentage of the respondents indicated extent to which parents' family structure affects pre-school children's moral development either a very great extent, (20.0%) or to a great extent (23.3%) respectively.

4.4 Discussion of the Findings

The section presents the discussion of findings of the study based on; Parents' age and pre-school children's moral development, parents' socio-economic status and pre-school children's moral development, parents' educational level and pre-school children's moral development and parents' family structure on pre-school children's moral development. These study findings are reviewed and tied with reviewed

literature on the influence of parental characteristics on Pre-school children's moral development in Nairobi County, Kenya.

4.4.1 Parents' Age and Pre-school Children's Moral Development

Slightly less than half, (45.0%) of the respondents who took part in the study indicated that parents' age influences pre-school children's moral development to a great extent. More than a quarter of them, (35.0%) were of the view that parents' age influences pre-school children's moral development to some extent. Only 20.0% of them indicated otherwise. This is slightly in line with Fisher (2011) who found that teachers have different capabilities in imputing moral skills on pupils. The study also found that older teachers were more experienced and were statistically significant predictors of children's moral development.

One of the parents explained that there are certain age brackets that influence their children's moral development. A good number of them explained that parents who are somehow aged are more experienced hence are likely to impact values that promote children's morality. This was also found in Boyd's study who found that parents with fewer years of age are less experienced in real life situations and are more likely not capable of teaching their children the expected morals of the society

4.4.2 Socio-Economic Status and Pre-school Children's Moral Development

Majority of the parents, (80.0%) who took part in the study were on the view that parents' socio-economic level influences children's moral development. Only 20.0% of them indicated otherwise. This is in line with Feruson (1991) who found that parents' socio-economic status was an important predictor of the children's moral

development. This shows that the household income earned to be able to educate their children and how a family is placed in the society to be able to provide for each individual member.

High social economic status families can provide for their individual children with the best life hence upholding great morals so as to give a good outlook to a given or their given society. The children are forced into leaving that behaviour that is not acceptable or is not to happen ever hence the decision of following instructions and obedience to rules is constant.

Majority of the parents, (62.0%) who took part in the study observed that children from well of families tend to behave in different ways than their counterparts. One of them explained that the better off the family, the more comfortable they are and the more the emphasis on their moral values.

This was also found in Knodel's study which found that that increased child support may improve the morals of elementary school-age children even more than income from other sources.

4.4.3 Parents' Educational Level and Pre-school Children's Moral Development

Majority of the parents, (53.3%) were in agreement that parents' level of education affects pre-school children's moral development to some extent. This was supported by slightly less than half of them, (46.7%) who indicated that it affects children's moral development either to a very great extent of to a great extent. This finding is almost in line with the study carried out by Chevalier, Harmon and Walker (2005) on the impact of parental income and education level on the schooling of their children

which revealed stronger influences of maternal level of education than paternal and stronger influences on sons than daughters.

4.4.4 Parents' Family Structure on Pre-school Children's Moral Development

Slightly more than half of the parents, (56.7%) who took part in the study indicated that parents' family structure affects pre-school children's moral development to some extent. This is almost similar according to Gonzalez (1996) in whose study it was found that there was a significant relationship between family structure, peers and neighbourhood and children's moral development. This was also supported by Richardson (1996) who observed that the family structure can make a positive difference on the moral development of children. It is known that parents' family structure has a profound impact on children's morals and behaviors. In addition, the family structure and beliefs are a subset of a group of constructs that name, define, and describe the morality and content of mental states that are thought to drive a child's actions and morality.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study. The summary mainly contains the key findings. Conclusions and recommendations on the other hand, are based on the research objectives and the key findings of the study respectively.

5.2 Summary

The main purpose of this study was to assess the influence of parental characteristics on Pre-school children's moral development in Nairobi County, Kenya. How does parents' age influence pre-school children's moral development? What is the influence of parents' socio-economic status on pre-school children's moral development? How do parents' educational level influences pre-school children's moral development? And what is the influence of parents' family structure on pre-school children's moral development.

The study employed a correlation research design consisting of all (15) pre-schools in the area under study, their administrators, teachers and parents. A sample of sixty (60) parents was obtained. Data was collected through Semi-structured questionnaires for the parents. Observation guides were used to complement questionnaires. Data was collected to answer questions in the four thematic areas; Parents' age and pre-school children's moral development, parents' socio-economic status and pre-school children's moral development, parents' educational level and pre-school children's moral development and parents' family structure on pre-school children's moral

development. Data was analyzed using both descriptive statistics and narrative techniques. From the analysis, the study revealed that parents' socio-economic status influenced pre-school children's moral development to a very great extent. This was followed by parents' level of education, age and family structure which also influenced children's moral development to some extent. The study recommended that bearing in mind the importance of parents' role in ensuring their children's morals, parents and the entire schools' stakeholders also have a role to play in the promotion of children's moral uprightness. It was also recommended that parents should keep track of their children's movement as well as behaviour and correct immediately where necessary despite of the differences in their age bracket.

5.3 Conclusions

It is quite clear that children's moral development largely depends on their parental characteristics. From the findings of this study, it can be concluded that Parents' age and pre-school children's moral development, parents' socio-economic status and pre-school children's moral development, parents' educational level and pre-school children's moral development and parents' family structure are the major factors that affect pre-school children's moral development among not only private but also public preschools in Nairobi County.

Bearing in mind the importance of parents role in ensuring their children's morals, parents and the entire schools' stakeholders also have a role to play in the promotion of children's moral uprightness. For this to be achieved, they have to work together as not only when they are at home but also at school. This therefore calls upon parents to attend meeting in school so as to keep track of their children's progress.

5.4 Recommendations

1. On the basis of the findings of this study, it is recommended that one way to improve the children's moral development is that parents should keep track of their children's movement as well as behaviour and correct immediately where necessary despite of the differences in their age brackets. Parents who are aged or youthful are advised to ensure that their children grow and behave according to the social norms of the society.
2. Since social-economic groups from different families have created a difference in the moral development environments, the study recommends that parents have to work harder in order to provide for their children appropriately. This should be done so as to ensure that children development according to the morals of the society.
3. Despite their differences in level of education, parents should actually take active role in their children's moral development. This can be done by helping teachers to ensure that children exhibit good morals not only when they are in school but also at homes
4. The school administration should provide pupils with moral support in the form of after school tutoring, and study groups. They should also provide workshops to show children how to study and organize their time. This will allow the pupils to learn how to be morally upright as well as maintaining excellent achievement by working smarter and not harder hence growing morally upright.

5. The government, NGOs and the school administration boards should hold seminars and workshops for all the pre-school teachers. This should enable them to be able to share and grow professionally. However, teachers should also be advised to always attend these workshops, seminars, vocational courses. This will make them to be abreast of the current development in the educational sector. There is also the need for primary school teachers to be creative and resourceful.
6. Parents should be encouraged to visit the school to monitor their children's progress once a term. This is because it is their duty to know their children's progress as well as their morals and they therefore have to work closely with their children.
7. Based on the findings from the study the government is encouraged to give more financial support to schools in order to provide the basic infrastructures like classrooms. They should also recruit competent and adequate trained guidance and counseling teachers and deploy them to all the pre-schools.
8. Similarly, the government should endeavor to establish more national teachers colleges, improve those that have already been in existence for some time. The in-service of teachers through the government support in relation to educational project should be maintained and teachers pay should be improved so that they can dedicate their efforts towards teaching and teaching alone. This will go a long way in improving the standard of living of teachers

thus the children will see them as good role model in the society and not destitute who should not be listened to.

9. Local administrators should sensitize the parents and the entire community in enrolling all children to school and ensuring that they get relevant information about the role of parents and schools as well as their children's moral development. This they can do by holding frequent public meeting with the key community members.

10. All the concerned stakeholders should work towards promoting positive relationships between teachers and pupils in schools. This can play a significant role eradicating the negative attitude among teachers towards impacting of good morals to hence improving their moral development.

5.4.1 Recommendations for Further Study

The study recommends that another study(s) to be carried out on school factors influencing preschool children's moral behaviour in the same District.

REFERENCES

- Adeyemo, D.A. (2005). Parental Involvement, Interest in Schooling, and School Environment as predictors of Academic Self-Efficacy among Secondary School Students in Oyo State, Nigeria.
- Airasian, A. (1998). *A hand book of Educational research*. Nairobi: New Kermit.
- Best, J.W. & Khan, J.V. (1993). *Research in Education*. (7th Ed). New Delhi.
- Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.
- Desforges, P & Abouchaar, H (2003). Impact of parental involvement on pupils' achievement.
- Durkheim, E. (1961). *Moral Education: A Study in the theory and application of Sociology of Education*. Glencoe, IL: The Free Press.
- Ferguson, J. B. (1991). Family Socio-economic and Educational Characteristics as predicators of school achievement. *Journal of Education Research* (6), 42-46.
- Filmer, D., & Pritchett, L. (1999). *The influence of household wealth on educational attainment: Evidence from 35 countries*. *Population Development Review*, 25, 85-120.
- Gall, M. D., Borg, W. R. & Gall, J. P. (2003). *Educational research: An introduction*. (7th Edition). White Plains, New York: Longman.
- Gay, L. R. (1996). *Educational Research: Competencies for Analysis and Application*. (5th Ed). New Jersey: Prentice-Hall Inc.
- Isaacs, D. (1981). *Character building: a guide for parents and teachers*. London: Kianda.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*.(2ndEd.). New Delhi: New Age International (p) limited.
- Mugenda, G. A. & Mugenda, M.O.(1999). *Research Methods: Quantitative & Qualitative Approaches*. Nairobi: Acts Press.
- Ogula, P. A. (2005). *Research Methods*. Nairobi: CUEA Publications.
- Orodho, A. J. (2003). *Essentials of Educational and Social Sciences Research*

Methods. Nairobi: Masola Publishers.

Sifuna, D. N. (2005). Increasing Access and Participation of Pastoralist Communities in Primary Education in Kenya. *International Review of Education*, v51 n5-6 p499-516 Nov 2005.

Smith, L., & Billiter, B. (1985). Asian-American emphasis on education paying off. *Los Angeles Times* (pt. 1). p. 1

Sproufe, R. (1992). *Child development: its nature and course*. New York: McGraw-Hill

Trochim, W.M.K. (2006). *Research Methods Knowledge Base*. Natorp Boulevard Mason: Atomic Dog. Retrieved from <http://www.socialresearchmethods.net/kb/reotypes.php>

Yao, E. L. (1985). *Adjustment needs of Asian immigrant children*. *Elementary School Guidance and Counseling*, pp. 222-227.

Van den Aardweg, E.M. and Van den Aardweg, E.D. (1990). *Dictionary of empirical education/educational psychology*. Pretoria: E & E Enterprises

Zhang, S., and Carrasquillo, A.L., (1995). Chinese Parents' Influence on Moral development *New York State Association for Bilingual Education Journal Vol., 10 p 46-5*.

APPENDICES

Appendix I: Semi-structured Questionnaire for Parents

I am a student at the University of Nairobi. I am carrying out a study the influence of parental characteristics on Pre-school Children's moral development. I am glad to inform you that you have been randomly selected to take part in this study. All the information is for the purpose of this study (research) only and will be treated with uttermost confidentiality.

Your co-operation will be highly appreciated.

Kindly use a tick (✓) inside the boxes to indicate the correct answer where the answers are given in choices.

Section A: Background Information

1. Gender

- a) Male []
- b) Female []

2. Age

- a) 20 – 25 []
- b) 26 – 35 []
- c) 36 -40 []
- d) 41-50 []
- e) 51 and above []

3. Education level

- a) Certificate []
- b) Diploma []

- c) Degree []
- d) Masters []
- e) PhD []
- f) Any other specify _____

4. Working experience

- a) 2 years and below []
- b) 3-5 years []
- c) 6 -10 []
- d) 11-15 []
- e) 15 years and above []

5. Type of Pre-school

- a) Private []
- b) Public []

Section B: Influence of Parents' age on Pre-school Children's Moral Development

6i) Do you think parents age can influence children's moral development?

- a) Yes []
- b) No []

6ii) If yes, how does parents age affect children's moral development?

7. To what extent does parents' age affect Pre-school Children's moral development?

- a) To a very great extent []
- b) To a great extent []
- c) To some extent []
- d) Not Sure []
- e) Not at all []

Section C: Parents' Social-economic Status and children's moral development

8. According to you. do you think parents social economic level can influence children's moral development?

- a) Yes []
- b) No []

9. To what extent do you think parents' socio-economic level affects children's moral development?

- a) To a very great extent []
- b) To a great extent []
- c) To some extent []
- d) Not at all []
- e) Not sure []

Section D: Parents Education Level and children’s Moral Development

10i) Do you think parents take active role in their children’s moral development?

a) Yes []

b) No []

ii) If Yes, How does their assistance contribute to their children’s moral development?

11. To what extent do you think parents’ level of education affects children’s moral development?

a) To a very great extent []

b) To a great extent []

c) To some extent []

d) Not at all []

e) Not sure []

Section E: Family Structure on Children’s Moral Development

12i). Do you think family structure affects children’s moral development?

a) Yes []

b) No []

ii) If Yes, How does family structure affects children’s moral development?

13.i) Do parents/Guardians visit the school to monitor their children’s moral development?

a) Yes []

b) No []

ii) If Yes how often?

a) Once a term []

b) Once a year []

c) Twice a year []

14. To what extent do you think parents’ family structure affects children’s moral development?

a) To a very great extent []

b) To a great extent []

c) To some extent []

d) Not at all []

e) Not sure []

Thank you for your cooperation.

Appendix II: Observation Guide for Children

S/NO	Item	Comments
1	Obedience to rules to avoid punishment	
2	Self gratification	
3	Interpersonal relationship	
4	Keen to Health related issues	
5	Law and Order	
6	Social contact	
7	Turn taking	
8	Empathy	
9	Respect for others space	
10	Sharing	
11	Child relating to one another during play time	