

Impact of Early Childhood Education on Pupils' Learning in Primary Schools in Kenya

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Abstract

The research focused on the impact of Early Childhood Education (ECE) in the learning of pupils in primary schools in Kenya. The study employed descriptive survey design. The target population of the study was 616 teachers in the 32 public primary school in Starehe Division of Nairobi County. The sample comprised of 210 randomly selected primary school teachers. Data were gathered by use of questionnaire. Findings revealed that pupils who had gone through the ECE were able to acquire skills in basic counting, mathematics and speaking. Pupils who had not attended ECE classes had problems with grasping simple counting skills and simple language skills. They were not able to interact well with other pupils. The findings also revealed that pupils who had attended ECE classes were able to interact with the teachers better than those who had not attended ECE. Findings indicated that pupils who had attended the ECE classes had usually lower scores at the beginning in class one. Attending ECE classes enabled pupils become fluent in reading and in recognizing numbers in mathematics. The study concluded that ECE classes had prepared pupils to join primary school by enabling them learn some basic counting and speaking skills. The study recommended that parents should be sensitized on the need to take their children to the ECE centers before taking them to formal primary schools.

Keywords: Early childhood education, Learning, Impact

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