THE IMPACT OF EARLY CHILDHOOD DEVELOPMENT AMONG PUPILS AT PRIMARY SCHOOL LEVEL IN KABERNET ZONE BARINGO DISTRICT KENYA

BY

KIPTUKYO RHODA

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

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DECLARATION

I Rodah J. Kiptukyo, declare that this work is my own original research and it has never been submitted to any other institutions for any academic award.

Signed.....Rkiyo.....

RODAH J. KIPTUKYO

Date.....

APPROVAL

This research work has been done under my approval as a university supervisor.

Signature.....

KIBUUKA MUHAMMAD

Date.....5th/10/2008.....

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DEDICATION

I dedicate this work to my husband Mr. Philemon Kiptukyo. This work is part of an accomplishment of your dream for me to complete University education. To my daughter Ms Naomi Jelimo for your continuous encouragement and support you gave me while I was pursuing my degree. To my brother, Clement C. Chirchir for supporting me morally and financially throughout my education and my daughter Hattie Jepkurui for the good time she gave me finally to my colleagues especially Eunice Chesang and my pupils I hope this effort will improve your academic status.

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ACRONIMS

ECD Early Childhood Development (Education)

SPSS Statistical Package for Social Scientists

ABSTRACT

This study set out to establish the impact of early childhood development education on learning among primary school pupils of Kabarnet Zone in Baringo district, Kenya, using a cross sectional survey design. It was carried out in seven primary schools of AIC Visa Oshwal, Kaptimbor, Seguton, Ketindui, Mumol, Kapkut, Kapcherebet, Turkuo and Yemo all in Kabarnet Zone, Baringo District, Rift Valley Province Kenya. Purposive Random sampling technique was employed to choose 43 teachers and seven head teachers of the seven primary schools targeted in the study, a total number of 50 respondents. A self made questionnaire was used to collect data. SPSS data processor was used to analyze the data and frequency counts and relative frequencies were the statistical tools used in analysis and interpretation of data. The findings indicate that there are very few pupils who completed ECD (86 or 12 in each school), around 127 (18 average) did not completely attend ECD and 135 attended only top class of ECD. The study also found out that ECD has a significant impact on the school and academic abilities of pupils. Pupils who completed ECD score very well or well in simple arithmetic's (41/50), ability to make simple sentences in English (40/50), ability to read out the alphabet (40/50), ability to count double digit numbers (36/50), ability to identify and name types of animals (18/50), ability to identify and name common objects (14/50) and ability to socialize and interact with other pupils (24/50). The number of pupils who attended tip class only for ECD and perform well or very well is small than the number of pupils who completed ECD (see table 4.2b). All pupils who did not attend ECD were either rated as average or poor and none was rated as well or very well. The biggest hindrance to ECD is inadequate funding according to 68% teachers and yet private ECD centres are so expensive. The researcher concluded that ECD has a significant impact on pupils academic and school abilities as a whole and more so on pupil's ability to socialize and interact with other pupils. It is also concluded that the most important hindrances of ECD are inadequate funding and facilitation. The research recommends that the government should come out with a policy to streamline and guide ECD education, in which the government should provide sufficient funds to all ECD centres, force the private ECD centres to reduce their fees and make it compulsory for all pupils to attend ECD education in addition to sensitizing teachers and parents about its importance.

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.0 Introduction

This chapter presents the background information of the study; it introduces the back ground of the study, the statement of the problem, general objective, specific objectives, Research questionnaires and scope of the study.

1.1 Background of the Study

Early childhood development is referred to as the early stage in the growth and development of human beings; it is given various names such as infancy, babyhood and others. It is of great importance to nurture our children right from childhood if we are to reap positively from them. In Kenya Early Childhood education gained momentum when the government collaborated with the Bernard Van Lee Foundation and initiated a pre-school project way back in 1972, it was a 10year p programme (1972-1982), this project enabled the two authorities to conduct experimental work on training pre-school teachers and developing relevant materials for pre-school programmes (The consultative group on Early Childhood education 1990).

Children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, responsive interaction, and encouragement for exploration. Without at least one such relationship, development is disrupted and the consequences can be severe and long lasting. If provided or restored, however, a sensitive

care giving relationship can foster remarkable recovery. Children's early development depends on the health and well being of their parents. Yet the daily experiences of a significant number of young children are burdened by untreated mental health problems in their families, recurrent exposure to family violence, and the psychological fallout from living in a demoralized and violent neighborhood. Circumstances characterized by multiple, interrelated, and cumulative risk factors impose particularly heavy developmental burdens during early childhood and are the most likely to incur substantial costs to both the individual and society in the future.

Decision makers at all levels of government, as well as leaders from the business community, should ensure that better public and private policies provide parents with viable choices about how to allocate responsibility for child care during the early years of their children's lives. During infancy, there is a pressing need to strike a better balance between options that support parents to care for their infants at home and those that provide affordable, quality child care that enables them to work or go to school. This calls for expanding coverage of the Family and Medical Leave Act to all working parents, pursuing the complex issue of income protection, lengthening the exemption period before states require parents of infants to work as part of welfare reform, and enhancing parents' opportunities to choose from among a range of child care settings that offer the stable, sensitive, and linguistically rich care giving that fosters positive early childhood development (www.nap.edu.com).

Even across the disparate approaches used in program models, some common processes

and content are evident. Many of the programs consciously exposed children to classroom processes that differed from their interactions at home, but were similar to those that they would experience in formal school: whole class, small group, and individual interactions with teachers. Early childhood teachers used a discourse pattern, at least some of the time, which is typical of schooling: the initiation reply evaluation sequence. The preschool children also learned strategies for remembering, such as rehearsal and categorization, since this is a by-product of schooling in our culture.

The lack of familiarity with school challenges many children as they move from the home environment into school settings. The routine activities of school are different from those in most homes and are likely to differ even more in some minority cultures, placing a double burden of learning on those children when they enter early childhood settings and schools. Early childhood programs can serve as a bridge for children between home and school by providing exposure to the varied interaction styles (large group, small group, one-on-one learning) that the child will encounter in school. Even though the programs studied applied different and in some cases novel theories of development, the content relied on by most.

All children need the intellectual development, motivation and skills that equip them for successful work and lifelong learning. These result from having quality-learning environments, challenging expectations and consistent guidance and mentoring. The number-one predictor of whether you will be successful in life is whether you graduate from high school. In today's competitive global economy, effective education is more important than ever before (American promise Alliance 2000)

Children are better prepared for school when early childhood programs expose them to a variety of classroom structures, thought processes, and discourse patterns. This does not mean adopting the methods and curriculum of the elementary school; rather it is a matter of providing children with a mix of whole class, small group, and individual interactions with teachers, the experience of discourse patterns associated with school, and such mental strategies as categorizing, memorizing, reasoning, and meta cognition.(Barbara etal 2001).

Early childhood development education is yet to be fully integrated into the system of education in Kenya. Many of the existing early childhood education centers in Baringo district are run by local communities with little or no input from government authorities. Until recently, there was no formal training for educators in this level of education and thus many centers were manned by untrained personnel. It worth to note, that until then teachers in ECD are not deployed by the government. ECD is a very important institution in learning; it is the most fundamental level since the socio-emotional, psychological and mental being of the child is being molded. What transpires during this period of rapid growth and development dictates the nature of person the child will become and most importantly his/her adaptability to learning in higher levels of education.

In Kabarnet zone many parents are yet to take the challenge of enabling their infants go through proper early childhood education centers. The only good ECD centers in the zone are privately owned and charge exorbitant fees and thus are beyond reach of many parents. Consequently, they opt to take them through community owned ECD centers

which provide low quality programs because of scarcity of resources, overcrowding in classroom and to some extent untrained teachers. Children who are living in circumstances that place them at greater risk of school failure including poverty, low level of maternal education, maternal depression, and other factors that can limit their access to early childhood development education centers that enhance learning and development are much more likely to succeed in school if they attend well-planned, high-quality early childhood programs. Many children, especially those in low-income households, are served in childcare programs of such low quality that learning and development is not enhanced and may even be jeopardized

It is against this backdrop that there is immense need to critically asses the performance of such important institutions and enact reforms aimed at strengthening the capacity of these centers in Early Childhood Development Education.

1.2 Statement of the problem

Though early child hood education is yet to be fully integrated into the education system in Kenya many of the existing Early Childhood education centers in Baringo district are run by local communities with little or no input from government authorities, teachers have less or no formal training thus many centers are manned by untrained personnel. This has often resulted into detrimental impacts such as poor academic grades at further levels of education especially at primary, increased levels of school dropouts, reduced attitudes of pupils towards school and others, hence a need for all education stake holders especially the government to streamline the education process at Early childhood level.

1.3 General Objective

To establish the impact of early childhood development education on learning among primary school pupils of Kabarnet Zone in Baringo district, Kenya.

1.4 Specific Objectives

1. To find out the number of pupils who enrolled in standard one after graduating from ECD center and those who joined before gaining early child hood training.
2. To find out the influence of ECD on the pupil's ability to read and write; work out simple arithmetic; describe objects and shapes; ability to speak in English Language, socialize and interact with other children.
3. To find out the factors which hinder pupils from attaining early Childhood Education before joining standard one.
4. To establish remedies for those hindering factors.

1.4 Research Questions

1. How many pupils join standard one after graduating from Early Childhood Development Center?
2. How many pupils join standard one before getting Early Childhood education?
3. What is the range between those pupils who join standard one after graduating from standard one and those who don't?
4. What is the influence of Early Child hood Education on the pupil ability to read, write, and calculate simple arithmetic and ability to speak English?
5. What are the factors that hinder pupils from attaining early childhood education in

Kabernet zone?

6. What are the remedies to those hindering factors?

1.1 Significance of the Study

The study will be significant to school managers in such a way that it will provide them various ways of improving pupils academic performance by streamlining Early Childhood education.

Findings in this study will provide information to the database of Early Childhood Education in Kenya.

The findings will also form a strong basis for further research on the same or related topics.

Policy makers and other stakeholders in the schools will be assisted by this research in making conducive policies in this filed of Early Child Hood Education.

The government of Kenya will be provided with current data on ECD and the various factors hindering this policy plus remedies for those hindering factors.

1.2 Scope of the Study

It was conducted within a time frame of one month under the topic 'The Impact of Early Childhood Development among Pupils at Primary School Level in Kabarnet Zone in Baringo District, Kenya' in seven selected primary schools; Kabarnet zone is located in Baringo district of Kenya. This area was selected because it has got a number of primary schools therefore fit for this research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature on the impact of Early Childhood education on the academic performance at primary school level; it provides the definitions of early childhood, the effect of early childhood education on pupils' education ability and the factors that could be hindering effective implementation of ECD programmes in Kenya.

2.1 Early Childhood

Early childhood is defined as early stages of development for a human being. It involves the early years of one's physical growth. Farlex (2002) adds that early childhood development is sometimes regarded as infancy or babyhood.

Psychologists go further to give a more detailed explanation for early childhood development as the first sexual and social stage of an infant's development (www.thefreedictionary.com). Children at this stage of human growth require education services, and these education services are commonly regarded as pre-school education normally provided by kindergartens.

Many scholars support Early Childhood Development and education, in this respect Shonkoff J. et al (2000) after carrying out scientific studies on childhood development assert that: Childhood development is a foundation for country's development as capable children become the foundations of a prosperous and sustainable society. They further

reveal it that stress in early childhood can be either growth promoting or seriously damaging the child.

According to the consultative group on Early Childhood care and development (1990), the programmes of early childhood development and education gained momentum in Kenya in 1972, when the government of Kenya together with the Bernard Van Lee foundation started a pre-school education project.

This was a 10 year pre-school development project which commenced in 1972 and ended in 1982 carrying out experimental on tracing pre-school teachers, developing culturally relevant educational materials for pre-school programmes and also ensuring the country's involvement in pre-school programmes. Districts of Muranga, Kiambu, Kalifi, and Keiyo Marakwet, and the National centre for early education (NACEF) was initiated in 1984 in Kenya institute of Education (K.I.E).

Kabernet 2005, is a zone with limited ECD centres, unfortunately the far prevailing ones belong to private, untrained individuals who are also exploitative in nature, since they change exorbitant fees to the poor parents of the zone, this is unfortunate on the side of pre-school children, since parents in this place tend to avoid such exploitative pre-schools hence missing the very important necessities in their early education.

Barbara TB and Dono Van,(2001) talk about the benefits of pre-school education, they assert that: Children are better prepared for school when early childhood programmes

expose them to a variety of classroom structure, thought processes and discourse patterns. Their argument shows that if children miss early childhood development and education programmes, they are denied of a better preparation to school programmes in the future, they miss better interactive skills and which generally add up to a good orientation to school life.

2.2 The Effect of Early childhood Education on the pupils' Ability to Gain Required Educational Skills

Early childhood development and education is becoming a basic necessity in the present days: However, it should be noted that the quality of early childhood training received by a child may consequently affect her / him positively or negatively. Various schools, who have studied the process of Early childhood development and education, reveal a number of its effects on children: Cotton and Nancy (2002), in their research on Early childhood education notice that Kindergarten enrolment has drastically increased in recent years, they further outline a number of good effects resulting from enrolling children to good pre-schools as follows; Pre-school graduates are less likely to repeat class, are most likely to get better grades, they are academically motivated, have a greater sense of social and emotional maturity, and also are less involved in absenteeism.

Berrueta C. etal (1985) also support their view by noting that, pre-school graduates normally have better attitude towards school than those who are denied the chance of attending to this learning level.

Hart and Reinsley (1995) also have noticed a great difference between pre-school graduates and those who don't get this chance, for them they have made a thorough analysis basing on the income status of their parents. They notice that children from low Social Economic Status families (SES) get no or poor quality pre-education service while their counterparts from a high SES get better services thus they note that: High SES children have an average vocabulary of 1100 words at stages 3, while those of low SES group only grasp an average of 480 words, they further assert that high SES children have an achievement score at Kindergarten of 60% high than those of low SES.

Therefore their argument and research indicates that children who are not exposed to better pre-education services, tend to perform poorer compared to their counterparts in well facilitated pre-schools.

Loeb (2007), on her study on early leaving on early learning effects of child one in poor communities, recognizes that young children in poor communities are spending more hours in non-parental care due to policy reforms and expansion of early childhood programmes.

According to Bloom (1985) he's study on the quality of adults who passed though pre-school, he notes that first teachers have a serious impact on adults, he stays. Tat during the first stages of development, and acquisition of high level skills, the teaching qualities to be desired are more social than cognitive or technical. He found out that the first teachers who liked children made learning pleasure and rewarding for the children by

using play activities and set high standards for their children using positive reinforcement. This provides a direct confirmation that a good pre-school experience provides good academic traits in the learners, since it ignites their enthusiasm in learning.

An observation made by Raymond Simon (2002) suggests that series of experimental traits or early childhood education and pediatric care should be carried out to avoid a big risk of getting children unprepared for school life.

He further notes that each year tens of thousands of children enter kindergarten unprepared to meet the intellectual demands of school; these children are likely to have low levels of retention in grades and ultimately school dropout. In turn school dropouts are at a much elevated risk for unemployment, teen pregnancy, juvenile delinquency, social dependency and poor parenting practices.

Matheson (1992)'s argument on the effect of early childhood education on children borrows an idea from the proverbial years, he looks at Pretend play which is still taught in pre-school, he says that it is intended to serve the goal of social integration on the side of children which is further experienced in the attribute of socialization at adulthood.

Gottman (1983) provides evidential support for Howe and Matheson (1992)'s argument when he notes that: indeed social competence is one of the primary skills that children develop and practice through engaging in pretend day. Early childhood pregnancies are often considered contexts for the development of social competences with peers.

2.4 Factors that can Hinder Effective Implementation of EDC programmes in Kenya

According to the Consultative group on Early Childhood Care and Development in Kenya (1990). The distribution of early childhood education facilities is not evenly distributed in all the entire country, a few district have been facilitated by the Kenya government these include: Murangs, Kiambu, Kilifi, Keyo and Marakwet districts.

This disparity in provision of early childhood education unprivileged districts lack proper pre-school services causing a discrepancy in the quality of children who join standard one. The United Nations Education scientific and cultural organization (2005), Nairobi cluster, reports that Kenya's pre-school and primary school facilities are still insufficient and generally poor. The report gathered experiences from various districts and reveals that many classrooms have only roofs without walls, floors are not cemented and in worst conditions pupils study under trees because there are no classrooms, classes have to stop when it rains, therefore concentration of learners is low.

The report further reveals that 7.7% of enrolled for universal primary education pupils had repeated classes with males and females accounting for 8.1% and 7.4% respectively. This is indeed a clear indicator that something must be done, to revamp this situation, show the importance of ECD education to the education stakeholders, especially the government if benefits of pre-school education are to be reaped, this study has been prompted by this situation in Kabernet zone Baringo district.

CHAPTER THREE

METHODOLOGY

.0 Introduction

'his chapter presents the research design, area of the study, target population, sampling echniques, Data collection instruments and Data processing methods.

.1 Research Design

'his study used a cross—sectional survey on The Impact of Early Childhood.)evelopment among Pupils at Primary School Level in Kabarnet Zone in Baringo)istrict, Kenya.

.3 Area of the Study

his study was carried out in seven primary schools: AIC Visa Oshwal, Kaptimbor, eguton, Ketindui, Mumol, Kapkut, Kapcherebet, Turkuo and Yemo that comprises abarnet Zone in Baringo District, Rift Valley Province of Kenya. Baringo district is one f the 18 districts in the Rift Valley province covering about 8,655 KM2 in size. It is)out 210 KM in length between longitude 03^{0}36' East and 36° 35' West and latitudes 0° 3' South and 1° 40' North. It borders Keiyo and Marakwet Districts to the West, oibatek District to the South, Laikipia and Samburu Districts to the East and Turkana istrict to the North and west Pokot to the Northwest. The research study was conducted Kabarnet zone Baringo district since this area has got a multiplicity of primary schools.

3.4 Target population

The study involved Standard One teachers and head teachers of the seven primary schools targeted in the study, the total number of respondents was 50, out of which 43 were standard one teacher and seven head teachers. These were the primary respondents during the study because they are the first educators to handle children graduating out of ECD centers. They are also instrumental when enrolling pupils in to primary school because they often administer interviews on admission to the school. Teachers maintain records of pupil performance and progress and thus will be reliable for accurate data.

5 Sampling Technique

urposive Random sampling technique was employed to choose the respondents to be sed in this research; these were standard one teachers of the selected primary schools in abarnet zone.

.6 Data Collection Instruments

imary data was obtained through use of questionnaires to standard one teacher and ad teachers. Observation was also employed by the researcher as a technique of data llection. Secondary data was obtained from review of already existing materials on the bject of early childhood education.

5 Data Collection Procedures

letter was sent to the Head teachers of the target primary schools to introduce the searcher and ask for permission to conduct the study and distribute the relevant

questionnaires. Upon being granted permission, the researcher prepared a schedule for filling and submitting the questionnaires with the respondents. After collecting data, the researcher tabulated the data and calculated the frequency and percentages to ascertain the impact of Early Childhood Development Education on pupils in the primary level of education.

3.7 Data processing Methods

The frequencies and percentages were used to describe the number of pupils who enrolled in primary school after graduating from ECD vis a vis those who joined primary school before enrolling in ECD and the number of years spent in the ECD before joining primary school against the following variables: being able to read and write, work out simple arithmetic and describe basic shapes, features and objects. SPSS was the computer package used in data processing.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, the researcher presents the data collected from the field and analysis is done. Data is presented on the number of pupils who enrolled in standard one after completing ECD and those who joined before or without competing ECP, the influence of ECD on pupils ability to read, write, workout simple arithmetic's describe objects and socialize and interact with others, the factors hindering pupils from attending ECD, and the solutions to the ECD hindrances.

4.1 Description of pupils in Respect to ECD Attendance

This study was based on data collected from questionnaires answered by 43 teachers and seven head teachers. Data on ECD attendance was collected from seven schools. In each school, the teachers were asked to give the number of pupils which completed a certain level of ECD before joining standard one. Their responses were analyzed using SPSS and the results are indicated in table 4.1.

Table 4.** Error! Unknown switch argument.: **Descriptive statistics on ECD Attendance

Descriptive Statistics

	N	Sum	Mean
Number of Pupils Completed ECD	7	86	12.29
Number of Pupuls Who Attended Middle and Top	7	69	9.86
Number of Pupils who Attended Top Class only	7	66	9.43
Number of Pupils Who did not Attend ECD	7	127	18.14
Valid N (listwise)	7		

; it is evidenced in table 4.1, seven schools were visited and therefore seven possible swers for each category of ECD are seen. The table shows that, there were 86pupils ıo completed ECD. This shows the fact that on average; each of the seven schools had pupils who had completed ECD. On contrary note, 127 pupils did not completely end ECD, representing 18 pupils in each school on average. The data at hand shows ıt most pupils in Kabanet primary schools did not attend ECD. There is also a very big mber of pupils, who joined ECD but did not complete it, due to one reason or another. ı a whole, 135 (69+66) pupils enrolled for ECD and failed to complete all its levels. ıout 69 attended only middle and top ECD class and 66 only top class. This implies ıt either the ECD programs are inefficient or the parents have not seen the importance :D education.

' ***The Impact of ECD on pupils Academic and School Abilities***

this case, the researcher developed a number of academic and school ability measures, example reading, socialization, interaction, writing, counting and so on, as cotton and ncy (2002) stated. The researcher developed eight measures of academic ability as icated in table 4.2. These were rested along side pupils who completed ECD, those o did not attend ECD at all and those who attended a particular level, like middle and class only and those who attended top class only. Data was coded and analyzed using SS. Table 4.2 has three columns the left column shows academic ability measure, the ldle one shows the measurement evaluation concept and the third shows the frequency nts, showing the number of pupils in a particular category.

'able 4. 2a: ECD and pupils' School and Academic Abilities (Completed ECD)

Ability to Work out Simple Arithmetic	Average	Count	9
	Very Well	Count	18
	Well	Count	23
Ability to Make a Simple Sententence in English	Very Well		12
	Well		26
	Average		12
Ability to read out the Alphabet	Very Well		18
	Well		22
	Average		10
Ability to count Double digit Numbers	Very Well		10
	Well		26
	Average		14
Ability to Describe Coluors of Rainbow	Very Well		6
	Well		23
	Average		16
	Poor		5
Ability to Identify and Name Types of Animals			2
	Very Well		4
	Well		14
	Average		19
	Poor		11
Ability to Identify and Name Common Objects			3
	Very Well		1
	Well		13
	Average		21
	Poor		12
Ability to Socialise and Interact With Other Pupils			1
	Very Well		10
	Well		14
	Average		16
	Poor		9

s indicated in table 4.2a that most pupils who completed ECD, scored highly on almost academic ability measures. For example 41 pupils out of 50 were rated very well of ll in the ability to work out simple arithmetic, while around 38/50 were rated very well well in ability to make simple sentence in English, 40 in ability to read out the alphabet l so on. In general it can be said that most pupils who completed ECD performed well. is implies that ECD has a significant impact on academic ability of pupils. As pointed by Berructa et al (1985) pupils who complete pre-school programs have better

ıttitudes towards school than those who did not. Because their positive attitude towards ;chool, such learners can easily perform better in many academic programs. This means hat those who did not complete ECD will lack such abilities and excellence. Pupils ıormally attend ECD at an early age, when their brains are flesh. So the child is able to ;rasp better most academic programs like counting and reading. In addition, learners will earn to socialize with others well at an early age. At this age they are so loving, they do ıot have enemies and tend to interact freely with other fellows.

Aore so, pupils at an early age, when they attend ECD, they become so inquisitive and so re able to understand things like to describe the colours of rainbow and naming objects. n most cases, they are always seen playing with objects especially those with shining olours like red, yellow and others. So this is the level at which they need a lot of evelopment mentally.

he above analysis was based on pupils who completed ECD.The researcher also carried ut the ability of pupils who attended top class only for ECD. Results of this analysis are ımmarized in table 4.2b. This table shows that the number of pupils who were rated ery well and well, drastically reduced. There is instead a bug number of average pupils ıd those rated poor. For example ability to work out simple arithmetic, 16pupils were .ted very well and well, while 19 were average and 15 were poor and very poor. On ›ility to make simple sentences English, 28 were rated well or very well, 15 average and ven poor. On ability to read out the alphabet, 17 well and very well, 13 average and 20 ›or and very poor.

Table 4. 3b: Pupils Who Completed Top Class only for ECD and their School and Academic Abilities

		Very Well	Well	Average	Poor	Very Poor
Ability to Work out Simp	Count	6	10	19	11	4
Arithmetic	%	12.0	20.0	38.0	22.0	8.0
Ability to Make a Simple	Count	8	20	15	7	0
Sententence in English	%	16.0	40.0	30.0	14.0	.0
Ability to read out the	Count	3	14	13	18	2
Alphabet	%	6.0	28.0	26.0	36.0	4.0
Ability to count Double	Count	0	3	20	24	3
digit Numbers	%	.0	6.0	40.0	48.0	6.0
Ability to Describe	Count	0	16	21	12	1
Coluors of Rainbow	%	.0	32.0	42.0	24.0	2.0
Ability to Identify and	Count	2	11	17	14	6
Name Types of Animals	%	4.0	22.0	34.0	28.0	12.0
Ability to Identify and	Count	3	11	14	14	8
Name Common Objects	%	6.0	22.0	28.0	28.0	16.0
Ability to Socialise and	Count	1	5	17	21	6
Interact With Other Pup	%	2.0	10.0	34.0	42.0	12.0

he general indication here is that pupils' academic and school ability reduced or is fected to a certain extent due to non-completion of ECD. It is true however that all ıpils academic or school abilities will be affected by ECD significantly. Some are not gnificantly affected for example, ability to make simple sentences in English. This ıalysis however depends on the levels. It is not clear which level of ECD affects what hool or academic ability. But there those which showed that they are more affected like ility to socialize and interact with other pupils, where only six pupils were rated very od or good, 17 average and 27 were rated poor or very poor. This indicates that ECD s a bigger impact on pupils' ability to socialize with others. Experts in ECD tell us that e of the major aims of ECD is to inculcate into learners the ability to interact, socialize d share with other learners especially in the later levels of academic development, ıere such are very important. It is also indicated that pupils' ability to count numbers

ith double digits, significantly reduces with less or without ECD. This is indicated by a ery small number of pupils (03) who were rated well or very well and 24 who were ted poor.

he last category in this analysis was of pupils who were enrolled directly in form one, ithout attending ECD. The researchers' interest was also to compare academic ability of ose pupils. The same procedures were employed as in the previous two cases. Results e indicated in table 4.2.c.

ible 4. 4c: Pupils who did not Attend ECD and their School and Academic Abilities

		Very Well	Well	Average	Poor	Very Poor
Ability to Work out Simpl	Count	0	5	18	21	6
Arithmetic	%	.0	10.0	36.0	42.0	12.0
Ability to Make a Simple	Count	0	10	16	19	5
Sententence in English	%	.0	20.0	32.0	38.0	10.0
Ability to read out the	Count	0	6	19	20	5
Alphabet	%	.0	12.0	38.0	40.0	10.0
Ability to count Double	Count	0	7	21	18	4
digit Numbers	%	.0	14.0	42.0	36.0	8.0
Ability to Describe	Count	0	4	24	16	6
Coluors of Rainbow	%	.0	8.0	48.0	32.0	12.0
Ability to Identify and	Count	2	8	16	16	8
Name Types of Animals	%	4.0	16.0	32.0	32.0	16.0
Ability to Identify and	Count	1	3	16	18	12
Name Common Objects	%	2.0	6.0	32.0	36.0	24.0
Ability to Socialise and	Count	0	0	18	21	11
Interact With Other Pupil	%	.0	.0	36.0	42.0	22.0

is now indicated that there is a very big difference in academic ability between pupils o attended ECD and those who did not. Table 4.2.c indicates that only 3pupils in all demic abilities were rated very well and those who were rated well were also very few all academic and school abilities. Only five were rated well in ability to work out ple arithmetic, 10 on ability to make simple sentences in English and six, to read out

ıe alphabetic and so on. It is also important to note that of all pupils who did not attend :CD, none was rated very well or well. The best were average (18) and majority (32) /ere poor or very poor. Thus basing on this particular analysis and comparing with nalysis in table 4.2a, and b we can generally say that ECD has the biggest impact on upils' ability to socialize and interact with others. Interaction in the academic field is ery important, since pupils shall have to deal with learners of different backgrounds. So pupil who lacks such skills will find problems and is bound to fail academically. The eneral conclusion on the impact of ECD on pupils' academic and school abilities is that CD has a significant impact on pupils' academic abilities. However it affects some ›ilities more than others. Those affected more are ability to socialize and interact with :hers, ability to count double digit numbers, ability to describe colours and others.

3 Factors Hindering pupils From Attending ECD

number of factors can hinder pupils from attending or completing ECD. Given the area ıder study (Kabanet zone), it is full of many poor people who face a number of oblems. It is these problems that are expected to hinder pupils from attending ECD. In is study, the researcher gave respondents an open ended questionnaire, in which they ere asked as experienced teachers to give the factors they think affect or hinder pupils ›m attending or completing ECD. Their responses were summarized in table 4.3. In this ›le the word "ticked" or "not ticked" were used by the researcher for coding purposes d entering the responses into SPSS data processor, so when a respondent gave a ›blem. It was coded as ticked for him/her and as not ticked for others who did not ntion it. But whoever gave a similar problem, the word tick was only entered. This ulted into the number of frequency counts that appear in the last columns.

Table 4. 5: Factors That Hinder pupils From Attending and Completing ECD

		Ticked	Not Ticked
Inadequate Funding	Count	34	16
	%	68.0	32.0
Insufficient Facilities	Count	26	24
	%	52.0	48.0
Parents Not Aware of the Importance of ECD	Count	26	24
	%	52.0	48.0
Poor Quality of Education Given by ECD Schools	Count	22	28
	%	44.0	56.0
Poverty Among parents	Count	19	31
	%	38.0	62.0
Lack of Appropriate Care in Early Years	Count	12	38
	%	24.0	76.0
Lack of adequate Plicy Guidelines for ECD	Count	24	26
	%	48.0	52.0

t is clear in table 4.3 that the biggest hindrance to ECD is inadequate funding, where 4(68%) teachers pointed it out as a problem. Most teachers in Kabanet say that the ıadequate funding from the government make most ECD centres inefficient. This ɜsulted into emergency of private ECD centres, which are expensive for most parents in ıis area. Since most parents in this area are low income earners, they find it more xpensive to take their children to private ECD centres. This is in line with the ɔnsultative group on early childhood care and development in Kenya (1990) which ıowed that the distribution of ECD education facilities is not evenly distributed in all ırts of the country. They also showed that a few districts have been facilitated by the enyan government and these include Murangs, Kiambu, Kiliti, Keyo and others so the stricts which are less facilitated like those in Kabanet zone have very few pupils who tend and complete ECD. Others hindrance of ECD in Kabanet zone, which are also ɜry pressing are insufficient facilities (52%), parents being not aware of the importance ECD (52%), poor quality of education given by ECD schools (44%), poverty among

)arents (38%) and lack of adequate policy guidelines for ECD (48%). The general inalysis have shown that most problems are emanating from the government side and it is :xpected that if the government plays its role or does something to eliminate the above)roblems, may be the ECD programs and attendance in Kenya will improve.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

0 Introduction

ıis chapter shows summary of major findings, conclusions and recommendations. The ea for further research is also indicated here.

1 Summary of Major Findings

ıe major objectives of this study were to find out the number of pupils in standard one ıo completed ECD, to find out the influence of ECD on various academic and school ilities of pupils, the factors that hinder pupils from attending or completing ECD and ; possible solutions to the hindrances.

e major findings of the study are there are very few pupils who completed ECD (86 or in each school), around 127 (18 average) did not completely attend ECD and 135 who ended but did not complete ECD. The study also found out that ECD has a significant pact on the school and academic abilities of pupils. Pupils who completed ECD score ·y well or well in simple arithmetic's (41/50), ability to make simple sentences in glish (40/50), ability to read out the alphabet (40/50), ability to count double digit nbers (36/50), ability to identify and name types of animals (18/50), ability to identify l name common objects (14/50) and ability to socialize and interact with other pupils /50). These findings indicated that pupils who completed ECD are more likely to form well or very well. The findings also indicate that pupils who completed top class y for ECD did not perform well like those who completed. The number of pupils who ıded tip class only for ECD and perform well or very well is small than the number of ıils who completed ECD (see table 4.2b). It was also found out that more pupils who

id not attend ECD performed poorly and few performed well or average. Only three upils who did not attend ECD performed very well or excelled. Majority performed oorly or average. For example inability to work out simple arithmetic's, only five erformed well and 19 were average, ability to make a simple sentence in English (10 ell and 24 poor), ability to read out the alphabet (6 well and 25 poor) ability to count ouble digit numbers (7 well and 21 poor) and so on (see table 4.2c). This showed that upils who do not attend ECD have high chances of performing poorly and less chances f performing well. It is also seen that ECD has the biggest impact on pupils' ability to ocialize and interact with others. In this research all pupils who did not attend ECD were ther rated as average or poor and none was rated as well or very well. The biggest ndrance to ECD is inadequate funding according to 68% teachers and yet private ECD ntres are so expensive. Other hindrances include inadequate facilities (52%), awareness of parents about importance of ECD (52%0, poor quality of ECD schools 4%), poverty among parents (38%) and lack of adequate policy guidelines for ECD 8%).

2 Conclusion

sing on the above findings, the researcher concludes that there are very few pupils who mplete ECD, majority do not attend ECD at all and yet a big number attend for only e or two levels of ECD. It is also concluded that ECD has a significant impact on pils academic and school abilities as a whole and more so on pupil's ability to socialize d interact with other pupils. It is also concluded that the most important hindrances of D are inadequate funding and facilitation especially from the government, which

esults into poor quality of services and emergence of expensive private ECD schools, vhich most parents in Kabanet zone, cannot afford.

.3 *Recommendations*

ı respect to the findings in section one, the research recommends that the government ıould come out with a policy to streamline and guide ECD education. In this policy, the overnment should also provide sufficient funds to all ECD centres and force the private CD centres to reduce their fees charges. The policy should also make it compulsory for ll pupils to attend ECD and those who do not should not be allowed to join form one.

he government, together with teachers should sensitize parents about the importance of CD education to pupils. Facilitation of ECD should be evenly distributed to all districts ı Kenya to avoid some pupils lagging behind as ECD is very vital for academic growth ıd excellence of learners.

4 Areas for Further Research

similar study like this can be conducted basing on academic scores of pupils in andard one or at a national level, using power statistical tools like the chi-square that t-st and persons correlation coefficient. Another study may be conducted on the attitude parents, pupils and teachers towards ECD education in Kenya.

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APPENDICES

PPENDIX A: QUESTIONNAIRE

o be Answered by Head Teachers and Form one Teacher

am conducting a research to ascertain the impact of early childhood development lucation among pupils at primary level in primary schools in Kabarnet zone in Baringo strict, Kenya. The information provided will be used for research purposes only and ill be treated with utmost confidentiality.

Profile of the Respondents

ease, respond to each question by ticking (✓) against appropriate information given at applies to you in the boxes provided.

What is the total number of pupils that were enrolled in Standard one this academic year? _____

Fill the table below concerning pupils before joining standard one.

		No. of pupils
1.	Number of pupils who completed stipulated period of ECD (baby class, middle class and top class)	
2.	Number of pupils who attended Middle and top class only	
3.	Number of pupils who attended top class only	
4.	Number of pupils who did not attend ECD	
	TOTAL	

In your opinion, how do you rate the following category of pupils against the listed indicators? Mark the table below appropriately.

ı). Pupils who completed the stipulated ECD (Baby class, middle class and top class) before joining standard one.

Indicator	Very well	well	average	Poor	Very poor
Ability to work out simple arithmetic					
Ability to make a simple sentence in English anguage					
Ability to read out the alphabet					
Ability to count double digit numbers					
Ability to describe the colours of the rainbow					
Ability to identify and name types animals					
bility to identify and name common objects					
Ability to socialize and interact with other upils					

b). Pupils who attended just the top class in ECD before joining standard one.

Indicator	**Very well**	**Well**	**Average**	**Poor**	**Very poor**
Ability to work out simple arithmetic					
Ability to make a simple sentence in English language					
Ability to read out the alphabet					
Ability to count double digit numbers					
Ability to describe the colours of the rainbow					
Ability to identify and name types animals					
ability to identify and name common objects					
Ability to socialize and interact with other pupils					

c). Pupils who enrolled directly in standard one before joining ECD.

Indicator	**Very well**	**Well**	**Average**	**Poor**	**Very poor**
Ability to work out simple arithmetic					
Ability to make a simple sentence in English language					
Ability to read out the alphabet					
Ability to count double digit numbers					
Ability to describe the colours of the rainbow					
Ability to identify and name types animals					
bility to identify and name common objects					
Ability to socialize and interact with others					

1) A s an experienced teacher, list the various factors which hinder some children from etting early childhood Education before joining standard one

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:) Suggest possible ways of overcoming this problem

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THANK YOU!