

**EFFECT OF PARENTAL ECONOMIC STATUS ON ENROLLMENT OF LEARNERS
WITH PHYSICAL CHALLENGE IN PRESCHOOLS IN RIRUTA ZONE, DAGORETTI
SUB-COUNTY, NAIROBI COUNTY, KENYA**

Abstract

Aim: This study sought to establish the influence of parents' economic status on the enrollment of learners with physical challenges in preschools

Methodology: This study employed descriptive ex-post research design to facilitate determination of the influence of independent variables (parental economic status) on the dependent variable (enrollment of children with motor disability in preschools). The target population of 362 persons comprised of 33 headteachers, 131 teachers and 198 parents. By use of stratified and simple random sampling techniques, 66 parents were selected in addition to 11 headteachers and 33 teachers to constitute the sample size of 110. Data collection instruments used were questionnaires for headteachers and teachers and interview schedule guides for parents. Collected data was arranged and analyzed by use of Statistical Packages for Social Sciences (SPSS). Quantitative data was correlated, expressed in means, percentages, descriptive statistics and chi-square tests to show the association ($P < 0.05$ at 95 % confidence level) and their effect on outcome variables. Unstructured questions in questionnaires and interview schedules were analyzed qualitatively through grouping responses in respect to priority and strength of the response.

Results: The economic status of the parents had a positive association with enrollment of learners with motor disability in preschools. Learners with motor disability from parents of high economic status had a higher enrollment in preschools. There was no significant difference on enrollment among sexes, schools and types of schools ($P > 0.05$).

Conclusion: The study concludes that economic status of parents affect enrollment of learners with physical challenges in the preschools. Enhancing the economic status of parents will boost the enrollment of children with motor disability in preschools.

Keywords: Motor disability, preschool, economic status, learners, preschool enrollment

1. INTRODUCTION

Children require nurturing care to develop their full potential. This involves social, mental, intellectual and physical well being [1] According to the Republic of Kenya report [2], children are influenced so much by the environment during the age between 0 and 5 years. Scholars in the realms of human development, in the theories of human development emphasized that, it is during the first six years the fastest physical and mental developments occur [3, 4, 5]. In addition, basic social values and skills are also developed within this time frame [6].

The world is facing a growing number of children with disabilities who are continuously excluded from participation in societal activities [7]. Children with disabilities including those with motor disabilities have been reported to be marginalized, with 2% out of those with

42 disabilities in the world accessing education [1]. This indicated that majority of such children
43 don't opportunities to explore their potential. Belk [8] noted that Early Childhood Development
44 (ECD) is facing constant challenges especially in the inclusion of children with disabilities.
45 Reforming public education to accommodate the needs of children with physical handicaps in
46 regular classrooms is a great challenge [9]. Shreve [10] has argued that enrollment of children
47 with motor disability dwindles when strategies that enhance self concept and self-efficacy are not
48 used. According to UNESCO [11] report, children with motor disability are among those who
49 are disadvantaged (alienated) based on the social, cultural, religious, political and economic
50 environments.

51 It is generally accepted that, parental economic status affects enrollment of children in
52 preschools. In USA parents in the top financial quintile spend seven times more on enrichment
53 activities and materials for their children such as books, computers, summer camps, and music
54 lessons than families in the bottom financial quintile [12]. Due to financial distribution inequality
55 worldwide, children living in poverty have higher number of absenteeism and eventually leave
56 school to work or care for the family [13]. To mitigate the inequality in access to education,
57 countries world-wide have built a consensus that Governments should have an important role in
58 making early investments through child-care [14]. In the last few decades many countries have
59 introduced publicly funded, universal preschool programmes and momentum continues to build.
60 In England, all three and four year-olds are entitled to a free part-time nursery place during the
61 school year, and similar policies are in place in Scotland and Wales. This is a popular policy and
62 from 2013 it was extended to disadvantaged two year-olds [15]. In South Africa ECD services
63 are implemented by the non-profit sector and there are "very variable levels of access to and
64 quality of ECD services" [16]. Although 90% of 5 to 6 year olds and 55% of 3 to 4 year olds are
65 attending an educational institution or care facility, attendance doesn't ensure that children in
66 South Africa are provided with an appropriately stimulating environment or care [17].

67 In Kenya, enrollment of learners with physical handicaps is hampered by irresponsive
68 curriculum [2], inadequate specialized equipment and instructional materials for children [18].
69 Most studies have shown limitations to enrollment of children with disabilities in general.
70 Specific disability such as physical challenge has not been fully elucidated. Despite the existence
71 of policy on integration of learners in Early Childhood Development Education (ECDE), 94%
72 out of the 750,000 children with disabilities are not enrolled [19]. With increased sensitization on
73 the rights of children such as the right to education, it remains unclear why children with
74 physical impairments are not adequately enrolled in Riruta zone. Inasmuch as investment in early
75 childhood development is important, this level of education remains limited by the costs of
76 implementing it [20]. Parents with high economic status succeed in preparing their children for
77 schooling as they have wide range of resources [21].

78 The relationship between the economic status of parents and the enrollment of children in
79 preschools has been documented in many parts of the world [22, 23, 24, 25]. Ahmad and Khan
80 [22] and Ahmar and Anwar [26] reported a positive correlation between parents' economic status
81 and preschool attendance. They concluded that children whose parents are of better economic
82 standing attend preschools better than those whose parents are of low economic standing.
83 According to Ngorosho [23] home economic environment affects children enrollment in
84 preschools in rural Northern Kenya. Otula [25] reported that parents' economic status affects
85 their ability to provide for preschool education, as poor parents are unable to provide their

86 children with basic requirements for schools including books, pens or pencils, proper nutrition
87 and supportive environment for learning.

88 An abundance of literature globally has shown living conditions among individuals with
89 disabilities in high-income countries to be low compared with non-disabled. While less focus has
90 been placed on this relationship in low-income countries, a few recent studies and reviews have
91 documented the same pattern [27, 28]. This indicates that low income parents for children with
92 impairments in developing countries face exclusion from the society. Yeo and Moore [29]
93 posited that the most prevailing exclusion mechanisms are low education or illiteracy;
94 unemployment and limitation in social contacts; exclusion from political and legal processes;
95 low priority for access to limited resources such as food, clean water and land; lack of support
96 for high costs associated with the impairment [29]

97 According to UNICEF [30], children from parents who are poor have high chances of becoming
98 disabled due to poor healthcare, malnutrition, inaccessibility to basic requirements such as water
99 and sanitation. In relating poverty to disability, UNICEF reports that once the children are
100 disabled, they are disempowered thereby increasing poverty in the households. From this
101 context, poverty reinforces disability which increases vulnerability and exclusion in learning
102 setups. This tends to limit the choice of enrolling children in schools. In his findings, Ingstad
103 [31] observed that expenses connected with having a physically impaired child in school easily
104 exceed the expenses for the 'normal' one. Faced with such expenses, many poor parents still
105 have to make priorities among children and often end up sending the able bodied to school
106 before the physically impaired one. In another case, poor families seem to have lost what we may
107 call a "fighting spirit" and they seem to have given up. Faced with the many losses and obstacles
108 that poverty creates, the care for an impaired family member is one burden to many and just
109 becomes too much.

110 The Kenyan government has made significant effort towards attainment of education for all
111 (EFA). However, ECDE has not benefited from the government funding and hence parents have
112 the obligation of meeting the costs for preschool education even after ECD being devolved to the
113 counties. This is made worse especially in a zone like Riruta with citizenry of diverse economic
114 status. Pupils therefore irregularly attend preschools leading to low retention and completion
115 rates [32]. There are disparities in enrolment of learners with physical challenges. Riruta zone is
116 not an exception as preschool children with physical impairments in many families do not join
117 school early enough compared to other children in the neighborhoods without special needs. It is
118 against this background that this study sought to determine the relationship between economic
119 status of parents and enrollment of children with motor disability in preschools in Riruta zone,
120 Dagoretti Sub-County, Nairobi County, Kenya. The results of this study provide useful
121 information to the policy makers both at the national and global level. Riruta zone is an urban
122 area with huge disparities in economic status of its citizens and is an ideal representative of the
123 situation in most urban areas in Kenya. The status and form of employment of the parents, their
124 income levels as well as ownership of properties shall serve as indicators of economic status of
125 parents. This study was guided by the sociocultural theory. The sociocultural theory has been
126 used to explain various issues in instructional process, schooling and education. The theory has
127 been influential in the education sector and more specifically on access to learning and
128 instructional processes. Scholars have also used the theory to broaden understanding of how and
129 what children learn.

130

131 **2. MATERIALS AND METHODS**

132 **2.1 Research design**

133 This study employed descriptive survey research design to facilitate determination of the
134 influence of parental economic status on enrollment of children with motor disability in
135 preschools. This design was convenient because it enabled the researcher to obtain information
136 based on people’s attitudes, beliefs and behaviors without intervention.

137 **2.2 Variables of the study**

138 The study had two categories of variables; independent and dependent variables. The
139 independent variables included; employment status, form of employment, income level and
140 property ownership. Employment status was classified as employed and unemployed. Form of
141 employment was categorized as permanent and casual. On income levels per month, there were
142 four categories; below Ksh 3,000, 3000- 6,000, 6,000- 9,000 and above 9,000. Properties
143 considered were land, car and house giving two categories of parents; those with properties and
144 those without. The dependent variable was the level of enrollment of children with physical
145 disabilities in preschools.

146 **2.3 Location of the study**

147 The study was carried out in pre-schools in Riruta zone, Dagoretti sub-county, Nairobi County in
148 Kenya. This is an urban area whose citizenry have huge income disparities. This is the reason
149 why this area was chosen.

150 **2.4 Target Population**

151 Understanding integration of children with physical challenges in learning institutions requires
152 diverse sources of information. Riruta Zone has 33 public schools out of which 32 are regular
153 and one is special education school (Dagoretti Sub-County Education and Assessment Resource
154 Centre, 2013). Thus the researcher targeted headteachers, teachers, parents and children of 32
155 regular schools and one special education school. Thus, a total 362 persons were targeted (Table
156 1).

157 **Table 1.Target population**

158

	Regular School	Special Education School	
Stratum	Number	Number	Total
Headteachers	32	1	33
Teachers	128	3	131
Parents	192	6	198
Total			362

159

160 **2.5 Sampling Techniques and Sample Size**

161 This study used stratified and simple random sampling techniques to derive suitable sample. This
162 is because the target population is complex and thus particular individuals require different
163 approaches. Random sampling allowed all the members of the population to have an equal
164 chance of being selected without biasness. All the names of the 32 regular preschools in the
165 study area were listed of which 10 were randomly selected. The only special education school in
166 the area was included in the study. The headteachers, teachers, and parents were selected from
167 these 10 selected preschools, in addition to the only special education school. All the 10
168 headteachers formed part of the sample in addition to the headteacher from the special school.

169 Thus 11 headteachers were chosen to be part of the sample. In addition, from each of these 10
 170 regular schools, 3 teachers were randomly selected in case there were more than 3 teachers in the
 171 preschool, in addition to all the 3 teachers from the special education school. This gave a sample
 172 of 33 teachers. From each of the 10 regular preschools selected, 6 parents were randomly
 173 selected to form a sample of 60 parents. All the 6 parents from the special education preschool
 174 were added to form a sample of 66 parents. The sampled parents were selected using their
 175 children. Therefore this study had a total sample size of 110 (Table 2) which was 30% of the
 176 target population.

177 **Table 2. Sample size**

Stratum	Regular School	Special School	Education	Total
Headteachers	10	1	11	11
Teachers	30	3	33	33
Parents	60	6	66	66
Total				110

183 **2.6 Data collection procedures**

184 To get information effectively, questionnaires and interview schedule guide were used to collect
 185 data. Questionnaires were also used to collect data from head teachers and teachers in regular
 186 and special schools while interview schedules were used for parents and children. These
 187 instruments were suitable for this study since the population targeted was diverse in education
 188 and social classes.

189 Questionnaires were dropped and picked after one week. The use of questionnaires limits the
 190 interviews chance of being biased. It is therefore efficient in terms of time and its anonymous
 191 nature allows respondents to give information freely.

192 The questionnaires used had both open-ended and closed-ended questions. Interview schedule
 193 guides were used to collect data from parents with children with physical disability. One on one
 194 interviews were conducted. Interviews are good method data collection instruments since they
 195 allow the researchers to seek clarification in case they do not understand a given concept,
 196 something one cannot do in the case of a questionnaire. The interview guides had both structured
 197 and unstructured questions. Interview schedules aimed at gathering the respondents' general
 198 information such as; form and status of employment, income level, and type of property owned.
 199 English and Kiswahili languages were used when interviewing parents.

200 **2.7 Data analysis**

201 Collected data was arranged and analyzed by use of Statistical Packages for Social Sciences
 202 (SPSS). Data collected using open ended questions were transcribed and coded while data from
 203 the structured questionnaire items were quantified and frequencies of the responses calculated.
 204 Quantitative data was correlated, expressed in means percentages, descriptive statistics and chi-
 205 square tests to show the association ($P < 0.05$ at 95 % confidence level) and their effect on
 206 outcome variables. Unstructured questions in interview schedules were analyzed qualitatively
 207 through grouping responses in respect to priority and strength of the response.

208 **3. RESULTS AND DISCUSSIONS**

209 **3.1 Response rate**

210 A total of 44 questionnaires were administered to headteachers and teachers and were filled as
 211 the researcher waited. This ensured a 100 % response rate. All the sampled 66 parents responded
 212 to the invitation and were interviewed by the researcher personally. Thus, the response rate was
 213 100% for both the questionnaire returns and response to the interview schedule.

214

215 **3.2 Demographic characteristics of the respondents**

216 The demographic characteristics of headteachers, teachers and parents are presented below;

217

218 **3.2.1 Headteachers’ and Teachers’ characteristics**

219 The headteachers’ and teachers’ demographic characteristics were determined and are shown in
 220 Table 3.

221

222 **Table 3: Demographic characteristics of the headteachers and teachers**

223

Headteachers’ and teachers’ characteristics (n=44)		Number	Percentage (%)
Gender	Male	17	38.6
	Female	27	61.4
Educational level	Certificate	13	29.5
	Diploma	24	54.5
	Bachelor	6	13.6
	Post-graduate	1	2.4
Experience (Years)	0-5	19	43.2
	6-10	14	31.8
	11-15	8	18.2
	16 and above	3	6.8

224

225 Of the 44 teaching staff sampled in this study, majority (61.4%) of them were females. On
 226 educational level, majority (54.5%) of the teaching staff were diploma holders followed by
 227 certificate holders (Table 3). Teaching staff holding post-graduate qualifications were the least
 228 (2.4%). On experiences, majority (75%) of the teaching staff had a teaching experience of less
 229 than 10 years.

230 This study revealed that majority of the teaching staff were females. In her study, Mwangi (33)
 231 reported a significantly higher number of female staff in preschools in Kayole, Nairobi County.
 232 The reason could be possibly because the community in the study area perceives preschool
 233 teaching as a female gender profession. Further, the study revealed that most (84.0%) of the
 234 teaching staff had minimum qualifications, with either a certificate or diploma qualification. This
 235 implies that the quality of preschool education could be compromised and there is likelihood that
 236 it is of poor quality. Most (75.0%) of staff members have less than 10 years experience. Only a
 237 very small percentage had over 16 years of experience (Table 3). This implies that majority of
 238 the teaching staff may not be having the prerequisite knowledge and skills for the performance of
 239 duty.

240 **3.2.2 Parents’ Characteristics**

241 Parents’ demographic characteristics were determined and are shown in Table 4. This study
 242 further revealed that majority (72.7%) of the parents were females. This implies that there are
 243 households that are women headed. With majority of the parents being females, there is high
 244 likelihood of the preschool children with motor disability receiving adequate care. Furthermore,

245 majority (48.5%) of the parents interviewed had secondary education. There was only a small
 246 fraction of parents without formal education (Table 4). This may have positive effect on the
 247 parents' understanding in educating their children with motor disabilities.

248
 249

250 **Table 4: Demographic characteristics of the parents**

251

Headteachers' and teachers' characteristics (n=44)		Number	Percentage (%)
Gender	Male	18	27.3
	Female	48	72.7
Educational level	No formal education	9	13.6
	Primary education	11	16.7
	Secondary school education	32	48.5
	College/University	14	21.2

252
 253

254 **3.2.3 Parents' Economic Status**

255 The study sought to establish whether economic status of parents determined enrollment rates of
 256 children with motor disabilities. The economic characteristic of the parents was based on their
 257 employment status, form of employment, monthly income levels and capital property ownership.
 258 The information on economic status of parents is shown in Table 5.

259 **Table 5: Economic status of parents**

Economic status of parents (n=66)		Percentage of parents
Employment status	Employed	62%
	Unemployed	38%
Form of employment	Permanent	32%
	Casual	68%
Monthly income level	Below Kshs. 3,000	48%
	Kshs. 3,001-6,000	24%
	Kshs. 6,001-9,000	18%
	Kshs. Above 9,000	12%
Property ownership	With property (land, car, house)	22%
	Without property (land, car, house)	78%

260
 261

262 In terms of employment status, majority (62%) of the parents interviewed were employed. The
 263 difference in employment status among the parents was significant ($P = 0.0246$). Those not
 264 employed could be probably be in business or not engaged in formal jobs. The study further
 265 revealed that most of the employed parents were casual workers (Table 5). The difference in
 266 form of employment among the parents was significant ($P = 0.015$). Concerning monthly income
 267 levels, the study revealed that majority (48%) of the parents earns less than Ksh. 3,000 per
 268 month. Only 30% of the parents earn more than Ksh. 6,000 per month. However, the difference
 269 in monthly incomes was not significant ($P = 0.87$). Further, the study revealed that most of the
 parents do not own any capital property (Table 5). The findings of this study are in agreement

270 with a study reported by Mwangi (33) indicating a low economic status of parents in informal
 271 settlement areas. These results portray the economic status of parents in the study area as low.
 272 Although most of them are employed, they are mainly working as casual workers with very low
 273 monthly incomes. Thus, majority of them do not possess capital assets (Table 5). These
 274 economic indicators for parents reveal that majority of parents are economically insecure.

275 3.3 Enrollment rate

276 The enrollment of learners with motor disabilities between 2011 and 2015 in 11 schools is
 277 indicated in Table 6. The difference in enrollment in within between boys and girls was not
 278 significant ($P=0.529$). However, boys had a higher enrollment (52.8%) than girls over this
 279 period. Although there was no significant difference in enrolment among the schools, (P
 280 $=0.471$), school 11 had the highest number of children enrolled with physical disability. The
 281 findings further revealed that there is no significant difference in enrollment between regular
 282 schools (schools 1 up to 10) and special school (school 11) ($P = 0.1672$). This implies that the
 283 number of children enrolled in special and regular is almost same.

284 **Table 6: Enrollment of learners with physical challenges in five years**

School	Enrollment										Total per school			Mean per school		
	2011		2012		2013		2014		2015		B	G	O	B	G	O
	B	G	B	G	B	G	B	G	B	G	B	G	O	B	G	O
Sch. 1	2	1	1	0	2	0	1	2	3	1	9	4	13	1.8	0.8	1.3
Sch. 2	1	2	3	1	1	1	0	2	0	2	5	8	13	1	1.6	1.3
Sch. 3	0	1	1	0	2	1	0	1	1	0	4	3	7	0.8	0.6	0.7
Sch. 4	1	2	0	1	0	2	0	1	2	3	3	9	12	0.6	1.8	1.2
Sch. 5	1	0	0	1	1	0	2	1	0	2	4	4	8	0.8	0.8	0.8
Sch. 6	1	0	2	0	2	1	1	0	2	1	8	2	10	1.6	0.4	1
Sch. 7	2	1	2	2	1	0	2	0	1	1	8	4	12	1.6	0.8	1.2
Sch. 8	2	1	1	0	2	1	0	2	0	1	5	5	10	1	1	1
Sch. 9	1	2	1	0	2	0	1	2	3	0	8	4	12	1.6	0.8	1.2
Sch. 10	2	1	2	1	0	2	0	2	1	1	5	7	12	1	1.4	1.2
Sch. 11	1	2	1	1	0	2	1	2	3	1	6	8	14	1.2	1.6	1.4
O. Total	14	13	14	7	13	10	8	15	16	13	65	58	123			
O. Mean	1.3	1.2	1.3	0.6	1.9	0.9	0.7	1.4	1.5	1.2	5.9	5.3	11.2	1.2	1.0	1.1

285 (Key: B-Boys; G-Girls; Sch.- School; O-Overall)

286 3.4 The relationship between parents' economic status and enrollment

287 This study revealed that, majority (76%) of children with motor disability enrolled in preschools
 288 is from parents that are employed (Table 7). Further, majority (59%) of children enrolled had
 289 their parents employed on permanent terms (Table 7). The findings further revealed that 65% of
 290 children enrolled are from parents with incomes above Ksh. 6,000. The study revealed that
 291 majority (62%) of children enrolled in preschools are from parents who own property (Table 7).

292 **Table 7. Parents' economics status and enrollment of learners with physical challenges**

Economic status of parents		Percentage of parents (n=66)	Percentage of children with motor disability enrolled
Employment status	Employed	62%	76%
	Unemployed	38%	24%
Form of	Permanent	32%	59%

employment	Casual	68%	41%
Income level per month	Below Kshs. 3,000	48%	14%
	Kshs. 3,001-6,000	24%	21%
	Kshs. 6,001-9,000	18%	28%
	Kshs. Above 9,000	12%	37%
Property ownership	With property (land, car, house etc)	22%	62%
	Without property (land, car, house etc)	78%	38%

293
 294 The results on the relationships between parents' economic status and enrollment of children with
 295 motor disability in preschool were analyzed using chi-square. The null hypothesis (H_0) was that
 296 "there is no relationship between parents' economic status and enrollment of children with motor
 297 disability in preschools. This was tested at $P = 0.05$ (95%) confidence level. The results showed there
 298 was a significant relationship between variables if the P -value was below 0.05 at 95 % confidence
 299 level based on the chi-square tests (X^2). The results are shown in the Table 8.

300
 301 **Table 8. Relationship between Parental economic status and enrollment of children in**
 302 **preschool**

Variable	X^2	P -value
Employment status	6.271	0.046
Form of employment	8.05	0.035
Income level	11.34	0.015
Property ownership	9.18	0.038

303
 304 From the table, all the calculated X^2 values are more than the critical values from the chi-square table
 305 with 5 degree of freedom at 0.05 level of significance. The computed chi-square values lie under the
 306 rejection region. Therefore, null hypothesis is rejected. This means that economic status of parents
 307 had an effect on enrollment of children with motor disabilities in preschools. There were significant
 308 relationships between employment status, form of employment, income level and property ownership
 309 on enrollment of children in preschools since the P -values were statistically significant at 95 per cent
 310 level of confidence.

311
 312 A relation between economic status of the parents and enrollment of preschool attending children
 313 has been established (33). The findings of this study revealed that majority of children with
 314 motor disability enrolled in preschools are from parents with stable jobs, earn more income and
 315 are generally financially stable. Parents who are formally employed are also educated and
 316 therefore more likely to educate their preschool children. Asked on the reasons for enrolling the
 317 children, parents who are economically stable cited that they could enroll the children because
 318 they have money. One of the parents said, "I have the money to educate my child whether
 319 physically disabled or not." Another parent emphasized that, "despite the financial constraints, I
 320 can afford to pay school fees for my son whose right leg and hand is deformed." These narratives
 321 indicate that parents who are financially stable have the capacity to enroll their children with
 322 motor disability in a school. Children whose parents had a better economic status were found to
 323 have a higher enrolment. This is probably because they were able to support their children. They
 324 probably provided better check on their children's school attendance and quality follow-up for
 325 their adequate learning.

326 It is clear from this study that, parental low income level a negative effect on pre-school
 327 enrollment. According to Booth and Dunn, [34] there is a negative preschool children enrollment
 328 in low economic status of parents as it hinders the individual in gaining access to learning
 329 resources. It can be concluded that, ownership of capital assets positively influence childrens'
 330 pre-school enrollment. However, a study by Sullivan, Ketende & Joshi [35] did not reveal capital
 331 asset ownership as a major factor in enrollment of children's in preschools. However, they
 332 reported that, children whose parents had economic capacity for investment also had a higher
 333 preschool enrollment. The discrepancy in these findings with this study can be explained by the
 334 fact that in the Kenyan context, capital asset ownership is a strong indicator of one's level of
 335 income [36]. According to Corak [37] the income level of the parents determines their ability to
 336 spend on children education. The findings of this study are in agreement with a study carried out
 337 by World Bank [38] which showed that the economic abilities of parents positively influenced
 338 school enrolment.

339 This study revealed that parents, who are unemployed, have casual jobs, earn less income (below
 340 3,000) and do not own any capital asset have low ability of enrolling their children with motor
 341 disability in either regular or special schools. The parents affirmed that low incomes and lack of
 342 jobs or casual jobs hindered them from enrolling the children. One of the parents with low
 343 economic status said, "my meagre income was not enough to provide education for my daughter
 344 whose lower limbs are paralysed.....I thank the good Samaritan (my cousin) who is paying
 345 school fees." Another parent said that, "whether my son will continue learning or not remains
 346 unknown to me because I lost my job." These narratives indicate that it is good luck that some
 347 children are enrolled as lack of adequate income is hindrance to enrollment.

348 Findings in Table 9 show the perceptions of headteachers and teachers on economic status of
 349 parents.

350 **Table 9: Perceptions of Headteachers and Teachers on Economic status of parents**

Statement	Response	Percentage (n=56)
Employed parents are likely to enroll children with motor disability in schools than unemployed parents.	Agree	89%
	Not sure	4%
	Disagree	7%
Parents with permanent jobs are likely to enroll children with motor disability in schools than parents with casual jobs.	Agree	73%
	Not sure	20%
	Disagree	7%
Parents with high incomes are likely to enroll children with motor disability in schools than parents with low incomes.	Agree	82%
	Not sure	14%
	Disagree	16%
Parents with property are likely to enroll children with motor disability in schools than parents without property.	Agree	55%
	Not sure	20%
	Disagree	25%

351 The findings reveal that majority of headteachers and teachers agree that employed parents, those
 352 with permanent jobs, those with high incomes and those with capital property are likely to enroll
 353 children with motor disability in preschools. These findings indicate that more parents who are
 354 economically stable enroll children with motor disability than parents who are not economically

355 stable. In this regard, the findings hence collaborate the fact that economic status of parents is a
356 determinant to enrollment of children with motor disabilities in preschools.

357 Financial constraints among parents may delay the enrollment of the children or keep children
358 out of school completely. In a study carried out in Kenya by Murungi [39] it was reported that
359 majority (73%) of the parents with children not enrolled in preschools indicated that they were
360 not able to provide basic needs for their children while 97% of them said they lacked school fees
361 as well as money to meet basic school requirements such as books, uniforms, among other
362 school needs. In another study carried out in Meru Central District in Kenya by Ncabira [40] it
363 was reported that lack of school fees contributed to low enrollments and high dropout rates in
364 preschools. Vukojevic *et al.*, [41] reported a positive correlation between low socioeconomic
365 status of parents to low outcomes of children in schools.

366 **4. CONCLUSION**

367 It is clear from this research that the economic status of parents affects the enrollment of children
368 with physical disability in preschools. The status and form of employment, income level and
369 capital property ownership provides a measure for economic status of the parents. Children with
370 motor disability whose parents were employed, had permanent employment, higher income and
371 owned capital property had a higher enrollment in the preschools. It therefore suffices to indicate
372 that economic status of parents affects enrolment of children with motor disability in preschools
373 in Riruta zone, Dagoretti Sub-County, Nairobi County. In the light of the results of this study,
374 there is need to empower the parents of children with physical disability with a view to
375 enhancing enrollment of such children in preschools. The outcome of this research serves to
376 assist education stakeholders especially teachers, parents, administrators, education policy
377 formulators and planners in drawing suitable policies that will facilitate improved enrolments in
378 schools for children with physical disability. This is because there is need to provide free quality
379 education for all children including those with physical disability. Riruta zone, in Nairobi County
380 is a low income peri-urban area and the results may not be adequate for generalizing for the
381 entire country including rural and urban areas. Thus, further research need to be carried to
382 determine the influence of parents' economic status on enrollment of children with motor
383 disabilities in preschools in the entire nation. As the study only focused on the parents' economic
384 factors, there is need to study other collaborative factors affecting enrollment of children with
385 motor disabilities in preschools in Riruta zone and other parts in Kenya such as institutional
386 factors, parent-teacher partnerships and disability mainstreaming efforts.

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