

**INFLUENCE OF PARENTAL RESPONSIBILITY ON PARTICIPATION OF  
CHILDREN LIVING WITH DISABILITY IN EARLY CHILDHOOD ,  
EDUCATION CENTERS IN KAJIADO NORTH DISTRICT, KENYA**

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**A RESEARCH THESIS SUBMITTED IN FULFILLMENT FOR THE AWARD  
OF DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD  
EDUCATION, DEPARTMENT OF EDUCATIONAL COMMUNICATION AND  
TECHNOLOGY, UNIVERSITY OF NAIROBI**

**i**

2012

## DECLARATION

This research thesis is my own original work and has not been submitted for an award in any other University.

A handwritten signature in black ink, appearing to read 'Mokami Mosabi Mwita', written over a horizontal line.

Mokami Mosabi Mwita

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This research thesis has been submitted for examination with my approval as University Supervisor.

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## **DEDICATION**

This thesis is dedicated to my parents Micheal Mosabi and Benedetha Motongori, my husband William Mwita and our children Bethwel, Benjamin, Hillary and Titus. Given this effort, our children are encouraged to go further in pursuit of academic excellence.

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To them all, I say God bless you abundantly.

## ABSTRACT

Parents have a significant role in the upbringing of children regardless of the capacities. Parents who provide teaching learning resources, health care support, safe environment, educational cost and monitor the learning activities of CLWD enhance participation. In instances where these aspects are not provided participation is upheld. The study sought to investigate influence of parental responsibility on participation of CLWD. The study objectives included to: determine the extent to which parental responsibility in providing T/LRs influenced the participation of CLWD; examine the effects of parental responsibility in support of health care and safe environment on participation of CLWD; establish how parental responsibility in provision of educational cost affects participation and assess the extent to which parental involvement in the monitoring of the learning activities influenced participation of CLWD. The study questions were formulated from study objectives. The literature review depicted provision of T&LRs, health care support, safe environment, educational cost and involvement in the monitoring of learning activities and how these aspects influenced the participation of CLWD. The study used survey research design. Purposive and simple random sampling techniques were used to ensure equal representation. Tools used included questionnaires for ECE teachers, interview schedules for headteachers, focus group discussion guides for parents and observation guides for children. Validity of the instruments was appraised by the supervisor and the reliability of the instruments was tested through pilot study. The study established that parents could not provide adequate T/LRs for CLWD due to financial instability. CLWD missed school due to absenteeism attributed to lack of textbooks, exercise books, pencils, school uniforms and play materials. Worse still, CLWD were always sent home for tuition money. Problems associated with provision of health care and safe environment were health costs, lack of health facilities and lack of awareness. The study concluded that parents were the sole provider of T/LRs, health care, safe environment and educational costs for CLWD in ECE centres. Monitoring of learning activities was also parents' role. However, inadequate provision of T/LRs, health care, safe environment and educational cost was still a challenge. In addition, monitoring of learning activities was not sufficient for effective participation of CLWD. The government should allocate funds to cater for T/LRs, health care services and educational costs for CLWD. ECE centres should develop a policy on parental involvement which includes defined roles, responsibilities and strategies to boost participation. The government should lay clear policies and laws to enhance the participation of CLWD in ECE.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ASAL</b>	Arid and Semi Arid Land
<b>CLWD</b>	Children Living with Disability
<b>ECE</b>	Early Childhood Education
<b>FGDs</b>	Focus Group Discussions
<b>FPE</b>	Free Primary Education
<b>GMR</b>	Global Monitoring Report
<b>GoK</b>	Government of Kenya
<b>KNSPWD</b>	Kenya National Survey for People with Disability
<b>LDA</b>	Learning Disability Association
<b>MOEST</b>	Ministry of Education Science and Technology
<b>PWD</b>	People with disability
<b>ROT</b>	Republic of Tanzania
<b>NSNE</b>	National Special Needs Education
<b>SPSS</b>	Statistical Package for Social Science
<b>STAR</b>	Standardized Test for Assessment of Reading
<b>T/LRs</b>	Teaching learning Resources
<b>THDR</b>	Third Human Development Report
<b>UN, CRC</b>	United Nations, Convention on the Rights of Children
<b>UNESCO</b>	United nation, Education, Science and Cultural Organization
<b>UNICEF</b>	United Nation, Children Education Fund
<b>WHO</b>	World Health Organization

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives and research questions. This is followed by the significance of the study, basic assumptions, limitations and delimitation of the study. Finally, the study concludes by defining the operational terms and outlines the study organization.

#### **1.2 Background to the Study**

Parents have a significant role in the upbringing of children regardless of the capacities (UN, CRC, 1991). According to Will (1986) children living with disability (CLWD) require special care and extra support with parents offering requisite attention. This enables CLWD to effectively participation in school and society. According to the National Special Needs Education Policy Framework (NSNE) (2009) disability in children varies from hearing, vision, mental, speech to physical disability. Thus parental support is requisite to facilitate the participation of CLWD in ECE. Disability impedes the participation of children in school at all tiers due to activity limitations and participation restrictions. In addition based on diversities in disability the support needs of CLWD vary depending on the severity of disability. For instance, children with hearing disability require hearing aids and devices that amplify sound to boost mastery of concepts during instruction. On the other hand, visual disability requires tactil<sup>^</sup> facilities such as Braille, embossed map and touch

signs to accelerate participation in class. While the Physically disabled children need physical facilities which fit their physical condition and raise the level of participation during the learning process (Oriado, 2003). However, this has increased the burden to parents of CLWD hence inadequate provision of basic training devices. For instance, hearing aids and specialized materials still remains a hindrance to the participation of CLWD in Early Childhood Education (ECE) like any other child (Kochung and Oriado, 2003).

Bondioli (2000) states that provision of teaching and learning resources are key in the participation of CLWD in the learning process. On the same vein, Kochung (2003) noted that parents of CLWD have a responsibility to provide teaching learning resources (T/LRs), health care and safe environment and financial support and monitor the learning activities to accelerate the participation of CLWD in ECE. This is in agreement with Sigh (2009) who asserted that parental provision of health care and safe environment is a requisite for optimal growth and development of any child. Studies by Neas, Seals and Mezey (2003), Sloper and Beresford (2006) pointed out that poor provision of T/LRs, health care and safe environment limit participation of CLWD in school. However participation enables CLWD to understand societal expectations and acquire the physical and social competencies needed to succeed in school and community (WHO, 2003). Thus, there is need to integrate CLWD in all tiers of school system to raise the levels of participation especially in ECE with parents taking up responsibility in child support and learning.

In Tanzania, parents and the community are expected to take care of CLWD. This explains the reluctance of parents to send children to schools and programs located a

way from the localities (Kisanji, 1993). UNICEF (1999) indicated that there were no planned or integrated actions at the local level for CLWD in Tanzania. CLWD tend to be isolated and often not sent to school due to parental misconduct and negligence. This limits the enrolment and participation of CLWD in ECE. In addition, the ECE cost for CLWD is provided by parents with little support from the government (THDR, 1999). This has posed a great challenge to CLWD from poor backgrounds as parents cannot provide the educational costs which include tuition fees, feeding programs and special equipment. As results the retention and completion rate of CLWD becomes minimal. In addition CLWD feel withdrawn, discriminated and are less likely to participate in ECE (Ohba, 2009).

Haggerson (2000) highlighted that parental involvement and monitoring of the learning process of CLWD is needed at three levels: societal, institutional and instructional. Parents have a responsibility to monitor the learning progress of CLWD and level of engagement in school based activities. For instance, parents may assist CLWD in doing homework, attending educational meetings and accompanying CLWD to school activities such as games. This boosts the participation of CLWD in the learning process (Apple, 2004). In support of this contention Learning Disability Association (LDA) (1999) indicated that through monitoring, parents can initiate changes in the participation of CLWD in ECE resulting in enhanced learner achievement.

In Uganda, Adebayo (2010) indicated that families with CLWD require support of the community to make life enjoyable and valuable to CLWD like any other children. In addition CLWD requires attention and care from parents to participate in ECE (Will,

1986). The major causes of disability in Uganda as stated by Jacobsen (2000) included malnutrition and disease, environmental hazards, traffic and industrial accidents and civil conflict and war. According to the Uganda National Commission for UNESCO (2007), a shift of approach to education of CLWD had taken place and the previous emphasis on education was being replaced by a commitment to inclusive approach which aims to integrate CLWD in ordinary schools to effectively raise participation in learning activities.

Adebayo (2010) further indicated that families of CLWD lack the basic needs to meet the yearnings of CLWD which affect enrolment, retention and completion through lowered level of participation. The governments that ought to assist such families tend to give little support which increases the burden to the parents of CLWD. This hampers the participation of CLWD in school (David, 2001) and in the end lowers the learners' achievement.

Kenya has put efforts to address the issues confronting CLWD, but a great deal remains to be accomplished (Godia, 2008). The Children's Act (2001) stipulates that a disabled child shall have the right to be treated with dignity, and be accorded appropriate medical treatment, special care, education and training free of charge or at a reduced cost whenever possible. In addition, the NSNE policy Framework (2009) stipulates that CLWD have the rights to participate in education with parents taking part to raise learner achievement. Even though the government of Kenya (GoK) embraces inclusive education for all children of different diversities, parents of CLWD tend to offer minimal support which excludes CLWD from effectively participating in ECE programs-^Global Monitoring Report, 2007). In support of this

contention, Enkhtsetseg (2010) asserts that inclusive education is not integrating children as placed. The most affected are CLWD who often face discrimination and isolation which impede participation in ECE.

### **1.3 Statement of the Problem**

Children living with disability require additional parental support and care to participate effectively in school (Will, 1986). Parents who provide T/LRs, health care support, safe environment, educational cost and monitor the learning activities of CLWD enhance participation (Neas, Seal and Mezey, 2003; Bondioli, 2000 and Kochung, 2003) and accelerate learner achievement. In instances where the aspects are not provided, participation of CLWD may be compromised (Sloper and Beresford, **2006**).

Kenya has put efforts to address issues confronting CLWD through provision of laws, for instance Children Act (2001), People With Disability Act (PWDA), (2003) which stipulates parental responsibility towards participation of CLWD (Godia,2003). Despite such efforts CLWD are discriminated against and not equally recognized like other children, which exclude them from effective participation in school (Kochung, 2003) and in the end lowers learner achievement. In Kajiado North District parental responsibility on the participation of CLWD has not been strong. Parents are unable to provide adequately for the needs of children due to poverty (Strategic Plan, 2005-2010). It is for this reason that the study sought to investigate the influence of parental responsibility on the participation of CLWD in ECE.

#### **1.4 Purpose of the Study**

The purpose of this study was to investigate the influence of parental responsibility on participation of CLWD in ECE centres in Kajiado North District. Parental responsibility is requisite to facilitate the learning of CLWD in ECE and in the end raises learner achievement.

#### **1.5 Objectives of the Study**

The study sought to address the following objectives:

- i) Determine the extent to which parental responsibility in providing T&LRs influence the participation of CLWD in ECE.
- ii) Examine the effects of parental responsibility in support of health care and safe environment on the participation of CLWD in ECE.
- iii) Establish how parental responsibility in provision of educational costs affects the participation of CLWD in ECE.
- iv) Assess the extent to which parental involvement in monitoring the learning
  - activities influence the participation of CLWD in ECE.

#### **1.6 Questions to the Study**

The following research questions were used to guide the study

- i) In what ways has parental responsibility in providing T&LRs influenced the participation of CLWD in ECE?
- ii) What are the effects of parental responsibility in support of health care and safe environment on the participation of CLWD in ECE?

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- iii) How does parental responsibility in provision of educational costs affect the participation of CLWD in ECE?
  - iv) In what ways has parental involvement in monitoring the learning activities influenced the participation of CLWD in ECE?

### **1.7 Significance of the Study**

The findings of the study are of significance not only to the parents with CLWD in public ECE in Kajiado North District but also to the policy makers, teachers and society at large. The findings are expected to enlighten the 'ignorant' parents who take disability as inability. The implementation of the findings is expected to bring about programs that can help parents and society at large to change the attitude towards disability and be more responsible. Policy makers have a responsibility of designing and implementing sound policies in all sectors of development. Policy makers will be able to design and implement policies that take parental related factors and disability into account. The findings are further expected to contribute to global knowledge on the critical role that parents play in providing for the needs of CLWD.

### **1.8 Limitation of the Study**

This study was limited in sourcing information from parents some of whom were not willing to provide the desired information about the role they play towards providing T&LRs, health care, safe environment and financial support as well as their roles in monitoring the learning activities of CLWD. This could have been influenced by the perception, attitude and sensitivity about the issue of disability. Although there was this scenario the study involved FGDs to solicit relevant information.

## **1.9 Delimitations of the Study**

The study was delimited to the entire Kajiado North District and all the public ECE centres with CLWD. The district previously formed part of the large Kajiado district and is composed of four divisions namely: Ngong, Rongai, Magadi and Ewaso. The study included; CLWD, Parents of CLWD, ECE teachers, and headteachers from ECE who were selected to participate in the study since their views and opinion contributed towards answering the research problem. Any other areas outside this scope were not considered in this study.

## **1.10 Basic Assumptions**

The study assumed that parents play critical roles in the education of CLWD to participate fully in education. Further, the study assumed that there is a relationship between parental responsibility and participation of CLWD in ECE.

## **1.11 Operational Terms**

**Children with disability:** These are children with identified impairments, activity limitations, and participation restrictions. They require early intervention, special Education services or other specialized services and support.

**Discrimination:** Treating a child in a way that makes the child to feel unwanted. For example rejecting and neglecting a child's need.

**Educational Cost:** The term has been used to refer to financial support provided by parents to cater for teaching and learning process of children living with disability in early childhood education.

**Inclusive Education:** Addressing the learners within the mainstream; that is allowing learners to participate in schools despite their diversities.

**Learning activities:** These are the actions that a learner is involved in during the process of acquiring knowledge in an ECE institution.

**Learning Resources:** The term learning resources not only include instructional materials but also the facilities that facilitate the teaching and learning process of children living with disability.

**Monitoring of learning activities:** This is the support given to CLWD by parents to facilitate participation in school. It may include attending school events and helping in checking of homework.

**Parental Responsibility:** This is the role that parents play towards the provision of education of children living with disability in ECE.

**Participation in learning:** This term has been used in this study to refer to involvement of children in all school related activities that may include indoor and outdoor activities.

**Safe Environment for CLWD:** It is an environment that allows the CLWD space and time to interact with the learning and teaching processes.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section explored theoretical and empirical literature touching on parental concepts and participation of CLWD in ECE. The purpose of this section was to establish study foundations, explore experiences of various studies and provide a framework on primary data which was to be contextualized and interpreted. It further indicated the theory on which the study was anchored; social contract of justice as fairness and a conceptual framework that encompassed major variables of the study, the possibility patterns of influence on each other and eventually participation of CLWD in ECE.

#### **2.2 Situation of CLWD, Parental Responsibility and Implication in Learning**

According to the United States (U.S) census bureau (2011) out of 53.9 million school children aged 5 to 17 years, 2.8 million were reported as having a disability. The study established that there was a possibility of prevalence being as high as 25percent because of poverty, inaccessible health care, educational services, the HIV epidemic and poor transportation. There is need for additional support from parents and other stakeholders to enhance participation especially in ECE centres. Further study done by Livion (2007) in Tanzania indicated an estimate of 10 percent school enrolment for CLWD. In addition, a study done by the Republic of Tanzania (ROT, 2003) indicated that the reasons for disability in the country included poor medical facilities and diseases such as measles and meningitis. Despite any cause of disability parental support is needed in all levels of education to raise learner achievement.

In Kenya the Ministry of Education, Science and Technology (MOEST) (2004) provided an estimated prevalence rate of 10 percent and approximately seven hundred and fifty thousand (750,000) CLWD at the elementary level. Ninety thousand (90,000) had been identified and assessed but only twenty six thousand (26,000) were enrolled in schools. This calls for parents and other stakeholders to take responsibility in facilitating the participation of CLWD in ECE for effective learner achievement. In addition, a study conducted by Kenya National Survey of People with Disability (KNSPWD) (2007) about disability in Kenya, provides some crucial data on some of the common forms of disabilities which included: hearing, speech, visual, mental and physical. Despite the diversities additional parental support is needed to raise participation and learner achievement in school and outside school set up. Table 1.1 illustrates various types of disabilities among children.

**Table 1.1: Prevalence of Disability in Kenya (in percentage)**

<b>Background characteristics</b>	<b>Types of common disability</b>				
	<b>Hearing</b>	<b>Speech</b>	<b>Visual</b>	<b>Mental</b>	<b>Physical</b>
<b>Age</b>					
0-14 years	0.5	0.2	0.4	0.1	0.6
15-24 years	0.4	0.2	1.1	0.2	1.1
25-34 years	0.4	0.1	1.1	0.5	1.3
35-54 years	0.4	0.1	2.8	0.4	2.3
55 years and above	1.1	0.2	5.1	0.6	6.2
<b>Provinces</b>					
Nairobi	0.3	0.1	2.7	0.3	1.1
Central	0.5	0.1	1.3	0.5	2.2
Coast	0.8	0.3	1.8	0.3	1.4
Eastern	0.5	0.2	1.5	0.3	1.6
North Eastern	0.4	0.1	0.3	0.1	1.2
Nyanza	0.0038	0.3	1.9	0.2	2.5
Rift Valley	0.4	0.1	0.7	0.2	1.1
Western	0.7	0.2	0.8	0.3	1.2
<b>Total</b>	<b>7.2</b>	<b>2.2</b>	<b>20</b>	<b>3.3</b>	<b>23.8</b>

**Source:** KNSPWD, 2007

The study established that children aged 0-14 years had various forms of disabilities.

These included hearing 0.5 percent, speech 0.2 percent, visual 0.4 percent, mental 0.1

**percent** and physical disabilities 0.6 percent, thus there is need for more support from **parents** and other stakeholders to enhance participation. In Kajiado North District, the **estimate of CLWD** is placed at three hundred and three (Survey Data 2012) therefore **parental** support is crucial to accelerate participation and strengthen learner **achievement**.

### **2.3. Parental Responsibility: T/LRs and participation of CLWD**

**According** to UNESCO, Education Digest (2005) participation rate of CLWD in pre-**school** Education in developed countries (German, Japan) is above 80 percent, while in Africa and Middle East it ranges below 20 percent. A study done by Friedrich Huebler (2009) showed that the enrollment of CLWD in ECE **worldwide** has decreased in some countries such as the Soviet Union and Eastern Europe. Low enrollment rate values were also observed in Central, South and East Asia. Enrollment tends to vary due to the huge differences in level of parental income worldwide. This affects the participation of CLWD in class, school and at home.

According to Kochung (2003) CLWD require specialized educational resources at individual and school levels depending on the nature and extent of disability. The high cost of special equipment for CLWD remains a hindrance to participation of CLWD in ECE. Kochung, (2003) further indicated that there is inadequate provision of appropriate T/LRs for CLWD. The resources commonly available in the market are for children with no disability (NSNE Policy Framework, 2009). This has made it difficult for parents with CLWD to access T/LRs that are compatible to the needs of CLWD leading to low learner achievement. In addition, the GoK has allocated funds to every learner in primary schools and units the same with those with special needs

**and disabilities** getting a top up capitation to cater for the specialized T/LRs and other **assistive** devices. This capitation has not been extended to ECE centres, resulting to poor participation of CLWD in class and school. The capitation provided by parents **is inadequate** for purchase of T/LRs for CLWD in ECE. This limits the participation of CLWD, in class, school and low involvement outside school set up (NSNE Policy Framework, 2009).

According to the NSNE Policy Framework (2009) T/LRs and school facilities are key factors in facilitating a child's participation in ECE. Creating and maintaining stimulating learning environment, adequate T/LRs are crucial financial resources to implement. For CLWD, parents play a bigger role in providing text books, exercise books, pencils, playing materials, teaching aids and specialized equipments to boost the participation of CLWD (Kochung and Oriedo, 2003). In instances where parents fail to provide the teaching and learning resources required for CLWD, participation remains weak (Bondioli, 2000). Such a scenario lowers CLWD capability to master requisite skills in the learning process.

Bondioli (2000) further asserts that availability of adequate and use of T/LRs raises the level of participation for CLWD. To sustain this, parental support through provision of learning aids such as braille, magnifying glasses, and tactile maps for visual disability was needed at all levels for higher learner achievement. In support of the contention Broom (1973) stated that creative use of a variety of media increases the probability that CLWD would learn more, retain better what they learn and improve performance of skills that they are expected to develop.

**Further** studies by Ausubel (1973) stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. The GMR (2007) noted that the GoK provided FPE and failed to extend the free education to ECE centres. This has increased the burden to parents who are the key actors in ECE centres. Provisions of T/LRs in most of ECE remain the responsibility of parents. Thus, inadequate provision of T/LRs by parents has become a hindrance to the participation of CLWD.

Desforges and Abouchar (2003) on the Impact of Parental Involvement in education of children found that there is a relationship between parental involvement, parental support and family education on pupil achievement and adjustment in schools. Parental involvement takes many forms including good parenting at home, provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values, high aspirations relating to personal fulfillment and good citizenship. The study also found that parental participation is strongly influenced by family social class, parental level of education, material deprivation, parental psycho-social health, single parent status and, to a lesser degree, family ethnicity.

Success in learning to read is, to a large extent dependent upon the amount of reading children do both in and out of school. Rasinski (1995) indicates that comprehension is directly affected by a reader's background knowledge. CLWD who are exposed to reading both at home and at school are in a better position to comprehend the text given to them. Involvement with reading activities at home has significant positive

**influences** not only on reading achievement, language comprehension and expressive **language** skills, but also on pupils' interest in reading, attitudes towards reading and **attentiveness** in the classroom (Rowe, 1991; Gest, Freeman, Domitrovich, & Wels, 2004).

CLWD need parents' assistance to be able to understand the relationship between the printed word and oral language, given that not all children grasp the link between print and words immediately (Ferreiro, 1996). A study by Anderson (2000) indicates that parents stimulate children's adult intelligence and lay the foundation for formal reading instruction during story-book reading. It is therefore crucial for parents to play a role in providing a natural reading environment for CLWD to raise learner achievement.

Studies by Hughes, Schumm & Vaughn (1999) and Ferreiro (1996) state that parents who are aware of their role of encouraging children to read and write outside, display this by structuring activities to allow children to be actively involved in reading and writing. They further state that parents for whom reading is part of their everyday life make an effort to stimulate children's reading development. DeBaryshe (1995) was in agreement that parents who ensure that CLWD have enough books, magazines or other printed materials at home to read motivate them to turn pages through on their own and read independently which boost participation in school.

According to Baker and Scher (2002), parents who view reading as a source of entertainment, are more likely to have children who also enjoy reading and become skilled readers. A study done by Aulls and Sollars (2003) states that in homes where

reading materials are freely available, parents read aloud to their CLWD at least five or more times per week. On the other hand, in homes where reading materials are not as freely available, the majority of parents tend to read to CLWD only once or twice per week affecting participation of CLWD in school. Anderson (2000) pointed out that parent's expectations of children's abilities influence the support of the children and the provision of positive home reading environments.

On the contrary, Baker and Scher (2002) believed that parents who perceived that children were not interested in learning to read or who were not yet engaging in the printed word in interactions with books, did not have the same expectations of their children. Hornby (2000) and Driessen (2004) asserted that parents can make a significant contribution to the development of children's literacy by providing a stimulating environment around language, reading and writing as well as supporting at home the school's literacy agenda, both during the early years as well as the foundation phase and senior phase years of schooling.

A study done by Bondioli (2000) on parent education, involvement and its impact on children, showed that a positive correlation exists between parent education level, parents providing homework assistance for their children, the amount of English spoken in the home, and the number of years living in the United States with the students' grade equivalence scores (GES). The study indicated that the existing knowledge base is good enough to understand how spontaneous parental responsibility works in promoting learner achievement.

## **2.4 Parental Responsibility, Health Care, Safe Environment and CLWD in ECE**

A study done by Hornby (2000) in Brazil identified that parent's experienced transportation and health cost challenges in support of health care and safe environment to CLWD. Providing support in health care and safe environment would improve attendance rates for CLWD thus effective participation. In instances where appropriate health care and safe environment was not provided, it slowed the participation of CLWD in school (Neas, Seals and Mezey 2003). On the same vein studies done by Scottish Government (2008) noted that parents who had a negative experience at school were less likely playing an active role in school activities. This made CLWD not to participate effectively in class and at school.

In South Africa, studies carried out in Pretoria by Johnson (2007) revealed that the nature of home reading environment influenced the reading ability of CLWD and that reading at home contributed to the development of children's language and literacy skills. In addition, Kochung (2003) noted that CLWD required a barrier free environment to maximize their functional potentials. Learning environment includes the location of institutions, buildings, amenities, equipments and furniture. Kochung (2003) further asserts that the physical environment where CLWD operates should be accessible and or be disability friendly. In instances where the learning environment is disability unfriendly CLWD lack access to education resulting poor participation. This requires parents to take active responsibility in the education of CLWD to accelerate participation in class and at school.

Studies done by Neas, Seals and Mezey (2003) established that parents who have CLWD face difficulties in finding high quality health care and a safe environment

due to low income and others due to poverty hence making it become difficult to **afford** the price of quality care and safe environment. In addition, this contributes to lowering of the level of participation for CLWD in ECE. Sloper and Beresford (2006) pointed out that about 55 per cent of families of CLWD live in poverty and face extreme difficulty in providing the financial support needed to care and offer a safe environment for CLWD. This affected participation in school. CLWD require frequent and multiple hospitalizations, others need surgical interventions over the course of life. This in turn makes it difficult for parents with low socio-economic status to obtain an appropriate child care or safe environment for CLWD to stay comfortably and participate effectively in the learning process (Ho and Will, 1999).

Sloper and Beresford (2006) emphasized that families of CLWD lack suitable housing and have unmet needs for assistive devices and equipment. Worse still, others lack suitable leisure facilities and accessibility to any environment thus poor participation. In addition, Sloper and Beresford (2006) noted that mothers with CLWD are much less likely to have jobs than other mothers, complicating the difficulty of caring for a child's needs. In as much as parents with CLWD would like to play their role effectively, it becomes difficult for them to provide quality health care and safe environment for CLWD thus lowering participation in the learning process.

According to Huebner (1988) CLWD can learn many skills from parents through the natural interaction by observation and imitation. The casual routine tasks done by the family do not offer sufficient skills for the child with disability. Therefore, parents should teach different skills to\*CLWD systematically. Heward and Orlansky (1988)

**also noted** that, although some degree of involvement in the education process is **desirable** for all parents, it is requisite for parents of CLWD. Therefore, in order to **make the** education of CLWD effective, proper health and environment should be **enhanced**. Ysseldyke and Algozzine (1995) further stated that with appropriate **assistance**, CLWD achieve academic success just like others children. Garwood (1983) noted that there is a substantial agreement among vision educators that disability itself is not a detriment to academic achievement if favorable environments are available in the school and at home.

Huebner (1988), and Sacks and Rosen (1994) described that daily living skills are critical for the well being and self concept of CLWD. Hence, they should actively participate in age appropriate routine activities in the home, school, and other environments. Such skills include eating, personal hygiene and grooming, food preparation, house care, money management, shaping, sewing, telephone use, childcare and minor household maintenance for proper health care needs. In teaching self care development (eating, toileting, and dressing) slight delays in attaining the objectives may occur or the sequence of learning may be longer because parents (caregivers) often do it for CLWD rather than taking time to train the child to perform a task.

Huebner (1988) indicated that, if adults or parents restrict and over-protect CLWD, then the result will be dependent children who lack the skill to perform routine tasks. Werner (1994) described that CLWD are expected to help in a wide range of daily activities. This promotes self-confidence among CLWD to participation in class and in school (Kochung, 2003). >n many countries and farming communities, book

learning is much less important than the skills children learn through helping their families with daily work. A family that tills the land can begin to include a disabled child in gardening and farming activities from an early age. This will help the child to live and do things independently in school and during adulthood.

Studies done by Bondioli (2000) established that a child who does not acquire good orientation and mobility skills is restricted in the amount, diversity, and spontaneity of social encounters. Parents are therefore encouraged to give CLWD a chance to move freely and independently. Desforges and Aboucaar (2003) stated that parents who take CLWD to the different ceremonies, meetings and recreational areas help to develop the social skills. Besides, they have to give information or orientation about all things that are found in the environment where the child is moving or walking to boost participation of CLWD in school and at home. It is clear that overprotection is as bad as neglect or rejection. Werner (1994) noted that providing too much protection is one of the biggest problems observed in different countries of the world. The parents do almost everything for CLWD and hold them back from developing skills and learning to care for themselves. This is because most parents believe that CLWD are unable to do things by themselves. Moreover, parents do not allow CLWD to play with other children because of fear to be teased or unable to do as well as the others thus jeopardizing their participation in school.

Paratore and McCormack (2005) studies established that children who achieve high levels of reading have the benefit of parental support and involvement. This view is further supported by Henderson (1988) who found that learners learn more effectively and successfully when parents are involved in their education. The reading at home

pre-supposes that parents have a great role to play in this regard. Therefore a clear role definition and its understanding on the part of parties are crucial for positive contribution to the child's reading activities and participation in school. In addition, studies done by Desforges and Abouchaar (2003) stated that children whose parents were responsible in education showed greater social, emotional development and health support and in the end raised learner achievement.

Paratore and McCormark (2005) established that partnership, educators, families and community members who work together to share information, guide learners, solve problems and celebrate successes boosts participation of CLWD in school. Further, Paratore and McCormark (2005) emphasized that shared responsibilities at home, school and community for children's learning and development. A common approach and understanding on the roles of all members in the partnership is paramount as it can only improve working together to the advantage of children participation in education.

### **2.5 Parental Responsibility: Educational Cost and participation of CLWD**

Studies done by (Littlefair, 1994; Driessen et al., 2004; and Hornby, 2000) indicate that providing educational cost is a greater support in the foundation phase of CLWD. In addition, Hornby (2000) observed that at a combined school in South Africa, parents who were involved in the development of CLWD literacy beyond foundation phase accelerated participation in learning. In instances where parents were less involved participation of CLWD was slowed. Parents are part of children's literacy development and may thus have valuable insight into children's reading development and abilities (Dickinson & Tentple, 1998).

**According** to Lessing and Mahabeer (2007) in a study **carried** out in Indonesia, low socio-economic environments and literacy levels of parents tend to provide CLWD with minimal chances of exposure reading of material therefore effectively reducing literacy ability. For example, the frequent lack of books, magazines and newspapers, radio and television at home tend to result in dissonance between home and school. This kind of dissonance diminishes the chances of school by lowering participation success. The low and unstable income leaves many homes without electricity and as a result learners lack restful and stimulating study environments and exposure to experiential world is limited weakening participation in school especially ECE centres.

According to the NSNE Policy Framework (2009) the cost of providing educational services to CLWD is relatively high and constitutes the single most limiting factor to increased enrolment, retention and transition of CLWD within educational programmes. This is compounded further by the fact that a majority of CLWD come from poor families. Such families find it difficult to provide educational cost thus compromising the participation of CLWD (Sloper and Beresford, 2006).

NSNE Policy Framework (2009) further indicates that there is inadequate planning of service delivery programmes which greatly affect participation of CLWD in ECE. This is mainly due to insufficient financial resources, thereby compromising the quality of services provided and participation of CLWD in school. Financial and human resources are inadequate, the prices of equipment are ever rising and training of professional is below expectations often limiting acquisition of support equipment to CLWD and lower participation. Consequently, educational services for CLWD

call for concerted efforts between government and development partners (NSNE Policy Framework, 2009).

There are various implications of educational costs on CLWD access to education and retention in ECE. India's Policy on the Educational Access (2009), states that poverty is a major factor affecting access to schooling. The CLWD of the poor (55%) tend to be relegated to the margins of the system, and eventually pushed out altogether (Sloper and Beresford (2006). Furthermore, a closer analysis shows that economic impoverishment itself is deeply embedded in a discriminatory social structure. Not all CLWD complete ECE and transit into higher levels of education. Data collected on all-India basis by the District Information System in Education (DISE) (2005) showed that on average, 16% of children who reach grade 5 fail to make the move from preschool to primary school which impacted on the participation of CLWD in education. Similarly about 15% of children who reach grade 8 fail to make the move from upper primary to secondary schooling because of lack of schooling facilities near homes, the direct and indirect costs, and inappropriate attainment levels.

A study by Huston (1999) on Child Development and Public Policy has found that there is a high risk of educational under achievement for children who are from low-income housing circumstances. This often is a process that begins in early schooling for the less fortunate children (Allen, 1994). In the U.S educational system, CLWD are at a higher risk than other children for retention in grade, special placements during the school hours and even not completing education. There are indeed many explanations why students tend to drop out of school. For children with low resources, the risk factors are similar to excuses such as juvenile delinquency rates, higher levels

of teenage pregnancy and the economic dependency upon their low-income earning parents (Huston, 1991).

A study by Solley (2005) stated that families and society who submit low levels of investment in the education and development of less fortunate children end up with less favorable results for the children. This implies that there is need for parents to invest in CLWD for better results in education. Higher rates of early childbearing with all the connected risks to family, health and well-being are major issues to address since education from preschool to high school are both identifiably meaningful in a life (Solley, 2005).

According to Epstein (2001), the economic hardship are caused by low socio-economic status of the parents and can lead to disruption in parenting, increase amount of family conflicts and increase the likelihood of depression in single parent households. Socio-economic status indicates the quality of home life for CLWD. Becker and Tomes (1976) stated that an increase in an individual's income relatively increases the quality of education in children. Studies done by Deseforges and Abouchaar (2005) were in agreement that families with high socio-economic status often succeed in preparing CLWD for schooling because they have access to a wider range of resources to promote, explore and support the children's mental and physical development as well as providing educational toys which can groom character. These opportunities, help parents understand the emotional, mental, social, physical, psychological, and cognitive growth of the disabled children for sustained participation in ECE.

**Schoggen** and Schoggen (2005) noted that socioeconomic status builds the confidence of an individual to face challenges in life compared to poverty stricken families who hopelessly struggle to make ends meet in life and children's schooling. Families with poor socio-economic status not only lack financial, social, and educational support but also find themselves struggling to accrue financial resources and lack time for children impacting values, good habits, manners and basic nutrition for CLWD often impeding participation in school. Then CLWD join primary school unprepared as their peers from families with medium or higher social economic status resulting in poor participation and low learner achievement.

According to Apple and Zenki (1996), CLWD from low income families become victim of hunger, diseases, physical, mental disabilities and homelessness due to environmental factors than children from rich families. Therefore, socio-economic background of the family sets the road map of academic achievements for CLWD. Family background is the key to pupil's life in and outside school. The environment at home influences the child's interest in school and aspiration for the future which is often impaired by weak economic status which worsen participation of the CLWD in school. Schoggen and Schoggen (2005) suggested that economic and social science perspective have a role on family composition in education attainment. When the child is young, time is considered as more important as money (income) in raising child's performance in schooling.

Powell (1998) found that the costs for CLWD have negative effects no the probability that the mother works full time which affects participation in school. Connely and Kimmel (2000) indicated that \*the probability of using special school-based care

increases with full time employment of mothers than mothers employed part time for they rely on childcare provided by relatives. Others do not enroll CLWD in preschool due to lack of understanding as to why early childhood programs are important and believe that children are not ready to begin formal education. This further limited the participation of CLWD in school and lowers learner achievement.

Powell (1998) state that high available wages encourage mothers to work outside their homes, while high cost school fee suppresses maternal employment hence reducing chances of effective child participation in school especially CLWD. Becker and Lewis (1999) stated that there were significant negative effects on the presence of young siblings on school enrollment due to the cost of care. In support of this contention Becker and Lewis (1999) further stated that high cost of care especially for disabled discourages parents from using ECE centers, compromising the participation of CLWD in school. Parental wages influence the cost of care for CLWD, affecting enrollment of school going children and determines level of participation. Increase in parent's labor raises school participation for boys and depresses schooling for girls, since they substitute the mother in household chores (Butcher and Case, 1994).

Studies by Neas, Seals, and Mezey (2003) indicated that poverty often drastically affects children's success in school. A child's home "activities, preferences, mannerisms" must align with the world and in the cases where this does not take place children are disadvantaged in school and most importantly the classroom. Therefore, CLWD who live at or below the poverty level will have far less success educationally than the CLWD who live above the poverty line (Sloper and Beresford, 2006). Ho and Will (1999) were in agreement that poor CLWD have a great deal less

**health** care and ultimately results in much absence from the academic year. Additionally, CLWD are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infections, flu, and colds. These illnesses could potentially restrict a **disabled** child's focus and concentration, which may eventually lead to lack of **participation** among CLWD in school (Hudson, 1991).

According to World Bank Report (2009), Filmer (2008) and UN (1996) have shown that there is a link between poverty and disability. The connection between the two is however complex and multi-directional. Throughout the world, the disabled constitute a disproportionate number of the poor. Further World Bank (2009) found that two-thirds of the disabled individuals live in poverty. As such, it is relatively simple to make the causal connection between disability and poverty. A report by the UN (1996) had earlier showed that people living with disabilities are not able to get access to basic, social and medical services simply because they lack access to income. Kajiado District is classified as Arid and Semi-Arid Land (ASAL). The poverty level is moderately high (District Strategic Plan, 2005-2010). Therefore, parents may not be in position to provide Educational cost which then compromise the participation of CLWD in ECE centres.

## **2.6 Parental Responsibility: Monitoring Learning Activities and CLWD in ECE**

According to Lemmer (2007) parental involvement in monitoring learning activities and participation of CLWD in ECE improve the culture of teaching and learning needed in schools. Lemmer (2007) noted that parents face a number of challenges that affect involvement in monitoring of learning activities positively or negatively. The origins of the significance of parental involvement of monitoring the

learning activities among children stems most certainly from the compensation programs implemented in the 1960's and 1970's in the United States and Europe (Bakker and Denessen, 2007). These programs aimed, among other things, to encourage the active engagement of mainly low socio-economic status and ethnic minority parents to prepare children for a more successful school career and to prevent educational delays on the part of children at risk.

A study conducted by the Scottish Government (2008) identified the following challenges which are often encountered by parents: lack of time may emerge from the hardships imposed by low income, poverty which limits the ability to make financial and mutual contributions. This has made CLWD not to access basic education. Other CLWD stay with the grandparents who depend on pension grant to survive and as result little or no money is left to attend to other school demands such as frequent school visits thereby compromising the participation of CLWD in school.

Families acquire important information about children's development through parent education programs (Gianzero, 1999) which help in raising the level of achievement to CLWD in school and at home. Such programs are guided by firm belief that parents are capable of learning new techniques for working with CLWD. Gianzero (1999) recommended that the programs focused on helping low-income parents to work with children to improve children's behavior, language skills and test performance. In addition, the programs helped parents' ability on how to engage in helping children with home activities in boosting participation in school.

Deutscher and Ibe (2002) observed that for CLWD to be able to participate effectively in the education systems, it is indeed the role and sole responsibility of parents to monitor the learning processes. This may involve monitoring of various activities such as assisting the children in doing the homework or attending to educational meetings concerning the learning progress of the CLWD. If the parents participate fully in the learning processes there is positive influence on the participation of CLWD in learning (MOEST, 2001).

Desforges and Abouchaar (2003) conducted a study on the Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment. The study sought to establish the relationship between parental involvement, parental support and family education on pupil achievement and adjustment in schools. Two distinct bodies of literature were discerned. One focused on describing and understanding the nature, extent, determinants and the impact of spontaneously occurring parental involvement on children's educational outcomes. The second body of work was concerned with describing and evaluating attempts to intervene to enhance spontaneous levels of involvement.

Desforges and Abouchaar (2003) revealed that parental involvement takes many forms including good parenting in the home, provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship raise the level of learner achievement. Desforges and Abouchaar (2003) described that the extent and form of parental involvement is strongly influenced by family's social class, maternal level of education, material

deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity. The extent of parental involvement diminishes as the child gets older and is strongly influenced at all ages by the child characteristically taking a very active mediating role which translates to effective learner participation in school.

Desforges and Abouchaar (2003) study concluded that the existing knowledge base is good enough to understand how spontaneous parental involvement works in promoting achievement. However, the study failed in giving empirical evidence about the impact of parents' involvement in monitoring CLWD's achievement. Parent involvement in monitoring has been shown to positively influence children's education. MOEST (2001) emphasizes that schools are observing the importance of education for CLWD and are encouraging parents to become more involved in monitoring CLWD learning activities to accelerate participation in the learning process.

Schneider (1993) hypothesized that parental involvement in the learning process can counteract the negative effects of low socio-economic background and significantly improve the child's academic participation. Further, Muller and Kerbow (1993) also observed that parental involvement concerns the utilization of family processes which in turn create opportunities for learning. Schneider and Coleman (1993) were in support that engagement in education related activities in the home promotes the learners academic performance. Studies done by Connely and Kimmel (2000) established indicators of parental willingness to participate in the learning process of CLWD which included: parents'level of interest and involvement in children school

work, parents participation in the schooling process by attending school events, and helping with checking of homework. These accelerate the participation of CLWD in school.

A study conducted by Deutscher and Ibe (2002) about ways in which parents involvement in monitoring the children's learning processes affect the academic performance took place at a K-12 charter school, in a large rural area in Southern California. Various types of parent involvement were assessed, they included volunteering, home involvement, attending parent classes, school political involvement, talking to staff and talking to teachers. Academic performance was measured by Standardized Test for Assessment of Reading (STAR) test scores and by grades. Approximately 400 students in 7th through 11<sup>th</sup> grade were included. The results indicated that those who did the self-report survey, went to the parent class, or were involved in more home-type involvement (such as checking child's planner, talking to child at home about school-related topics, or engaging in educational activities outside of school) had children that performed better in various areas of the STAR test or had better grades. Only one school was involved in the study. However, the current study sample consists of eight schools. In addition the study tends to bring more insights on whether parents are participating fully on the learning process of the CLWD.

Ho and Willms (1995) carried out a study on the effects of parental involvement on eighth grade achievement and identified four dimensions of parental involvement and assessed the relationship of each dimension with parental background and academic achievement for a large representative sample of U.S. middle school students. Ho and

Willms (1995) asserted that parents with low socio-economic status are less involved in children's schooling than are parents with higher socioeconomic status. This was in agreement with studies done by Lessing and Mahabeer (2007). Ho and Willms (1995) studies used secondary data, which did not include detailed information on school and classroom policies, and practices that may encourage parents to participate in school related activities, thus limiting the participation of CLWD.

Bondioli (2000) carried out a correlation study entitled "Among Parent Education and Involvement and Its Impact on Children." The study assessed parent using the Standardized Test for Assessment of Reading (STAR) children were also assessed. The study surveyed 20 parents, who had children attending River Heights Elementary School in Menomonie, Wisconsin, US. From these 20 parents, 36 students' scores were available for the study. The participants were chosen at random from a list available from the school. Questionnaires were used to collect data from the parents where, as the data from the students was collected by obtaining scores on the Standardized Test for Assessment of Reading (STAR), a computer-adaptive, norm referenced reading test that can be completed within fifteen minutes. The data collected were correlated to provide the findings for the study. Results from the study showed that a positive correlation exists between parents providing homework assistance for children. However parents who did not provide assistance in doing homework jeopardized the participation of children in school (Bondioli, 2000).

Hoover-Dempsey and Sandler (1997) argue that parents' involvement and decisions are based on several constructs drawn from own ideas and experiences as well as other constructs growing out of environmental demand and opportunities. Hoover-

Dempsey and Sandler (1997) suggested that most parents' fundamental decision to become involved in the education of CLWD is a function primarily of three constructs, namely: the parent's construction of his or her role in the child's life, education and health. According to UNICEF (2001) the decision of a parent to take part in a child's educational life identifies parental role to be played and enhances learner achievement regardless of disability.

Deutscher (2002) noted that parent's sense of efficacy for helping a child succeed in school depends on the parent's ability to fulfil the roles effectively based on the skills possessed. The general demand from the part of the parents is that they be involved in child's work both at home and school. This depends on whether the school and the child co-operation create opportunity for the parent to fulfil the identified roles. Consideration of the recent research in each of these three areas suggests that these constructs are each composed of specific sets of beliefs, experiences and behaviors that serve to position the parents in terms of getting involved in the child's education (Hoover-Dempsey and Sandler, 1997). Based on the arguments on influence of parental involvement, it is evident that parents become involved in their children's literacy development because they have developed a parental role. Deutscher (2002) indicated that parents who have a positive sense of efficacy for helping children to succeed are positive towards school invitation to participate in child's educational life. This significantly boosts the participation of children in school regardless of whether they suffer disability or not.

## **2.7 Theoretical Framework**

This study is anchored on social contract theory as propagated by Rawls in his theory of justice as fairness. John Rawls (2002) developed a conception of justice as fairness in his classic work, "A Theory of Justice". This theory finds its application not only in the philosophical and political arena but also in such fields as education and social sciences (Nussbaum, 2001). Therefore CLWD should be treated with justice and fairness for them to participate in school system. Rawls' theory is based on two principles. The first principle states that each person is to have an equal right to the most extensive total system of equal basic liberties compatible with a similar system of liberty for all. The Second Principle of Justice on wealth states that social and economic inequalities are to be arranged so that they are to be of the greatest benefit to the least-advantaged members of society (Rawls, 2002).

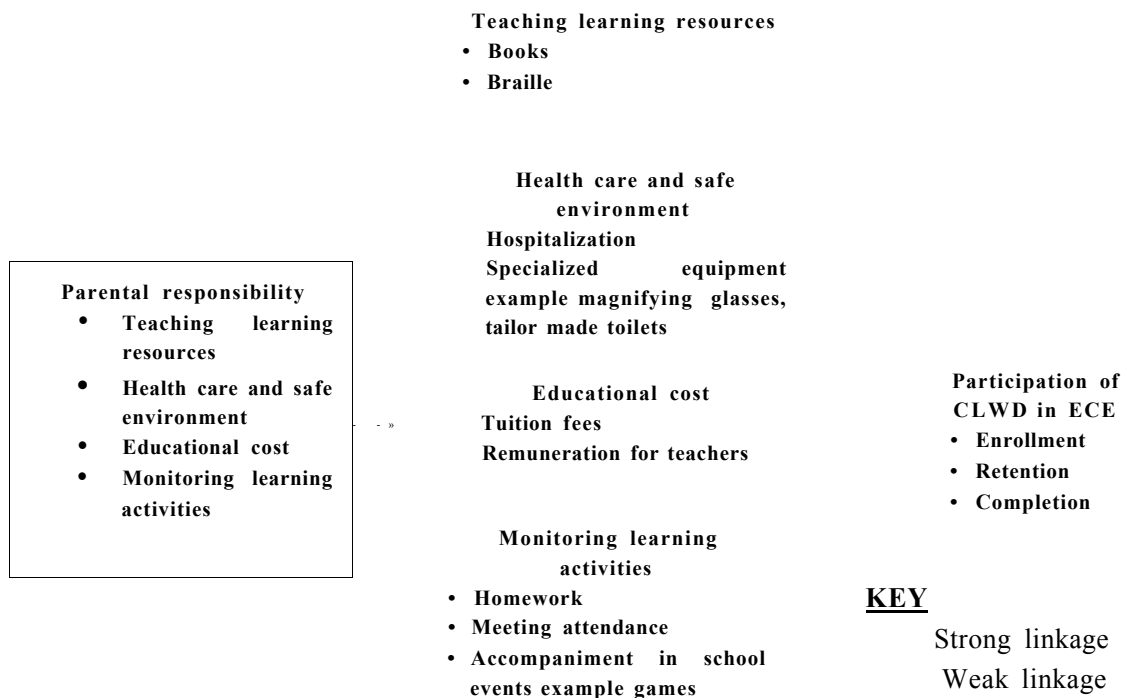
This study is fundamentally based on these two principles. Each person has equal rights. CLWD have an equal right to be taken care of just as those who are without disability. CLWD are to be provided with all the needs like any other children. Attributes that have no moral worth should not be used to deny anyone from accessing opportunities that are meant to improve the quality of life. In the context of this study, parents have a critical responsibility towards the participation of CLWD in ECE. These include providing teaching and learning resources, health care and safe environment, cater for educational cost and also be involved in monitoring of learning activities. This study argues that if parents do not take up full responsibility towards the participation of CLWD in ECE, they will be doing an act of injustice and

unfairness which reduces the capacity of the disabled to assume full responsibility in participation in the development of the society.

## 2.8 Conceptual Framework

The participation of CLWD in ECE depends upon parent taking full responsibility for their learning. Such responsibility covers various constructs namely: teaching and learning resources, health care and safe environment, educational cost and involvement in monitoring the learning activities of CLWD. Figure 2.1 shows the relationship between parental responsibilities in providing T/LRs, health care, safe environment, educational cost and monitoring of learning activities and how each influenced the participation of CLWD.

**Figure 2.1: Influence of Parental Responsibility on Participation of CLWD**



The conceptual framework indicates that education of a CLWD depend on how the parents take up their responsibility. According to the framework there is a linkage between various components that constitutes parental responsibility towards participation of CLWD. These include responsibility towards provision of: T/LRs, health care and safe environment, educational cost and involvement in monitoring of learning activities. The framework conceptualizes that parents who provide T/LRs, health care support, safe environment, educational cost and monitor the learning activities of CLWD enhance participation. In instances where these aspects are not provided the participation of CLWD remain weak.

The framework conceptualizes that when parents responsibilities are provided as designated, CLWD are able to participate effectively in education. This in turn translates to good enrolment, effective learning, and high retention rate of CLWD and successful completion of children's education programs.

## **2.9 Summary of the Literature Reviewed**

Parents have a responsibility in upbringing of children regardless of their capacities. In addition, parents have a crucial role in providing teaching and learning resources, health care and safe environment, educational cost and further monitor the learning activities of CLWD to facilitated effective participation and learner achievement. It was noted that parents who provided teaching and learning resources, health care and safe environment, educational cost and further monitored the learning activities of CLWD raised participation and learner achievement in school and at home. In instances where CLWD were not supported effectively participation and learner achievement was slowed. \*

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3 Introduction**

This section provides a detailed description of how the requisite data was obtained, processed, analyzed and interpreted to fulfill research objectives. The methodology elements considered here included; research design that was adopted, target population sample and sampling procedures, type of data collection instruments, validity and reliability of research instruments as well as data collection, process and analysis techniques that were applied. Details of these items have been discussed in the succeeding sections.

#### **3.1 Research Design**

A research design is the plan of action the study adopts for answering the research questions. This is in line with Orodho (2003) description of a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. It sets up the framework for study and is the blueprint of the study (Kerlinger, 1973).

The study adopted a survey research design. According to Mugenda and Mugenda (2003) survey is an attempt to collect data from members of the population to determine the current status of that population with respect to one or more variables. Survey research seeks to identify large numbers of people thinking and feelings about certain issues. In addition Survey design is useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically

significant. The design allows use of various methods of data collection like focus group discussions, interview methods and observation guides. It also makes use of standardized questions where reliability of the items is determined (Owen, 2002). Parental responsibility and participation of CLWD, made survey design become most appropriate since people's roles, duties and conditions were involved. The role of parents towards CLWD influences participation (Will 1986).

**3.2 Target Population**

The target population consisted of 8 ECE centres with CLWD. The parents of CLWD (n=303), headteachers (n=8), ECE teachers (n=30) and CLWD (n=303). The total estimate target population was 644 (n=644). Table 3.2: shows a summary of the target population.

**Table 3.2: Target population**

Population	No of CLWD	Parents	Headteachers	ECE Teachers
Targeted Sample	303	303	8	30

**Source:** Survey data 2012

The headteachers enroll CLWD, recruit ECE teachers and oversee all the running activities in ECE centers. ECE teachers offer teaching services and care to CLWD while in school. Parents have their children in the ECE centers and have the responsibility to cater for the educational needs of children in ECE centres.

### **3.3 Sample Size and Sampling Procedures**

A sample is a small group or sub-group obtained from the accessible population (Mugenda and Mugenda, 1999). This sub-group is carefully selected to be representative of the whole population with the relevant characteristics. The study adopted purposive sampling technique select eight (8) ECE centres that were used in the study. Patton (1990) states that purposive sampling focus on a particular characteristic that are of interest. In addition, purposive sampling tends to answer the study questions. The purposive sampling technique was further used to select thirty (30) ECE teachers from the sampled ECE in the District and 8 headteachers.

Simple random sampling procedure was used to select the CLWD (91) which represented 30 percent of the target population as stated by Borg and Gall (1989). Nachmias and Nachmias (1996) states that simple random sampling give each member of the population an equal chance of being chosen. Mugenda and Mugenda further states that simple random sampling involves members picking numbers at random. The subject corresponding to the numbers picked are included in the sample. The list of the names of the CLWD was collected from the class teachers and then names written down on slip of papers from which the names were picked randomly. In addition, the parents expected to participate in the study were selected from the already sampled CLWD. Thus there were ninety one (n=91) parents who participated in the study.

### **3.4 Data Collection Instruments**

The following instruments were used during data collection:

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### **3.4.1 Focus Group Discussions for Parents**

Focus group discussions were conducted with 8 groups. Parents were invited through letters sent to them by the headteachers to participate in the focus group discussions. The focus groups were conducted in the school grounds. Focus group interviews were conducted with assistance of the school headteachers and ECE teachers. The discussions were focused on the questions that aimed at answering the research questions. The discussion addressed parental responsibility in providing T/LRs, support of health care and safe environment, provision of educational cost and involvement in monitoring the learning activities and how each influenced the participation of CLWD in ECE. A structured interview schedule was used to collect information from the groups. The discussion points were eventually noted down for the purpose of analysis.

### **3.4.2 Interview Schedule for Headteachers**

The instrument was used to source information from headteachers. Interview schedule was used to supplement and validate information obtained from other sources. In addition, Interviews schedule was used since it generally yields highest cooperation and lowest refusal rates, offers high response quality, and takes advantage of interviewer presence and its multi-method data collection (Owen, 2002). The information was used in probing further for a more detailed analysis of the influence of parental responsibility on participation of CLWD in ECE. The instrument revolved around the broad research questions covering the entire study.

### **3.4.3 Questionnaires for ECE Teachers**

Questionnaires were used for the following reasons: reach a number of respondents within a short time, giving the respondents adequate time to respond to the items, offer a sense of security (confidentiality) to the respondents and be objective since no bias resulting from the personal characteristics ( as in interview).

The questionnaires were formulated to solicit information from the ECE teachers of the CLWD on the experience on parental responsibility in providing of T/LRs, support of health care and safe environment, provision educational cost and involvement in monitoring the learning activities in ECE. The questionnaires consisted of section A, B, C, D and E. section 'A' sought the ECE teachers' background information. Section B consisted of questions that addressed the ECE teachings knowledge on provision of T/LRs. Section C addressed support of health care and safe environment. Section D addressed provision of educational cost. Finally, section E addressed involvement in monitoring of learning activities of CLWD. The questionnaires aimed at acquiring information on the knowledge of ECE teachers on how parental responsibility influenced the participation of CLWD in ECE.

### **3.4.4 Observation Guide for CLWD**

Observation guide was used for classroom and outdoor activities. During the learning process the tool was used to source information on T/LRs, health care and safe environment, educational cost and involvement in monitoring learning activities and the effectiveness in raising CLWD participation.

### **3.5 Pilot Test.**

According to Ebrahim (2003) a pilot is necessary for testing realibility of data collection instruments. The pilot-test was done to determine the validity and reliability of the research instruments. This gave the study an opportunity to refine the research instruments. The items that were found to be inappropriate in gathering required data were eliminated while additional test items were included in the research instruments to capture more information.

The pilot test involved 4 schools which were purposively selected, the headteachers, ECE teachers and CLWD to be used in piloting were selected from sampled schools. Their suggestions on the suitability of the instruments in capturing the desired information were noted in pilot testing.

Before reviewing the instrument, matters arising during pilot testing were presented to the supervisor. Each test item was examined in details and after careful consideration a decision was made whether to rephrase, delete and/or adopt specific questions in the research instruments. This was meant to realign the items to the objectives of the study.

### **3.6 Validity of Research Instruments**

According to Mugenda and Mugenda (2003), Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. In addition, Mulusa (1988) states that a test of research instrument is said to be valid if it measures what it is supposed to measure. The study adopted content validity

which indicates whether the test items represented the content that the test was designed to measure. In the views of Borg and Gall (1989) content validity ascertains that each test items measures only what it intends to measure. In addition, it ensures that, test items cover all areas under study. The validity of the instrument was established through the assistance of the study supervisors. The recommendations that were given by the supervisor were used to improve the instruments.

### **3.7 Reliability of Instruments**

Mugenda and Mugenda (2003), states that reliability is a measure of the degree to which a research instrument yields consistent results on data after repeated trials. Therefore, the reliable instrument is one that constantly produces the expected results when used more than once to collect data from two samples randomly drawn from the same population. To establish the reliability of the research instrument split-half method was used. According to George and Mallery (2003) the instrument are separated into two sets of questions: even numbered and numbered items. The two sets of items are scored separately and then correlated to obtain an estimate of reliability. If the value found falls within the accepted levels (0.6-0.9) the instruments are held reliable (George and Mallery, 2003). The reliability of interview schedule, questionnaires and observation guides were computed using split-half method. In cases where reliability was below the accepted level (0.6-0.9) correction, modification, inclusion of new items in the respective instruments was done

### **3.8 Data Collection Procedures**

Upon getting research permit from the Ministry of Education and an introductory letter from The University of Nairobi: proceedings to the field for data collection

commenced. Contacts were made with the headteachers of the selected ECE centres with a view of seeking permission to conduct the study in the centers. This was also done with an aim of getting introduced to the center fraternity and also familiarizing with the key informants, namely: CLWD, ECE teachers and parents of CLWD. The parents were reached through the help of the headteachers who wrote a letter to summon the parents of the sampled CLWD in the school compound so as to easily facilitate the process of FGDs. The discussion was noted and recorded with consent of the parents. Interview with the headteachers was conducted by the researcher so as to obtain the accurate information required from them. The interview was conducted in a serene, quiet place. The study was conducted responsibly and in a professional manner, thus the respondent information was confidential.

### **3.9 Data Analysis**

Data collected from teachers, parents and headteachers and pupils was analyzed both qualitatively and quantitatively. The data was first transcribed before coding into themes or categories. This involved breaking down the data into manageable pieces, sorting and sifting while searching for types, sequences, processes, patterns or themes. The aim of this process was to assemble the data in a meaningful or comprehensible fashion (Jorgensen, 1989). The categorizing was typically based on the major research objectives guiding the study. Generalization from the themes about the phenomena in question and discussion in the light of the available literature was made. Descriptive statistics was used which included percentages, frequencies, tables and figures. Data was compiled in relation to each research questions and expended in form of figures, tables, frequencies and percentage.

### **3.10 Ethical Considerations**

In this study, the rights of the study participants were ensured. This was done based on ensuring that the principles governing research participants were followed. The principle of voluntary participation requires that people are not coerced into participating in research. The informed consent of the participants was also ensured by explaining the aim of the study and the procedures involved. The participants' information was confidential. Further the principle of anonymity was also adhered to. The participants remained anonymous throughout the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS**

#### **4.0 Introduction**

This chapter begins with Demographic characteristics of the respondents followed by Parents' Responsibility in Providing Teaching and Learning Resources, Health Care and Safe environment. The chapter further presents Education Cost, Parental involvement in the monitoring of learning activities and concludes with the study discussion of the findings.

#### **4.1 SECTION A: Demographic Characteristics of the Respondents**

This section highlights demographic characteristics of the target population who were Children Living with Disability (CLWD), Parents of CLWD, ECE teachers and headteachers. This data helped to explain certain characteristics of respondents who influenced the participation of CLWD in ECE. The demographic characteristics included age, academic qualifications, teaching experience as well as composition by gender.

#### 4.1.1 Respondents Disaggregated by Gender

The respondents comprised both males and females that interacted with CLWD in school and at home. Other respondents were CLWD who were in ECE centres. Table 4.3 shows respondents by gender in frequencies and percentages.

**Table 4.2: Gender of the Respondents**

Category of respondents	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
<b>Parents</b>	20	21.9	71	78.1	91	100
<b>Headteachers</b>	5	62.5	3	37.5	8	100
<b>ECE teachers</b>	0	0	30	100	30	100
<b>CLWD</b>	51	56	40	44	91	100

**Source:** Survey data 2012

Table 4.3 shows that there were 91(100%) parents in the FGDs, 71(78.1%) were females while 20(21.9%) were males. Further analysis showed that out of 8(100%) headteachers used in the study 5(62.5%) were males and 3(37.5%) were females. In addition 30(100%) ECE teachers used in the study were females. Further analysis revealed that out of 91 CLWD 51(56%) were males while 40(46%) were females. The respondents were used to inform the study on influence of parental responsibility and participation of CLWD in ECE centres.

#### 4.1.2 Age of the Respondents by Category

The respondents used in the study were classified by age. Table 4.4 illustrates the age categories of parents, headteachers, ECE teachers and CLWD involved in the study.

**Table 4.3 Age of the Respondents by category**

Age	Headteachers		ECE teachers		Parents	
	F	%	F	%	F	%
21-30	0	0	5	16.7	10	10.9
31-40	1	12.5	15	50	73	80.2
41-50	5	62.5	8	26.7	8	8.9
51 * and above	2	25	2	16.6	0	0

**Source:** Survey data 2012

During the study 91 parents were used. 10(10.9%) of 91(100%) were between 21-30 years 73(80.2%) were between 31-40 years while 8 (8.9%) were between 41-50years. Of the 8 headteachers 1(12.5%) was between 31-40 years, 5(62.5%) were between 41-50 years while 2(25%) were between 51 and above. On the other hand ECE teachers were distributed as follows: 5(16.7%) between 21-30 years, 15(50%) between 31-40 years, 8(26.7%) between 41-50 years and 2(6.6%) were aged 51 and above. Respondents of different ages were used to solicit information on parental responsibility and participation of CLWD in ECE centres.

### 4.1.3 Academic Qualification of the Respondents

Respondents were further requested to indicate their academic qualifications. This was of great importance as it illustrated whether headteachers and ECE teachers of various centers had knowledge on the needs of the CLWD to participate in class and school. Table 4.5 illustrates the academic qualifications of the respondents

**.Table 4.4: Academic Qualifications of Headteachers and ECE teachers**

Level of Education	Headteachers		ECE Teachers		Parents	
	F	%	F	%	F	%
Primary-Secondary	0	0	0	0	72	79
Certificate	0	0	12	40	10	11
Diploma	3	37.5	18	60	9	10
Degree	4	50	0	0	0	0
Master Degree	1	12.5	0	0	0	0

**Source:** Survey data 2012

The study indicated that out of 8(100%) headteachers, 4(50%) had bachelor's degree in education, 3(37.5%) had diploma in education while 1(12.5%) of them had masters' degree in education. Out of 30(100%) ECE teachers' 18(60%) had diploma, while 12(40%) had certificate as the highest academic qualification. According to MOEST (2007), the policy requires headteachers to have at least a degree in education and ECE teachers a diploma in ECE. On the other hand parents who participated in the study 72(79%) out of 91(100%) had attained either primary or

i secondary certificate, 10(11%) had tertiary certificate while 9(10%) had diploma. This implies that parents of CLWD had educational knowledge; however awareness on the importance of ECE on CLWD is required.

#### 4.1.4 Teaching Experience of the Respondents

Headteachers and ECE teachers were asked to indicate years of experience in the teaching profession. Working experience that the employees have in any organization is crucial as it reveals knowledge and competency for performance. Furthermore, working experience reveals the reliability of information given by respondents. Table 4.6 shows working experience of headteachers and ECE teachers.

**Table 4.5: Teaching Experience of the Headteachers and ECE Teachers.**

Years	Headteachers		ECE teachers	
	F	%	F	
1-5 years	2	25	2	6.7
6-10 years	1	12.5	5	16.6
<u>More than 10 years</u>	<u>5</u>	<u>62.5</u>	<u>23</u>	<u>76.7</u>

**Source:** Survey data 2012

According to the findings, 5(62.5%) of 8 headteachers used in the study had an experience of more than 10 years, 2(25%) had an experience of 1-5 years and 1(12.5%) had an experience of 6-10 years. On the other hand out of 30 ECE teachers, 2(6.7%) had an experience of 1-5 years, 5(16.6%) an experience of 6-10 while 23(76.7%) had an experience of more than 10 years This implies that the headteachers and ECE teachers involved in the study had worked for a sufficient time thus they

were conversant with the information that the study sought in reference to parental responsibility and the participation of CLWD in ECE.

#### **4.2 SECTION B: Parental Responsibility: T/LRs and participation of CLWD**

The study sought to determine the extent to which parental responsibility in providing T/LRs influenced the participation of CLWD in ECE. Availability of resources is essential in the attainment of any set goals. Availability of resources to CLWD determines effective service delivery and participation in the learning process. Therefore, T/LRs are requisite to the participation of CLWD in ECE centres.

##### **4.2.1 Parental Responsibility: Provision of T/LRs and Participation of CLWD**

The study sought to evaluate parental responsibility on provision of T/LRs for CLWD in ECE centres. The provision of T/LRs is critical to the parents who are the main actors in the ECE centres. The study focused mainly on the teaching and learning materials provided for CLWD to facilitate participation in class and school. The findings are as illustrated in table 4.7.

**Table 4.6: Provision of T/LRs and Participation of CLWD**

<b>Respondents</b>	<b>Headteachers</b>		<b>ECE teachers</b>		<b>Parents</b>	
	F	%	F	%	F	%
Parents	7	82.5	30	100	91	100
Government	1	12.5	0	0	0	0
<b>T/LRs</b>						
Textbooks	4	50	15	50	57	63
Exercise books	8	100	30	100	91	100
Pencils	6	75	25	83.3	85	93.4
Manila papers	3	37.5	10	33.3	35	38.5

**Source:** Survey data 2012

The study established that parents were the key providers of T/LRs in ECE centres. Of 8 headteachers 7(87.5%), 30(100%) ECE teachers and 91(100%) parents

ascertained the information. This complies with Kochung and Oriedo, (2003) who confirmed that parents play a bigger role in providing text books, exercise books, pencils, playing materials, teaching aids and specialized equipments to boost the participation of CLWD in the learning process. This was backed by 8(100%) headteachers and 30(100%) ECE teachers purporting that whenever T/LRs were required, parents were informed and organized on possible means of providing the T/LRs within their ability. However 1(12.5%) headteachers indicated that the ECE centre was given community support grant by the GoK in the year 2008. Although the ECE centre was given community support grant the head teacher further indicated that the support was not consistent. This has posed challenges to the school and parents, thus off-putting the participation of CLWD and lowering learner achievement.

The study further argued that parents could only afford T/LRs that were cheap such as writing materials and play materials such as balls and dolls because most of the parents were low income earners. This further compromised participation of CLWD in ECE and in the end lowered learner achievement. Out of 8 headteachers 4(50%), 30 ECE teachers, 15(50%) and 57(63%) out of 91(100%) parents cited that textbooks were provided for use in class activities. On the same vein 8(100%) headteachers, 30(100%) ECE teachers and 91(100%) parents indicated provision of exercise books. In addition, out of 8 headteachers 6(75%) and 25(83.3%) of 30 ECE teachers indicated that parents provided pencils and manila papers to CLWD for use in class activities. Out of 30 ECE teachers 10(33.3%) and 35(38.5%) of 91 parents confirmed the information. However the study revealed that the T/LRs provided were not compatible to the needs of CLWD and in the end slowed learner achievement. The

study was in agreement with studies by Kochung (2003) which established that T/LRs which are not compatible to the needs of CLWD restrict participation of CLWD in class and school.

In addition NSNE Policy Framework (2009) gives emphasis on provision of T/LRs which are compatible with the interest of CLWD. This further is revealed in the Constitution of Kenya (2010), Chapter Four, Article 54, (1b) which states that a person with any disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interest of the person. However the T/LRs provided compromised the participation of CLWD in ECE and lowered learner achievement.

Additional findings through observation indicated that T/LRs available were not integrated to meet the needs of CLWD in ECE. This left CLWD withdrawn and not able to participate in the learning processes. In support of this contention NSNE Policy Framework (2009) indicates that there is inadequate provision of appropriate teaching and learning materials for CLWD because most of the materials available in the market are mainly developed for regular curricula and regular pupils. The limited availability of curriculum support materials also limits the ability of teachers in ECE to employ a variety of content, teaching and learning activities for effective participation of CLWD in the learning process.

The parents through FGDs cited that the government has failed to support ECE by not allocating financial support and providing specialized equipment that are essential in supporting CLWD in ECE. ECE is the foundation of all levels of education lack of

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support from the government limits participation. In support of the contention one participant said:

*'As a parent, I sometimes wonder whether there is need to provide teaching and learning resources since the government does not seem to be committed towards ECE, which to me is an indication of failure by the government. The government as we all know provides free primary education but we are seeing little being done to ECE and therefore an indication that ECE is not important like other levels of education.'*

The government has a responsibility to provide resources to make learning institutions accessible to CLWD, without which the participation of CLWD in ECE is compromised. This is in agreement with NSNE Policy Framework (2009) which states that CLWD require specialized educational resources to participate in the learning process. In addition, the Constitution of Kenya (2010), Chapter Four, Article 54, (1e) states that a person with any disability is entitled to access materials and devices to overcome constraints arising from the person's disability. This will raise participation of CLWD and strengthen learner achievement in and outside school.

During the observations and interview with the headteachers, the result revealed that out of 303 CLWD who were enrolled in various ECE, 150(50%) missed school. In addition, 30 ECE teachers indicated that 50% of CLWD enrolled in ECE centres missed school due to the absenteeism attributed to lack of text books, exercise books, pencils and specialized equipments. This limited participation of CLWD and lowered learner success. More still, it was observed that there were little resources in the ECE centres. During indoor and outdoor activities, children were seen struggling to share the few textbooks, balls and dolls that were available in the school. For instance the ratio of text books was 1:4. This affected participation and learner accomplishment.

Out of 8 headteachers 1(12.5%) pointed out that in the year 2008 ECE in his school was given community support grants by the government. 80% of the grants was used for construction of the classrooms, 15% for paying one teacher's salary and 5% for purchasing instructional materials. Since then the school had not received any grants. This had posed more challenges to both parents and CLWD in ECE. Further, all the respondents were of the view that ECE should be included by GoK in free education to enable CLWD and ECE at large to participate effectively in education. This will go a long way in saving the amount of time wasted when teaching CLWD in ECE.

Further analysis of data collected indicated that CLWD were denied access to school due to lack of T/LRs. In addition 8(100%) headteachers and 30(100%) ECE teachers indicated that lack of T/LRs led to CLWD dropping out of school and in the end affected participation and lowered learner success. This confirmed studies by Bondioli, (2000) on T/LRs and participation of CLWD. Bondioli, (2000) established that inadequate provision of T/LRs for CLWD weakened participation and lowered learner achievement in and outside school. It is for this reason that the GoK commits to develop strategies to enhance participation of CLWD and work with partners to ensure barriers to free education for CLWD are eradicated. The GoK should also be committed to develop and implement appropriate ECE programs for CLWD (NSNE Policy Framework, 2009), without which participation will be poor.

#### 4.2.2 Issues Arising from Provision of T/LRs for CLWD in ECE

The study sought to determine the issues and constraints in provision of teaching and learning resources in ECE. In every implementation of a program and operation process some hindrances arises limiting attainment of the targeted objectives. Table 4.9 summarized results of the findings.

**Table 4.7: Issues Raised in Provision T/LRs and Participation of CLWD**

Issues and Constraints	ECE Teachers		Headteachers		Parents	
	F	%	F	%	F	%
Poverty	30	100	8	100	85	93.4
Lack of awareness	25	83.5	5	62.5	89	97.8
High cost of living	26	86.7	6	75	90	98.9
Unemployment	22	73.3	5	62.5	91	100.0
Lack of commitments	22	73.3	5	62.5	25	27.5
Large families	22	73.3	5	62.5	86	94.5

**Source:** Survey data 2012

Based on study findings 8(100%) headteachers, 30(100%) ECE teachers and 85(93.4%) of 91 parents indicated poverty as the major challenge in the provision of

T/LRs in ECE. This limited parents in providing T/LRs and in the end participation of CLWD was slowed. Of 8(100%) headteachers and 30(100%) ECE teachers, 5(62.5%) headteachers and 22(73.3%) ECE teachers indicated unemployment, lack of commitment and large families as other factors affecting participation of CLWD. On the other hand parents cited lack of awareness, cost of living, unemployment, lack of commitments and large families as contributing factors to the provision of T/LRs for CLWD in ECE. The respondents expressed that the government need to provide teaching and learning resources as the only way to solve the problem and boost the participation of CLWD in ECE.

#### **4.3 SECTION C: Parental Responsibility: Health Care, Environment & CLWD**

The study aimed at investigating parental responsibility, condition of health care and safe environment and participation of CLWD in ECE. Health care is essential to human kind regardless of ability or disability. Parents have a critical role to play in providing health care and safe environment for CLWD. The children Act (2001) states that CLWD have the right to be treated with dignity, and should be accorded appropriate medical treatment, special care, education and training free of charge or at reduced cost whenever possible.

##### **4.3.1 Parental Responsibility: Health care, and Participation of CLWD in ECE**

The study sought to establish the parental responsibility on provision of health care, safe environment and participation of CLWD in ECE. Children need to be healthy to actively participate in the learning process (Kochung, 2003). The study found out that CLWD did not participate in education effectively due to their health status and

environment barrier. The respondents further indicated that CLWD did not have safety right from home because of poor economic background. Table 4.10 illustrates respondents' responses in health care and safe environment.

**Table 4.9: Distribution of Responses on Health Care and Participation of CLWD**

Areas	Levels of provision	Headteachers		ECE teachers		Parents	
		F	%	F	%	F	%
Sanitations	Adequate	0	0	0	0	0	0
	Need improvement	2	25	10	33.3	17	18.7
	Inadequate	6	75	20	66.7	74	81.3
Classrooms	Adequate	0	0	0	0	0	0
	Need improvement	4	50	17	56.7	68	74.7
	Inadequate	4	50	13	43.3	23	25.3
Health facilities	Adequate	0	0	0	0	0	0
	Need improvement	3	37.5	10	26.7	13	5.5
	Inadequate	5	75.5	22	73.3	78	94.5
Health status check up	Adequate	0	0	0	0	0	0
	Need improvement	3	37.5	10	33.3	46	50.5
	Inadequate	5	63.5	20	66.7	45	49.5

**Source:** Survey data 2012

The study established that out of 8 headteachers 6(75%), of 20(66.7%) ECE teachers out of 30 and 74(81.3%) of 91 parents indicated inadequacy of sanitation in the ECE. In addition, 2(25%) of 8 headteachers, 10(32.3%) of 30 ECE teachers and out of 91 parents, 77(18.7%) cited that sanitation facilities in the ECE centres needed

improvement. This upheld participation of CLWD in school. Further analysis revealed that 4(50%) of 8 headteachers, 13(43.3%) of 30 ECE teachers and out of 91 parents, 23(25.3%) indicated that classrooms were inadequate, while 4(50%) of 8 headteachers, 19(56.7%) of 30 ECE teachers and out of 91 parents 68(74.7%) cited that classrooms that were available needed improvement to raise participation and strengthen learner achievement.

Additional findings on health facilities indicated that, out of 8 headteachers, 30 ECE teachers and 91 parents, 5(62.5%) headteachers, 22(73.3%) ECE teachers and 78(94.5%) parents cited that health facilities were inadequate. This posed a great challenge to parents in providing health care support to CLWD resulting in poor participation. On the other hand out of 8 headteachers, 30 ECE teachers and 91 parents only 3(37.5%) headteachers, 8(26.7%) ECE teachers and 13(5.5%) parents stated that facilities which were available needed improvement to strengthen participation of CLWD in ECE centres.

Further analysis revealed that 5(62.5%) of 8 headteachers, 20(66.7%) out of 30 ECE teachers and of 91 parents, 45(49.5%) confirmed that health status check up was inadequate to sustain CLWD and accelerate participation in and outside school. On the same vein, out of 8 headteachers, 30 ECE teachers and 91 parents, 3(37.5%) headteachers, 10(33.3%) ECE teachers and 46(50.5%) parents indicated that health status checkups needed improvement to raise participation and boost learner success. The study was in agreement with Kochung, (2003) who noted that CLWD required a barrier free environment and good health provisions to maximize their potentials in learning and concentration. •»

#### **4.3.2 Parental Responsibility: School Environment and Participation of CLWD**

The study sought to establish the parental responsibility on safe environment and participation of CLWD in ECE. The environment in which CLWD learn is sensitive. According to Kochung (2003) CLWD need a barrier free environment to maximize their functional potentials. Physical environment where CLWD learn should be safe. This includes having infrastructure such as buildings, compound, toilets, medical facilities and other social amenities. During the study it was observed that inadequate physical facilities adversely affected the quality of education in ECE. It was established that in such poor environment CLWD comes off the worst because facilities are unlikely to be disability friendly (NSNE Policy Framework, 2009). The special need of CLWD tends to be ignored which affects more the participation of CLWD in the learning process. There is need for MOEST and other partners to provide funds to enhance participation of CLWD in ECE.

#### **4.3.3 Issues Arising on Provision of Health Care, Safe Environment and CLWD**

The study sought to establish how poverty made it difficult for CLWD to access health care services. Out of 8(100%) headteachers used in the study 6(75%) said that poverty limited parents to seek medical services for CLWD. This led to poor participation and slowed learner achievement. Of 30 ECE teachers 28(93.3%) indicated that CLWD were suffering from economic problems that barred them from accessing health care services. This was confirmed by studies done by Neas, Seals and Mezey (2003) who stated that poverty was common among CLWD leading to poor participation in the learning process. Further analysis revealed that poverty was

caused by the long drought in the region. During the interview one participant said that:

*'Kajiado District is an arid area which does not enjoy success stories of agriculturally rich Districts in Kenya. The people predominantly rely upon livestock which due to constant droughts, are at times all wiped out. Therefore, providing health needs to CLWD to be able to effectively participate in ECE proves difficult. The problem is further complicated by the community attitude towards disability. Some view it as a curse. Hence, providing health care and conducive environment may not be a priority as such for some parents.' Due to this, participation of CLWD in and outside school lack support and in the end lower learner success.*

The study revealed that CLWD were not getting adequate diet and proper health care services, this was confirmed by 100% responses from ECE teachers, parents and headteachers. Lack of proper health care affected the participation of CLWD in the learning process. The study concurred with studies done by Sloper and Beresford (2006) that lack of health care and safe environment was due to poverty which made it difficult for CLWD to obtain appropriate child health care and in the end resulted to poor participation in school.

During the FGDs with the parents of CLWD, 91(100%) parents confirmed that providing health care for CLWD was a great challenge. This affected their responsibility in providing quality health care for CLWD which greatly affected participation of CLWD in ECE. The study was in agreement with studies done by Sloper and Beresford (2006) who pointed out that 55 percent of families with CLWD lived in poverty and face extreme difficulty in providing the financial resources that are needed to cater for health care and safe environment for CLWD. This in turn made it difficult for parents with low socio-economic status to obtain an appropriate child

care or safe environment for CLWD to stay comfortably and participate effectively in school. The respondents gave their perception in regard to provision of health care as illustrated in table 4.11.

**Table 4.8: Issues Raised on the Provision of Health Care and Safe Environment**

Issues raised	Headteachers		ECE teachers		Parents	
	F	%	F	%	F	%
Low income	6	75	28	93.3	86	94.5
Accessibility information	3	37.5	15	50	78	85.7
Poor attitude	4	50	25	83.3	62	68.1
Medical cost	4	50	28	93.3	85	93.4
Availability of medical facilities	6	75	23	76.7	91	100

**Source:** Survey data 2012

Based on the findings, economic related problems were highlighted as an impediment to the participation of CLWD in the learning process. Out of 91(100%) of the parents in the FGDs 86(94.5%) confirmed the information. In support of the contention, during the discussions with the participants in FGDs a participant said that:

*The major problem in providing health care and safe environment for CLWD is inadequate resources to provide the appropriate health care and safe environment at home and even in school. Worse still providing basic needs like food is a challenge. At school, the environment is not equally safe. There are no adequate equipments. In addition, the community has a negative attitude towards CLWD. As parents, we need to join hands since providing education to every child is to increase their probabilities of being employed and realize the benefits of education. I feel traumatized to see the community looking down upon CLWD and therefore I recommend a need for everyone's support to boost the education of CLWD in ECE.'*

Study analysis showed that out of 8 headteachers and 30 ECE teachers, 6(75%) and 28(93.3%) respectively were in agreement that economic constraints hindered parents from taking full responsibility in supporting CLWD to effectively participate in the learning process. Further analysis indicated that of 91(100%) parents used in the study 78(85.7%) indicated that there was very little known about the specialized equipment needed to support participation of CLWD in school. Worse still, of 30 ECE teachers 15(50%) concurred with the parents sentiments on accessibility of information especially on the importance of educating CLWD whom they felt that had little return. This limited participation of CLWD in and outside school set up. Of 8 headteachers 3(37.5%) ascertained the information. During the interview with headteachers one participant said that:

*'Some parents decide not to give attention to CLWD simply because they view them more as a burden and thus they prefer to look after other children in the family who are not disable. Others say that there is no need of investing on a child who is disabled since there is no much expected from him or her.' This has made parents not take CLWD to school and even not taking their full responsibility both in school and at home.*

Additional findings indicated that out of 91 parents 62(68.1%), had negative attitude towards CLWD. Of 8 headteachers 4(50%) and 25(83.3%) out of 30 ECE teachers agreed to this assertion. The study was in agreement with a study by Ingstad, (1990) which indicated that there is ample evidence in all cultures, western and non-western exhibit reactions to disability and disabled people which form a continuum. OToole (1988) has summarized these descriptions by participants:

*'In the West the disabled have been stereotyped as being dependent, isolated, depressed and emotionally unstable. Such negative feelings are amplified in Least Developed Countries (LDCs) where the overwhelming impression, from*

*published literature, is of attitudes towards the disabled which are very negative.'*

During the FGDs the participants expressed their views in regard to provision of health care for CLWD one participant said that:

*I do not feel obliged to meet all the health needs of my kid since I find his unstable condition as 'normal' I am used to it. Further, the cost of meeting his health needs are high and with little return. I do not expect much from him based on education. Thus, I mainly focus on the education of the able children who I have placed much faith.'*

Parental attitude towards disability can negatively influence parents' willingness to take full responsibility in supporting CLWD. In addition, it was observed that the attitude does not only affect parents' responsibility in providing health needs but also influences all other forms of responsibilities towards CLWD. In one instance a participant said that:

*I value education so much. Education offers one with self-reliance in life. I recognize the value of education; therefore I am dedicated to providing all my children with education without discrimination. One of my children has visual problem, to enhance his vision and safe participation in learning like any other child, I bought him magnifying glasses.'*

This was one rare case where a parent indicated positively on support given to a child with disability. Further investigation through observation noted that out of 91(100%) CLWD, 3(3.3%) who had assistive devices such as magnifying glasses and hearing aids participated in the learning process like any other "normal" child. Further analysis informed the study that CLWD participated poorly in class and outdoor activities due to their health status. In addition, ECE teachers pointed out that CLWD who lacked assistive devices looked withdrawn, lonely and absentminded during play and learning in class. The observation schedule confirmed that CLWD who looked

unwell slept in class while others were learning. Worse still, CLWD missed school due to poor health status. This limited participation and narrowed learner success.

Additional findings indicated that residents walked long distances in search of medical care. This hampered parents from seeking medical services for CLWD and in the end limited participation. During the FGDs 91(100%) parents cited that availability of medical facilities made it difficult for provision of health care of CLWD. Out 8 headteachers 6(75%) and 23(76.7%) of 30 ECE teachers were in agreement with the sentiments. Further analysis revealed that despite parents' efforts to offer support to their children in terms of taking them to health facilities which were far away, worse still it took them a long time to be attended. This was confirmed during FGDs in which out of 91 parents, 55(60%) cited that parents did not take CLWD to the hospitals, instead were left home and bought medicine without proper prescription from the doctor. Therefore CLWD missed school for a long time resulting in poor participation and lowering learner achievement.

Additional findings revealed that out of 30 ECE teachers and 91 parents, 28(93.3%) ECE teachers and 85(93.4%) parents indicated that high cost of medical care hampered the provision of health care and safe environment. This impacted on the participation of CLWD in ECE. In addition, out of 8 headteachers, 4(50%) pointed out that parents with CLWD made tangible efforts to meet CLWD health care needs but the high cost of medication coupled with low income led to inadequate health standards which adversely affected the participation of CLWD. The study was in agreement with studies by Neas, Seals, Mezey, (2003) who indicated that inappropriate health care and safe environment lowered participation of CLWD in and

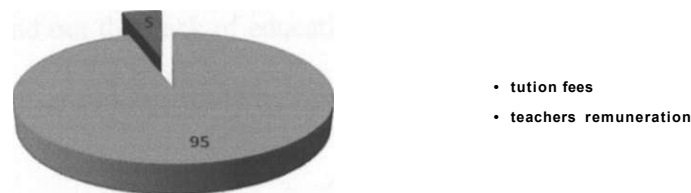
outside school. Further studies by Allen and Daly (2002), Desforges and Abouchaar (2003) stated that CLWD whose parents are responsible of the health status, show greater social, health and emotional development hence effective participation in school.

#### **4.4 SECTION D: Parental Responsibility, Education Cost and CLWD**

The study sought to examine parental responsibility in the provision of Educational cost on the participation of CLWD in ECE. Parenting CLWD is an expensive endeavor that has become increasingly difficult for many families in Kenya in the midst of tough economic upheavals (KNSPWD, 2007). The necessities for a family with CLWD extend well beyond food, clothing, and housing (UNESCO, 2007).

##### **4.4.1 Educational Cost and Participation of CLWD**

The study sought to determine the provision of educational cost and participation of CLWD in ECE. Providing educational cost is a great support in the foundation phase of CLWD (Littlefair, 1994; Driessen et al., 2004; and Hornby 2000). The study focused mainly on the financial support parents provided to facilitate participation of CLWD in ECE centres. Provision of education cost was a parent's task in ECE as illustrated in figure 4.2



**Figure 4.2: Parents Responsibility in Providing Educational Cost of CLWD**

The study revealed that of 91(100%) parents, 86(95%) catered for the educational cost of CLWD through the provision of tuition fees while 4(5%) parents indicated provision of remunerations for the teachers. Additional findings indicated that parents participated in the educational fundraisings to support participation of CLWD in ECE. Of the 8 headteachers 4(50%) ascertained the information. However, ECE teachers indicated that CLWD missed school due to absenteeism attributed to lack of educational cost .This affected participation and limited learners' achievement. This was in agreement with Apple and Zenki (1996), who found out that CLWD from low income families, became victims to absenteeism and dropout than CLWD from rich families. Absenteeism made CLWD not to participate in learning resulting to lack of consistence in concept learning.

Further analysis established that, the enrolment of CLWD in school was low as well as attendance and retention. All, 30(100%) ECE teachers confirmed that education cost had made CLWD not to attend school regularly. In addition, all the respondents affirmed that CLWD had dropped out while others never enrolled in ECE due to lack of education. Out of 30 (100%) ECE teachers, 26(86.7%) pointed out that CLWD who were of school going age remained home while other children of the same age went to school. This was in agreement with studies done by Sloper and Beresford (2006) who found out that lack of education cost made CLWD not to be in the same class with age mates and as a result dropped out of school hence poor participation.

Additional findings established that participation of CLWD was poor due to lack of educational cost. Out of 8 headteachers and 30 ECE teachers, 4(50%) and 22(73.3%) respectively confirmed that CLWD were frequently sent home due to lack of educational cost. This limited participation and slowed learner success in ECE. This was in agreement with studies done by Schoggen & Schoggen (2005) who suggested that economic and social science perspective have a role on family composition in education attainment. Therefore socio-economic background of the family sets the road map of academic achievements for CLWD. Family background is the key to pupils' life in and outside school.

#### **4.4.2 Issues Arising from Provision of Educational Cost and CLWD**

The study sought to determine the issues and constraints in parental provision of educational cost and participation of CLWD in ECE. Inadequate planning of service delivery programmes and insufficient financial resources compromise the quality of services provided to CLWD in ECE (NSNE Policy Framework, 2009). The cost of providing educational services to CLWD is relatively high and constitutes the single most limiting factor to increase enrollment, retention and transition of such learners in educational programmes (NSNE Policy Framework, 2009). This is compounded further by the fact that majority of CLWD come from poor families. Such families find difficult to participate on the education cost of CLWD (Kochung, 2003) and in the end participation of is compromised.

Studies done by Sloper and Beresford (2006) pointed out that 55 percent of families with CLWD lived in poverty and faced extreme difficulty in providing the financial resources to cater for educational cost of CLWD. This weakened participation and

lowered learner achievement in ECE. In addition, the study indicated various responses in regard to issues and constraints in provision of educational cost and participation of CLWD as illustrated in table 4.12.

**Table 4.9: Distributions of issues raised in provision of Education Cost.**

Issues raised	Headteachers		ECE teachers		Parents	
	F	%	F	%	F	%
Financial instability	8	100	30	100	91	100
Large family size	6	75	8	26.7	85	93.4
Single parenting	3	37.5	9	30	75	82.4
Unemployment	8	100	30	100	91	100
High cost of living	8	100	30	100	91	100

**Source:** Survey data 2012

Further analysis revealed that financial instability restricted parents from providing educational cost of CLWD. This was confirmed by 8 headteachers, 30 ECE teachers and 91 parents used in the study. However parents of CLWD were left with no other option but to withdraw CLWD from school and keep them at home.

On the other hand of 91 parents 85(93.3%) stated that due to family size they have priority to children with no disability which then compromised the participation of CLWD in ECE. 6(75%) out of 8 headteachers and 8(26.7%) of the ECE teachers had the same opinion. Studies by Stafford (1989) and Hamuschek (1992) confirmed that

parental time input to CLWD schooling periods depend on children spacing and family size, parental education of mothers, labor force participation and increase in family income.

In addition, high cost of living inhibited the parents in provision of educational cost which affected more the participation of CLWD in ECE (NSNE, 2009). This was affirmed by 8 headteachers, 30 ECE teachers and 91 parents used in the study. In addition, of 91 parents used in the study 75(82.4%), 3(37.5%) out of 8 headteachers and 9(30%) of 30 ECE teachers confirmed that single parenting was a limiting factor which compromised the participation of CLWD in ECE.

All the 8 headteachers, 30 ECE teachers and 91 parents further cited unemployment as a common hindrance to the parental responsibility in provision of Educational Cost in the participation of CLWD. Connely and Kimmel (2000) indicated that the probability of using parental care for CLWD increases with full time employment of mothers than mothers employed part time for they rely on child care provided by relatives. In view of these there is need for free basic education in all levels to enhance the participation of CLWD in the learning process, without which the millennium development goals on education for all will not be achieved.

#### **4.5 SECTION E: Parental Responsibility: Monitoring Learning Activities**

The study sought to establish the extent to which parental responsibility through involvement in monitoring of learning activities influenced the participation of CLWD in ECE. A monitoring in any program results to effective, efficiency and success of achieving its objectives. Monitoring process is an action for improvement

of the service delivery. Monitoring of parents in the learning activities of CLWD is equally significance for the effective participation in ECE. Parental monitoring in the learning activities of CLWD is a clear indicator of good performance.

#### 4.5.1 Parental Involvement in Monitoring Learning Activities of CLWD

The study sought to determine the extent to which parental responsibility in monitoring the learning activities influenced the participation of CLWD in ECE. A clear role, definition and its understanding on the part of parents is crucial for positive contribution to a child's learning activities. According to Henderson (1988), learners learn more effectively and successfully when parents are involved in monitoring their learning activities in school. Table 4.13 illustrates the support given by parents in monitoring the learning activities of CLWD.

**Table 4.10:Response in monitoring learning activities of CLWD**

	Headteachers		ECE teachers		Parents	
	F	%	F	%	F	%
Assisting in Homework	3	37.5	12	40	35	38.5
Accompanying CLWD to and from school	4	50	13	43.3	45	49.5
Attending school Meetings	3	37.5	10	33.3	37	40.7

**Source:** Survey data 2012

Based on the findings, out of 8 headteachers and 30 ECE teachers, 3(37.5%) and 12(40%) respectively indicated that parents assisted CLWD in doing homework. In support of the contention, out of 91 parents 35(38.5%) cited that CLWD were assisted

in doing homework. This helped in boosting participation and strengthening learner achievement in ECE. Additional findings indicated that 45(49.5%) out of 91 parents accompanied CLWD to school. Out of 8 headteachers and 30 ECE teachers, 4(50%) headteachers and 13(43.3%) ECE teachers confirmed the information stating that parents accompanied CLWD to and from school which then raised learner achievement.

Additional findings revealed that school meetings were held more than twice a year and only 37(40.7%) of 91 parents attended the meetings. 3(37.5%) out of 8 headteachers and out of 30 ECE teachers, 10(33.3%) confirmed that school meetings were poorly attended. This was a clear indicator that support given to CLWD in relation to the monitoring of learning activities was limited. This translated to low participation of CLWD in ECE. Worse still; a parent in FGD said that:

*'There is no need to attend school meetings since the child is already 'disabled' thus there is no much to discuss in school meetings. What I require is my child to be in school along with others as we have teachers to take care of him as I take care of my other daily chores. It is quite hard to leave him alone at home but in school he is safe in the hands of teachers.'*

The study findings further revealed that CLWD returned back to school the next day with uncompleted assignments. Inadequate parental participation in assisting CLWD in homework was attributed to low level of education among parents. This concurred with study done by Wilson (1992) who established that children of educated parents are reliable than children of lower or home educated parents. In addition, studies by Okantey (2008) asserted that parent's level of education has direct impact on the children's educational aspirations which in turn strengthen the parental responsibility

in monitoring learning activities of CLWD. This raises the participation and learner success.

During the interviews, 6(75%) out of 8 headteachers said that CLWD were more disadvantaged when parents had a lower education and form a cycle of uneducated family members making every generation of the family not to go to school. The study was in agreement with studies done by Okantey (2008) who established that education level of the parents has positive and significant effect on participation of CLWD. Additional findings established that CLWD from educated families were ambitious and participated effectively in school. This was observed in indoor and outdoor activities which included writing and playing.

Additional findings indicated that parents of CLWD were reluctant in attending school meetings. This hampered the participation of CLWD in class and school as CLWD lacked support. In support of the contention, 8(100%) headteachers said that CLWD who parents kept close monitoring and were involved in learning activities depicted happiness and positively participated in school. This was confirmed by the ECE teachers in which out of 30 ECE teachers, 22(75%) said that CLWD who parents supported in the learning activities were able to interact with others freely hence being active in most of the school activities which included reading and playing. This concurred with studies done by Deutcher and Ibe (2002) who established that parental involvement in the monitoring children learning activities raises academic performance and enhances learner achievement. Additionally, Muller and Kerbow (1993) were in support of the contention that parental involvement concerns

utilization of numerous family processes which in turn create opportunities for learning.

The study further established that out of 8 headteachers, 4 (50%) said that during interaction with parents in daily running activities of the school, parents distanced themselves from CLWD and in the end weakened participation of CLWD in and outside school. This was in agreement with studies by Cao and Sullivan, (2001) who established that parents distanced themselves from CLWD. In addition, of 30 ECE teachers, 25(83.3%) confirmed that CLWD suffered lack of parental love and care. Love and security are basic needs and are important in the learning process of the child, lack of involvement in monitoring of learning activities of CLWD signaled lack of love and care which made CLWD poor participants in school and at home. Further analysis through observation indicated that CLWD whom parents did not give close supervision and support looked withdrawn and lonely; this resulted to failure of CLWD to participate actively in school.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FUERTHER RESEARCH

#### 5.1 Introduction

This chapter presents summary, conclusion and recommendations on influence of parental responsibility on participation of CLWD in ECE centres in Kajiado North District, Kenya. The study sought to determine parental provision of teaching and learning resources, health care and safe environment, educational costs and how the involvement of parents in monitoring learning activities affects the participation of CLWD in ECE. Conclusions have been made based on the research findings presented in chapter four. In addition there are suggestions for further research.

#### 5.2 Summary of Findings

From the findings, parental responsibility was noted to have a great influence on the participation of CLWD in ECE centres. All, 8 headteachers, 30 ECE teaches and 91 parents agreed that education needs of CLWD in ECE were parent's task. Parents who provided T/LRs, health care support and safe environment, educational cost and monitored learning activities of CLWD strengthened participation and raised learner achievement. In instances where the aspects were not provided participation was weakened and learner achievement lowered.

Additional findings indicated that parents could not provide adequate teaching and learning resources to CLWD because of their financial positions. Parents cited that the

government had failed in providing for education needs for ECE centres which has posed great challenges especially to CLWD. This has affected participation and slowed learner achievement in school. The same view was reflected by the 30 ECE teachers who reported that parents are the sole providers of ECE teaching learning resources, which has resulted to the inadequacy provision of teaching learning resources due to lack of adequate financial resources, thus posing challenges to the participation of CLWD in ECE. The study was in agreement with studies by Ohba (2009) which established that CLWD from poor background experienced challenges. Lack of teaching learning resources affects their participation in learning because CLWD become withdrawn and absentminded.

Additionally, 8 headteachers involved in the study further confirmed that parents are the sole providers of teaching learning resources. This has affected CLWD; they missed school due to the absenteeism attributed to lack of text books, exercise books, pencils and play materials which include balls and dolls. More still, during indoor and outdoor activities, there was a challenge in the sharing of the little resources in the school since there were no grants from the government to support the same. This limited participation and lowered learner success in ECE.

The study established that the teaching learning resources provided in ECE were exercise books, pencils, makers, manila papers, charts and dolls. According to Broom (1973), the creative use of teaching learning resources provided by parents increases the probability that CLWD would learn more, retain better what they learn and improve their performance on the skills expected to develop. In support of the contention NSNE Policy Framework (2009) gives emphasis on provision of T/LRs

which are compatible with the interest of CLWD. In addition, the Constitution of Kenya (2010), Chapter Four, Article 54, (1b) which states that a person with any disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interest of the person. However, during the study it was observed that teaching and learning resources available were not integrated to meet the needs of CLWD in ECE centers. This left CLWD withdrawn and not able to participate in school.

NSNE Policy Framework (2009) indicates that there is inadequate provision of appropriate teaching and learning materials for CLWD because most of the materials available in the market are mainly developed for regular curricula and regular pupils. A study by Ausubel (1973) established that young children are capable of understanding abstract ideas when provided with sufficient teaching learning resources and concrete experiences with the phenomenon that they are to understand. The study was in agreement with NSNE policy framework (2009) which states that teaching learning resources provided by parents are key factors in facilitating CLWD participation in learning. Therefore, lack of adequate teaching learning resources in ECE compromised participation and lowered learner achievement.

The children Act, (2001) state that CLWD have the right to be treated with dignity and should be accorded appropriate medical treatment, special care, education and training free of charge or at reduced cost whenever possible. The findings indicated that parents support CLWD by providing them with food and ensuring that they were kept clean. Safety of CLWD was enhanced by escorting them to school and picking them from school or supplemented by eldest siblings to school. The study indicated

that 40% of parents took CLWD to the hospital. However inadequate health facilities and reduced safe environment are still a challenge. In addition, 60% of parents confirmed that CLWD were left at home without any medication assuming that the nature of their condition made them to be unwell as well as religion and faith ties. The survey established that participation of CLWD was poor because children missed school for a long period when they were sick.

Health costs, lack of health facilities, low income and poor attitude were among the problems which hampered parents from providing quality health care and safe environment for CLWD. This limited the effective participation of CLWD in school and at home. Poverty was identified as a key factor affecting parents in their responsibility. Sloper and Beresford (2006) studies showed that about 55% of families with CLWD live in poverty and faced challenges in providing the financial resources that were needed to care and offer a conducive environment for CLWD. Another study by Neas *et al.* (2003) also showed that parents who had CLWD faced difficulties in finding high quality health care and a safe environment for their children due to low income and poverty. This contributed to lowering the level of participation for CLWD in ECE.

Additional findings indicated that parents had a responsibility in providing educational cost for CLWD which included paying of tuition fees, payment of remunerations for ECE teachers, provision of specialized equipments used for learning, buying of stationeries and fundraising for the ECE up keep. Educational cost affected the participation of CLWD in school; parents reported that failure for them to pay fees in time was a big issue since children were sent home. In addition, parents

noted that failure to meet educational cost resulted to school dropout among some children and this affected participation and the academic performance of CLWD. The views that were provided by 8 headteachers, 30 ECE teachers and 91 parents served as reflections of the critical role parents played in education of CLWD in ECE centres.

Studies done by (Littlefair, 1994; Driessen et al., 2004; and Hornby, 2000) indicate that providing educational cost is a greater support in the foundation phase of CLWD. In addition, Hornby (2000) observed that at a combined school in South Africa, parents who were involved in the development of CLWD literacy beyond foundation phase accelerated participation of CLWD in school. In instances where parents were less involved participation of CLWD was slowed. Despite parental role on participation of CLWD, the rising demands of education, and much more that of CLWD compromised their position. Further studies revealed that one of the barriers to effective participation of children CLWD in school especially from the poor was educational cost (Sloper and Beresford, 2006).

From the Findings, lack of financial sustainability was one of the key factors that made it rather difficult for parents to meet the educational cost of CLWD. Large family size, single parenting and unemployment among parents were other factors that influenced their responsibility towards the education of CLWD. The findings concurred with those of UN, CRC (2006) which depicted family size, financial sustainability and ignorance among parents as major factors that influences parental responsibility towards the learning of CLWD. A report by the UN (1996) had earlier showed that a good number of people living with disabilities are not able to get access

to basic, social and medical services simply because they lack access to income. Kajiado District is classified as ASAL (arid and semi-arid Land). The poverty level is moderately high (Kajiado District Strategic Plan 2005-2010). Therefore, parents may not be in a position to meet all the needs of CLWD in ECE which then affects participation.

It was also noted that parents were involved in monitoring the learning activities of CLWD through their participation in attending to the school meetings and giving assistance in homework. However, majority of the parents do not participate effectively in the learning processes of CLWD. Lack of parental participation in assisting children in doing home work may be attributed to low level of education among parents. Moreover, some of the parents find themselves being so busy to an extent that they do not have time for CLWD who needed more support. Muller and Kerbow (1993) also observed that parental involvement concerns the utilization of numerous family processes which in turn create opportunities for learning.

### **5.3 Conclusion**

From the findings parents in Kajiado North District are the sole provider of ECE teaching learning resources, which has resulted to the inadequacy provision of teaching learning resources since parents lack adequate financial resources. Lack of teaching learning resources affects CLWD participation in school because they become withdrawn and absentminded. More still, during indoor and outdoor activities, there was a challenge in the sharing of the little resources in the school with no grants from the government to support the same. In conclusion, the teaching learning resources provided in ECE centres in Kajiado North District were exercise

books, pencils, makers, manila papers, charts and dolls. However teaching and learning resources available were not integrated to meet the needs of CLWD in ECE centres. This left CLWD withdrawn and not able to participate in class and school.

Providing health care support and safe environment was seen to be parents' role. The study concluded that parents supported CLWD by providing them with food and ensuring that they were kept clean. Safety of their children was enhanced by escorting them to school and picking them from school or supplemented by eldest siblings to school. The study indicated that 40% of parents took CLWD to hospital. However inadequate health facilities and reduced safe environment are still a challenge. In addition, 60% of parents left CLWD at home without any medication assuming that the nature of their condition made them to be unwell as well as religion and faith ties. The survey established that poor health affected participation of because children missed school for a long period when they were sick. Health costs cultures as well as parental attitude were problems associated with provision of health care and safe environment. This affected participation and slowed learner success.

Parental responsibility in providing educational cost for CLWD included paying of tuition fees, payment of remunerations for ECE teachers, provision of specialized equipments used for learning, buying of stationeries and fundraising for the ECE up keep. Failure to meet educational cost resulted to school dropout among some children and this affected participation of CLWD in ECE. The study concluded that lack of financial sustainability was one of the key factors that restrained parents to meet the educational cost of CLWD in ECE. Others were large family size, single

parenting and unemployment. This limited participation and lowered learner achievement.

Parents were involved in the learning activities of CLWD by attending school meetings, assisting in doing homework and accompanying CLWD to school. However, majority of the parents do not participate effectively in the learning activities of CLWD due to low level of education and ignorance of parents. This weakened the participation and lowered learner success.

#### **5.4 Recommendations**

From the foregoing findings and conclusions the study recommended the following:

##### **1. Provision of teaching learning resources by the Government.**

Inadequate provision of T/LRs by parents has contributed to poor participation of CLWD in ECE. Lack of T/LRs in ECE centres can be solved by the GoK allocating funds to purchase T/LRs that are compatible to the needs of CLWD in ECE.

##### **2. Targeting the health and safety of CLWD.**

On support of health care to CLWD, parents do not provide quality health care for CLWD due to high cost of medication and lack of medical facilities. The government should create an earmarked budget to ensure that funds are targeted at agreed areas of need (such as Kajiando North District), to promote access to health care services. Awareness on specialized equipments is needed for each child diversity among parents to promote safety in and outside school.

### **3. Policies should be put into place to ensure that CLWD access education**

CLWD do not access education due to lack of educational costs. ECE is not included in the free education given by the GoK to other levels of education. There is need for the government to develop proper mechanisms for financing ECE centres. This should go along with effective monitoring of disbursed funds to avoid misappropriation and thus enhance proper utilization to facilitate participation of CLWD as well as easing burden of incurring costs by the parents.

### **4. Importance of parental involvement in monitoring learning activities should be advocated through creating awareness among parents**

The ECE centers should develop a policy on parental involvement. Such development should be inclusive of all stakeholders to ensure commitment and buy-in. Clear defined roles, responsibilities and strategies like frequency of meetings and establishment of committees should be in place. The school should also hold strategic workshops to develop vision and mission statement of the school. Development of strategies will enforce unity and interdependence among the parties. Team building will strengthen working together among groups in terms of their areas of operation.

### **5.5 Contribution to the body of knowledge**

Findings from the study indicated that parental responsibility influenced the participation of CLWD in and outside school. Lack of teaching and learning resources, health care and safe environment, educational cost and monitoring of the learning activities made CLWD participate poorly in school.

## **Contribution to the body of knowledge**

### **Objective**

### **Contributions**

Provision of teaching and learning resources for CLWD in ECE

Parents are the sole provider of teaching and learning resources in ECE. This has left parents with a great burden hence affecting the participation of CLWD in the school. There is need for allocation of funds by the GoK to cater for the T/LRs for CLWD.

Examine the effects of parental provision of health care and safe environment on the participation of CLWD in ECE.

Participation of CLWD in school hand in hand with the health care and safety both at home and in school. Poor health care and lack of safe environment due to financial constraints compromised participation of CLWD. Lack of health facilities and medical cost affected the participants of CLWD in the learning process. Budgetary allocation for health care services and specialized equipments may help to improve the health status of CLWD.

Establish how parental provision of educational costs affects the participations of CLWD in ECE.

Provision of educational cost for CLWD in ECE was relatively higher. Educational cost was the most limiting factor that increases enrolment, retention and completion of CLWD in ECE Programmes. In addition unemployment and high cost of living limited parents from meeting the educational costs requirement of CLWD in ECE. Inclusion of ECE in free education will assist in boosting participation in school.

Access the extent to which parental monitoring of learning activities influenced the participation of CLWD in learning.

Monitoring by parents in the learning activities of CLWD was significance for effective participation of CLWD in ECE. In addition, there is need for awareness creation on the importance of education for CLWD since disability is not inability.

## **5.6 Suggestions for further research**

The researcher suggests a similar survey on different arid and semi arid areas to investigate the influence of parental responsibility on participation of CLWD in ECE centres. Furthermore, more studies should be done on parental responsibility at home and participation of CLWD in ECE.

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## **APPENDICES**

### **APPENDIX I**

#### **LETTER OF INTRODUCTION**

##### **INTRODUCTION AND CONSENT**

Hello. My name is

I am currently a student in the University of Nairobi. I am conducting a study to examine the influence of parental responsibility on participation of children living with disability in ECE in Kajiado North District, Kenya. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all questions posed to you. The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks in advance.

Yours sincerely,

Mokami Mosabi Mwita

Mobile Number: 0722 908225

## APPENDIX II

### OBSERVATION SCHEDULE

	<b>Observation</b>	<b>Yes</b>	<b>No</b>	
	Participation in class, Example answering questions, group work and work done by the child.			
	Participation in outdoor activities, Example playing with others			
	Whether pupil - book ratio is adequate			:
	Whether children with disability have adequate teaching and learning aids			
	Whether teaching and learning resources for the children with disability are current			
	Whether classrooms are adequately equipped to cater for the needs of learners with disability (enough light, enough space)			
	whether children with disability are well dressed (School Uniform)			
	Whether there are adequate facilities to cater for health needs of children with disability in schools			
	Whether the facilities are current and appropriate to the needs of CLWD			
	Whether there is safety for children with disability in school-Specialized equipment, infrastructure e.g. building, sanitation			
	Whether parents attend for educational meeting-Attendance records			
	Absenteeism-register			

\*

## APPENDIX III

### QUESTIONNAIRE FOR THE ECE TEACHER

This study sought to investigate on the influence of parental responsibility on the participation of CLWD in ECE. I request you to spare your time to inform the study by answering the following questions.

#### DEMOGRAPHIC CHARACTERISTICS

NO	QUESTIONS	RESPONSES	INSTRUCTIONS
1	What is your gender	U Male HI female	Tick the most appropriate
2	What is your age	=• 20-30 years ZD 31 -40 years ^ 41-50 years —' 51-60 years	
3	What is your highest level of education	Certificate HI Diploma HI Degree HI Master degree	
4	Indicate your teaching experience	• 1-5 years • 6-10 years • More than 10 years	

**SECTION A**

**Teaching and learning resources and participation of CLWD in ECEC**

1	Who provides teaching/learning resources for CLWD in ECE	<ul style="list-style-type: none"> <li>• Parents</li> <li><input type="checkbox"/> Community</li> <li><input type="checkbox"/> Government</li> </ul>
2	What kind of teaching resources do they provide	<ul style="list-style-type: none"> <li><input type="checkbox"/> text books</li> <li><input type="checkbox"/> exercise books</li> <li>• specialized equipment e.g. hearing aids, magnified glasses</li> <li><input type="checkbox"/> pencils</li> <li>• manila papers</li> </ul>
3	Are the teaching resources adequately provided	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes if yes indicate the ration</li> <li>• No</li> </ul>
4	In what ways has provision of teaching learning resources by parents impeded the participation of CLWD in ECE	   
5	What are the issues that you experience in regard to the provision of teaching learning resources	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
6	How can the challenges in question 5 above be addressed	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

**SECTION B**

**Health care, safe environment and participation of CLWD in ECE**

1	Do parents contribute to the health care safe environment of CLWD in your ECE?	ID Yes ID No Explanation
2	Is the health care of CLWD adequately supported in terms of sanitation, class room, health facilities and health check up?	• Yes • No Explanation
3	Do you think that the health of CLWD limit their effective participation in the learning process?	ID Yes Z1 No Explanation
4	What issues do you experience in regard to the provision of health care and safe environment of CLWD in ECE?	Low income ID Information accessibility ID Poor attitude ID High medical cost ID Lack of medical facilities

**SECTION C**

**Provision of Education Cost and participation of CLWD in ECE**

1	Does the ECE receive any government grants to support its running?	• Yes • No Explanation
2	Who is responsible for ECE educational cost	—1 Parent ID Local authority ID Government
3	What issues do you think parents experience in regard to provision of educational cost for CLWD in ECE?	Financial instability ID Large family size 1 unemployment ID high cost of living single parenthood
4	How can the issues in question 3 above be addressed?	1. 2. 3. 4. 5

**SECTION D**

**Involvement in monitoring of learning activities**

1	Are the parents involved in the monitoring of learning activities of CLWD in ECE	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> Explanation
2	Do you hold parents meeting in your ECE	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
3	If yes how many times in a year	<ul style="list-style-type: none"> <li>• Once</li> <li>• Twice</li> <li>• More than twice</li> </ul>
4	How often do parents come to school to check the progress of CLWD in ECE	<ul style="list-style-type: none"> <li>• Occasionally</li> <li>• Rarely</li> <li>• Not at all</li> </ul> Explanation

## APPENDIX IV

### INTERVIEW SCHEDULE (HEADTEACHERS)

#### Section A: Demographic information

NO	QUESTIONS	RESPONSES	INSTRUCTION
<b>Demographic Characteristics</b>			
1.	<b>Gender</b>	Male [ ] Female [ ]	<b>Tick the most appropriate or give a brief explanation.</b>
2.	<b>Please indicate your age bracket</b>	20-30years [ ] 31-40 years [ ] 41-50 years [ ] 51-60years [ ]	
3.	<b>Please indicate your highest Education level</b>	MED [ ] Diploma [ ] BED [ ] Any other	
4.	<b>For how many years have you been in a teaching position or teaching related role?</b>		

1. Who provides teaching learning resources for CLWD in ECE?
2. What kind of teaching learning resources are provided for CLWD in ECE?
3. In your daily activities what challenges do you experience in regard to the provision of teaching learning resources?
4. What could be done to the challenges experienced in question 3 above?
5. What is the contribution of parents on the health care and safe environment of CLWD in ECE?
6. What issues would you wish addressed to improve the health care and safe environment of CLWD in ECE?
7. How appropriate is the provision of education cost to the participation of CLWD in ECE?
8. What challenges do you think parents experience in relation to provision of education cost for CLWD in ECE?
9. What is the contribution of parents in monitoring the learning activities of CLWD in ECE?
10. How often do you hold meetings with parents in ECE?
11. In what ways has the monitoring of teaching learning activities appropriate to the participation of CLWD in ECE?

*Thank you for your co-operation*

## **APPENDIX V**

### **FOCUSED GROUP DISCUSSION GUIDE (40-60MIN)**

- 1) Appendix III: FOCUSED GROUP DISCUSSIONS.
  - a) Do you provide teaching learning resources?
  - b) What kind of teaching or learning resources do you provide?
- 2) In your own view do you think you provide adequate teaching and learning resources for CLWD in ECE?
- 3) What challenges do you experience in the provision of teaching and learning resources in ECE?
- 4) What would you offer as the solution for the provision of T/L resource in ECE?
- 5) Let us discuss on how you support the health care and safe environment for CLWD in ECE.
- 6) Let us discuss on the health care of CLWD and their participation in school.
- 7) What challenges do you experience in regard to the provision of health care and safe environment of CLWD in ECE?
- 8) How do you provide for the educational cost for CLWD in ECE?
- 9) How do you involve yourself in the monitoring of learning activities of CLWD in ECE?



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9<sup>h</sup> February, 2012

Mokami Mosabi Mwita  
University of Nairobi  
P. O. Box 30197-00100  
NAIROBI

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of parental responsibility on participation of children living with disability in Early Childhood Education Centers in Kajiado North District, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kajiado North District** for a period ending **28<sup>th</sup> February 2013**.

You are advised to report to the **District Commissioner & the District Education Officer, Kajiado North District** 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 form** of the research report/thesis to our office.

**DR. M. K. RUGUTT, Ph<H§C**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
Kajiado North District

The District Education Officer  
Kajiado North District

# University of Nairobi

## Board of Postgraduate Studies

Telephone: 318262 Ext. 28267  
Fax Number: 243626  
Telegrams: "Varsity of Nairobi"  
E-mail: bps@uonbi.ac.ke  
**Our Ref:** E57/78593/2009

P. O. Box 30197-00100  
NAIROBI, KENYA

10<sup>th</sup> March 2012

Mwita Mokami Mosabi  
P. O. Box 74864-00200  
**NAIROBI**

Dear Ms. Mwita,

### **RESEARCH PROPOSAL AND SUPERVISORS**

This is to inform you that the Director, acting on behalf of the Board of Postgraduate Studies has approved your research proposal titled: "**Influence of Parental Responsibility on Participation of Children Living with Disability in Early Childhood Education Centres in Kajiado North District, Kenya**".

She has also approved **Dr. Paul A. Odundo** as the supervisor of your thesis.

You should therefore begin consulting him and ensure that you submit your thesis for examination on or before end of September 2012.

Yours sincerely,



ANNE M. SIMIYU (MISS)  
**FOR: DIRECTOR, BOARD OF POSTGRADUATE STUDIES**

C.c. Dean, School of Education  
Chairman, Department of Educational Communication & Technology  
Dr. Paul A. Odundo (Supervisor) Dept. of Educational Comm. & Tech.

AMS/gwg

THIS IS TO CERTIFY THAT:

of/Dr./Mr./Mrs./Miss. *[Name]*

MWITA

Address) UNIVERSITY OF NAIROBI

Box 29127, NAIROBI

has been permitted to conduct research in

Location,

District,

RIKITA VILLY Province,

the topic... XHELEUEJ&GE...OE...P.A&eMtAL...  
'RESPONSIBILITY ON PARTICIPATION

1 CHILDREN LIVING WITH DISABILITY

...EARLY CHILDHOOD EDUCATION CENTRES

N. KAKS&P.Q. NQR. P.

a period ending 28 FEBRUARY, 2013

Research Permit No. NCS.Ty.RCD./14./Q i ^ / J Z

Date of issue... 3.12.2011

Fee received... KSHS. \*JLQ.O.D



*[Signature]*  
Applicant's Signature  
National Council for Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH COORDINATION  
PER/Vjj-p