

**Factors influencing Parent's Participation  
In Early Childhood Development and Education In Pre-Schools: A  
Case of Lioki Zone, Githunguri district.**

**By  
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**DECLARATION**

This project is my original work and has not been submitted for an award of degree in any other institution.

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## **DEDICATION**

My gratitude goes to my husband, Peter Gathii, whose encouragement, ideas and steadfast support kept me going through this learning programme. Also to my daughters Lucy and Rose, you are my greatest inspiration.

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## **ABBREVIATIONS AND ACRONYMS**

**ECDE:** Early Childhood Development and Education

**FBO:** Free Primary Education

**GOK:** Government of Kenya

**HIV/AIDS:** Human Immune Deficiency Virus/Acquired Deficiency Syndrome

**IFAD:** International food and Agriculture Development

**KIE:** Kenya Institute of Education

**MOEST:** Ministry of Education Science and Technology

**NGOS:** Non Governmental Organizations

**NACECE:** National Centre for Early Childhood Education

**PRSP:** Poverty Reduction Strategic Plan

**UNICEF:** United Nations Children Education Fund

**UNESCO:** United Nations Education Scientific and Cultural Organization

**IDPS:** Internally displaced Persons

**IQ:** Intelligent Quotient.



## **ABSTRACT**

The central problem of this study was to establish the influence of parents' participation on the development of ECD Programmes case for Lioki sub-location, Githunguri District. The main focus of the study was to identify the impact of parents' socio-economic status, education level and marital status and their impact on development of ECD Programmes. The literature review outlines poverty situation in Kenya, causes of poverty situation in Kenya, improving child quality, poverty and provision of quality education, importance of early years in ECD, Education policy, creating synergistic effects of health and early stimulation, theoretical and conceptual frameworks. The target population comprised of 80 respondents from 5 private and 5 public pre-schools out of 22 pre-schools in the zone. The population precisely comprised of 10 pre-school head teachers, 80 parents and 90 pre-school children. The sample enhanced easy management of data as a representative of the whole zone and to draw general conclusions about the situation from the facts generated. The study adopted field survey design to investigate the influence of parents' participation in the development of ECD Programmes. The design helped collect data in its current and natural setting. The research instruments used were a questionnaire filled by head teachers to give feedback from the pre-schools. The questionnaire consisted of structured items accompanied by appropriate options from which respondents selected the required responses on different aspects of the study. The researcher also used an interview guide for parents. An observation schedule was also used to monitor physical facilities and children's well being. Data was collected from both primary and secondary sources while primary data was elicited from the sample, the secondary data to support it originated from wide reading of books, journals, government documents and the internet. The analysis of data was done using tables, percentages and descriptions. The study found out that parent's participation in private ECD centers was better than in public ECD centers. The study recommends that there is need for community mobilization and capacity building awareness on ECD so as to sustain ECD centers.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background to the study**

According to World Bank (2003) on the Millennium Development Goals (MDGs), all countries are urged to achieve universal primary education (UPE), because education is development. It creates choices and opportunities for people, reduces the twin burden of poverty and disease and gives a strong voice in society. For nations, it creates dynamic work force and well informed citizens able to complete and co-operate globally opening doors to economic and social prosperity (UNESCO, 2003).

UNESCO further states that the vision to attain universal primary education globally, originally and nationally has been the greatest challenge in the history of education. A nation's children are its greatest resource. The prosperity and quality of life of all nations is destined by today's children ability to solve problems. Education unlocks this potential, primary education is its foundation. It helps reduce poverty by mitigating its effects on population, health, and nutrition and by increasing the value and efficiency of the labor force.

The right to education was re-emphasized in 1990 when 1500 participants from 155 nations including Kenya and many non-governmental organizations gathered in Jomtien and re-affirmed education as a human right by adopting the world declaration on education for all.

Article 1 of this declaration states; "Every person-child, youth, adult shall" be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprises both essential learning tools (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities to live and work in dignity, to participate fully in development, to improve quality of their lives, to make informed decisions and to continue learning" (UNESCO, 2003).

A report by World Bank (1997) described that most of the population in Kenya live in the rural areas i.e. 3 out of 4 of the poor people live in the rural, and are found in higher potential areas surrounding Lake Victoria and the Mount Kenya Region (central province). Kenyan population has grown rapidly over the last three decades UNESCO (2004) leading to an increased overuse of natural resources. This has reduced the income people get and caused rising poverty levels that have affected education, health, food security, employment and incomes.

Early childhood is an instrumental stage in any individual development because it's in this period that anybody can realize his or her full potential. It's a period of fast growth and concept formation and development of the child thus programmes of ECDE must respond to the special characteristics of children and their general pattern of development (Kabiru1993). Thus the ECDE programmes must develop reproductive members of the society and to enable this parental participation is vital. However, this is hindered by a number of underlying factors, for example low levels of income, parent's education level, gender discrimination and inequalities among parents. According to the world development report (1990), poverty encompasses not only material deprivation (income and consumption) but also low achievements in education and health. The report also broadens the notion of poverty to include vulnerability and exposure to socio-economic constraints.

In essence, early childhood education plays an integral role in the holistic development of children in their early years. The children Act 2001 [republic of Kenya] stipulate education as a right to all. According to this Act, the Government has a responsibility of providing free and compulsory basic education. Every child therefore is entitled to this education regardless of any status be it sex, origin, religion, social, political, race, disability or any other. All documents from the Universal Declaration of Human Rights to the Convention on the Rights of the child as well as Jomtein and Dakar Frameworks reaffirm the understanding that education is a basic human right, so all Kenyan Government Policy documents should bestow elementary education as a fundamental right, allocate

substantial funds to elementary education and reiterate commitment to close all gender and social equity gaps in accessing quality basic education for all citizens.

A report by World Bank (1997) describes that 80% of the population in Kenya live in the rural areas. In the last three decades Kenya Population has grown almost four times. The biggest problem with such population growth rate is that it has a big impact on provision of services especially education, with respect to pre-schools the problems include:-

- i. High incidences of poverty among households and communities. According to the latest data on Economic Survey (2008) is that 49% of Kenyans are absolutely poor and that they lie below poverty line, this has a further impact on access, enrolment, retention and many instances drop outs. In general poverty affects quality of education and increases the issues of gender disparities. In addition this has produced large disparities in terms of incomes among population meaning that a large number of children who are school age going cannot attend school. Poverty levels in Kenya are so severe that large numbers of families can hardly afford a meal a day, thus Kenyans cannot realize meaningful gain in education especially in pre-school due to high poverty levels.
- ii. Imbalance in the student teacher ratio in that when there is a large number of children who demand education and cannot access education there are two consequences.
  - a. The number who are school ages going children will remain out of school?
  - b. These children will in future be the illiterate citizens of Kenya with the attendant negative impact on the entire development of the nation.

iii. Child labour

According to 1999 census about 11 million children aged between 5-17 were reported to have been working. Most of these children were in the age group 10-14 years and closely followed by those between 15-17 years. Incidences of high population and poverty were cited to be the major causes of

child labour for a majority of children. In deed over 80% of the working children come from families which were very poor and had very low incomes.

Abagi (1999) identified persistent poverty as one of the constraints to the efficient delivery of the Kenyan Education System. Today it's an open secret that majority of Kenyans live in abject poverty, with this proportion of the population being placed at 56% (UNDP, 2003). According to the 2003 Human development report, the standard of living in Kenya has generally decreased with the poor becoming poorer[ UNDP,2003] Some of the poor parents cannot afford to provide the additional inputs required to sustain the children in school. These include stationery, school uniforms and most importantly food. Poverty is known to breed hunger and malnutrition. Hungry and malnourished children have reduced capacities to learn. These children have shown to perform poorly in school (Jukes, 2002). Another major contributory factor to school absenteeism is ill health. The conditions experienced include malaria, helminthes infections, diarrhea disease as well as acute respiratory infections (Drake, 2002). Unfortunately, these problems seem to be more prevalent among the poor. It is thus the poor children, who are already hungry and malnourished, who are further robbed of an opportunity to improve their future lives through acquisition of basic education. This situation is more prevalent in informal settlements in urban areas, where the living conditions are squalid and overcrowded with poor drainage, limited or no access to safe drinking water and health facilities.

An assessment study of FPE carried out by MOEST and UNESCO (2004) disclosed that ECD Programmes had almost collapsed because children's enrollment decreased; this was after introduction of FPE (2003). This hurdle seem to threaten the government's vision and the global mission to attain education for all by 2015. ECDE was compounded by the "refusal" of some parents to pay for ECD on the grounds that it too, should be free. Since teacher's salaries in most ECD Centers depend entirely on parental contributions, the lack of funding leads to the loss of teachers and eventually the closure of ECDE centers. Comparatively, the role of parents in Uganda is to provide

primary care and education for children. In Mauritius over 82% of children are cared for in the family and home based care centers and the need for parental education is emphasized (Sifuna 2006). In Ghana parents are recognized as the first care givers and educators of their children and together with communities are regarded as crucial to the establishment and sustainability of quality and accessible services of their children (Bellany 2004).

The main economic activity in central province is agriculture that has gone down due to inadequate land and fluctuation of market prices of cash crops. Most people in Ikinu Division Githunguri District have sustained subsistence farming where they mainly grow food crops to being casual labourers in the neighboring coffee plantations. Hence low income earned is not enough to give maximum support in the development of ECD Programme. The major contributor of poverty in this zone is high population which results to growing food prices where a greater majority cannot afford to put a balanced meal on the table. High population also leads to limited job opportunities since the competition is too high. Poor infrastructure has equally a great negative impact since farmers cannot adequately market their produce due to poor accessibility as the farms.

From the year 2007 – 2010, although the Kenyan economy seems to stabilize, prices of goods and services including education has been on upward trend, this has led to infringement of child rights including primary health care, nutrition, security and education. This is the case for Lioki Zone and hence the needs to investigate factors influence parents' participation in ECDE in pre-schools: case of Lioki Zone, Githunguri District.

## **1.2 Statement of the problem**

The role of parents and other care givers is providing primary health care and nutrition, providing protection and security, inculcating life principles (social, spiritual and moral development), providing enabling environment for children's development, meeting survival needs of the child, provide play and

learning materials, initiating and sustaining ECD Center's feeding programmes and ensuring that ECD teachers are remunerated and trained. Parents are also responsible for developing, operating and managing child development centres. Of the six million children in Kenya under the age of six years half of them are from families that are below poverty line (World Bank 2005), with most households getting an average income of Kshs. 3,000 monthly "National Development Plan" (2003), they can merely meet their children's needs education being most affected.

An assessment study of F.P.E carried out by MOEST and UNESCO (2004) discussed that ECD programmes had almost collapsed because children's' enrollment decreased after introduction of F.P.E. where parents opted to send their children straight to Std. 1 having not attended ECDE. An E.F.A hand book (2002) described that one of the reasons why the children do not attend ECDE is the issue of cost where parents had to pay for ECDE services. In view of this the study sought to investigate factors influencing parent's participation in ECDE in pre-schools: A case of Lioki Zone, Githunguri District.

### **1.3 Purpose of the study**

The purpose of this study was to investigate factors influencing parent's participation in ECDE in pre-schools: A case of Lioki Zone, Githunguri District The study was guided by these objectives:

### **1.4 Research objectives**

The specific objectives of this study were:-

- i. To find out the relationship between parents education level and their participation in ECDE in pre-schools.
- ii. To investigate the relationship between parents socio- economic status and their participation in ECDE in pre-schools.

- iii. To establish the relationship between parents marital status and their participation in ECDE in pre-schools.

### **1.5 Research questions**

The research focused on:-

- i. What is the relationship between parent's level of education and their participation in ECDE in pre-schools?
- ii. What is the relationship between parent's socio-economic status and their participation in ECDE in pre-schools?
- iii. What is the relationship between parent's marital status and their participation in ECDE in pre-schools?

### **1.6 Significance of the study**

The significance of the study was to create awareness to the government and stake holders on the impact of parent's participation on ECDE. Also create awareness among parents on the importance of their participation in the development of ECDE Programmes, to enhance required development in pre-schools. It would also probably help change attitude of the community members towards positive understanding of ECDE, Create awareness to the government on the importance of funding ECD programmes more and to enlighten the community to engage in income generating projects .The study may assist ministry of education to come up with clear policy directions on the administration of both public and private and public pre-schools.

### **1.7 Limitations of the study**

According to Best and Kahn (2003), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situations. It was not



possible to control attitudes of the respondents because some did not understand the importance of ECDE. Data for parental income was a challenge in that the researcher might not exactly have got the correct figures due to insincerity of some parents. Dispersion of schools was another challenge in that the researcher had to walk to some school not accessible by vehicles. Generalization of the findings would be a limitation in that the research was carried out only in the sampled schools. The findings might not necessarily reflect the situation in the whole Githunguri District let alone the whole Kenya.

### **1.8 Delimitations**

Lioki Zone has a total of 22 pre-schools; 10 private and 12 public pre-schools, 330 parents from categories, 340 pre-scholars and 22 head teachers. The respondents were sampled randomly so that each member of the population had an equal chance of being selected.

The study focused on ten pre-schools; five public and five private pre-schools. The respondents were; one head teacher, eight parents and ten children from each pre-school.

#### **Private Category**

1. Glory Hill Academy
2. East Cottage Academy
3. Sacred Heart of Jesus
4. PCEA Karia Academy
5. Lioki Academy

#### **Public Category**

1. Karia Pre-School
2. Lioki Pre-School
3. Ngewa Pre-School
4. Mukubu Pre-School
5. Mitahato Pre-School

### **1.9 Basic assumptions**

Teachers would be honest in answering questions. Respondents would co-operate and respond in time. Head teachers in various pre-schools used finance according to the appropriate managerial skills and properly invested the funds already acquired in achieving organizational goals. The study assumed that

primary school head teachers were trained as school administrators and so they were able to carry out various administrative duties. The role of the head teachers as chief executive in a school is vital and critical in the effective implementation of ECDE in pre-schools.

#### **1.10 DEFINITION OF OPERATIONAL TERMS**

**CAREGIVERS:** All people entrusted and responsible in taking care of children

**PRE-SCHOOL:** Centers for Learning before children join primary school.

**POVERTY:** It's the condition of lacking basic human needs such as nutrition, clean, health care, clothing and shelter because of the inability to afford them.

**STIMULATION:** Providing a conducive environment to enable holistic growth and development.

**ACHIEVEMENT:** Level of attainment of skills, knowledge and attitudes among children.

**PERCEPTION:** opinions of teachers and parents on ECDE.

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

The study was organized in five chapters, the introduction and literature review, research methodology, results of research findings, summary, conclusion and the recommendations of the study. The introduction chapter looked at the major international conventions and agreements that address ECDE. The study looked at how countries like Ghana, Uganda and Mauritius manage ECDE. It also looked at the way Kenya manages ECDE services. The role of parents in ECDE was also discussed. The statement of the problem is indicated in this section, the purpose of the study, research questions and research objectives, significance of the study, basic assumptions, limitations of the study, delimitations and operational terms used in the study. At the end of this section is a list of abbreviations and acronyms. In the second chapter there is the literature review, theoretical framework and the conceptual framework (how various variables in the research study relate).

Section three discusses the research design, target population, sampling procedures, research instruments, validity and reliability of the research instruments, procedures for data collection and data analysis. Section four discusses the research findings. Section five includes a summary of the research study, the conclusions arrived at from the research study and the recommendations of the researcher.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter will dwell on the literature that is related to the area of study under various sub-headings as follows:-

#### **2.1 Factors hindering parents' participation in ECDE in Kenya.**

During the post independent era the average economic growth rate in Kenya declined from 6.6% in 1974 to 4% in 1950 – 59 and 2.4% in 1990 – 2000. Since 1980, the decline in economic performance has been accompanied by declining investment levels. In addition, the economy has been devastated in recent years declining world market prices (poverty reduction strategy plan 2001-2004). The PRSP defines poverty as the inability to educate children and inability to pay medical bills. The welfare monitoring survey (1997) set absolute poverty at Kshs. 1239 per month in rural areas and Kshs. 2648 per month in the urban areas. (UNDP 2003). According to this definition 1.5 million Kenyans were poor in 1997 compared with 3.7 million in 1972-73 and 11.5 million in 1994. An estimated 56% of the Kenya population of which 8.6 million are children who now live below the poverty line. The PRSP states that three quarters of the poor live in rural areas. The causes of poverty include low agricultural productivity, insecurity, unemployment, low wages, poor governance and shortage of land, inadequate and poor infrastructure, HIV/AIDS, Gender imbalance and high cost of social services including education and health. Recent reforms such as economic liberalization, market competition, private and public sector reforms and labour retrenchment have worsened the situation. Poverty in Africa is pre-

dominantly rural. More than 70% of the continent's poor people live in rural areas and depend on agriculture for food and livelihood yet development assistance to agriculture is decreasing. In Sub-Saharan Africa more than 218 million people live in extreme poverty. Among them are rural people in Eastern and Southern Africa, an area with one of the world's highest population. The incidence of poverty in Sub-Saharan Africa is increasing faster than the population. Overall the pace of poverty reduction in most of African has slowed since the 1970's. Rural poverty in many parts of Africa has its roots in the colonial system and the policy of institutional restraints that it imposed on poor people. In recent decades economic policies and institutional structures have been modified to close the gap. Structural adjustments have dismantled the existing rural systems but have not always built new ones. In many institutional economies, the rural situation is marked by continuing stagnation and poor production, low incomes and the rising vulnerability of the poor people, lack of access to market is a problem for many small scale enterprises in Africa. The rural population is poorly organized and often isolated beyond the reach of safety needs and poverty reduction tends to favor those in urban areas.

The profile of rural poverty in Africa is in such a way that rural people live in poor households where labour is the primary source of income. Some are small-Scale farmers, nomads and pastoralists, casual labourers, displaced people, jobless youth and landless people. UN convention of the right of child (1991) lists various rights that are accorded to all children all over the world. Among the rights: right to education, play, association, non discrimination, role of parents and family in protecting the child and health care. UN, CRC (1991) in article 28 stipulates that a child has an inalienable right to education and the state should make basic education free and compulsory. Education in many countries according to UNICEF (2000) is not free and compulsory; this has made children from poor households not to access basic education. Since independence, education was reorganized as basic human right and a powerful tool for human resources and development. To date, Kenyan government is fully committed to provision of quality education to guarantee the right to every learner an education that offers a

competitive edge in a global market. Such commitment has been realized through government's effort in financing education sector, seeking community development partners and other stakeholders to make substantial investment in education.

Despite such efforts, provision of quality education has remained elusive due to inadequate financial resources especially at school levels where the cost sharing policy is in force. The most affected are the poor in society. The urban poor and the rural poor quality in education in schools cannot be achieved due to limited provision of school facilities, equipment and materials, less staff development and training opportunities. Poor nutrition and poor feeding habits in schools, poor health among children, poor relations between the school and some parents, creating of strained relations within the community, poor working relations in schools and increase in school drop-out. Achoka (2007) says that the major challenge for many Kenyans have been many parents and caregivers are unable to augment government financial provision with inputs as stipulated in the policy of cost sharing. Upon many parents failure to provide financial requirements, their children drop out of school

## **2.2 Role of parents' participation in child development.**

How individuals function in their life hinges, to a significant extent, on experiences during their first few years. This claim is substantiated by research evidence which shows that human brain development takes place most rapidly during infancy and early childhood. These years are critical in the formation and development of intelligence, personality and social behavior. By age, for example, a child's brain has reached 90 percent of its adult size. During these initial years, therefore, all children have a particular need for love and care, sufficient nutrition, and stimulation and encouragement to develop all their brain faculties. Intervention at this time will yield the maximum benefits. The special supplemental nutrition program for women, infants and children ( WIC) in the US has helped reduce

fetal death rate by 20 -33 percent: increased the head size of infants, and result in better vocabulary test scores among 4 and 5 years – olds whose mothers had participated when pregnant.

Many Sub-Saharan African families are unable to provide children with adequate nutrition and a safe and healthy physical environment and stimulation for the developing brain and mind. This results in a child's inability to take full advantage of schooling. Because of the importance of the early formative years, elementary schooling and even kindergarten may be too late to develop these capacities in children. Early childhood development programs are needed to support parents by providing their children the ingredients necessary for healthy development.

### **2.3 Importance of ECDE in child development.**

Froebel's development theory (1782-1852) implied that children develop in stages. He emphasized on the role of parents and caregivers in enhancing children's learning atmosphere with a variety of materials to use in various activities. He recommends manipulation of objects as an important aspect in the learning process. Maria Montessori (1870-1952) stated that all learning was cumulative whether, playing, reading, socializing or manipulating. Therefore, learning should be enhanced in the early life of a child. Abraham Maslow's hierarchy of needs (1970) stated that self – actualization can only be achieved if all other needs are met beginning from the base that entails physiological needs, food, clean water, clothing and shelter. Interference by poverty stricken children's deficiency needs a concept introduced by Maslow in his hierarchy needs and therefore children may lack the desire to satisfy their growth needs. The state of World's Children (UNICEF, 2001) describes that when poverty engulfs a family, the youngest are the most affected and most vulnerable, putting their rights to survival growth and development at risk. This poverty defines every aspects of the child's existence, from malnutrition, lack of clean water and inadequate sanitation to life expectancy. Poverty is the main underlying cause of millions of death and the reason why children are malnourished, drop out from school or are abused and

exploited for children below 2 years of age. Malnutrition has a particularly profound effect and it causes permanent and irreversible damage on the body and mind of the young boy or girl.

Equal to profound impact of poverty on a young child's rights to survival and physical as well as well being are poverty effects on the child's rights to physiological, emotional and spiritual development. In both developing and industrialized countries, poverty and family dysfunction go hand in hand with the youngest children. Suffering the loss close nurturance stimulation and care that are necessary for healthy development.

Basilu (2001) stated that 54% of Kenyan families live in poverty. Their income does not cover the basic essentials, 17% of women go out to work. Only 11% of the economically active population is employed and 3% have 10-hour working day, children's psychological development can be seriously affected by the length of time, they are left alone.

On the other hand many children are orphaned by HIV/AIDS disease and unrelenting poverty continue to erode the capacity families and communities to care for their youngest members therefore most children of pre-school attending age in rural areas have no access that can enhance their survival growth and development. To ensure children develop well adequate investment in nearly years is essential.

#### **2.4 Early Childhood Development and Education Policy**

The ECD sub sector constitutes households' community and state efforts to provide integrated development for children from birth to the age of entry into primary school (master plan on education and training 1997 – 2010). According to this document – integrated development means nurture of the whole child encompassing growth of the child's physical, mental and socio-emotion attributes. The provision of security, adequate nutrition and promotion of good health are recognized as constituting the foundation of proper growth of the child.



Most of the Pre-primary institutions are managed by parents, associations, while the rest depend on sponsors e.g. F.B.Os and welfare organizations. The institution's management provides and maintains physical facilities, inspection of play material and pays teachers salaries. The report on community participation in early childhood (KIE, 1992) indicated that through field observations monthly and annual reports from pre-schools, the parental participation in schools activities is low. This has been represented by inappropriate classrooms and furniture, lack of feeding programmes and inadequate learning and play materials. In some schools where feeding programmes have been initiated, they have not been sustained to enhance continuity.

From the above it's evident that lack of clear governance policies on ECD is the major contributor towards parent's low participation in line with poverty. Although the World Bank (2005) certify the main sources of funds for ECD centers as the government, parents, communities within any aid. An assessment study of FPE carried out jointly by MOEST and UNESCO (2004) showed that ECD programmes had almost collapsed because children's enrolment decreased after introduction of FPE.

### **2.5: Importance of parents' participation in child development.**

Child development cannot be broken up into separate domains, nor reduced to the bureaucratic turf of one sectoral ministry or another. A child's learning capacity depends on an interactive process of health, nutrition, and child-care giver interaction. The latest research on the relationship between health, nutrition and stimulation argues convincingly that an adequate food supply is not enough to ensure a child's development.

`Growth and development are fostered when all these variables are present within a caring environment. A 10-year study in Mexico has demonstrated the negative effect of severe malnutrition and lack of home stimulation on school readiness and language development (Chavez and Martinez, 1981).

Early childhood development programs are a necessary foundation for the other programmes such as primary schooling or health care to be effective. They should be seen neither as trade – off against, nor a mere complement to other development programmes. Combined programmes take advantage of the interactive effects among health, nutrition and early stimulation, with increased benefits at marginal cost. In addition, early childhood services can serve as vehicles for extending primary health care, food security and other development programmes.

A key challenge, though, is to find effective ways to organize and finance the task. The information about the cost per child of services is still lacking for developing countries, especially in Sub-Saharan Africa. Similarly, while there are various ways of financing early child development services, there is a lack of a systematic review on this topic. Given the limited existing resources in Sub-Saharan Africa, this means of financing ECD Programmes have to either be through tax incentives or other innovative means and by promoting more and private and voluntary (NGO sector) investments.

In the final analysis, early childhood development programmes should be seen as the basic underpinning for Sub-Saharan Africa’s future and the foundation of a healthy, prosperous, creative and competitive region. Children have the ‘right’ to be cherished, to be loved, well-fed and stimulated. To care about Sub-Saharan Africa’s future is to ensure that its children grow up in an environment where they can achieve this right.

## **2.6 Theoretical Framework**

A Theoretical Framework is a way of looking at various features of the worlds; it’s an orientation that suggests methods for studying the social experiences and finding explanations.

### **2.6.1 Basic Needs Theory (Abraham Maslow 1971)**

According to this theory, there are certain minimum requirements that are essential to a decent standard of living; these are known as physiological needs. They include food, shelter, health and clothing. They are primary needs and have to be catered for before other needs such as security, sense of belonging, affection; self-esteem and finally self actualization are pursued. Maslow refers to physiological, safety and social needs as deficiency needs. They are the basic needs and must be satisfied before higher levels of motivation or growth needs can emerge. Above the social needs in the hierarchy he proposes esteem needs that is; the needs to develop self respect, gain the approval of and achieve success. At the top of the hierarchy is self actualization which is the driving force behind human personality. It involves the need for fulfillment that is; the desire to become all that one is capable of being. From Maslow's hierarchy of needs all people need to feel safe, secure, accepted and loved. Some people may have developed a particular strong need to achieve. Most people are more motivated when they are involved in tasks that give them a sense of achievement or at least progress towards achievement. No one enjoys failure and for some people it's crashing.

We may therefore feel insecure with people who make us feel incompetent and cause us to fail. Since needs for achievement vary from one child to another, children may therefore lack the desire to satisfy their growth needs if subjected to poverty.

As a result poverty has the ability to immobilize the entire development of communities by locking it in a continuing circle of under-achievement. Poverty stricken populations lack access to basic needs education being the most affected. Healthier and better educated population on the other hand is more productive, more diverse and better able to adapt to global economic changes. In essence populations free from poverty are free to choose their own destinies.

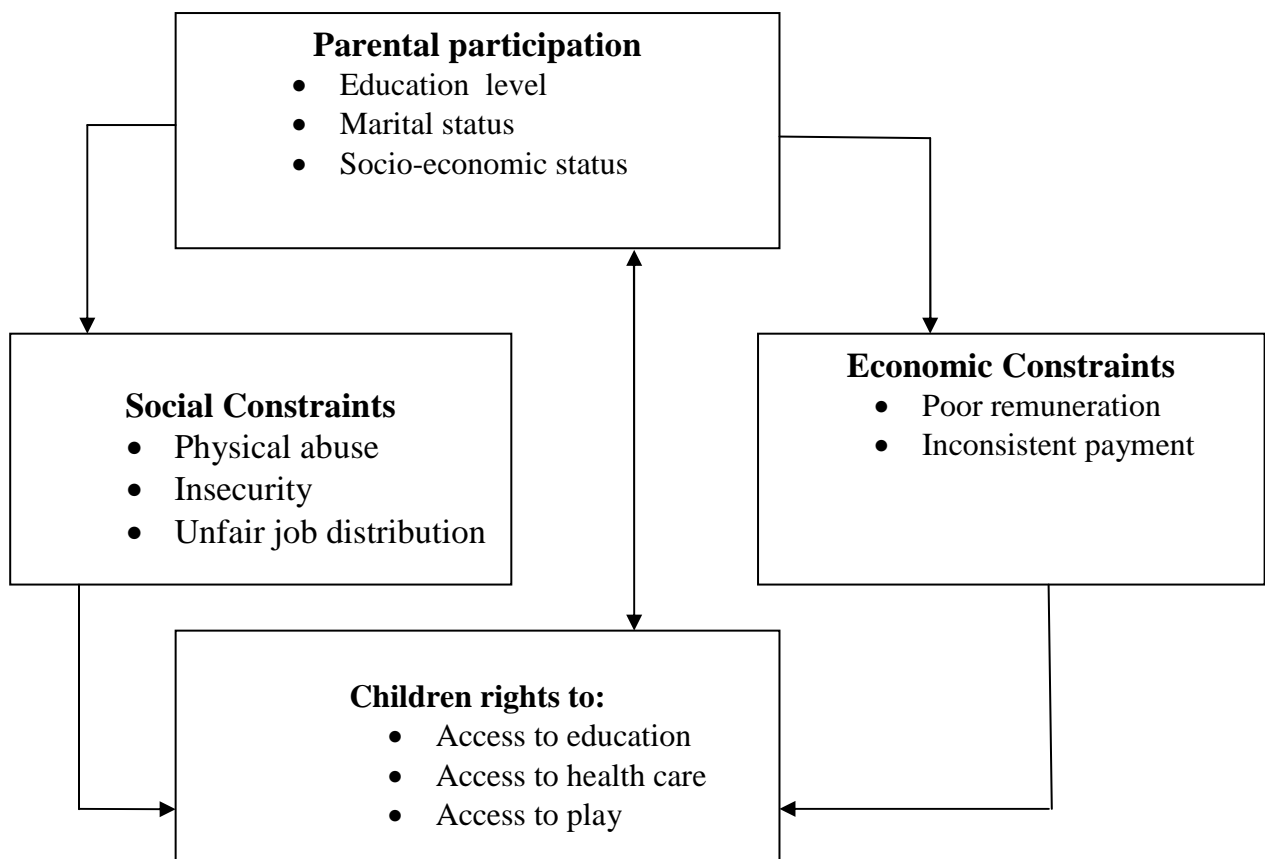
When children grow up in poverty, they pay a heavy price. Research shows that they have more illnesses, perform poorly in school and have more mental health problems. Thus child poverty is a significant lack of basic needs required for healthy physical, mental, emotional and spiritual

development. Child poverty is also defined as lack of opportunities (capability deprivation of control over one's life as social isolation and as discriminatory treatment at the hands of others). In Africa the situation has been worsened by Political instability, high inflation rate, lack of access to good sanitation and clean water and overpopulation. Poverty levels are clearly evident in refugee camps and IDPS Camps, slums in urban centers and most of the rural population.

## 2.7 Conceptual Framework

The following diagram explains. How the dependent variable (child right to education) is influenced by the independent variable (parent's participation). Social and economic constraints emanating from parental participation also impacted on children's rights

**Figure 1: Conceptual framework**



### **Source: Own Conceptualization**

Research has found that there is a high risk of educational underachievement for children who are from low income housing circumstances. Poverty often drastically affects children's success in school (Cardose 1979). A child's home activities, preference and mannerism must align with the world, in the cases that they do not, these students are at disadvantage to the school and most importantly in the classroom.

Therefore it's safe to state those children who live at or below poverty level have far less success educationally, those children who have a great deal less health care results in many absences from the academic year.

According to the researcher, parental participation is determined by factors emanating from socio-economic, education level and marital status of parents. These factors generate social constraints(physical abuse, insecurity, unfair job distribution) and economic constraints(poor remuneration, inconsistent payment).These constraints in turn affects children's access to health care, play and education among others. The result is that if parents participation is good, children will have access to their rights and if parents participation is poor the result is poor health and lack of affordable education which severely affects productivity. The long term effect is that families will bring forth other poor families and the poverty continues in a cyclic manner(vicious cycle of poverty).The researcher conceptualized that the only way to break the cycle is investing heavily on education beginning with ECDE and creating awareness in parents on the issue of ECDE. This would enhance participation, access and improved achievement by children in pre-schools.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This Chapter discussed research design target population sampling technique and size, research instruments, procedure for data collection validity and reliability and data analysis.

### **3.1 Research design**

The research intended to use the survey research design. The research structure entailed gathering information from a relatively large group of cases. According to Mugenda and Mugenda (2003) survey is an attempt to collect data from members of a population to determine the current status of that population with respect to one or more variables. Survey research is a self report study which requires the collection of quantifiable information from the sample. The research structure entails gathering information from a relatively large group of cases. The information is collected from a sample rather than from every member of the population. Survey research aims at obtaining information that describes existing phenomenon as stipulated in Mugenda and Mugenda (2003) by asking individuals about their perception attitudes behavior and values. Survey is a descriptive research for a researcher interested to collect data that is original as is in the case if this study, thus survey was the most appropriate design to undertake the study, parents participation and the rights of children made survey design most

appropriate in that peoples attitudes feelings and conditions were involved, poverty leads to infringement on the rights of children. Survey design was selected after the researcher observed there was significant difference between Early Childhood Development and Education in public and private ECD centers in Lioki Zone, Githunguri District.

### **3.2 Target Population**

The study targeted pre-school children, pre-school head teachers and the parents of the pre-school children in Lioki Zone, Githunguri District. The sample size included 10 pre-school head teachers, 80 parents and 90 children from the pre-schools. The study intended to gather information from 180 respondents. The respondents were selected through simple random sampling where individuals were chosen in such a way that each had an equal chance of being selected.

The data was generalized to the factors influencing parents' participation in ECDE Programmes in pre-schools; A case of Lioki Zone Githunguri District.

### **3.3. Sampling technique**

The study focused on 10 schools, 5 private and 5 public pre-schools that were sampled randomly. The researcher used a lottery method of sampling to identify the respondents. The researcher sampled 10 schools, 10 administrators, 80 parents and 90 children selected to represent the population. Random sampling design permitted the researcher to specify the purpose of each sampling units being included in the sample in a single draw from the population. Mugenda and Mugenda (2003) states that the goal of random sampling is to select a reasonable number of subjects,

objects or cases that represent the target population. Random sampling made it possible to acquire accurate information about groups that are too large to study on their own.

### **3.4 Research Instruments**

Data was collected using questionnaires for head teachers to gather information with regard to training, remuneration, availability and use of instructional materials this enabled the researcher to get a clear picture of the instructional environment. The response also required the teacher to state whether parents were involved in material development for example: play materials like balls, ropes and sacks. Parents interview guide was used to gather information on their education level and social economic status(occupation or what they did to earn a living).This enabled the researcher to estimate or rate their socio-economic status and related them with parents participation in ECDE programmes. Observation schedule was used so as to have a general overview on the status of the physical facilities and children's' well being in the sampled pre-schools.

### **3.5 Validity.**

According to Mugenda and Mugenda (2003) validity is the degree to which results obtained from the analysis of data actually represents the phenomenon under study. Validity is the accuracy and meaningfulness of inferences which are based on research results. To test the degree of accuracy of the questionnaire, interview guide and observation schedule, the researcher carried out a pilot study in order to assess the clarity of the instruments items so that they could be improved or discarded. Borg & Gall (1989) suggest that questions which will fail to measure the variable will be modified while some might be discarded. Pilot study was conducted in late June 2010 to a population similar to target population in Lioki Zone Ikinu Division .During piloting, the research instruments were administered to ten pre-schools not sampled so as to enable the researcher find out the extent to which the



measuring instruments used had provided accurate results. The respondents included; one head teacher, eight parents and ten pre-scholars from each school. The researcher then observed the state of physical facilities and children's well being.

### **3.6 Reliability.**

Mugenda and Mugenda (2003) states reliability as a measure of degree to which research instruments yields consistent results or data after repeated trials, therefore a reliable instrument is one that consistently produces the expected results when used more than once to collect data from same respondents randomly drawn from same population using the same instruments. The researcher verified the reliability of the research instruments by use of the test retest approach.. According to Mugenda and Mugenda (2003) this approach involves administering the same instruments twice to the same group of subjects at different times. The researcher gave the research instruments to a group of respondents who were not to be in the sampled groups of respondents. The researcher analyzed the data and then administered the same instruments to the same group of respondents after two weeks and analyzed the data. Nachmias & Nachmias (1996) state the instrument is administered at two different times and then the correlation between the two sets of scores is compiled. The researcher compared the two sets of scores and checked for correlation from the items administered. The consistency of the results obtained from the research instruments was tested to make sure that the situational factors were not contradicting each other. The test aimed at verifying if the results obtained were consistent with repeated measurements of the same respondents with the same instruments (Kothari, 2004).Data from the instruments was interpreted using descriptive statistics such as frequencies and percentages. The data was then presented in tables and diagrams.

### **3.7 Data Collection Procedures**

The researcher applied for an authorization permit from the ministry of Higher Education, Science and Technology to carry out the research. The researcher took a copy of the permit to the District Education Officer, Githunguri District who informed the respective head teachers and advised them on the intention to carry out the research study so that the researcher could get their co-operation and assistance in the exercise. The researcher sought for permission to be off duty from the school administrator. The researcher dropped all the questionnaires to the respective respondents for completion. The researcher then explained any misunderstanding they had of the intention of the study, giving any elaboration needed as they answered the questions (Kabiru,2008). The researcher left the questionnaires to collect in two days time after completion. The researcher allowed for the collection of as much relevant data as necessary through the parents interview schedule. Respondent's personal data was included in the interview schedule in order to improve the possible explanation of concepts, respondents preferences as well as other aspects that arose during the interview. The researcher also visited targeted schools in Lioki Zone to make observations on physical facilities and children's well being.

### **3.8 Data Analysis.**

Data analysis was based on the questions designed at the beginning of the research. The researcher described how socio-economic status, level of education and marital status impacted on parental participation in ECDE programs. Descriptive statistics such as frequency tables, percentages and means was used to analyze data. Responses in the questionnaires were cleaned up, tabulated and coded. Data collected was analyzed using frequency counts and percentages. It was presented in tables and graphs to present a better picture of the findings. This helped summarize the impact of parent's participation in ECD case for Lioki sub-location.

## **CHAPTER FOUR: FINDINGS AND DISCUSSIONS**

### **4.0 Introduction**

This chapter presents the results of findings and discussions of the study. The purpose of the study was to investigate the impact of parents participation on ECD programmes case for Lioki sub-location Githunguri District. The objectives of the study were to find out the relationship between parents education level and their participation in ECD programmes, to investigate the relationship between parents socio-economic status and their participation in ECD programmes and to establish the relationship between parents marital status and their participation in ECD programmes. The information was presented in tabular and graphical forms using frequencies and percentages. The findings were organized under various sub-headings to answer the research findings. This chapter put forward the findings of the study and discussions after every table.

### **4.1 Questionnaire return rate**

A total of one hundred and eighty questionnaires were administered and one hundred and seventy nine questionnaires were returned. This was 91% return rate. The questionnaire

return rate was as follows : Out of the ten head teachers, 9 of them [90%] filled and returned the questionnaires,79(91%) parents were interviewed ,100 pupils (100%) were observed on their well being and 10 pre-schools (100%) were observed with regard to the status of physical facilities. This is over 95% questionnaire return rate which was deemed acceptable since its over 50% return rate, (Babbie, 2002). The head teacher’s questionnaires were administered with an aim of finding out how various teachers variables were influenced by parent’s participation in ECD programmes. The following variables were discussed.

**4.2: Gender of pre-school head teachers.**

This study sought to find out the composition of pre-schools head teachers in terms of gender; Frequency counts of responses were done and percentages calculated as shown in Table 4.1 below.

**Table 4.1: Gender of pre-school head teachers;**

Variable	Frequency	Percent
male	1	11.1
Female	8	88.9
Total	9	100.0

**Source: Field Survey 2010**

Out of the 10 questionnaires of head teachers that were returned 8(89%) were females whereas the other 1(11%) were males This explains why some parents participated in ECD

programmes as they had trust in female teachers and those who didn't probably lacked trust in them hence gave minimal support to the centers.

### 4.3: Level of education of head teachers

The head teachers were required to indicate their highest level of education, the following information was obtained as shown in Table 4.2.

**Figure 4.2:Pre-school Teachers education levels;**

Variable	Frequency	Percent
KCPE	1	11.1
O-level	7	77.8
A-level	1	11.1
Total	9	100.0

**Source: Field survey 2010**

The researcher asked the head teachers to state their highest education level .From the table above ,out of 10 head teachers seven( 78% ) of them had attained form four level of education while 1( 11%) had attained A –level education and 1(11%) had K.C.P.E education. This was a clear indication that majority (89%) of the teachers had adequate education. This implies that parent’s participation was not dictated by teacher’s education as most teachers were adequately educated but rather lacked professional qualification in teaching. Teachers should be equipped with ECD methodology of teaching to ensure continuity of

teaching that was formerly introduced at home. This would ensure that transition is smoothly done from home to pre-school agreeing with Edgar (1994).

#### 4.4: ECD teacher’s professional training

Head teachers were required to state their ECD training status. The findings are shown in Table 4.3.

**Table 4.3: ECD teachers training status;**

Variable	Frequency	Percent
Certificate	5	55.6
Diploma	1	11.1
Not trained	3	33.3
Total	9	100.0

**Source: Field Survey 2010**

The findings indicate that most of the ECD teachers are trained (57%), while 33% were not trained. This was after the respondents were asked if they had undergone ECD training. Lack of ECD professionalism and practice may have led to low parents participation in ECD centers especially in public pre-schools due to uncertainties and attitudes parents had towards untrained teachers. There was also an indication that most teachers(67%) in these schools were significantly qualified to head the institutions and were able to manage the school

resources. This could be the reason why there was better parent's participation in some pre-schools especially in private pre-schools as parents believed finances were used appropriately. Teachers, who include head teachers, should be equipped with ECDE methodology of teaching so as to deliver efficiently, ( Mutunga and Breakell,1992).

#### 4.5: Parents' attendance during pre school open days

Teachers were required to state how parents attended open days in their respective pre – schools. The study came up with the following findings, as shown in Table 4.4.

**Table 4.4: Attendance of parents during pre-school open days;**

Variables	Frequency	Percent
Regular	3	33.3
Irregular	5	55.6
No response	1	11.1
Total	9	100.0

**Source: Field Survey 2010**

Most of the parents did not participate during pre school open day (57%) while 33% did attend. This was evidently proven after the teachers were asked if parents were regular or irregular in attending pre-school open days. The table above shows the teacher's responses. This absenteeism was probably because most parents were not aware of role of ECD in a child's development. Parents failed to participate in open days probably because they felt that developmental issues like remuneration of teachers, initiation of feeding programmes among others would be discussed. They felt that these projects would demand extra funds which they could hardly afford evident in Table 4.15. This

implied that teachers were charged with the sole responsibility of affecting ECD programmes in their pre-schools. Parents also cannot avoid their share on participation if ECD development has to take place (Narayan and Nyaweya,1995).

#### 4.6: Remuneration of ECD teachers

The teachers were required to state how much they were paid at the end of every month and they responded as follows as shown in Table 4.5.

**Table 4.5: Remuneration of ECD teachers;**

Variable	Frequency	Percent
1500-2500	3	33.3
2501-4500	5	55.6
4501-6000	1	11.1
Total	9	100.0

**Source: Field survey 2010**

From the Table above most teachers 56% were lowly paid while 33% were very lowly paid and only 11% were better paid. This was an indication that parents had lesser input as concerns teachers' remuneration. This was an indication that parents preferred the lower amount probably due to the low incomes they earned which lead to poor participation of parents.

#### 4.7:Pre-school head teachers' opinions on who should remunerate ECD teachers.



Teachers were required to state who should have the responsibility of remunerating them and this is what the study came up with as shown in Table 4.6.

**Table 4.6: Responsibilities of remunerating ECD teachers;**

Variable	Frequency	Percent
Parents	5	55.6
Entrepreneurs	3	33.3
No response	1	11.1
Total	9	100.0

**Source: Field Survey 2010**

More still, from the above table most teachers(57%) felt that it was the duty of parents to remunerate ECD teachers, while 33% preferred entrepreneurs to take up the role of remunerating parents while 11% did not respond. From the above findings the implication is that according to the teachers, parents should embrace the duty of paying them since they stand a chance of benefiting by taking their children to ECD centers where their children's growth and development is supported. The teachers seemed to have lost hope in the government remunerating them as is the case in other public institutions like primary schools where teachers are remunerated by the government reason why they felt parents should take the responsibility.

#### **4.8:Pre-school teachers' opinions on involvement of pre-school parents in material development activities**

Teachers were asked to state how parents were involved in instructional material development. The study came up with the following findings as shown in Table 4.7.

**Table 4.7:Pre-school parents’ involvement in material development**

Variable	Frequency	Percent
Providing funds	4	44.4
Left to ECD teachers	5	55.6
Total	9	100.0

**Source: Field Survey 2010**

From the Table above, parents were involved in material development( 44%) through provision of funds while most teachers (56%) said the duty of material development was left to them. This was probably because most parents did not understand their role in material development. More still they seemed not to understand the importance of learning materials in the instructional process. The implication was that if parents were more involved in material development this would have brought them closer to the pre-schools development process unlike when they were not.

#### **4.9:Pre-school teachers’ response on presence of feeding programmes**

Teachers were required to indicate whether or not they had feeding programmes in their schools. The study obtained the following as shown in Table 4.8.

**Table 4.8: Pre-school teachers’ response on the presence of feeding programmes;**

Variables	Frequency	Percent
Yes	5	55.6
No	4	44.4
Total	9	100.0

**Source: Field Survey 2010**

From the above Table, most of the schools 5(56%) had feeding programmes, while in 4 (44%) schools they were missing. This was an indication that most parents supported the programme probably because it acted as a substitute feeding. This was in agreement with Bellany (2004), who stated that parents are recognized as the first caregivers and educators of their children and together with communities are regarded as important to the establishment and sustainability of quality and accessible services for their children. The implication is that most parents understood the importance of proper nutrition for their children development. The 44% of the parents population who did not support the feeding programme probably was because they could not be able to cough the extra coins needed for the programme. The study observed that in pre-schools where there was feeding programme especially private pre-schools parents' participation was better as compared to the schools it was missing especially in public pre-schools.

#### **4.10:Pre-school teachers' opinions on management of ECD centres**

The table below shows teachers' feelings on who should manage ECD centers and the study came up with the following findings as shown in Table 4.9.

**Table 4.9: Pre-school teachers' perceptions on who should manage ECD centers;**

Variable	Frequency	Percent
ECD management committee	5	55.6
Sponsor	1	11.1
Entrepreneur	2	22.2
No response	1	11.1
Total	9	100.0

**Source: Field Survey 2010**

From the above Table, according to the teachers most ECD centers were managed by management committees (57%) while few were managed by sponsor and entrepreneurs. This a clear indication that the pre-schools depended solely on the community and therefore if the parents participation was not adequate the ECD programmes were likely to collapse, 22% of the teachers felt that management should be done by entrepreneurs probably because they owned private centers . However, the idea was not supported by many. The implication of this finding is that since most centres were managed by the community from which parents are part of , their participation is key and if parents failed to participate adequately (Table 4.4), the result is derailed development or even collapsing of some centers.

**4.11: Pre-school teachers opinions on who develops and prepares learning/play materials.**

Table 4.10 below shows teachers observations on who develops learning/play materials;

**Table 4.10:Pre-school teachers’ opinions on development and preparation of learning/play materials;**

Variable	Frequency	Percent
ECD teacher	7	77.8
Sponsor	2	22.2
Total	9	100.0

**Source: Field Survey 2010**

From the above Table ECD teachers (78%) were responsible for developing the learning and play materials while 22% was done by the sponsors. This showed that the duty was

entirely left to teachers and if the parents' participation was not adequate this would largely bar material development since this was mostly dictated by parents' financial contribution. The implication is that most teachers felt that it was their duty to develop and prepare learning/play materials apart from a few (22%) who felt that sponsors should have a helping hand in doing so since they are stake holders of the schools.

#### **4.12:Pre-school teachers opinions on parents participation in providing learning/play materials**

In the table below teachers were required to state how parents were involved in provision of learning/play materials. The findings are shown in Table 4.11.

**Table 4.11: Parents participation in providing learning/play materials;**

Variable	Frequency	Percent
Purchasing	3	33.3
No participation	5	55.6
No response	1	11.1
Total	9	100.0

**Source: Field Survey 2010**

From the Table 4.11 it is clear that most parents (57%) did not participate in providing play/learning materials while 33% assisted in purchasing the materials and 11% showed no response. This scenario poses difficulties to ECD teachers in the instructional process since most parents did not participate adequately. The lack of participation could be as a result of low standards of living caused by parent's low incomes (Table 4.15). In agreement with this Wachiye, (1996),stated that, to enhance children's retention, the teacher must use learning

aids (whether visual, audio, tactile or audio-visual). This will help them form mental images and hence facilitate pro-active learning. In agreement also, according to World Bank Report (1993), maximum efficient use of available resources improves the quality of education and learning systems.

**4.13: Pre-school teachers motivation at work place.**

Teachers were asked to state whether they felt motivated at work place. The study findings are shown in Table 4.12.

**Table 4.12: Teachers motivation at work place;**

Variable	Frequency	Percent
Yes	6	66.7
No	3	33.3
Total	9	100.0

**Source: Field Survey 2010**

From Table 4.11 above, it was clear that most parents (57%) did not participate in provision of play materials while only 33% were involved in purchasing of the materials. This left the teachers with the hard task of provision of the materials by either purchasing or improvising. This could be the reason why 33% of the teachers were not motivated in their place of work evident from Table 4.12. This lack of motivation was in public pre-schools where parents had low incomes. The 67% motivation was observed in private pre-schools where parents had higher incomes and were able to meet the

financial demands of the centers. Lack of teacher’s motivation may lead to poor performance resulting to low output. Lack of motivation for teachers was highly related to lack of support from parents emanating from their poor participation especially in public pre-schools. Parents were interviewed with regard to various variables pertaining to their participation in ECD centers. The study came up with the following findings;

**4.14: Marital status of pre-scholars parents.**

Parents were required to state whether they were married or single, the study findings are shown in Table 4.13.

**Table 4.13:Pre-scholars parents’ marital status;**

Variable	Frequency	Percent
Married	52	65.8
Single	27	34.2
Total	79	100.0

**Source: Field Survey 2010**

From the Table above, most parents (66%) who were married, participated in ECD activities while 34% single parents did participate. This was an indication that married parents participated better probably because they had shared responsibilities and were able to meet the cost of ECD programmes. The percentage of single parents was less probably because they had to shoulder the burden single handedly and were unable to participate adequately in ECD programmes.

**4.15: Education level of pre-scholars parents.**

The study intended to find out parents' education level with regard to their participation in ECD programmes. Table 4.14 below shows parents' level of education.

**Table 4.14: Pre-school parents' education level;**

Variable	Frequency	Percent
Not educated	12	15.2
Primary level	23	29.1
Secondary level	44	55.7
Total	79	100.0

**Source: Field Survey 2010**

Most parents (56%) with their children in ECD centers were educated up to secondary level. This meant that most parents (56%) had the necessary formal education which could help them participate in ECD compared to 15% who were not educated and 29% who only had attained primary education. This implied that although most parents had attained formal education; their participation was minimal probably because they were not aware of the importance of ECD in children's formative years in that they didn't relate ECD as foundation for their children's future education and careers.

#### **4.16: Employment status of pre-schoolers parents.**

The study intended to find out parent's employment status in terms of whether they had regular or irregular incomes. The findings are shown in the Table 4.15 below.

**Table 4.15: Pre-school parents' employment status;**

Variable	Frequency	Percent
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Formal	33	41.8
Informal	46	58.2
Total	79	100.0

**Source: Field Survey 2010**

According to the research findings, only 42% of the parents were formally employed as compared to 58% who did not have regular incomes and depended on probability and as such failed to contribute effectively. Developers and head teachers depended on these parents for their financial needs to facilitate ECD programmes which range from physical facilities to any other minor fiscal needs. According to UNDP (2003), some parents cannot afford to provide the additional inputs required to sustain children in school. Therefore most of the parents income was not sufficient. They made financial contributions in very irregular intervals of minimal amounts thus and 42% who relied on permanent employment were a small percentage of ECD population hence their contribution was less significant and this resulted to the deficiency in development of ECD programmes which emanated from low parents participation in ECD programmes.

#### **4.17: Number of children by pre-scholars parents.**

The study intended to find out the relationship between the number of children parents had and their participation to ECD programmes. The findings are shown in Table 4.16.

**Table 4.16: Number of children by pre-scholars parents.**

Variable	Frequency	Percent
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1	4	5.1
2	19	24.1
3	30	38.0
4	17	21.5
5	6	7.6
6	2	2.5
8	1	1.3
Total	79	100.0

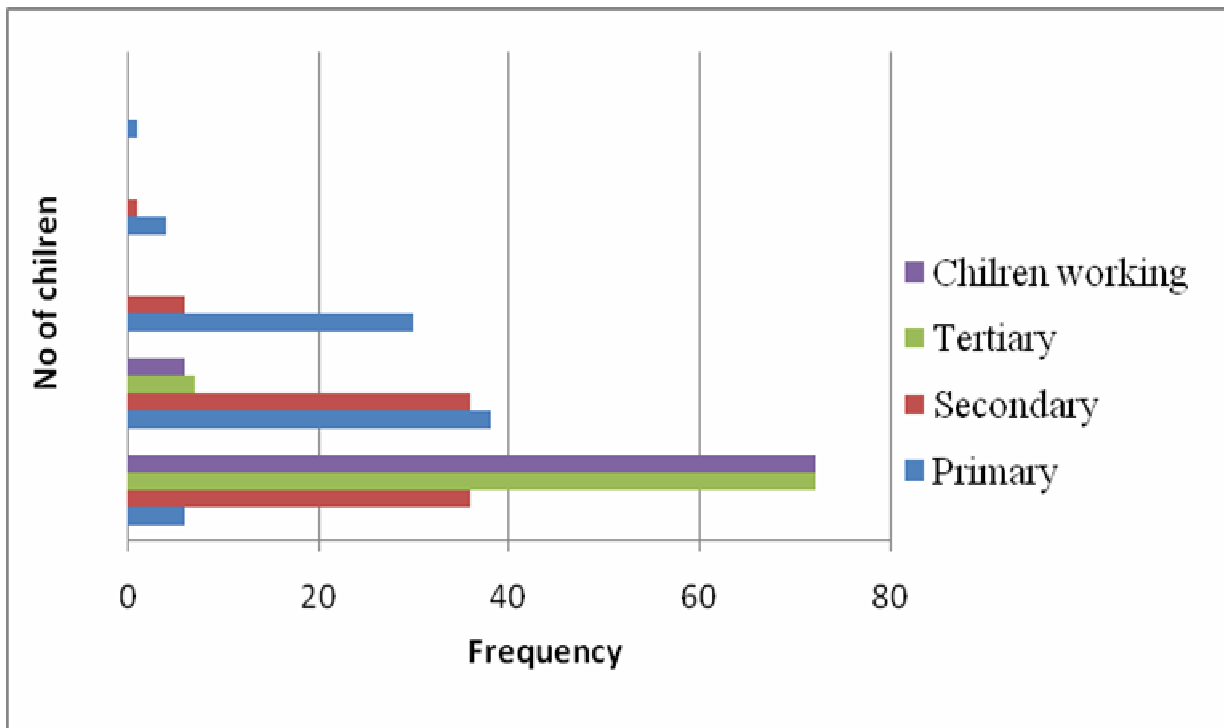
**Source: Field Survey 2010**

It was recorded that large numbers of the parents (38%) had an average of three children as compared to 8% who had an average of seven children. This implied that most parents didn't have burdens of large families to hinder them from participating in ECD programs, but rather lacked awareness of the importance of ECD in children's formative years and this applied to both public and private centers.

**4.18: Pre-scholars parents childrens education level.**

Parents were asked to state the level which their children had attained in terms of education and employment namely, primary, secondary, tertiary or working. The findings are shown in Figure 2 below.

**Figure2: Childrens level of education;**



**Source: Field Survey 2010**

According to the graph above, the following observations were made; most parents had no children who were in tertiary level of education and neither working, most parents were young and most of the parents had one child in primary and one in secondary level. Also most had only one child in tertiary level and working, no parent had two or more children who were in tertiary level or working and most parents had their children in primary schools. From the above graph most parents had children in primary and secondary institutions. This could probably be the reason they were not able to sufficiently participate in ECD programmes because of the various responsibilities they had to undertake in meeting their children's educational needs in other levels.

#### **4.19: Pre-scholars parents' opinions on who should provide play/learning materials in ECD centres.**

The study required parents to give their opinions on who should provide play/learning materials. The following findings are shown in Table 4.17.

**Table 4.17: Parents opinions on responsibilities of provision of play/learning materials;**

Variable	Frequency	Percent
ECD teachers	17	21.5
Government	37	46.8
Parents	6	7.6
Entrepreneur	1	1.3
Donors	11	13.9
Sponsors	1	1.3
Government and sponsors	1	1.3
No response	5	6.3
Total	79	100.0

**Source: Field Survey 2010**

Most Parents (47%) felt that play/learning materials in ECD centers should be provided by the government with the least being sponsor agents (1%) among other agents. As presented in the table above, this was the reaction of the parents on each agency addressed. This could be the reason why parents did not participate in ECD programmes especially in public pre-schools as they felt it was the governments responsibility to provide the materials. However some parents(6%) still felt they had a responsibility in participating in ECD through provision of play/learning materials but this percentage was too minimal to be significant.

**4.20: Pre-scholars parents opinions on monthly remuneration of an ECD teacher.**

Parents were required to state how much money ECD teachers would be paid monthly. The findings of the study are shown in Table 4.18.

**Table 4.18: ECD teacher’s salaries per month according to pre-scholars parents**

Variable	Frequency	Percent
1500-2500	18	22.8
2501-3500	36	45.6
3501-4500	15	19.0
4501-5500	9	11.4
5501-6500	1	1.3
Total	79	100.0

**Source: Field Survey 2010**

From the Table above most parents(46%) preferred teachers to be paid between ksh 2502- 3500 an indication that they preferred the lower amount probably due to the low income they earned. Also, 13% of parents suggested that teachers should be paid above ksh 4501.This percentage comprised mostly of parents from private ECD centers a clear indication that they were more interested with their childrens learning than parents from public pre-schools and this attributed to their better participation.This is also supported by Table 4.18 below which shows that most of the parents (86%) suggested that the government should have an upper hand in remuneration of teachers.However some parents(5%) felt they had a role to play in their childrens learning. The implication is that parents would have

withdrawn from participation in ECD with a notion that it too should be free just like other education sectors.

**4.21: Parents of pre-school children opinions on who should remunerate ECD Teachers.**

Parents were required to state who should take the responsibility of remuneration of ECD teachers. The following findings were generated as shown in Table 4.19.

**Table 4.19: Responsibilities on remuneration of ECD teachers;**

Variable	Frequency	Percent
Government	68	86.1
Parents	4	5.1
Donors	2	2.5
Entrepreneurs	4	5.1
Sponsors	1	1.3
Total	79	100.0

**Source: Field Survey 2010**

According to the Ttable above most parents (86%) felt that the government should remunerate ECD teachers ,this was probably because the parents were aware that teachers in other education institutions like primary and secondary sectors are remunerated by the government and this could probably account to the low parents participation especially in public pre-schools.However, 5% parents felt they had arole to play in the education of their children but this was very minimal to be significant.

**4.22 Relevance of children attending ECD centre before joining class one.**

Parents were asked to state whether they took their children for ECD before joining standard one was relevant. The study generated the following findings as shown in Table 4.20.

**Table 4.20: Relevance of children joining ECD before joining class one;**

Variable	Frequency	Percent
Yes	55	69.6
No	9	11.4
Not necessary	15	19.0
Total	79	100.0

**Source: Field Survey 2010**

From the above Table most parents(70%) felt it was necessary for their children to attend ECD while 30% felt it was not necessary. This was in agreement with Stebbins et.al.(1979), who suggested that children who attend pre-school in most cases have a trend of performing better than their counterparts who did not attend pre-school. This is because the child has formed the required learning prerequisites and positive attitude towards learning. According to the above findings, there was a clear indication that most parents were willing but could not meet financial demands of ECD due to factors emanating from low incomes leading to financial constraints, this was common in public pre-schools resulting to low parents participation. Majority of the parents who felt ECD was necessary were from private ECD centers probably because they had higher incomes to meet ECD levies. They also showed support through better participation. Enough creation of awareness should be done on the side of parents and caregivers so that they can understand the rationale for taking children to pre-school at the appropriate age (KIE,1999). This is the age when children are more receptive to learning instructions (Brunner,1974).

#### 4.23: Parents' of pre-school children opinions on who should fund ECD teachers training.

Parents were asked to state that should fund ECD teachers training .The study generate the following findings as shown in Table 4.21.

**Table 4.21: Parents opinions on who should remunerate ECD teachers;**

Variable	Frequency	Percentage
Self	23	29.1
Government	31	39.2
Parents	24	30.4
Entrepreneurs	1	1.3
total	79	100

**Source: Field Survey 2010**

A large percentage of parents (39%) suggested that the government should cater for teacher training. This was a clear indication that parents were either not willing or were not able to face the task. This is evident from Table 4.3 which showed that 33% of teachers were not trained. Lack of adequate training/seminar/workshops/in-service courses on appropriate methods of teaching, leaves the teacher with only the traditional methods of teaching. Some of these are obsolete and do not address the current challenges of learning (Eshiwani,1984). The low income earned could hardly meet these expenses of training ECD teachers hence according to the parents it is the duty of the government and other partners to meet these expenses. This observation qualifies low parents participation in ECD especially in public pre-schools. However 29% felt that teachers should cater for their training, while 30% felt they had role to play in teacher training.

#### 4.24: Presence and support of feeding programmes in pre-schools by pre-scholars parents.



Parents were asked to state whether they would support feeding programme in ECD centers where they took their children. The study generated the following findings as shown in Table 4.22 and 4.23 consecutively.

**Table 4.22: Presence of feeding programmes in pre-schools**

Variable	Frequency	Percent
Yes	39	45.6
No	40	50.6
No response	3	3.8
Total	79	100.0

**Source: Field Survey 2010**

**Table 4.23: Parents support for feeding programmes.**

Variable	Frequency	Percent
Yes	14	17.7
No	12	15.2
Not sure	19	24.1
No response	34	43.0
Total	79	100.0

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**Source: Field Survey 2010**

From Table 4.22 ,feeding programme was present in only 46% of the schools while it was missing in 51% of the schools. According to Jukes (2002), hungry and malnourished children have reduced capacities to learn and have shown to perform poorly in school.From the above findings there was an indication that low parents participation would have resulted to lack of feeding programmes in most schools as they required parents financial inputs .On the other hand those who felt it was not necessary (15%) reacted so may be because they didn't understand the importance of substitute feeding of children at school and the role it played in promoting their growth and development this is evident from Table 4.14 which showed that 44% had only acquired primary education or were not adequately educated.From Table 4.23 above , parents from schools where feeding programmes was missing were required to state if they would support it. About 31% said yes, 27% said no while 42% were not sure.This implied that most did not support the idea evident from their low participation especially in public pre-schools.

**4.25: Growth monitoring and promotion for pre-school children.**

Parents were asked to state whether they still take their children for growth monitoring the study generated the following findings as shown in Table 4.24.

**Table 4.24: Childrens growth monitoring and promotion.**

Variable	Frequency	Percent
Yes	39	49.4
No	38	48.1
No response	1	1.3
Total	79	100.0

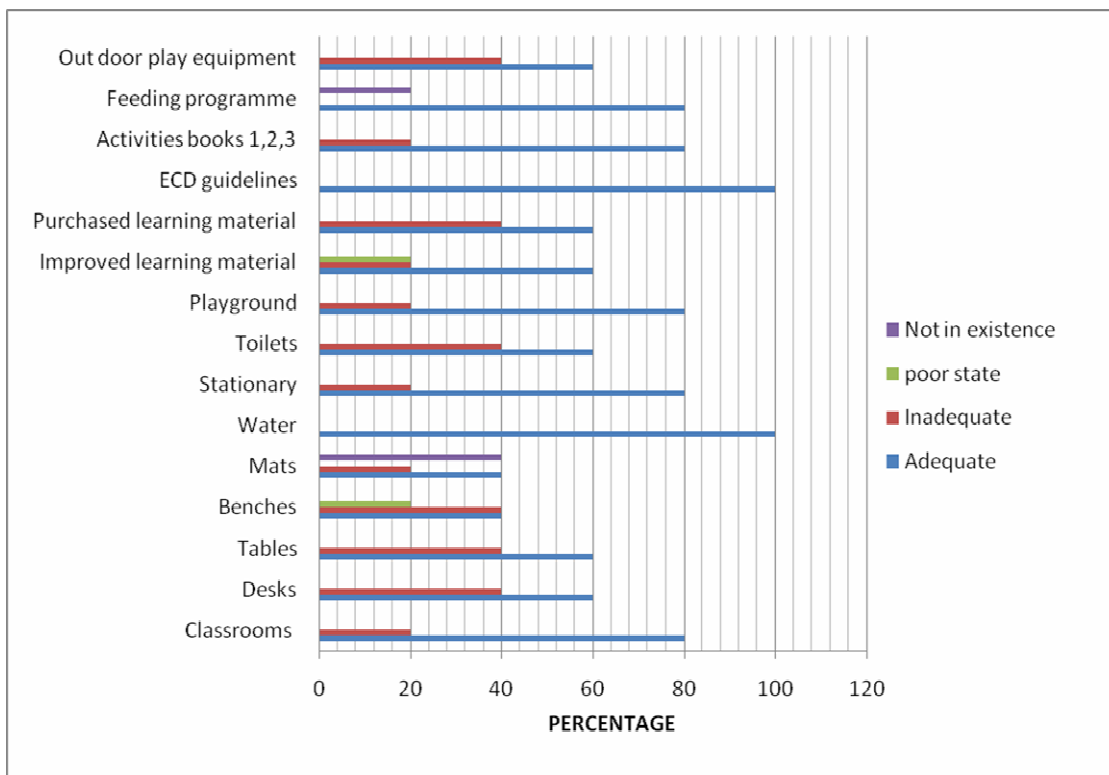
**Source: Field Survey 2010**

Most parents (49%) from the Table 4.24 above took their children for growth monitoring while 48% did not. This shows that most parents were aware that their children's growth and development was important but failed to participate in ECD programs probably because they did not relate the two. It is important for parents to understand that on being natured learners develop faster and parents can not avoid their role on the same, Narayan and Nyaweya (1995).

#### **4.26: Observation of physical facilities in private ECD centers**

The study sought to observe the state of major facilities in private ECD centers .The following was observed as shown in Figure 3.

**Figure 3: Status of physical facilities in private ECD centers;**



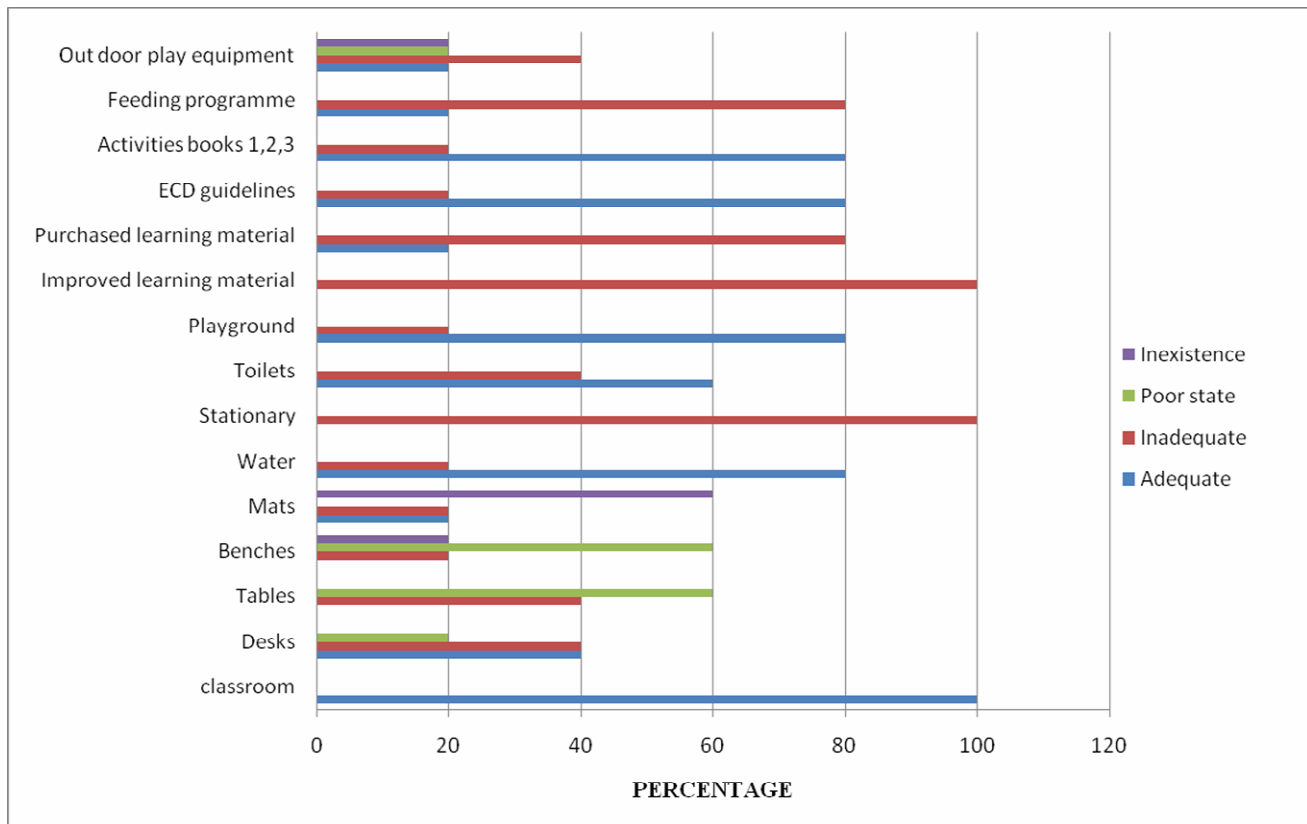
**Source: Field Survey 2010**

From Figure 3 above most of the facilities for example: classrooms, water, desks and stationary among others were present and adequate in most private ECD centers with the highest being water and ECD guidelines (100%). Cases of inadequacy and non existence were very minimal. This could probably be because of the significant participation of the parents in this sector. The parents in this sector had higher incomes rendering them able to meet the financial requirements an indication that they were more interested in their children's learning.

#### **4.27: Observation of physical facilities in public ECD centers**

The study sought to observe the state of physical facilities in public ECD centers. The following was observed as shown in Figure 4.

**Figure 4: Status of physical facilities in public ECD centers;**



**Source: Field Survey 2010**

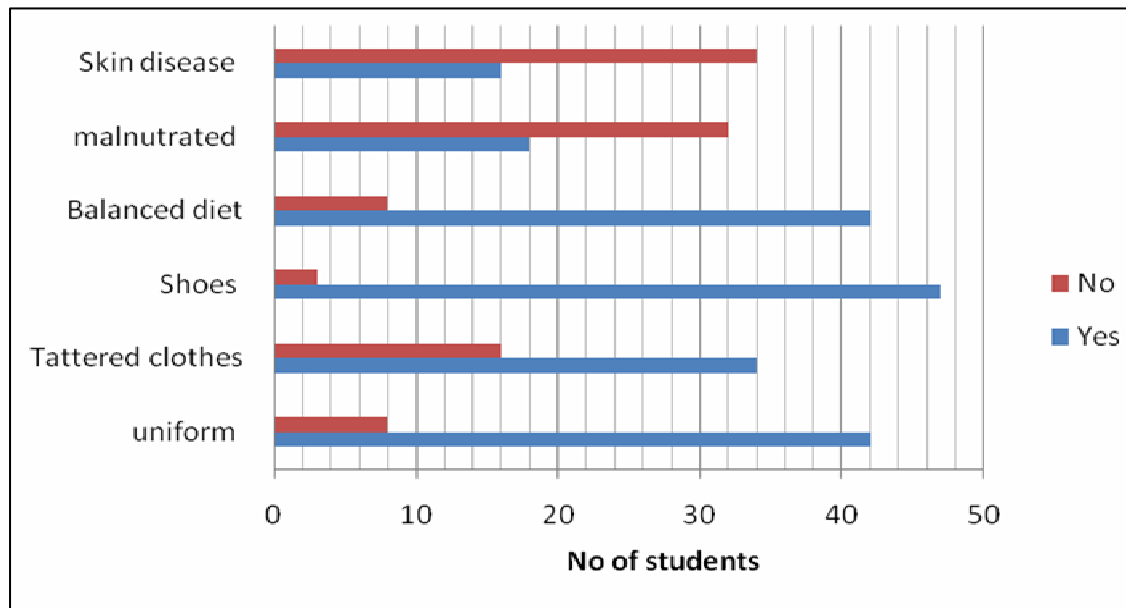
From Figure 4 above, most of the physical facilities like water, classrooms, playground and activity books were adequate(80%).However materials like stationary, improved and purchased learning materials were inadequate .On the other hand benches , tables and desks were in poor state .Mats and benches were inexistence in some pre-schools. The implication is that the state of the facilities in public ECD centers was not good. This is probably because of the factors emanating from poor parents participation in ECD centers, thus they were not able to maintain most of the facilities. As suggested by Michael,(1987), children should be introduced to participatory learning through use of concrete materials and facilities. This would make sure that they maximize their own time to spontaneously and voluntarily internalize the taught concepts. This is possible when done in play form. These plays and games

can be a greater part of outdoor lessons, music and creative lessons. The faster the concepts taught are internalized by children, the faster the teacher can adequately complete the syllabus. In addition educational activities are the key issues addressing learners nature towards affecting their parents attitudes towards learning (Wendy and Catherine,1992).

**4.28: Childrens physical well being in public ECD centers.**

The study carried out a comparative observation on childrens well being between private and public ECD cnters.The following was observed as shown in Figure 5.

**Figure 5: Childrens’ are well being in public ECD centers;**



**Source: Field Survey 2010**

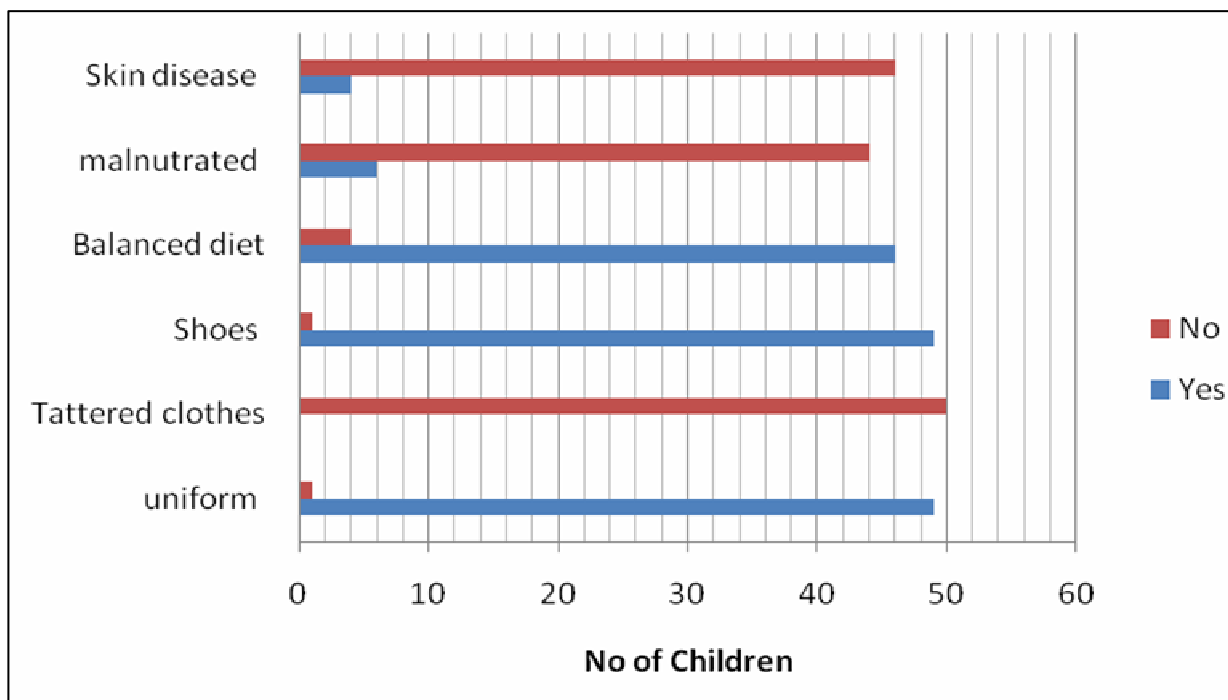
From Figure 5 above, children’s well being was not adequate in public ECD centers since 36 children were malnutrated and 34 had skin disease. Most children had balanced meals (42) especially in pre-schools with feeding programmes. Most children (47) were in shoes, 34 children were in tattered clothes and 42 were in complete uniform. The implication is that the welfare of most children was not fair since low parents participation negatively impacted

on this. This also showed that parents did not adequately shoulder the responsibility of catering for their children's wellbeing resulting from the low incomes they earned.

#### 4.29: Childrens physical well being in private ECD centers.

The study carried out a comparative observation on childrens well being between private and public ECD centers. The following was observed as shown in Figure 6.

**Figure 6: Figure showing childrens well being in private centers;**



**Source: Field survey 2010.**

Figure 6 above indicates that children from private ECD centers were better in their general welfare than those in public ECD centers with only 4 with skin disease and only 6 malnourished. Better still, 46 had balanced meals, 49 were in shoes, none was in tattered clothes and 49 were in complete school uniform. This showed that most of the pupils from private centers were above average in all aspects observed and this is probably due to the fact that parents in this sector participated better in ECD programmes than those from public pre-schools.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter gives a summary of the findings of the study followed by conclusion then recommendations and suggestions for further research.

### **5.1 Summary of the research findings**

The study sought to establish the impact of parent's participation in ECD programmes. The study was carried out in both public and private pre-schools in Lioki sub-location, Githunguri District. The study focused on finding out whether parents education level, economic and marital status impacted on their participation to ECD programmes. Physical facilities and children's well being were observed to find out if parent's participation impacted on them.

Literature review was carried out on a general view of poverty situation in Kenya, causes of poverty and how it negatively impacts on provision of child rights, for example: play, association, non-discrimination, health care and education. The literature also focused on how nature and nurture improves child quality. This is crucial in formative years of children and early childhood development programmes are needed to support parents by providing their children the ingredients necessary for healthy development. The study also reviewed on how poverty impacts on provision of quality education for instance, poor nutrition and poor feeding habits in schools; thus poor health among children increase cases of children dropping out of school. Thus poverty impacts negatively on young children's rights to physiological, emotional and spiritual development. The study also reviewed the Early Childhood Development Policy in Kenya. The policy however does not clearly stipulate the community's role in development of ECD. The communities are left with the burden of management and development of ECD centres through provision and maintenance of both human and physical



facilities since the government has very minimal financial input to the ECD sector; thus the institutions are largely at the mercy of communities.

The Basic Needs Theory (Abraham Maslow) reviewed in the study advocates for satisfaction of certain minimum basic requirements essential to a decent standard of living known as physiological needs. They include food, shelter, good health and education. They are primary and should be satisfied before higher levels of motivation or growth needs can emerge. Poverty stricken population lack access to basic needs education being most affected. This theory was concluded by a conceptual framework on how parent's participation generated social and economic constraints which thus led to infringement of children rights to education. Data was collected from the respondents using questionnaires which had both closed and open ended questions. The responses were analyzed using descriptive statistics, frequencies, percentages, tables and charts to present the data. The response rate was considerably good. 90% response was obtained from the head teachers, 99% was obtained from parents and 98% from pupils. The head teachers were qualified and majority was trained.

It was clear that parents participation in private pre-schools was considerably good evidence from availability of physical facilities, good children's well being and fair remuneration of teachers, while in public pre-schools, parents participation was lesser (60%) leading to inadequate physical facilities and poor remuneration of teachers. It was also observed that all private schools had feeding programmes as parents are ready to participate in ECD. Feeding also calls as a substitute for balanced feeding (proper nutrition) which is crucial in children's growth and development. In public pre-schools feeding programme was present in only two pre-schools (40%) thus children are not likely to consume proper nutrition as a substitute for energy bearing in mind that play is children's work which they oftenly engage in. The low participation could be as a result of most parents (68%) having being low income earners hence cannot afford to pay extra for children feeding an indication that even affording a balanced meal a day is difficult. It was also evident that married parents (67%) participated better in

ECD programmes composed to 43% who were single. This is probably because of the combined input of both parents which led to their ability to participate in ECD. Most parents on the other hand had gained O-level education an indication that they were literate, however their participation is not satisfactory probably because they were not aware of the importance of children's formative years in ECD.

## **5.2 Conclusions**

Based on the research findings, it was established that there were factors which were enhancing parent's participation in ECD programmes in Lioki sub-location. These factors, the study concluded were emanating from parents education level, socio-economic and marital status. Most of these factors were emanating from lack of awareness among parents on the importance of ECD. It was concluded that parents in public pre-schools did not take the education of their children seriously probably because they did not consider ECD an important stage in a child's development.

## **5.3 Recommendations**

The following are the recommendations the researcher came up with as per the findings:-

- The government should provide free ECD.
- Parents should be involved in assessment of ECD programmes so that they can own them.
- The government should meet ECD teacher's remuneration and deploy enough teachers to every part of Kenya.
- Mobilization of locally available ECD resources which are currently underutilized e.g. resource persons, construction materials and learning/teaching materials by relevant authorities' parents and sponsors.

- There is a need for community mobilization and capacity building awareness on ECD so as to sustain ECD centres.
- The government should invest heavily on industrialization for the creation of more job opportunities to make education gain more value.
- All schools should adopt a feeding programme or snacks programmed for ECD children to enhance better health.
- Awareness meetings and workshops should be carried out to increase parent's participation in ECD development and partnership policies.

#### **5.4 Recommendations for further research**

- i.** A study should be carried out on other private and public pre-schools country wide in order to elicit more accurate national outlook on how parents participation impact on ECD.
- ii.** Further research should be carried to map out the locally available resources in different quarters of the district to help provide better ECD facilities and services.
- iii.** An intensive follow-up of all children starting from the pre-school and continuing through their first four years in primary school should be instituted

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## APPENDICES

### Appendix 1: Head Teacher's Questionnaire

Name \_\_\_\_\_ Name of School \_\_\_\_\_

Sub location \_\_\_\_\_

Sex Male  Female

Level of Education KCPE  "O" Level  "A" Level

State the enrollment of your ECD Centre.

Age	Boys	Girls	Total
Under 3 years			
4 years			
5 years			
6 years			
Above 6 years			

1. State the nature of your classroom

Permanent

Semi permanent

2. Are you a trained ECD teacher?

Yes

No

3. If trained, state the level of training

Certificate

Diploma

Degree

Other (specify) \_\_\_\_\_

4. How is the parent's attendance during pre-school open days?

Regular

Irregular

5. Who remunerates ECD teachers?

Parents

Donors

Sponsors

Entrepreneur

6. According to your view, what is the nature of learning/play materials?

Adequate

Not adequate

Not available

7. If not available or inadequate, state possible reason?

Not locally available

Expensive

8. How do parents involve themselves in material development activities?

Providing funds

Collecting

Developing

Left to ECD teacher



9. Do you have a feeding programme in your school?

Yes

No

10. State how it is organized.

Carried from home

Prepared at school

Not in existence

11. Who manages the ECD centre?

ECD teacher

ECD management committee

Donor

Sponsor

Entrepreneur

12. Who develops and prepares learning/play materials

ECD teacher

ECD parents

Donor

Sponsor

Entrepreneur

13. How do parents participate in providing learning/play materials in your school?

Purchasing

Collecting

Improvisation

No participation

14. Do you feel motivated and happy at your place of work?

Yes

No

## Appendix II: Parents interview guide

Name \_\_\_\_\_ Name of School \_\_\_\_\_

1. What is your marital status?

Married

Single

2. What is your education level?

Not educated

Primary level

Secondary level

3. Are you employed?

Yes

No

4. What is your occupation? \_\_\_\_\_

5. How many children do you have? \_\_\_\_\_

6. How many are in Primary School? \_\_\_\_\_

7. How many are in Secondary School? \_\_\_\_\_

8. How many are in College? \_\_\_\_\_

9. How many are working? \_\_\_\_\_

10. According to your view, who should provide play/learning materials in ECD centers?

ECD teacher

Government

Parents

Donors

Entrepreneur

Sponsors

11. How much do you pay for your child in the ECD centre per month?

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12. How much would you like the ECD teacher to be paid per month?

Kshs. 1500 – 2500

Kshs, 3501 – 4500

Kshs. 4501 – 6000

Above Kshs. 6000

13. Who should remunerate ECD teachers?

Government

Parents

Entrepreneur

Sponsors

14. It is relevant for children to attend ECD programmes before joining Std. 1?

Yes

No

Not necessary

15. In your view who should fund the ECD teacher training?

Self

Government

Parents

Donors

Entrepreneur

Sponsors

16. Is there a feeding programme in your school?

Yes

No

17. If no, why haven't you initiated one?

It's costly

Not necessary

18. Supposing your school starts a feeding programme, would you contribute to its sustainability?

Yes

No

Not sure

19. Do you still take your child for growth monitoring and promotion?

Yes

No

20. If no, what reasons can you give?

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### Appendix III: Observation schedule

#### Physical facilities

No	Facility	Adequate	Inadequate	Poor state	Not inexistence
1	Classroom (s				
2	Desks				
3	Tables				
4	Benches				
5	Mats				
6	Water				
7	Stationery				
8	Toilets				
9	Playground				
10	Improved learning material				
11	Purchased learning material				
12	ECD guidelines				
13	Activities books 1,2,3				
14	Feeding programme				
15	Outdoor play equipment				

### B. Children's well being

	ASPECT	NUMBER OF PUPILS		TOTAL
No		Boys	Girls	
1	In complete uniform			
2	Not in uniform			
3	With tattered clothes			
4	In shoes			
5	Not in shoes			
6	Lunch with balanced diet			
7	With malnutrition			
8	With skin disease			

## **TIME FRAME**

- |                             |   |
|-----------------------------|---|
| September – December (2009) | - Writing & redefining proposal, literature review and<br>Preparation of instruments        |
| April (2010)                | - Defence (department level)  |
| June - July                 | - Data collection, analysis and interpretation  |
| July                        | - Compiling fair copy proposal  |
| July - August               | - Summary, conclusion & recommendation, compiling of the<br>Report binding and presentation |



## FINANCIAL BUDGET

<b>ITEM / EVENT</b>	<b>AMOUNT</b>
Transportation	4,000
Feeding	2,000
Printing stationery & binding	15,000
Library	3,000
Miscellaneous	<u>2,000</u>
<b>Total</b>	<b>Kshs. <u>26,000</u></b>