

**THE IMPACT OF NURSERY EDUCATION ON  
ACADEMIC PERFORMANCE OF PRIMARY ONE  
PUPILS, A CASE STUDY OF WESTERN DIVISION,  
TORORO DISTRICT**

**BY  
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BU/UP/2022/1744**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE AWARD OF THE BACHELOR  
DEGREE OF EDUCATION IN PRIMARY  
BUSITEMA UNIVERSITY**

**SEPTEMBER, 2024**

DECLARATION

I ALUPO IRENE do hereby declare that this research thesis on: The Impact of Nursery Education on Academic Performance of Primary One Pupil, a Case Study of Western Division, Tororo District is my own original work and to the best of my knowledge has never been submitted to any learning institution for any award. I further declare that, all materials cited in this work which are not my own, have been dully acknowledged.

Signed .....  .....


Date 4/10/2024.....

BU/UP/2022/1744

**APPROVAL**

I certify that **ALUPO IRENE** carried out this research on The Impact of Nursery Education on Academic Performance of Primary One Pupil, a Case Study of Western Division, Tororo District, and has been under my supervision. It is now ready for submission to the examiners of Busitema University, Uganda with due approval.

Signed

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4 / 10 / 2024

Ms Birungi Teddy

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## **DEDICATION**

I dedicate this work to my loving beloved husband Tabu Fredrick Oyese. May Almighty God bless you always.

## **Acknowledgement**

It is imperative for me to thank all those who have in one way or the other contributed to the successful completion of my study in this institution but constraint of space and time will not allow me to mention all of them.

Foremost, I thank God for my life, particularly for giving me strength to complete my studies.

The second gratitude goes to my husband Mr. Mr. Tabu Frederick Oyese who supported me and the family whole heartedly through this course, may God bless you all.

I sincerely acknowledge with thanks the various ways that my Supervisor Ms. Birungi Teddy, the coordinator madam Namukose Sarah who assisted me despite of being saddled with a vast array of responsibilities. Their invaluable guidance and interest have been of immense contribution to the success of my project.

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## **Abstract**

This research arose from the popular public concern about the performance of pupils in primary schools. The purpose of this study was to examine the impact of nursery education on academic performance of primary pupils. The objectives of the study were to examine the effectiveness of nursery curriculum being implemented in the nursery schools, examine the relationship between nursery education and performance of children in primary one. And assess the significance of nursery education to a child's intellectual development and finally to come up with possible solutions to curb the problem.

Consequently research questions were designed in order to guide the research work. The study adopted. Basically descriptive research design which also used qualitative and quantitative methods. Using probability proportion to size (PPS) method, 160 including nursery graduates, play grounds pupils, teachers, head teachers and inspectors. The target population was nursery graduates, play grounds pupils. Two research instruments were designed to collect primary and secondary data on objectives of the study.

The study established among others that there was close relationship between nursery education and primary one performance in Western Division. There was significant difference in the academic performance of children who went through nursery education from those who didn't. Even though some nursery schools were not well equipped and therefore could not teach well their pupils, they as well lack established system. Research revealed that with well-established system, nursery education can be of importance.

## **CHAPTER ONE INTRODUCTION**

### **1.0 Introduction and Overview**

This chapter covers the introductory aspects of the study. It presents the background to the study problem, statement of the research problem, study objectives and also the justification of the study. The scope of the study is also included.

### **1.1 Background to the Study**

The idea of the modern nursery schools is indeed a concept of twentieth century. The needs of many working class mothers for a safe place from which to leave their younger children during working hours brought about the existence of nursery school system. In part, nursery schools owe their beginning to social upheavals during which the plight of young children come to the attention of adults.

### **Nursery Education in Uganda**

Nursery education is the type of teaching and learning given to children who are not yet old enough to join primary school. Generally speaking, the purpose of nursery school is to supplement and extend early home experiences and environment to plan further for each child's development through living and learning with peers and to lay the foundation of the development of intellectual capacity.

According to Lugumba in his book "A History of Education in East Africa 1900-1975" he stated the first nursery schools in Uganda appeared around Asian Commercial Settlements a few years after their arrival particularly in Tororo, Entebbe and Jinja. These nursery centers started as mere playground or gardens

where Asians employed Ayahs (those who take care of children) to take children out for relaxation for fresh air. Later these Asians' community play groups were organized into formal institutions and spread to many parts of the country. Galiwango (1984), compliments the above by saying that there were over eighty nursery schools around Tororo alone. It favourably compares with about four thousand nursery schools in the USA by that time.

## **1.2 Statement of the Problem**

It is known that Education is fundamental in human development and progress that is why the foundation should be well laid. Considering other factors (extraneous variables) affecting the performance of primary one pupil, the quality of nursery schools lays an important foundation in the later academic performance of an individual. Due to this understanding, most of schools today especially in urban areas all value nursery education as a prerequisite qualification for primary one enrolment. However, there is no clear explanation on the role of this nursery education as foundation of an individual academic life is concerned. Due to this brief background the researcher decides to shed more light on the impact of nursery education on academic performance of primary one pupil.

## **1.3 Objectives of the study**

### **General objective of the study**

The general objective of this study is to examine the impact of nursery education on academic performance of primary pupils.

### **Specific objectives**

i) To examine the effectiveness of nursery curriculum being implemented in the nursery schools.

- ii) To examine the relationship between nursery education and performance of children in primary one.
- iii) To assess the significance of nursery education to a child's intellectual development
- iv) To suggest the way forward to improve the quality of nursery schools.

#### 1.4 Research Questions

- i) How effective is the curriculum that is being implemented in nursery schools?
- ii) Is there any relationship between nursery education and the academic performance of primary one pupil?
- iii) What is the significance of nursery education to a child's intellectual development?
- iv) What can we do to improve the quality of nursery education?

#### 1.5 Study hypothesis

1. There is significant relationship between quality of nursery education and intellectual development of a child
2. There is no significant relationship between nursery education curriculum and the quality of nursery education offered.

#### 1.6 Scope of the study

This research was carried out in pre-primary and primary one schools in Western division in Uganda. It was confined to the impact of Nursery Education on academic performance of pupils in primary one. It was conducted in six pre-primary and primary. The reason for this choice is because the results would be generalized to all other institutions in the same setting.

### **1.7 Significance of the Study**

The research is intended to find out the impact of nursery education on primary one academic performance which will in turn help to minimize the challenges facing the implementation of quality nursery education.

The study will benefit the administrators, curriculum implementers and educational officers to identify problem(s) that hinder successful implementation of nursery education curriculum thus hindering the performance of primary pupils and deal with them accordingly.

Finally, the findings of this study will stimulate interest of future researchers to undertake similar investigation in this field and come up with more solutions to solve the problem.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.0 Introduction**

This chapter gives further insight in the impact of nursery education on academic performance of the pupils. It comprises the views of other authors and supplementary views from the researches. It deals with various pertinent issues headed by relevant sub-headings.

#### **2.1 Related Literature**

Callahan Joseph and Clark LH, (1977:35) explains that "One of the main purposes of nursery school is to move the child from his/her ego-centric basis to the point of adaptation of other children whose lifestyles may be very different from or even in conflict with his/her own".

In relation to the above, it is true that nursery education plays a role in the socialization of children.

Collien's Encyclopedia (Volume 19:28) defines the primary function of nursery school as to foster in each child an experience in working and playing with other

children under supervision."<sup>1</sup> /

Children like to play with one another but the play should be purposeful and guided.

Jean Piaget, one of the modern psychologists reports that a child forms certain conceptions through his/her own experiences, so at the institute for nursery school education, a carefully designed programme of systematically stimulation

has been developed and parents together with nursery school teachers are urged to do everything possible to facilitate the intellectual developments of children.

In another research findings by J.B.B. Douglas and J. M Ross (1985), the later effects to nursery school attendance were outlined. The educational performance of children from the nursery was found to be higher at the age of 8 than their counterparts. But this advantage was discovered lost at the age of 11 years and at the age of 15 years old, the same group performed slightly less than their counterparts.

Despite the numerous debates, nursery education appears to score a number of points in its favour.

According to the report of the English Central Advisory Council for Education, (1960) contained in a book "Children and their primary schools levels", these points were sighted".

### **Negative view on Nursery Education**

Much as some findings by other researchers reveal the importance of nursery education to a child, some researchers have come up with their findings which point out the negative view. They argue that the extended family with cousins, uncles, aunts and grandparents close at hand, provides where still exists, a natural bridge between the intimacy of life at home and life with strangers in the wider world of school.

This shows that children can develop their cognitive, psychomotor and effective domains even if not exposed to the outside world that is in the nursery schools.

In her research entitled "The effect of nursery school reading readiness in schools around Tororo Central Zone, Galiwango (1984) found that her experimental group, (the nursery graduates) were slower and generally poor in performance than the control group (playground).

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In this view the researcher would say that good education performance depends largely on the conducive environment given to the child and heredity the child possesses.

The debates about the value of pre-school education continues, Tizard and Hughes (1984), analyzed children's conversation with adults at home and in nursery and found that language interaction were more stimulating at home. This may be because the home environment is more warmed and welcoming to them than the school atmosphere.

This research study showed that in nursery institution compared with an ordinary home, there is likely to be less warmth and physical contact which are very important for psychological emotional and social stimulation.

Geba (1959), showed that African children were more faster in intellectual and physical development at the age of five because of what he called "multiple mothering" at home.

Provance and Lipton (1962), studied infants who were institutionalized and compared them with those reared in families. Their findings show that the institutionalized children portrayed general impaired ability to deal with immediate gratification of best needs to drive such as hunger, thirst, sex and so on. The children also elicit emotional apathy. All these were a result of loose

adjustment as a result of being thrown into nursery schools at an early age orphanage with both parents alive.

From this small scale studies, the researcher argues that the nursery schooling may offer (special) social gains and opportunity for physical and creative activity but in the majority of cases, the child basic verbal cognitive skills are developed at home.

On the other hand from the United States there are some glimmerings of hope from recent studies which show that pre-school attendance can lead to lasting improvement in school performance, job prospects and self-esteem. Americans are however quick to point out that not all pre-school programme lead to lasting gains. In fact only those referred to as quality appear to do so.

In her article, "Four year olds in the public schools" which appeared in Education Digest May 1986, Sharon L. Kagan (1985) expressed the view that in the pre-school project, result has shown impressive co-relation programme and then later education success and eventual employment ability. Ultimately she continued, "The question of universal schooling for four years old will be resolved on its pragmatic merits". But a review research and practice in early childhood education suggested that the value of such schooling for all youngsters is not likely as many may assumed and that its cost would most likely be prohibitive.

Joana Moyo G, on page 12 says "To derive a child from the comfort security afforded by the homely familiarity of the mother tongue at home when he is most in need of reassurance and confidence would seem not merely to be contrary to all scientifically established psychological and educational principles but surely contrary also to all human conceptions a child's deepest needs.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter outlines the methodology that was used in selecting the sample, the area and population of study, data collection techniques and analysis of research report.

#### 3.1. Research Design

The research used qualitative, quantitative and descriptive research design which included questionnaires, interviews and tests for sampled group of pupils. The data was then be tabulated, graphed and analyzed using statistical methods to arrive at valid and sound information on the impact of nursery education on the academic performance of nursery and primary one pupils.

#### 3.2. Study Area

The researcher selected six schools in Western division Tororo District. This area was chosen for this study because it is among those areas that insist on nursery education as a pre-requisite for primary one enrollment as seen in the problem statement and also because most of primary schools here also have pre-primary classes. These schools are Rubongi Army, St. Jude Primary School and St Tereza Primary adds more 4 School they have both nursery and primary.

#### 3.3 Target Population And Sample Size

The target population of the study was, ten (10) nursery graduates and ten (10) playground graduates from each three primary schools giving a total of sixty pupils altogether from the three primary schools. Ten pupils from each of the three nursery schools, giving a total of thirty (30) pupils. Six class teachers from

all the six classes. Three head teachers and one District Inspector of Schools and sixty (60) parents. All there was hundred sixty respondents (160).

### **3.4 Sampling Design**

The subjects were chosen at random from specifically the pupils of P 1 classes in the three named schools above. Rubongi Army was designed as school A, St Jude primary school as school St Tereza Primary School as school C.

### **3.5 Research Procedure**

An introductory letter from the Institute was used to introduce the researcher to the selected schools' officials and the office of the District Inspector of Schools. The researcher visited the selected schools, first of all for introductory purposes and to create collegial relation with the primary one and nursery teachers. The researcher then studied the pupils' record if available to find out those who had attended nursery education and those who had not. Out of the nursery graduates, she picked randomly ten (10) children, and from playground graduates she chose ten (10) children to represent the control group. She then worked hand in hand with the subjects' teachers to get the necessary information.

### **3.6 Data Collection Techniques and Instruments**

The researcher used the following instruments for data collection.

#### **Questionnaires**

The researchers designed and used questionnaires for sixty (60) parents, six classes Teachers, three head teachers and one District Inspector of Schools. The questionnaires were administered personally by the researcher to the

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that they would save time as the group was big. Secondly they would be used for references. Thirdly, they are easy to evaluate.

#### Oral interviews

This was conducted by the researcher herself as it offered opportunity for her to have face to face interaction with the respondents. The interview targeted ten pupils, thirty parents, six class teachers and three Head teachers.

#### Tests

Sample group pupils were given the same test in the subjects taught to primary one Class for a period of one month. The test papers were collected and marked and awarded marks. The filled in questionnaires by the various people stated above were collected immediately.

#### Anticipated Problems

- i. Lack of enough funds to facilitate the study especially from distant schools in the district.
- ii. The pressure from the researcher's work place left her with very limited time to carry out this research.
- iii. The concerned class teachers were not in position to give the test as this was interfering with the school programme.
- iv. Since the research involved comparing the performance of nursery graduates and the playground graduates in the same class, it was not be possible to use other schools such as Lohana Academy or Tororo parents that admit only Nursery graduates.

### **3.8 Data Processing and Analysis and Presentation**

The data obtained was edited, arranged, and then analyzed and interpreted using percentage and ratios, basing on the study objectives and the research questions

Tables and figures were used for the perfect presentations.

**CHAPTER FOUR**  
**DATA PRESENTATION AND ANALYSIS**

**4.1 Introduction**

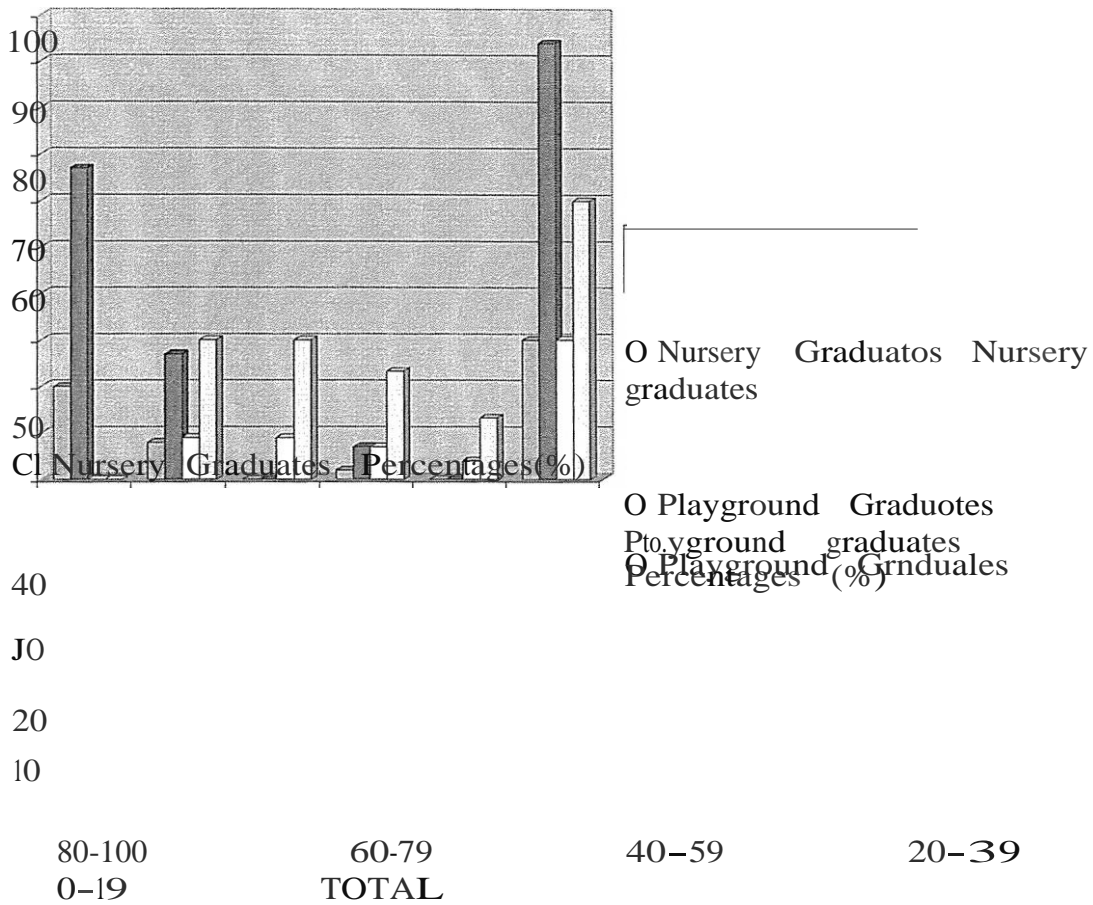
The raw data was collected, analyzed and interpreted by the researcher as illustrated by the results in this chapter. This presentation reveals more clearly and precisely issues about the hypothesis which states that there is no difference in the academic performance of children who pass through nursery education and those who do not.

Table 1: Analysis for English Language in Schools (A, Band C)

Range/Score	Nursery Graduates		Playground Graduates	
	Nursery graduates	Percentages (%)	Playground graduates	Percentages (%)
80-100	20	67	00	0
60-79	08	27	09	30
40-59	00	0	09	30
20-39	02	07	07	23.3
0-19	00	0	04	13.3
<b>TOTAL</b>	30	94	30	60

Source: Primary Data

Figure 1: Analysis for English Language in Schools (A, Band C)



Source: Primary Data

In table 1; Analysis for English Language, showed that out of 30 nursery graduates in schools A,B, and C, 28 scored 50 marks and above giving a percentage 94% while 18 playground graduates scored 50 marks and above giving a total percentage of 60%.

Table 2: Analysis for Mathematics subjects in schools (A, B, and C)

Range/Score	Nursery Graduates		Playground Graduates	
	Nursery graduates	Percentages (%)	Playground graduates	Percentages (%)
80 -100	10	63	20	67
60-79	02	7	5	17
40-59	04	14	04	14
20-39	05	17	0	0

0-19	00	0	01	33
TOTAL	30	83	30	98

Source: Primary Data

In table 2, out of 30 nursery graduates, 25 scored 50 marks and above in mathematics test giving a percentage of 98%.

In comparison playground graduates did much better than nursery graduates in the three schools. That is 98 % against 83 %.

Table 3: Analysis for Science in schools (A, B, and C)

Range/Score	Nursery Graduates		Playground Graduates	
	Nursery graduates	Percentages (%)	Playground graduates	Percentages (%)
80 -100	10	33	06	20
60-79	09	30	07	23
40-59	05	17	11	37
20-39	06	20	03	10
0-19	00	0	03	10
<b>TOTAL</b>	<b>30</b>	<b>80</b>	<b>30</b>	<b>80</b>

Source: Primary Data

Results in this table shows that out of 30 nursery graduates, 24 scored 50 marks and above in science test giving an average of 80%, while 24 playground graduates scored 50 marks and above giving 80% too.

In this regard, nursery graduates and playground graduates performed equally well.

Table 4: Analysis of Social Studies in Schools (A, B and C)

Range/Score	Nursery Graduates		Playground Graduates	
	Nursery graduates	Percentages (%)	Playground graduates	Percentages (%)
80-100	07	23	04	13
60-79	12	40	08	27
40-59	03	10	04	13
20-39	08	27	13	43
0-19	00	0	01	3
<b>TOTAL</b>	<b>30</b>	<b>73</b>	<b>30</b>	<b>53</b>

Source: Primary Data

The results in table 7 revealed that out of 30 nursery graduates, 22 scored 50 marks and above making a percentage of 73%. While 16 pupils out of 30 playground graduates scored 50 marks and above giving an average percentage of 53%.

When these are compared, we see that nursery graduates did the tests better than playground graduates.

Table 5: Analysis for Religious Education in schools (A, B, and C)

Range/Score	Nursery Graduates		Playground Graduates	
	Nursery graduates	Percentages (%)	Playground graduates	Percentages (%)
80 -100	11	37	09	30
60-79	10	33	06	20
40-59	08	27	12	40
20-39	01	03	03	10
0-19	00	0	00	0

TOTAL 30 97 30 90

Source: Primary Data

In table 5, out of 30 nursery graduates in schools A, B and C who did the Religious Education test 29 scored 50 marks and above giving a percentage of 97%, while out of 30 playground graduates 27 scored 50 marks and above giving a percentage of 90%.

Comparing the above performance, the percentage of nursery graduates who scored 50 marks and above is slightly higher than that of playground graduates that is 97% to 90% the difference is small that is 7% therefore very significant.

Table 6: Analysis for Reading in schools (A, Band C)

Range/Score	Nursery Graduates		Playground Graduates	
	Nursery graduates	Percentages (%)	Playground graduates	Percentages (%)
80 -100	11	37	03	10
60- 79	11	37	07	23
40-59	08	27	12	40
20-39	00	00	04	13
0-19	00	0	04	13
<b>TOTAL</b>	<b>30</b>	<b>91</b>	<b>30</b>	<b>73</b>

Source: Primary Data

In table 4, when the results are compared, 30 nursery graduates out of 30, scored 50 marks and above giving a percentage of 91%, while 22 playground graduates out of 30 scored 50 marks and above giving 73%.

Considering the above performance in table 4, nursery graduates performed much better than playground graduates that is, 91 % against 73% .

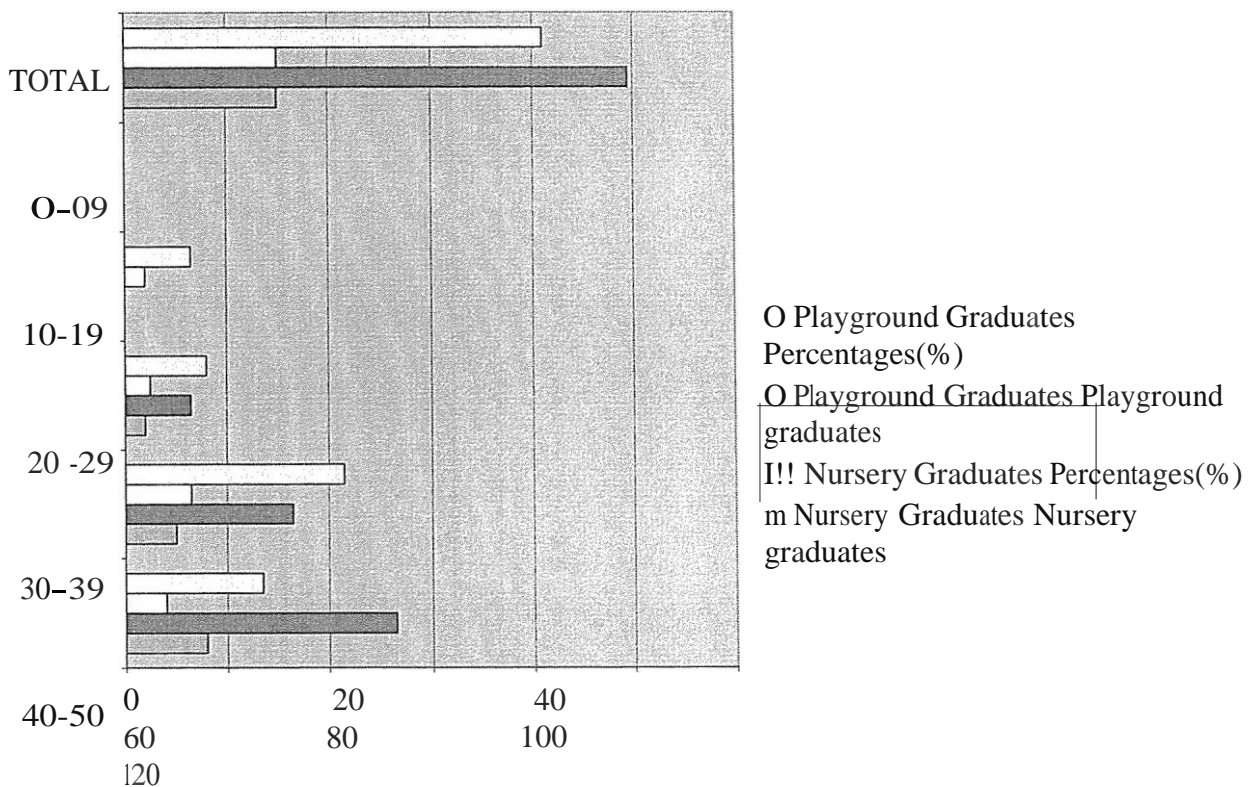
This may be related to the fact that the information, knowledge and skills that were imparted to them at the nursery level made a great positive impact in their academic foundations.

Table 7: Analysis for Handwriting in Schools (A, B and C)

Range/Score	Nursery Graduates		Playground Graduates	
	graduates	Percentages (%)	graduates	Percentages (%)
40-50	16	53	08	27
30-39	10	33	13	43
20-29	04	13	05	16
10-19	00	00	04	13
0-09	00	0	00	0
<b>TOTAL</b>	<b>30</b>	<b>99</b>	<b>30</b>	<b>82</b>

Source: Primary Data

Figure 2: Analysis for Handwriting in Schools (A, B and C)



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Results in the figure above shows that out of 30 nursery graduates, 30 scored 20 marks and above which is 90%, while 20 playground graduates scores 20 marks and above which is 82% .

The outcome is therefore that the nursery graduates performed better than playground graduates. There is slightly a big difference i.e. 99% against 82%. Therefore it is significant.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

Having presented and analyzed the data in chapter four, there is need for discussion of the results, giving concluding remarks and making recommendations based on the findings.

The purpose of the study was to find out academic performance in lower primary classes in comparison with that of the home education, establishing any differences in performances and factors causing differences and factors causing children who had nursery school education and those who had not.

#### 5.1 Discussion of Findings

For each of the schools represented by the codes A, B, and C, there were tables indicating the performance of primary one class and seven subjects were shown in the tables in chapter four. Comparison can now be made on how the nursery school graduates and playground graduates perform in each subject in the three schools namely A, B and C.

Analysis for English in schools A, B and C revealed that nursery school graduates performed better than the playground graduates, that is, 94% against 60%. Considering the analysis for mathematics subjects in the three schools, it was found out that playground graduates scored much better than the nursery school graduates, that is 98% against 83%.

The results in science analysis showed that both nursery school graduates and playground graduates performed equally well. That is 80% against 80%.

Analysis for Social Studies showed that nursery graduates performed better than the playground graduates, by 73% against 53%.

Looking at the analysis for handwriting, the nursery graduates performed better than playground graduates, slightly a big difference that is 99% against 82%.

The results for reading test in the three schools showed that nursery graduates performed quite better than playground graduates that are 91 % against 73%.

Analysis for Religious Education indicated that nursery graduates performed equally well, that is 97% against 97%.

All in all if one rates the performance of nursery graduates against play ground graduates one would see that the performance of both groups is almost similar.

Total performance in the seven subjects was compared. There were only slight differences in the mean performances of the two groups in different subjects except for Mathematics subject where playground graduates, showed a better performance. The results of Science and Religious Education subjects show equal performance from both nursery and playground graduates.

The results do not show significant differences in the performance of the two groups. Therefore that might have been shown in subjects in the three schools were due to mere chance.

## 5.2 Parents' views about Nursery school Education

Focusing on Table 9 in chapter four, parents who were interviewed and some who filled in the questionnaires gave the following views about nursery school education.

One parent said that he does not value nursery education. The reason being that it is very expensive, secondly he feels that a child can study progressively well even if he/ she does not attend nursery school education. He further went on to give an example of his own son who never attended nursery school education but is now an accountant in Uganda Revenue Authority after completing his studies from the university.

Another parent said that nursery school education would be of some value if some opportunists have not opened out nursery schools for self-gain but to fulfill the needs of learners. He suggested that nursery school education should be supervised by the Ministry of Education, proper curriculum and proper infrastructure should also be put in place.

The rest of the parents more or less expressed their views in support of the nursery school education though they agreed that the cost of it is very high.

## 5.3 Teachers' Views about Nursery Education

The questionnaire forms were filled. Four teachers out of the six who agreed that nursery education is very important because it prepares a child socially, morally, mentally and for further education. Their argument is in line with the findings and claims of Cole (1993) and Eyken (1982) that nursery schools experience benefits the child's intellectual and social development.

Two of the six teachers maintained that a child can perform quite well even if she/he does not attend nursery school education. They believe that academic performance depends mainly on the IQ of a person.

The three head teachers in schools A, Band C in the area of study expressed their views that there was very slight difference in pupils' performance as far as academic performance was concerned, although children who attend nursery school education show better ability in English Language and reading, they are also social in most cases.

One head teacher agrees that some bright playground graduates once they adjust themselves to the school environment can perform far better than some of the nursery school graduate. She continued to say that the effect of nursery school education alone cannot be given credit. This is in line with what Callahan, (1977) found out that where parents provide a culturally rich home environment children experience growth and development.

#### **5.4 Recommendations**

The following observations were made regarding nursery provisions in light of the present findings about the same on the academic performance of children in Primary One.

- (i) Children/learners should be given the necessary individual assistance necessary in order to benefit from this study.
- (ii) Teachers should improve on the quality of teaching nursery school pupils that include providing sufficient teaching/learning aids which are appropriate for the level ability and interests of the pupils.

- (iii) Head teachers especially from privately owned primary schools should realize that whether a child attends nursery school or not he/ she can still complete favourably at primary education if given opportunity. So they should admit a child who is ready to join Primary One.
- (iv) They just need the qualified teachers to handle the young children.
- (v) The Ministry of Education and Sports should introduce in Teachers' colleges the course for nursery teachers.
- (vi) It should make nursery schools government owned instead of being private. There should be constant review of the nursery Education syllabus. Refresher courses, workshops and seminars should be organized. Constant supervision of nursery schools and analytic evaluation reports from the inspectorate should be provided by the Ministry of Education and Sports to the Nursery schools and Nursery Teacher Training Institutions.

### **5.5 Conclusions**

Basing on the findings of this study, the researcher came with the following conclusions:

Most nursery schools are ill-equipped and understaffed. There are far too many children in the hands of a few poorly trained staff members who consequently fail to meet the children's nursery demands and standards expected of them. These points explain why there is no significant difference in the mean performance of the nursery and playground group.

In most nursery schools in the sampled areas, there was no suitable nursery school syllabus. Some nursery schools use the syllabus planned for primary schools. This affects children's performance in class work because it is above their level of understanding.

Admission based on formal pre-school experiences like nursery school education is giving false impression about nursery school education and is causing a lot of disappointments to parents who fail to send their children to schools of their choice simply because the children have not attended nursery school education.

The researcher believes that the results of this study should prove to parents that a child is capable of performing well in education whether she/he attends nursery school Education or not.

The outcome of this study could lead to a renewed emphasis on nursery education with more government participation in organizing, supervising and probably financing nursery Education.

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## Appendix A: Questionnaire for Inspectors

This questionnaire is aimed at gathering information that will be useful in trying to establish the information on the impact of nursery education on primary one pupil's performance. All the information provided will be solely used for academic purposes only, and will be kept confidential.

**Instruction: tick or fill in the blank** space were necessary.

Name of inspector

Sex: Male/Female

1. How many times do you inspect the nursery schools in Western division?
2. Are you contented with nursery teachers' work? YES/NO
3. Give reasons for your answer above.
  - (i)
  - (ii)
  - (iii)
4. In your own views is there any relationship between quality of nursery education received and performance of pupils in primary one pupil?
5. What is your main concern when you visit the schools?
6. What is the cause of poor performance in the examinations in this division?
7. Have you ever inspected primary one and nursery teachers in classroom? If

Yes, what is your general view about their teaching as far as the following are

concerned:

- a) Use of instructional materials.
  
- b) Teacher - pupil relationship.
  
- c) Methods/ techniques of teaching

8. (a) There is a general fear that children who do not go through nursery education

Cannot perform well academically.

(b) Do you agree or disagree? Give your comment please.

## Appendix B: A Questionnaire for Head teachers

This questionnaire is aimed at gathering information that will be useful in trying to establish the information on the impact of nursery education on primary one pupil's performance. All the information provided will be solely used for academic purposes only, and will be kept confidential.

**Instruction:** tick or fill in the blank space where necessary.

1. Name \_\_\_\_\_ of \_\_\_\_\_ your \_\_\_\_\_ school:
  
2. Grade \_\_\_\_\_ of \_\_\_\_\_ your \_\_\_\_\_ school:  
Grade One: (      )  
Grade Two: (      )  
Grade Three (      )  
Grade Four (      )
3. Types of School.  
Boys' school (      )  
Girls' school (      )  
Mixed school (      )
4. The School environment set up.  
Urban (      )  
Rural (      )  
Urban-rural (      )
5. Is your School government aided?  
Yes (      )                      No (      )
6. Do you admit in Primary One, only children who have attended nursery education or even those who have not?

7. What criteria do you use in allocating infant teachers?

Sa) Have the infant teachers in your school ever attended refresher courses?

No ( ) Yes ( )

b) If yes, where and when?

9. Do you supervise your teachers as they conduct lessons in Infants classes

Always ( ) Sometimes ( ) Never ( )

10. Which category of children in Primary one perform highly in terminal or annual examinations?

Nursery graduates ( ) Playground graduates ( )

11. How do you rate the performance of nursery graduates against playground graduates?

Perform better ( ) Perform poorer ( )

Perform almost similarly ( )

12. Which category of children in P1 show a well adjustment to school life?

Nursery graduates ( ) Non-nursery graduates ( )

13. According to your observation, does nursery education have any positive effect on children's performance in lower primary classes?

## Appendix C: Teachers' Questionnaires

This questionnaire is aimed at gathering information that will be useful in trying to establish the information on the impact of nursery education on primary one pupil's performance. All the information provided will be solely used for academic purpose only, and will be kept confidential.

**Instruction: tick or fill in the blank** space were necessary.

Name of School:

School Grade:

Name of the teacher:

Class taught:

Teacher's qualification:

1. What is your class enrollment this term/year?  
Boys ..... Girls
2. Do you group children in your classes?  
  
2 (b) If yes, how do you group them?
3. Do you have both Nursery graduates and Non-nursery graduates?  
Yes ( ) No ( )
4. Which category of children participate more actively in classroom activities?  
Nursery graduates ( ) Non-nursery graduates ( )
5. Which group of children show a better command of language than others?  
Nursery graduates ( ) Non-nursery graduates ( )

6. As a teacher, what problems do you find with each group of children?

7a) According to your observation and assessment does nursery education have any impact on child's performance?

No ( )

Yes ( )

b) Explain in detail.

8. What would be your advice to parents about Nursery Education?

9. In your opinion as a teacher is Nursery Education really necessary?



7. What good thing have you heard/ seen in this school?
8. What achievements/ failures have you observed in this school?
9. What is your opinion about Nursery Education?
10. Have your children gone to Nursery School before joining primary schools?  
Yes ( ) No ( )  
(a) Give reasons for your answer above?