

**EFFECTS OF PARENTAL FINANCIAL STATUS ON PRESCHOOL
CHILDREN'S ATTENDANCE IN MUKURU KAYABA SLUMS MAKADARA
SUBCOUNTY, NAIROBI COUNTY**

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DECLARATION

Declaration by the Candidate

This research is my original work and has not been submitted by me for the award of a degree, title or recognition at any other University before.

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E57/76729/2014

Signature

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Declaration by the Supervisor

I confirm that this research was carried out by the candidate under my supervision.

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Date

DEDICATION

I dedicate this research project to God the giver of life and my enabler. Special appreciation goes to my late parents Camlus and Doreen for the love and care they gave me during their life time. I also thank my husband James Oremo and my sons Nicholas, Derek, Evans and Vincent for being there for me any time I needed them.

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ABSTRACT

Pre-school education plays a key role in holistic development that leads to better foundation in child development. Despite the importance of investing in early childhood development, the level of education is grossly affected by the cost of implementing. As a result, parents are faced with the responsibility of financing the education of children besides busy economic schedules. This study focused on the effects of the levels of income of the parents and nature of employment as well as institutional factors on pre-school children's school attendance in Mukuru Kayaba slums Makadara Sub County, Nairobi County. The study was guided by the sociocultural theory which explains the poor school attendance as a result of social surrounding of the learner. Both purposive and random sampling was used to sample 284 parents and children enrolled in 7 ECD centers in the study area. Both semi-structured interviews and key informant interviews were used to interview the parents, teachers, head teachers and education officer. Quantitative data was analyzed using SPSS version 22 while qualitative data was analyzed by MAXQDA version 12. Frequencies and percentages were used to summarize the data while chi squared test conducted to make inference on the relationship between the dependent and independent variables. Results indicate that economic status of the parents affect the pre-school attendance. Children whose parents had better economic status were more likely to attend school regularly ($P < 0.05$). Similarly, children whose parents were formally employed were regular school attendees ($P < 0.05$). Finally, the study established that institutional factors including the availability of teaching and learning materials as well as school infrastructure affected pre-school attendance ($P < 0.05$). The study recommends economic empowerment for parents in order to deal with poor pre-school attendance in the study area.

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ABBREVIATIONS AND ACRONYMS

ADA	Average Daily Attendance
CFS	Child Friendly School
ECD	Early childhood development
ECDE	Early childhood development Education
EFA	Education for All
FPE	Free Primary Education
GoK	Government of Kenya
IQ	Intelligent Quotient
KENPRO	Kenya Project Organization
KII	Key Informant Interview
MoEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
NGOs	Non-Governmental Organizations
PTA	Parents Teacher's Association
SES	Socio Economic Status
SRS	Saturday Redemptive School
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund
UPE	Universal Primary Education

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The chapter presents the study briefly in the following sections; background to the study, statement of the problem, objectives and research hypotheses formulated for the study, significance, limitations, delimitations and assumptions of the study. The last section of the chapter presents definition of key terms as per the study.

1.2 Background to the Study

Pre-school education plays an important and critical role in the holistic development that leads to better foundation in child development. Besides the knowledge and skills acquisitions, pre-school education also enhances one's critical thinking skills by which one can analyze and evaluate their surroundings in a better way. As a result, this education enables children to develop self-esteem and with better social skills in the community. Pre-school education should therefore be made accessible to all children. Recent research in the economics of human capital production has emphasized the importance of timely investments into child development, as differences in children's cognitive and non-cognitive development emerge at early ages and early investments act as a multiplier effects into the future (Almond & Currie, 2011). Despite the importance of investing in early childhood development, this level of education is grossly affected by the cost of implementing it (Githinji, 2012). According to Memon *et.al*, (2010) parents with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources.

The association between socioeconomic status (SES) and children's preschool attendance has been documented among many populations (Ahmad & Khan, 2012; Ngorosho, 2011; Ahawo, 2009; Otula, 2007). For example, Ahmad and Khan (2012) and Ahmar and Anwar (2013) found a significant relationship between parental socioeconomic conditions and preschool attendance of the children in preprimary schools and it was concluded that the majority of children whose parents have better socioeconomic conditions attend in schools as compared to those children whose parents had low socioeconomic conditions.

Ngorosho (2011) found five key variables (fathers' and mothers' education, house wall material, light source, and the number of books for school subjects in the homes) as significant indicators of home environment in rural Northern Kenya. Ahawo (2009) found that in modern society, parents' influence plays a very important role in the academic life of a child. According to Otula (2007), effective provision of preprimary education is hampered by SES of parents. Parents from low SES fail to provide their children with basic requirements for schools including books, pens or pencils, proper nutrition and supportive environment for learning.

It is generally accepted that parental SES has an impact on children's preschool attendance. For example, children whose parents are of high income scales have a far better statistical chance of participating in preprimary education. Otula (2007) supported this by stating that effective learning involves partnership of children, teachers and parents. Parents' level of education has a multifaceted impact on children's ability to learn in school.

Although many constraints exist, schools can play a pivotal role in helping parents to enhance the home curriculum and improve the quality of parental involvement in their children's preschool attendance. The strategies include for example, schools collaborating with organizations that can affect parenting in the pre-school years such as public health providers and non-governmental organizations (NGOs). Successful attempts to increase parental involvement have taken place around the world. One example is the creation of student newspapers in China (Majoribanks, 2001). Such newspapers exist at different levels of the education system in urban as well as rural zones. The result is that children and parents in urban areas have the possibility to read, which is of benefit in particular to the otherwise disadvantaged rural families (Goodwin & Goodwin, 1995).

The study suggests that many children come from families which cannot afford to meet school needs which are aspects of SES. In view of this, the phenomenon needs an intervention through systematic and comprehensive studies. In USA parents in the top financial quintile spend seven times more on enrichment activities and materials for their children such as books, computers, summer camps, and music lessons than families in the bottom financial quintile (Mark, 2011). Due to financial distribution inequality worldwide, children living in poverty have higher number of absenteeism and eventually leave school to work or care for the family (US census Bureau, 2011). To mitigate the inequality in access to education, countries world-wide have built a consensus that Governments should have an important role in making early investments through child-care (Bladen *et al*, 2014). In the last few decades many countries have introduced publicly funded, universal preschool programmes and momentum continues to build. For example, in the US President Obama used his 2013 State of the Union address to announce Pre-School-For-All, a Federal and State

Programme to ensure full time pre-kindergarten access for all 4 year olds (The White House, 2013). In England, all three and four year-olds are entitled to a free part-time nursery place during the school year, and similar policies are in place in Scotland and Wales. This is a popular policy and from 2013 it was extended to disadvantaged two year-olds. In the run-up to the 2015 general election all political parties appear to be committed to its continuation or expansion (Brewer *et al.*, 2014).

In South Africa ECD services are implemented by the non-profit sector and there are “very variable levels of access to and quality of ECD services” (Biersteker, 2011, p. 38) Although 90% of 5 to 6 year olds and 55% of 3 to 4 year olds are attending an educational institution or care facility, attendance doesn’t ensure that children in South Africa are provided with an appropriately stimulating environment or care (Berry *et al.*, 2013).

In Kenya, through policy evolution, cost of education has been met through public and private contribution as a result, the government came up with a policy on cost sharing between government, parents and the community (Githinji, 2012). The cost sharing policy entailed the cost incurred by the parents in provision of primary education, parents were expected to meet the cost of school uniform, development of infrastructure, health, transport and boarding facilities (private cost) whereas the government finances teacher salaries, target support to vulnerable groups, laboratory equipment, building of new schools especially in arid areas and provision of teaching/learning materials in all public school (Githinji, 2012).

After the promulgation of the new constitution in 2010 ECDE was devolved to the county government but despite of this legal approach, public primary schools have lacked capacity to accommodate all preschool children hence poor parents are forced

to take their children to low private ECD centres especially in informal settlement (UNESCO, 2012). As an informal settlement in Nairobi, Mukuru preschool education has not impacted much because more funding is put on primary and secondary education. Considering the inadequate financial status of parents in Mukuru Kayaba and its environs; access to ECD programmes by their children has not been steady fast. Thus the researcher intends to investigate the effect of financial status of parents on preschool attendance in Mukuru slums.

1.3 Statement of the Problem

In Kenya early childhood development and education (ECDE) has been recognized as a crucial programme that lays foundation for child's holistic and integrated education that meets the cognitive, social, spiritual, moral, emotional, physical and developmental needs; however, this programme is grossly affected by the cost of implementing it. Despite the Kenya government's efforts towards the realization of education for All (EFA), by implementing FPE policy to, ECDE has not benefited from the free primary school fund; parents continue to shoulder the cost of preschool education even after ECD being devolved to the counties. Data obtained from ECD centres in both schools within Mukuru slums like private and public institutions by (MOEST, 2012) established irregularity in pupils' attendance retention and completion. Uwezo (2011) study on literacy learning in Kenya established that more than one million eligible children were out of school, indisputably a sizable proportion of out of school children were residents in Nairobi urban informal settlement like Mukuru kayaba. Therefore, this study seeks to investigate the effects of parental financial status on preschool attendance in Mukuru slums, Makadara Sub County, Nairobi City County.

1.4 Purpose of the Study

The purpose of this study was to determine the effects of parental economic status on the children's attendance in preschools in Mukuru Kayaba slums, Makadara sub county Nairobi County.

1.5 Objectives of the Study

The study sought to fulfil the following objectives:

- i. Determine the effects of parental income levels on preschool children attendance in Mukuru Kayaba slums Makadara sub county Nairobi County.
- ii. Examine the effects of parental occupation on preschool children attendance in Mukuru Kayaba slums in Makadara sub county Nairobi County.
- iii. Identify the effects of institutional factors on preschool children attendance in Mukuru Kayaba slums Makadara sub county Nairobi county.

1.6 Hypotheses for the Study

The present study was guided by the following three hypotheses:

H₀₁ There is no significant effect of parental income levels on preschool children's school attendance

H₀₂ There is no significant effect of parental occupation on preschool children's school attendance in

H₀₃ There is no significant effect of institutional factors on pre-school children's school attendance.

1.7 Significance of the Study

The study was expected to generate information which would promote collective efforts leading to identify the impact of parental income level and distribution on preschool children attendance. Findings of the survey would be useful to the

educational stakeholders and society at large to illustrate the implication of parental financial status on preschool children.

1.8 Limitations of the Study

The study involved parents, teachers, school managers and education officer and involved their reported experiences. Therefore, the researcher was not able to control variations in other social factors that might have resulted from individual respondents' characteristics to influence children's pre-school attendance. The instruments for the study were pilot tested and amended. However, since the instruments had not been used before in other studies, a better comparison of their performance could not be ascertained.

1.9 Delimitation of the Study

The present study was delimited to ECD centres in Mukuru Kayaba slums in Makadara sub county Nairobi County and involved preschool children aged three years to six years. Only parents with children enrolled in pre-school programs were enrolled in the study. The study was also confined to school records of children whose parents were interviewed within the study area. Only one available sub-County education officer and 7 head teachers were interviewed. The study was thus delimited to the available population of respondents under this category

1.10 Definition of Key Terms

For proper conceptualization of the key terms used in the study, operational definitions of the terms are given below:

Pre-school attendance: The average number of days a child attends school sessions in six months. School days in this respect refer to days a child is expected to attend school.

Poor attendance: Attendance of school for less than half of the provided school days

Average attendance: School attendance for more than half but not exceeding 75% of the expected school days

Regular attendance: School attendance for more than 75% of the expected school days

Economic factors: The cumulated factors that define wealth. This Is measured as a combination of education, income and occupation of the family in the study

Effect: The extent to which economic factors facilitates or influence school attendance. Effect is reflected on the number of days a child is able to attend school sessions.

Pre- School: In Kenya, pre-school refer to a learning institution that give instructions to children normally aged three years to six years before they join the formal training units.

Parental income distribution: The combined income earned by all persons in a particular income group for this case it is the head of family.

Parental income: Is the economic measure that can be applied to one household, or aggregated across a large group such as a county, city, or the whole country.

Parental income level: The size of economic measure of the head of the household, or combined in informal settlement.

Institutional factors: Refers to factors within the ECD centres that could be taken to be as a result of the economic factors. The economic capabilities of the parents influence the type of school that they enroll their children in.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents review of literature related to the study and contains literature on the economic factors affecting school attendance. These factors are further discussed in the chapter according to level of income, employment status, institutional factors, parental attitude, social environment and coping mechanisms that are related to the economic factors. Lastly, the section of this chapter contains a brief discussion of the theoretical and conceptual frameworks upon which the study is built.

2.1 Pre-School Attendance

Learners who attend school regularly learn more and are more successful in school than those who do not. Parents play a crucial role in ensuring school attendance and especially at the pre-school level (Sylva et al., 2013). When parents make regular school attendance a priority, they help their children learn to accept responsibility. It is the combined effort of the parents and the teachers that produce important lesson for a successful life. School attendance patterns are formed early in life. Children who develop good attendance habits in the early grades will be more likely to continue with them throughout their school career. When learners miss school, they miss out on carefully planned sequences of instruction which are necessary for their future learning (Hall *et al.*, 2013).

They also miss out on active learning experiences as well as class participation. Such children will therefore miss the opportunity to ask questions and develop cognitive skills. When learners miss school sessions, they are more likely to fall behind and thus more likely to drop out. According to Ngetich (2013) Mukuru Kayaba is inhabited with poor families and it is an area prone to fire outbreaks, floods, crime,

drug abuse and high infection rates of HIV/AIDS. Due to inadequate clean water supply, poor drainage systems and lack of social amenities such as hospitals and toilets respectively, there is regular outbreak of water borne and respiratory diseases in Mukuru Kayaba. These poor deplorable living standards intensifies the fragility context of the area and hinders pre-school attendance whereby children growing in this ecosystem lack social basic needs like balanced diet, food, clothing and adequate health care services including immunization and proper nutrition. In addition, children in Mukuru Kayaba are as a result of instability in marriage characterised by domestic violence causing family breakups leading to children dropping out of school.

According to UNICEF (2011) due to inadequate healthcare services the children from the informal settlement are not well protected from health problems. Majority of the children in these informal settlements never get fully immunized or do not get immunized at all. Activities like health days during which health awareness messages can be passed are rarely or not held. Health education, de worming and administration of vitamin drugs among others which can conveniently be done in the schools do not happen in the informal settlement schools. Delays in cognitive and overall development well before a child enters primary school often have long-lasting consequences for children, their families and society at large and they are costlier to remedy (UNESCO 2010).

Pre-school attendance is therefore important in laying foundations for future endeavours in learning. Several factors have been identified as contributing to pre-school attendance. Such include the level of income of the parents, the occupation of the parents, parents level of education as well as domestic and institutional barriers. Parents, community and the teachers are the major stakeholders for ensuring pre-

school attendance. This study investigated the effects of parental economic factors in pre-school attendance.

2.1.1 Regular Children's School Attendance

One crucial element of a child's success in school is school attendance (Atkinson, 2008). When student non-attendance increases, research has shown a corresponding decrease in student achievement (Herberling & Shaffer, 2015). Using a causal comparative quantitative method Smith (2008) conducted a study to determine the effects of the attendance policy and its effects on high school attendance and the effectiveness of Saturday Redemptive School (SRS) after a one-year implementation of the attendance program in Newport News Public Schools.

Newport News Public Schools during the time of Smith's study had a total student population of 32,000 children. The school district student population consisted of 55% Black or African American, 43% White or Caucasian, and 2% other. Newport News Public Schools had four early childhood centers, 28 elementary schools, nine middle schools, five high schools, and three alternative schools (Smith, 2008).

The population used for Smith's study was 4,236 high school students from three schools in grades 9, 10, and 11. A stratified random sample was chosen to participate in a survey that described their perceptions of the school division's attendance policy and attendance program (SRS) (Smith, 2008). A stratified random sample was selected to ensure that identified sub-groups in the population were represented in the sample. The sample consisted of 20% of the male and female student population. Parents of the identified student sample participated in the survey and 20% of all high school teachers participated in the survey to determine their perceptions of the new attendance policy and attendance program. The SRS population was 549 high school

students for the 1996-1997 school years. The total SRS population was used as the sample to determine if the participants' pass rate was affected by attendance (Smith, 2008). Attendance data were collected from the attendance records of the high school students. The data were arranged from the school year 1996 and the school year 1997 and categorized by high school (Smith, 2008).

Surveys developed by Woog, (2012), for students, parents and administrators were revised to meet the needs of this study by Smith. The revised version of the survey was altered to provide data from teachers who described their perceptions of the attendance policy and the Saturday Redemptive School program in the Newport News Schools. The student survey questionnaire consisted of sixteen questions. The questionnaire answer document used a Likert scale ranging from strongly agrees to strongly disagree. The parent survey and teacher survey were the same as the student survey except on the student survey, the students were asked to identify male or female by selecting the appropriate box (Smith, 2008).

A two-way analysis of covariance (ANCOVA) was used to determine the relationship among students in grades 9, 10, 11 and between genders (male, female), to see if there was an interaction between the grade level and gender, during the year 1995-1996 school year. Identical groups of students were used during the 1996-1997 school year in grades 10, 11, 12 and between genders (male, female). To assess main effects and interaction, the two-way ANCOVA was also used to test for significant interaction of variables (Smith, 2008).

2.1.2 Children attendance and academic achievement

Kovas (2016) found that schools that use attendance policies with grade penalties have seen an increase in average daily attendance (ADA). The Texas school system uses a similar policy with administrator input on excused and unexcused absences as well as the Southeastern Virginia School District used for this study. Ligon (2010) in his evaluation of the Austin School District found that the beginning stages of the five-day absence attendance policy the attendance in high schools were high, however the number of excused absences has risen making the five-day absence policy ineffective. “School attendance is an integral part of a child’s success in school, the rate at which children are absent from school is relevant” (Atkinson, 2008).

Chappel (2014) examined an after school program as a connection to regular school attendance and academic achievement. “Linkage between after-school programs and the school day may translate into transportable strategies for school leaders for improving student achievement and attendance” (Chappel, 2014). Chappel (2014) also examined the dosage effects, which refers to the amount of student participation in a 21st Century Community Learning Center’s after-school program. The program employed strategies to build resilience, which refers to the process of coping with adversity, change, or opportunity in the wake of high-risk situations or after setbacks (Deschamps, 2012), in children who qualified for free or reduced price lunch. The study specifically examined dosage effects of after-school programming on perceived competence, social acceptance, academic achievement, and attendance in school for children in grades 3-5, the majority of whom qualified for free or reduced price lunch.

School attendance also improved significantly for the students who received a higher dosage of after-school programming but it did not improve significantly for the students who received a lower dosage of after-school programming. Average school attendance for the high dose group improved from 172.3 days to 176.7 days. Before the program began, the data for the low dose group for 2001-2001 indicated that the children attended school at a slightly higher rate than the high dose group.

2.1.3 Parents participation in Children attendance

According to Keith (2013), when a child returns from school with assignment, the parents' role is to make sure that it has been done in the right way and at the right time. Parents checking child's homework, has shown a positive association with academic achievement in some studies. Children whose parents are involved in checking their homework showed higher achievement than children whose parents are not involved in checking homework. Other studies, however, have shown a negative association between parents checking their children's homework and academic achievement (Kurdek *et.,al*, 2015).

What parents do is more important to student success than whether they are rich or poor, whether parents have finished high school or not. Every school will promote partnerships that will increase parental participation in promoting the academic growth of children. It is known that children who spend more time on homework, on average, do better in school, and that the academic benefits increase as children move into the upper grades (Tizard *et.,al* 2013). Good assignments, completed successfully, can help children develop wholesome habits and attitudes. However, homework can help parents learn about their children's education. This can encourage a lifelong love for learning (Tizard *et.,al* 2013).

Learning at home involves families and their children in learning together at home, including homework and other curriculum-linked activities and decisions. Decision making includes families as participants in school decisions, governance, and advocacy through PTA, school councils, committees, and other parent organizations. Studies conducted by Education Research International in USA and Uganda shows that, parental affective support and participation appeared to be one of the strongest predictors of children's academic achievement (Deslandes, 2007).

The recent meta-analysis conducted by (Jeynes, 2007) showed a strong positive association between parental style defined as supportive, loving, helpful, and maintaining an adequate level of discipline and academic achievement. These positive associations may be due to the ability of parents with an authoritative parenting style to be loving and supportive and yet maintain an adequate level of discipline in the household. Parents with this parenting style also demonstrate qualities such as trust and approachability that motivate children to discuss academic problems and expectations with their parents. Additionally, such parents are more likely to make contact with teachers when children have academic or behavioral problems (Deslandes, Sophia and Reifel, 2007). Busy parents can include children in such everyday activities as preparing a meal or grocery shopping.

Teachers can also suggest that parents set aside time each day to talk with their children about school. Parents may find this difficult if they have little idea of what occurs in school. Parents and children can discuss current events using teacher-provided questions. Teachers often suggest the activity of reading aloud to children. Reading to children is an important factor in increasing their interest and ability in reading. Teachers can also encourage children to read to parents. In areas where

children may not have many books, schools can lend books, and teachers can provide questions for parents and children to discuss (Patrikakou, 2004). Educational activities at home include: reading together with the children, playing maths and playing games, engaging in meaningful educational dialogues, reading to you children, listening to your children reading, engage the children in maths/science activities at home, taking children for educational tours, camps etc. Parents are involved in Preschool children activities which help the child learn. Some of these activities include provision of play materials like toys and other materials for preschool play. These toy and material help the child to develop in creativity of the mind. The child can be able to remember different types of toys how they look like and how they function. Young children are strongly influenced by toys that are marketed on television.

First, many of these toys are related to cartoon shows, current children's movies, or children's television programs that feature violence and action figures. Unfortunately, these toys have little play value and can be related to aggressive play (Frost, 2008). They do not stimulate the imagination, dramatic play, or creativity. Over the past 50 years, the transformation of toys has included more technology and they are mass produced with unlimited variety.

Secondly, a parent is supposed to read together with the child. Reading together with the child helps the parent to identify the weaknesses of the child. For example, the child can be able to read vocabulary and in other languages. The parent can also teach the child skills to listen and repeat what he/she has read. The parent will assist the child to count and do simple mathematical problems. Further the child can be helped to do the Counting, Grouping, Pairing, Sorting, Comparing and Matching. This will assist the child to be a better mathematician since he/ she is doing a lot of related

activities. The child is provided with computer which has been installed with computer games and programs. These are found in the desktops at home. Some of these activities help the child to be a critical thinker since in any game the participants must think very first for someone to win (Frost, 2008).

Third, Parent – preschool child debate is another example of Parents’ participation in educational activities at home. Children also can be introduced to debates by their parents when for example waiting for the supper to get ready. By introducing such motions, the child will develop skills of communication, listening, arguments, contribution, and broadening of mind. Debates and motions help the child to develop also dialogue skills. This will help in listening, and be able to respond to any particular question being discussed. By doing this well the child is able to apply the same techniques to academics both in school and at home.

Finally, another example of Parents’ participation in educational activities at home is education tours such as visiting museums, caves, zoos firms etc. These sites help them to study and know world science. The child will feel good after seeing interesting wild animals which are not common to our sight.

2.2 Effect Of Parental Income Level On Children’s Pre-School Attendance In Mukuru Kayaba

Parental income level determines their disposable income levels that could be spent towards their children’s education. Studies indicate that parents who have higher income levels are more likely to ensure their children attend school regularly. The explanation for this difference lies in the fact that rich parents can spend more than poor parents on their children and this has a causative effect on the outcomes for their children’s school attendance (Corak, 2013).

Statistical data for UNESCO (2012) indicated that approximately 78 million school going aged children in the developing countries are not in school with over 40 million of these children in Sub-Saharan Africa. The figures justify the fact that there are family related issues hampering children's access, retention and completion of pre-schooling. According to Memon *et al*, (2010) poor parents are less prepared than their peers from families with medium or high socio-economic status to finance the cost of education. Consequently, the household production function approach developed by Baker (1965) asserted that household characteristics such as financial and levels of parental education determine whether a child enrolls in school, stays in school, learns and makes progress to higher levels of education (Oketch & Ngware, 2012).

In Kenya Ngware *et.al*, (2012) found out that school attendance for children from low financial background is more strongly affected by changes in school fees. According to Githinji & Kanga (2012) the state of preschool education in Kenya has not improved despite being devolved to the county government, currently early childhood development education services continue to be provided on a partnership basis between the parents and the local communities and this has brought up major challenges. This therefore implies that the sector is run by individual counties based on their available human and capital resources. Considering the high number of pre-school going aged children especially in highly congested informal settlements such as the area under study, attendance is highly influenced by parental level of income.

However, poor parents' inability to invest in their children is not the only possible explanation for the relationship between family poverty and children's school attendance. Other parental characteristics associated with their poverty have been implicated, especially parental education and marital status. Neighborhood

characteristics and parental behavior or “culture” have also been implicated (Aturupane, Glewwe & Wisniewski). This study investigated the effect of parental income level and distribution on preschool children attendance in Mukuru Kayaba slums.

2.2.1 Poor Income, School Fee Payment on Children’s Pre-School Attendance

Schools need financial support for operation. Financial needs of a school depend on the services offered by the school. School fees may cover teachers' and administrators' salaries, materials such as pencils and textbooks, and school maintenance. Or parents may make payments in kind, for example, providing food for the teachers, assisting in the classroom, or contributing their labour for school construction or maintenance. In an ideal world, primary education would be universal and publicly financed, and all children would be able to attend school regardless of their parents' ability or willingness to pay (EUNSD, 2016). The ideals of free primary education are hinged on the fact that when any child fails to acquire the basic skills needed to function as a productive, responsible member of society, society as a whole loses. This therefore implies that the cost of educating children is far outweighed by the cost of not educating them (Dearden, 2012).

Despite considerable progress achieved through the Millennium Development Goals (MDG), school attendance in the world's poorest countries is still not universal. According to the United Nations Development Program, about 113 million children worldwide were not enrolled in school at the end of 2003 (UNDP, 2016). This points to the locus that children whose parents are not economically stable still have a challenge of ensuring that their children attend school. According to a World Bank

survey conducted in 2012, school fee payment payments by parents for basic education still occur in in 77 out of the 79 countries surveyed (World Bank, 2016).

Parents who cannot meet the demands of financing their children's education are thus faced with the challenge of ensuring that their children attend school regularly. Such children are asked to stay at home until when their parents are to pay school fees. Met with such situations, the parents wait have to look for the funds and pay before their children are admitted back to the school. In some instances, parents may be reluctant to send their children to school for fear of embarrassment due to lack of school fees.

Poverty in Africa is predominantly 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 (Myres, 1995). In Sub-Saharan Africa, more than 218 million people live in extreme poverty-majority of them being from Eastern and Southern Africa, an area with one of the world's highest population. 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 scale enterprises in Africa. The rural population is poorly organized and often isolated beyond the reach of safety needs and poverty reduction tends to favour those in urban areas.

2.2.2 Poor Income, Domestic Stress on Children's Pre-School Attendance in Mukuru Kayaba

Family, as the basic unit of the social has the role of providing basic needs to the members. In cases where the parents are able to provide all the needs of the family, less stress is experienced and thus the family members and more so the children are able to participate in their lifelong activities. Studies have revealed that higher needs such as esteem needs like education can become dominant only when lower needs such as hunger and thirst have been gratified (Booth & Dunn 2013). According to Maslow's theory, a hungry child cannot pay attention in class since his or her images will be dominated by food (Anderson, 2014). This brings attention in class since his or her images will be dominated by food. This brings to light hindrances poor children experience as they pursue their education. The trend of children to accelerate in academics is connected to the income level of the parents or relatives in the homes in which a child grows up. Bandura (1977) revealed that children who played truant or delay in attending preschool belonged to not only economically poor families but also to the parents with little coping mechanisms. It was found that high income parents tend to motivate their children in matters related to schooling and support them academically.

High income parents have greater influence on the academic achievement of their children. Nevertheless, low income parents' influence on academic achievement of their children is low. In addition, parents' attitudes and involvement towards their children's learning vary according to income level (Mganga & Mizambwa, 1997). SES hampers effective provision of preprimary education. Parents from low economic status fail to provide their children with basic requirement for school including books, maps, charts, pens or pencils, proper nutrition and supportive environment for

learning. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience (Best & Kahn, 2006). Adequate nutrition is critical for normal brain development in the early years. Prevention of infections, diseases and injury prior to school enrolment are also critical to the early development of a quality learner.

In one study, children whose parents had low income and less coping mechanism were more than three times as likely to have low preschool attendance than children whose parents had high income and more coping mechanism (Booth, 1996). Bandura (1977) argues that children of all ethnic groups, from middle and high SES show average preschool attendance in school longer than low SES children. Halsey, Health and Ridge (1980) pointed out that parents and communities have been contributing to the education expenses of their children in the form of school fees, uniforms, physical infrastructures, school supplies and managerial service.

However, children from low SES have problems in meeting financial obligations and lack of school fees is one of the factors contributing to the problem of delays in preschool attendance. Therefore, children from low SES families lack consistent attendance to school. Likewise, Krishnawami (1993) noted that children from low SES may come to believe that doing well in school is impossible, as many friends and relatives never attended schools. According to Rwezahura (2005) in low socioeconomic environment children may have socialization experiences that promote competitiveness and reliance on external support. Woolfolk (2004) supports by arguing that because low SES children may wear old clothes, speak in dialect or be less familiar with books and school activities, teachers and other children may assume

that those children are not bright and teachers may avoid calling them to answer questions in the classroom to protect them from embarrassment of giving wrong responses.

This makes these children less attentive and do not concentrate on what is being taught, and in the end, they come to believe that they are not very good at schoolwork. This situation makes them fail to attend because they are affected psychologically. Bandura (1977) points out that some low SES families cannot afford nutritional meals for their children. Poor nutrition in the early developmental years is associated with lower intelligent quotient (IQs), poorer attention to studies and lower memory ability. Children from high and middle SES settle into school environment very readily, since they have all the school requirements. This reflects concentration towards the schoolwork. On the other hand, low SES children find the school environment very strange and hence lack of concentration to schoolwork, which may lead to poor performance. According to Halsey, Health and Ridge (1980) low SES parents tend to have lower aspirations, allowing their children to drift into classes and relying on the decisions of others.

2.2.3 Poor Income, Child Support on Children's Pre-School Attendance

Children need support from parents to ensure that they attend school sessions regularly. Every parent has the role to guide their child at home on the time for preparation and on positive attitude towards school. In cases where children receive guidance from their parents, they develop characters and behaviors that enable them cope with the challenges which come with schooling. However, the economic status of the parents affects their abilities to offer such guidance. A study conducted by indicated that economically deprived parents did not successfully guide their children

in making the right decisions regarding schooling (Sullivan, Ketende & Joshi, 2013). The scholars attribute this apparent lack of parental guidance on lack of social skills that are needed for child guidance.

Poverty negatively affects academic achievement in a number of ways. Poverty retards proper human development in physical, mental language and social domains. One's educational achievement is also grossly affected by poverty in sense that poor parents fail to provide adequate financial and material resources that are a pre-requisite to admission at school. Gibson (1981) says that, "...the poor tend to suffer from severe health problems directly linked to mental and physical impairments and other birth defects." This means that the shortage of adequate nutritional food leads to malnutrition which impedes proper mental and physical development. Davidoff (1987) points out that poverty is associated with a number of educational disadvantages that entail poor attitudes to school, low academic skills, little interest in formal lessons and pessimism on the part of parents. In this way, lack of motivation on the part of children and parents leads to academic incompetence by poor children and active parental support. The absence of these two aspects yields low levels of academic achievements. What emerges from this review is that poverty is an overall forum of deprivation cutting across the physical, mental economic and social needs. The causes of poverty are varied. Theorists explain the causes of poverty from different perspectives however no a single theory can sufficiently explain this phenomenon's. Literature also exposed the various ways in which poverty negatively affects academic achievement.

Poor families lack resources that make regular school attendance much easier. Such families are not able to provide reliable transportation, nutritious food and access to health care. Poverty and the lack of stable, affordable housing are also associated with the mobility issue. Parents who do not have stable sources of income keep on moving in search of greener pastures and this affect their children's school attendance. Sometimes, parents are simply too exhausted to wake up in the morning in time to get their children dressed, fed and to school because they are working night shifts and even multiple jobs to pay bills. A study conducted by Illingworth (2014) found that children were too embarrassed to go to school because they lacked clean, suitable clothing or did not have appropriate shoes or coats to endure harsh climatic conditions. The study found a strong correlation between poor school attendance and poverty. According to Morrissey, Hutchison & Winsler (2014), absence in pre-school increased when family income was lower. In pre-school, children from families living in poverty were four times more likely to be chronically absent than were their peers from families with elevated earning.

In Kenya, since 1980, the economy has been devastated by the declining world market prices (Poverty Reduction Strategic Plan 2001-2004). The Welfare Monitoring Survey (1997) set absolute poverty at Ksh.1239 per month in rural areas and Ksh.2648 per month in urban areas, Statistical Abstract, Nairobi, (2001). According to this definition, 1.5 million Kenyans were poor in 1997 compared to 3.7 million in 1972-73 and 11.5 million in 1994. An estimated 56% of the Kenyan population of which 8.6 million are children live below the poverty line. The causes of poverty include low agricultural productivity, insecurity, unemployment, low wages, poor governance and shortage of land, inadequate and poor infrastructure, high cost of social services including education and health. A combination of ignorance and

poverty prevents children from partaking of the rich experiences offered by pre-schools which provide a head start to a solid foundation for development of lifelong learning. Such parents propagate the risk of their children remaining disadvantaged and caught up in a lifelong cycle of poverty. Maslow's Theory, (1970) pointed that poverty stricken children perform poorly due to unsatisfied level of motivation, physiological and safety needs.

2.3 Influence of Parental Occupation on Children's Pre- School Attendance

According to UN-Habitat (2010), many young slum dwellers are excluded from educational opportunities due to their residence in informal settlements, with urban inequalities significantly limiting opportunities and outcomes. In sub-Saharan Africa children in slums are less likely to attend school than non-slum children where by many children attending informal ECD centres face significant health and safety challenges including: poor infrastructure and facilities (e.g. inadequate sanitation and access to clean water, no boundary fencing, poor building ventilation and insulation), poor socio-emotional and learning environments (e.g. inadequate learning materials and equipment, untrained educators) and poor nutrition(UNICEF, 2012).

In South Africa there are approximately 1.76 million children living in informal dwellings and 3.06 million living in traditional dwellings (Hall, 2013). Less than 1/5th of the poor (40% of the population) have formal ECD access (Harrison, 2012b). In Kenya research efforts to enhance access and participation in education is thwarted by multifarious and intertwined factors including the school based variables (Orodho, 2013). At macro level, Kenya has suffered from the heavy debt burden following the pursuit on the World Bank and IMF fiscal policies such as the structural adjustments programmes. It is reported that these debt- servicing programmes is partly responsible

for significant reduction in government funding for subsidized education, health care and school related expenses thus putting many families especially those with low financial level in hardships(KENPRO,2014). To increase access and retention, in January 2003, the Kenyan Government introduced Free Primary Education (FPE) and with it, an extra 1.3 million children enrolled in public schools, raising the figure from 5.9 million children in 2002 to 7.2 million in 2003 and 8.6 million in 2010 (MOEST,2012). Despite this increase, statistics available at the ministry of education indicate that more than one million children are still out of school and this is attributed to various socio-economic and cultural factors that are yet to be tackled (Orodho, 2013).

Although free primary education has increased enrolment in public school its impact has not been felt in informal settlement. For instance, Orodho (2013) established that unlike in public primary schools, education in primary schools in Kibera informal settlement was not free as majority of the parents, (100%) were expected to pay hidden school levies that ranged between KShs. 500 – 1,000 as school fees for their children per term. The main reason for this being that schools in this area were largely non-formal and not factored in the Government's Free Primary Education (FPE) program as re-introduced in the year 2003. The same study indicated that even this little levy charged by the school is overwhelming to the parents, since teachers revealed that they experienced problems in collecting the fees. The researcher intend to establish the domestic and institution barriers influencing preschool children attendance in Mukuru Kayaba, in Makadara subcounty, County of Nairobi.

2.3.1 Occupation, Parental Role and Pre-School Attendance

Parents have a role to ensure that their children are prepared to attend school on time and regularly. Apart from this, the parent should ensure that the child is psychologically prepared to attend school sessions (Gonzalez et al., 2013). However, the occupation of the parent may require total commitment to the extent that they do not find time to fulfil such obligations. In such instances, a third party, in most cases house helps, are assigned the duty to ensure school attendance. In instances where parents' occupation does not provide adequate economic returns, the children are left with no one to ensure that they attend school (Wilder, 2014).

Studies indicate that children whose parents are not formally employed are more likely to miss school sessions (Harms, Clifford & Cryer, 2014; Chowa, Masa & Tucker, 2013). In a study conducted by Galindo & Sheldon (2012), most children whose parents indicated that they were peasant farmers were also not regular attendance. Another study conducted by Aturupane, Glewwe & Wisniewski (2013) concluded that the occupation of an individual predicted their levels of education and that the more an individual is educated, the more they took seriously their children's education. Parents who take deliberate measures in ensuring that their children attend school contribute positively in ensuring regular attendance for their children.

2.3.2 Occupation, Parental Attitude and Pre-School Attendance

In every society, value is placed upon different occupations depending with the cultural inclination of a people. Attitudes and perceptions are formed based on the understanding of an occupation. It is from these attitudes and perceptions that segregations are formed. In most parts of the world, manual jobs tend to be rated negatively poorly as compared to white collar jobs (Cousins & Brown, 2016).

Similarly, farming and small scale businesses in Kenya are not rated highly as occupations. An individual's occupation therefore defines societal perception about them. Children whose parents are involved in occupations deemed less prestigious are thus limited in their social capital besides their wanting economic capital. The contrast is true of children whose parents are involved in prestigious occupation. For instance, a child whose father is a local tout may find it difficult to associate with children whose parents are university professors.

Other scholars have argued that the occupations of the parents affect personalities of their children (Bornstein & Bradley 2014; Lundberg, 2013). Children whose parents are involved in prestigious occupations form strong personalities and are able to develop strong social relations with both teachers and other children. Other studies have also presented arguments for the converse (Avvisati *et al.*, 2014). According to McNeal (2015), children whose parents are involved in prestigious occupations, which translates to better facilities at home find school facilities sub-standard and thus avoid school at any cost and that children from poor families are fascinated with the school facilities and therefore are more likely to attend school regularly. McNeal (2015) also argue that the occupation of the parents has a trickling down effect on the attitude of children towards school and that parents, regardless of their occupation has the primary role of inspiring their children towards total commitment to school.

A study conducted by Ballantine and Hammack (2015) indicated that teachers and children also form social classes in favour of children whose parents are involved in prestigious occupation. The reason, according to their study, is embedded in the principle of reciprocity. According to the principle, developed by Levi-Strauss (1965), individuals give gifts or in this case, extend courtesy to others only if they expect

similar gifts from them. By so, teachers who extend courtesy to their pupils, do so expecting return favour from their parents.

Galobardes, *et al.* (2006), also argue that since an individual's occupation is related to their level of income, it follows that the ability to pay school fee or offer support to the school in any way also comes with this financial ability. Teachers and more so the head teachers usually identify with such parents and would go an extra mile to ensure that their children are comfortable in their schools. It is this apparent extended courtesy that make such children regular school attendees.

2.3.3 Occupation, Domestic Duties and Pre-School Attendance

Domestic duties are roles an individual is expected to conduct towards meeting needs of the family. In most communities, these duties are segregated according to gender, age and positions in the family (Cummings, 2016). Children are expected to perform lighter duties assigned to them by the parents or mature members of the family (Strulik, 2013). In instances where the parents are occupied throughout the day, children are assigned most of the duties in the household since they are the parents are committed in income generating activities. In other instances, where the occupation of the parents involves lighter but time consuming duties, children are carried along to assist their parents in the trade. The children are either assigned the duties of taking care of their younger siblings as the mother engages or are just tagged along because there is no one else at home to take care of them (Gamlin, 2015).

A study conducted by Imosemi and Nzeribe (2016), indicated that children who were involved in most domestic chores did not attend school regularly as compared to their counterparts whose parents exempted from most domestic chores. The argument presented here is that such children either do not have time to do their homework

because of the chores assigned to them or become fatigued at the end of the domestic chores assigned to them such that they find it difficult to attend school sessions the next day. Another study conducted by Oakes *et al.* (2015) also found out that children who were engaged in business activities with their parents were less likely to attend school regularly. Such children may also end up dropping out of school. The reason presented in support of the finding is that children who are exposed to business at tender age form negative perceptions about school since business offers immediate return as compared with the long term returns of education.

A study done in Milimani, Westlands Division, Nairobi District in 2010 by Eunice Gateria proposed to highlight the impact of parenting styles on children academic performance. The study focused on parenting styles: democratic, authoritarian, indulgent and neglectful. Considering that each parenting style has unique characteristics, children who have been brought up under their influence manifest behaviours, characters and attitudes that are also unique. These are acquired during child upbringing. When children come to school from these parenting styles backgrounds, they are impacted differently psychologically, physiologically and psychosocially and therefore handle classroom tasks differently. This in turn determines academic performance as well as retention or dropout.

The study found out that the percentage mean scores of children of those children whose families used child-centered and child-friendly parenting styles were higher than those whose children parenting style backgrounds were seemingly demanding, uninvolved and full of control mechanism. As parental involvement, support and responsiveness decreased and changed according to particular parenting styles, so did the performance drop from bad to worse.

For instance, it was noted that democratic parenting style, which has a lot of warmth and responsiveness towards the child registered the highest number of above average tests. Children brought up by neglectful parents are on their own; parents are self-centered and are not available to provide stimulation to learn and do not participate in their child's learning activities. They provide little or no support towards their children lives, both at home and in school. This poor motivation sometimes leads to poor academic performance that may lead to dropping out, hence denying children access to education. Although teachers use various strategies and approaches to enable children to learn, they cannot substitute parental love, support, responsiveness and involvement (Cobb, 2001). Children learn through observation and imitation of modeled behavior and listening to instructions from parents or caregiver (Bandura, 1974). The kind of environment at home, both physical and psychological are key as they determine the behavioral characteristics and attitudes of a child which in turn greatly influence the ability of the child in coping with learning activities away from home, Cobb, (2001).

2.4 Institutional Factors Affecting Children's Pre-School Attendance

Every institution is characterized with features that define its social and economic characteristics. Studies indicate that the social, physical and economic characteristic of an institution affect children's behavior towards the school (Pellegrini, 2014; Seligman & Csikszentmihalyi 2014). Children identify with positive school environment and often count it a loss when they do not attend school. Similar motivation also occurs with the parents who have the final authority in school attendance and especially in pre-school situations (Senge et al., 2012). School environment is therefore fundamental in ensuring school attendance.

Kearney & Graczyk (2014) in their study of school absenteeism acknowledged that some of the contextual factors that are related to non-attendance ranged from school climate (the degree of support perceived by children regarding academic, social and other needs), boredom in school and bullying. Malcolm et al (2003) investigated the causes and effects of school absence from school stakeholder. The scholars also obtained the views of parents and school staff on poor school attendance as well as a number of views from children in a case study. A range of school factors featured highly as reasons poor school attendance. Their study revealed that a factors including dullness; problems with lessons; being bullied; disliking teachers; wanting to avoid tests (exam phobia); peer pressure; and aspects of school life anticipated with fear following weekends and holidays. Other studies have also have grouped exam phobia, dislike for teachers, peer pressure and dullness as social factors affecting school attendance (Rothman et al, 2014; Spring, 2015). Also identified in Macolm et al. (2003) study by the stakeholders was the poor infrastructure that children and parents do not want to identify with. The stakeholders also identified confidence with the school as one of the other factors which greatly contributed to poor school attendance. Similar findings were also noted by Brooks et al., (2014) in Uganda where Orphans and Vulnerable Children (OVCs) identified with their specific schools because of the unique physical and social environment that their schools offered. This is aptly described by Rothman et al., (2014) as the schools' built environmental effects.

The social factors in school attendance were conducted by Kearney (1996) in his work titled "The evolution and reconciliation of taxonomic strategies for school refusal behavior". Kearney's work has been accredited with recognition that school-based factors may be responsible for the child's difficulties (Dube & Orpinas, 2009). According to Kearney, if a child is anxious about going to school, then it follows that

school-related factors are indeed a contributory aspect. In another study conducted by Evans, Kremer & Ngatia (2013) when schools distributed uniforms to children, their attendance improved remarkably. Schools in poverty stricken areas have conditions that hinder children from learning in a safe environment (Arias & de Vos, 1996). In addition, poor children are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infections, flu and colds.

These illnesses could potentially restrict a child's focus and concentration. Children from high SES families have favourable environment and availability of educational materials (Wood, 2002). Moreover, children from high SES families have enough time to stay at school as their parents are able to pay school fees and other contributions (Best & Kahn, 2006). Therefore, it seems that children whose families have income below the poverty line are far less attending preprimary schools than children who live in families with income above the poverty line. These finding points to an understanding that factors interconnected with economic situations at the family level and the expected return also play a role in motivating children to attend school sessions

2.4.1 School Infrastructure on Children's Pre-School Attendance

Schools offer unique experience to children and especially during their initial periods in the school. In instances where a school has good infrastructure, children learn to identify with their school and with that they develop positive attitude towards their school. It is this experience with their school that enables them to love and appreciate their school (Galloway, 2014).

A study conducted by Day (2014) found out that when parents and children were ambivalent about their school, children were more likely to miss school and concluded that poor school attendance, especially if they occur at high rates throughout a school, signify that children and their families are ambivalent about or even alienated from school. In another study conducted by Gray and Partington (2012), it was concluded that poor school attendance was as a response to ineffective teaching, high rates of staff turnover or teacher absenteeism, chaos in the classroom or bullying in school premises.

2.4.2 School Infrastructure, Parents' Attitude on Children's Pre-School Attendance

Parents and family caregivers are major stakeholders charged with the responsibility of ensuring that children get to school on time and every day. However, the role of parents in ensuring that their children attend school regularly can be affected by their attitude towards the school (Carrasquillo & London 2013). When parents have negative attitude about the schools their children are enrolled in, they become reluctant to send them to school and even to participate in the development of their schools (Castro et al., 2015). Many factors have been identified to influence the attitude of the parents towards the schools their children are enrolled in. A study conducted by Yu & Zhu (2016) concluded that school infrastructure is one of the factors that develop a sense of ownership to the school from the parents and that as a result of this, parents develop positive attitude towards the school.

This attitude is also extended to the children who attend schools where their parents do not fully support. Humphreys et al., (2015) argue that sometimes even well-intentioned parents don't fully understand the negative consequences of poor school

attendance, particularly in pre-schools with poor infrastructure where they feel not much learning is taking place. While illness has been documented is a big factor in the early grades, studies indicate that parental attitudes toward attendance and the comfort level with their school can affect their attendance (Wilder, 2014). In another study conducted by Bales & Parsons (2014) it was concluded that parents who believe attendance is very important tend to have children with regular school attendance.

In another study conducted by AlMakadma & Ramisetty-Mikler (2015), it was concluded that attendance improves when parents believe schools are safe, trust the teachers and feel connected to their school. Further, a study conducted by Balfanz & Byrnes (2012) concluded that school the school attendance is influenced by levels of parent engagement; perceptions of parents and higher expectations of children and parents; a shared belief that everyone had a role in improving attendance and should work together; and commitment to program implementation and delving into the causes of absence.

Attitudes of parents who are educated and those who are not are conspicuously different. Michelle, C and Ayana D. (2006) in their research, noted that parents who were educated had better attitudes towards their children's schooling than the illiterate ones. According to a research study by UNESCO (2000), illiteracy level is high in Kenya and Africa at large; 142 million African adults are illiterate. Sammons, P. (2007), indicates that virtually all successful programmes are influenced by education and participation and other researchers have confirmed the same. For example, a study done in Tabaj Division, Wajir East by Saadia Abdi, (2010) indicates that illiterate parents denied their children enrolment in ECD centres in order to stay at

home with their siblings as they went to fetch water and perform other household chores.

2.4.3 School Social Environment on Children's Pre-School Attendance

The social environment of the school is defined by the interrelationship between children, teachers and parents. Positive social environment in the school encourages learner participation in school and thus regular attendance (Thapa et al., 2014). As such, successful schools begin by engaging children and making sure they come to school regularly (Garmston & Wellman, (2013). A study conducted by Bernhardt (2013), concluded that schools with positive school climate encourage school attendance which was found to be a factor necessary for academic success.

Other studies have emphasized the need to engage parents and teachers in building positive social environment in the schools (Crone, Hawken & Horner 2015; Lindsey, Roberts & CampbellJones, 2013). According to Fracombe & England (2016), parents have the responsibility of initiating good attendance habits by providing the right messages. The scholars further argue that even illiterate parents can help their children learn to read simply by getting them to school every day. Further, a Carol Vincent Research Fellow in Education Policy (2013) provides that schools and organizations that work with families can encourage better attendance by getting to know children and families, ensuring parents know the importance of attendance, offering a rich and engaging school experience and helping families overcome barriers to getting children to class.

Much of the first two years of human life are spent in the creation of a child's first "sense of self" or the building of a first identity. This is a crucial part of children's makeup, how they first see themselves, how they think they should function and how they expect others to function in relation to them. For this reason, early childhood care must ensure that in addition to employing a carefully selected and trained caretaker program, policy must emphasize links with family, home culture and home language (UNESCO, 2000). Home environment focuses on the aspect of creating a supportive environment for the children to study in e.g. balanced meals, safety, a reading /homework area which has enough lighting establishing a family schedule to eat meals as a family, setting firm rules for bedtime, extracurricular activities, setting limit on television time, setting high but appropriate expectations, parents being models of learning and hard work.

Home environment includes supervision and rules. This refers to moderate levels of parental support (Jeynes, 2007). Children that spend less time watching television and more time on school-related activities shows a positive relationship with academic achievement (Clark, 1993). Studies from India and USA show that, supervision which is a primary responsibility of parenting, include those activities parents undertake to ensure that their children's basic physical and safety needs are met. Being late to pick up a child at school, for example, can have grave safety consequences, especially if the school closes and no adults are on the premises. The degree of supervision to keep school-age children safe varies depending on the chronological age of the child and the location of the school and home. At a minimum, parents have to ensure that someone is available to take care of children's meals and transportation needs before and after the school day just to make sure the child does not struggle. Some older children can manage these responsibilities on their own, but someone should still

check on their whereabouts before and after school, on how they spend their weekends and with whom, and on how they are handling their nutritional needs (Jeynes, 2007).

The structure of the workplace constrains the ability of working parents to attend to these basic supervisory responsibilities. For those in autonomous jobs, communicating with children during the day is not a problem. However, in many kinds of jobs, employees are prohibited from making personal calls or their communications are monitored. Moreover, the nature of some jobs severely curtails opportunities to attend to the basic needs of children, such as leaving work early to take a child to a pediatric appointment (Patrikakou, 2004). Home environment allow parents flexibility in scheduling, provide opportunities for parents and children to spend time together, and offer a relaxed setting. To be most beneficial, home activities should be interesting and meaningful not trivial tasks that parents and children have to "get through."

When teachers plan home activities, they often think in terms of worksheets or homework that will reinforce skills learned in school (Barwegen and Joyce, 2004). But parents often grow tired of the endless stream of papers to be checked and the time spent on "busywork." Another danger of promoting home activities is the possibility that there may arise an unclear distinction of roles, with teachers expecting parents to "teach" at home. Teachers and parents need to understand that their roles are different, and that their activities with children should be different (Patrikakou, 2004). In addition, in an ideal home environment, there are many other important ways that parents can help their children learn. Some of these ways include setting

rules for use at home, encouragement by parents to spend more leisure time reading than watching television.

2.5 Coping Mechanism Employed by Parents to Mitigate Irregular Cases on Children's Pre-School Attendance

Coping mechanisms refer to adaptation based on conscious or unconscious choice and that enhances controls over behavior or gives psychological comfort (Buunk, Gibbons & Buunk, 2013). Faced with the challenge of inconsistent school attendance by their children due to economic factors, parents employ various ways to mitigate the effects. In Saifi & Mehmood (2011) findings on the effect of socio-economic status on children's achievement in which they used income, parents' education and occupation, material possessed at home, transport and servants as the indicators of socio-economic status, the duo established that parental education, occupation and facilities at home affect the student's achievement.

Similarly, UN-Habitat Report, (2010) shows that poor parental financial ability leads to lack of schools and other facilities such as insufficient classrooms, under paid teachers or insufficiently trained teachers, lack of management and supervision, poor quality textbooks and learning materials and insufficient attention to standards and quality assurance. Each and every one of these results of insufficient funding can act as a barrier to any child seeking ECD education.

In Kenya while FPE policy led to increased enrolment of children in schools from 5.9 million in 2002 to 7.6 million in 2006 and 9.9 million in 2011 and reduced the parents burden of providing teaching and learning support materials, Ngware et al, (2013) fault the FPE policy by asserting that it did not provide adequate school places in informal settlements, as Kenya urban informal settlements are characterized by a

myriad of challenges including inadequate provision of infrastructure and social amenities today. In Mukuru Kayaba slums, most ECD centers are run by religious based organizations and individuals lack sufficient materials and well trained personnel. When the young learners are received by harsh teachers they are likely to avoid attending school due to fear.

To complement the government efforts in implementing the ECD policy frameworks, there are numerous stakeholders involved in provision of the services for the children among them church organizations, NGOs and parents who partner to support the ECD centres. In spite of these mitigation approaches resources available remain inadequate for the number of children requiring the services, (Githinji & Kanga). Therefore, the researcher seeks to identify coping mechanism that parents employ to mitigate irregular cases of preschool attendance.

2.5.1 Communication Between the Parent and the Teacher

In today's society, schools and parents are responding to increased expectations, economic pressures, and time constraint. In these changing times, effective partnerships between teachers and parents become even more essential to meet the needs of the children. Communicating with parents is one of six major types of parent involvement practices critical to establishing strong working relationships between teachers and parents (Epstein, 1995). Cultivating the teacher-parent relationship is also considered vital to the development team work (Schuster, 2003). Unfortunately, many teachers are not specifically trained in the skills they need to communicate effectively with parents (Hradecky, 2004). School communication practices are so fundamental to involving families in the education process, teacher preparation and professional development programs should actively promote the development of

communication skills for teachers (Caspé, 2003). Teachers strive to establish partnerships with parents to support student learning. Strong communication is fundamental to this partnership and to building a sense of community between home and school. In these changing times, teachers must continue to develop and expand their skills in order to maximize effective communication with parents. Good communication between parents and teachers has many benefits. When parents and teachers share information, children learn more and parents and teachers feel more supported. Good communication can help create positive feelings between teachers and parents.

Schools and teachers know that good communication with parents is an important part of their job. Teachers need to know about the children's families, language, and culture in order to help children learn. Parents benefit because they learn more about what goes on in school and can encourage learning at home. Most importantly, children benefit by improved communication because contact between homes and school helps children learn and succeed. But parent-teacher communication can also be hard, especially when parents feel uncomfortable in school, don't speak English well, or come from different cultural backgrounds than teachers. Fortunately, both parents and teachers have developed ways to make communication easier. Some parents might have had a bad experience in school when they were children. Other parents have not felt welcomed by the school or teacher.

Fortunately, there are things that can be done to help overcome these barriers. Here are examples of how some parents have become more comfortable and confident. Parents and teachers should check with each other first to make sure they both feel comfortable with these arrangements:

Chat with the teacher. One father just stops by and chats with his daughter's teacher when he picks his daughter up from school. Through these talks they have come to know each other and that can make it easier when it is time to have a parent-teacher conference.

Join in an activity or program for parents at the school. Some parents help a science class by doing gardening and helping children see how plants grow. Some parents attend a parent group at school to learn how to help their children learn at home. When parents do these kinds of things, it is a way of telling the teacher and the child that the parent cares a lot about the child's education and the school.

Talk to other people who spend time in the school. One parent knows the school nurse and is able to talk comfortably to her. This parent is able to learn more about the school by talking with other parents or neighbors who know the school and can provide information.

Watching child in the school. One mother regularly sits in her son's classroom at the beginning of the day for a few minutes when she drops him off. She gets the feel of the classroom and sees how he acts with his friends and his teacher. Sometimes parents do not have a car or someone to watch their other children while they visit the school. Other times, parents work during the day or evening and cannot get to a meeting. But communication can happen even without a visit to the school.

Talk on the phone with the teacher. One mother works full time, but is able to take calls at her job. She gave her work number to her child's teacher. When the child has a problem in class, the teacher can call the mother so they can work on a solution to the problem together. Sometimes the mother will give advice to the child over the phone.

Write a little note. A mother who works a swing shift job has a hard time coming into school during school hours. Sometimes she asks her older daughter who goes to the school to deliver a note to her young son's teacher, to tell the teacher about a doctor's appointment or other news.

Studies conducted in USA, sought to evaluate the efficacy of teacher communication with parents and children as a means of increasing student engagement (Kraft, Matthew and Shaun, 2011). It estimated the causal effect of teacher communication by conducting a randomized field experiment in which children were assigned to receive a daily phone call home and a text/written message during a mandatory summer school program. It was found out that frequent teacher-parent communication immediately increased student engagement as measured by homework completion rates, on-task behavior and class participation. On average, teacher-parent communication increased the odds ratio student completed their homework by 42% and decreased instances in which teachers had to redirect children' attention to the task at hand by 25%. Class participation rates among 6th grade children increased by 49%, while communication appeared to have a small negative effect on 9th grade children' willingness to participate.

Drawing upon surveys and interviews with participating teachers and children, there are three primary mechanisms through which communication likely affected engagement: stronger teacher-student relationships, expanded parental involvement, and increased student motivation. Parents can talk with their children and communicate positive behaviors, values, and character traits. They can keep in touch with the school and they can express high expectations for children and encourage their efforts to achieve. School communicates with families about school programs

and student progress through effective school-to-home and home-to-school communication.

2.6 Theoretical Framework

This study was guided by the sociocultural theory. The sociocultural theory has been used to explain various issues in instructional process, schooling and education. The theory has been influential in the education sector and more specifically on access to learning and instructional processes. Scholars have also used the theory to broaden understanding of how and what children learn. One of the tenets of this emergent view of human development is that higher order functions develop out of the social environment where an individual exist (Hamer, 2005). According to Fler (2002) sociocultural theory provides a perspective out of the common understanding of human situations as a result of the environment where they exist. The scholar argues that it is the socio-economic factors surrounding an individual that defines their behavior with regards to any social process.

In this case, education is one of the social processes that that an individual has to undergo and as such, it is influenced by other social process. Behavior towards educational process is a broad construct representing a family's access to social and economic resources (Bradley & Corwyn, 2002). School attendance, according to the theory is therefore influenced by factors, one of which is the economic status of the parents. The strength of the theory is that it situates learning in the social context as broadly influenced by not only economic factors but also other social factors. This view is supported by Bordieu (2001) in his concept of *habitus*. Further, the theory does not only explain factors affecting school attendance, but also explains the end results of levels of school attendance and thus could be used a basis for

recommendations for practice. One of the weaknesses of the theory however, is that by situation behaviors to the social factors surrounding an individual, it tends to propagate the unending ‘vicious circle of poverty’ with the notion that the poor have very little to do to exonerate themselves from poverty.

2.7 Conceptual Framework

This study has been conceptualized with pre-school attendance as the dependent variable while economic factors as the independent variable. Figure 2.1 illustrates how the independent variables interact with the intervening variables resulting into different dependent variables. Economic factors (level of income, occupation and institutional factors) as presented in the figure affect pre-school attendance.

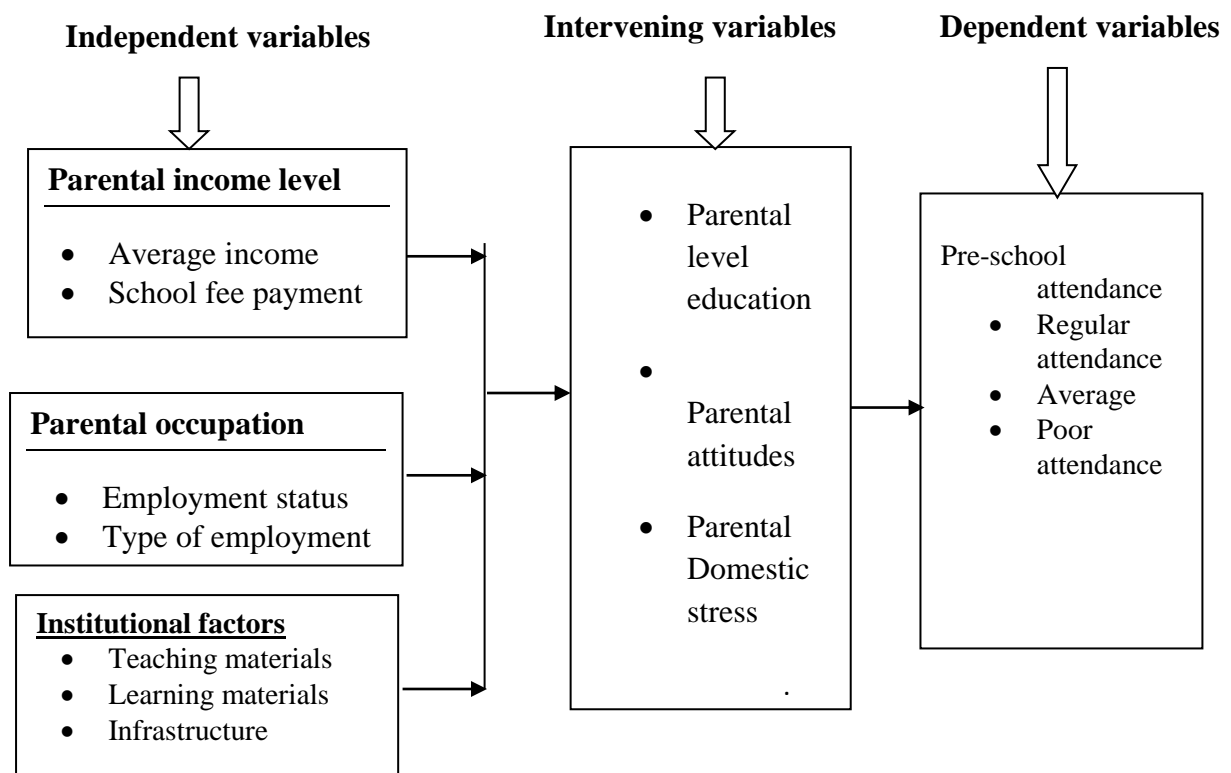


Figure 2.1: Conceptual framework

The conceptual framework of the study was developed from the literature reviewed and relevant research objectives. The figure shows the relationship between key variables that influence pre-school attendance such as parental occupation and institutional factors. All these and other extraneous variables impact directly on children's pre-school attendance. The researcher assumed that when parental level income is low combined with occupation and institutional factors then children's pre-school attendance will be affected. The researcher recognised that parental education level, attitude and domestic stress are intervening variables that influence children's pre-school attendance.

2.8 Summary of the Literature

Based on the objectives of the study which were to determine the effects of parental income levels, parental occupation and institutional factors on preschool children attendance. It was established that learners who attend school regularly learn more and are more successful in school than those who do not. Parents play a crucial role in ensuring school attendance and especially at the pre-school level (Sylva et al., 2013). When parents make regular school attendance a priority, they help the children learn to accept responsibility. It is the combined effort of the parents and the teachers that produce important lesson for a successful life. Every institution is characterized with features that define its social and economic characteristics.

Studies indicate that the social, physical and economic characteristic of an institution affect children's behavior towards the school (Pellegrini, 2014; Seligman & Csikszentmihalyi 2014). Children identify with positive school environment and often count it a loss when they do not attend school. Poor parental financial ability leads to lack of schools and other facilities such as insufficient classrooms, under paid

teachers or insufficiently trained teachers, inadequate management and supervision, poor quality textbooks and learning materials and insufficient attention to standards and quality assurance. Each and every one of these results of insufficient funding can act as a barrier to any child seeking ECD education (UN-Habitat Report, 2010).

Parent financial status is important determinants of schooling decisions (Dryden-Peterson & Sarah, 2011; Brookings Institute, 2013; Ngware, Oketch, Ezeh & Mudege, 2008; Ngware, Oketch, Ezeh, & Mudenge, 2009). Nairobi County typifies the urban population boom in Africa and its negative consequences (Oketch & Ngware, 2012). One of the negative consequences of population boom is low access to education (Orodho, 2013). To illustrate the poor situation of education services in Nairobi city, a study by Magadi and Ezeh (2002) found that at each age cohort, enrollment rates are much lower in Nairobi slums than in any other parts of Kenya. Another aspect of education reported by Magadi and Ezeh (2002) is the high dropout rate and non-attendance (Oketch & Ngware, 2012). It is against this background that this study sought to establish the effects of parental financial status on preschool children's attendance in Mukuru Kayaba slums Makadara sub county, Nairobi County.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents an over view of methodology applied in the study as discussed under the following section headings; research design, target population, the sample size and sampling procedures, data collection instruments, pilot study, validity and reliability of the research instruments. The last section of this chapter contains brief discussion on ethical considerations and data collection procedures followed in the study.

3.2 Research Design

This study employed an exploratory approach using a descriptive survey design to investigate the effect of parental income level on preschool children's school attendance. Cross sectional survey approach was utilized to investigate the relationship between the dependent variable (pre-school attendance) and the independent variables (Economic factors). Conclusions therefore are drawn from the nature of relationship between the variables.

3.3 Study Population

The population of the study included all ECD in Mukuru Kayaba in Makadara Sub County. There are about 10 centres selected from 11 public and 21 private ECD centre's in Mukuru Kayaba in Makadara Sub County.

3.4 Sampling and Sample Size

Multi stage sampling design was used to come up with the sample size. The study used random sampling technique to come up with 284 parents with children enrolled in ECD in Mukuru Kayaba location. Parents of reproductive age in Mukuru Kayaba location are about 12,982 out of which about 74.6% have children below the age 7 (KDHS, 2016). The sample size was thus determined using Fisher et al. (1999) formula, i.e.

$$n = Z^2 pq / d^2$$

Where:

n= minimum desired sample size

z= the standard normal deviation corresponding to 95% Confidence Interval, set at 1.96

p = the proportion of targeted population estimated to have particular characteristics- set at 50%

q = the remaining proportion, calculated by subtracting p from 1 i.e. (1-p).

d = minimum margin of error that can be tolerated, taken to be 5% for a level of confidence of 95%

The required sample size has therefore been calculated as shown below:

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = \mathbf{284}$$

Thus, a total sample of 384 respondents were targeted for the study.

Schools where children whose parents were interviewed, ECD teachers and head teachers were purposively sampled to participate in the study. Further, the study also sampled purposively the Sub-County education officer.

3.5 Study Instruments

The study used three data collection tools. These included observation checklist, questionnaires and interview schedules. The observation checklist was used during the visit to schools in order to collect data on attendance. Semi structured questionnaires were administered to ECD parents and teachers. Key informant interviews were administered to the Sub county Education officer and head teachers/ECD Centre managers.

3.6 Validity

According to Borg and Gall, (1986), validity is the degree to which a test measures what it purports to measure. To validate the research instruments the instruments were pilot tested in two schools and 10% population of parents with children in ECD centers. The schools and parents who participated in the pilot study were not included in the final study. The pilot study enabled the researcher to understand the problems that respondents might encounter when answering the questions. From the piloted instruments, modifications were made accordingly.

3.7 Reliability

Reliability assesses the degree of the research instrument in yielding consistent results after repeated trials (Mugenda & Mugenda, 2003). Reliability assist the researcher in evaluating clarity of the questionnaire items in order to identify those that are inadequate or vague then modify them to improve the quality of the research

instruments. Opinion of three experts in education were sought and their evaluation and suggested corrections incorporated before field work.

3.8 Procedure for Data Collection

The researcher visited the sampled respondents and obtained permission from the concerned administrators, or persons to conduct research in their offices. The researcher personally distributed the questionnaires to the respondents. This was done during weekday when the respondents were expected to be found. The researcher thereafter collected the questionnaires. This enabled the researcher to explain and clarify any ambiguities to the respondent. The researcher visited the respondents for interviewing purposes which was done face to face to avoid any malice. This was to maximize the truth of the responses received as well as assuring respondents that their responses were treated with confidence. For the questionnaires the respondents were given 5 minutes to go through the instructions and ask where they did not understand.

3.9 Data Analysis

Quantitative data were organized and analyzed using the Statistical Program for Social Sciences (SPSS) version 22 and results presented in form of frequencies, simple percentages, tables and graphs. Inferential statistics (chi squared test) was used to infer the relationship between the variables. Qualitative data was analyzed using MAXQDA software version 12. Individual responses are categorized according to the objectives.

3.10 Ethical Considerations

The study obtained research authorization from NACOSTI Study academic approval was obtained from the University of Nairobi. Permission to conduct research was sought from the local administrators in the study area. At the same time, the

researcher sought permission from the head teachers/ managers of all the participation schools. From the respondents, informed consent was sought and participation in the study was on voluntary basis. Consent for participation was developed and it outlined the purpose of the research, benefits, and risks, number of people who will participate in the study. There were no foreseen risks to the individuals participating in the study since the study did not involve clinical procedures. The study findings are beneficial to the members of the study area since it would generate background information the effects of parents' economic status on pre-school children's school attendance. Confidentiality was assured by explaining to respondents that codes would be used and not their names in the questionnaires and that no information that identifies them would appear on the form. Further, the respondents were assured that the information they give would be kept anonymous and confidential.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRATATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis and discussion of results of the study. The analysed and discussed results are presented in different sections of this chapter as per the objectives and hypotheses of the study.

4.2 Demographic Characteristics of the Parents

From the study, a majority (64%) of the parents interviewed were female. Most of the parents, 34% were between 30-34 years of age. The size of the family was estimated using the number of children. From the study, most of the families, 42%, had 3 children.

4.2.1 Demographic Characteristics of the Parents

Table 4.1 : Demographic Characteristics of the Parents

Variable	Factor	Frequency	Percentage
Gender	Male	102	36
	Female	182	64
Age	24 and below	40	14
	25-29	60	21
	30-34	97	34
	35-39	65	23
	40 and above	23	8
Number of children	1	28	10
	2	40	14
	3	119	42
	4	80	28
	More than 4	17	6

From table 4.1 shows that most of the parents who participated in the study were female. Pecora *et al.*, (2012) concluded that women are the primary caregivers of children and especially in the initial period of child development and that study on issues relating to children produce better result if the experiences of women are taken into consideration. This study targeted parents regardless of their gender. However, the indications of the results point to an understanding that women still dominate childcare.

A similar study conducted by Solberg (2015) also found that women as opposed to men were knowledgeable on their children's school attendance. Most of the parents who participated in the study were also of the middle age (30-34 years). This finding is at per with the KDHS (2016) where most women of reproductive age, a majority whose children attend pre-school were of middle age. Finally, the study revealed that most of the families were composed of five members (3 children and the two parents). As discussed by Nuissl & Heinrichs (2013) based on their findings on a study conducted in slum dwellings, a disconnect occur in the definition of a family among the slum dwellers where persons who lived in the same household but are not regarded as sons or daughters of the household head are not included as family members. As such, the findings of this study could have been influenced by the by the aforementioned challenge.

4.2.2 Demographic Characteristics of Head Teachers and Managers

A total of 7 head teachers participated in the study. Figure 4.1 represents their demographic characteristics.

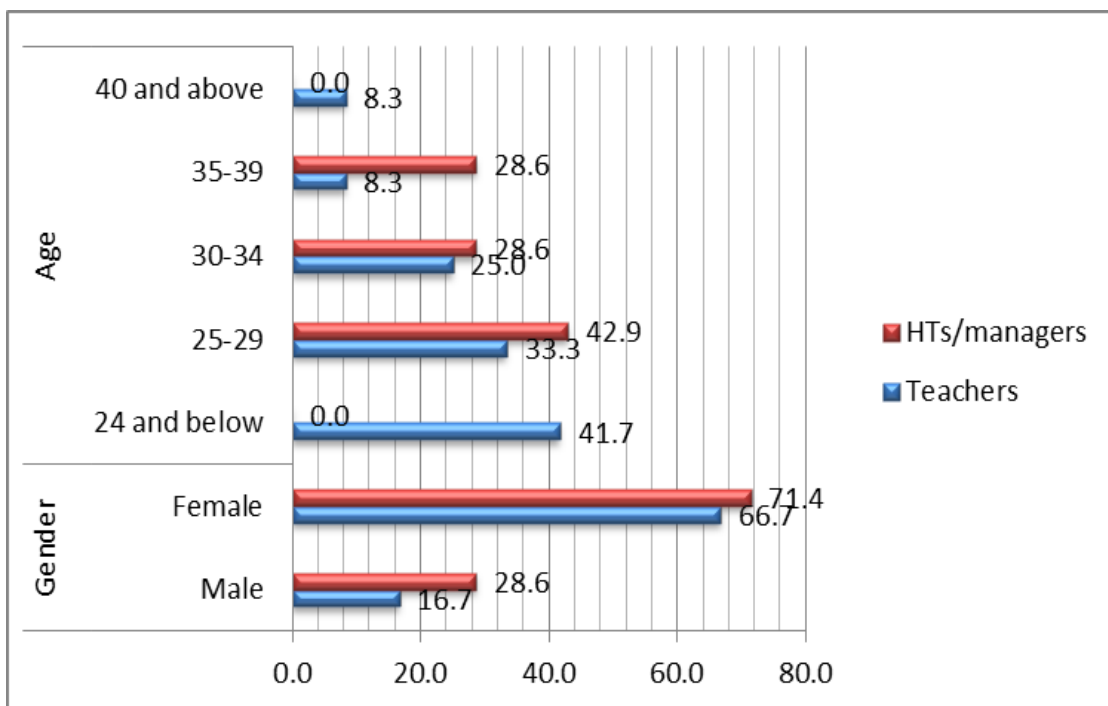


Figure 4.1: Demographic characteristics of the head teachers and managers

From figure 4.1 a majority of the head teachers/ managers and teachers, 42.9% and 33.3% respectively were aged between 25-29 years. None of the head teachers/managers were 40 years and above of age while only 8.3% of the teachers were aged 40 and above years. This finding leads to an understanding that most of the school head teachers were of middle age while teachers were mostly young people. This finding could be explained by the fact that ECDE training in Kenya is a recent initiative (MOEST, 2016). Female teachers accounted for 66.7% of the ECD teachers. Similarly, most of the head teachers/ managers, 71.4% were female. During a key informant interview with one of the head teachers, it emerged that pre-school teaching appeals more to women teachers than men.

I have employed more female teachers because whenever I advertise for a vacancy for teachers, only female teachers respond. Maybe because male teachers do not like to associate with pre-school curriculum (KII, Pre-school head teacher)

This finding leads to an understanding that early childhood education is still dominated by women. The findings of this study affirm those of Macharia & Kimani (2016) where women were found to constitute about 70% of the ECD teachers and administrators. Figure 4.1 represents the demographic characteristics of the teachers and head teachers/ managers.

4.3 Pre-school Attendance

Pre-school attendance was computed using school attendance registers. Only pupils whose parents were interviewed were included in the analysis. The school attendance was considered as the average days attended in a month and categorized as poor, average and regular. Figure 4.2 represents the levels of school attendance. The findings indicate that there is poor attendance of pre-school in the study area. Other studies have also documented poor attendance of pre-school. The findings of this study for instance affirms the results of a study conducted by Hidalgo et al., (2016) who found poor pre-school attendance in the general population of Nigeria.

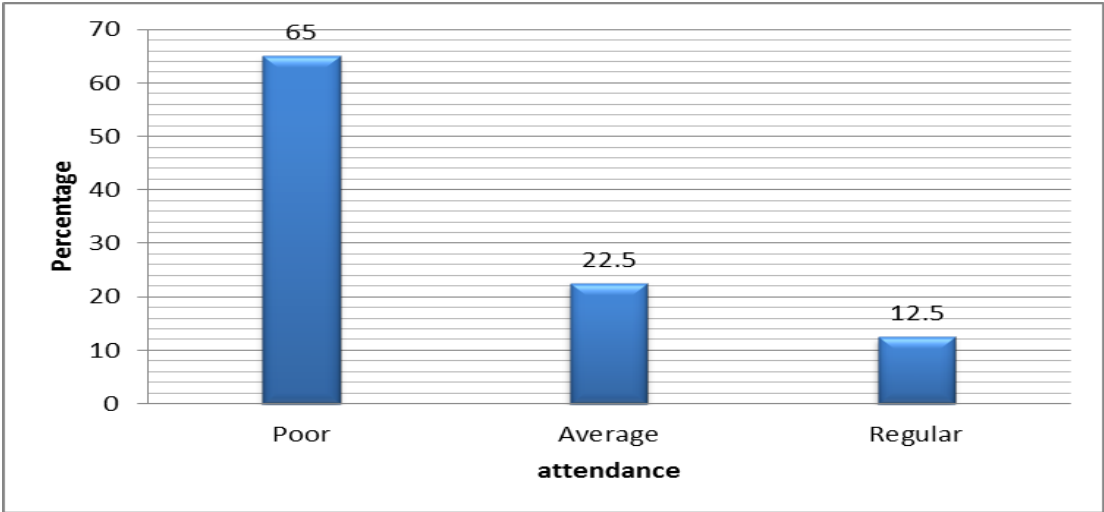


Figure 4.2: Levels of pre-school attendance

4.4 Effects of Parental Income Levels on Preschool Children Attendance

In order to ascertain the effects of parents' income levels of pre-school children attendance, the income levels of both parents were analysed and compared. Analysis of the parental levels of income included the income levels of both parents and the combined income levels. To test for any significant difference in mean between the two groups, chi squared tests were used. The analysed results are presented in tables 4.2.

Table 4.2: Effects of parental income level on school attendance

Variable		Poor	Average	Regular	χ^2	R	p	df
Mother	<3,000	121(89.5%)	7(5.3%)	7(5.3%)	90.1533	16.882	0.0153	4
	4,000-10,000	43(50.0%)	36(41.7%)	7(8.3%)				
	10,000+	21(33.3%)	21(33.3%)	21(33.3%)				
Father	<3,000	149(95.5%)	7(4.5%)	0(0.0%)	157.806	16.852	0.0001	4
	4,000-10,000	21(50.0%)	14(33.3%)	7(16.7%)				
	10,000+	14(16.7%)	43(50.0%)	28(33.3%)				
Ownership	Television	163(71.9%)	50(21.9%)	14(6.3%)	73.172	16.852	0.0352	4
	Motorcycle	21(42.9%)	14(28.6%)	14(28.6%)				
	Motor vehicle	0(0.0%)	0(0.0%)	7(100.0%)				
School levy payment	Sponsor	50(58.3%)	21(25.0%)	14(16.7%)	15.597	16.643	0.693	4
	Mother	71(66.7%)	28(26.7%)	7(6.7%)				
	Father	64(75.0%)	7(8.3%)	14(16.7%)				

Results in table 4.2 indicate that children from families where the mother earned an average of less than 3000 shillings per month, 89.5% registered poor pre-school attendance. About 33.3% of the children whose mothers earned more than 10,000 shillings per month on average on the other hand were regular school attendees. This was statistically significant at $p=0.0153$, $X^2=90.1533$ and $R=16.882$. The conclusion made is that the average monthly earning of the mother affects the pre-school

children's school attendance and children whose mothers earned more than Ksh.30,000 per month on average were more likely to attend pre-school regularly.

A majority of the children whose fathers average monthly earnings were below Ksh. 3,000 (95.5%) were poor pre-school attendees. Average school attendees formed about 50% of the children whose fathers earned an average of ksh. 4,000-10,000. Chi squared test revealed significant $p=0.0001$, $X^2=157.806$ and $R=16.852$. The conclusion made here is that the average monthly earning of the father influenced pre-school attendance. The difference in the chi squared values between the earnings of the two parents (90.1533 and 157.806) also indicates that father's average earning was a more predictive factor in school children's school attendance. The conclusion made here is that the average monthly income of the father influence pre-school attendance more than that of the mother. Parental income level determines disposable income to be spent towards child education (Corak, 2013). This finding concurs with a study conducted by World Bank (2016) where the financial abilities of the parents influenced school attendance.

On ownership, the study revealed that about 71.9% of children whose parents owned television sets were poor attendees of pre-schools while 2 children (100%) whose parents indicated that they owned motor vehicle were regular attendees of pre-school. This was statistically significant at $p=0.0352$, $X^2=73.172$ and $R=16.852$. The conclusion made is that ownership of property (reflecting economic power) influenced children's pre-school attendance. In a study conducted by Sullivan, Ketende & Joshi (2013), ownership was not found to be a significant factor in children's school attendance. However, parents who had the financial capacity to invest also tended to ensure regular school attendance for their children. The apparent

difference in the findings of this study could be explained by the fact that in the Kenyan context, and especially the urban, property ownership strongly reflects one's level of income (Neuwirth, 2016).

Finally, the study investigated the influence school levy payment on children's pre-school attendance. About 58.3%, 66.7% and 75.0% of the poor school attendees' school fees were paid by sponsors, mothers and fathers respectively. Chi squared test revealed non-significant $p=0.693$, $X^2=15.597$ and $R=16.643$. This finding leads to a conclusion that school levy payment does not influence pre-school children's attendance. From the key informant interviews with the school head teachers/managers and education officer, it emerged that economic status of the parents influenced their children's pre-school attendance in many ways. The education officer indicated that:

Many parents in our schools around here cannot raise money for school fees. This is why most schools in this area are sponsored by non- governmental organizations. However, these parents with low income have challenges within their households. Since they can barely afford food in the family, their children are not able to concentrate in school. There are cases when these children come to school very hungry and the teacher has to first look for food to feed the child...so, it is possible that a parent may decide to stay with the child at home when there is no food. Besides, the mother is so financially depressed that she does not have time to prepare the child for school.

These findings indicate that the level of income of the parents affect pre-school attendance. This could be explained by the fact that parents bear the responsibility of paying fees for their children in pre-school. Similar findings by Orodho (2013) situate the poor attendance of children to hidden levies charged by most schools which overburdens the parents.

4.5 Effects of Parental Occupation on Pre-School Attendance

The study considered the occupation of both parents and their nature of employment. This was categorized into nature of school attendance. Chi squared tests was conducted to ascertain the influence of each factor on pre-school attendance. The results were as shown in table 4.4.

Table 4.3: Effects of parental occupation on pre-school attendance

Variable		Poor	Average	Regular	χ^2	R	p	df
Mother's Employment Status	Employed	78(42.2%)	21(32.8%)	28(80.0%)	6245.45	79.16717	0.0001	2
	Not Employed	107(57.8%)	43(67.2%)	7(20.0%)				
Father's Employment Status	Employed	121(65.4%)	28(43.8%)	21(60.0%)	2917.092	54.10511	0.0001	2
	Not Employed	64(34.6%)	36(56.3%)	14(40.0%)				
Mother's nature of employment	Not employed	107(57.8%)	43(67.2%)	10(28.6%)	103.6409	16.88194	0.006	4
	Self-employed	28(15.1%)	21(32.8%)	4(11.4%)				
	Formally employed	7(3.8%)	0(0.0%)	21(60.0%)				
Father's nature of employment	Not employed	121(65.4%)	121(48.4%)	21(60.0%)	15.12142	19.26136	0.004456	4
	Self-employed	36(19.5%)	36(40.6%)	9(25.7%)				
	Formally employed	7(3.8%)	7(10.9%)	5(14.3%)				

From Table 4.3, 57.8% of the parents whose children poorly attended pre-school indicated that they were unemployed. On the other hand, 80% of the children whose mothers were employed attended school regularly while only 20% of the children whose mothers were unemployed attended regularly. Chi squared test revealed significant $p=0.0001$, $R=79.16717$ and $X^2=6245.45$. The finding leads to a conclusion that the employment status of the mother affects children's pre-school attendance. The study ascertained that the employment status of the father also affects children's pre-school attendance ($p=0.0001$, $X^2=2917.092$ and $R=54.10511$). About 60% of the children whose father were employed attended school regularly. The nature of employment of the mother and the father also affected pre-school attendance. Children whose fathers and mothers were formally employed were more likely to attend pre-school sessions regularly ($P<0.05$). The findings indicate that the nature of employment of both the father and the mother affect children's preschool attendance. From the key informant interviews, it emerged that that parents who were formally employed would most likely take education of the children seriously since they are most likely educated. The education officer posed that:

When a parent is educated as in the case of most parents who are formally employed, they take the responsibility of making sure that their children attend school regularly. In our case...remember this is a slum school, most parents are not educated and therefore do not take seriously the education of their children. Our teachers have to take up that responsibility and remember you cannot force a child to go to school against the wish of the parents. Our role is just to encourage the parents to take the children to school. The rest of the decisions belong to them" (KII, Education officer).

The findings of this study affirm the assertions by (KENPRO, 2014) that parents who are formally employed are also educated and therefore take their children's education

seriously. Going by this finding therefore, non-employment and informal employment predicts pre-school attendance.

4.6 Institutional Factors Influencing Preschool Children’s Attendance

Different schools charge different levies for pre-school education. The levies charge consequently has a bearing on the resources available in the school for instructional purposes. The study investigated the available services, human resources and levies in the pre-schools sampled. Most of the parents indicated that they financed most teaching and learning items including writing materials (85%), teaching and learning support materials (85%), school uniforms (95%) and school fees (82.5%). The item least financed was school feeding (30%). Table 4.5 below represents the items financed by the parents. These findings indicate that parents are still faced with the financial obligation of paying school fees and other levies. It is these levies that make pre-school education unfordable to most parents and as a result poor attendance. The findings of this study reflects a survey by the World Bank (2016) in 2015 where it was established that school fee payments by parents for basic education still occur in in 77 out of the 79 countries surveyed (World Bank, 2016).

Table 4.4: Items financed by the parents

		Yes		NO	
		f	%	F	%
Teaching and learning items financed	Writing materials	241	85	43	15
	Teaching and learning support materials	241	85	43	15
	Uniforms	270	95	14	5
	School feeding	85	30	199	70
	School fees	234	82.5	50	17.5

The study further investigated the effects of institutional factors on pre-school attendance. The factors investigated included teaching and learning materials, average number of pupils in a class, infrastructure, teaching and learning materials. Table 4.5 represents effects of institutional factors on pre-school attendance.

Table 4.5: Effects of institutional factors on pre-school attendance

		Poor	Average	Regular	χ^2	R	p	df
Teaching and learning materials financed by parents	Yes	170(72.7%)	36(15.2%)	10(12.1%)	28.242	5.3803	7.37E-07	2
	No	14(28.6%)	28(57.1%)	3(14.3%)				
Number of pupils in class	<35	7(16.7%)	14(33.3%)	8(50.0%)	12.0055	6.40312	0.01731	4
	35-40	85(66.7%)	36(27.8%)	1(5.6%)				
	40+	92(81.3%)	14(12.5%)	3(6.3%)				
Infrastructure	Adequate	50(43.8%)	36(31.3%)	10(25.0%)	156.542	12.6671	1.02E-34	2
	Inadequate	135(79.2%)	28(16.7%)	3(4.2%)				
Teaching and learning materials	Adequate	28(30.8%)	28(30.8%)	13(38.5%)	218.367	14.9608	3.82E-48	2
	Inadequate	156(81.5%)	36(18.5%)	0(0.0%)				

Most of the children (72.7%) whose parents paid for teaching and learning materials were poor school attendees. The relationship was found to be statistically significant at $P < 0.05$. The proportion of poor school attendees also increased with the number of children in a class ($P < 0.05$, $X^2 = 12.0055$). Most pupils (79.2%) who attended schools with inadequate infrastructure were poor attendees. Chi squared test revealed a significant $p < 0.05$, $X^2 = 156.542$ and $R = 12.6671$. Similarly, 81.5% of the children

who poorly attended school were enrolled in schools with inadequate teaching and learning materials. The findings indicate that structural factors affect pre-school children's attendance.

From the key informant interviews, it emerged that parents take their children to schools with dilapidated structures due to their economic status and that the conditions of such schools affect the attendance of children. One of the school head teachers (school C) posed that:

We build the school in a way to accommodate the people around here. Since we do not have enough land for large schools...and you know sometimes we do not even have title deeds for our schools. Therefore, we are forced to put up temporary structures since we do not know when the owner will demand their land back...this affect the school attendance of the children because even the parents do not have confidence in the school. They enrol their children in our schools because they have nowhere else to take them.

This study reveals that the infrastructural conditions of a school affect pre-school children's school attendance. Orodho (2014) argued that parents who take their children to schools with poor infrastructure are faced with a double burden of having to contend with their economic challenges at home as well as those at their schools. The poor infrastructure in such schools therefore contributes to lack of confidence in the schools.

Parental Income

Interviews held with teachers revealed that poverty is a contributing factor for negative developmental and academic outcomes. Children growing in poverty may suffer from more developmental delays and learning and school achievements. One teacher (school B) affirmed that:

Poverty makes it difficult for parents to provide basic requirements for their children like uniforms, books, pens, school bags, food, proper shelter and medical care which are significant for learners. We have vulnerable children who are taken care of by elder siblings, step mothers, grandparents who do not put emphasis on school attendance.

This observation concurs with Halsey Health and Ridge (1980) who argued that parents have different emphasis to the interest of their children. This implies that career modelling from parents could make a noticeable impression on children's development for example parents who engage in jobs like hairdressing, tailoring and hawking are likely to influence their children to prefer such activities to education hence some children drop out of school to go and hawk groundnuts.

Parental occupation

The researcher sought to find out whether parents occupations influenced children's school attendance or not. The data collected through key informant interview with teachers indicated different occupations of the parents around the study area. The occupations included carpenters, hairdressers, tailors, house helps, teachers, women/men hawkers. Education support to their children varied over the occupation of the parents. Findings from the interviews with the teachers revealed that parents with formal occupation had better position and assurance of supporting their children both at home and in school than those with informal occupations. Formal occupation had monthly salaries that were used to cater for basic needs such as food, water, shelter, clothing, uniform and stationery. Informal occupations had no guarantee of getting basic requirements. A parent made the following statement:

I am a hawker, I hawk fruits and vegetables on the streets and I depend on the sales I make per day. Sometimes I don't sell everything and I use the profits to pay for rent and other household requirements. With this I cannot afford to

take my child to pre-school due to the fee required. I have decided to wait until she attains the age of primary school which is free.” (A parent from Mandazi road Mukuru Kayaba slums)

Booth (1996) supports that negative preschool attendance of children is co-related with low SES of parents because it hinders the individual in gaining access to learning resources. Low SES level strongly affects the achievement of children dragging them down to a lower level. It is also observed that economically disadvantaged parents are less able to afford the cost of education.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the findings, conclusions and recommendations of the study under the following sections: Summary of findings of the study, conclusions, recommendations based on the study findings for policy and recommendations for future research. The study was guided by the following objectives; to determine the effects of parental income levels on preschool children attendance in Mukuru Kayaba slums Makadara sub county Nairobi county, to examine the effects of parental occupation on preschool children attendance in Mukuru Kayaba slums in Makadara sub county Nairobi County and to identify the effects of institutional factors on preschool children attendance in Mukuru Kayaba slums Makadara sub county Nairobi county. All the summaries of findings, conclusions and recommendations are presented as per the study objectives and hypotheses.

5.2 Summary of Findings

The study revealed the following findings which have been presented as per the study hypothesis. The first hypothesis of the study stated that: *There is no significant effect of parental income levels on preschool children's school attendance.* Children whose parents earned more less than sh.3000 per month were poor pre-school attendees. The study revealed the levels of pre-school attendance increased with the income levels of the parents. Chi squared tests revealed significant differences in favour of parents with higher income.

The second hypothesis of the study stated that: *There is no significant effect of parental occupation on preschool children's school attendance.* The results revealed children whose parents were not employed were more likely to miss school sessions. Chi squared tests revealed a significant difference in favour of children whose parents were formally employed.

The third hypothesis of the study stated that: *There is no significant effect of institutional factors on pre-school children's school attendance.* The results revealed that poor institutional facilities affected pre-school attendance. Chi squared tests revealed a significant difference in better institutional factors.

5.3 Conclusion

The findings of this study revealed that economic status of the parents affected pre-school attendance. Specifically, parent's levels of income, occupation and institutional factors significantly affected pre-school attendance. Children, whose parents were economically stable, were formally employed and whose schools had better infrastructure regularly attended pre-school sessions.

This study therefore concludes that economic status of the parents affects pre-school attendance and that for regular school attendance, economic factors including institutional factors and parents' abilities to cater for educational needs should be addressed to ensure regular school attendance.

5.4 Recommendations for Policy

From the results of the study, the following recommendations were suggested for policy makers in the field of education to consider; stakeholders in the education sector should consider economic empowerment for parents with children in pre-school. At the same time, parents should strive to invest more in ensuring that their

children are kept in school. The teachers on the same note should develop relationships with the parents to monitor their children's school attendance.

5.5 Recommendation for Practice

To the local administrators at the county level and national government, the study recommends that there should be fund allocated for pre-school education in order to ensure the attainment of EFA goals and in line with vision 2030. This can be done through partnership with NGOs and faith based organizations.

5.6 Recommendations for Further Research

In this study economic status of the parents including their income levels and occupation as well as the institutional factors were found to be affecting pre-school attendance in in Mukuru Kayaba slums, Makadara sub county Nairobi County. However, the study recommends further investigations into the other factors which may collaboratively affect pre-school attendance.

The study was carried out in the Mukuru Kayaba slums, which is urban; participants in the study might have projected an urban slum characteristic which may be different from those of the rural. This study recommends similar study in schools located in rural areas to compare.

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APPENDICES

Appendix I: Observation checklist

Fill in the information regarding the effect of parental income level distribution on preschool children attendance

Section A: Demography

1. School Name _____

2. Type of the school Public [] Private []

3. Enrolment number

Baby class []

Nursery []

Pre-unit []

4. Number of pupils

Boys Girls..... Total.....

Section B: Availability of basic learning materials

Item	Available		Number	Condition	Remarks
	<u>Yes</u>	<u>No</u>			
<u>Classroom</u>					
Desk & chair					
<u>Kitchen</u>					
<u>Toilets</u>					
Playground					
Learning materials					
Any other facility					

School Attendance

ITEM	Regular attendants		Irregular attendants		Total
	<u>Girls</u>	<u>Boys</u>	<u>Boys</u>	<u>Girls</u>	
<u>Class</u>					

Appendix II: Questionnaire for ECD teachers

This questionnaire is an attempt to seek information on the effect of parental income level distribution on preschool children attendance. Please, write or tick your response accordingly. Don't write your name on the questionnaire. The information that you will provide will be used for research only.

SECTION A: Demography

1. Name _____ (Optional) Male Female
2. Highest Level of Education _____ Experience _____ Years
3. School: _____

Instruction

Below are questions that attempt to seek your view about the effect of parental financial status on preschool children attendance. Kindly write and put a tick in the box according to your opinion.

SECTION B: Effect of parental income level distribution on preschool children attendance

4.(a) What is the parental financial background of most of your children?

Low income

Middle income

High income

5. What are the economic activities of parents of your children in the ECD class?

Formal employment

Informal employment

6. Kindly describe the financial status of the parents to provide the school basics like: writing materials, teaching and learning support materials, uniforms, school feeding

programme and School fee by ticking in the column whether their financial status are Fair, Poor, Good, Excellent in the table below?

School basics	Fair	Poor	Good	Excellent
Writing materials				
Teaching and learning support materials				
Uniforms				
School feeding programme				
School fee				

7 (a) Do you receive any grant or funds to finance the ECD basic needs in question 2

(a)?

Yes ()

No ()

8. Who among the following institution have supported the school Financially?

(i) Government ()

(ii) Religious organisation ()

(iii) NGOs ()

(iv) Any other specify_____

SECTION C: Domestic institutional barriers influencing preschool children attendance

9 . How can you describe the attendance of your preschool children in the school?

(i) Excellent ()

(ii) Good ()

(ii) Fair ()

(iii) Poor ()

(iii) Any other feeling (please specify)

10. What reasons can you attribute to failure of preschool children to attend school?

(Below please put ticks in the box which best describe your reason?)

SA (Strongly Agree), A (Agree), UD(Un decided), D (Disagree) SD (Strongly Disagree)

	Reasons for failure to attend school	SA	A	UD	D	SD
1	Poor nutrition					
2	Disease					
3	Uniforms					
4	Parental decision					
5	School fee					

11. Explain any other reason other than the above?

12. What are the backgrounds of the children who do not attend school regularly?

Section C: Coping mechanism employed by parents to mitigate irregular cases of preschool attendance

13. Which support have you received from Government, Religious organization and NGOs that facilitate attendance and retention of preschool children with common absenteeism?

14. How do poor parents manage to finance their preschool children school basic needs?

Thank you for your cooperation

Appendix III: Interview schedule for ECD Parents

Instructions

This questionnaire provides you with an opportunity to express your opinion on the effect of parental income level distribution on preschool children attendance. The information provided will be treated with utmost confidentiality and used ONLY for research purpose.

Section A: Demography

1. What is your Gender?

Male ()

Female ()

2. Age.....

3. Number of children in school.....

4. What is your highest level of education standard 8 and below

Form one ()

Form two ()

Form three ()

Form Four ()

First degree ()

Specify any other? _____

5. What is your occupation? _____

6. What are your sources of income?_____

7. On average, how much do you earn per month_____

Section B: Effect of parental income level distribution on preschool children attendance

8. Does your income level affect your child’s school attendance in any way

(1) Yes

(2) No

9. On average, how does your child attend school

1) Regularly

2) Irregularly

3) Cant tell

10. Which teaching and learning basic needs do you finance where your child goes school?

	ECD teaching and learning basic needs	Yes	No
1	Writing materials		
2	Teaching and learning support materials		
3	Uniforms		
4	School feeding programme		
5	School fee		

Section C: Domestic institutional barriers influencing irregular cases of preschool children attendance

11. Does your occupation affect your child’s attendance in pre-school

(1) Yes (2) No

12. Do you face any difficulties in funding the above ECD teaching and learning school basic needs for your child? Yes () No ()

13. If yes how your financial status does affects child education?

Section D: Coping mechanism employed by parents in mitigating irregular cases of preschool attendance?

14. Do you receive any house hold financial support?

Yes ()

No ()

(b).If yes how does it help your child education?

15. How else do you use such money received

Do you have other ways through which you finance your children's educational expenses? Please explain

Thank you for your cooperation

Appendix IV: Head teachers/ECD Manager Interview schedule

This interview gives you an opportunity to express your opinion on the effect of parental income level and distribution on preschool children attendance. The answers you provide will be treated confidentially and used only for research. There is no right or wrong answer hence express your opinion openly and freely. Your opinion will be treated with a lot of confidentiality and information given will be purely for academic purposes.

Instruction to data collector: Administer the interview face to face with the head teachers /ECD managers according to the sample and consider gender parity.

SECTION A: Demography

1. School_____County_____Subcounty_____
2. Head teachers Name (optional)_____Gender; Male() Female ()
3. Professional Qualification: Certificate () Diploma () Bachelors () Masters () PhD ()
4. No. of ECD teaching staff: Male:_____ Female: _____
5. Total: _____
6. ECD School Enrolment Girls _____ Boys _____

SECTION B: Effect of parental income level distribution on preschool children attendance

7. How can you describe the family background of most of your pupils?

Low income families	<input type="checkbox"/>
Middle income families	<input type="checkbox"/>
High income families	<input type="checkbox"/>

8. What is the effect of financial status of parents in this school on attendance and retention of preschool children?

(b) How many children drop out of school due to their parental financial status annually?

Section C: Domestic institutional barriers influencing irregular case of preschool children attendance

9 (a) What is the sources of the parents of the children who mostly dropout?

(b) What challenges face ECD Children from poor socio-economic backgrounds?

(c) Which school financial activities makes preschool children to stay at home?

(d) Please indicate your school enrolment for the last five years

Year	2012	2012	2013	2014	2015
Enrolment					

Section D: Coping mechanism employed by parents to mitigate irregular cases of preschool children attendance

10. Does your school receive any funding for ECD activities from

(a) County government ()

(b) Religious institutions ()

(c) NGOs ()

(d) If yes how does this funding help preschool children who stay at home because their parent are not able to fund ECD school basic activities?

Thank you for your co-operation.

Appendix V: Interview schedule for Sub county education officers

The purpose of this study is to establish the effect of parental income level and distribution on preschool children attendance in Mukuru Kayaba Makadara Sub County. Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research study. In addition, the researcher will not include your name or anything else that could identify you in any reports of this study.

SECTION A: Demography

1. Sub county Name _____
2. Number of Schools? Public () Private ()
3. Sub county Education Officer Name (optional) _____ Gender; Male ()
Female ()
4. Professional Qualification: Certificate () Diploma () Bachelors () Masters ()
PhD ()
5. No. of Years worked in the sub county ()
6. No. of ECD teachers? Male: _____ Female: _____ Total ()
7. No. of Pupils Boys () Girls () Total: _____ Sub county School _____
Enrolment _____

SECTION B: Effect of parental incomes levels and distribution on preschool children attendance

8. How would you describe Mukuru Kayaba area in terms of:
 - (a) Socio/economic status? _____
 - (b) Size? _____
 - (c) Number of ECD children in the area? _____

9. What are the major sources of employment for the families within this area ?

Section C: Domestic institutional barriers influencing irregular case of preschool children attendance

10. How do you rate preschool attendance in this area?

b. Which are the main reasons for irregular cases of preschool children attendance in this area? _____

Which contribution does the parents make towards implementation of ECD programmes in this sub county?

Section D: Coping mechanism employed by the parents to mitigate cases of irregular preschool attendance

11. Which ECD financial activities contribute to irregular children attendance? _____

12. Which institutions support ECD programmes in this sub county?

(a) Government? Y () N ()

(b) Religious organizations Y () N ()

(c) NGOs Y () N ()

13. Which support do you receive from county government towards ECD programmes? _____

14. Which assistance does the sub county receive from religious organizations and NGOs to support ECD programmes? _____

15 . Which ECD financial activities contribute to irregular children attendance?

Thank you for your cooperation

Appendix VI: Work plan

Submission of the proposal	1 week	
Design of a research plan	1 week	30/7/2016
Getting permission to collect data from Waithaka Sub-County offices	3 weeks	
Literature review	2 weeks	19/8/2016
Defining a sample frame, sampling OR setting up of selection criteria, etc.	2 weeks	31/8/2016
Design and testing of questionnaire, if appropriate	2 weeks	
Design of a final questionnaire/schedules, etc	1 weeks	16/9/2016
Data collection :Interviews/ administering of questionnaires, etc.		
Editing of completed questionnaires, grouping and coding of data, entering data	2 weeks	30/9/2016
Raw tabulations/draft analysis of qualitative data	2 weeks	
Analysis of data	2 weeks	
Report up of findings	2 weeks	17/10/2016 6
Presentation of final research product(s)	2 weeks	31/10/2016 6

Appendix VII: Introduction Letter



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND – EXTERNAL STUDIES
DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY

Telephone: 020-2500759, 020-2500760
020-2500762, 020-2460056

P.O. Box 30197, 00100 NAIROBI
P.O. BOX 92.00902 KIKUYU

14th December 2015

TO WHOM IT MAY CONCERN


SUBJECT: HELLEN ACHIENG OWIDHI. – REG. NO. E57/76729/2014

This is to certify that **HELLEN ACHIENG OWIDHI. – REG. NO. E57/76729/2014** is a student at the University of Nairobi, College of Education and External Studies in the School of Education, Department of Educational Communication and Technology. She is pursuing a course in Master of Education in Early Childhood Education Programme. Her Project title is "The Effect of Parental Socio-Economic Status on Children's Attendance in Preschool in Makadara Sub – County Nairobi."

Any assistance accorded to her will be highly appreciated.

Prof. PAUL A. ODUNDO
CHAIRMAN, DEPT. OF EDUCATIONAL COMMUNICATION & TECHNOLOGY

Appendix VIII: Research Authorization Letter



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471; 2241349, 3310571, 2219420
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when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/94043/14916** Date: **21st November, 2016**

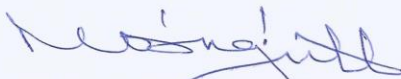
Hellen Achieng Owidhi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effects of parental financial status on preschool children’s attendance in Mukuru Kayaba Slums Makadara Sub County, Nairobi County,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **21st November, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix IX: Research Permit


THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/16/94043/14916**
MS. HELLEN ACHIENG OWIDHI **Date Of Issue : 21st November,2016**
of UNIVERSITY OF NAIROBI, 4012-506 **Fee Recieved :Ksh 1000**
nairobi,has been permitted to conduct
research in Nairobi County
on the topic: EFFECTS OF PARENTAL
FINANCIAL STATUS ON PRESCHOOL
CHILDREN`S ATTENDANCE IN MUKURU
KAYABA SLUMS MAKADARA
SUBCOUNTY, NAIROBI COUNTY
for the period ending:
21st November,2017




Applicant's Signature **Director General**
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No. **11961**

CONDITIONS: see back page