

SCHOOL LEARNING RESOURCES AND ACADEMIC PERFORMANCE  
IN EARLY CHILDHOOD EDUCATION DEVELOPMENT  
IN WARINGA NURSERY SCHOOL  
SUBA DISTRICT, KENYA

BY  
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A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN  
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE AWARD OF A  
BACHELOR OF EDUCATION IN EARLY  
CHILDHOOD PRIMARY EDUCATION  
OF KAMPALA INTERNATIONAL  
UNIVERSITY



**NOVEMBER 2008**

## DECLARATION

I, declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic qualification.

SIGNED

  
.....

**ISSACK OGUTU OTTO**

DATE

  
.....

## APPROVAL

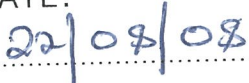
This research report resulting from the researcher's effort, in the area of school learning recourses and academic performance in early childhood education development in Waringa nursery school Suba district, Kenya was conducted under my supervision. With my approval, it is now ready for submission to the academic board for the award of a bachelor of education degree in early childhood education, of Kampala international university.

Signed



SUPERVISOR TALIGOOOLA DEBORAH NABUSETA

DATE:



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## **DEDICATION**

This book is dedicated to my beloved wife Christine Ogutu and my children Joy Pheobe Atieno and Kennjarred Otieno for their patience and understanding during the period of the study.

## **ACKNOWLEDGMENT**

First of all I would like to thank my supervisor Mrs. Taligoola Deborah Nabuseta for being there for me whenever I needed him and also offering advice where necessary.

I would like also to thank my family members and friends Mr. Hebbon Wasonga for their especially for his support and prayers towards the success of my course.

I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

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## **ABSTACT**

*The major purpose of the study was to determine the school learning recourses and academic performance of pupils in early childhood education development education in Waringa nursery school Suba district, Kenya*

*The specific objectives of the study were to determine the relationship between instructional materials and academic performance of early childhood, find out the relationship between class size and the academic performance of early childhood, establish the relationship between playing materials and academic performance of early childhood and to find out the relationship between teacher quality and the academic performance of early childhood*

*The methods used for data collection were questionnaires to the teachers and interviews the head master.*

*It was established that instructional materials are important for children to perform well in academics.*

*The study also revealed that children understand well in class when the class size is not too big.*

*According to the study playing is important for children because it helps them concentrate in class and therefore perform well in academics.*

*The government should make sure that the schools have all the learning materials for the children to understand what they are being taught*

*Playing should be taken seriously and therefore playing materials of good quality should be available in schools*

## **DEFINITION OF TERMS**

According to the study the following terms were defined;

**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.

### **Enrolment**

The number of pupils who join nursery schools and this also includes the number of pupils who drop out of nursery school and those who do not join it at all.

**Learning resources:** The materials that pupils need for effective study.

### **Nursery schools**

The institutions where children from 0-6yrs are taken to study

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## **Acronym or Abbreviations**

ECD- Early Childhood Development

ECDE- Early Childhood Development Education

ECDC- Early Childhood Development Center

UNHCR-United Nations High Commission for Human Rights.

UNICEF-United Nations Children's Fund.

## **CHAPTER ONE**

### **1.0 Introduction**

#### **1.1 Back ground of the study**

The demand for early childhood development (ECD) services has increased considerably in Kenya as a result of changing family structures and lifestyles. World Bank (1999). The number of extended families continues to decrease, and more parents are working outside the home. Many households are headed by single parents, primarily mothers or grandmothers; one third of rural households are headed by women<sup>1</sup> (Adams & Mburugu, 1994). These rural households, as well as those on agricultural plantations and in some urban areas, have the greatest need for alternative child care. Mothers are away from home most of the day, often having no choice but to leave their children without adequate care (Njenga & Kabiru, 2001).

Most parents in Kenya are interested in ECD services not only for the custodial aspects of child care, but also as preparation for their children in advance of primary education and for socialization. Having a "head start" for formal education is extremely important in Kenya, where the education system is highly competitive and examination-oriented. Hence, preschool curricula in Kenya have become increasingly skills-based and academic, in order to prepare children for the high-stakes Standard One interview (the 1st-grade entrance screening test). Also, although primary education in Kenya is public, it is no longer free; getting a "good" primary school has influence on later educational opportunities/outcomes.

There is enormous variation in facilities and learning resources among Kenyan schools. Because fees are set by each school through the parent-teacher associations, they vary according to parental willingness and ability to pay. Government funding is limited to teachers' salaries, with parents paying building costs and other recurrent costs. Recent estimates suggest that parents pay nearly 60 percent of the cost of primary schooling in Kenya (Appleton 1995a). Parents are not obligated to send their children to a particular school. Within communities, there is some choice for parents, with children from small geographic areas distributing themselves among several primary schools.

Educational quality that focuses on resources and inputs stresses the importance of variables such as class size, expenditure per pupil, and the number of available textbooks as significant to the learning process. This dimension of educational quality has been extensively reflected in the work of international agencies (Adams 1993). The 2005 EFA Global Monitoring Report claims that all else equal, the quality of teaching and learning are strongly influenced by the availability of resources and the ways in which these are managed (UNESCO, 36).hence need for the study.

## **1.2 Statement of the problem**

Despite the importance of pre-school as a foundation for the country's formal education, the Ministry of Education spends less than one per cent of its budget on this sub-sector. This allocation is not enough considering that preschool needs resources that will make children want to come back to school. The lack of learning resources has led to low enrollment of pupils and hence there is need for the study.

### **1.3 .Objectives of the study**

#### **1.3.1 General objective**

The general objective of the study was to determine the availability of learning resources and the academic performance of early childhood education.

#### **1.3 2. Specific objectives**

1. Determine the relationship between instructional materials and academic performance of early childhood.
2. Find out the relationship between class size and the academic performance of early childhood.
3. Establish the relationship between playing materials and academic performance of early childhood.
4. To find out the relationship between teacher quality and the academic performance of early childhood

### **1.4 Research Questions**

1. What is the relationship between instructional materials and academic performance of early childhood?
2. What is the relationship between class size and academic performance of early childhood?
3. What is the relationship between playing materials and academic performance of pupils?



4. What is the relationship between teacher quality and the academic performance of early childhood?

### **1.5 Scope of the study**

The study was carried out in Suba district, Kenya. Suba District is an administrative district in the Nyanza Province of Kenya. Its capital town is Mbita Point. The district has a population of 155,666 and an area of 1,055 km<sup>2</sup>. Suba district is named after the Suba people, who inhabit local Rusinga and Mfangano Islands. The district has two constituencies: Mbita and Gwasssi. The study was carried out between May 2008 and August 2008 and it was limited to the set objectives in regards to the availability of learning resources and the academic performance of early childhood education.

### **1.6 Significance of the study**

Provide information that can be used by Ministry of Education policy makers to provide learning recourses that are missing in schools.

Increase awareness of the Head teachers, Board of Governors and PTA and Teachers on the need to have learning resources available so that pupils perform well in school.

It will help students together with their parents to identify mean of improving upon academic performance by knowing which factors are responsible for their poor results.

It will also contribute to the existing literature about better education service delivery and provoke further research in this field.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0: INTRODUCTION**

This chapter discusses the literature related to the study. It is guided by the objectives mentioned in chapter one.

#### **Instructional materials and academic performance of early childhood.**

There is a relationship between the availability of nursery learning materials and enrollment of pupils. Ayres, Patti. (1999). Instructional materials are useful in a way that children are able to understand what they are being taught and it helps them enjoy what they are being taught and therefore will enjoy school and retention is high and also increases enrollment. However facilities and instructional materials for nursery schools are not only inadequate but also vary often inappropriate or unsuitable. ADRIANA (2000)

In the context of developing countries -where school infrastructure is still scarce- school and teachers characteristics are not only an important determinant of student performance, but also that the inequalities in the geographical distribution of those resources pose severe restrictions for poor households to have access to quality education, reproducing the poverty and exclusion vicious cycle across generations. Case, Anne; Motohiro Yogo (1999).

Card and Krueger (1992) and Contreras (2004), take into account the selection problem by implementing an identification strategy based on the restriction posed by the geographical distribution of school

resources on the school choice. Previous studies have emphasized the fact that students from more educated or richer households, or whose parents are more concerned about their education, are concentrated on higher quality schools, while the opposite would happen with the low quality schools (those with relatively low stock of material and human resources). Berner, M. M. (1993, April). However, households vary in their possibility to choose the quality of schools where to send their children, as many households reside in areas where there are not high quality schools at all.

### **Class size and academic performance of early childhood.**

Class size determines the academic performance of pupils. An overcrowded class is normally defined in terms of there being more students assigned to the building than it is designed to accommodate. Folger; C. Breda (1990).

Administrators and students need to use for an effective educational program. Although there are not as many research studies on the effect overcrowding has on student learning as there are with other physical environmental factors, nevertheless available. Duffy, P. M. (1992).

Research shows that overcrowding causes a variety of problems and the findings indicate that students in overcrowded schools and classrooms do not score as high on achievement tests as students in non-overcrowded schools and classrooms. Corcoran et al. (1988) reported that overcrowding resulted in a high rate of absenteeism among teachers and students. For the Teachers overcrowding results in stressful and unpleasant working conditions.

Overcrowded schools and classes are noisier, and create more non-instructional duties and paperwork, and that, without question, they inhibit teaching and learning.” Rivera-Batiz and Marti (1995)

## **Playing materials and academic performance of early childhood**

Play is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children and youth. Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child. (UNHCR 2006)

Numerous studies of literacy skill development through play, which embed literacy materials within play settings in preschool, kindergarten, and multiage programs, have typically shown increases in children's use of literacy materials and engagement in literacy acts (e.g., Christie & Enz, 1992; Einarsdottir, 2000; Neuman & Roskos, 1992; Stone & Christie, 1996). Using such a literacy intervention, Vukelich (1994) found that kindergarten children's ability to read print embedded in the environment was increased.

However the lack of enough playing materials makes it difficult for nursery pupils to effectively exercise their right of play and this leads to low enrollment of pupils because they do not enjoy school. (UNICEF 2000)

## **Quality of teachers and academic performance of early childhood**

Various writers have come up with views about the characteristics of competent teachers and benefits of having such teachers as follows:

Craig et al (1998) holds the view that the quality of the teachers' performance determines the students' achievement. Factors such as the year of teacher training, the teachers verbal fluency, subject matter knowledge, having books and materials, knowing how to use them, teacher expectation of pupil performance, time spent on classroom preparation and frequent monitoring of student progress determine the quality of performance of a teacher.

Regardless of the training, the experience and the preparation undergone, a teacher should have adequate motivation to teach. Lack of incentives in schools and small salaries offered to teachers compel them to work in many places to make ends meet. This renders many teachers ineffective at their work.

The common wealth Report (1974) explains teacher competence as having a knowledge of child development, of the material to be taught and suitable methods, his skills must enable him to teach, advice and guide his pupils, community and culture with which he is involved; his attitudes should be positive without being aggressive, so that his examples are likely to be followed as he transmits explicitly, and implicitly the national aims and moral and social values.

In support of this, Konchhar (2000) contends that discipline problems cannot be prevented yet most of them will not arise in the classroom

of intelligent, hardworking, teachers who plan their work effectively, motivate their students skillfully and provide a friendly climate.

Rayns (1969) holds the view that, "Teaching is complex and many sided demanding a variety of human traits and abilities. These may be grouped into two, first those involving the teacher's mental abilities and skills, his understandings of psychological and educational principles and his knowledge of general and specific subject matter to be taught and second; those qualities stemming from the teacher's personality, his interest attitudes and beliefs, his behavior in working relationships with pupils and other individuals and the like".

In time with these views, Brinkerhott and white (1988) argued that teachers have the authority to control what goes on in classrooms and that authority must be established with each separate class. Some teachers are unable to do this; their classes run wild and their students terrorize them.

Anderson, et al (1992) contends that nothing is more critical to the quality of school than its staff. Teachers contribute to the whole development of children both inside and outside the classroom and not simply through the transmission of information and skills. Teachers need to interact with children even outside class. This instills confidence among the children in dealing with the teacher and enhances free interaction even in class.

Hargreaves and Fullan (1992) hold the view that on top of having deeper knowledge of and confidence in teaching their subject(s), the teacher should know how to teach mixed ability classes and how to

respond to different learning styles of their pupils.

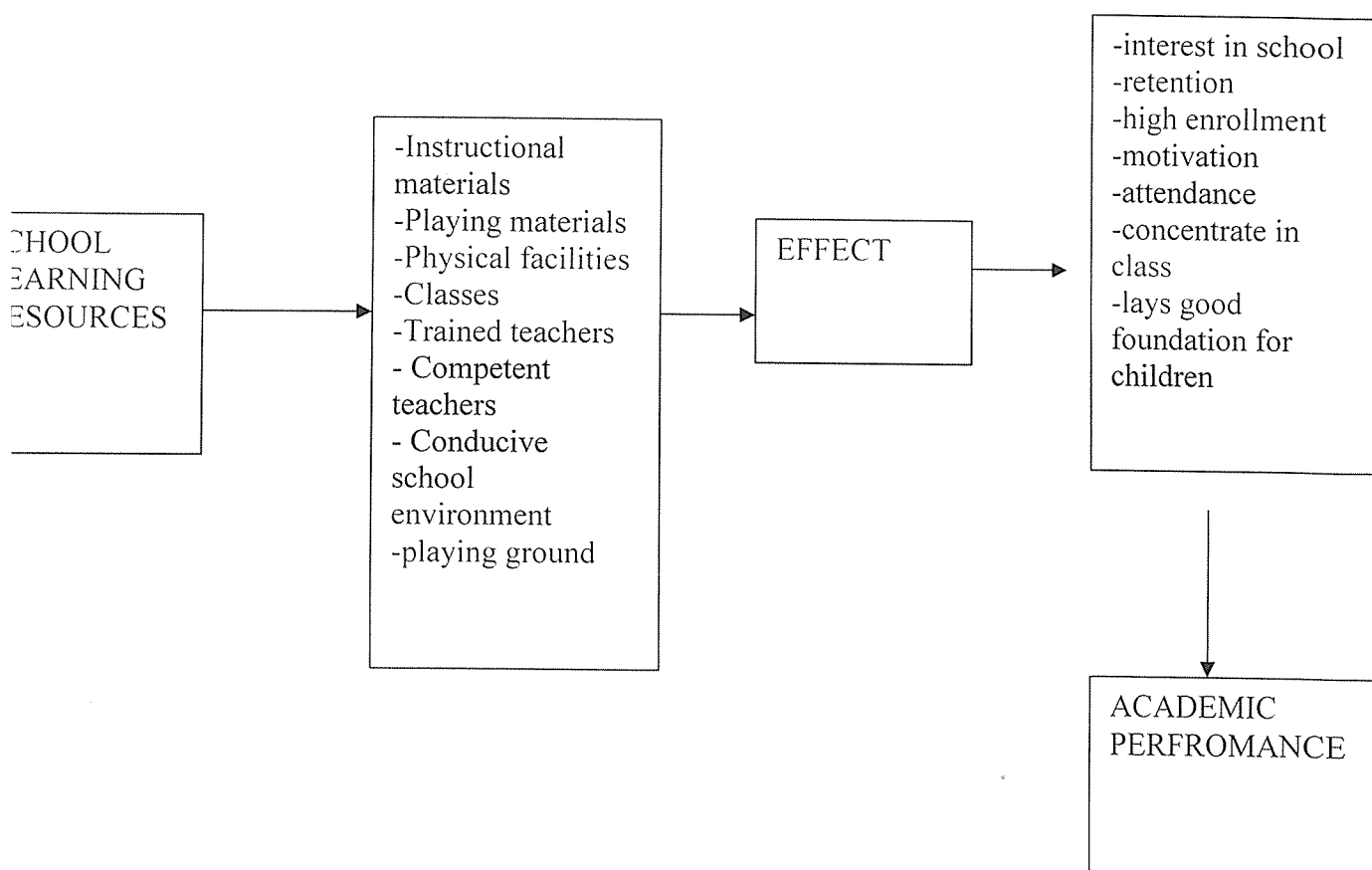
It's from the above many; writers give many characteristics and qualities, which effective teachers should possess. There are many students who perform well without teachers in some subjects while others will well-qualified teachers perform poorly. The researcher therefore aims at establishing the effect of teacher competence on academic performance of students in secondary schools.

In conclusion studies have been done on the relationship between learning resources and academic performance. However most have focused on primary education and not nursery education. The study therefore will bridge the gap.



## CONCEPTUAL FRAME WORK

When a school has all the learning resources for pupils the result is that children enjoy studying and therefore perform well in academics.





## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **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. Environment**

This study was conducted in Waringa nursery school Suba district Kenya.

#### **3.3. Study population**

The respondents included teachers, and Head Teacher

#### **3.4. Sample size and sampling technique**

25 teachers were randomly selected to participate in the study.

#### **3.5. Instruments of data collection**

Questionnaires were used to extract information from teachers and Interviews were carried out with the head master. Open ended questionnaires were suitable for investigating deeper the subject matter. Library search was used to search for data related to the study and observation was done on the state of the children the way they cope at school.

#### **3.6. Reliability of instruments**

Questionnaires were suitable because they helped the get a lot of information in a short period of time.

With interviews, the researcher got all the required data since he was interacting with the respondent.

With library search, the researcher got all the necessary information related to the study through reading relevant books.

### **3.7. 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. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

### **3.8. 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

### FINDINGS AND INTERPRETATIONS

#### 4.1 Introduction

The chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on learning resources and academic performance of early childhood in Waringa nursery school Suba district, Kenya

#### 4.2 Profile of the respondents

**Table 1: Shows the profile of the respondents.**

Respondents	Frequency	Percentage
Sex		
Male	11	55
Female	9	45
Total	<b>20</b>	<b>100</b>
Age		
18-25 yrs	4	20
26-35yrs	10	50
36 and above	6	30
Total	<b>20</b>	<b>100</b>
Educational level		
Certificate	6	30
Diploma	9	45
Degree	5	25
Total	<b>20</b>	<b>100</b>

**Source: field data**

Twenty five (25) questionnaires were distributed to the teachers and 20 were filled and returned .This therefore represents 80% of the total number of questionnaires that were distributed.

The study covered 20 randomly selected teachers of whom 11 (55%) were male and 9 (45%) were female.

The age category of the respondents was divided in three groups that is 18-25 years were 4 which was 20%, 26-35 were 10 (50%) and 36 and above were 6 representing (30%) of the respondents.

The academic level of the respondents was divided in three categories that is certificate, diploma and degree. 6 (30%) of the respondents had certificates, 9 (45%) had diplomas and 5 (25%) had degrees.

Interviews were held with the headteacher of Waringa nursery school.

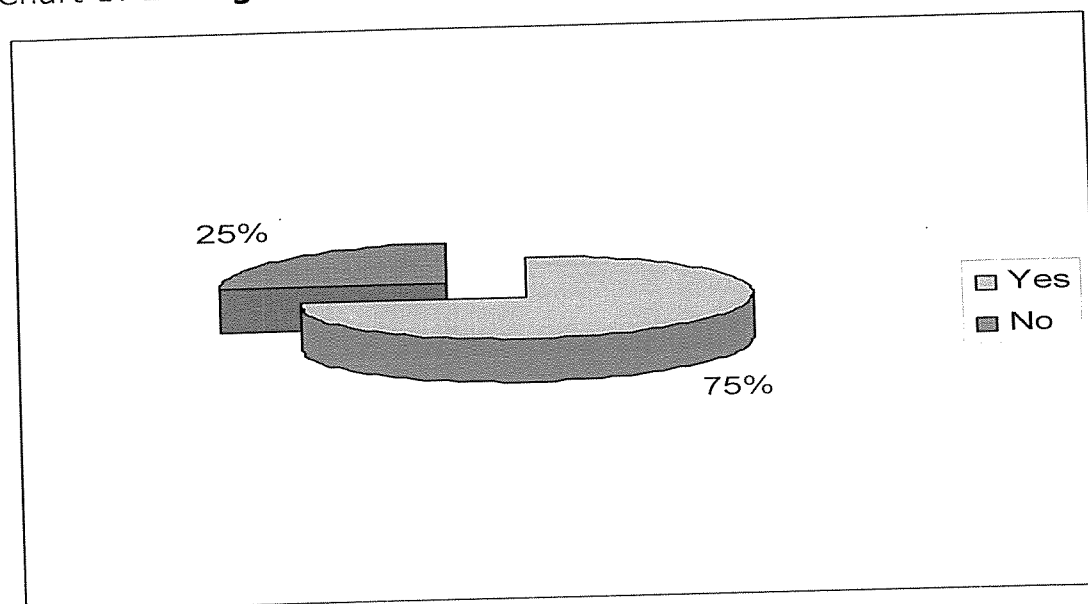
## **Instructional materials and academic performance of early childhood**

The respondents were asked whether they had enough teaching materials and this was their response

**Table 2: Enough teaching materials**

Response	Frequency	Percentage
Yes	15	75
No	5	25
Total	20	100

Chart 1: **Enough teaching materials**



The chart shows that 15(75%) of the respondents agreed that they have enough teaching materials while 5(25%) disagreed.

According to the head master, the school has enough materials but still needs more.

The respondents were asked how teaching materials have helped in improving academic performance of the pupil's and this was their response

**Table 3: How the teaching materials have helped in improving the academic performance**

Response	Frequency	Percentage
Improved grades	10	50
Remained the same	7	35
Not improved	3	15
Total	20	100

10(10%) of the respondents said that the teaching materials have helped in improving the academic performance of the pupils by improving grades while 7(35%) said the performance has remained the same and 3(15%) said it has not improved

According to the head master teaching materials are important for children because they help them understand what they are being taught and therefore this improves their academic performance.

The were asked how it has improved on the enrollment of pupils and this was their response

**Table 4: Effects of leaning resources on the enrollment of pupils**

Response	Frequency	Percentage
Greatly	12	60
Slightly	7	35
Not improved	1	5
Total	20	100

According to the table, 12(60%) of the respondents said that it has greatly improved on the enrollment of pupils while 7(35%) said slightly and 1(5%) said it has not improved

According to the head master, the enrollment of the school definitely increases when the school has enough learning resources because pupils understand what they are being taught and therefore performs well in academics. The head master added that most parents inquire

whether the school has enough learning materials before they enroll them.

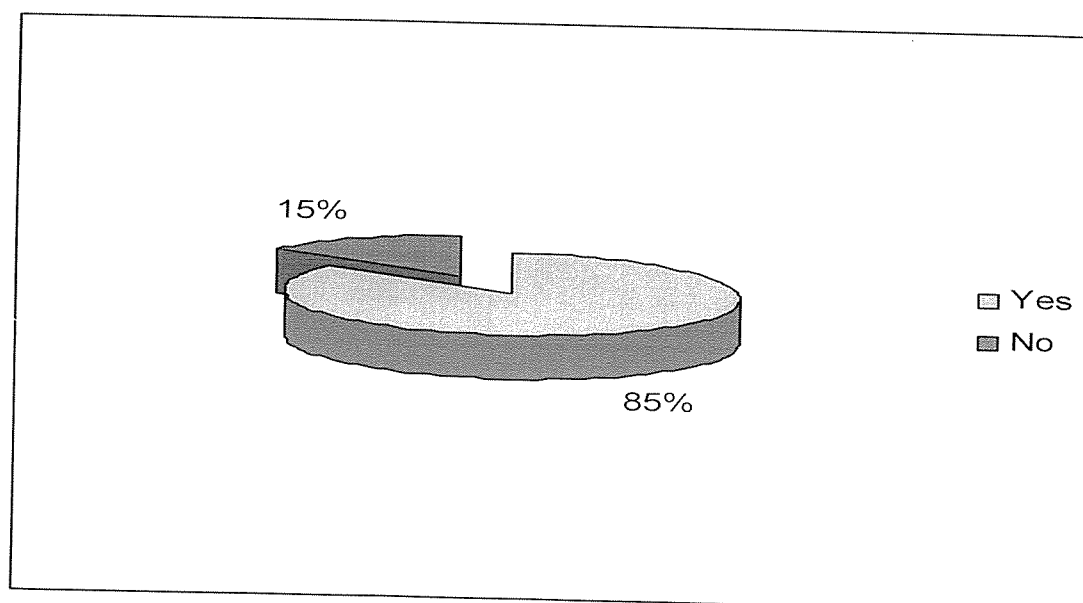
*".....because of the learning resources we have the school has increased enrollment of pupils....."* (Interview with the head teacher)

The respondents were asked whether the students understand well with the available learning resources and this was their response

**Table 5: Students understand well with the available learning resources**

Response	Frequency	Percentage
Yes	17	85
No	3	15
Total	20	100

**Chart 2: Students understand well with the available learning resources**



The chart shows that 17(85%) of the respondents agreed that the students understand well with the available learning resources while 3 (15%) disagreed.

According to the head teacher children understand well with learning resources.

".....with learning resources teachers demonstrate well and the children therefore understand well....." (Interview with a teacher)

## **Class size and academic performance of early childhood**

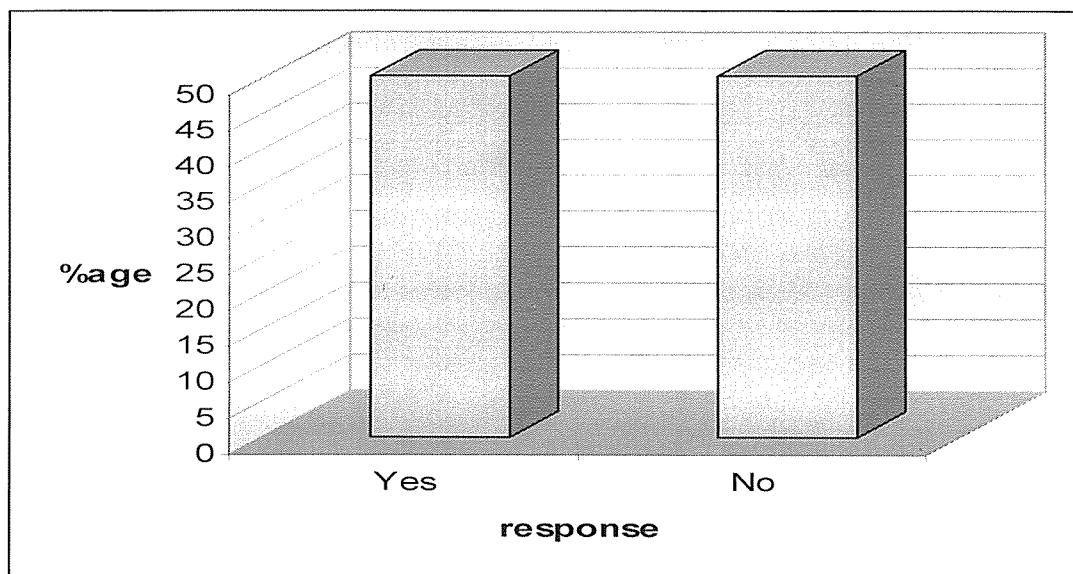
The respondents were asked whether the class size is too big and this was their response

**Table 6: Class size is too big**

Response	Frequency	Percentage
Yes	10	50
No	10	50
Total	20	100



Chart 3: **Class size is too big**



According to the table, 10(50%) of the respondents agreed that the class size is too big while 10(50%) disagreed

The head master revealed that the class size of the pupils was not too big and commented that for children to perform well in academic, the class size has to be small. According to him, teachers manage to teach well in a small size class and attend to every pupil or child.

*".....a big size class is difficult for teachers to handle and therefore some teachers dodge classes....."* (Interview with the headteacher)

The respondents were asked whether the school facilities are adequate to accommodate the size of the class and below were their response;

**Table 7: Adequacy of the school facilities**

Response	Frequency	Percentage
Adequate	14	70
Inadequate	6	30
Total	20	100

14(70%) of the respondents said that the school facilities are adequate to accommodate the size of the class while 6(30%) of the respondents said they are Inadequate. The headmaster revealed that the classes they had were adequate and accommodated all the children.

The respondents were asked how class sizes influence the academic performance of the pupils and this was their response was;

**Table 8: How class size influences the academic performance**

Response	Frequency	Percentage
Greatly influence	13	65
Slightly influence	4	20
Not influence	3	15
Total	20	100

13(65%) of the respondents said that class size greatly influence the academic performance of the pupils while 4(20%) said that it slightly improve and 3(15%) of the respondents said that class size influence the academic performance of the pupils

The headteacher revealed that when the class size is small, the teacher can manage it and every pupil or child will be able to understand what is being taught and therefore performs well. According to him large classes are noisy and therefore stress teachers.

## **Playing materials and academic performance of early childhood**

The respondents were asked whether they have enough playing materials and this was their response

**Table 9: Enough playing materials**

Response	Frequency	Percentage
Yes	18	90
No	2	10
Total	20	100

18(90%) of the respondents agreed that they have enough playing materials and 2(10%) disagreed

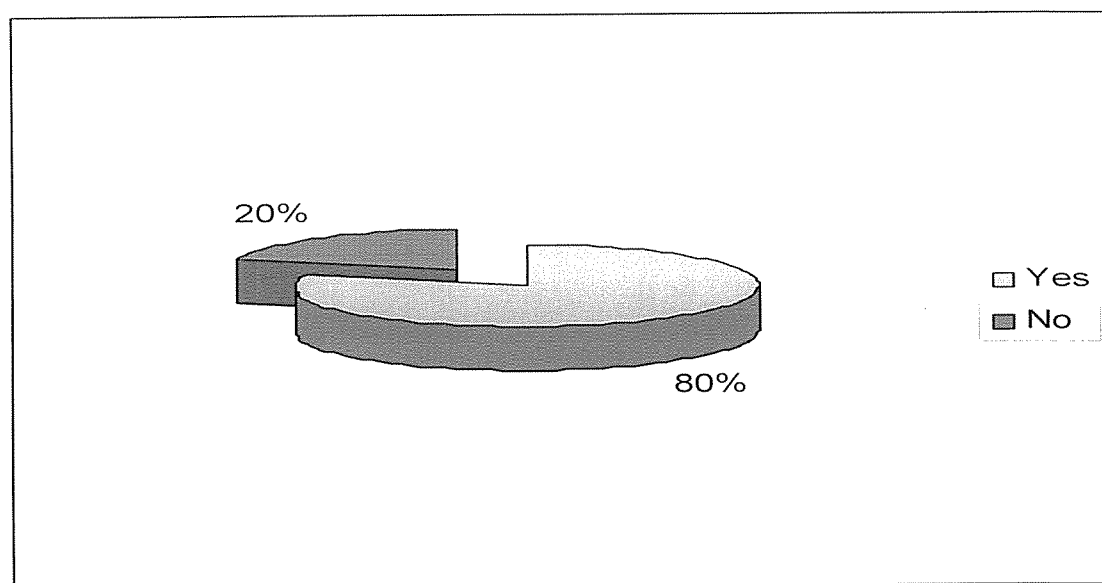
The head master agreed that the children have enough playing materials and according to him, parents do not take their children to nursery schools that do not have enough playing materials for children. The headmaster also revealed that playing was essential and important for children and therefore should be taken seriously.

The respondents were asked whether the playing materials are of good quality and this was their response

**Tables 10: playing materials are of good quality**

Response	Frequency	Percentage
Yes	16	80
No	4	20
Total	20	100

**Chart 4: playing materials are of good quality**



According to the chart 16(80%) of the respondents agreed that the playing materials are of good quality while 4(20%) disagreed

According to the head master, playing materials have to be of good quality because if they are not, children may end up hurting themselves.

*".....playing materials have to be of good quality to prevent children from being hurt....."* (Interview with the headteacher)

## Quality of teachers and academic performance of early childhood.

The respondents were asked whether the school has enough teachers and this was their response

**Table 11: The school has enough teachers**

Response	Frequency	Percentage
Yes	17	85
No	3	15
total	20	100

According to the table 17(85%) of the respondents agreed that they have enough teachers while 3(15%) disagreed

The head master agreed that the school has enough teachers.

The respondents were asked whether all the teachers are qualified and this was their response

**Table 12: All the teachers are qualified**

Response	Frequency	Percentage
Yes	15	75
No	5	25
total	20	100

15(75%) of the respondents agreed that all the teachers are qualified and 5(25%) disagreed.

According to the head master, all the teachers at school were qualified in nursery teaching and therefore can lead to good academic performance.

The respondents were asked whether there is a good relationship between the teachers and the pupils and this was their response.

**Table 13: There is a good relationship between teachers and pupils**

Response	Frequency	Percentage
Yes	12	60
No	8	40
Total	20	100

The table shows that 12(60%) of the respondents agreed that there is a good relationship between the teachers and the pupils while 8(40%) of the respondents disagreed.

The respondents were asked how teacher quality has improved the academic performance of the pupils and this was their response

**Table 14: How teacher quality has improved the academic performance of the pupils**

Response	Frequency	Percentage
Greatly improved	11	55
Slightly improved	7	35
Not improved	2	10
Total	20	100

11(55%) of the respondents said that teacher quality has greatly improved the academic performance of the pupils while 7(35%) said slightly and 2(10%) said has not improved

The respondents were asked whether the methods they use for teaching are effective and this was their response

**Table 15: The methods used for teaching are effective**

Response	Frequency	Percentage
Yes	19	95
No	1	5
Total	20	100

Table15 shows that 19(95%) of the respondents agreed that the methods they use for teaching are effective and 1(5%) of the respondents disagreed

According to the head master, the methods they use for teaching are effective that's why their academic performance is good.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **1.0 Introduction**

The major purpose of the study was to determine the school learning recourses and academic performance of pupils in early childhood education development education in Waringa nursery school Suba district, Kenya. This chapter focuses on the discussion of the findings, conclusions and recommendations. Finally this chapter ends with suggestion for further research.

#### **5.1 Summary**

The first research objective sought to determine the relationship between instructional materials and academic performance of early childhood. The study revealed that instructional materials were very important for children to perform well and this is supported by Ayres, Patti. (1999), that there is a relationship between the availability of nursery learning materials and academic performance of pupils. Instructional materials are useful in a way that children are able to understand what they are being taught and it helps them enjoy what they are being taught and therefore will enjoy school and retention is high and also improves on the academic performance.

The second research objective was to find out the relationship between class size and the academic performance of early childhood. The study revealed that when the class size is too big, it becomes difficult for the teacher to handle and therefore the children do not understand what they are being taught. According to Corcoran et al. (1988)



overcrowding causes a variety of problems and the finding indicates that students in overcrowded schools and classrooms do not score as high on achievement tests as students in non overcrowded schools and classrooms.

The third objective was to establish the relationship between playing materials and academic performance of early childhood. According to the respondents, playing is essential and important to the children and therefore playing materials must be available and in good shape. According to (UNHCR 2006) play is essential to development because it contributes to the cognitive, physical, social and emotional well being of children and youth.

The fourth objective was to investigate the relationship between teacher quality and academic performance of early childhood. The study revealed that teachers who are competent contribute positively to the academic performance of children. Craig et al (1998) holds the view that the quality of the teachers' performance determines the students' achievement. Factors such as the year of teacher training, the teachers verbal fluency, subject matter knowledge, having books and materials, knowing how to use them, teacher expectation of pupil performance, time spent on classroom preparation and frequent monitoring of student progress determine the quality of performance of a teacher.

## **5.2 Conclusion**

The major purpose of the study was to determine the school learning recourses and academic performance of pupils in early childhood education development education in Waringa nursery school Suba district, Kenya

It was established that instructional materials are important for children to perform well in academics.

The study also revealed that children understand well in class when the class size is not too big.

According to the study playing is important for children because it helps them concentrate in class and therefore perform well in academics.

The study finally established that teacher quality had an impact on the performance of children.

## **5.3 Recommendations**

The government should make sure that the schools have all the learning materials for the children to understand what they are being taught

Playing should be taken seriously and therefore playing materials of good quality should be available in schools.

### **Suggestion for further research**

More research should be done on the topic learning recourses and academic performance of nursery pupils because few studies have been done on nursery pupils. Studies undertaken concentrates fully on primary and secondary.

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## APPENDIX A: TRANSMITAL LETTER



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

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P.O. Box 20000, Kampala  
Tel: +256-41-266813 / +256-41-266814  
Fax: +256-41-501974  
E-mail: admin@kiu.ac.ug  
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR  
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: . . . . .

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR . . . . .

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:


. . . . .  
. . . . .

Case Study: . . . . .

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,

  
MR. MUHWEZI, JOSEPH  
HEAD, IN-SERVICE

## APPENDIX B: ACCEPTANCE LETTER

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WARINGA PRIMARY SCHOOL,  
P.O.BOX 55 OGONGO 40323,  
KENYA.

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5<sup>TH</sup> MAY 2008

TO THE OFFICE OF THE DIRECTOR  
INSTITUTE OF OPEN AND DISTANCE LEARNING  
KAMPALA INTERNATIONAL UNIVERSITY  
P.O.BOX 20000 KANSANGA, KAMPALA, UGANDA

Dear Sir / Madam,

**RE: ACCEPTANCE LETTER FOR MR. ISAACK OGUTU OTTO,**  
**REGISTRATION NUMBER BED / 10786 / 61 / DF**

In reference to the aforementioned subject I would like to inform the faculty of Education Kampala International University that the person whose details appears above has been permitted to carry out a case study in our institution on learning resources on academic performance.

The institution is ready to offer any further assistance within our capacity.

Yours faithfully



Mr. Joseph Otieno Agembe

Head teacher



## **APPENDIX C: Questionnaire to the teachers**

### **Dear Respondent,**

I am student of Kampala International University carrying out an academic research on the topic "learning resources and enrollment of early childhood development education 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.

### **Personal Information:**

#### **Sex**

Male ☐

Female ☐

#### **Age**

18-25 ☐

26-35 years ☐

**36 and above**

1. do you have enough teaching materials

Yes ☐ no ☐

2. How have they helped in the improving academic performance of pupils

improved grades ☐

Remained the same ☐

Not improved [   ]

3. how has it improved enrollment of pupils

Greatly [   ]                      slightly [   ]

Not improved [   ]

4. Do students understand well with the learning materials you have.

Yes [   ]                      No [   ]

5. What is the relation between learning resources and academic performance.....

.....

.....

6. Is the class size too big?

Yes [   ]                      No [   ]

7. How adequate are the facilities of the school to accommodate the size of the class?

8. How does class size influence the academic performance of the pupils?

Greatly influence [   ]

Slightly influence [   ]

Not influence [   ]

9. Yes how has it affected the children

.....

.....

.....

10 .you have enough playing materials?

Yes [ ]

No [ ]

11. I f yes are they of good quality

Yes [ ]

No [ ]

12 .Has playing improved the academic performance of the pupils

.....  
.....  
.....

13.How has the school facilities improved enrollment of the pupils?.....

.....  
.....  
.....

14. Does the school have enough teachers?

Yes [ ]

No [ ]

15. If yes, are they all qualified?

Yes [ ]

No [ ]

16. Is there a good relationship between the teachers and the pupils?

Yes [ ]

No [ ]

17. How has teacher quality improved the academic performance of the pupils?

Greatly improved [    ]

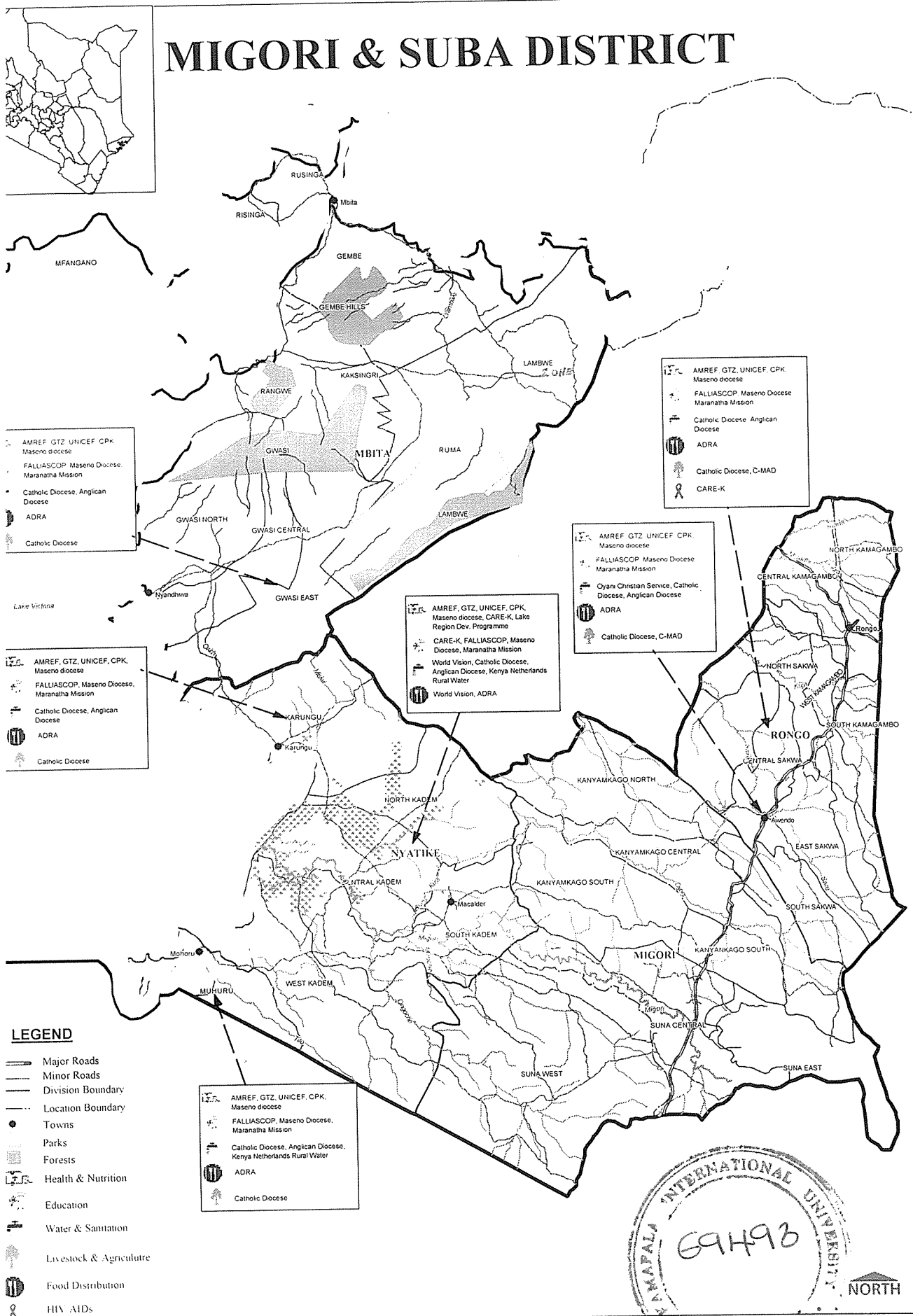
Slightly improved [    ]

Not improved [    ]

## **APPENDIX D: Interview guide for the headteacher**

1. Do you have enough learning resources?
2. What effects does it have on the academic performance of pupils?
3. Are the classes enough for the children?
4. How important is class size on the academic performance of pupils?
5. Do you have enough and quality playing materials?
6. How important is playing to children?
7. Do you have enough and qualified teachers?

# MIGORI & SUBA DISTRICT



ie boundaries and names shown on this map do not imply  
icial endorsement or acceptance by the United Nations

Prepared by UNDP Disaster MGT Unit & OCHA RSO-CEA - May 2003