FACTORS AFFECTING EARLY CHILDHOOD PRIMARY EDUCATION IN KENYA: A CASE STUDY OF MWINGI ZONE, MWINGI DISTRICT

BY

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BED/15555/71/DF

A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE BACHELORS DEGREE IN EDUCATION (ECPE) OF KAMPALA INTERNATIONAL UNIVERSITY

NOVEMBER, 2009
DECLARATION

I declare that this research report is my own work and it has not been presented to any other university for any academic award.

Signed .............................................

PAUL M. MUTIA

Date .................................................
APPROVAL

This research report has been prepared under my supervision. It should be submitted to the faculty.

Signed

SUPERVISOR: MR. SSEMUGENYI FRED

Date 09.09.2009
DEDICATION

I Paul M. Mutia hereby, dedicate this research report to my beloved wife Rhoda Paul and children Titus Mumo, Purity Mawia for the care and all the support they have given me.
ACKNOWLEDGEMENT

Completion of this work is as a result of both explicit and support of many people to whom I owe acknowledgement. First and foremost I thank God for the protection and strength towards the completion of this research report and the entire programme at large. And in a special way, am greatly indebted to my beloved wife for the financial support, without their financial and moral support I would never have made it through Kampala International University. I also extend my sincere thanks to my brothers and sisters and the rest of the family members of the love and understanding they showed me while at KIU.

In a very special way, I extend my sincere thanks to my supervisor Mr. Ssemugenyi Fred for his patience proof reading, dedicated attention, suggestions and encouragement that sustained my motivation to accomplish this research.

More thanks go to all my fellow students of Education at KIU who have helped me in one way or another towards the completion of this study and my course at large for the encouragement and understanding they have showed to me during the course of this programme and most so, during the critical difficult times of the programme.

May the almighty God bless you all.
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CHAPTER ONE

1.0 Introduction

In this Chapter, the presentation focused on the background this section gave a general picture and magnitude of the study, which led to problem statement and this showed the real problem of the study, Scope which is the time limit of the study, Definition of terms, Objectives, (a) General Objective, (b) Specific Objectives of the study will be given.

1.1 Background of the study

The early childhood education program is designed to meet the needs of individual planning a career or currently working with young children. The child from birth to school age is the primary focus. Current research and practical applications are combined in order to assist students in planning their most effective role with children. Children growth, developmentally appropriate practice, cultural diversity, family support and professional development within the early children education (ECE) field are major components of the program in order to meet the varied needs of ECE student, courses are offered mornings, afternoons, evenings, and weekends. The program makes every effort to schedule classes to meet the diversity of student’s needs to encourage students to plan a head in order to complete specific program requirements.

A longstanding curriculum debate in early childhood education centre on whether early childhood education should follow the traditional academic model of education used with older students (that is large groups, teacher - directed, formal instructions) or whether learning experiences for preschool children should be informal and consist largely of
child-initiated activates especially in developing countries like Kenya. Both approaches have pros and cons. For example, when discussing children living in poverty, Schweinhart (1997) states that an approach that is primarily teacher-directed is likely to discourage children’s social and emotional development, intellectual disposition and creativity, while an approach based exclusively on child-initiated activities may not sufficiently support children academic development.

Goals 2000 emphasizes accountability and improved academic achievement and states as a goal that all children should enter school ‘ready to learn’. The academic learning mandates specific in goals 2000 for 12 education programs have filtered down to the preschool level and provide a backdrop for current argument in the preschool curriculum debate.

People working in the area of early childhood, either as practitioner or as advocates, are often faced with the task of trying to make sense of federal and state policies. Adopting the approach that an historical perspective is necessary in order to understand the social context in which change or attempted change occurs, this viewed from Australian events to illustrate variations in policies for young children and to sort out some of the factors has been termed “ideologies” describing the values people adopt, the categories within which they think, and the kinds of evidence or argument they find convincing. The second factor has been termed “the resources of interested parties” referring to the facilities available to the people seeking change or to the people who need to be persuaded. Four specific historical events which occurred in Australia during the 1970’s
illustrate these two factors further conditions affecting the making and unmaking of policy is discussed.

Disputes concerning curriculum and teaching methods go back a long way in the field of early childhood education. Over the years, many different terms have been used to capture the opposing positions. In recent years, the term 'academic' has come to describe those parts of the early childhood curriculum intended to help children master the basic skills involved in literacy and numeric (Jacobson, 1996) VKatz (1996) suggest that from the academic or direct instruction, perspective, the young child is seen as dependant on adults instruction in the academic knowledge and skills necessary for a good start for later academic achievements.

This perspective is in direct contrast with the child-initiated approach, which views young children as active constructors of knowledge who are not dependent on didactic instructions cues from a teacher from play-based activities, or encourage child interaction and co-operation. Academic learning may certainly occur in chi initiated learning environments. However, this learning results not from teacher-led formal didactic (seat work, lecturers etc) instructions, but from a variety of child-initiated learning activities (Katz, 1999b).

1.2 Statement of a problem

Despite the primary schools' achievements with early childhood education in the perspective schools as a result of efficient teaching based on performance, motivational procedures in various primary schools in Kenya, studies show that there are factors
hindering early childhood primary schools and this has caused problems like, decline in performance among pupils, increased number of school dropouts among others and its due to the missing gap which calls for investigation.

General objective of the study
The purpose of the study was to find out the factors affecting early childhood primary education in primary schools in Kenya.

Specific objectives of the study
The specific objectives of the study were to;

i) To establish the factors which influence early childhood primary education in Kenya in the selected schools.

ii) Assess the benefits gained from early childhood primary education in the selected primary schools.

iii) Find out the factors which hinder children from going for early childhood primary education in Kenya in the selected primary schools.

iv) To suggest possible measures to overcome the factors that hinder early childhood primary education in Kenya in the selected primary schools.

1.5 Research questions

i. What are the factors which influence early childhood primary education in Kenya in the selected schools?

ii. What are some of the benefits gained from early childhood primary education in the selected primary schools?
iii. What are some of the factors which hinder children from going for early childhood primary education in Kenya in the selected primary schools?

iv. What possible measures can be put in place to overcome the factors that hinder early childhood primary education in Kenya in the selected primary schools?

1.6 The scope of the Study

1.6.1 Geographical scope

The study was carried out in Kalisasi primary school, Musukini primary school in Mwingi district this was intended, because the area was accessible for the researcher in terms of time, transport and the language.

1.6.2 Time scope

The study lasted for a period of at least two month and focused on the early primary education between 2003 and 2005.

1.7 Significance of the study

The research is envisaged to assist scholars and other stakeholder about the relationship between motivation and performance. The study will reveal the significance of early childhood primary education in classroom learning so as to improve performance among their fellow pupils and treat them as valuable individuals.

The research helped the Heads of schools with a career across their leadership. The study benefited institutions and organizations related to human resource management.
As a student of education, I am optimistic that the research findings to a large extent will enhance my career in researching and enable me to have a practical approach in solving science subjects especially physics related problems, as the course requires.

The study will also be useful to other researchers in the field of education especially teachers and students pursuing bachelors science in education specializing in mathematics who would wish to expound on the area of science subjects to obtain a foundation in the form of literature review like the department and other universities besides KIU.

1.8 Limitation of the study

In the process of carrying out this study, a number of constraints were encountered. These constraints hindered the speed at which the study was carried out. These included:

i. There was insufficient time as the study was demanding.

ii. Financial resources were inadequate since the university was not in position to facilitate the researcher with funds for typing, binding and other expenses like transport fees when visiting the area of investigation.

iii. There was mounted pressure from the administration for student to complete the research on schedule which affected the quality of research.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introductions

In this chapter, a review of some literature about the factors affecting early childhood primary education in primary schools in Kenya and elsewhere in the world was made. Specific interest areas on the philosophy and understanding of education and its processes will be given. The chapter reviews the works of other scholars who have written about the topic of the study or those who have addressed similar issues as those of the variable that was available in the study.

2.1 Actual literature review

Three long-term studies began in the 1970's the high/scope preschool curriculum study (Schweinhart & Weikart, 1997a; Schweinhart & Weikart, 1997b), the Louisville Head Start study (Miller & Bizzel, 1983), and the University of Illinois study (Kames et al, 1983), all three included the direct instruction model, which offered scripted, teacher direct, academic Louiso and Illois studies also included several additional teacher-directed models and the Montessori model, which encouraged child-initiated activities with didactic material.

These three studies found that children in direct instructions programs intellectually outperformed children in child-initiated activities programs during and up to a year after the pre-school program, but not thereafter. In the Louisville study, the nursery school children showed higher verbal-social participation and increased more in ambition and aggressive than did the direct instruction children, but both groups scored lower than their
peers on inventiveness, in the Illinois study, 78% of the nursery schools group that engaged in child-initiated activities with minimal teacher support graduated from high school, compared with only 48% of the direct instruction group (Karnes et al. 1983).

Recent–short-term preschool curriculum studies

Several short term early childhood curriculum comparison studies have been conducted in the past decade (Dunn & Kontos, 1997a). According to Schweinhart (1997), “the relevant evidence from these studies suggest that preschool programs based on child-initiated learning activities contribute to children’s short-term academic and social development, while preschool programs based on teacher-direct lesson obtain a short-term advantage in children’s academic development by sacrificing a long-term contribution to their social and emotional development. On this basis, research supports the use by preschool programs of curriculum approach based on child-initiated learning activities rather than on teacher-direct lesson.

Focus on social-emotional development.

Two research teams document that children exhibit more stress in didactic environments than in child-initiated environments. Hyson et al. (1990) (as reported in Dunn & Kontos 1997b) found that preschool children enrolled in child-initiated programs displayed lower levels of test anxiety than children enrolled in academic programs, regardless of parental preference for classroom approaches. In the second study (Burts et al. 1990), children in developmentally inappropriate classroom (those that emphasized didactic instructions for young children) exhibited more total stress behaviors throughout the day.
and more stress behaviors during group times and workbooks/worksheet activities than those children in child-initiated classroom.

**Focus on cognitive development and academic achievement.**

Classroom characterized by child-initiated activities appear to facilitate children creative development. The hyson research team found that children in child-initiated classroom scored higher on measure of creativity (divergent thinking) than children in academically oriented classroom (Hirsh-pasek et al, 1299, hyson et al 1990).

In two other studies on language development in child-initiated and academically focused programs the developmentally appropriate, or child-initiated, program were associated with better language outcomes, progress reports from public schools program indicated that children in child-initiated classrooms had better verbal skills than children in academically oriented programs (Marcon, 1992). In a study conducted by Dunn et al (1994), children’s receptive language was more developed in programs with high-quality literacy environments and when developmentally appropriate activities were prevalent than they were in classroom with a traditional academic focus.

Other studies present mixed or neutral results in regards to academic achievement, and Dunn and Kontos (1997b) suggest that “when using the traditional measuring sticks of achievements test and report cards grades, it is difficult to tell whether child-centered or didactic programs are superior.” Sherman and Mueller (1996) did find that overall reading and mathematics scores were higher for reports overall, mathematics
achievements was similar for children attending booth types of classrooms. Hyson et al (1990) found no difference in academic achievement related to the type of classroom the children attended (child-initiated or didactic programs).

Are there risks that are related to early academic instructions?

According to Katz (1999a) "research on the long-term effects of various curriculum models suggest that the introduction of academic work into the early childhood curriculum yields fairly good results on standard tests in the short term but may be counterproductive in the long term" (Schweinhart & weikart, 1997a Schweinhart & Weikart 1997b: Macon , 1995 Snow et al 1998) in her ERIC digest another look at what young children should be learning Katz (1999a) suggest that .

The risk of early instruction in beginning reading skills is that the amount of drill and practice required for success at an early age seems to undermine children’s disposition to be readers. It is clearly not useful for a child to learn skills if, in the process of acquiring them, the disposition to use them is lost. Especially in the case of reading, comprehension is most likely to be dependent on actual reading and not just on skill-based reading instruction. On the other hand, acquiring the disposition to be a reader without the requisite skills is also not desirable. Result from longitudinal studies suggests that curricula and teaching should be designed to optimize the simultaneous acquisition of knowledge and skills and desirable disposition and feelings.
Katz (1999a) goes on to state that "another risk of introducing young children to formal academic work prematurely is that those who cannot relate to the task required are likely to feel incompetent. Students who repeatedly are those who cannot relate to the task required are likely to feel incompetent. Students who repeatedly experience difficulties leading to feeling of incompetence may come to consider themselves 'stupid' and behave as if they are 'stupid' and bring their behaviors into line accordingly (Bandura et al 1999).

Are there conclusions that can be drawn from the early childhood curriculum debate?
Based upon traditional measures such as achievements tests and report card grades, it is difficult to say whether child-centered or didactic programs are superior in helping children achieve intellectual competence. Similar to the state of affair for social development, the available research is unclear with regard to cognitive development. The majority of the studies indicate that a didactic approach is not necessary to promote children’s learning of academic skills. Supporting developmentally appropriate practice are studies by Sherman and Mueller (1996) and Marcon (1992). Sherman and Mueller (1996) observed better reading and mathematics achievement scores for children attending developmentally appropriate kindergarten through second grade compared to children in didactic programs. Preschool children in Marcon’s (1992) study who attended child-initiated classrooms had more positive progress reports overall, and specifically in math and science, than those who attended didactic classrooms. Mathematics achievement was similar for children in both types of classrooms, however. Hyson et al
(1990) found no difference in academic achievement as a function of the developmental appropriateness of the program (i.e. the preschool children did as well in either child-centered or didactic programs).

Looking beyond what the research says, about what young children can do, Ktz (1999a) suggest that it is also important to consider what young children should or should not do at a particular time in their development. In many preschool programs and kindergarten, for example, young children are instructed in phonics and expected to complete worksheet and recite rhymes and other text from memory. As Katz (1999a) says, "most young children willing do most things adult ask of them. But their willingness is not a reliable indicator of the value of an activity. The development question is not only, what can children do? But also, what should children do that best serves their development and learning in the long term".

It is useful to keep in mind that today most preschool classroom offer some blend of child-centered and teacher-directed instructions. One of the major problems resulting from this historical squabbling over goals and methods is that both sides in the struggle may overlook curriculum and teaching methods beyond the traditional dichotomy. Years of experience observing early childhood classrooms suggest that both sides underemphasize and undervalue a third option namely, curriculum and teaching methods that address children intellectual development as distinct from the direct instruction emphasis on academic learning and the child-initiated learning emphasis on children play and self initiated learning (Katz 1999b).
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
In this chapter, the researcher emphasized on the research design, research area, population size, and research instruments, data collection methods that were used, how the collected data was analyzed, validity and reliability of data.

3.2 Study design
The study used a combination of both qualitative and quantitative research design for the purpose of making valid conclusions.

3.3 Area of the study
The study was conducted in Kalisasi primary school, Musukini primary school in Mwingi district and analyzed the factors affecting early childhood primary education in Kenya. The specific attention was made on teachers and how different subjects are taught in relation to performance in the selected school. An assessment of the relationship between teachers and the performance was another area of interest during the study.
3.4 Study population

The study population ranged from teachers from the selected school and the pupils within the respective school. Most of the respondents comprised of pupils.

3.5 Sample procedure

The study used both random sampling and purposive sampling procedures. Purposive sampling was used to select different activities in the area of investigation in order to get the required data and information. Random sampling was used because respondents have equal chances of being selected.

3.5.1 Sample size

The respondents were randomly selected and categorized. They comprised of both sexes but of different marital statuses and age groups and the study used 50 respondents. This was intended to get a variety of views and unbiased response which made the study a reality. Also this sample size was selected since, Sutton and David, (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to undertake more complex statistical analysis, as most of these analyses require a minimum sample of 30.

3.6 Methods of data collection

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding the factors influencing early childhood education in primary schools level by reading reports, journals, text books plus the already existing
work on internet and magazines. Primary data was got from the field by use of the following methods;

**3.6.1 Interviewing**

This involved face to face interaction between the researcher and the participant through discussion. The interviews were in two ways, namely:

Structured interview in which the responses by the participants were brief and specific.

Unstructured interviews, where the responses were long, elaborated and not specific, the interviews were conducted in group, individual.

The researcher carried out interviews with teachers and head teachers, using the interview guide because it is the most appropriate method which can be used to study the attitudes, values, beliefs and motives of people. It also has an element of flexibility. These persons were interviewed individually so as to get independent answers.

**3.6.2 Observation**

This involved the use of personal intuition based on different body senses, for example seeing (eye) hearing (ear) touching (hand) smelling (nose). Observation can be used in three main ways, namely;

*Naturalistic observation.* Here, the presence of the researcher is not known. He hide himself

*Passive observation.* The presence of the researcher was known but his role in the activity was hidden. He did not participate at all.

*An active observation.* The presence of the researcher was known to the participants. The observer played a leading role to bring out information.
3.6.3 Questionnaires

This is the discussion in written form whereby the responses of the participants are put on paper provided by the researcher, the questionnaire were also be in two forms, namely:

Open-ended questionnaire in which the responses by the participants are free according to their understanding.

The close-ended questionnaires in which responses are provided by the researcher and the participants one of them accordingly, for example strongly agree, agree or strongly disagree.

The researcher left out questionnaires to mainly the literate group. These included; staff members and some pupils. These had guiding questionnaires which the researcher gave to individual respondents to fill. The researcher gave some two days to respondents to study and fill the questionnaires. He requested the respondents to ask for clarification where they do not understand.

3.7 Reliability and validity

In order to ensure and maintain a high level of reliability and validity in this study, the researcher did the following:

Questionnaires were pre-tested. Ambiguous questions were made clear and irrelevant questions deleted.

The researcher used accurate questions which are open ended in nature by use of questionnaires from the science staff members, and head teachers. The questions set had enough space to give appropriate responses. Close ended questions were also used.
3.8 Procedure for data collection

After the approval of the proposal by the responsible authority at the school of education, the researcher got an introductory letter from the institute of open and distance learning KIU to progress to the field for data collection. The researcher presented the letter to the L.Cs of Mwing Zone, who later introduced him to different L.CI officials who assisted her to make sampling frames with the help of other relevant respondents. The researcher made appointments with respondents on when to meet them. The interviews were conducted in staff rooms and in compounds of the schools. The structured interviews were of about 30 minutes. The in-depth interviews were for about an hour.

3.9 Data processing

3.9.1 Editing and spot checking

The researcher edited and spot checked during and after each interview with the respondents. This ensured that information given is logical, accurate and consistent. Obvious errors and omissions were corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

3.9.2 Coding

This ensured that all answers obtained from various respondents are given codes and classified into meaningful forms for better analysis.
3.10 Data analysis

The data filled in the questionnaires were copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages. The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables and calculated in terms of percentages and presented in this study.
CHAPTER FOUR

4.0 PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter shows how the collected data from the previous chapter was analyzed and interpreted.

4.2 procedures

The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables which was calculated in terms of percentages and presented in this study as illustrated below.
BACKGROUND INFORMATION

Table 1; Classification of respondents by age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>12-14</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>36-45</td>
<td>07</td>
<td>11.7</td>
</tr>
<tr>
<td>46 and above</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

Table 1 shows that the biggest percentage of the interviewees were in the age bracket of 12-14 years as showed by 40% while 32% represents interviewees who were in the age bracket of 20-25 years, over 10% of the represents were in the age bracket of 36-45 years, implying that it is to a greater extent the hospital employs people who are still energetic who are in the age bracket of 26-35 years as portrayed in table 1 above.

Table 2; Classification of respondents by sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

During the field study, it was found out that, the biggest of the respondents were females as showed by over 60% implying that they are the ones who are actively participated in the study where as 40% were males as illustrated in table 2 above.
Table 3; Respondents' level of education

Source: Primary data

The biggest percentage of respondents were still in primary as it was revealed by 50% of the respondents, then 30% represented respondents who had finished tertiary where as 20% of the interviewees were secondary drop-outs, then the least percentage did not attain any level of education as showed by 5% in the table above.

Table 4; Respondents' marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>Single</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>Separated</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Living with partner</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data

An assessment of the respondents’ marital status was as follows; the biggest percentage of the respondents were found to be single as shown by 40% where as 4% of the interviewees attributed to be living with partner, then 36% of them attributed to be married, 28% of the respondents appeared to be separated from their spouses as illustrated in table 4 above.
During the field study, it was found out that majority of the respondents showed with 60% attributed to yes that pupils get early childhood primary education which implies that it has helped in the improvement of their academic performance, whereas surprisingly 40% of the respondents attributed to no that pupils do not get early childhood primary education teachings in secondary school as noted in figure 1 above.
An assessment of the teachings pupils get were as follows 35% of the interviewees revealed early marriages teachings followed by 30% of the interviewees who revealed the teachings about defilement, also to note was 25% of the interviewees who said that girls get early childhood primary education teachings about sugar daddies how they harass them whereas lastly were the interviewees showed with 10% who represented other views of the girls early childhood primary education as stipulated in figure 2 above.
Figure 3; showing whether early childhood primary education had any impact on the academic performance of pupils in the visited schools

According figure 3 above, the biggest percentage of the respondents noted with 80% said that early childhood primary education had a great impact on the academic performance implying that the good performance seen by girls today is as a result of early childhood primary education, whereas surprisingly a small percentage of respondents showed with 20% said no that early childhood primary education has got only negative impacts on the academic performance of pupils.
Numerous responses were put forwards by the respondents when they were asked about the impacts of early childhood primary education on the academic performance of pupils, majority of them 35% said it has improved the awareness of the pupils in pupils schools, 32% of the respondents also said it has improved of the academic performance of pupils and 25% of the respondents said that it has the morals standards of the pupils in primary schools had been improved by early childhood primary education whereas other respondents represented 5%.
Table 5: Showing the factors affecting early childhood primary education in primary schools in Mwingi district

<table>
<thead>
<tr>
<th>Causes of high girl-child dropout</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Poverty</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Illiteracy</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Others</td>
<td>50</td>
<td>98</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: primary data*

Among the various factors affecting early childhood primary education included; the biggest percentage of the teachers in the district put more emphasis on culture, since different pupils had different cultural set-ups as represented by 36% while 32% of the interviewees attributed to the high levels of illiteracy among the parents, 30% said poverty is another barrier and the least percentage of the respondents showed other factors, like; pupils seeing female teachers and other women who are in bigger posts in the district.
Figure 5: Shows problems teachers face while handling pupils in early childhood primary education primary schools?

Source: primary data

During the interviews in different schools of Mwingi Zone-Kenya, a good number of teachers were asked to explain the problems they are facing in primary schools and these were as follows: big number of pupils, limited facilitation by the government as noted with the 40% of the respondents, where as not all the teachers in these sub-county schools agreed with each other in that 20% of the teachers strongly disagreed with the statement as other were noted to have said ‘us in this school we do not have a problem of big numbers because the population in the villages a round this school is not big’ then also a few responses came from some teachers claiming also that the government has not put much effort in providing these schools with facilities for example building more classrooms, supplying more desks for pupils to sit on as not with 10% of the respondents in the figure above.
Among the various comments put forward by the respondents from the four schools that is; at the zone level were as follows; much has to be done in terms of social infrastructural development and training of more teachers as showed by 7.5%, 37.5% of the interviewees said that the program has reduced illiteracy levels especially in rural areas and if its to be well implemented and facilitated it make its dreams come true, then 17.5% of the teachers commented saying that early childhood primary education is a good program if its to be well funded, as the majority of the respondents were quoted to have said that "although the program has problems in funds, but it has reduced on the levels of illiteracy".

Table 6: Teachers’ comments on early childhood primary education in Mwingi zone

<table>
<thead>
<tr>
<th>Comments</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much has to be done in terms of infrastructural materials and teachers.</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>reduced illiteracy levels</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>It’s a good program if its to be well funded</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>If well implemented and facilitated it can yield positive results</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: primary data
Possible measures to ensure that early childhood primary education is enhanced in Mwingi zone

Figure 4: Showing possible measures to ensure that early childhood primary education is enhanced in mwingi zone

Source: primary data

Among the various suggestions that were received by the researcher from the head teachers involved; construct more buildings to contain the ever increasing big number of pupils mainly in remote schools aiming girls too are considered as represented by 30%, 25% of the respondents emphasized the need to train more female teachers in order to act as role models (examples) for girls to follow, and 20% suggested on creating awareness on side of the parents on the value attached to education which will morale heighten them in fulfilling their objectives, 15% of the respondents attributed to introduction of Universal Primary Education which enable even the poor to afford primary education as illustrated in the figure above.
Table 7: People to praise/blame for the success/failure of early childhood primary education in Mwingi Zone

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education officers</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>Head teachers</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: primary data

Reasons for the failure of early childhood primary education to achieve its objectives

Among the people to be praised/blamed for the success/failure of early childhood primary education performance included both education officers and head teachers which was noted with 55% and 30% of the respondents respectively because they are the cornerstones behind the programme, while 15% of the respondents have expressed that teachers are part and partial of the people to be praise/blamed for the success/failure of early childhood primary education performance because other appear to be not fully qualified in Mwingi Zone – Kenya.

Table 6: Reasons for the failure of early childhood primary education to achieve its objectives

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corruption among the officers</td>
<td>17</td>
<td>42.5</td>
</tr>
<tr>
<td>Supervision of teachers</td>
<td>08</td>
<td>20</td>
</tr>
<tr>
<td>Recruit untrained teachers</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Delay salaries for teachers</td>
<td>05</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the responses received from the study revealed, supportive reasons which ranged from, corruption and embezzlement of funds among the officers because they are the ones who sign for the funds from the ministry as noted by 42% while 20% of the respondents asserted that routine supervision of teachers at times increase teachers' efficiency, then the delay in payments for teachers’ salaries and the recruitment of untrained teachers as well account for the failure of early childhood primary education achieving its set objectives.

*Source: primary data*
CHAPTER FIVE
CONCLUSION, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

5.1 Introduction
In this part of the study, the researcher has summarized his field findings, provided the conclusion and recommendations.

5.2 Conclusions
In conclusion one would sum-up by saying that a lot more recommendations and laws should be set up to protect the community of HIV especially girls who do not receive early childhood primary education at all levels. The commission and the other human right bodies have tried to set up laws to curb the prevention and spread of AIDS. But the best remedy of all would be for people to practice self control and curb their sexual activity and teaching the youth about early childhood primary education. No culture allows uncontrolled sexual activity, when all control fails, when there are no “brakes on” the sexual drive which loose and can lead to worse excesses.

The following are the recommendations put forward

5.2.1 Government
- Government should employ school counselors to guide make informed decisions concerning Academic Performance among students.
- Government should sensitized Parents about the need to freely and openly discuss academic issues with their children. Adults should talk about education openly
with their children. This will prevent them from making mistakes out of ignorance.

5.2.2 Non–government organizations
➢ NGO’s should extend a hand of help and provide enough necessities for children; this will prevent them from dropping out of schools.

5.2.3 Local community
➢ Society should help adolescents develop a positive attitude towards behaviour change and encourage them to practice ways of Academic Performance among students. This includes guardians, parents, relatives, and teachers to mention a few.
➢ Local community that is parents and guardians should educate young people on how to increase on their levels of performance in class work. Let them know about the Academic Performance among students has an impact on their future career, which may result into improved standards of livings.

5.2.4 International community
➢ Should know that motherhood is an honorable thing but however it requires proper timing, the right age and planning. Early childhood education and motherhood affects adolescents.

5.3.5 General Recommendations
➢ Girls need the knowledge about early childhood primary education.
5.2.6 Area for future study

The impact of early childhood primary education was very broad and crucial areas in as far as on the academic performance of girls in secondary school is concerned, the researcher cannot claim that she has exhaustively and accurately looked into this area. This is because of the limitations by the scope of the study and therefore the areas below could warrant further research.

The above completed study mainly followed the impact of early childhood primary education on the academic performance of girls in secondary school However; it was revealed that not only not early childhood primary education as factor can affect the academic performance of the pupils in primary education in Mwingi Zone but there other factors like culture, poverty, insecurity and many others.

5.3 Areas for further research

- The study recommendations that further research should be conducted to establish the effect of early childhood education on higher further out-come of the students.
- Further research should be conducted to establish the role of teachers in shaping pupils in pre-school education.
REFERENCES

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Dunn, Loraine, Kontos, Susan. (1994). *Quality of the literacy environment in the day care and children’s development*. Journal of research in childhood education, 9(1), 240-34.


QUESTIONNAIRE I

FACTORS AFFECTING EARLY CHILDHOOD PRIMARY EDUCATION IN PRIMARY SCHOOLS IN KENYA

Introduction
Dear respondent,

I am a student of Kampala International University conducting a research study as a requirement for the award of a bachelors degree in education. I kindly request you to spare some time and fill this questionnaire. The information given will be used for academic purposes only and will be treated with utmost confidentiality. Your cooperation will be highly appreciated.

QUESTIONS

1) Gender?
   a) Female □
   b) Male □

2) Age?
   20-25years □
   26-35years □
   36-45years □
   46 and above □

3) Level of education?
   ○ Secondary level □
   ○ University level □
   ○ Post secondary □
4. How long have you been a teacher?
0-5 yrs  
6-10 yrs  
11-15 yrs  
16 and above  
5. How many pupils are in your classroom?
STD1  
STD2  
STD3  
STD4  
STD5  
STD6  
STD7  
6. The number of pupils before early childhood education was large?
a) Strongly agree  
b) Agree  
c) Not sure  
d) Disagree  
e) Strongly disagree  
7. Do you face problems with this number of children?
Strongly agree  
Agree  
Not sure  
Disagree  
Strongly disagree  
8. Are you paid from funds funded by schools in early childhood education?
Strongly agree  
Agree  

9. The implementation of early childhood education programme has led to the increase of teacher pupil ratio and consequently many affect pupils’ performance

Strongly agree □□□
Agree □□□
Not sure □□□
Disagree □□□
Strongly disagree □□□

3) Do you get any early childhood primary education related teaching in this school?
(a) Yes □
(b) No □

4) If yes in question (5) above, what are some of those teachings do you get?
(a) Defilement □
(b) Early marriage □
(c) Sugar daddies □
(d) Others specify .................................................................

5) Has early childhood primary education had any impact on the academic performance of pupils in primary education in Mwingi Zone?
(a) Yes □
(b) No □

6) If yes in question (7) above, how?
   i. Improved awareness □
   ii. Improved academic performance □
   iii. Improved moral standards □
7) Can you please defend your in question (8) above?

8) Are there some possible measures that can be put in place to overcome the negative effects of early childhood primary education on the academic performance of pupils?
   (a) Yes  
   (b) No  

Thank you very much for your cooperation.
### BUDGET ESTIMATE

<table>
<thead>
<tr>
<th>Item</th>
<th>Costs (Ug. Shs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reams of papers</td>
<td>40,000/=</td>
</tr>
<tr>
<td>Printing</td>
<td>40,000/=</td>
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<tr>
<td>Transport to the field</td>
<td>70,000/=</td>
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<tr>
<td>Typesetting the work</td>
<td>50,000/=</td>
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<tr>
<td>Airtime</td>
<td>20,000/=</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240,000/=</strong></td>
</tr>
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</table>

### WORK PLAN

<table>
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<tr>
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</tr>
<tr>
<td>Proposal development</td>
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</tr>
<tr>
<td>Data collection methods</td>
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</tr>
<tr>
<td>Entries &amp; Coding</td>
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<tr>
<td>Analysis</td>
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<tr>
<td>Compilation</td>
<td></td>
</tr>
<tr>
<td>Submission</td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
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<tr>
<td>Submission</td>
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</tbody>
</table>
A sketch map of Mwiniu Zone in Mwiniu District.

The study was carried out in Zanzam.