

KAMPALA INTERNATIONAL UNIVERSITY

TITLE:

**IMPACT OF POVERTY ON EARLY CHILDHOOD EDUCATION-
CASE STUDY OF EMBAKASI DIVISION, NAIROBI-KENYA**

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MAY 2010

DECLARATION

I, MAINGI WAMBUA NICHOLAS, BED/21303/81/DF

do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of Bachelor of Education.

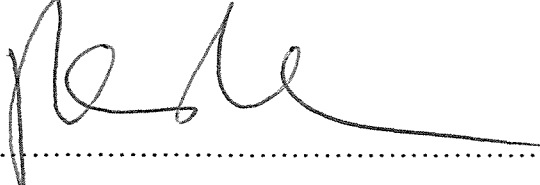
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APPROVAL

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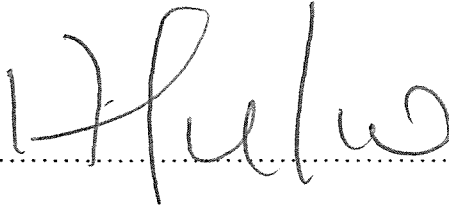
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ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report. Without God, this research would not have seen the light of the day!

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also go out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work all for their enormous support while I studied far from home.

May the Good Lord reward them abundantly.

DEDICATION

This report has been dedicated to my beloved wife, ROSALIA NZISA MAINGI who has been such a wonderful inspiration while I studied far from home.

Definition of terms

For the purpose of the study the following terms will be defined.

Academic performance: How children do in school either good or bad. This includes coping with the environment of the school and interactions with other children.

Early Childhood Development (ECD) is the term used in Kenya to refer to the area of discipline that concerns the care, development and learning of young children of ages 0+-5+ years. ECD is under the responsibility of the Ministry of Education, Science and Technology, and consists of the following major services: Nursery School, Pre-Unit Class, Kindergarten, Day Nursery, Playgroup, Madrassa and Home- Based Care Centre.

Poverty the inability of people to meet their basic needs. It is associated with features as lack of land, unemployment, inability to feed oneself and family, lack of proper housing

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Abstract

The major purpose of the study was to investigate the impact of poverty on early childhood education in Embakasi division Nairobi Kenya. The specific objectives of the study were to investigate the impact of poverty on academic performance of early childhood education in Embakasi division Nairobi Kenya, Asses the impact of poverty on the health and development of children to determine the impact of poverty on the enrollment and attendance of early childhood

The study revealed that Poverty affects the academic performance of learners; Children fall sick due to poverty and hence perform poorly in school, Children lack learning resources and hence perform poorly and early childhood lacks teachers and hence children perform poorly

The study revealed that; Because of poverty children fall sick, Poverty leads to malnutrition, poverty leads to mental sickness and Because of poverty children do not develop well

The study established that Poverty is the reason children do not enroll for early childhood education, Children do not attend school regularly due to poverty and Children miss school due to sickness

The government should work hand in hand with early childhood education centers and in this way it should provide the learning resources if possible

EDC Centers should be provided with learning materials so as children to perform well.

EDC Centers should have teachers and they should be well trained in early childhood for the children to perform well

Despite the fact that Parents should try as much as possible to provide their children with the school requirements for them to perform well

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Today, nearly half the world's 6 billion people lives on less than \$2 a day. Every four seconds, a child dies from hunger or from violence. In one day, 35,000 children become fatal victims from starvation and war (Kim, 2004). The gap between the poor and the rich continue to widen, and due to the decline of economic prosperity in countries especially in Africa, early childhood education remains unavailable to most children. This creates further problems as large numbers of children in developed countries enter preschool or early childhood education, focusing on school readiness.

The initial gap is small, but when these children in developing countries lag behind starting from early childhood education, it is hard for the children of next generation in these countries to catch up. Current pre-primary enrollment rate in Africa is less than ten percent (Bass, 2004). Meanwhile, in developed countries, it reaches over ninety percent. In 1999, 855 million people were identified as illiterate, and from this figure, over 130 million of them were children of school age (Beigbeder, 2001). UNICEF (2000) argues that \$80 billion per year would meet the minimum "standard of living, including access to adequate food, safe water and sanitation, primary health care and basic education" for all the children in poverty. The crazy fact about this figure is that \$80 billion equals less than a third of one percent of global income.

Over the past 30 years, poverty has been on the rise in Kenya. Poverty seems to be a paradox in a country that has the best-developed economy in eastern Africa, with relatively advanced agricultural and industrial sectors and substantial foreign exchange earnings from agricultural exports and tourism. Yet Kenya is a low-income country, with per capita income averaging about US\$360. It ranks 148th among 177 countries in the United Nations Development Programme's human development index, which measures a country's development in terms of life expectancy, educational attainment and standard of living.

Twenty percent of children 4 years of age and younger live in families whose income falls below the federal poverty guidelines, with 75 percent of these children in families with working parents (Children's Defense Fund, 2002). Poverty has been established as one of the primary social-environmental risks to families, and is most common among families who have younger children (Garbarino & Ganzel, 2000).

Allen-Meares (2005) emphasizes the importance of providing adequate care for young children at risk because poverty may jeopardize health, cognitive development, academic development, and socio-emotional functioning. It is during the preschool years, when children's emotional, social, regulatory, and moral capacities show fast progress (Levine, 2005). Thus, many researchers identify that the strongest effects from poverty take place during preschool years. For example, Smith, Brooks-Gunn, and Klebanov (1997) have found that in children 3 to 8 years of age, there is a strong correlation between cognitive test scores and prevalence of poverty (as cited in Allen-Meares, 2005). Furthermore, Hunt (1999) argues that poverty experienced in early childhood may have a profound influence over children's intelligence as it is rapidly developing and unfixed in young children (as cited in Johnson et al, 1998). It is upon this background that the study was undertaken.

1.2 Statement of the problem.

Poverty has many effects on children which hinder them from fully participating in education and more especially early childhood education which is very important. Early childhood education is the foundation for education and therefore if children do not attend it jeopardizes their future and hence need for the study.

1.4 Objectives of the study

The general objective of the study was to investigate the impact of poverty on early childhood education in Embakasi division Nairobi Kenya.

Specific objectives

Specifically this study sought to;

1. Investigate the impact of poverty on academic performance of early childhood education in Embakasi division Nairobi Kenya.
2. Asses the impact of poverty on the health and development of children in Embakasi division Nairobi Kenya.
3. Determine the impact of poverty on the enrollment and attendance of early childhood in Embakasi division Nairobi Kenya.

1.5 Research questions

1. What is the impact of poverty on academic performance of early childhood education in Embakasi division Nairobi Kenya?
2. What is the psychological impact of poverty on children in Embakasi division Nairobi Kenya?
3. What is the impact of poverty on enrollment and attendance of early childhood in Embakasi division Nairobi Kenya?

1.6 Scope of the study

The study was conducted in Embakasi division Nairobi Kenya. Embakasi is a suburb of Nairobi, the capital of Kenya. It is located east of the central business district. As a residential estate it houses mostly lower middle income citizens. Embakasi is also name of an administrative division in Nairobi. It is divided into following locations (1999 census) Dandora, Embakasi, Kariobangi South, Kayole, Mukuru Kwa Njenga, Njiru, Ruai and Umoja the study investigated the impact of poverty on the physical development of children in regards to academic performance, psychological effects and physical effects.

The study was carried between April 2009 and October 2009.

1.7 Significance of the study

The study will call upon government, stake holders and NGO's to devise means to help children who come from disadvantaged families.

To the district supervisors they will be able to identify the communities abilities and try to organize the communities in seminars and workshops to empower them knowledge and skills on how to alleviate poverty and promote education.

Since the welfare of children is being advocated for they will be able to benefit from the study for example sponsors may come up and facilitate early childhood education.

Early childhood education is very important and yet some parents who have little money see it as wastage of money. The study will enlighten them and hence put importance on early childhood education.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses the literature related to the study. For the purpose of the study the concepts below are discussed;

Impact of poverty on academic performance of early childhood education

The damaging effects of poverty on childhood have been well documented (Guo and Harris 2000). Numerous studies have shown childhood poverty to be highly correlated with poor performance in academics, lower IQ scores, and an increased risk of dropping out of school. Poverty also affects the level of education children attain and their math and reading capabilities (Powers 1996).

One study even found that the IQ scores of children from disadvantaged socio-economic backgrounds were 25 points lower than their counterparts from privileged families. Additionally, lower socio-economic status seems to be associated with a lower rate of attendance and fewer years of school completed (Bradley and Corwyn 2002).

Poverty's effect on childhood academic achievement varies in relationship to age and length of time in poverty, parents' occupation and source of income, parents' educational attainment, cognitive stimulation, physical environment, neighbors' influence, physical well-being, and parenting style.

Poverty begins to affect the academic achievement of children in infancy (Bradley and Corwyn 2002). It has its greatest effect on the mental development of the child (Powers 1996). After early childhood, socio-economic status plays less and less of a part in the academic achievement of poor children (Bradley and Corwyn 2002).

However, reports show that the longer children live in poverty, the lower their level of

academic achievement (Guo and Harris 2000). Considering the fact that most homes that experience poverty will suffer from it again, and that poverty will affect over one-third of American's during their childhood, it comes as no surprise that the culprit in the lower academic achievement of America's youth is poverty (Rank and Hirschl 1999).

The occupation and source of income (i.e. welfare, wages, and child support) received by impoverished families appear to affect the educational attainment of children. For example, mothers who worked more intellectually stimulating jobs often provided their children with more stimulating educational experiences at home (Bradley and Corwyn 2000).

Furthermore, the source of income received by poor families affects children's mental development. Research shows that children on welfare do not fair as well academically as children who live on child support payments. The study speculates that this may be due to the lack of motivation parents who do not work often have (Powers 1996

Research shows that the low academic achievement of one's parents often becomes cyclical, and affects the child's education because they, like their parents before them, are also in poverty (Bradley and Corwyn 2002). For example, 82% of children who lived with parents with less than a high school diploma live in poverty (http://www.nccp.org/pub_pei04.html).

In fact, one of the best predictors of childhood academic achievement is the educational attainment of the child's parents (Bradley and Corwyn 2002). This may be due to a lack of encouragement by the parent. However, it is more likely that the poverty parents experience due to their inadequate education cuts their income, and consequently the amount of money they have to support their child's education

If the parent is not educated, he or she cannot provide sufficient cognitive stimulation for his or her child. This is a concern because cognitive stimulation is vital during the most developmental period of the child's life: infancy (Bradley and Corwyn 2002). It has been

shown to be the most effective way to ensure high academic achievement later on in a child's life.

Parents can mentally rouse their children with many high quality reading materials such as newspapers, magazines, and books in the home. Learning experiences such as trips to the museum also stimulate children. However, though reading materials may be available for free, they are of a lesser quality and there are fewer to go around. In addition, learning experiences are obviously less available to poorer children due to a lack of income (Guo and Harris 2000).

Another factor affecting the academic achievement of poor children is the physical environment they live in. Things such as overcrowding and rodents can be commonplace distractions from schoolwork in many low income homes. In addition, children from poor families often lack access to telephones and televisions which can provide cognitive stimulation. The greatest effect of low income housing is on the neighborhood conditions children must face. Low income areas are usually plagued by increased crime rates and abandoned housing.

Increased crime rates imply the presence of criminal influences within the neighborhood. These influences can entice poor children into selling drugs or committing robberies in order to get money (Guo and Harris 2000). Studies have shown that urban areas which more often suffer these types of inadequacies have a negative affect on the children who live their in comparison to children who grew up in rural environments (Powers 1996).

The affluence of neighbors of children in poverty also affects academic achievement. These individuals bring with them high property values which can be taxed to improve public education. This in turn provides poor children with access to better education than they may have received in strictly low-income school districts.

Moreover, affluent neighbors serve as positive role models in the academic arena because of their level of educational attainment and work ethic. However, when facing

standardized tests and college admissions, poor children cannot compete with the children of their affluent neighbors who have had access to more cognitive stimulation within the home (Mayer 2002).

The physical well-being of children from a low socio-economic background also serves as a disturbance when pursuing education. Things such as malnutrition, disease, and injuries divert children's attention from schoolwork. Two very common health conditions experienced by poverty stricken children are anemia and lead poisoning.

Other health problems such as vision and hearing troubles and learning disabilities act as a direct hindrance to academic achievement in poor children. These health concerns are prevalent among poor children because their families often lack the money to afford health care, medications, nutritious food, and safe living environments which lower the chances of injury (Guo and Harris 2000).

Another strong predictor of academic failure is the parenting style the child is accustomed to. Better parenting has been shown to be correlated with higher levels of parental income and education (Bradley and Corwyn 2002). This is because unique pressures face the impoverished parent. Poor parents worry about joblessness, discrimination, inadequate housing, disease and injury, shortage of food, and many other problems that one might encounter when confronted with a lack of income.

These worries eventually weigh heavy on the psyche of the parent and can lead to the implementation of harsh discipline practices, menial amounts of support and love, absence from the home, and high levels of hostility (Guo and Harris 2000). In addition, large, low-income families see lower levels of academic achievement due to the attention of the parents being spread too thinly between their many children (Powers 1996).

Impact of poverty on the health and development of children

Zéphyr Ehounoux, Studies throughout the world have documented the association between poverty and children's health and development. Poverty has been shown to negatively influence child health and development along a number of dimensions. For example, poverty—net of a variety of potentially confounding factors—is associated with increased neonatal and post-neonatal mortality rates, greater risk of injuries resulting from accidents or physical abuse/neglect, higher risk for asthma, and lower developmental scores in a range of tests at multiple ages.

A recent study by Zéphyr Ehounoux, Maria Victoria, Louise Séguin et al. (the Quebec Longitudinal Study of Child Development) suggests long-term poverty in early childhood creates a risk of growth retardation between the ages of two-and-a-half and four. According to their research findings, poor children are shorter than their richer peers.

Researchers questioned 1929 mothers about the size of their children and economic situation, firstly when the children were two-and-a-half years old and the second time, when they were four. Questions mothers were asked included whether the mothers had sufficient money to provide for the essential needs of their children including food, clothing, heating, housing, drugs and transport.

It was found that underprivileged children were smaller than their non-poor friends, regardless of their mother's size. According to Dr Louise Seguin, a professor with the University of Montreal, poverty often generates health issues like malnutrition, problems in development and stress.

In another study, Jeanne Brooks-Gun and Greg J Duncan focused their attention on national longitudinal data sets to estimate the effects of family income on children's lives independent of other family conditions that may be related to growing up in a low-income household. Their aim was to understand the relationship between low income and the consequences of children growing up poor.

These studies showed that children from low-income families in the United States suffered higher incidences of adverse health compared with non-poor children. It was found that deficits in children's nourishment was associated with poverty.

Children living below the poverty threshold are 1.3 times as likely as non-poor children to experience learning disabilities and developmental delays. Poverty status has a small negative impact on high school graduation and years of schooling obtained and poor children suffer from emotional and behavioural problems more frequently than their richer peers.

Impact of Poverty on attendance and enrollment of early childhood

Poverty is one of the reasons why the enrolment of pupils drops or does not increase. Poverty exerts an influence on school performance for example malnutrition and poor living conditions are bound to have an effect on the health of the child. They directly or indirectly affect the child's ability to learn. (David 2000)

Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Moock and Leslie, 1986). In Ghana malnourished children entered school at a later age and completed fewer years of school than better nourished children (Glewwe and Jacoby, 1994). The number of days that a child attends school is related to cognition and performance (Ceci, 1995; Jacoby, Cueto and Pollitt, n.d.). SFPs can have a positive effect on rates of enrollment and attendance.

Good nutrition is a key factor contributing to learner attendance and performance at school. This realization lends credence to Maslow's (1970) theory of human motivation based on a hierarchy of needs. The needs at the lowest level of the hierarchy are physiological, including hunger and thirst, and must be satisfied before a person can cope with safety needs (the need for protection and security). The next three levels of Maslow's hierarchy relate to higher order needs for love, affection, belonging and esteem. At the top of the hierarchy is the need for self-actualization, for becoming what one has the potential to become. Thus nutrition, which meets primary human needs, is a

foundation for ensuring development and learning. Lack of nutrition may be the single most important factor hampering effective learning in schools in South Africa.

The important limiting factor on the educational expansion is the aspect of the economy it is only the societies advanced in the economy that can afford a highly developed educational system. This is because buildings can be constructed, good salaries for teachers and costs of training for college are catered for. (World Bank 1996)

Theoretical framework

The study is based on the culture of poverty theory which was introduced by American anthropologist, Oscar Lewis, (1959) as a result of studying the urban poor in Mexico and Puerto Rico. The culture of poverty constitutes a "design for living" that is passed on from generation to the next. Individuals feel marginalized, helpless and inferior, and adopt an attitude of living for the present. They are fatalistic. Families are characterized by high divorce rates, with mothers and children abandoned; they become matrifocal families headed by women. People adopting this culture of poverty do not participate in community life or join political parties; they make little use of banks, hospitals and the like. According to Lewis the culture of poverty perpetuates poverty: It "tends to perpetuate itself from generation to generation because of its effect on children. By the time slum children are aged six or seven, they have usually absorbed the basic values and attitudes of their subculture and are not psychologically geared to take full advantage of changing conditions or increased opportunities which may occur in their lifetime.

However, Lewis regards the culture of poverty as applicable to Third World countries, or countries in the early stages of industrialization, and claims that it is not prevalent in advanced capitalist societies. But sociologists such as American Michael Harrington (*The Other America*) do argue that the culture of poverty can apply to advanced industrial societies. American anthropologist, Walter Miller, also argues in this way, claiming that the American lower class has its own set of focal concerns that emphasize masculinity, living for the present, and luck rather than effort as the basis of success. He regards this class subculture as self-perpetuating. He also claims that it is an adaptation to low-skill occupations. For example, people with this attitude have an increased ability to tolerate boring work and to find gratification outside work. Some critics of the concept of a culture of poverty claim that their own studies do not provide evidence of it. For example, Kenneth Little's study of West African urban communities shows that the poor do participate in many voluntary associations. Similarly, William Mangin's study of Peruvian *barrideas*, people living in shanty towns, shows a high level of community and political involvement and a great deal of "self help". J. Schwartz also finds in his study of slum areas of Venezuela little evidence of apathy and resignation. Charles and Betty Lou

Valentine studied low-income black Americans and did not find evidence of a poverty of culture; or rather they concluded, "Apathetic resignation does exist, but it is by no means the dominant theme of the community." Madge and Brown (Despite the welfare state) claim that "there is nothing to indicate that the deprivations of the poor, racial minorities or delinquents, to cite but three examples, are due to constraints imposed by culture." Another line of criticism of the concept of a culture of poverty is to explain the culture as a reaction to situational constraints. Lewis and Miller argue that the attitudes expressed by the culture of poverty are a reaction to low income and a lack of opportunity, so that if these causes would be removed, so would the culture of poverty. Hylan Lewis, an American sociologist, writes: "it is probably more fruitful to think of lower class families reacting in various ways to the facts of their position and to relative isolation rather than the imperatives of a lower class culture." Sociologists arguing this situationalist explanation claim that the poor in fact share the same values as the rest of society, but their behavior is a response to their perception of hopelessness in realizing these ideals.

The theory is relevant to the study because it shows the cycle of poverty and since children depend on their parents they are likely to be poor and hence this affects their welfare including education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter discusses the methods the researcher used to collect data. It discusses the design, study area, sample size and sampling procedure, respondents, instruments, data collection procedure and statistical treatment of data.

3.1 Research Design

This study used a *descriptive cross sectional survey*. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2. Study area

This study was conducted in Selected Early Childhood Centers in Embakasi division Nairobi Kenya. The place is convenient in terms of transport and accessing the respondents.

3.3. Respondents

This study obtained information from teachers, parents and community members.

3.4. Sample size and sampling procedure

90 teachers were selected to participate in the study, 20 parents were expected to participate in the study and 30 community members participated in the study.

3.5. Instruments of data collection

Questionnaires were used to extract information from teachers, focus group discussions from community members and interviews for parents. Open ended questionnaires were suitable for investigating deeper the subject matter. Observation were also done on the status of the children.

3.5.1 Reliability of the instruments

Since the teachers were many questionnaires were convenient because they gathered a lot of information in a short period of time, interviews were suitable because they give you first hand information from the respondent and focus group discussions made it easy to discuss in languages that they understand.

3.6. Data collection procedure

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires were distributed to teachers and focus group discussions held with the pupils. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.7. Statistical treatment of data

The frequencies and percentages were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which was used to discuss the results of quantitative data

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is a presentation, discussion of the findings. The results are presented in form of tables, frequency counts and percentages. This chapter focuses on “study is to investigate the impact of poverty on early childhood education in Embakasi division Nairobi Kenya. The specific objectives of the study were to investigate the impact of poverty on academic performance of early childhood education in Embakasi division Nairobi Kenya, Assess the impact of poverty on the health and development of children to determine the impact of poverty on the enrollment and attendance of early childhood

4.1. Profile of the respondents

Table 4.1: Shows the profile of the respondents.

Respondents	Frequency (fo)	Percentage (%)
Sex		
Male	35	50
Female	35	50
Total	70	100
Age		
18-25 yrs	15	21
26-35 yrs	30	43
36 and above	25	36
Total	70	100
Academic level		
Certificate	10	14
Diploma	30	43
Degree	30	43
Total	70	100

Source field data

Ninety (90) questionnaires were distributed to the teachers and 70 were filled and returned this therefore represents 78 % of the total number of questionnaires that were distributed.

The study covered 70 randomly selected teachers of whom 35 (50%) were male and 35(50%) were female

The age category of the respondents was divided in three groups that is 18-25 were 15 which represents (21%), 26-35 yrs were 30(43%) and 36years and above were 25 representing (36%) of the respondents.

The academic level of the respondents was divided in three categories that is certificate, diploma and degree. 1(14%) of the respondents had certificates, 30(43%) had diploma and 30(43%) were of degree level.

4.2 Impact of poverty on academic performance of early childhood education

The first research objective was to investigate the impact of poverty on academic performance of early childhood education. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What is the impact of poverty on academic performance of early childhood education? The results are presented in the subsections below;

4.2.1 Poverty affects the academic performance of learners

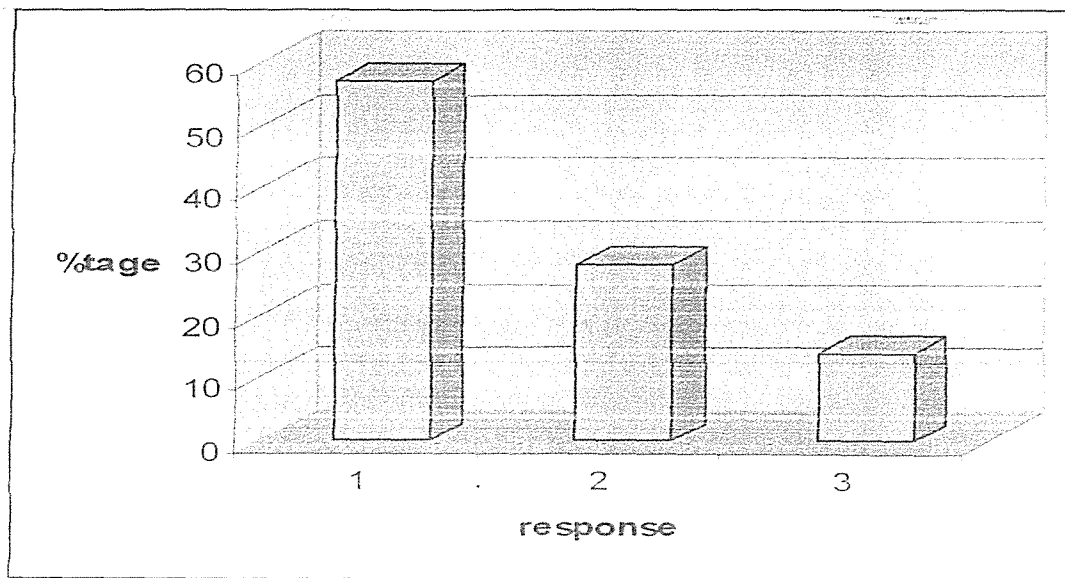
The respondents were asked whether Poverty affects the academic performance of learners and below were their response

Table 4.2 response on whether Poverty affects the academic performance of learners

Response	Frequency	Percentage
Agree	40	57
Disagree	20	28
Not sure	10	14
Total	70	100

Source: field data 2009

Chart 4.2 Response on whether Poverty affects the academic performance of learners



According to the table and chart, 40(57%) of the respondents agreed that Poverty affects the academic performance of learners, 20(28%) disagreed and 10(14%) were not sure.

In the interview held with the parents, they revealed that poverty affect the academic performance n that because of poverty children are always sent home for school fees thus miss classes leading to poor performance.

The community member revealed that because of poverty children parents can not provide their children with the entire necessary requirement to succeed in their studies.

According to (Guo and Harris 2000), The damaging effects of poverty on childhood have been well documented Numerous studies have shown that childhood poverty to be highly correlated with poor performance in academics, lower IQ scores, and an increased risk of dropping out of school. Poverty also affects the level of education children attain and their math and reading capabilities (Powers 1996).

4.2.2 Children fall sick due to poverty and hence perform poorly in school

The respondents were asked whether Children fall sick due to poverty and hence perform poorly in school and below were their response

Table 4.3 Response on whether Children fall sick due to poverty and hence perform poorly in school

Response	Frequency	Percentage
Agree	30	43
Disagree	35	50
Not sure	5	7
Total	70	100

Source: field data 2009

According to the table, 30(43%) of the respondents agreed that Children fall sick due to poverty and hence perform poorly in school, 35(50%) disagreed and 5(7%) were not sure. In the interviews, the parents revealed that due to poverty, they can not afford to take their children to medical centers there fore they stay home and by the time they go back to school they find when they have cover a lot of work and can not catch up. There fore they end up performing poorly.

Other health problems such as vision and hearing troubles and learning disabilities act as a direct hindrance to academic achievement in poor children. These health concerns are prevalent among poor children because their families often lack the money to afford health care, medications, nutritious food, and safe living environments which lower the chances of injury (Guo and Harris 2000).

4.2.3 Children lack learning resources

The respondents were asked whether Children lack learning resources and hence perform poorly and below were their response

Table 4.4 Response on whether Children lack learning resources and hence perform poorly

Response	Frequency	Percentage
Agree	45	64
Disagree	15	21
Not sure	10	14
Total	70	100

Source: field data 2009

According to the table, 45(64%) of the respondents agreed that Children lack learning resources and hence perform poorly, 15(21%) disagreed and 10(14%) were not sure.

The parents revealed that if there is no learning resource, children will perform poorly. Learning resources are of more important to children because they direct them more than the teacher do.

The community members also revealed that children from schools with learning resources always perform better. These can include text books, instructional materials among others.

4.2.4 Early childhood lacks teachers

The respondents were asked whether early childhood lacks teachers and hence children perform poorly and below were their response

Table 4.5 Response on whether early childhood lacks teachers and hence children perform poorly

Response	Frequency	Percentage
Agree	30	42
Disagree	20	28
Not sure	20	28
Total	70	100

Source: field data 2009

According to the table, 30(42%) of the respondents agreed that Early childhood lacks teachers and hence children perform poorly, 20(28%) disagreed and 20(28%) were not sure.

The study revealed that if children in ECD Centers do not have teachers, they are likely to perform poorly this is because they are young children and need good teachers who can make them understand.

The community members revealed that many ECD Centers have a tendency of employing unqualified teachers. They added that early childhood need teachers trained purposely to teach nursery school.

4.3 Impact of poverty on the health and development of children

The second research objective was to Assess the impact of poverty on the health and development of children. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What is the psychological impact of poverty on children? The results are presented in the subsections below

4.3.1 Because of poverty children fall sick

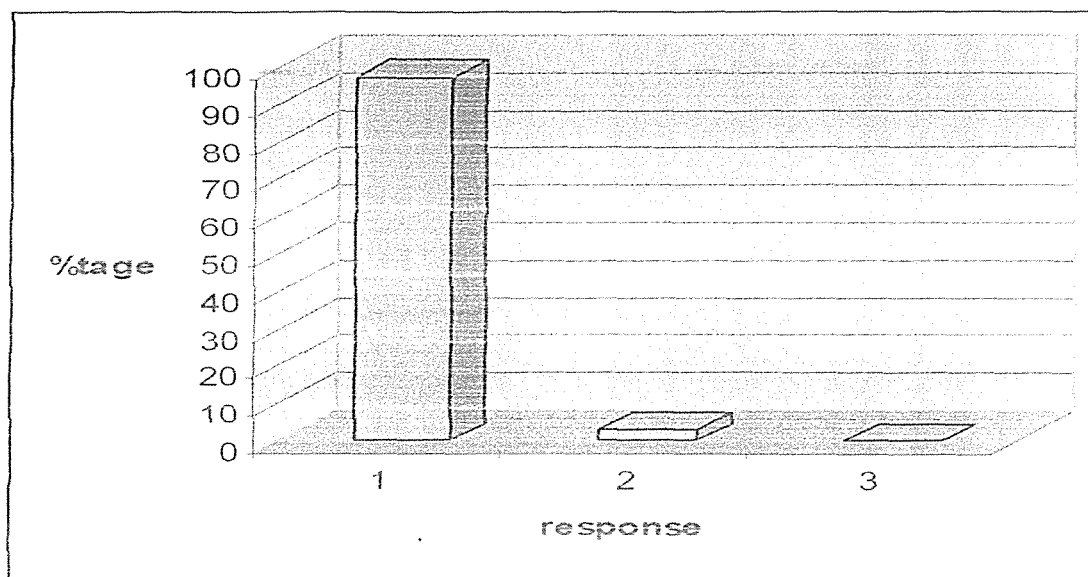
The respondents were asked Because of poverty children fall sick and below were their response

Table 4.6 Response on whether Because of poverty children fall sick

Response	Frequency	Percentage
Agree	68	97
Disagree	2	3
Not sure	-	-
Total	70	100

Source: field data 2009

Chart 4.6 Response on whether Because of poverty children fall sick



According to the table and chart, 68(97%) of the respondents agreed that Because of poverty children fall sick, 2(3%) disagreed

In the interview with the parents it was revealed that children fall sick because of poverty. In this case, parents can not afford to look well after their children for example feed them well.

The community members too agreed that children from poor families' are always sick and do not get the require treatment.

Zéphyr Ehounoux, Studies throughout the world have documented the association between poverty and children’s health and development. Poverty has been shown to negatively influence child health and development along a number of dimensions. For example, poverty—net of a variety of potentially confounding factors—is associated with increased neonatal and post-neonatal mortality rates, greater risk of injuries resulting from accidents or physical abuse/neglect, higher risk for asthma, and lower developmental scores in a range of tests at multiple ages.

4.3.2 Poverty leads to malnutrition

The respondents were asked whether Poverty leads to malnutrition and below were their response

Table 4.7 Response on Poverty leads to malnutrition

Response	Frequency	Percentage
Agree	66	94
Disagree	-	-
Not sure	4	6
Total	70	100

Source: field data 2009

According to the table, 66(94%) of the respondents agreed that Poverty leads to malnutrition and 4(6%) were not sure.

From the study it was established that parents can not feed their children due to poverty thus become malnourished

It was found that underprivileged children were smaller than their non-poor friends, regardless of their mother’s size. According to Dr Louise Seguin, a professor with the University of Montreal, poverty often generates health issues like malnutrition, problems in development and stress.

These studies showed that children from low-income families in the United States suffered higher incidences of adverse health compared with non-poor children. It was found that deficits in children's nourishment were associated with poverty.

4.3.3 Poverty leads to mental sickness

The respondents were asked whether Poverty leads to mental sickness and below were their response

Table 4.8 Response on Poverty leads to mental sickness

Response	Frequency	Percentage
Agree	35	50
Disagree	20	28
Not sure	15	22
Total	70	100

Source: field data 2009

According to the table, 35(50%) of the respondents agreed that Poverty leads to mental sickness, 20(28%) disagreed and 4(6%) were not sure. The study revealed that Poverty leads to mental sickness.

4.3.4 Children do not develop well.

The respondents were asked whether Because of poverty children do not develop well and below were their response

Table 4.9 Response on Because of poverty children do not develop well.

Response	Frequency	Percentage
Agree	47	67
Disagree	17	24
Not sure	6	7
Total	70	100

Source: field data 2009

According to the table, 47(67%) of the respondents agreed that Because of poverty children do not develop well, 17(24%) disagreed and 6(7%) were not sure.

The parents and community members revealed that because of poverty children tend not to grow well because they can not be looked for very well

A recent study by Zéphyr Ehounoux, Maria Victoria, Louise Séguin et al. (the Quebec Longitudinal Study of Child Development) suggests long-term poverty in early childhood creates a risk of growth retardation between the ages of two-and-a-half and four. According to their research findings, poor children are shorter than their richer peers.

4.4 Impact of poverty on the enrollment and attendance of early childhood

The third research objective was to determine the impact of poverty on the enrollment and attendance of early childhood in Embakasi division Nairobi Kenya. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What is the impact of poverty on enrollment and attendance of early childhood? The results are presented in the subsections below

4.4.1 Poverty and children enroll for early childhood education

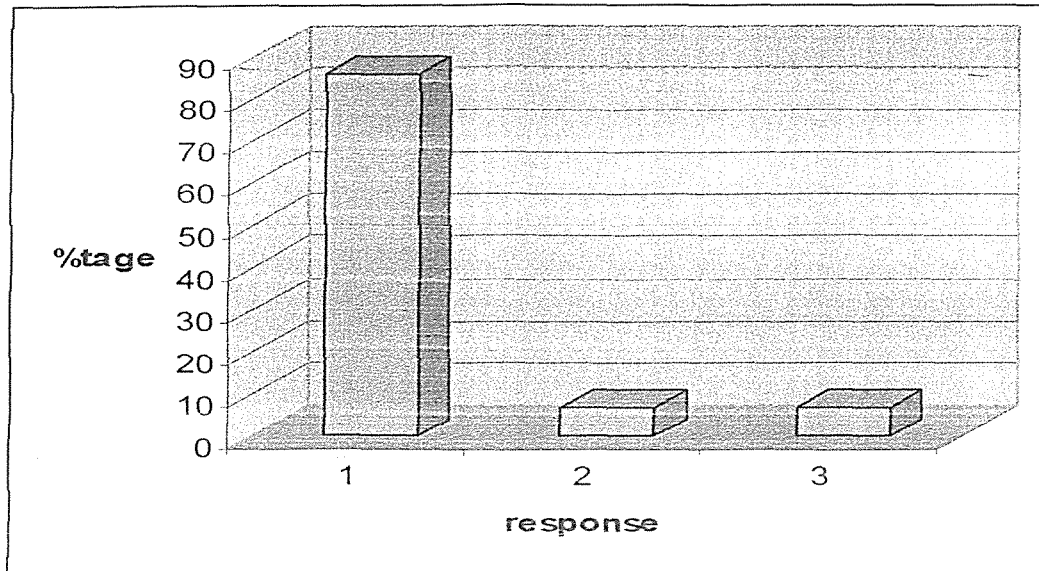
The respondents were asked whether Poverty is the reason children do not enroll for early childhood education and below were their response

Table 4.10 Response on Poverty is the reason children do not enroll for early childhood education

Response	Frequency	Percentage
Agree	60	86
Disagree	5	7
Not sure	5	7
Total	70	100

Source: field data 2009

Chart 4.10 Response on Poverty is the reason children do not enroll for early childhood education



The table and chart indicates that 60(86%) of the respondents agreed that Poverty is the reason children do not enroll for early childhood education, 5(7%) disagreed and 5(7%) were not sure.

In the interviews held with the parents they revealed that they do not enroll their children in ECD Centers because of poverty. Many parents want to take there their children but the fact that they can not afford to pay for school fees and other requirements, they decide not to enroll their children.

During the discussion with the community members, it was established that EDC Centers pay a lot of money yet parents are poor so that's why they do not enroll their children there.

(David 2000) Poverty is one of the reasons why the enrolment of pupils drops or does not increase. Poverty exerts an influence on school performance for example malnutrition and poor living conditions are bound to have an effect on the health of the child. They directly or indirectly affect the child's ability to learn.

4.4.2 Children do not attend school regularly due to poverty

The respondents were asked whether Children do not attend school regularly due to poverty and below were their response

Table 4.11 Response on whether Children do not attend school regularly due to poverty

Response	Frequency	Percentage
Agree	55	79
Disagree	3	4
Not sure	12	17
Total	70	100

Source: field data 2009

According to the table, 55(79%) of the respondents agreed that Children do not attend school regularly due to poverty, 3(4%) disagreed and 12(17%) were not sure.

The parents revealed that their children are always sent home for school fees and other requirements .there fore because of poverty children do not attend school regularly.

The community members also revealed that children from poor families do not attend school on a regular basis because some times may be sent for school fees, they may be sick among others

Children in poor health start school later in life or not at all. A study in Nepal found that the probability of attending school was 5% for stunted children versus 27% for children of normal nutritional status (Moock and Leslie, 1986). In Ghana malnourished children entered school at a later age and completed fewer years of school than better nourished children (Glewwe and Jacoby, 1994). The number of days that a child attends school is related to cognition and performance (Ceci, 1995; Jacoby, Cueto and Pollitt, n.d.). SFPs can have a positive effect on rates of enrollment and attendance.

4.4.3 Children miss school due to sickness

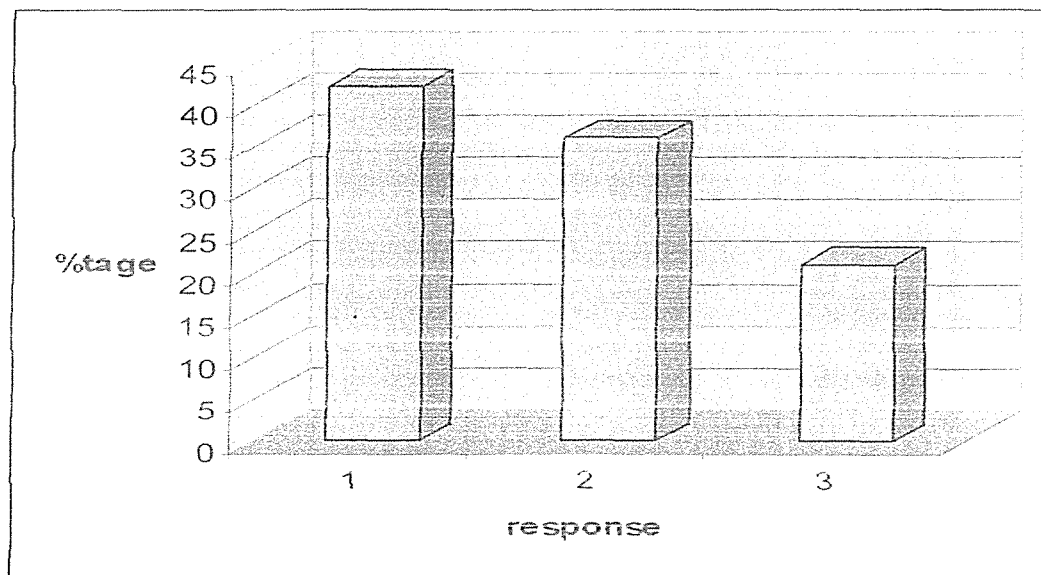
The respondents were asked whether Children miss school due to sickness and below were their response

Table 4.12 Response on whether Children miss school due to sickness

Response	Frequency	Percentage
Agree	30	42
Disagree	25	36
Not sure	15	21
Total	70	100

Source: field data 2009

Chart 4.12 Response on whether Children miss school due to sickness



According to the table and chart, 30(42%) of the respondents agreed that Children miss school due to sickness, 25(36%) disagreed and 15(21%) were not sure

The study revealed that some time children miss school because of sickness and the fact that some of their parents are poor they take long to go back to school because they do not receive the treatment.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The major purpose of the study was to investigate the impact of poverty on early childhood education in Embakasi division Nairobi Kenya. The specific objectives of the study were to investigate the impact of poverty on academic performance of early childhood education in Embakasi division Nairobi Kenya, Asses the impact of poverty on the health and development of children to determine the impact of poverty on the enrollment and attendance of early childhood

5.1 Summary of the findings

The first research objective was to investigate the impact of poverty on academic performance of early childhood education. The study revealed that Poverty affects the academic performance of learners; Children fall sick due to poverty and hence perform poorly in school, Children lack learning resources and hence perform poorly and early childhood lacks teachers and hence children perform poorly

According to (Guo and Harris 2000), The damaging effects of poverty on childhood have been well documented Numerous studies have shown that childhood poverty to be highly correlated with poor performance in academics, lower IQ scores, and an increased risk of dropping out of school. Poverty also affects the level of education children attain and their math and reading capabilities (Powers 1996).

The second research objective was to Asses the impact of poverty on the health and development of children. The study revealed that; Because of poverty children fall sick, Poverty leads to malnutrition, Poverty leads to mental sickness and Because of poverty children do not develop well.

According to Zéphyr Ehounoux, Studies throughout the world have documented the association between poverty and children's health and development. Poverty has been shown to negatively influence child health and development along a number of dimensions. For example, poverty—net of a variety of potentially confounding factors—is associated with increased neonatal and post-neonatal mortality rates, greater risk of injuries resulting from accidents or physical abuse/neglect, higher risk for asthma, and lower developmental scores in a range of tests at multiple ages.

It was found that underprivileged children were smaller than their non-poor friends, regardless of their mother's size. According to Dr Louise Seguin, a professor with the University of Montreal, poverty often generates health issues like malnutrition, problems in development and stress.

The third research objective was to determine the impact of poverty on the enrollment and attendance of early childhood in Embakasi division Nairobi Kenya. The study established that Poverty is the reason children do not enroll for early childhood education, Children do not attend school regularly due to poverty and Children miss school due to sickness

5.2 Conclusion

The major purpose of the study was to investigate the impact of poverty on early childhood education in Embakasi division Nairobi Kenya. The specific objectives of the study were to investigate the impact of poverty on academic performance of early childhood education in Embakasi division Nairobi Kenya, Asses the impact of poverty on the health and development of children to determine the impact of poverty on the enrollment and attendance of early childhood

The study revealed that Poverty affects the academic performance of learners; Children fall sick due to poverty and hence perform poorly in school, Children lack learning resources and hence perform poorly and early childhood lacks teachers and hence children perform poorly

The study revealed that; Because of poverty children fall sick, Poverty leads to malnutrition, poverty leads to mental sickness and Because of poverty children do not develop well

The study established that Poverty is the reason children do not enroll for early childhood education, Children do not attend school regularly due to poverty and Children miss school due to sickness

5.3 Recommendation

The government should work hand in hand with early childhood education centers and in this way it should provide the learning resources if possible

EDC Centers should be provided with learning materials so as children to perform well. These may include text books, instructional materials, and charts among others.

EDC Centers should have teachers and they should be well trained in early childhood for the children to perform well. If they are trained in early childhood, they will know how to handle these children and how to teach them in order for them to understand.

Despite the fact that Parents should try as much as possible to provide their children with the school requirements for them to perform well. For example with school uniforms pay for them meals among others.

Areas for further research

More research should be done on the topic of impact of poverty on early childhood education because few topics have been done to address the problem.

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APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Dear respondent

I am a student of Kampala International University carrying out an academic research on the topic “to determine the impact of poverty on early childhood education in Embakasi division Nairobi Kenya. District Kenya. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) PERSONAL information

GENDER

Male []

Female []

AGE

18-25 []

26-35 35 AND ABOVE []

Academic level

Certificate []

Diploma []

Degree []

Impact of poverty on academic performance of early childhood education

1. Poverty affects the academic performance of learners

Agree []

Disagree []

Not sure []

2. Children fall sick due to poverty and hence perform poorly in school

3. Agree []

Disagree []

Not sure []

4. Children lack learning resources and hence perform poorly

Agree []

Disagree []

Not sure []

5. Early childhood lacks teachers and hence children perform poorly

6. Agree []

Disagree []

Not sure []

Impact of poverty on the health and development of children

1. Because of poverty children fall sick

2. Agree [] Disagree [] Not sure []

3. Poverty leads to malnutrition

4. Agree [] Disagree [] Not sure []

5. Poverty leads to mental sickness

6. Agree [] Disagree [] Not sure []

7. Because of poverty children do not develop well.

Agree [] Disagree [] Not sure []

Impact of poverty on the enrollment and attendance of early childhood

1. Poverty is the reason children do not enroll for early childhood education

Agree [] Disagree [] Not sure []

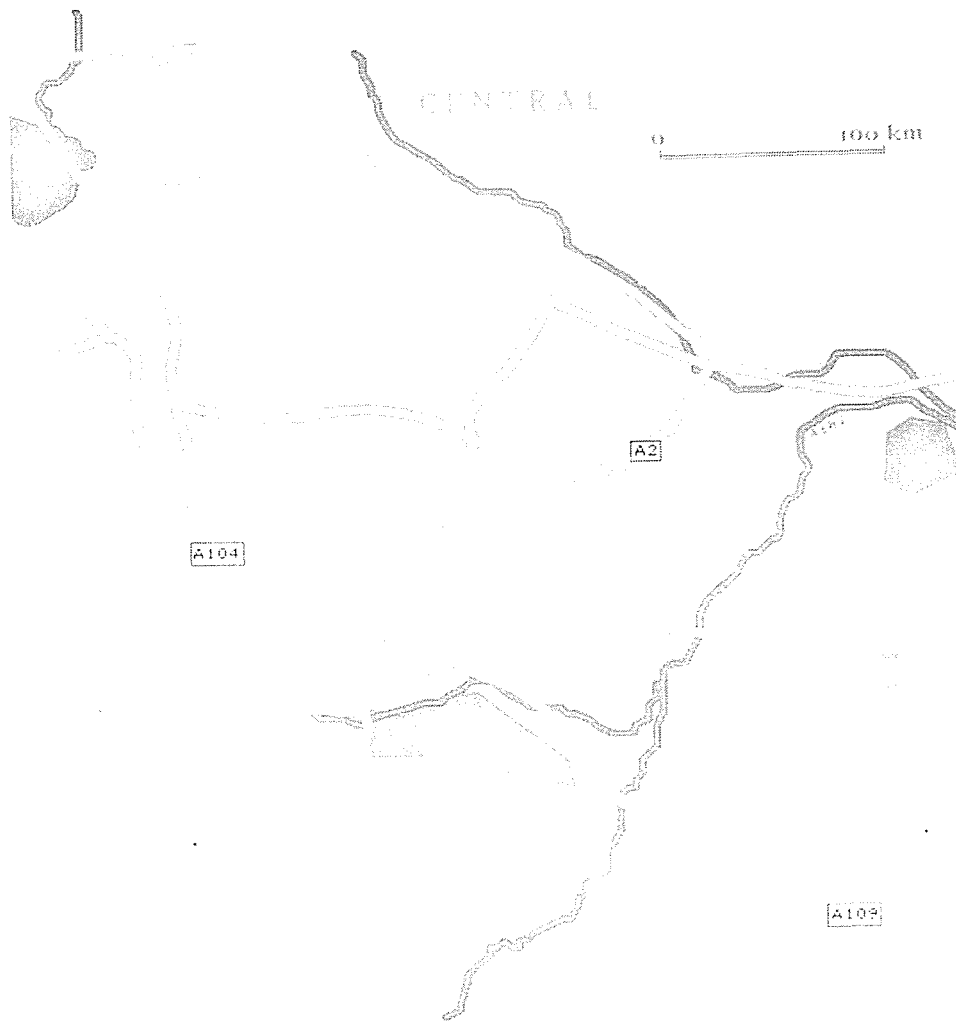
2. Children do not attend school regularly due to poverty

Agree [] Disagree [] Not sure []





3. Children miss school due to sickness.

Agree [] Disagree [] Not sure []

APPENDIX F: MAP OF THE RESEARCH AREA (NAIROBI CITY)



Map Key

-  Park / Reserve
-  National Capital
-  Airport
-  Province / District