



Effect of Parental Economic Status on Enrollment of Learners with Physical Challenge in Preschools in Riruta Zone, Dagoretti Sub-county, Nairobi County, Kenya

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Authors' contributions

This work was carried out in collaboration between all authors. Authors SW and LM designed the study and reviewed the manuscript, while author MWG carried out data collection and analysis and wrote the manuscript. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/SAJSSE/2019/v3i230099

Editor(s):

(1) Dr. John M. Polimeni, Associate Professor, Department of Economics, Albany College of Pharmacy and Health Sciences, Albany, New York, USA.

Reviewers:

(1) Eduardo Mario Lacues Apud, Universidad Católica del Uruguay, Uruguay.
(2) Nathan H. Chiroma, Pan Africa Christian University, Kenya.
Complete Peer review History: <http://www.sdiarticle3.com/review-history/47914>

Received 16 December 2018

Accepted 04 March 2019

Published 18 March 2019

Original Research Article

ABSTRACT

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

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

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analyzed qualitatively through grouping responses in respect to priority and strength of the response.

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

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

Keywords: Motor disability; preschool; economic status; learners; preschool enrollment.

1. INTRODUCTION

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

The world is facing a growing number of children with disabilities who are continuously excluded from participation in societal activities [7]. Children with disabilities including those with motor disabilities have been reported to be marginalized, with 2% out of those with disabilities in the world accessing education [1]. This indicated that majority of such children don't opportunities to explore their potential. Belk [8] noted that Early Childhood Development (ECD) is facing constant challenges especially in the inclusion of children with disabilities. Reforming public education to accommodate the needs of children with physical handicaps in regular classrooms is a great challenge [9]. Shreve [10] has argued that enrollment of children with motor disability dwindles when strategies that enhance self concept and self-efficacy are not used. According to UNESCO [11] report, children with motor disability are among those who are disadvantaged (alienated) based on the social, cultural, religious, political and economic environments.

It is generally accepted that, parental economic status affects enrollment of children in preschools. In USA parents in the top financial quintile spend seven times more on enrichment activities and materials for their children such as

books, computers, summer camps, and music lessons than families in the bottom financial quintile [12]. Due to financial distribution inequality worldwide, children living in poverty have higher number of absenteeism and eventually leave school to work or care for the family [13]. To mitigate the inequality in access to education, countries world-wide have built a consensus that Governments should have an important role in making early investments through child-care [14]. In the last few decades many countries have introduced publicly funded, universal preschool programmes and momentum continues to build. In England, all three and four year-olds are entitled to a free part-time nursery place during the school year, and similar policies are in place in Scotland and Wales. This is a popular policy and from 2013 it was extended to disadvantaged two year-olds [15]. In South Africa ECD services are implemented by the non-profit sector and there are "very variable levels of access to and quality of ECD services" [16]. Although 90% of 5 to 6 year olds and 55% of 3 to 4 year olds are attending an educational institution or care facility, attendance doesn't ensure that children in South Africa are provided with an appropriately stimulating environment or care [17].

In Kenya, enrollment of learners with physical handicaps is hampered by irresponsive curriculum [2], inadequate specialized equipment and instructional materials for children [18]. Most studies have shown limitations to enrollment of children with disabilities in general. Specific disability such as physical challenge has not been fully elucidated. Despite the existence of policy on integration of learners in Early Childhood Development Education (ECDE), 94% out of the 750,000 children with disabilities are not enrolled [19]. With increased sensitization on the rights of children such as the right to education, it remains unclear why children with physical impairments are not adequately enrolled

in Riruta zone. Inasmuch as investment in early childhood development is important, this level of education remains limited by the costs of implementing it [20]. Parents with high economic status succeed in preparing their children for schooling as they have wide range of resources [21].

The relationship between the economic status of parents and the enrollment of children in preschools has been documented in many parts of the world [22,23,24,25]. Ahmad and Khan [22] and Ahmar and Anwar [26] reported a positive correlation between parents' economic status and preschool attendance. They concluded that children whose parents are of better economic standing attend preschools better than those whose parents are of low economic standing. According to Ngorosho [23] home economic environment affects children enrollment in preschools in rural Northern Kenya. Otula [25] reported that parents' economic status affects their ability to provide for preschool education, as poor parents are unable to provide their children with basic requirements for schools including books, pens or pencils, proper nutrition and supportive environment for learning.

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

According to UNICEF [30], children from parents who are poor have high chances of becoming disabled due to poor healthcare, malnutrition, inaccessibility to basic requirements such as water and sanitation. In relating poverty to disability, UNICEF reports that once the children are disabled, they are disempowered thereby increasing poverty in the households. From this context, poverty reinforces disability which

increases vulnerability and exclusion in learning setups. This tends to limit the choice of enrolling children in schools. In his findings, Ingstad [31] observed that expenses connected with having a physically impaired child in school easily exceed the expenses for the 'normal' one. Faced with such expenses, many poor parents still have to make priorities among children and often end up sending the able bodied to school before the physically impaired one. In another case, poor families seem to have lost what we may call a "fighting spirit" and they seem to have given up. Faced with the many losses and obstacles that poverty creates, the care for an impaired family member is one burden to many and just becomes too much.

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

2. MATERIALS AND METHODS

2.1 Research Design

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

2.2 Variables of the Study

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

2.3 Location of the Study

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

2.4 Target Population

Understanding integration of children with physical challenges in learning institutions requires diverse sources of information. Riruta Zone has 33 public schools out of which 32 are regular and one is special education school (Dagoretti Sub-County Education and Assessment Resource Centre, 2013). Thus the researcher targeted headteachers, teachers, parents and children of 32 regular schools and

one special education school. Thus, a total 362 persons were targeted (Table 1).

2.5 Sampling Techniques and Sample Size

This study used stratified and simple random sampling techniques to derive suitable sample. This is because the target population is complex and thus particular individuals require different approaches. Random sampling allowed all the members of the population to have an equal chance of being selected without biasness. All the names of the 32 regular preschools in the study area were listed of which 10 were randomly selected. The only special education school in the area was included in the study. The head teachers, teachers, and parents were selected from these 10 selected preschools, in addition to the only special education school. All the 10 head teachers formed part of the sample in addition to the head teacher from the special school. Thus 11 head teachers were chosen to be part of the sample. In addition, from each of these 10 regular schools, 3 teachers were randomly selected in case there were more than 3 teachers in the preschool, in addition to all the 3 teachers from the special education school. This gave a sample of 33 teachers. From each of the 10 regular preschools selected, 6 parents were randomly selected to form a sample of 60 parents. All the 6 parents from the special education preschool were added to form a sample of 66 parents. The sampled parents were selected using their children. Therefore this study had a total sample size of 110 (Table 2) which was 30% of the target population.

2.6 Data Collection Procedures

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

Table 1. Target population

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

Table 2. Sample size

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

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

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

2.7 Data Analysis

Collected data was arranged and analyzed by use of Statistical Packages for Social Sciences (SPSS). Data collected using open ended questions were transcribed and coded while data from the structured questionnaire items were quantified and frequencies of the responses calculated. Quantitative data was correlated, expressed in means percentages, descriptive

statistics and chi-square tests to show the association ($P < 0.05$ at 95% confidence level) and their effect on outcome variables. Unstructured questions in interview schedules were analyzed qualitatively through grouping responses in respect to priority and strength of the response.

3. RESULTS AND DISCUSSION

3.1 Response Rate

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

3.2 Demographic Characteristics of the Respondents

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

3.2.1 Headteachers' and teachers' characteristics

The headteachers' and teachers' demographic characteristics were determined and are shown in Table 3.

Table 3. Demographic characteristics of the headteachers and teachers

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

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

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

3.2.2 Parents' characteristics

Parents' demographic characteristics were determined and are shown in Table 4. This study further revealed that majority (72.7%) of the parents were females. This implies that there are households that are women headed. With majority of the parents being females, there is high likelihood of the preschool children with motor disability receiving adequate care. Furthermore, majority (48.5%) of the parents interviewed had secondary education. There was only a small fraction of parents without formal education (Table 4). This may have positive effect on the parents understanding in educating their children with motor disabilities.

3.2.3 Parents' economic status

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

In terms of employment status, majority (62%) of the parents interviewed were employed. The difference in employment status among the parents was significant ($P = 0.0246$). Those not employed could be probably be in business or not engaged in formal jobs. The study further revealed that most of the employed parents were casual workers (Table 5). The difference in form of employment among the parents was significant ($P = 0.015$). Concerning monthly income levels, the study revealed that majority (48%) of the parents earns less than Ksh. 3,000 per month. Only 30% of the parents earn more than Ksh. 6,000 per month. However, the difference in monthly incomes was not significant ($P = 0.87$). Further, the study revealed that most of the parents do not own any capital property (Table 5). The findings of this study are in agreement with a study reported by Mwangi [33] indicating a low economic status of parents in informal settlement areas. These results portray the economic status of parents in the study area as low. Although most of them are employed, they are mainly working as casual workers with very low monthly incomes. Thus, majority of them do not possess capital assets (Table 5). These economic indicators for parents reveal that majority of parents are economically insecure.

3.3 Enrollment Rate

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

3.4 The Relationship between Parents' Economic Status and Enrollment

This study revealed that, majority (76%) of children with motor disability enrolled in preschools is from parents that are employed (Table 7). Further, majority (59%) of children enrolled had their parents employed on

permanent terms (Table 7). The findings further revealed that 65% of children enrolled are from parents with incomes above Ksh. 6,000. The study revealed that majority (62%) of children enrolled in preschools are from parents who own property (Table 7).

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

From the Table 8, all the calculated X^2 values are more than the critical values from the chi-square Table 5 with 5 degree of freedom at 0.05 level of significance. The computed chi-square values lie under the rejection region. Therefore, null hypothesis is rejected. This means that economic status of parents had an effect on enrollment of children with motor disabilities in preschools. There were significant relationships between employment status, form of employment, income level and property ownership on enrollment of

children in preschools since the P -values were statistically significant at 95 per cent level of confidence.

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

Table 4. Demographic characteristics of the parents

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

Table 5. Economic status of parents

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

Table 6. Enrollment of learners with physical challenges in five years

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

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

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

Economic status of parents		Percentage of parents (n=66)	Percentage of children with motor disability enrolled
Employment status	Employed	62%	76%
	Unemployed	38%	24%
Form of employment	Permanent	32%	59%
	Casual	68%	41%
Income level per month	Below Kshs. 3,000	48%	14%
	Kshs. 3,001-6,000	24%	21%
	Kshs. 6,001-9,000	18%	28%
	Kshs. Above 9,000	12%	37%
Property ownership	With property (land, car, house etc)	22%	62%
	Without property (land, car, house etc)	78%	38%

Table 8. Relationship between parental economic status and enrollment of children in preschool

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

It is clear from this study that, parental low income level a negative effect on pre-school enrollment. According to Booth and Dunn, [34] there is a negative preschool children enrollment in low economic status of parents as it hinders the individual in gaining access to learning resources. It can be concluded that, ownership of

capital assets positively influence childrens' pre-school enrollment. However, a study by Sullivan, Ketende & Joshi [35] did not reveal capital asset ownership as a major factor in enrollment of children's in preschools. However, they reported that, children whose parents had economic capacity for investment also had a higher preschool enrollment. The discrepancy in these findings with this study can be explained by the fact that in the Kenyan context, capital asset ownership is a strong indicator of one's level of income [36]. According to Corak [37] the income level of the parents determines their ability to spend on children education. The findings of this study are in agreement with a study carried out by World Bank [38] which showed that the economic abilities of parents positively influenced school enrolment.

Table 9. Perceptions of headteachers and teachers on economic status of parents

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

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

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

The findings reveal that majority of headteachers and teachers agree that employed parents, those with permanent jobs, those with high incomes and those with capital property are likely to enroll children with motor disability in preschools. These findings indicate that more parents who are economically stable enroll children with motor disability than parents who are not economically stable. In this regard, the findings hence collaborate the fact that economic status of parents is a determinant to enrollment of children with motor disabilities in preschools.

Financial constraints among parents may delay the enrollment of the children or keep children out of school completely. In a study carried out in Kenya by Murungi [39] it was reported that majority (73%) of the parents with children not

enrolled in preschools indicated that they were not able to provide basic needs for their children while 97% of them said they lacked school fees as well as money to meet basic school requirements such as books, uniforms, among other school needs. In another study carried out in Meru Central District in Kenya by Ncabira [40] it was reported that lack of school fees contributed to low enrollments and high dropout rates in preschools. Vukojevic et al., [41] reported a positive correlation between low socioeconomic status of parents to low outcomes of children in schools.

4. CONCLUSION

It is clear from this research that the economic status of parents affects the enrollment of children with physical disability in preschools. The status and form of employment, income level and capital property ownership provides a measure for economic status of the parents. Children with motor disability whose parents were employed, had permanent employment, higher income and owned capital property had a higher enrollment in the preschools. It therefore suffices to indicate that economic status of parents affects enrolment of children with motor disability in preschools in Riruta zone, Dagoretti Sub-County, Nairobi County. In the light of the results of this study, there is need to empower the parents of children with physical disability with a view to enhancing enrollment of such children in preschools. The outcome of this research serves to assist education stakeholders especially teachers, parents, administrators, education policy formulators and planners in drawing suitable policies that will facilitate improved enrolments in schools for children with physical disability. This is because there is need to provide free quality education for all children

including those with physical disability. Riruta zone, in Nairobi County is a low income peri-urban area and the results may not be adequate for generalizing for the entire country including rural and urban areas.

5. RECOMMENDATIONS

Based on the results of this study, further research need to be carried to determine the influence of parents' economic status on enrollment of children with motor disabilities in preschools in the entire nation. This study only focused on the parents' economic factors and there is need to study other collaborative factors affecting enrollment of children with motor disabilities in preschools in Riruta zone and other parts in Kenya such as institutional factors and parent-teacher partnerships. The study recommends evaluation of the role of disability mainstreaming in preschools. The role of all stakeholders in enhancing enrollment of children with motor disability in preschools need to be evaluated.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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