

**FACTORS CONTRIBUTING TO POOR ACADEMIC PERFORMANCE
OF LEARNERS IN PRE-SCHOOLS IN GITUGI ZONE, MATHIOYA
SUB-COUNTY, MURANG'A COUNTY, KENYA**

for

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ABSTRACT

The purpose of this study was to investigate the impact of the pre-school education programme on performance in the Lower Primary Schools of the Gitugi Zone, Mathioya Sub-County. The difficulties and problems hindering good performance in Lower Primary school children in the Gitugi Zone seemed to emanate from some parents' tendency to ignore taking their children for pre-school education. The effect of that could result in denying children a precious start to their future performance. The objectives of this study were:- to investigate continuity of teaching methods from pre-school to lower primary school; to compare the relationship between performance of children who had pre-school education with those who had not; and to evaluate the teachers' perception on the value of pre-school learning; and to evaluate the children's perception with regard to learning. This study used a descriptive survey design to achieve the set objectives. In the upper part of Gitugi zone there are 6 public primary schools with a population of 320 boys and 300 girls, making a total of 620 pupils at the lower primary level. In these primary schools there were 12 male teachers and 18 female teachers, making a total of 30. The 6 primary schools had a total of 6 head teachers. A sample population of 72 pupils, 18 teachers and 24 parents were chosen for the study, which used open-ended questionnaires and interview schedules for data collection. The data collected was coded and analyzed using descriptive statistics and the results presented in tables and charts. The study findings were indication that a discontinuity exists between pre-school learning methods and those in the lower primary schools. The study recommends that the teaching methods of the lower primary should be amended to make allowance for the stages of a child's development and provide opportunities to encourage children to improve in their ability to understand and apply learning concepts. The study results obtained from the headteachers and ECDE teachers shows that – children's access to ECDE in Gitugi Zone is below 100% .This is brought by a number of factors some of which were the subject of this study while others were not researched on. In view of these findings the research recommends that in order to achieve vision 2030 and education for all, the government should provide free ECDE programmes to promote children's access to the programmes, the ECDE teachers should be well remunerated as per their qualifications and experience in order to motivate them, parents should be sensitized on the importance and benefits of ECDE, the researcher also suggests for more research on other factors that affect children's access to ECDE in the zone and on the same factors in other districts, counties or the whole country.