

**PARENTAL CHARACTERISTICS INFLUENCING THE ENROLMENT OF PRE-  
SCHOOL CHILDREN IN MWING ZONE, MWINGI-SUBCOUNTY, KITUI COUNTY,  
KENYA**

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## **DECLARATION**

This research project is my original work and it has not been presented for a Degree award in any other university

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## **DEDICATION**

This research project was dedicated to my lovely husband Japheth Musyimi and our children Anthony Nzambu, Kelvin Kingao and Dickson Joshua.

## **ACKNOWLEDGEMENT**

I thank the Almighty God for enabling and giving me good health and courage throughout my study. My sincere gratitude goes to my supervisor Dr. John K. Mwangi who closely and tirelessly guided me by offering professional advice to carry out my research work. He was of great help to me for he gave me the necessary corrections and suggestions before writing the research project report. I also thank all my lecturers for their guidance during my study as well as all my colleagues for their encouragement.

## **ABSTRACT**

The purpose of this study was to investigate the influence of parental characteristics on enrolment of pre-school children in Mwingi Zone. The objectives of the study were; to determine the influence of parents' income level on enrolment of pre-school children, to determine the influence of parents' academic level on enrolment of pre-school children, to determine the influence of family size on enrolment of pre-school children, to determine the influence of parents' marital status on enrolment of pre-school children in Mwingi Zone. The study conducted faced various limitations such as lack of co-operation from parents, this affected sampling because the chairmen of the school were the ones who were selected as the respondents since they are parents themselves. The findings of the research were useful to the parents as they saw the importance of investing in their children's education by enrolling them in preschool and by participating in their learning. The government and education stakeholders will be able to find out ways to help boost Early Childhood Education. The researcher used the descriptive survey design as it was effective in collecting data because she focused on gathering current information. The target population for this study was 40 schools composed of pre-school centers. The sample size for this study was 30% of the population which included 12 head teachers, 12 pre-school teachers and 12 chairmen making a total sample of 36 respondents. The questionnaires were administered to 12 head teachers and 12 pre-school teachers while interview schedule were administered to the 12 chairmen of the school. The data was analyzed in the form of percentages and frequency and presented in the form of tables. The researcher found that the level of children enrolling for preschool education was low due to factors such as: parental income, parental education level, size of the family and the marital status of the parents. All these factors were found to affect school enrolment in different ways, for instance the parental level of education affected their children's enrolment in preschools in such that illiterate parents did not see the importance of school, they hardly pay attention to whether their children go to school or not while some do not even check or supervise their children's homework and progress in school. The recommendations of the study were; the local leaders in Mwingi zone should sensitize the community on the importance of taking children to pre-school early, the County government of Kitui should increase the financing of pre-schools in Mwingi Zone so as to assist the parents with little income to take their children to school, the ministry of health should also educate parents in Mwingi zone on the importance of family planning so that the parents will have the children they can support and the school head teachers should talk to parents during school meeting on the importance of stable families so that they may not be involved in divorce and separation cases since they affect children's education.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

**CSG:** Community Support Grant

**CBO:** Community Based Organizations

**DEB:** District Education Board

**DICECE:** District Centers for Early Childhood Education

**ECD:** Early Childhood Development

**ECDE:** Early Childhood Development Education

**EFA:** Education for All

**GOK:** Government of Kenya

**KESSP:** Kenya Schools Support Programme

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of study

The need for holistic development and integrated programmes that meet the child's developmental needs is appreciated all over the world. United Nations Convention on Rights of the Child (UNCRC, 1989), African charter on the rights of children and Organization of African Unity (OAU, 1990), have recognized the rights of every child to education. The provisions of early childhood programmes are therefore vital, as discussed in the World declaration on the Education for All, (EFA) Jomtien (1990), and in Dakar conference (2000). Access to pre-primary education was low and net enrolment rate was 43% (Nyongesa, 2008). According to UNESCO (2005) ECDE is important for human development and has a positive impact on survival, growth, development and future learning potential of a child. Early childhood education is not only a fundamental right of child but also an indispensable element for learning at subsequent levels.

There has been a strong consideration for decades on when education of young children ought to start, amid numerous academics alleging that growth and development begins at delivery or during the prenatal phase (Lee & Hayden, 2009). In spite of the initial preliminary point, researchers who conduct out brain development investigations have come to an accord with one prime discovery which is 'learning during the early years in life of children is very vital'. The agreement appears to be that early introduction to educational practices in an inspiring

atmosphere will direct kids to achieve good in primary level of education. With time these persons turn out to be additionally industrious, with good health citizens in independent civilization. Educationists have discovered that the enduring outcomes of early learning and schooling can be experienced in all kids with various capabilities, as well as persons with or at risk of developmental impediment (Lee & Hayden, 2009). This school of thought in education has been almost worldwide. Scores of industrial countries have started to turn their concentration to very early education of kids starting from birth to pre-primary ages. The beginning of universal preschool programs in North American and West European countries is one practical model (Lee & Hayden, 2009). Additionally, early childhood experts have caught up with families and communities in order to progress quality care and development of young children particularly from birth throughout age three. Owing to the explosion of the multiplicity of such programs it has turned out to be vital to make certain programmes valuable and manageable.

In harmony with the current adjustments in the environment of early childhood schooling, this tendency seems to be dispersing to developing nations as well. UNESCO reveals that the universal pre-primary gross enrollment ratio rose from 33% to 40% between 1999 and 2005 (UNESCO, 2008) in developing countries. The information authenticates that additional nations are supporting the obligatory pre-primary schooling programmes of 5-year-old kids, particularly ahead of their entry into official primary level schooling. Additionally, these developing nations have additionally extended their civic childcare, family, and social and welfare activities. These services are geared towards lower-income families and employed parents, as well as private early childhood programs in urban cities for individuals who are high income earners (Lee & Hayden, 2009).

Planned expansion of early childhood schooling programmes has increased its demand. The common nature is that the age-requirements of early childhood schooling should be expanded from kindergarten and pre-primary ages to all children from birth (Gallagher, Clifford, & Maxwell, 2004). As a result of the extensive gap amid these little children's growth and development, a range of childcare and instructive models have been projected in all nations. Having in mind the significance of family participation in this age group, there exists a continuing modification of programmes that are family-based, community-based, or parenting schooling programs against traditional center-based care, these emerging countries' programmes usually regard the individual families' customs and conditions. For instance, it is recognized that families in many Middle Eastern and Asian countries predominantly prefer home-based childcare activities than center-based services until kids are offered with obligatory primary level schooling (UNESCO, 2008). Consequently, the immense demand of early childhood care and schooling programmes ought to not outshine the technique used. Definite execution ought to be cautiously designed based upon each nation's customs, slightly than counting on the idea and belief predicted by industrialized nations' investigations.

Even though a lot of exploration has been completed, apprehensions and matters in early childhood schooling stay alive across the globe. Lee and Harden (2009), assert that most outstandingly, the superiority of these early childhood schooling programmes require to be scrutinized and inspected. Even though the expansion and extension of early childhood programmes has to a great extent improved (Barnett, 2005), there has been only an inadequate quantity of instruments to examine their execution and assess their general excellence (NICHD, 2009).



At the East Africa Community level, co-operation in the development of human resources, science and technology is one of the pillars that are crucial to achieving the objectives of the community. Article 102 of the Treaty for establishing the East African community spells out how the partner states agree to undertake concerted measures to foster co-operation in education and training within the community. Despite the effort made by multilateral agencies such as UNESCO and the world bank in partnership, developing countries are still lagging behind in terms of commitments to improving pre-primary enrolment and participation of children in ECDE (Cochran,1993). Developing countries must double their effort in order to correct the situation for the sake of the child.

In the previous constitution in Kenya, the Ministry of Education (MOE) was the chief division accountable for all the nation's education programmes and also incorporated other ministries (such as the Ministries of Health, Home Affairs, Gender Sports Culture and Social Services, and Local Government) for designing and execution. The MoE had three sections at the national level: (1) the ECD Unit of the Directorate of Basic Education in the MoE Headquarters, liable for the formulation of policy plans, registration of pre-schools, synchronization of information gathering, financial support, donors and other partners, and provision of trainers; (2) the ECD Unit of the Division of the Directorate of Quality Assurance and Standards, liable for the inspection of pre-schools and training institutions, administration of early childhood teacher trainee examinations and certification of the teachers and (3)the National Centre for Early childhood education (NACECE), housed at the Kenya institute of curriculum development (KICD), in charge for pre-school curriculum and material development, training of and professional support to sub-county and county center's for Early Childhood Education. In 1985,

the DICECE, the district branches of NACECE, were established with the goal of decentralizing the management and administration of ECD programmes at the district level. The DICECEs are in charge for the provision and supervision of early childhood teacher training, inspection of pre-schools, discharge of parental and societal awareness and mobilization programmes, research and coordination with other associates at the district level. For quality education of the early childhood teachers to be attained, the various arms of NACECE have to be fully supported with curriculum materials and personnel.

Early childhood Education programmes were taken up by the government in the year 2008, spearheaded by the minister for education then, the late professor George Saitoti (TQET, 2008). Training facilities for early childhood education would take care of five developmental domains, that is; the physical and psychomotor domain, social, emotional, language, and the cognitive skills. In the new constitution the management of ECD programs has been devolved to the Counties and decentralized at the Sub-County level (MoEST, 2012). The sub-county administration in all the Counties has started the District Centers for Early Childhood Education (DICECE), and at the municipal level there are County Centers for Early Childhood Education (COCECE). The DICESE and COCECE are responsible for implementing the ECD program, training pre-school teachers, inspecting schools and carrying out parental and community awareness programs as well as management and disbursement of ECD grants to approved ECDE centers (MoE, 2012).

Poor parents are choosing not to take their children from preschools until they reach the age of primary school entry which is free in Kenya. Some parents refuse to pay school fees for their children in preschool on the grounds that Early Childhood Education like primary education

should be free. This has made it worse to mobilize resources for preschools. Cases of job insecurity in preschools are on the rise especially in poor areas UNESCO, (2005). The reduced number of enrolments in preschool brought about by free primary education has been a blow to teachers whose salary was meagre and unstable already before the introduction of free primary education. UNESCO, (2000) indicated that illiteracy level is very high in Kenya and Africa at large where 142 million adults are illiterate. This has negatively influenced access to education programs especially ECE.

According to Children Advocacy (2008), parental characteristics include and are not limited to illiteracy levels, poverty, and single parenthood either by choice, divorce or death of the spouse. These characteristics can have far reaching effects on parenting styles and ultimately lead to adverse effects on the child going to school. Children's enrolment in preschools is majorly determined by these characteristics, for instance a parent may opt to take the child to preschool owing to poverty or the fact that they did not go to school hence they do not see the need for the same. There is also lack of involvement by some parents on what goes on with their child as they do not go to school to check their child's performance and whether they go to school or not. This results in low self-esteem, whereby the child may have been gotten through rape or the father has absconded his responsibilities towards the child.

There are parents who consider preschools as being extended day cares with it being optional, that is it can be dropped easily. They at times take their children to school since they do not have someone to look after their children but if they have someone who can take care of them they will hence not enroll their children (Natalie, 2004). Violent parents also contribute to low enrolment in the preschools, when they beat their children senselessly due to issues like alcohol abuse, the children become afraid of joining school with the injuries incurred for fear of being

asked questions of how they got their injuries as they want to protect their parents by not going to school Children Advocacy (2008).

## **1.2 Statement problem**

The Kenya government acknowledges the significance of ECD to the children's and the Country's growth. Together with other with other development partners the Kenya government has developed policies to enable the improvement of ECDE by financing them through sub-Counties. Although the subsidizing of education was made to increase enrolment in ECDE centers, Mwingi zone has experienced poor enrolment in preschool education (County office report, 2016). Even though some parents manage to send their children and make them enroll in pre-schools, in the meantime those enrolled children become drop outs or repeaters. This situation has produced concerns from educationists, political leaders and the society as a whole. It is the responsibility of the parents to take their children to pre-schools so as to give them a better foundation for better performance in primary school. The parents' characteristics determine whether enrolment in pre-school will improve or not. These characteristics include; parents' income level, academic level, family size and marital status among others. Many studies in Mwingi Zone have focused on performance, social economic status and physical facilities. It is against this background that this study seeks to investigate the influence of parental characteristics on enrolment of pre-school children in Mwingi zone, Mwingi Sub-County.

## **1.3 The purpose of the study**

This study sought to investigate the influence of parental characteristics on enrolment of pre-school children in Mwingi Zone.

#### **1.4 Objectives of the study**

This study was guided by the following research objectives.

- i. To determine the influence of parents' income level on enrolment of pre-school children in Mwingi Zone.
- ii. To determine the influence of parents' academic level on enrolment of pre-school children in Mwingi Zone.
- iii. To determine the influence of family size on enrolment of pre-school children in Mwingi Zone.
- iv. To determine the influence of parents' marital status on enrolment of pre-school children in Mwingi Zone.

#### **1.5 Research questions**

This study was guided by the following research questions.

- i. How does parents' income level influence enrolment of pre-school children in Mwingi Zone?
- ii. How does parents' academic level influence enrolment of pre-school children in Mwingi Zone?
- iii. To what extent does family size influence enrolment of pre-school children in Mwingi Zone?
- iv. How does parents' marital status influence enrolment of pre-school children in Mwingi Zone?

## **1.6 Significance of the study**

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

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

## **1.7 Limitations of the Study**

According to Keith (2009) limitations are the conditions beyond the control of the researcher that may place restrictions on the conclusions of the study. The researcher found it difficult in convincing the parents to provide information related to the study as they thought that their private information will be available to the community at large. They also thought their parental responsibility was being undermined this affected sampling because the chairmen of the school were the ones who were selected as the respondents instead of the parents themselves. There was

also an issue with distances, as the schools were very far from each other, this consumed a lot of time and made the study expensive.

### **1.8 Delimitations of the Study**

Delimitations are the boundaries of the study (Mugenda & Mugenda, 2003). The study was conducted in Mwingi zone, Kitui county. The study was delimited itself to public pre-schools hence leaving out private pre- schools. The preschools were 40, whereby 12 were sampled. The study conducted included the head teachers, teachers and chairmen of the preschools.

### **1.9 Assumptions of the study**

All head teachers had relevant information on the influence of parents' characteristics on enrolment of pre-school children. Communities surrounding the schools share common characteristics. Enrolment of pre-school children of all public pre-schools in Mwingi Zone is influenced by similar factors.

### **1.10 Operational Definitions of Terms**

**Academic level** refers to the highest level of education

**Dropout** refers to pupils who temporarily or permanently stop attending school before completing an education cycle, for example in this study, primary level.

**Educational Wastage** refers to a term used to describe the total number of years spent by repeaters and dropouts in the education system.

**Family size** refers to the numbers of children per parent

**Learning achievement** refers to the ability to perform according to the expected results in an education system.

**Income level** refers to the family financial status

**Marital status** refers to whether a parent is married, single, divorced or separated.

**Net Enrolment Ratio** refers to the ratio of the number of students enrolled of official school age to the population of official primary age children.

**Rate of dropouts** refers to the number of dropouts per school.

**Socio-Economic Factors** refer to an individual's or group's position within a hierarchical social structure.

**Users fees** refers to parents' levies for their children

**Wastage** refers to learners who do not complete primary education in time or drop out of school.

### **1.11 Organization of the study**

The study was organized into five chapters. Chapter one; introduction consisted of background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, limitations of the study, delimitation of the study and organization of the study.

Chapter two; related literature reviewed presented the related literature concerning enrolment of pre-school children based on the objectives, theoretical review, summary of literature review and the conceptual frame work.

Chapter three; research methodology consisted of research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedure, data analysis techniques and ethical considerations.



Chapter four; data analysis data analysis presentation and discussion consisted of questionnaire return rate, demographic characteristics of respondents, presentation and analysis of the questions and regression analysis.

Chapter five; summary, conclusion and recommendations consisted of summary of the findings, research findings, conclusion, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITEATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the related literature concerning enrolment of pre-school children based on the objectives, theoretical review, summary of literature review and the conceptual frame work.

#### **2.2 Parents' income level and their influence on enrolment of ECE children**

Poverty and economic challenges of the time contribute to lack of motivation, negative self-concept in terms of academic abilities, failures at school, domestic violence, delinquency and higher drop outs (Abagi and Odipo, 1997). The income level is usually determined by the occupation of parents hence it is a factor that determines access to education. In Mexico, education expanded significantly between 1970-2000. Enrolments rose from 9.7 million in 1970 to 21.6 million in 2000. The poorest states like Nayarit and Chiapas continued to have low below average enrolment and attendance in schools, hence Mexican government introduced several programs and the main one was 'Oportunidades' formerly known as PROGRESSA which provided grants to low income families so that children could attend school and health services (Abagi and Odipo, 1997).

Research has indicated that children of wealthier households are less likely to drop out of school than their counterparts from poorer households hence perform better. It has been observed that the wealth effect is significant for both boys and girls, urban and rural children. The economic constraints emerge as an important barrier to learning achievement. The impact of economic constraints is not always immediate but cumulative, and can eventually lead to children dropping out of school (Koech Report, 1999).

In Latin America, Africa and South Asia, poor academic performance is prevalent among the pupils or students from low socio-economic background, in the rural than the urban regions and again among girls than the boys (Koech Report, 1999). Factors influencing this school wastage according to Psacharopoulos and Woodhall (1985) are poverty which may give rise to illness, malnutrition, absenteeism, the opportunity cost of schooling for poor families, cultural factors, which affect girls in particular, inappropriate curriculum and examinations which is excessively academic and designed to prepare majority of pupils for upper secondary and higher education and a shortage of secondary school places, which leads to repetition at the primary level (Psacharopoulos and Woodhall, 1985).

In India, most parents claim that they do not take children to school because they cannot afford to buy school uniform and notebooks. In Bangladesh, those who drop out come from lower income families (Sabates, 2010). According to the Republic of Kenya (2002), about 56% of Kenyan population living below the poverty line is unable to enroll their children in school due to both direct and indirect costs of schooling. KIPPRA (2004), under the FPE and FDSE programmes, parents and local communities continue to meet some educational expenses such as building costs, uniform, transport and food. When these costs are very high, both the family and the society may neglect the provision of education. Financial constraints are the main causes of children not enrolling or completing school especially in hunger stricken, ASAL and hardship areas. The issue of fees accelerates school absenteeism in schools. Children whose parents cannot afford fees go to school irregularly and in the long run drop out of school Abagi and Odipo (1997).

According to World Bank (2012), in Africa, children received maximum care and education not only from their parents but also from the society. Traditional African education was basically practical in nature. It was meant to develop one's character, physical attitudes and actual life experiences to enable one to live a full and productive life in the society. Learning took place at all the time and anywhere unlike the formal structured Kindergarten education with fixed timetable. According to Fredrich (2010) the education of the child in Africa begun when the child was born unlike the recently adopted ECE Programme where the child waits to age 3 to start basic formal education that is related to babysitting instructions or age 4-5 to get into nursery school that is purely books and examinations oriented.

Studies across the world have shown that in most communities across Africa, parents have their mother tongues that doesn't link in any way or the other with the national languages borrowed for example English in Kenya. Normally, as children started to speak, mothers taught them correct manners of speech in their mother tongues. When the child was able to speak, used to be asked questions to test how much he/she had learnt. They learnt by imitating or listening to their Maasai, Dholuo, Duruma/Digo/Kikamba, Somalia etc. languages that they were fluent in as they learnt them from the parents.

Wawire (2006) showed that parents income was one of the factors that affected access to quality and relevance of ECE in Machakos and Nairobi. According to National ECDE policy framework (2006). It is indicated that parents have to pay for ECDE teachers. In Kenya, malnutrition and ill health are factors associated with socio-economic factors. These can significantly damage the cognitive processing ability of children. These children thus require more hours of instruction to

learn various skills, as such implementation of Early Childhood Education may prove critical. Socio-economic differences affecting effective implementation of Early Childhood Education also cut across regions with some being labelled marginalized areas. Children from these areas suffer from lack of access to education (Van de Linde, 2005). According to KNHCR, parents' low levels of income cannot afford to give their children basic requirements which are required for school for example school fees and school uniforms this results in dropping out of school as the children tend to be told every now and then to go home for school fees or to come to school in proper school uniform.

Due to low income levels, parents see their children as people who should work and thus see no problem if the children go to work so as to supplement their low income levels this results in children not attending school and go to work for example as cattle herders. Agriculture is one of the sectors which is highly involved in child labor especially during planting and harvesting seasons. Some children are not enrolled to preschool as they cannot afford a decent meal or none at all (Daily nation, 2011). Children in different parts of Kenya have unique needs (Koech and Njenga, 2006) for example children from marginalized groups, usually in arid and semi-arid regions. These children are less likely to enroll for school as they are busy looking for food or boosting their income levels.

### **2.3 Parents' academic level and its influence on enrolment of pre-school children**

Psacharopoulos and Woodhall (1985) indicate that the fathers' education, occupation and income level determines children access to school. Children of educated women are much more likely to go to school and the more schooling women have received, the higher the chances their children

will from their education (UNICEF, 2004). Educated parents will be a role model to their children and will cultivate a positive attitude towards school in their children from an early age. They will encourage their children to develop interest in schooling unlike uneducated parents who may have less influence on the education of their children UNICEF (2004).

A research done by UNESCO in 2000 indicated that illiteracy level is very high in Kenya and Africa at large where 142 million adults are illiterate. This has negatively influenced access to education programmes especially the ECE. A study done in Tarbaj Division in Wajir District in 2010 indicated that illiterate parents denied their children access to ECE to stay at home with their siblings as they went to fetch water (Saadia, 2010). Parents with professional qualifications ensure that their children enroll and remain in school. Parents with low levels of education have negative attitude towards because they do not see immediate feedback (MOEST, 2012). They are also not able to help their children in areas of academic difficulties which discourage learners making them to dropout. Education of the mother is considered to one of the greatest determinants of enrollment in pre-schools. Mother's education leads to sustained increase in education attainment from one generation to the next. It's the education level of the parents that determines whether and for how long children access schooling. It's the education level of the parents that determines the child's employment decision (Ersado, 2005).

Parents' academic level has additionally been associated with children's school attendance as well as basic intellectual growth (Buckingham, Wheldall, & Beaman-Wheldall, 2013). Young children from parents having advanced schooling generally have greater school vocabulary, faster language progression, higher efficiency in intellectual tests, and better school attendance.

Portes, Cuentas, & Zardy (2000) evaluated the connection of parent-child interactions to children's intellectual accomplishments. The outcomes showed that even though interaction attributes are associated with children's perceptive accomplishments, this connection is moderated by circumstance aspects that could differ in every culture. A number of variations in academic systems among various nations need to be considered. Additionally, the connection between parents' schooling as well as private as opposed to public schools can vary across nations around the world.

The U.S. Department of Education (1996) observed that mothers and fathers having higher levels of schooling record less satisfaction with school strategies than parents having lesser levels of schooling, indicating that more highly schooled mothers and fathers feel more at ease criticizing the institution. Grolnick, Benjet, Kurowski, & Apostoleris (1997) observed that mothers and fathers who view themselves as educators and feel beneficial in assisting their children at school are more inclined to be engaged. Parents' perspective in their purpose as teacher and their level of comfort interacting with instructors and assisting their children with class work may, partly, be a consequence of their own academic experience. Numerous studies propose that socioeconomic status (SES), of which parental schooling is an element, is a risk factor for parental involvement (Tandon et al., 2012).

Alexander & Entwisle (1996) demonstrated that a discrepancy in school preparedness (for example, intellectual abilities, attitudinal anticipations, and investment in school) is present among children coming from low- as opposed to high-SES families as early as first grade. The difference in accomplishment between these 2 categories carries on broadening as the years'

advance. Despite the fact that most scientific studies of SES mix income, occupation, as well as educational level, there is certainly growing acknowledgement of the need to examine these variables separately Greenberg, Lengua, Coie, & Pinderhughes (1999). These studies indicate that reduced parental schooling is related to reduced degrees of effective participation in many domains, although not associated with the standard of the parent-teacher association or the parent's validation of the institution. Conceivably, being better schooled allows for parental understanding of the value of directly boosting their children's schooling. Furthermore, less schooled mothers and fathers might have had life (as well as school) encounters inducing them to feel significantly less capable of being deeply involved with their child's school. They could believe that they are deprived of the required capabilities to assist their children or that they must not hinder the school's authority Greenberg, Lengua, Coie, & Pinderhughes (1999).

UNESCO (2000) indicated that illiteracy level is very high in Kenya and Africa at large where 142 million adults are illiterate. This has negatively influenced access to education programmes especially the E.C.E. There are parents who have had horrible experiences in school thus they are not great advocates for their children to attend school. Children whose parents have low levels or no education tend not to go to school since their parents do not see the benefit of school to their children. Koech (2010) did a study in Uasin Gishu which showed that parents with no education certificate and those with college diploma differed significantly in their level of involvement in preschool activities. The study showed that parents with low level of education felt inept in their contribution to parent-school partnership modes than parents with higher education.



Orodho (2013) reported that better educated parents appreciate the value of education more than illiterate ones and this plays a significant role in enrolling children to preschool. Illiterate parents are not able to assist their children progress in education both personal and materially involvement this also results in them seeing no need for education since it has no impact in their lives. This was consistent in a study by Noor (2001) that there was a direct relationship between parental level of education and children's enrolment. There are those parents who understand Early Childhood Education differently as they know it is only learning skills which should be acquired in preschools. They opposed sending their children to preschool if it is not for teaching reading and writing, such pressure from parents thus turn preschools into de facto 'early primary education' facilities. There are those who are ignorant who say they cannot pay for preschool education since it should be free like primary school. This leads to low enrolment levels in preschools as these parents wait for their children to reach primary school age, this has in turn affected the levels of education in our country since these children do not have a proper education foundation (Noor, 2001).

A survey done in Kenya found that most head teachers and teachers attributed the lack of parental involvement to the parents themselves. Parents were not aware of their responsibilities as parents for they were not concerned about the quality of education provided to their children. One teacher even said that "the government should clarify the role of parents as they are not taking anything the teachers tell them seriously (Republic of Kenya, 2005: 62).

#### **2.4 Family size and its influence on enrolment of pre-school children**

The size and stability of the family can influence access and academic enrolment of ECE children. Large and unstable families influence access and academic enrolment negatively while

small and a stable family positively influences learning achievement. Large families are associated with poverty where parents have many children and low income. This makes the parents engage their children in child labor and deny them access to education programs leading to poor performance. Large families are also with socio-economic disadvantage, probably less intensive interaction and less communication between parents and their children (Otieno 2012). Large families therefore limit parental involvement in the academic welfare of each child and this may lead to low participation even at the lowest level of education (UNESCO, 2010).

In Norway where majority of parents have a small number of children, access to ECE stands at 98% (ADEA 2001). In Benin 83% of children who did not attend preschool came from families with over seven siblings. In Norway and Denmark, the central government plays a central role in provision of ECE. The central government provides funding in grants while municipalities are responsible for implementation. Access to ECE is therefore high in these countries as their economies are able to provide social amenities to its population including basic education.

In Tarbaj Division, Wajir District Kenya, women who have large families were reported to keep their children at home to look after their younger siblings as the women went to fetch water (Saadia, 2010). Social capital is one of the components of family background that refers to relationship among members of the family. In Kenya, there are some cultures which advocate for polygamous families; whereby a man can marry more than one wife. This has led to the low enrolment of children in preschool. These families tend to have too many mouths to feed leading to children helping in finding for their families especially in dry areas and poor households by accompanying these parents to look for water and pasture in case of pastoralists Saadia (2010).

There are cases of favoritism whereby the beloved children or the children of the beloved wife are taken to school while the rest are told to stay at home and help out in the households or they are told that there is no money for taking them to school. Parents especially the father lacks quality time to spend with their children, this leads to some of the children becoming indisciplined which can lead to refusing to go to school. Fathers are seen as the pillars of discipline and support for their families (Ginther, 2004).

Where children come live in extended families the issues are almost the same like the ones of polygamous families. Families which have high number of children at the school going age at times fail to enroll the younger children to Early Childhood Education as they sacrifice their education so that the older children can finish where in turn they can take the younger ones to school once they complete their education.

In cases where the children live with their grandparents, they fail to be enrolled in school since they are told to take care of their grandparents as they are too old to take care of themselves. There are those grandparents or relatives who will exploit the children by making them do household chores for them this denies these children access to education especially if they are orphans or are children of single parents (Saadia, 2010).

Numerous cases of child abuse such as physical and sexual abuse have been rampant with huge family sizes since there are people who take advantage of these children. They hence do not attend school for fear of victimization or due to depression and self-pity of why this was done to them (Children Advocacy, 2008).

## **2.5 Parents' marital status and its influence on enrolment of pre-school children**

There are a lot of factors that contribute to academic success for children and there are many theories, as to what will help increase the academic success of a child. Some issues may be out of parent's control. Others can be modified to give a child a great start in school and continued success. Researchers point to a growing body of evidence demonstrating that, quality education links between teachers and families and between communities and schools and these influence children's academic performance and success. Eccles and Harold (1996), Dahber and Epstein (1993), in their study of over two thousand inner city elementary and middle school parents, concluded that, the best predictor of parental involvement is what the school does to promote it.

The data is clear that schools practice to inform and involve parents are more important than parents' education, family size, marital status and even grade –level, in determining whether inner city parents stay involved with their children through middle school. Dauher and Epstein, (1993), stress that, single parents, Parents living in poor community and parents of adolescents will not be among the least involved in schools' implementation of appropriate practices to engage them. Even the most difficult to reach, Parents need to set aside time for involvement in their children's education.

Research states that, fathers in marital status involve themselves less in school activities. According to Hetherington Stanley, Hagan (2002), 40% of children born to married parents will experience their parents' divorce. Many families experience domestic violence which affects young children physically, emotionally, psychologically and mentally. Children as many as 275 million worldwide become caught up in the cross fire of domestic violence-hence divorce. These

children suffer consequences of turbulent homelike violence against children. These children from divorced single parents face many abuses including physical, psychological, injury, neglect, maltreatment, exploited and may be sexually abused. Children from single parenthood will lack adequate nutrition to afford feeding programmes for good health of preschool children as stated in Humanistic theories of Abraham Maslow (1954), hierarchy of needs, food, shelter, security and love. Children of single parenthood face many challenges of malnutrition. Even developed countries like United States has reported 17% of all children are growing up in households struggling to meet basic needs (UNICEF 2001).

After the inception of FPE (GoK 2003), the early childhood education was left entirely in the hands of parents and community. These parents cannot afford the cost of education as some are living under poverty line. They are earning less than Ksh 1200 per month. A single or divorced lady is constantly subjected to associate pressure, which could become a potential stress. Stressed parents cannot afford to provide for adequate learning needs of their children. According to Children Advocacy (2008), children from single parent families start assuming much more domestic and financial responsibilities. This has led to heavy burdens on them leading to poor enrolment in preschools. Some women become single parents due to issues such as absentee fathers, diseases such as HIV/AIDS or even from rape. These parents are too busy at times such that they do not supervise and lack concern with their children's school work, thus the level of stress in their lives tend to affect their children more in case one of the parents has died especially the father whereby the in-laws fight for property with the deceased family thus disrupting the children's life hence dropping out of school since they become poor and at times

become homeless this affects them so much that the last thing on their minds and those of their parents is school Children Advocacy (2008).

Children from single parents' lack father figures which results in lack discipline in the children's life, this results to punishment for their funny behaviors and in worst scenarios their school mates will avoid them because of this (Ginther, 2004). The said children will start to feel unwanted and not loved, they start to miss school by for example feigning sickness thus affect their school attendance leading to school drop outs. In other cases, there are those children who will laugh at, tease and bully children from single parents this affects how they relate to other children, hence when they hear of school they would not want to enroll since they fear they will just be targeted and victimized Bloom, (2010).

Parents who are divorced mostly do not work together for the benefit of their children as they are busy fighting for the custody of the children and also property. These parents do not even want to see each other eye to eye. This stresses the children as they are deprived of parental love and care. The parents also tend to have little time to be concerned with their children's education as to whether they will attend school or not furthermore the child is also too stressed to think of anything else other than their current family situation. These children also tend to have lower educational aspirations hence the low levels of school enrolment (Orodho, 2013).

## **2.6 Theoretical review**

The study adopted the Education Production Function Theory (EPT). In this theory, different combinations of inputs can produce different levels of outputs. The study was based on the production function theory by Mace (1779). The production function theory describes the

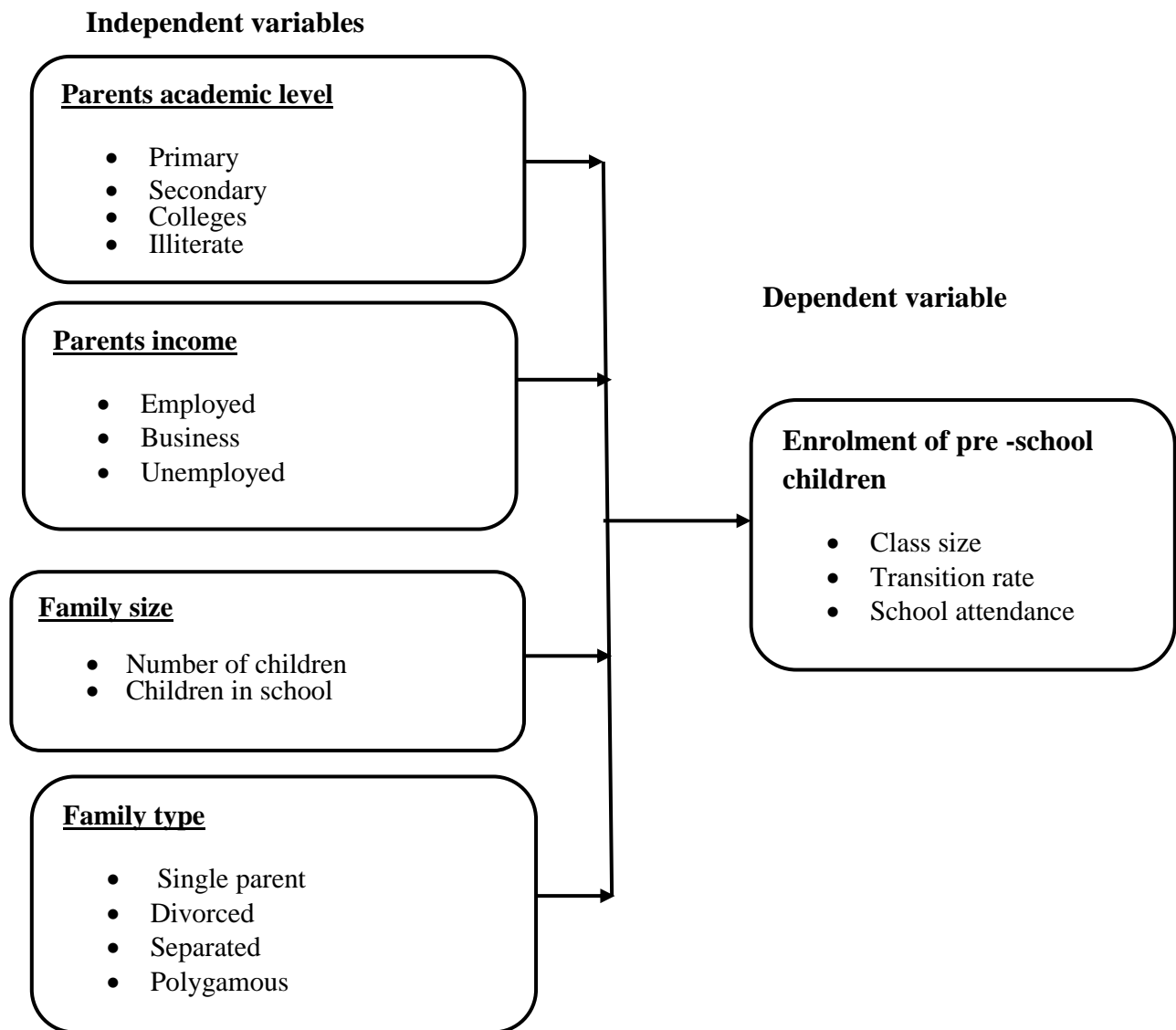
relationship between inputs and outputs. Education is a process which uses scarce financial, physical and human resources allocated to produce of educated people.

The pre-school enrolment is determined by parent's characteristics. In the ECD center, the parents ensure that the necessary resources are availed in the schools. These resources include teaching and learning materials, infrastructure and the human resources which are inputs in to the production function. These resources affect the teaching and learning, participation and quality of education in terms of performance in schools which are the outputs in the education system. With adequate educational resources both human and physical, this is an indicator of internal efficiency.

## 2.7 Conceptual framework

The following is the conceptual framework of this study:

Figure 1. Conceptual framework



The independent variables are the parents' income level, parent academic level, family size and marital status. The dependent variable is the enrolment of pre-school children. The enrolment of preschool children from the above conceptual framework is dependent on the parents' academic



level, parents' income, family size and family type. This means that the independent variable plays a big role in determining the resultant effect of enrolment in preschool. Manipulation of the independent variable through addressing issues touching on the family with keen interest on parenting styles is according to this framework of paramount importance in addressing enrolment issues in preschool.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the researcher presented the methodology in the following subsections: Research design, target population, sample size and sampling techniques, description of research instruments, piloting, instrument validity, reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations.

#### **3.2 Research design**

This study applied descriptive survey research design which is a method used for gathering information about people's attitudes, opinions, habits or education issues (Orodho, 2009). Thus the design is suitable for this study because the researcher focused on gathering current information on the influence of parents' characteristics on enrolment of pre-school children in Mwingi zone, Kitui County, Kenya.

#### **3.3 Target population**

According to Kombo & Tromp (2006) target population refers to a group of individuals, objects or items from which samples are taken for measurement. This study targeted all 40 primary schools with pre-schools classes in Mwingi zone. According to the CDE's Office report (2016), there are 40 pre-schools with 40 head teachers and 40 preschool teachers who were targeted in this study. The study also targeted parents of the preschool children.

### **3.4 Sample size and sampling techniques**

According to Orodho and Kombo (2002), sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. In this study, the researcher used simple sampling where 30% of the population was sampled according to Mugenda and Mugenda (2003). The sample size was therefore 12 schools out of which 12 head teachers, 12 teachers were selected. The researcher also selected 12 school committee chair persons. These would represent the parents to participate in the study, so the researcher interviewed the chairmen of each school whereby an interview schedule was used because some parents were illiterate.

### **3.5 Research instruments**

In this study, the researcher used the questionnaires as the main data collection tool. The questionnaires were used because they had the ability to collect a large amount of information in a reasonable span of time and they ensure anonymity (Orodho, 2009). The researcher used interview schedule to the chairmen of the schools representing the parents since they had been elected by the parents, hence they had the relevant information required for the study. This was so because most of the parents are illiterate having not gone to school while others failed to cooperate with the researcher.

Questionnaires were also used to get information from the head teachers and teachers, they were appropriate in the sense that they had better knowledge of the children as well as their backgrounds. Similarly, teachers were in a better position to provide information on the enrolment of children as per the information contained in the admission book. The head teacher was the head of the preschool as well as the primary school.

### **3.6 Piloting**

In this study, the research instruments were piloted in two public pre-schools with similar characteristics. The pilot study involves two head teachers and two class teachers. The two schools were selected randomly and were not be part of the main study. The pilot study assisted the researcher to identify inappropriate and ambiguous items in the instruments in order to make amendments and improve its quality and validity (Mugenda & Mugenda 2003).

#### **3.6.1 Instrument validity**

According to Kombo and Tromp (2006), validity is a measure of how well a test measures what it is supposed to measure. The researcher sought assistance from research experts such as the experienced supervisors in the department of Educational Management, University of Nairobi in order to help improve content validity of the instruments in this study.

#### **3.6.2 Reliability of the instruments**

Reliability may be defined as a measure of the degree to which a research instrument yields consistent results after repeated trials (Denscombe, 2007). In this study, the researcher employed the Split-half technique to test for the reliability of the questionnaire whereby the pilot instruments will be divided into two equivalent halves. One half of even numbered items and the other of odd numbered items. Using Pearson Product Moment Correlation Coefficient, the coefficient of relationship for the two halves was computed using the two sets of values. The researcher preferred this technique because it requires only one session. The correlated result was 0.81 which showed the degree to which the two halves of the test are equivalent or consistent in

terms of items. Orodho (2009) asserts that a correlation co-efficient ( $r$ ) of about 0.75 should be considered high enough to judge the reliability of an instrument.

### **3.7 Data Collection Procedures**

The researcher sought research permission from the sub-county director of Education in Mwingi central. The researcher then made appointment with the head teachers of the sampled schools. The researcher gave the introduction letter to the head teachers and explained the purpose of the study. After establishing a rapport, the researcher administered the research instruments personally. She gave adequate time to participants to fill the questionnaires and then collect them. While in the schools the researcher then checked the school records to gather information from the school registers on enrollment and absenteeism and interviewed the chairperson of the particular school.

### **3.8 Data Analysis**

Once the data was collected from the field, it was sorted to identify errors made by the respondents such as spelling and any un-responded to items. The data was then coded and keyed into Statistical Package for Social Sciences (SPSS) computer program for analysis. Quantitative data to be derived from the demographic section and the closed items in the research instruments was analyzed using descriptive statistics. The Qualitative generated from the open ended items in the research instruments was organized into themes and patterns based on the study objectives and questions. The data was also analyzed using inferential statistics like correlation and Chi-

square analysis were used to test the hypothesis. The researcher then discussed the findings, to draws conclusions and made recommendations for the study and suggestions for further research.

### **3.9 Ethical considerations**

The researcher in this study obtained a permit from the Mwingi Sub-County Director of Education in order to be allowed to collect data. She got informed consent from all the participants through a dialogue during which each participant was informed of the purpose of the study and were assured of the anonymity and confidentiality of his/her responses. After obtaining the participants' consent, the researcher clarified that participation were entirely voluntary. She instructed the research assistants to treat all the participants with respect and courtesy.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETAION**

#### **4.1 Introduction**

This chapter consists of data presentation, interpretation and discussion of research findings. The study sought to investigate the influence of parental characteristics on enrolment of Pre-school children in Mwingi Zone. The objectives of the study were; to determine the influence of parents' academic level on enrolment of Pre-school children, to determine the influence of parents' income level on enrolment of Pre-school children, to determine the influence of family size on enrolment of Pre-school children, to determine the influence of parents' marital status on enrolment of Pre-school children in Mwingi Zone.

The questionnaires were administered to 12 head teachers and 12 Pre-school teachers while interview schedules were administered to 12 school committee chair persons from every selected school. The collected data was analyzed using both descriptive and inferential statistics where frequency tables were created using Statistical Package for Social Sciences (SPSS) by data interpretation and discussion of the findings.

#### **4.2 Questionnaires return rate**

According to Mugenda & Mugenda, (2003), questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number contacted for study. The questionnaires for this study were administered on head teachers and pre-school teachers. All the respondents submitted back their questionnaires, this was necessitated by the fact that the researcher gave guidelines to the respondents on how to go about the questionnaire

filling. She also gave them a timeline so that by a stipulated time they be through with filling the questionnaires. The results of questionnaire return rate are as shown in Table 4.1.

**Table 4.1: Questionnaires return rate**

The table 4.1 below shows questionnaire return rate

<b>Respondents</b>	<b>Returned</b>	<b>Not Returned</b>	<b>Total</b>
Head teachers	12(100%)	0(0.0%)	12 (100%)
Pre-school teachers	12(100%)	0(0.0%)	12(100%)

From table 4.1, in Mwingi zone, all the head teachers and Pre-school teachers returned their questionnaires. The return rate became possible because the researcher personally took the questionnaires to the sampled public primary schools. This was sufficient according to Mugenda and Mugenda (2003) who observed that a 50 percent response rate is adequate for analysis and reporting. A response rate of 60 percent is good and a response rate of 70 percent and over is very good. Since the response rate was more than 70 percent, it was considered very good. This would provide the required information for purposes of data analysis hence this could enhance sample representation and meaningful generalization for the response rate implies a very good representation.



### 4.3 Demographic information for the respondents

The respondents who included; head teachers and Pre-school teachers were requested in the questionnaires to indicate their demographic characteristics which included; gender, age, highest academic qualifications and their working experience.

#### 4.3.1 Distribution of respondents by gender

The information on gender distribution helped the researcher to ascertain the real representation in the study in terms of the gender. The results on gender for head teachers and Pre-school teachers were shown in Table 4.2.

**Table 4.2: Gender distribution of respondents**

	Head teachers		Pre-school Teachers	
	Frequency	Percent	Frequency	Percent
Male	7	58.3	4	33.3
Female	5	41.7	8	66.7
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>

From Table 4.2 shows that in Mwingi zone, majority 58.3% of the head teachers were male while majority (66.7%) of the Pre-school teachers were female. This shows that most schools were headed by more male head teachers than female head teachers while most Pre-school teachers were female. These results agree with Onderi and Makori (2013) and Khewu (2012) who argued that there is considerable evidence that women are greatly under-represented in

management positions. The findings are inconsistent with Kenya National Policy on Gender and Development (NPGD) (2000) spells out a policy approach of gender mainstreaming and empowerment of women. The rate stands at two thirds.

#### 4.3.1 Distribution of respondents by age

The age characteristic is likely to show the physical maturity rate of a head teacher or class teacher. The respondents requested to indicate their age and the results are shown in table 4.3.

**Table 4.3: Age distribution of head teachers and class teachers**

Age in years	Head teachers		Pre-school teachers	
	Frequency	Percent	Frequency	Percent
Below 30	0	0.0	3	25.0
30 – 40	3	25.0	7	58.4
41-50	6	50.0	1	8.3
51-60	3	25.0	1	8.3
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>

Table 4.3 shows that, in Mwingi zone, majority (50%) of head teachers were aged 41 – 50 years while majority (58.4%) of Pre-school teachers were aged 30 -40 years. It was also observed that, the head teachers below 30 years were 0%. This shows that as people advance in age they are

given leadership positions owing to experience gained as they advance in age. However, the Pre-school teachers seemed to reduce as they advance in age as most young teachers seems to be pre-school teachers. The age of preschool teachers is very significant as it plays a pivotal role in determining the ability of the learners to connect to the caregiver. This is also evident from the research since most teachers are in the 30-40-year bracket. These teachers have experience in handling children because most people in this age bracket are parents.

Few teachers are in the age brackets of 41-50 and 51-60 because they go on and further their education and get employed in other teaching professions. Some resign so as to concentrate on other issues such as taking care of their families and other businesses since they believe that they have given their best years to the teaching of preschool going children. The head teachers are within the age brackets of 30-40, 41-50 and 51-60, this has the implication that leadership roles are dependent on the experience that they have accrued in the teaching profession. There was no head teacher who is below the age of 30 years since they have not gained experience in the teaching profession as they are still learning their trade.

#### **4.3.2 Distribution of respondents by academic qualification**

Academic qualification determines the professional development of a teacher. The respondents were required to indicate their highest academic qualification. The results are as shown in Table

4.4

**Table 4.4: Academic qualification head teachers and class teachers**

	Head teachers		Pre-school teachers	
	Frequency	Percent	Frequency	Percent
ECDE certificate	0	0.0	9	75.0
P1	7	58.4	2	16.6
Diploma	3	25.0	1	8.4
Degree	2	16.6	0	0.0
Masters	0	0.0	0	0.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>

Table 4.4 shows that in Mwingi zone, majority of head teachers (58.4%) had a P1 certificate while 75% of Pre-school teachers had pre-school certificate. It was also established that the head teachers with Diplomas were 25% while 16.6% of the Pre-school teachers had P1 certificate. These results agree with Imonje (2011), who argued that the quality of teaching does not only depend on the academic background but also on professional development of a teacher. The professional status of the teacher is revealed through the duration, content covered during pre-service and in- service training. These results agree with Kart (1995) in that school administrators require technical skills, human skills and conceptual skills to perform their duties effectively and efficiently.

Most of the teachers are certificate holders with none having a degree in education, this can be interpreted to mean poverty levels within the community has played a significant role in failure to pursue higher education. There was also evidence that the community is composed of many illiterate elders therefore there are no role models to emulate in pursuit of higher education.

There was an evidence of a narrative that holding a P1 certificate was quite enough for one to qualify to be a teacher, therefore most teachers opted for the certificate and saw no need to further their education. The ECDE certificate is a requirement for teachers teaching in preschools to have a certain level of education. Teachers in these areas are held in high regard thus the motivation to do so. The fee required to pursue the ECDE certificate is not much and in some cases it is allowed to pay fees in instalments.

#### **4.3.3 Distribution of respondents by experience**

The experience of teachers is pointer to quality leadership and management including student's behavior. This experience is usually determined by the number of years worked. The respondents were requested to indicate their experience. The results were presented in Table 4.5.

**Table 4.5: Head Teachers and Pre-school teachers experience**

	Head teachers		pre-school teachers	
	Frequency	Percent	Frequency	Percent
Less than 5 years	0	0.0	3	25.0
5 -9	2	16.6	5	41.8
10 – 15	7	58.3	2	16.6
More than 15	3	25.0	2	16.6
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>

Table 4.5 shows that in Mwingi zone, majority of the head teachers (58.3%) had a working experience of more than 15 years while most (41.8%) of Pre-school teachers had an experience of less than 5 -9 years. This shows that teachers became head teachers with experience while the less experienced seemed to play their role as class teachers. According to Khewu (2012) the work experience of school managers determines their exposure to learner disciplinary issues and their familiarity with different disciplinary approaches. The more the head teachers worked the more they were exposed to management challenges.

There were no head teachers with less than five years' experience because one is not considered to have mastered enough experience in the teaching profession. The age bracket of 10-15 years and more than 15 years tend to have more head teachers because they have taught in schools for a longer period of time and they have also had a chance to further their academic levels through

going to school and also attend workshops and seminars involving the teaching profession. Few teachers in the age brackets of 10-15 years and more than 15 years since many have either become head teachers or have joined other teaching profession for example primary schools which are considered to be more lucrative in terms of salary and pensions while there are those teachers who are contented with just being teachers as they do not like the responsibilities which come with the head teachers position. Many teachers are in the age bracket of 5-9 years because they are just learning the trade of teaching as they gain experience. Those in the less than 5 years' bracket are those who have just cleared their training in teaching and have just gotten jobs.

#### **4.3 Parents' Income level and enrolment of Pre-schoolchildren in Mwingi Zone.**

The first objective for this study was to determine the influence of parents' income level on enrolment of Pre-schoolchildren in Mwingi Zone.

The respondents were required to indicate their level of agreement with statement on parents' income level and enrolment. The results were tabulated and they were presented in Table 4.6.

**Table 4.6 Poverty and delayed enrolment of preschool children**

<b>Poverty leads to delayed enrolment to preschool</b>		
	<b>Frequency</b>	<b>percent</b>
Influence	8	66.7
Does not influence	4	33.3
<b>Total</b>	<b>12</b>	<b>100</b>

From the table above, it can be observed that in Mwingi zone, 66.7% of the respondents agreed that poverty leads to delayed enrolment to preschool as opposed to 33.3% of the respondents who stated that poverty does not lead to delayed enrolment to preschool. This agrees with (Abagi and Odipo, 2000) who stated that the income level is usually determined by the occupation of parents hence it is a factor that determines access to education. Financial constraints are the main causes of children not enrolling or completing school especially in hunger stricken, ASAL and hardship areas. The issue of fees accelerates school absenteeism in schools. Children whose parents cannot afford fees go to school irregularly and in the long run drop out of school Abagi and Odipo (1997).



**Table 4.7 Delay in payment of school fees and absenteeism of preschool children**

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**Parents inability to pay school fees on time leads to absenteeism of preschool children**

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	Frequency	percent
Influence	7	58.3
Does not influence	5	41.7
<b>Total</b>	<b>12</b>	<b>100</b>

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From the table above, it can be observed that in Mwingi zone, 58.7% of the respondents agreed that the parents' inability to pay school fees on time leads to absenteeism of preschool children as opposed to 41.7% of the respondents who did not support the statement. This agrees with (Abagi and Odipo, 2000) who stated that the income level is usually determined by the occupation of parents hence it is a factor that determines access to education. Financial constraints are the main causes of children not enrolling or completing school especially in hunger stricken, ASAL and hardship areas. The issue of fees accelerates school absenteeism in schools. Children whose parents cannot afford fees go to school irregularly and in the long run drop out of school. KIPPRA (2004), under the FPE and FDSE programs, parents and local communities continue to meet some educational expenses such as building costs, uniform, transport and food. When these costs are very high, both the family and the society may neglect the provision of education. This agrees also agrees with Kilonzo (2013) who argued that, poverty leads to cited lack of parental support in paying school fees and other levies. The implication of this is that the children will be sent home quite often leading to absenteeism and repetition or

dropping out. All these will affect the enrolment in pre-school children. The well up parents are more involved in the discipline of their children by means of providing guidance and instilling moral values which should be encouraged so as to achieve educational goals.

**Table 4.8 Basic necessities and children’s ability to go to school**

<b>Lack of basic necessities contribute to children’s inability to go to school</b>		
	Frequency	percent
Influence	10	83.3
Does not influence	2	16.7
<b>Total</b>	<b>12</b>	<b>100</b>

From the table above, it can be observed that in Mwingi zone, majority of the respondents at 83.3% agreed that lack of basic necessities contributes to their children’s inability to go to school while 16.7% did not agree with the statement. This results are in line with Koech and Njenga (2006) who stated that children in different parts of Kenya have unique needs for example children from marginalized groups, usually in arid and semi-arid regions. These children are less likely to enroll for school as they are busy looking for food or boosting their income levels.

**Table 4.9 Poor parents and concern about school**

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**Poor parents are not concerned about school**

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	<b>Frequency</b>	<b>percent</b>
Influence	8	66.7
Does not influence	4	33.3
<b>Total</b>	<b>12</b>	<b>100</b>

---

From the table 4.9, it can be observed that in Mwingi zone, majority of the respondents at 66.7% agreed that participants agreed that poor parents are not concerned about school at all while 33.3% did not think this was the case. This results agreed with Koech (2010) who did a study in Uasin Gishu which showed that parents with no education certificate and those with college diploma differed significantly in their level of involvement in preschool activities. The study showed that parents with low level of education felt inept in their contribution to parent-school partnership modes than parents with higher education. The study also established that in all the schools (100%) there were cases of chronic absenteeism which significantly affected the enrollment of pre-school children. The reason for the absenteeism were given in Table 4.10.

**Table 4.10: Reasons for absenteeism from school**

<b>Reason</b>	<b>Frequency</b>	<b>Percent</b>
Lack of school fees	3	25
Lack of learning material	4	33.3
Parent negligence	3	25
Lack of enough food	2	16.7
<b>Total</b>	<b>12</b>	<b>100.0</b>

Table 4.10 shows that in Mwingi zone, majority (33.3%) of the respondents indicated that lack of learning materials was a major course of absenteeism. These included; books, pencils, rubber, and school uniform. It was also reported that children were absent from schools mostly because of parental negligence (25%). These results show that the income level of the parents influences the children attendance to pre-school to a great extent. The respondents were also requested to indicate their current enrolment. The responses were presented in Table 4.11.

**Table 4.11: Current enrollment level**

<b>Pupils per class</b>	<b>Frequency</b>	<b>Percent</b>
Below 20	1	8.3
21 – 40	9	75
41 – 50	1	8.3
More than 50	1	8.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

The data in Table 4.11 indicated that in Mwingi zone, 75% of the respondents indicated that the number of children in the school per class was 21-40 children. This implies that the enrolment for the ECD centers was wanting and that there was need to sensitize parents in Mwingi zone to take more children to pre-school centers. A similar study carried out in Asian countries confirmed that schools which have increased class size had yet shown reduced wastage in terms of dropout and repetition (Bishop, 1989).

The implication of these results is that the children from financially stable families are more likely to be taken to Pre-school as opposed to those from poor families. These results were in line with a study by Velly Malay (2012) in Malaysia which revealed that parents from high economic status were able to give more books and rewards to their children to motivate and enable the learners to gain in terms of good skills, behavior and values. This finding concurred with Abagi and Odipo, (1997) who argued that, poverty and economic challenges of the time contribute to

lack of motivation, negative self-concept in terms of academic abilities, failures at school, domestic violence, delinquency and higher drop outs.

#### **4.4 Parents’ Academic level and enrolment of pre-school children.**

The second objective for this study was to establish the influence of parents’ academic level on enrolment of Pre-schoolchildren in Mwingi Zone. The researcher further sought to determine the strategies used by schools to enhance children’s discipline.

**Table 4.12 Literate parents and motivation of their children to go to school**

<b>Literate parents motivate children to go to school</b>		
	frequency	percent
Yes	10	83.3
No	2	16.7
<b>Total</b>	<b>12</b>	<b>100</b>

From the table above, it can be observed that in Mwingi zone, 83.3% of the respondents stated that literate parents motivate their children to go to school while 17.7% of the respondents did not agree with the statement. This relates to UNICEF (2004) which stated that educated parents will be a role model to their children and will cultivate a positive attitude towards school in their children from an early age. They will encourage their children to develop interest in schooling unlike uneducated parents who may have less influence on the education of their children.

**Table 4.13 Literate parents enrolling their children to school early**

---

**Literate parents take their children to preschool early**

---

	frequency	percent
Yes	8	66.7
No	4	33.3
<b>Total</b>	<b>12</b>	<b>100</b>

---

From the table 4.13, it can be observed that in Mwingi zone, 66.7% of the respondents agreed that literate parents take children to preschool early while 33.3% of the respondents did not agree with the statement. This agrees with (Ersado, 2005) who stated that education of the mother is considered to one of the greatest determinants of enrollment in pre-schools. Mother's education leads to sustained increase in education attainment from one generation to the next. It's the education level of the parents that determines whether and for how long children access schooling. It's the education level of the parents that determines the child's employment decision.

**Table 4.14 Literate parents and supervision of the children’s school work**

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**Literate parents supervise their children’s school work at home**

---

	frequency	percent
Yes	9	75
No	3	25
<b>Total</b>	<b>12</b>	<b>100</b>

---

From table 4.14 it can be observed that in Mwingi zone, those literate parents who supervise children’s school work at home was at 75% while 25% did not supervise school work. This relates to UNICEF (2004) which stated that educated parents will be a role model to their children and will cultivate a positive attitude towards school in their children from an early age. They will encourage their children to develop interest in schooling unlike uneducated parents who may have less influence on the education of their children. Also according to Ersado (2005) illiterate parents are not able to help their children in areas of academic difficulties which discourage learners making them to dropout out of school.



**Table 4.15 Illiterate parents and attention to their children**

<b>Illiterate parents do not pay attention if their children are absent from school</b>		
	frequency	percent
Yes	10	83.3
No	2	16.7
<b>Total</b>	<b>12</b>	<b>100</b>

From table 4.15, it can be observed that in Mwingi Zone, 83.3% of the respondents agreed that illiterate parents don't pay attention if their children are absent from school while 16.7% of the respondents did not agree with the statements. This agrees with Saadia (2010) who did a study in Tarbaj Division in Wajir District in 2010 and indicated that illiterate parents denied their children access to ECE to stay at home with their siblings as they went to fetch water. This also agrees with a research done by UNESCO in 2000 which indicated that illiteracy level is very high in Kenya and Africa at large where 142 million adults are illiterate. This has negatively influenced access to education programs especially the ECE.

#### **4.5 Influence of family size on enrolment of Pre-schoolchildren**

The third objective of this study was to determine the influence of family size on enrolment of Pre-schoolchildren in Mwingi Zone. The head teachers and Pre-school teachers were requested to indicate their family size for most of their parents. The results were presented in Table 4.16.

**Table 4.16: Family size for most of the parents**

<b>Number of children</b>	<b>Frequency</b>	<b>Percent</b>
1 – 2	1	8.3
3 – 4	3	25
5 – 6	5	41.7
More than 6	4	33.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

Table 4.16 revealed that in Mwingi zone, majority (41.7%) of the parents had 5 – 6 children. This was followed by 33% with more than 6 children per family. Those with 3-4 children were 25% while only 8.3% had 1-2 kids. This shows that most of the families who had many children, leading to more financial burden to educate their children and provide other necessities. This was likely to negatively influence enrolment of children to pre-schools especially where the family was not financially stable. These results agree with Otieno (2012) who argued that large families are also with socio-economic disadvantage, probably less intensive interaction and less communication between parents and their children. Large families therefore limit parental involvement in the academic welfare of each child and this may lead to low participation even at the lowest level of education (UNESCO, 2010).

The researcher also sought to determine the extent to which family size influences enrolment of pre-school children. The results were presented in Table 4.16.

**Table 4.17: Extent to which family size influences enrolment of pre-school children**

<b>Number of children</b>	<b>Frequency</b>	<b>Percent</b>
Very great extent	7	58.3
Great extent	3	25
Some extent	1	8.3
No extent	1	8.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

Majority of the respondents in Mwingi zone, (58.3%) indicated that family size influenced enrolment of pre-school children to a very great extent. This was followed by those who indicated it was to great extent (25%). This shows that the more the children the less they are taken to pre -school. This agrees with Saadia, (2010) who argued that in Tarbaj Division, Wajir District Kenya, women who have large families were reported to keep their children at home to look after their younger siblings as the women went to fetch water. The implication is that those with big families are likely to delay them from going to pre-school.

#### **4.6 Parents' marital status and enrolment of pre-school children**

The last objective for this study was to determine the influence of parents' marital status on enrolment of Pre-school children in Mwingi Zone. The head teachers and Pre-school teachers were required to indicate their opinion towards the influence of parents' marital status on enrolment of Pre-schoolchildren in Mwingi Zone. The results were presented in the tables below.

**Table 4.18 Single families and enrolment of preschool children**

---

**Single families do not take their children early to school**

---

	frequency	percent
Yes	8	66.7
No	4	33.3
<b>Total</b>	<b>12</b>	<b>100</b>

---

From the table above it can be observed that in Mwingi Zone, 66.7% of the respondents agreed that single families do not take their children early to school as opposed to 33.3% who did not agree with the statement. This is in agreement to Children Advocacy (2008), whereby children from single parent families start assuming much more domestic and financial responsibilities. This has led to heavy burdens on them leading to poor enrolment in preschools. Some women become single parents due to issues such as absentee fathers, diseases such as HIV/AIDS or even from rape. These parents are too busy at times such that they do not supervise and lack concern with their children's school work. Thus the level of stress in their lives tend to affect their children's school enrolment Children Advocacy (2008).

**Table 4.19 Polygamous families and preschool enrolment**

---

**Polygamous families take their children to school early**

---

	frequency	percent
Yes	7	58.3
No	5	41.7
<b>Total</b>	<b>12</b>	<b>100</b>

---

From the table above 58.3% of the respondents strongly agreed that polygamous families do not take their children early to school as opposed to 41.7% of the respondents who thought otherwise. This agrees with Saadia (2010) who stated that in Kenya, there are some cultures which advocate for polygamous families; whereby a man can marry more than one wife. This has led to the low enrolment of children in preschool. These families tend to have to many mouths to feed leading to children helping in fending of their families especially in dry areas and poor households by accompanying these parents to look for water and pasture in case of pastoralists Saadia (2010). Also according to Ginther (2004) there are cases of favoritism whereby the beloved children or the children of the beloved wife are taken to school while the rest are told to stay at home and help out in the households or they are told that there is no money for taking them to school.

**Table 4.20 Divorced families and children’s education**

---

**Divorced families affect their children’s education**

---

	frequency	percent
Yes	9	75
No	3	25
<b>Total</b>	<b>12</b>	<b>100</b>

---

According to the above table, it can be observed that in Mwingi Zone, majority of the respondents at 75% agreed that divorced families affect their children’s’ education as opposed to 25% who did not agree with the statement. This is According to Hetherington Stanley, Hagan (2002), 40% of children born to married parents are taken to school at the right age. Also domestic violence and divorce affects young children physically, emotionally, psychologically and mentally. Also according to Orodho (2013) parents who are divorced mostly do not work together for the benefit of their children as they are busy fighting for the custody of the children and also property. These parents do not even want to see each other eye to eye. This stresses the children as they are deprived of parental love and care. The parents also tend to have little time to be concerned with their children’s education as to whether they will attend school or not furthermore the child is also too stressed to think of anything else other than their current family situation. These children also tend to have lower educational aspirations hence the low levels of school enrolment Orodho (2013)

## CHAPTER FIVE

### SUMMARY, DISCUSSION AND CONCLUSIONS

#### 5.1 Introduction

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

#### 5.2 Summary of the findings

This study sought to investigate the influence of parental characteristics on enrolment of Pre-schoolchildren in Mwingi Zone. The objectives of the study were; determine the influence of parents' academic level on enrolment of Pre-schoolchildren, to determine the influence of parents' income level on enrolment of Pre-schoolchildren, to determine the influence of family size on enrolment of Pre-schoolchildren, to determine the influence of parents' marital status on enrolment of Pre-schoolchildren in Mwingi Zone.

The study established that majority (83.3%) of the respondents agreed with the statements that, lack of basic necessities contribute to pupils' inability to go to school. Also 66.7% agreed that poverty leads to delayed enrolment to pre-school and that poor parents are not concerned about school. The other 58.3% agreed that Parents' inability to pay school fees on time leads to absenteeism of Pre-schoolchildren. The study also revealed that majority (33.3%) of the respondents indicated that lack of learning materials was a major course of absenteeism which affected the enrolment of pre-school children. It was also reported that children were absent from schools mostly because of parental negligence (25%). The enrollment level in Mwingi Zone was established by 75% of the respondents' 21-40 children per class.

The study also established that (75%) of the respondents strongly agreed with the statement that, literate parents supervise their children's school work at home thus encouraging them to like the school work. 83.3 % who strongly agreed that literate parents motivate children to go to school and illiterate parents hardly pay attention if their children are absent from school. It was also revealed that 66.7% of the respondents strongly agreed that Literate parents take their children to pre- school early.

The study established that majority (41.7%) of the parents had 5 – 6 children. This was followed by 33% with more than 6 children per family. This shows that most of the families had many children leading to more financial burden to educate their children and provide other necessities. According to 58.3% of the respondents' family size influenced enrolment of pre-school children to a very great extent. The study also established that, majority (75%) of the respondents strongly agreed that when families divorce the education of children is affected and according to 66.7% most single families do not take their children early to pre- school. Also 58.3% of the respondents strongly agreed that Children from polygamous families do not go to Pre-school early.

### **5.3 Conclusions from the study**

Based on the findings of this study the researcher made the following conclusions:

The income level of the parents influences the enrolment of pre-school children to a great extent because parents who are financially stable take their children to school early and provide adequately the learning resources. The academic level also influences enrolment of pre-school children to a great extent. This is because educated parents motivated their children in learning and are more interested in their academics.



The study also concluded that the families with many children tends to neglect taking their children to pre-school early hence affecting the pre-school enrolment. Finally, the marital status of the parents significantly influences the pre-school enrolment with most single parents delaying their children from going to school.

#### **5.4 Recommendations from the study**

Based on the findings of this study, the researcher made the following recommendation:

- i. The local leaders in Mwingi zone should sensitize the community on the importance of taking children to pre-school early.
- ii. The County government of Kitui should increase the financing of pre-schools in Mwingi zone so as to assist the parents with little income to take their children to school.
- iii. The ministry of health should also educate parents in Mwingi zone on the importance of family planning so that the parents will have the children they can support.
- iv. The school head teachers should talk to parents during school meeting on the importance of stable families so that they may not be involved in divorce and separation cases since they affect their children's education.

#### **5.5 Suggestions for further research**

This study investigates the influence of parental characteristics on enrolment of Pre-schoolchildren in Mwingi Zone. Further research can be done on the following;

- i. School based factors influences enrolment of pre-school children.
- ii. Community based factors influences enrolment of pre-school children.
- iii. The impact of County administration in the provision of early childhood education.

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APPENDICES

APPENDIX I: PERMISSION LETTER TO COLLECT DATA

TEACHERS SERVICE COMMISSION

Telegram: "TSC Mwingi Central"  
Telephone: 2260611824



Mwingi Central/East Sub county Office  
P. O. BOX 415  
MWINGI

When replying please quote


31/05/2016

TO WHOM IT MAY CONCERN

**RE: KASINA ROSE KATWII-TSC/132114**

The above named person is a bona fide employee of Teachers Service Commission stationed at Mwingi Central Sub- County. She is undertaking data capture which is a partial fulfilment of Masters of Education Degree.

This is therefore to introduce her to you and request to give her maximum assistance to accomplish this task.

  
FOR TSC SUB-COUNTY  
DIRECTOR  
MWINGI  
**ZIPPORAH KING'ALYA**  
FOR:TSC SUB-COUNTY  
MWINGI CENTRAL/EAST SUB COUNTY



**APPENDIX II: TRANSMITTAL LETTER**

University of Nairobi

Faculty of education

Department of Educational Communication and Technology

P.O. Box 30197, Nairobi.

Date.....

Dear Sir/Madam,

**RE: RE QUEST TO FILL QUESTIONNAIRES**

I am a post graduate student pursuing a Degree in Master of Education in Early Childhood Education of the University of Nairobi. As part of the requirements for this degree am supposed to write a project under the title; influence of parents' social-economic status on enrolment of pre-school children in Mwingi Zone, Kitui County, Kenya. I do kindly request you to assist in filling my questionnaires.

Yours faithfully,

**KASINA ROSE KATWII**

### APPENDIX III: HEAD TEACHERS' QUESTIONNAIRE

You are kindly requested to participate by honestly filling in the blank spaces or ticking (√) the appropriate response.

#### SECTION A: Demographic Information

1. What is your gender? Male [  ] Female [  ]
  
2. What is your age bracket in years? Less than 30 [  ] 31-40 [  ] 41-50 [  ] 51-60 [  ] more than 60 [  ]
  
3. What is your highest professional qualification? Master of Education [  ] Bachelor of Education [  ] Diploma/S1 [  ] P1 [  ] ECDE certificate [  ]
  
4. How long in years have you been a head teacher in this school? Less than 3 [  ] 3-4 [  ] 5-6 [  ] more than 6 [  ]

#### PART B: Parents' Income and enrolment of pre-school children.

5. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree**, **A= Agree**, **N=Neutral**, **D= Disagree**, **SD= Strongly Disagree**.

	Statement	SA	A	N	D	SD
i.	Poverty leads to delayed enrolment to ECDE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ii.	Parents' inability to pay school fees on time leads to absenteeism of EECDE children					
iii.	Lack of basic necessities contribute to pupils' inability to go to school					
iv.	Poor parents are not concerned about school					

6. Are there children affected by absenteeism?.....

7. If yes, what are the reasons for absenteeism?

(a) Lack of school fees [ ]

(b) Lack of learning material [ ]

(c) Parent negligence [ ]

(d) Lack of enough food [ ]

8. What is the current enrolment?

(a) Below 20 [ ]

(b) 21 – 40 [ ]

(c) 41 – 50 [ ]

(d) More than 50 [ ]

**PART C: parents' academic level and enrolment of pre-school children.**

9. To what extent do you think parents' academic level influences enrolment of pre-school children?

(a) Great extent ( )

(b) Some extent ( )

(c) No extent ( )

10. Explain the reason for your answer in question 5?.....

.....

10. Please tick to indicate the extent to which you agree with the following statements in a 5-

Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD=**

**Strongly Disagree.**

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1	Literate parents motivate children to go to school					
2	Literate parents take their children to pre-school early					
3	Literate parents supervise their children's school work at home					
4	Illiterate parents hardly pay attention if their children are absent from school in students' discipline					

11. In your opinion, what strategies can be employed to reduce the impact poor pre-school enrolment?.....  
.....

**PART D: Family size and enrolment of pre-school children.**

12. What is the family size for most of your parents?

- (a) 1 – 2 [ ]
- (b) 3 – 4 [ ]
- (c) 5 – 6 [ ]
- (d) More than 6 [ ]

13. To what extent do family size influence enrolment of preschool children?

- (a) Very great extent [ ]
- (b) Great extent [ ]
- (c) Some extent [ ]
- (d) No extent [ ]

**PART E: Marital status and enrolment of pre-school children.**

14. Does marital status of parents influence enrolment of pre-school children?

(a) Yes [ ]

(b) No [ ]

15. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

---

5                      4                      3                      2                      1

---

Single families do not take their children  
early to pre school

Children from polygamous families do  
not go to pre-school early

When families divorce the education of  
children is affected

---

**Thank you for your participation**

**APPENDIX IV: PRE-SCHOOL TEACHERS' QUESTIONNAIRE**

You are kindly requested to participate by honestly filling in the blank spaces or ticking (√) the appropriate response.

**SECTION A: Demographic Information**

1. What is your gender? Male [ ] Female [ ]
2. What is your age bracket in years? Less than 30 [ ] 31-40 [ ] 41-50 [ ] 51-60 [ ] more than 60 [ ]
3. What is your highest professional qualification? Master of Education [ ] Bachelor of Education [ ] Diploma/S1 [ ] P1 [ ] ECDE certificate [ ]
4. How long in years have you been a head teacher in this school? Less than 3 [ ] 3-4 [ ] 5-6 [ ] more than 6 [ ]

**PART B: Parents' Income and enrolment of pre-school children.**

5. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
i.	Poverty leads to delayed enrolment to ECDE					
ii.	Parents' inability to pay school fees on time leads to					

	absenteeism of EECDE children					
iii.	Lack of basic necessities contribute to pupils' inability to go to school					
iv.	Poor parents are not concerned about school					

6. Are there children affected by absenteeism?.....

7. If yes, what are the reasons for absenteeism?

(a) Lack of school fees [ ]

(b) Lack of learning material [ ]

(c) Parent negligence [ ]

(d) Lack of enough food [ ]

8. What is the current enrolment?

(a) Below 20 [ ]

(b) 21 – 40 [ ]

(c) 41 – 50 [ ]

(d) More than 50 [ ]



**PART C: parents’ academic level and enrolment of pre-school children.**

9. To what extent do you think parents’ academic level influences enrolment of pre-school children?

(a) Great extent ( )

(b) Some extent ( )

(c) No extent ( )

10. Explain the reason for your answer in question 5?.....

.....

10. Please tick to indicate the extent to which you agree with the following statements in a 5-

Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD=**

**Strongly Disagree.**

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1	Literate parents motivate children to go to school					
2	Literate parents take their children to pre-school early					
3	Literate parents supervise their children’s school work at home					
4	Illiterate parents hardly pay attention if their children are absent from school in students’ discipline					

11. In your opinion, what strategies can be employed to reduce the impact poor pre-school enrolment?.....

.....

**PART D: Family size and enrolment of pre-school children.**

12. What is the family size for most of your parents?

(a) 1 – 2 [ ]

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(d) More than 6 [ ]

13. To what extent do family size influence enrolment of preschool children?

(a) Very great extent [ ]

(b) Great extent [ ]

(c) Some extent [ ]

(d) No extent [ ]

**PART E: Marital status and enrolment of pre-school children.**

14. Does marital status of parents influence enrolment of pre-school children?

(a) Yes

(b) No

15. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

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5                      4                      3                      2                      1

---

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**Thank you for your participation**

## **APPENDIX V: SCHOOL CHAIRMEN'S INTERVIEW SCHEDULE**

1. When was this pre-school established?
2. What was the number of pre-school children then?
3. Currently what is the number of pre-school children?
4. Based on your experience what would you comment on the present enrollment of the pre-school children compared to when the school was established?
5. What challenges do you face as the school chairperson as far as pre-school enrollment is concerned?
6. In your opinion, are there pre-school going age children at homes who are not enrolled in pre-school? If yes, can you suggest reasons that may lead to either late enrolment or no enrolment to the pre-school at all?