



# Parental Knowledge and Practices in Early Childhood Development Interventions: A Nairobi Slums Perspective

Odhiambo Kibet<sup>1,2</sup>, Kerubo Cheruiyot<sup>1,3</sup>, Njuguna Ochieng<sup>4</sup>, Mutua Mugo<sup>4</sup>

<sup>1</sup> Strathmore University

<sup>2</sup> Department of Epidemiology, Moi University

<sup>3</sup> Kenya Agricultural and Livestock Research Organization (KALRO)

<sup>4</sup> Moi University

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**Correspondence:** [okibet@aol.com](mailto:okibet@aol.com)

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## Author notes

*Odhiambo Kibet is affiliated with Strathmore University and focuses on Medicine research in Africa.*

*Kerubo Cheruiyot is affiliated with Kenya Agricultural and Livestock Research Organization (KALRO) and focuses on Medicine research in Africa.*

*Njuguna Ochieng is affiliated with Moi University and focuses on Medicine research in Africa.*

*Mutua Mugo is affiliated with Moi University and focuses on Medicine research in Africa.*

## Abstract

Early childhood development (ECD) interventions are crucial for promoting healthy growth and cognitive development in children under five years of age. In Nairobi slums, parental knowledge and practices significantly influence child outcomes but remain inadequately understood. A mixed-methods approach was employed, including a structured questionnaire survey ( $n=200$ ) supplemented by semi-structured interviews ( $n=50$ ). Data were analysed using descriptive statistics for quantitative analysis, thematic coding for qualitative data. Parental knowledge about ECD programmes varied significantly; only 35% of parents correctly identified key elements such as nutrition and hygiene. Practices aligned with recommended guidelines were observed in 40% of households. Themes emerged around parental confidence levels and the need for more accessible information sources. The findings indicate a substantial gap between parent knowledge and practice, necessitating targeted educational efforts to enhance both components. Develop culturally tailored ECD programmes that include interactive sessions and mobile app resources for parents. Implement community-based awareness campaigns to increase parental engagement with local health services.

**Keywords:** Kenya, Nairobi, Slums, Early Childhood Development, Parental Knowledge, Practice Changes, Community Engagement

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