

**FACTORS AFFECTING ENROLMENT RATE IN PRESCHOOLS IN
MATHARE DIVISION IN NAIROBI**

BY

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REG NO: E45/21482/2008

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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EARLY CHILDHOOD EDUCATION IN THE DEPARTMENT OF
EDUCATIONAL COMMUNICATION AND TECHNOLOGY.
UNIVERSITY OF NAIROBI**

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JULY 2012

DECLARATION

This research study is my original work and has not been presented to any other University or College for a Diploma or a Degree.

SIGNATURE:

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

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DEDICATION

First and foremost, I would like to dedicate this study to the almighty God for giving me the strength and ability to complete this project. Secondly, I dedicate this project to my entire family and especially my mother and sisters for the encouragement they gave me through the writing process of this study.

ACKNOWLEDGEMENT

I wish to appreciate my lecturers at the University of Nairobi; my lecturer, Mrs. R. Kahiga for her effective guidance during and throughout the preparation of the project.

Other thanks go to the staff and parents of ECE schools in Mathare division for providing the required information for the completion of this project.

I wish to appreciate my classmates especially Zipporah and others for their constant encouragement and guidance throughout the writing of the project.

ABSTRACT

The study aimed at determining the factors affecting the enrolment rate in preschools in Mathare division in Nairobi. The study focused on the parents, teachers and head teachers in Mathare division, Nairobi and included ten schools in the area.

The researcher adapted a descriptive research design as there are variables which cannot be qualified but can only be described. Through statistical random sampling method the researcher selected 80 respondents out of a total population of 800. Data was collected through the administering of questionnaires. Quantitative and qualitative techniques of data analysis were used and the findings presented through charts, tables and graphs.

The study found out that, the enrolment rate of children was high in primary schools compared to preschools with many parents with preschool children wishing that even the preschool education was free like the primary school in the area. Due to the parents low income levels, they were not able to pay fees in good time. The study shows that payment of school fees was poor in the area. The study also shows that most of the children of school going age were engaged in different economic activities in the area affecting their school going process. The respondents felt that parents engaged their children in child labor in order for them to supplement the family income which was not enough to cater for the family needs.

The study recommended that the government and the stake holders should develop policies that are geared towards empowering the people in the area economically in order for them to be able to improve the standards of their lives. It is important to educate the people in the area on the importance of education and the way it can improve their lives and ensure that their lives are made better and reduce the levels of poverty in the area. The government should consider ways in which it can ensure that preschool education is available to all in the area. The government needs to consider ways to make the preschool education free as the free primary education so that it can be affordable to all the children in the area who are mostly underprivileged.

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ABBREVIATIONS AND ACRONYMS

ECD	Early Childhood Development
ECE	Early childhood education
FPE	Free Primary Education
GOK	Government of Kenya
ILO	International labor Organization
MICS	Multiple Indication Cluster Survey
MOEST	Ministry of Education Science and Technology
PRSP	Poverty Reduction strategy Paper

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Enrolment means the act of officially joining a school and in this case a pre-school. Piaget (1964) advocates for pre-school education in the development of the child in all aspects (cognitive, physical, emotional, social and moral). The early years of 0 – 6 are very essential in a child's development. This development requires conducive atmosphere which can particularly be provided in pre-schools. The importance of quality pre-school care and education in laying a foundation was not realized until 18th Century when Rousseau (1799) proposed the establishment of early childhood education.

According to the United Nations charter on convention on the rights of the child (article 28), every child has a right to basic education (MOEST, 2005). The world declaration of education for all in Jomtein, Thailand in March 1990 and World Summit on children's rights in New York City, noted this. Arising from the United Nations above declaration, Kenya as a country came up with the following objective, i.e. Universal access to basic education by the year 2000. This meant that everybody should access education regardless of race, creed, location, economic background and the cultural practices. In spite of this, there has been low enrolment in formal educational programs and this include, the rural poor, squatters, pastoralists and more so the slum dwellers (Bureau of Educational Research 1994). There are a number of factors that bring about the problem of enrolment and they include: ignorance, illiteracy, poverty, disease etc. These issues have basically affected the pre-school enrolment especially in the slums. In Mathare Division slum, the schools register low enrolment despite the fact that there are many children seen loitering or caring for younger siblings during school hours.

Pre-school education is very important and should not be taken for granted at all costs according to renowned scholars of previous centuries. Pestalozzi (1801) proposed for informal instruction for the poor and homeless children by emphasizing that education is a means of uplifting the poor. The importance of education is also emphasized by Froebel (1826) who felt the need to

awaken the ideal side of human nature and the most critical time for doing this was in the early years. Through this, the child sees playing things as an expression of love which he/she associates with the mother's love that forms the child's fundamental stages of development.

Children are stimulated cognitively according to Montessori (1936), they also learn, respond and become interested in life when they experience love and concern from others. Along with social, emotional, physical, cognitive and moral development, the pre-school usually introduces a child to his/her first education experiences in a group setting. The new environment stimulates the child's interests and motivates him/her to explore the world around. The child establishes good social relationship with other children of his/her own age and learns to trust adults (Erikson 1963). These experiences develop the feeling of self-esteem in a child. Therefore, it is imperative that the issue of low enrolment be addressed and children's participation in formal activities be improved as per the (1948) UN declaration of human rights (the right for every child to basic education).

1.2 Statement of the Problem

Early childhood education (pre-school education) is an important aspect because children need to learn in order to grow. Young children are human beings who need to be 'molded' so that they can understand the life they are living. Not only does pre-school education help in the present but also in the child's future. Low enrolment in preschools is attributed to various factors such as school fees. Lack of finances makes some parents wait for their children to attain the age of joining primary school and take them straight to primary schools rather than them going through the preschool first. The issue of low enrolment in pre-schools in slums is worrying (UNESCO, 2004).

For example, Table 1.1 and 1.2 shows that there is normally high enrolment in primary schools as compared to preschool in Mathare Division.

Table 1.1 Enrolment entries for the last three years in different preschools in Mathare Division

Name of the Centre	2009	2010	2011
Valley Academy	25	37	35
Mathare 4 A Nursery	20	36	39
Mathare PCEA Nursery School	23	30	34
Quarry Pre-paratory	24	33	36
Heshima Nursery School and Pre-unit	22	32	38
A.I.C. Nursery	26	31	35
Mabatini Preparatory School	16	24	39

Table 1.2 Enrolment rate for standard 1 in Primary Schools in Mathare Division

Name of the Primary School	2009	2010	2011
Heshima Primary Schools	101	93	104
Mathare 4 A Primary School	96	88	90
Quarry Primary School	89	95	87
Mabatini Primary School	94	96	89

It is on the basis of the above information that the researcher found it necessary to do a study to investigate the factors that affect the enrolment rate in pre-schools in Mathare division in Nairobi. The study therefore sought to establish factors that affect enrolment rate in Mathare division in Nairobi and possibly give recommendations on how to boost enrolment.

1.3 Purpose of the Study

The aim of the study was to determine factors that affect the enrolment rate in pre-schools in Mathare division in Nairobi.

1.4 Objectives of the Study

1.4.1 General Objective

To determine the factors that affects the enrolment rate in pre-schools in Mathare division in Nairobi.

1.4.2 Specific Objectives

- i. To assess whether poverty affects enrolment in pre-schools in Mathare division.
- ii. To find out whether education levels of parents affect enrolment in pre-schools in Mathare division.
- iii. To assess whether Free Primary Education affects enrolment in pre-schools in Mathare division.
- iv. To establish whether child labor affects enrolment in pre-schools in Mathare division.

1.5 Research Questions

The study was guided by the following research questions:

- i. Does poverty affect enrolment in pre-schools in Mathare division?
- ii. Does education level of parents affect enrolment in pre-schools in Mathare division?
- iii. Does Free Primary Education affect enrolment in pre-schools in Mathare division?
- iv. Does child labor affect enrolment in pre-schools in Mathare division?

1.6 Significance of the Study

The aim of the study is to come up with recommendations of how to boost enrolment in the slum schools, more so Mathare division. The fundamental concept here is that, the study will shed light on a number of issues for the benefit of the stakeholders. For example, teachers will benefit by understanding the causes of low enrolment which will help them map the way forward for the benefit of the schools and community. On its part, the school administration will

use the findings to support the pre-schools where it had probably neglected its responsibility. The research report will also assist different organizations like NGOs for the purpose of assisting the pre-schools and other schools with a similar problem. This may trigger a future plan of action to help the disadvantaged schools of similar characteristics.

1.7 Limitations of the Study

Given that the study was highly descriptive it did not provide actual figures and indexes on the effect of enrolment in pre-schools. There were times when the respondents were not co-operative enough to give the required information needed by the researcher. The researcher had to be very co-operative and friendly with the respondents until they completed the questionnaires as required. The researcher had to explain the importance of the research to the respondents and how it was going to change their lives positively and the overall operations of the institutions.

The institutions had very rigid and tough polices whereby the respondents were not free to answer the questions posed to them. The researcher had to convince the institutions that the research was purely for academic purposes and was not to be used elsewhere by anybody else except for the purpose explained by the researcher. The researcher also experienced difficulty in assessing the relevant information on the study as there were very few books and literature on the factors that affect enrolment in pre-schools. The researcher had to visit as many libraries and websites as possible in order to get the required information.

1.8 Delimitations of the Study

The study was carried in Mathare division in Nairobi County and looked at the schools in the area and therefore may not be representative enough of other slums in the country. The researcher targeted teachers, headteachers and parents of Mathare division in Nairobi County. In order to assure manageability of data collected, the researcher used only questionnaires.

1.9 Basic assumptions of the study

The study assumed that the schools administration, teachers and parents would cooperate in giving the required information to complete the study. It also assumed that the parents would take time to reflect on the reasons why they enroll their children in preschools. It also assumed that the teachers and the schools administration had considered the factors that affect children enrolment in their schools.

1.10 Definition of Significant Terms

Enrolment - Registration in learning Institution

Poverty - State of being poor

Slum - A heavily populated urban area characterized by substandard housing and squalor

Pre-School - This is early education for young children of ages 3-6 years

1.11 Organization of the study

The study is organized in five chapters. Chapter One consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations and the delimitations of the study. It also includes definition of terms and the organization of the study. Chapter two contains the literature review that looks into the works of the previous researchers who have made studies in the same area, critical review and the summary of the study. Chapter three includes data collection procedures and the tools that were used in obtaining data that was used in this research; the process of data analysis, the study design, the target population and size, together with the sampling technique used in the research.

The other part includes chapter four that contains data analysis, presentation and interpretation of findings. Finally the study consists of chapter five that contains the summary of findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of the review is to examine the available studies from other scholars and researchers who have done studies on the same subject under investigation. The chapter looks at an overview of school enrolment and the factors that affect enrolment such as poverty, child labor, education level of parents and free primary education.

2.1 An overview of school enrolment

Enrolment in most schools in the country has been affected by many factors and these factors vary from one region to the other. In order for a proper understanding of the factors that affect certain areas, it is important to consider the diversity of different areas and the challenges that such areas face. School enrolment will depend on the economic and the social situations in the area.

2.2 Poverty

The issue of non-school attendance in our society especially in our slums and rural areas is drifting to an unmanageable level due to poverty. According to Colleta (1996:34), "The poor have the least access to basic health, education and the children of these poor families are not likely to attend school at the right age of 3-6 years." This was confirmed by the Makueni DICECE work plan of (2000-2001) which stated that most parents cannot afford the fees payment in ECD centers. It further stated that the patterns of poverty that are passed from one generation to the next can and will be broken when the poor have the means and opportunity to be healthy and well-nourished enough, educated and skilled enough to fully participate in decisions that affect their lives.

The Poverty Reduction Strategy Paper (PRSP) for the period 2001-2004 defines poverty as the inability to feed self and family. It further states that lack of proper housing, poor health and inability to educate children and pay medical bills is the reason for low enrolments in schools. Unlike primary education, pre-school services are fee paying. This puts a burden on parents' especially poor ones as they are expected to contribute to the putting up of facilities, payment of

teachers' salaries and management of pre-schools. Little or no finance comes from other sources to support their initiatives in a pre-school program. Poor children have no choice but to participate in overcrowded pre-school services or study at home if there are no affordable services available within the vicinity.

2.3 Child Labor

Child labor is another issue which hinders learning in different parts of the world today, especially the under privileged families in society. According to International labor Organization (ILO, 2002), Kenya features in five countries in the Eastern and Southern Africa sub-region as a country where a lot of child labor is practiced. The ILO approximates that about 250 million children worldwide are involved in child labor. About half of the children in child labor are full time workers. This shows that there are many challenges to curb child labor and increase participation in education.

According to ILO (2002), there is an indication that majority of the children work in the following sectors: agriculture, domestic work, fisheries and informal sectors among others. In the slums, children are engaged in a number of activities that are dangerous physically, mentally and socially (Awake Magazine, 2005). To earn a living, children however young, must engage in activities that enable them to survive. The situation is deplorable. For example, they spend most of their time collecting scrap materials which are found in health hazard areas. They collect waste paper which when accumulated hardly earns them enough to sustain them. Some children engage in activities which support their families like selling illicit brew. They also work as child minders for their parents. World Bank Report (1988) estimated 330 million dwellers in developing countries were said to be poor. When people are too poor to afford basic necessities as food and clothing, education becomes a luxury to them. The concept of child labor triggers the aspect of non-schooling. Work by children at the age bracket of (5-14) years is also one of the main factors why children in the slums do not attend school. This is very common in the developing countries including Kenya. In the 1989 population census in Kenya, it was found that out of 30% of children age (10-14) years as being economically active, though there was no record for children under ten years according to (ILO, 1996).

2.4 Education Level of Parents

According to research done by UNESCO (2000), illiteracy level of adults is high especially in Kenya and Africa at large. The research further shows that 60-70% of the African adults are illiterate. Lazar and Darlington (1982) noted that parents who were educated had positive attitude towards their children schooling while the illiterate ones seemed not to care. According to Cotton and Greens (1988), most of the successful programs are initiated by educated parents. Herzog (1969) noted that literate parents rate or give first priority to their children's education. The educated parents want their children to learn how to read, write and work in school as a means to increase intellectual competitiveness and ability. A study carried out by Multiple Indication Cluster Survey (MICS), UNICEF/GOK (2000), showed that 29.5% of children whose mothers had Secondary Education were enrolled in ECE centers as compared to 10.7% whose mothers had only completed primary school and 12.4% of those whose mothers had no schooling.

2.5 Free Primary Education

Free primary education has impacted negatively on access to ECD services. Most of the parents are refusing to pay fees in pre-schools. They argue that the government should also provide free education in pre-schools. An increasing number of children are not benefiting from pre-school experiences. They move from home directly into primary schools. Such children lack the head start preparation for pre-schooling given in the pre-schools which is known to cushion them against the hostile primary experience is Standard One (MOEST, 2005).

An assessment study of Free Primary Education (FPE) carried out jointly by the MOEST and UNESCO in February 2004 found that ECD programs had almost 'collapsed' because children's enrollment had decreased after the introduction of FPE. The parents refused to pay for ECD on the ground that it should also be free. ECD managers and local authorities are now faced with parents who resist contributing to ECD centers. Since teachers' salaries in ECD centers depend entirely on parental contributions, the lack of funding leads to the loss of teachers and eventually the closure of ECD services (UNESCO Policy Brief, 2005). A study conducted by (UNESCO ,2006) showed that some of the Districts, Zonal Inspectors of schools are reportedly spending more time visiting primary schools and leaving little room for work with ECD centers. This phenomenon leads to most pre-schools parents withdrawing their

children from the schools. In Kenya, little exists in terms of policy to improve access to ECD services. MOEST has remained silent on the issue of children's attendance in pre-schools because these services are mainly provided by parents and local communities, NGOs and private government's financial contribution remains minimal. It is difficult to enforce attendance in pre-schools (MOEST statistics, 2002).

2.6 Theoretical framework

The basis of Maslow's theory of motivation is that human beings are motivated by unsatisfied needs, and that certain lower needs need to be satisfied before higher needs can be addressed. Per the teachings of Abraham Maslow, there are general needs (physiological, safety, love, and esteem) which have to be fulfilled before a person is able to act unselfishly. These needs were dubbed "deficiency needs." While a person is motivated to fulfill these basal desires, they continue to move toward growth, and eventually self-actualization.



Figure 2.1 Maslow's Hierarchy of Needs Chart
Source: Abraham Maslow's Article (1943)

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid as in figure 2.1, with the largest and most fundamental levels of needs at the bottom, and the need for self-actualization at the top.

The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. With the exception of the most fundamental (physiological) needs, if these "deficiency needs" are not met, the body gives no physical indication but the individual feels anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. Maslow also coined the term Metamotivation to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment. Metamotivated people are driven by B-needs (Being Needs), instead of deficiency needs (D-Needs).

People will tend to address their needs depending on their position on the hierarchy. They will always start with the basic needs. The less privileged families will start with food and shelter first in that order and therefore children's education which is not prioritized by the parents in the area comes after.

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2.7 Conceptual Framework

This section shows the relationship among various variables and provides schematic presentation of interrelation between the variables in the context of the problem under investigation.

Independent Variables

Dependent Variable

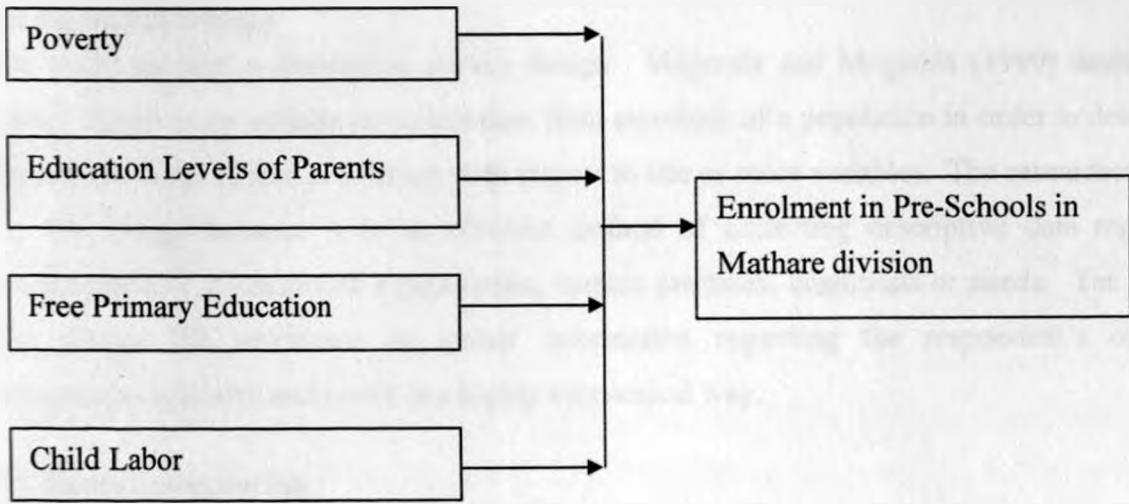


Figure 2.2 Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, population of study, sample size and sampling procedure, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis.

3.1 Research design

The study adopted a descriptive survey design. Mugenda and Mugenda (1999) describes a survey design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The researcher opted for this design because it is an efficient method of collecting descriptive data regarding characteristic of a sample of a population, current practices, conditions or needs. The design also allows the researcher to gather information regarding the respondent's opinion, perceptions, attitudes and views in a highly economical way.

3.2 Target population

The target population for this research study was 800 respondents drawn from a target population that included; 500 parents with children in preschools, 200 teachers and 100 head teachers of the 100 preschools in Mathare division in Nairobi.

3.3 Sample and sampling procedures

According to Harper and Westfall (1989), the researcher may select 10% of the total population that is a well representation of the target population. Therefore, the researcher took a sample size of 10% of the target population. This was done through Statistical Simple Random Sampling Technique (SSRST) to avoid biased results since the entire organization was represented on the sample size.

Target Group	Target Population	Sample size was 10% of the population	%
Head Teachers	100	10	10
Teachers	200	20	10
Parents	500	50	10
Total	800	80	10

Table 3.1 Sample Size
Source: Researcher (2011)

3.4 Research instruments

The researcher used questionnaires as the research instrument. This was because of their simplicity in the administration and scoring of items as well as data analysis (Gronharg, 2005). The questionnaires were structured and included both open and closed questions that were self-administered to parents (Appendix I) and teachers and head teachers (Appendix II) in order to get primary data or raw data from the respondents on factors affecting enrolment rate in preschools in Mathare division.

3.5 Validity and Reliability of Research Instruments

Validity refers to the extent to which the results accurately reflect the reality of the respondent's view and perception while reliability refers to the extent to which data collection techniques or analysis procedures yield consistent findings (Saunders, 2009). Testing the reliability and validity of research instruments is important because it ensures that data collected is not biased and erroneous.

A number of steps were taken to ensure that the instruments used in the study were valid in order to gather the required data. This was established through a pilot test by using questionnaires to collect data from 10 parents, 5 teachers and five headteachers not included in the sample size. The questionnaires were pre-tested and the observations made from the pilot study were used to refine the questionnaires. The researcher also used the supervisor for content validity and the feedback given was used to make the necessary modifications.

The researcher used test-retest method to test reliability of the research instruments. This means multiple administration of an instrument to the same people to assess the instrument's consistency. The questionnaires were administered twice. The second questionnaires were given after a period of two weeks and yielded consistent results.

3.6 Data collection procedures

The researcher used questionnaires to collect primary data. The questionnaires were self-administered therefore they were distributed to the respondents and reasonable time given before they could be collected. The completed questionnaires were sorted and cleaned of errors. Secondary data was collected from all the Preschool Learning Institutions in Mathare Division Slum in Nairobi. Before the administering of the questionnaires, the researchers sort permission from all the targeted respondents and from the institution by obtaining an introductory letter to authorize for data collection purposes.

3.7 Data Analysis

The data collected was organized and cleaned of errors made during data collection. The data was then coded, keyed in the computer and analyzed using descriptive statistics. Qualitative statistical techniques were used all through the analysis to describe and summarize data. The results of the analysis were then presented and interpreted in the form of descriptive statistics (frequencies, percentages and means) and non-parametric tests. The descriptive statistics measured the frequency, spread and influence of the variables under study. The findings were then presented in graphs and charts.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter discusses the data findings, data analysis and data interpretation.

4.2 Presentation of Findings

4.2.1 Response Rate

The researcher prepared and issued out 80 questionnaires to the teachers, head teachers and parents.

Category	Frequency	Percentage
Response	50	62.5
	29 Teachers and Head Teachers	
No Response	30	37.5
Total	80	100

Table 4.1 Response Rate

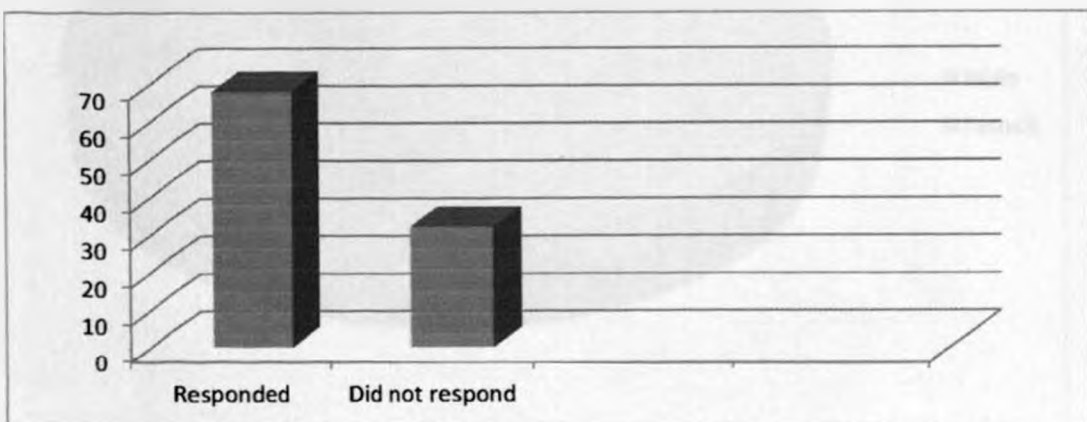


Figure 4.1 Response Rate

Source: Author (2012)

The table 4.1 and the figure 4.1 show that out of 80 respondents who were sent questionnaires, 62.5% responded while 37.5% did not respond. The findings of the study show that the study was well responded. According to Harper and Westfall (1989), 30% response and above is representative enough of any study.

4.3 Gender of the respondents

4.3.1 Gender of the teachers and headteachers

Category	Frequency	Percentage
Female	16	55
Male	13	45
Total	29	100

Table 4. 2 Gender of the teachers and headteachers

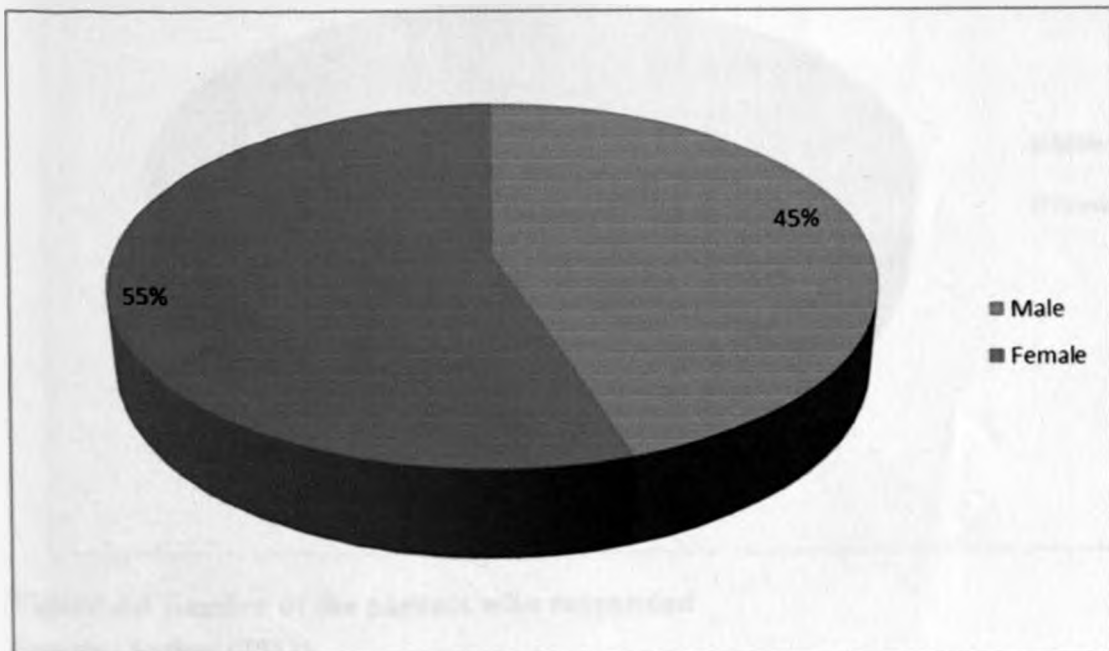


Figure 4.2 Gender of the Teachers and Headteachers

Source: Author (2012)

Table 4.2 and the figure 4.2; show that 55% of the teachers and headteachers were female while 45% were male. The findings of the study show that most of the teacher and headteacher respondents were female.

4.3.2 Gender of the parents who responded

Category	Frequency	Percentage
Male	7	33
Female	14	67
Total	21	100

Table 4.3 Gender of the parents

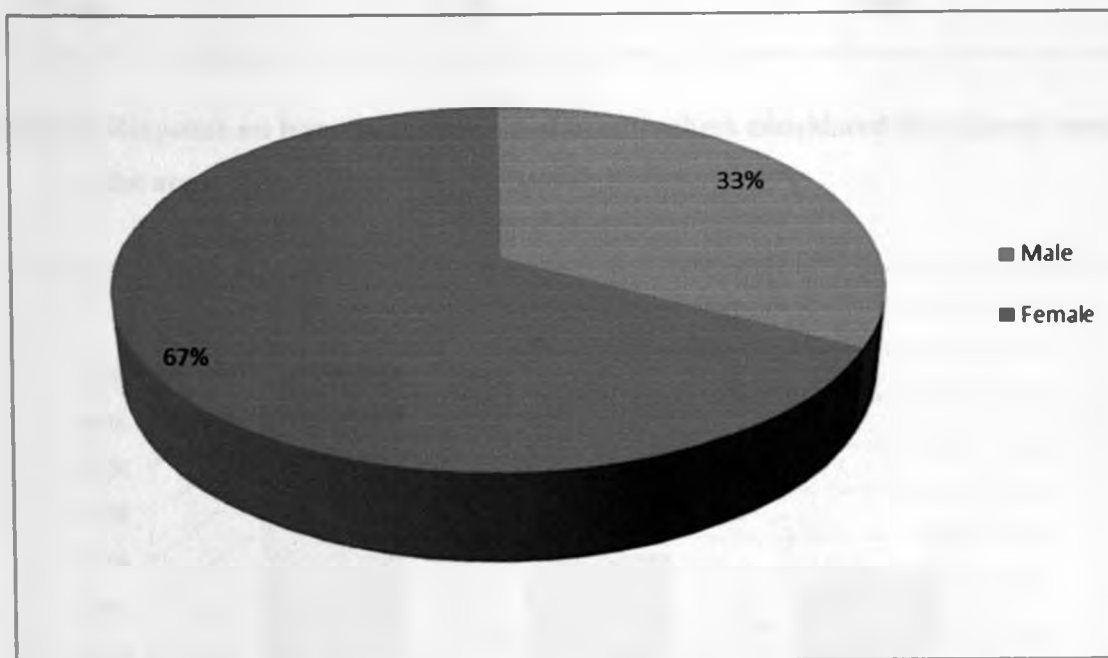


Figure 4.3 Gender of the parents who responded

Source: Author (2012)

Table 4.3 and figure 4.3 show that 33% of the parents who responded were male while 67% were female. The findings of the study show that most of the parents respondents were female.

4.4 Response on poverty

4.4.1 Response on how the Teachers and Headteachers considered the poverty levels in the area

Category	Frequency	Percentage
High	18	62
Moderate	6	21
Low	5	17
Total	29	100

Table 4.4 Response on how the teachers and headteachers considered the poverty levels in the area

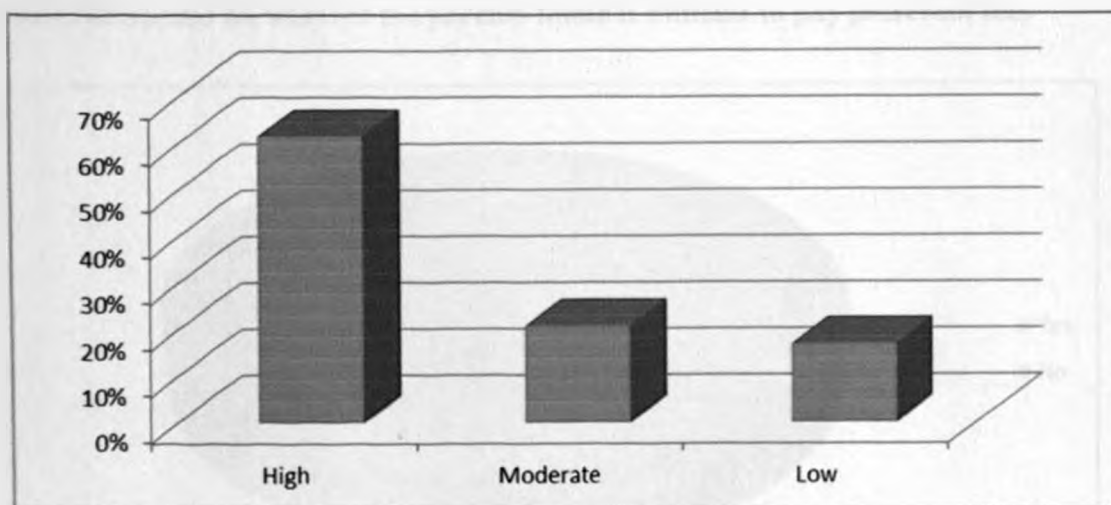


Figure 4.4 Response on how the teachers and headteachers considered the poverty levels in the area

Source: Author (2012)

Table 4.4 and figure 4.4, show that 62% of the teachers and headteachers felt that the poverty levels in the area were high, 21% felt that they were moderate, while 17% felt that they were low. The findings of the study show that most of the teacher and headteachers felt that the poverty levels in the area were high. One of the definitions of poverty according to the Poverty Reduction Strategy Paper (PRSP) for the period 2001-2004 is the inability to educate children. If the poverty levels are high as reported by the teachers and headteachers, then this is a clear indication that most of the children from poor households cannot attend school and this contributes to low enrolment rates in preschools which demand payment of school fees.

4.4.2 Response on whether the parents found it difficult to pay preschool fees.

The response from the parents was as follows:

Category	Frequency	Percentage
Yes	16	76
No	5	24
Total	21	100

Table 4.5Response on whether the parents found it difficult to pay preschool fees

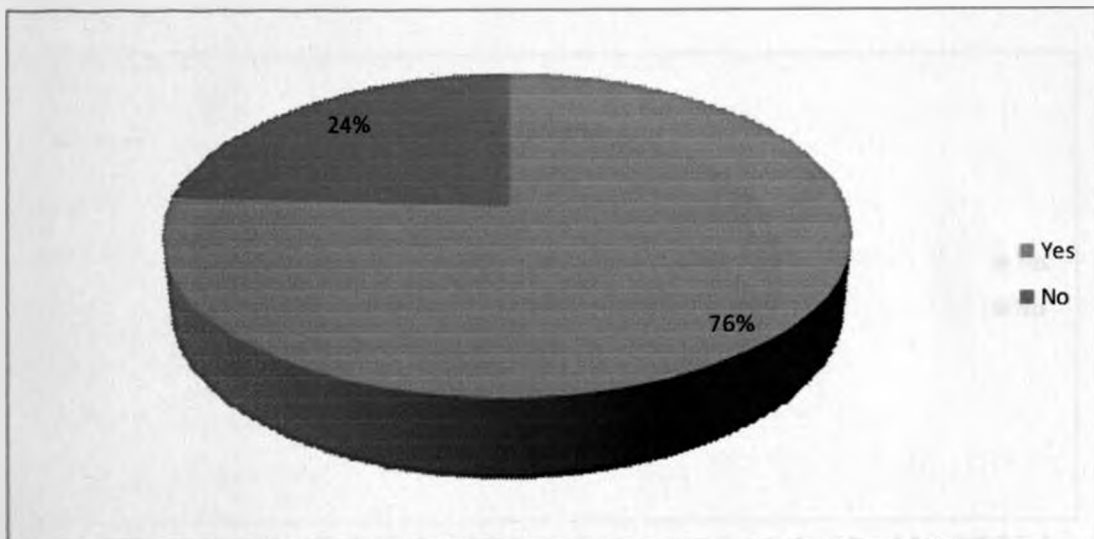


Figure 4.5 Response on whether the parents found it difficult to pay preschool fees

Source: Author (2012)

Table 4.5 and figure 4.5 show that 76% of the parents found it difficult to pay preschool fees, while 24% did not. The findings of the study show that most of the parent found it difficult to pay preschool fees and this affected enrolment. This is confirmed by The Poverty Reduction Strategy Paper (PRSP) for the period 2001-2004 which states that unlike primary education, pre-school services are fee paying. This puts a burden on parents' especially poor ones as they are expected to contribute to the putting up of facilities, payment of teachers' salaries and management of pre-schools. Little or no finance comes from other sources to support their initiatives in a pre-school program. Poor children have no choice but to participate in overcrowded pre-school services or study at home if there are no affordable services available within the vicinity.

4.5 Response on child labor

4.5.1 Response on whether the children in the area were involved in child labor

The response from the teachers and headteachers was as follows:

Category	Frequency	Percentage
Yes	20	69
No	9	31
Total	29	100

Table 4.6 Response on whether the children in the area were involved in child labor

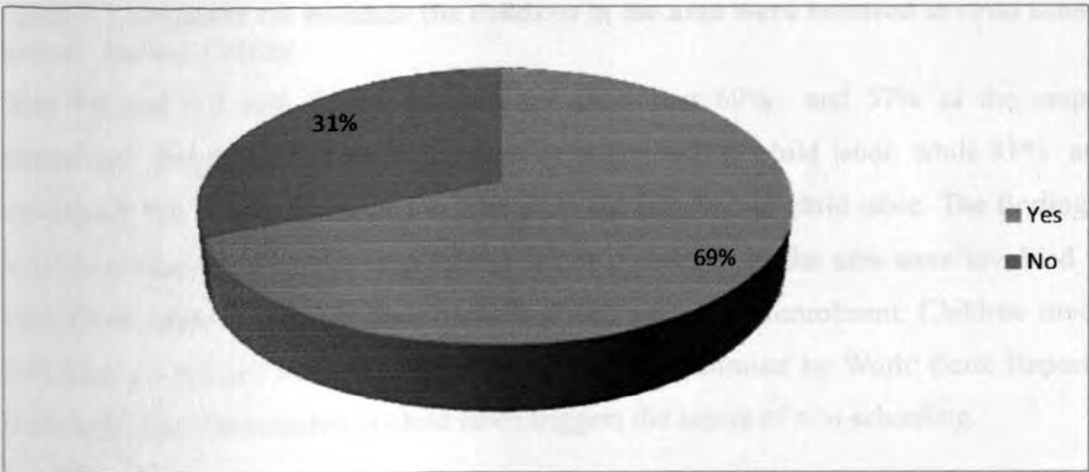


Figure 4.6 Response on whether the children in the area were involved in child labor
 Source: Author (2012)

The response from the parents was as follows:

Category	Frequency	Percentage
Yes	12	57
No	9	43
Total	21	100

Table 4.7 Response on whether the children in the area were involved in child labor

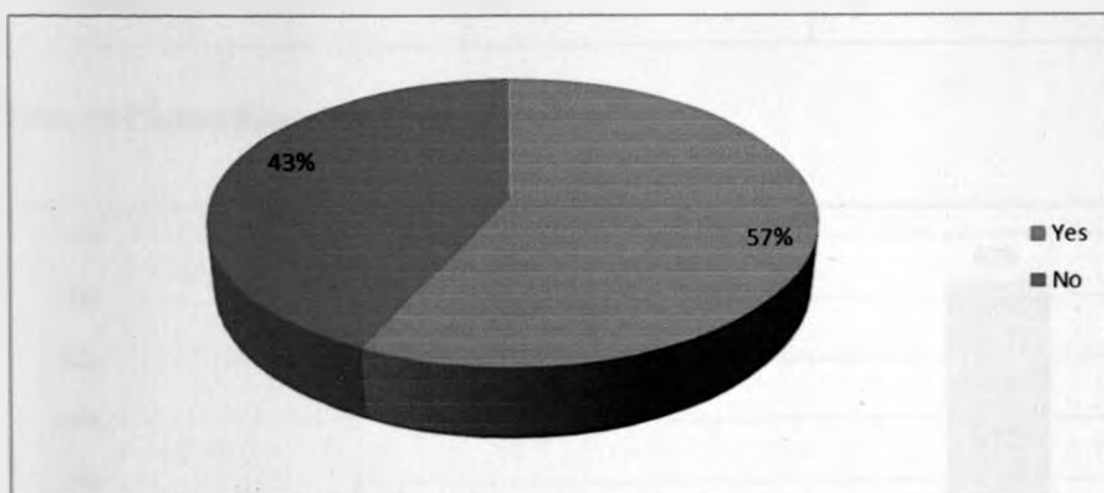


Figure 4.7 Response on whether the children in the area were involved in child labor
Source: Author (2012)

Table 4.6 and 4.7 and figure 4.6 and 4.7 show that 69% and 57% of the respondents respectively felt that children in the area were involved in child labor, while 31% and 43% respectively felt that children in the area were not involved in child labor. The findings of the study show that most of the respondents felt that children in the area were involved in child labor. Child labor is another factor which affects pre-school enrolment. Children involved in child labor do not get time to attend school. This is confirmed by World Bank Report (1988) which states that the concept of child labor triggers the aspect of non-schooling.

4.6 Response on Education Level of Parents

4.6.1 Highest education levels of parents

The response by the parents on their education level was as follows:

Category	Frequency	Percentage
Secondary	5	23
College	2	10
Degree	1	5
Untrained	13	62
Total	21	100

Table 4.8 Highest Education Levels of Parents

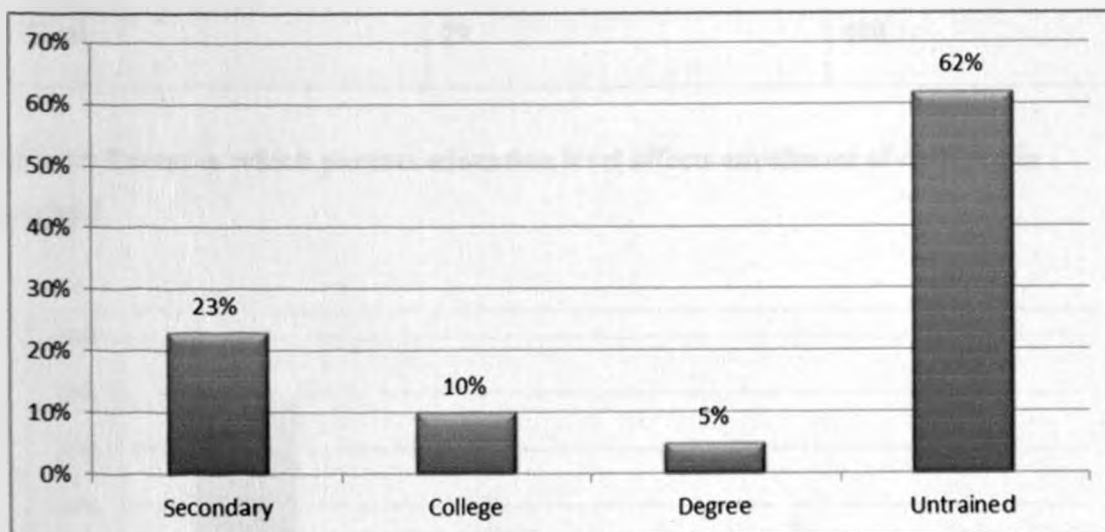


Figure 4.8 Highest Education levels of Parents

Source(author)

Table 4.8 and figure 4.8 show that 10% of the parents held different certificates from various colleges, 5% had degrees, 23% had secondary certificates while 62% were untrained. The findings of the study show that most of the parents were not trained in any profession. This is a true confirmation of the research done by UNESCO (2000) which states that illiteracy level of

adults is high especially in Kenya and Africa at large. The research further shows that 60-70% of the African adults are illiterate. Education level of parents affects enrolment rate according to Herzog (1969) who noted that literate parents rate or give first priority to their children's education.

4.6.2 Response from teachers and headteachers on the extent to which parents' education level affects enrolment of children in preschool

Category	Frequency	Percentage
Large Extent	17	59
Average Extent	5	17
Low extent	6	21
Not at all	1	3
Total	29	100

Table 4.9 Extent to which parents education level affects enrolment of children in preschool

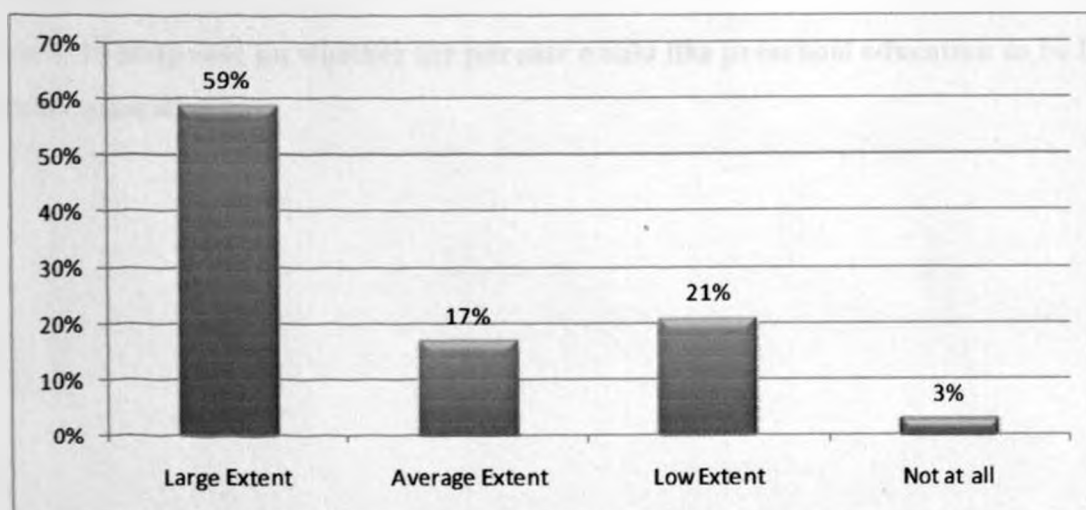


Figure 4.9 Extent to which parent's education level affects enrolment of children in preschool

Source: Author (2012)

Table 4.9 and figure 4.9, show that 59% of the teachers and head teachers felt that parents' education level affects enrolment of children in preschool to a large extent, 17% to an average extent, 21% to a low extent, while 3% felt that it did not affect enrolment of children in preschool. The findings of the study show that most of the respondents felt that parents' education level affects enrolment of children in preschool to a large extent. This is a true confirmation of the study carried out by Multiple Indication Cluster Survey (MICS), UNICEF/GOK (2000), which showed that 29.5% of children whose mothers had Secondary Education were enrolled in ECE centers as compared to 10.7% whose mothers had only completed primary school and 12.4% of those whose mothers had no schooling.

4.7 Response on Free Primary Education

4.7.1 Response by parents on whether they would like preschool education to be free like Primary education.

Category	Frequency	Percentage
Yes	19	90
No	3	10
Total	21	100

Table 4. 10 Response on whether the parents would like preschool education to be free like Primary education.

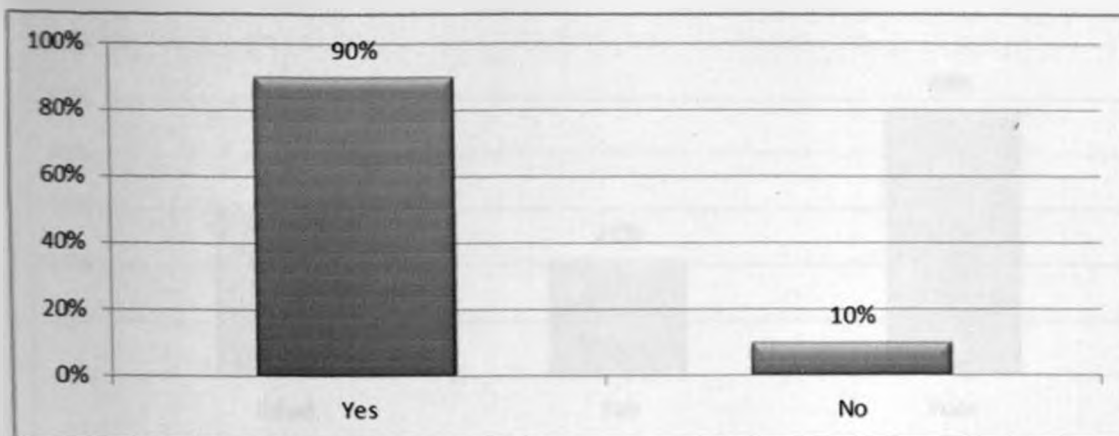


Figure 4.10 Response on whether the parents would like preschool education to be free like Primary education

Source: Author (2012)

Table 4.10 and figure 4.10, show that 90% of the parents would like preschool education to be free like Primary education, while 10% felt that it was fine to pay. The findings of the study show that most of the respondents would like preschool education to be free like Primary education. A majority of parents who expect preschool education to be free do not enroll their children in preschool but take them straight to primary school which is free. This is a true confirmation according to MOEST (2005) which states that an increasing number of children are not benefiting from preschool services. They move from home directly into primary schools.

4.7.2 Response by the teachers and head teachers on the nature of school payments

Category	Frequency	Percentage
Good	9	31
Fair	6	21
Poor	14	48
Total	29	100

Table 4.11 Response on the nature of school payments by the teachers and head teachers.

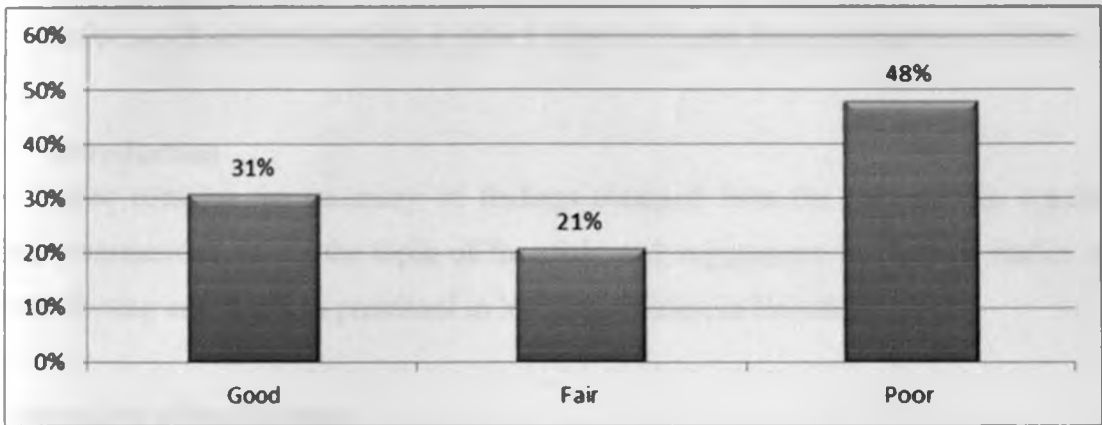


Figure 4.11 Response on the nature of school payments by teachers and head teachers.
Source: Author (2012)

Table 4.11 and figure 4.11, show that 31% of the respondents said that the payment of school fees was good, 21% of the respondents felt that the payment of school was fair, while 48% felt that it was poor. The findings of the study show that the payment of school fees was poor in preschools. Some of the teachers reported that payment of school fees was poor because most of the parents in the area did not understand why preschool education was not free like primary education. They further said that most of the parents were not willing to enroll their children in preschool but instead preferred to take them straight to class one which was free. This was a true confirmation of the research done by (MOEST, 2005) which stated that an increasing number of children are not benefiting from preschool experience. They move from home directly to preschool.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of findings obtained from the respondents, conclusions made, recommendations on the topic of the study and suggestions for further studies on the factors affecting enrolment in preschool in Mathare division in Nairobi.

5.2 Summary of the findings

The study set out to investigate factors affecting enrolment rate in preschools in Mathare division in Nairobi. The research focused on four areas namely: poverty, child labor, education level of parents and free primary education. The study adopted a descriptive survey design. The target population was 800 respondents which were sampled using Statistical Random Sampling. The sample size was 80 respondents. The research instruments used were questionnaires and the response rate was 62.5% (50 respondents). A summary of the research findings is discussed in view of the research objectives and questions:

5.2.1 Objective one: To assess whether poverty affect enrolment in pre-schools in Mathare division.

The findings of the study show that 62% of the teachers and headteachers felt that poverty levels in the area were high, 21% felt that they were moderate, while 17% felt that they were low. The study found out that most of the teachers and headteachers felt that the poverty levels in the area were high and this led to non-school attendance. The study also found out that 76% of the parents found it hard to pay preschool fees while 24% did not. Most of the parents found it difficult to pay preschool fees and this affected enrolment.

5.2.2 Objective two: To find out whether education level of parents affects enrolment in pre-schools in Mathare division

The findings of the study show that 10% of the parents held different certificates from various colleges, 5% had degrees, 23% had secondary school certificates while 62% were untrained. Most of the parents were not trained and this affected the enrolment rate. 59% of the teachers and headteachers felt that the parents' education level affects enrolment in pre-school to a large

extent while 3% felt that it did not. 21% and 17% felt that it affects to a low extent and average extent respectively. Most of the respondents therefore felt that parents' education level affects enrolment in pre-school to a large extent.

5.2.3 Objective three: To assess whether Free Primary Education affects enrolment in pre-schools in Mathare division

The findings of the study show that 90% of the parents would like pre-school education to be free like Primary education, while 10% felt that it was fine to pay school fees. Most of the respondents would like pre-school education to be free like Primary education. The study found out that 31% of the teachers and headteachers said that the nature of school payment was good, 21% said it was fair, while 48% said that it was poor. Most of the respondents said that the nature of school payment was poor. Payment of school fees was poor because parents did not understand why preschool education was not free like primary education. Most of the parents did not enroll their children in preschool because to them it was expensive but instead took them to class one.

5.2.4 Objective four: To establish whether child labor affects enrolment in pre-schools in Mathare division

69% of the teachers and headteachers and 57% of the parents felt that children in the area were involved in child labor. 31% and 43% respectively, felt that children in the area were not involved in child labor. Most of the parents felt that children of school going age in the area were engaged in economic activities in labor of to supplement their parents' low levels of income. Most of the parents used their children in running small businesses in the area instead of going to school.

5.3 Conclusions

Enrolment of children was high in primary schools compared to preschools. Many parents with preschool children in Mathare division wished that the preschool education would be free like the primary school education. Due to the parents' low income levels they were not able to pay fees in good time with the study showing that payment of school fees was poor in the area.

The study also shows that most of the children of school going age were engaged in different economic activities in the area affecting their school going process.

5.4 Recommendations

The government and the stake holders should develop policies that are geared towards empowering the people in the area economically in order for them to be able to improve the standards of their lives. It is important to educate the people in the area on the importance of education. The government should consider ways in which it can ensure that preschool education is available to all children in the area. The government also needs to consider ways in which it can make the preschool education free as the free primary education so that it can be accessible to all children and especially the underprivileged.

5.5 Suggestion for further studies

There is need for a study to be carried on the importance of preschool education and its influence on the children's education performance in later education process.

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APPENDICES

APPENDIX I RESEARCH QUESTIONNAIRE FOR TEACHERS AND HEADTEACHERS

SECTION A : GENERAL INFORMATION

Below is a questionnaire you are required to fill read carefully and give appropriate answers by ticking or filling the blank spaces.

The information obtained in this questionnaire will be treated with at most confidentiality.

1. Sex : Male Female

2. Highest Education level: Secondary College
Degree Others

3. To what extent does parents' education level affect enrolment of children in preschool?

To Large Extent Moderate To small extent To no extent

4. How do you consider the poverty levels in the area?

High Moderate Low

5. In your opinion, please explain whether you think poverty levels affect enrolment.

.....
.....

6. In your opinion are the children in the area involved in child labor?

Yes No

7. Please Explain.....

8. What is the nature of school payments in the area?

Good Fair Poor

9. Please Explain.....

APPENDIX II
RESEARCH QUESTIONNAIRE FOR PARENTS

SECTION A : GENERAL INFORMATION

Below is a questionnaire you are required to fill read carefully and give appropriate answers by ticking or filling the blank spaces.

The information obtained in this questionnaire will be treated with at most confidentiality.

1. Sex : Male Female

2. Highest Education level: Secondary Colleg
Degree Others

3. Do you find it difficult to pay preschool fees?

Yes No

4. Please explain.....

.....

5. Do parents with preschool children take all their children to school in the area

. Yes No

6. Would like preschool education to be free like Primary education

Yes No

Explain your Answer.....

.....

7. In your opinion are children in the area involved in child labor?

Yes No

Please Explain.....

.....

8. What are some of the activities that the children are involved in

.....