

***A STUDY OF JUNIOR PRIMARY SCHOOL
TEACHERS' PERCEPTIONS OF PRE-SCHOOL
EDUCATION***

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PERCEPTIONS OF PRE-SCHOOL EDUCATION***

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To Almighty God for strength He provided me with.

SUMMARY

This study investigates junior primary school teachers' perceptions of pre-school education. The aim was to find out if these teachers perceive a positive relationship between pre-school education and learners' performance at junior primary school level. The second aim was to establish the relationship, if any, between junior primary school teachers' age and perception of influence of pre-school education. The third aim was to establish the relationship between junior primary school teachers' experience and perception of influence of pre-school education. The fourth aim was to establish the relationship between junior primary school teachers' qualifications and perception of influence of pre-school education. To this end, a questionnaire was administered to a representative sample of junior primary school teachers at Eshowe District of education.

The present study revealed that junior primary school teachers agree that pre-school education has positive influence on learners' performance at junior primary school. Children who have attended pre-school before admission to junior primary school often do better. There is a relationship between teachers' age and perception of influence of pre-school education. There is relationship between teachers' experience and perception of influence of pre-school education. Findings revealed that teachers who are better qualified, younger and less experienced show support for pre-school education. Less qualified, older and more experienced teachers do not favour pre-school education.

OPSOMMING

Hierdie studie ondersoek die persepsies van junior primêre-skoolonderwys omtrent voor-skoelse onderwys. Die tweede mikpunt was om te bepaal of daar 'n verband bestaan tussen die ouderdom van junior primêre-skool onderwysers en hul persepsie van die invloed van voor-skoelse onderwys. Die derde doelstelling was die bepaling van 'n verwantskap tussen onderwysers se ondervinding en hul persepsies van die invloed van voor-skoelse onderwys. Die vierde doelstelling was om vas te stel of daar enige verwantskap bestaan tussen onderwysers se kwalifikasies en hul persepsies van die invloed van voorskoolse onderwys. Met die doelstellings voor oë is 'n vraelys voorgelê aan 'n verteenwoordigende groep junior primêre-skool leerkragte in die Eshowe distrik.

Die huidige studie het getoon dat junior primêre-skool-onderwysers dit eens is dat voor-skoelse onderwys 'n positiewe invloed het op latere onderwys. Leerlinge wat 'n voor-skoelse agtergrond het voor hul toelating tot 'n junior primêre-skool is telkemale bevoordeeld. Daar bestaan 'n verwantskap tussen onderwysers se ouderdom en hul persepsie van die invloed van voor-skoelse opvoeding; so ook bestaan daar 'n verwantskap tussen onderwysers se ondervinding en hul persepsie van die invloed van voor-skoelse onderwys. Daar bestaan ook 'n verwantskap tussen onderwysers se kwalifikasies en hul persepsie van voor-skoelse onderwys.

iv.

Die studie het openbaar dat onderwysers wat akademies bekwaam is, jonger en minder ondervinding het, groter steun het vir voor-skoolse onderwys. Die teendeel is dus ook waar - dat ouer, minder akademies bekwaamde en onderwysers met meer ondervinding nie soveel steun toeken aan voor-skoolse onderwys nie.

DECLARATION

I, the undersigned, hereby declare that this dissertation is my own work and that it has never been presented at this or any other university in order to obtain a degree.



G C NGCOBO

DEDICATION

To my late parents and grand-parents especially

“MaMgobhozi” who brought me up.

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CHAPTER ONE

1. INTRODUCTION

1.1 MOTIVATION FOR THE STUDY

When the South African National Department of Education and other stakeholders introduced the concept of Outcomes Based Education (O.B.E.) in 1996, one had great hope that the so called "face lifting" of the old system of education would not underestimate the importance of pre-school education. It is quite disappointing to note that pre-school level or grade 0 is still regarded as an optional reception year. O.B.E. intends emphasizing life-long learning from Grade one upwards. Even Adult Basic Education and Training is provided for. The hierarchy goes up to tertiary level. When all people are viewed as life-long learners, how is it that pre-school education which forms foundation to all phases of schooling is optional and not compulsory?

Several researchers (Bragget, 1977; De Lacey & Nurcombe, 1977; Stahl and Murray, 1994; Boyes & Gadd, 1980; Weinberger, 1996) have described an association between junior primary school teachers' perceptions of pupils' achievement and pre-school education. This association is attributable to various variables such as the influence of pre-school education on later learning, junior primary school teachers' age, experience, qualifications and

perceptions of pre-school education. To what extent does pre-school education favourably pre-dispose children to successful later learning? The present investigation is eager to find an answer to this question.

In this study the researcher will be investigating junior primary school educators' perceptions of the effectiveness of pre-school education on subsequent learning.

While the relationship between junior primary school teachers' perceptions and pre-school education has been fairly extensively studied in other parts of the world (De Lacey, 1977; Boyes, 1980; Kagan, 1988; Layton, 1996; Smith, 1994), they have not been fairly attended to in South Africa. Such a study appears to be necessary at this time to provide some indication of the perceptions which the junior primary school teachers have towards pre-school education. The study does not intend to provide a historical background to the present system of education nor to highlight its failings but will rather focus on the benefits of pre-school education.

According to De Lacey and Nurcombe (1977:80) gains made at pre-school generally persist for at least three years of primary school. For this reason, pre-school education can claim considerable success in terms of the cognitive and verbal measures made. Bragget (1977:150) researched effects of pre-school attendance on language and school achievement. Although short programmes proved relatively ineffective, year long

programmes indicated gains which lasted into the early elementary grades.

Tizard, Schofield and Hewison (1982:1) discovered that pre-school children whose teachers and parents collaborated in organising home reading sessions from books sent by class teachers made considerably gains up to junior primary school classes. Academic intrinsic motivation by parents which results to enjoyment of school learning is positively related to children's achievement and effective school functioning from elementary school. Motivation in the primary grades has been shown to predict subsequent motivation (Gottfried & Fleming, 1994:104).

According to Tredoux (1979:7) the child should be entitled to receive education which shall be free and compulsory, at least in the elementary stages. He or she shall be given an education which shall promote his general culture and enable him on a basis of equal opportunity to develop his abilities, his individual judgement and his sense of moral and social responsibility, and to become a useful member of society. Boyes and Gadd (1980:24) detected that pre-school educators are adamant that the function of the programmes offered to pre-school children should not be restricted to readiness for primary schools but rather readiness for that which follows throughout life.

Reilly (1977:24) maintains that those who have been working in the field of early childhood education over many years are in a position to evaluate new

trends in curriculum planning on the basis of past experience. They have to bear in mind that the concern is to guide individual children towards self-realization and self-confidence. Hewison and Tizard (1980:210) assert that the main pre-school objective should be to help the children towards becoming inquiring, creative, independent, eager to learn, well adjusted in their peer group with a respect for him or herself and others. These are attributes not necessary only for future learning but first and foremost for well adjusted creative and happy person.

In her study on the identification of learning programmes Tredoux (1981:5) maintains that the pre-school years are of tremendous importance in the development of the child. It is obvious that the pre-school years are the most effective for prevention of minor developmental problems growing into major learning and educational difficulties. Many learning problems and educational difficulties are already present at pre-school level. It is a mistake to assume that children only develop learning problems when they start to learn at junior primary level (Nell, 1985:5).

Wiechers (1987:75) discovered an erroneous assumption that learning problems only seem to appear when the child learns to read and write at junior primary level is due to the following facts:

- (a) Children are subjected to formal scholastic evaluation at this stage,
and

- (b) Many learning disorders are present in a different form in young pre-school children, mostly in the form of emotional and behavioural problems.

On the other hand, Nell (1981:6) asserts that the pre-school teacher should know whether a child is developing satisfactorily or whether there is a development lag. The pre-school teacher has ample opportunity to observe her children over a long period while involved in a variety of activities. Layton, Deeny, Tall and Upton (1996:6) assert that educators of pre-school children are fully aware of the fact that all children do have certain development differences and that temporary functional immaturity of the central nervous system is not always an indication of a potential learning disability.

Teachers must know the developmental tasks of each stage of development so that they can identify learners who lag behind. The interaction between the pre-school teacher and the learner tends to be intensive and frequent. This gives him enough time to observe learners and note their difficulties.

In our literature review attention will be paid to factors which contribute to the success of pre-school education. Among these factors, language, play, parental involvement, support and curricula will be considered. The reason for inclusion of these factors will be highlighted by discussion of each one of them.

Boyes and Gadd (1980:19) postulate educational guidelines for pre-school. They make mention of a process, language and play. The curricula must emphasize the process of learning. The content is not an end in itself but a means for developing and practising the skills that underlie all learning.

Any content which is relevant and appropriate may therefore be used to achieve curricular goals. Language experience is regarded as one of the major objectives of the programme and it is the creation of the language environment that will challenge the child and will stimulate creative expressive communication. Language learning is not an end to itself. It is a means through which the child acquires more information about his world (Sonnekus, 1977:10). He or she learns to question and shares experiences more effectively with others through language (Tredoux, 1979:8). Boyes et al., (1980:20) maintain that the language arts are used in every activity and experience.

Sonnekus (1977:11) asserts that play is essential for the development of cognitive structures in the child. It establishes a pattern of learning how to learn. Play provides the opportunity for the child to learn about herself or himself and her or his world. Boyes et al (1980:21) conclude that play fosters the child's sense of personal worth and dignity while he is developing self-control, social skills and responsibility for his actions. The pre-school provides the means of ensuring that the first and most important year in the junior primary school runs smoothly for the child and that it

suffers the minimum number of setbacks.

Extensive teaching experience of the researcher has been a great motivating factor to conduct this investigation. Drawing upon the fund of my personal experience, an observation has been made that educators who have many years of teaching experience tend to be effective teachers. It is regrettable that these educators are now opting for severance packages. It is a fact that this will definitely affect education as a whole, including that of pre-schoolers.

1.2 STATEMENT OF THE PROBLEM

Little is known about South African junior primary school teachers' perceptions of pre-school education. The question being asked is whether these teachers perceive pre-school education as facilitating or impeding later learning?

There is also an investigation as to whether there is any association between primary school teachers' characteristics and their perceptions.

- (a) Teachers' age.
- (b) Teachers' experience.
- (c) Teachers' qualifications.

1.3 AIMS OF THE STUDY

1.3.1 The main aim of this study is to investigate junior primary school teachers' perceptions of pre-school education. Do they perceive a positive relationship between pre-school education and learners' performance at junior primary school level?

1.3.2 The study also aims to establish the relationship, if any, between:

1.3.2.1 Junior primary school teachers' age and perception of influence of pre-school education.

1.3.2.2 Junior primary school teachers' experience and perception of influence of pre-school education.

1.3.2.3 Junior primary school teachers' qualifications and perception of influence of pre-school education.

1.4 OPERATIONAL DEFINITIONS OF TERMS

1.4.1 Junior primary school

According to the present study, the term "junior primary school" shall mean an education institution catering for the foundation phase, Grade I, II and III. Grade IV will be included since all junior primary schools at present still have this grade attached to them.

1.4.2 Teachers' perceptions

In this study, the term "teachers' perceptions" shall mean their convictions about how they see and understand children who have had experience in pre-school.

1.4.3 Pre-school education

In the present study the term "pre school education" shall mean educational programmes for children prior to their entrance to the first grade of the junior primary school phase.

1.5 HYPOTHESES

The following hypotheses are formulated to fulfil the aims of the study.

1.5.1 There will be no significant difference between junior primary school teachers' perceptions of pupils who have attended pre-schools and those who did not.

1.5.2 There will be relationship between teachers' age and the perception of the nature of influence of pre school education.

1.5.3 There will be relationship between teachers' experience and perception of nature of influence of pre-school education.

1.5.4 There will be relationship between teachers' qualifications and perception of nature of influence of pre-school education.

1.6 METHODOLOGY

1.6.1 Literature study

A wide body of literature on pre-school education will be consulted. The focus will be on what has been done in pre-school. The emphasis will be on studies reported mainly in journals.

1.6.2 Method of data collection

A variety of studies on pre-school education and its influence on junior primary school education and on successful further learning gather data through interviews, written documentation, observation, tests and questionnaires (Lehobye, 1978; Sibisi, 1988; Milbank & Osborne, 1987; Hirst, 1990; Weinberger, 1996). In addition to this justification for the use of the questionnaire, one must also consider its nature.

The questionnaire consists of items that are understandable to teachers. This instrument covers areas that are familiar to these teachers. This is a descriptive study and the questionnaire is an appropriate instrument for data collection in this context. In descriptive studies an independent variable cannot be manipulated, but its effect is studied afterwards. As such, a study of this nature describes the present status of events.

The present study will use a questionnaire. This will be administered to junior primary school teachers in order to establish their perceptions of pre-school education and its influence on later learning.

1.6.3 Sampling procedures

KwaZulu-Natal is one of the 9 provinces making up South Africa. In KwaZulu-Natal, there are eight Education and Culture regions, formed by

districts which are further divided into circuits.

In the context of this study, Eshowe district falls under the geographical Empangeni Education Region. This district is further divided into 5 education circuits which are situated in and around Eshowe. This is further detailed in Chapter III under sampling procedures. In the present study, the researcher will use random selection of schools. These will be drawn from Eshowe district. The sample will include teachers from five education inspectorate circuits which make up this district. These teachers will come from different age groups, will have varying teaching experience and qualifications. They will be teachers for grades one to four.

1.6.4 Method of scoring and data analysis

The present study will use a five point scale instrument which will be scored as follows: Very helpful = 5; helpful = 4; somehow helpful = 3; of little help = 2; and of no help = 1. The highest score will show support of pre-school education whilst the lowest score will show no support for pre-school education.

Frequencies for each cell will be noted. At this stage, method of analysis is left as flexible as possible to allow application of a variety of analytical tools. Further discussion on the choice of statistical test is included in chapter three.

1.7 PLAN OF STUDY

1.7.1 CHAPTER ONE

This chapter provides an orientation to the study. It consists of the following: Motivation for investigating in this field, statement of the problem, aims of the study, organisation of the research report and the plan of the study.

1.7.2 CHAPTER TWO

This chapter includes a synopsis of previous research in the field of pre-school education. It provides a theoretical background to the study. It explores the field of pre-school education from various perspectives.

1.7.3 CHAPTER THREE

Chapter three gives details of the research design and methodology. This describes sample selection procedures, instrumentation and administration of questionnaires.

1.7.4 CHAPTER FOUR

Chapter entails data analysis and the discussion of findings.

1.7.5 CHAPTER FIVE

The study is summarised. Conclusions, limitations as well as recommendations are presented.

CHAPTER TWO

A REVIEW OF PREVIOUS STUDIES ON THE INFLUENCE OF PRE-SCHOOL EDUCATION ON SUBSEQUENT PERFORMANCE IN SCHOOL

2.1 INTRODUCTION

The debate about the value of pre-school education has been an ongoing one for the past few decades. There have been studies on whether pre-school education can lead to a noticeable and lasting improvement in later school performance.

This chapter aims to review previous research studies which explore the extent to which pre-school education favourably pre-disposes pupils to *successful further learning*. It also aims to *looking at the association* between pre-school education and teachers' characteristics such as qualifications. Parental involvement will be discussed together with language influence and the role of the pre-school teacher. In conclusion, previous research studies will be discussed to find out whether pre-school education is a necessary pre-requisite to all primary school education or not. There is considerable evidence from research that well conceived and well implemented pre-primary educational programmes can significantly increase the cognitive outcomes children obtain during primary school years (Jin Kang; Kidchanapanish & Raudenbush:1991:255).

2.2 THE INFLUENCE OF PRE-SCHOOL EDUCATION ON SUBSEQUENT PERFORMANCE

2.2.1 The impact of pre-school on children's academic success at school

Providing pre-school education is not a luxury but a necessity with today's communities where mothers enter the work force in large numbers, leaving their children in the care of pre-school centres. There has been extensive studies on the impact of pre-schools on subsequent primary school performance.

Engelbrecht (1993:1) argues that pre-school concerns itself with the preparation of children for academic learning activities. This then implies that the emphasis of this exercise is on the future and its primary aim being specifically that of achievement. Tredoux (1982:15) concurs with Woodhead (1985:12) in pointing out that the aim, content and method of pre-school programmes are directed towards the child's future academic success at school.

Faure (1971:10) discovered that a child who has attended pre-school is better able to meet the demands of a primary school. Through her extensive research she found a significant connection between failing the first year at school and non-attendance of pre-school.

2.2.2 Factors influencing the success and failure of a child's pre-school experience

The success of a child's pre-school experience as well as his or her failure does not rest on one single aspect. This rests on factors like the quality of the curriculum offered, the educational role of the adults and the interest shown by parents.

Jowett (1986:29) discovered that children who had attended pre-school were more ready for school than a matched group of children who had not. These children had a number of other outstanding features such as better concentration, more independence and regard of their teachers as resources for learning rather than aid. Overall, they showed superiority in maturity and eagerness to learn than their counterparts. They were more committed to school and were more task oriented on entering formal education. Effective pre-school education has significant short term results on cognitive outcomes and lasting substantial effects on overall attainment and social behaviour. Early learning is thus seen as fundamental to school and success in life generally (Verhoef, 1991:23).

2.2.3 The persistence of enriching effects of pre-school education on children

De Lacey and Nurcombe (1977:89) put to test the persistence of these claimed enriching effects of pre-school education on children. Their study involved children in subsequent grades, that is grades one to four. It was

evident that gains had been made in language and conceptual development for at least three primary school years. Research reports have concluded that attendance at pre-school settings resulted in improvements in children's cognitive ability and educational attainments.

Berliner (1985:136) discovered that there is correlation between academic learning time and student achievement. As part of the war against poverty, the United States government funded "Head Start" pre-school projects for children of low income parents. Researchers, however, soon found that gains made on intelligence tests diminished at the end of first grade at school. Another project called "Follow Through" was introduced. The aim of this project was to provide a continuous education programme to the end of the third grade. It was soon found that the longer a child spends on an activity, the better she tends to achieve. Through programmes by Stallings (1976:132) and the Stanford Research Institute, it became apparent in the field of mathematics and reading that drill, practice and praise contributed to higher scores for children involved.

In South Africa, the greater part of pre-school education is conducted outside the formal education sector. In fact, Eshowe District has almost all their pre-schools conducted outside the formal sector. These are not even registered let alone having qualified teachers. There is a great need for organised pre-school education especially for a vast majority of children who come from disadvantaged communities of this district.

2.2.4 Continuity between pre-primary and primary education

Sonnekus (1977:8) looked into a series of unique experiments conducted in the Netherlands. These experiments concerned the possibility of *co-operation, integration and also continuity between pre-primary and primary education*. They were directed at the possible establishment of a type of basic school for children from four to twelve years of age, thus bridging a gap between "the haves" and "the have nots" and as well as to prevent failure in grade one of the primary school. This gap could not be closed. Only a slight decrease of failure rate in junior primary could be attained.

Children from poor communities cannot be assisted by only one programme for pre-school education. There is no one best curriculum for all children but early childhood curricula that have social, emotional and academic learning as their *springboard tend to help each child as a whole*. Several researchers (Resengren, 1973; Reilly, 1976; Short, 1985, Engelbrecht, 1993:2) concur that pre-school education focuses primarily on developing multiple aspects of a child's growth. These researchers agree that the short term goal of pre-school education is sound all-round development towards a balanced, meaningful, responsible and happy adulthood.

Studies of British pre-school education have, however, revealed that very little cognitive skills can be attributed to attendance of pre-school institutions. Tizard (1975:1) concurs with Smith and James (1977:310-

311) that although pre-school education can have an impact on the children's cognitive development, this does not in anyway suggest long-term educational gains.

Results of Weikart's studies (1989:2) stand in direct contrast with the claims of the British studies. The American Perry pre-school project results indicated that children who had attended a quality pre-school were found to be both less likely to need remedial education and to develop delinquent behaviour. These children were also likely to complete high school education with ease and had better chances of success after leaving school. The provision of good pre-school education should thus be continued to ensure maximum benefit to the child in his later education.

2.3 THE INFLUENCE OF PARENTAL INVOLVEMENT ON PRE-SCHOOL EDUCATION AND THE CHILDREN'S SUBSEQUENT PERFORMANCE

2.3.1 Strong parental involvement

Research has again over years shown that pre-school programmes with a strong parental involvement, have lasting positive effects on children. Prinsloo, Vorster and Sibaya (1996:259) argue for greater parental role in the education of their children.

There is considerable research evidence (Catalds, 1980; Stallings and Stipek, 1986; Russel, 1991:273) which asserts that a combination of parent and child education is more effective than child education alone. Parental involvement enhances the education of a child in a number of ways. The home environment acts as a re-inforcement and support to what happens in pre-school. Evidence from evaluation studies shows that family involvement activities help foster positive attitudes towards school. This supports successful performance and persistence to graduate.

The child's first teachers are his parents. It is during the first five years that the child learns more than he will ever learn in his whole life. Parents must therefore provide necessary stimuli for learning. Strong parent involvement is thus a significant variable in the success and effectiveness of pre-school education.

2.3.2 Parental involvement and literary achievement in pre-school education

Pre-school children spend most of their time outside school and much of their literacy learning occurs within the family context at home. Surveys of children's development at home that have included relevant findings about literacy have shown a relationship between literacy achievement and social class (Douglas, 1964; Morton & Williams, 1964; Butler & Godstein, 1972; Newson & Newson, 1968).

Wells in (Weinberger, 1996:16) revealed that children who are more literate were those with parents who read more and had more books in their homes. This is an indication that home based programmes can have lasting positive effects on school achievement.

The rural parents of Eshowe District where most of those pre-schools and junior primary schools are situated, hardly have books in their homes. Even those who have them, do not have those that can have lasting positive effects on school achievement.

2.3.3 Pre-school close communication with parents

Pre-schools need to communicate closely with parents. Where possible means of communication could be home visiting, phone calls, notes, letters, parent hand books and conferences in the pre-school centre.

In Eshowe District, home visiting as means of communication with parents is not always successful because most of these parents work and are therefore not all the time available at home. It is also so with the phone because there are no telephones especially in rural areas. Letters, notes and hand-books are fairly used because some parents can read although quite a number cannot read nor write.

The pre-schooler's achievement can be drastically improved by parental support and involvement. This intervention not only sustains developmental gains, but also increases awareness of school programmes. There are several possibilities of parental involvement in pre-school education such as helping with field trips, making equipment for the centre and being part of the policy making groups (Beaty, 1984:205).

2.3.4 The nature of parental involvement

The nature of parental involvement may vary depending on the type and quality of the institution. Just as much as parental involvement is recommended, some institutions are such that it is not encouraged. Parents' involvement in pre-school in any form indicates the parents' interest in the child's development (Milbank & Osborne, 1988).

Russel (1991:274) holds that parental beliefs about their educational role is likely to be a factor influencing the nature and extent of parental involvement at school. Parents' perceptions differ in terms of meaning and significance of activities in which some parents may regard their assistance to pre-school as aid to the teacher in her educational role, whereas others may regard their assistance as an extension of their own educational role. Parental involvement can minimize conflicts between pupils and teachers. A simple gesture like establishing an open door policy allows the parents to visit whenever they can.

In Eshowe District, especially in rural pre-schools, parents are not quite used to visiting schools whenever they can. Reasons for this may vary from shyness to the fact that most parents have to work for a living, and are not at home during school hours.

It is not always the case that results from parental involvement are positive. Findings show that children who attended institutions with parent helpers performed no differently than those who went to pre-schools without parent helpers. Where there were fully trained nursery teachers, the performance was slightly better. Some parents see themselves as essentially in partnership with teachers and the pre-school while others regard it all as the responsibility of the teacher. Findings indicate that if pre-schools are to enhance the quality of parent-child relationship or assist the development of parents as educators, parents' role and conceptions may need to be taken into account (Russel, 1996:286).

Blakers (1983:85) points out that parent participation has become widely accepted as a desirable goal in Australian education. For this country the three basic concepts underlying participation are fund-raising, teacher aid, management and curriculum development.

Evidence shows that there is general uncertainty regarding teacher acceptance of parent involvement. Teachers may be reluctant to support parental involvement in curriculum areas. Primary school teachers' interview

revealed that they felt parents should have informed consent. It is then that they would be competent to contribute.

Parents should be involved in pre-school programmes which will help them gain a greater understanding of their children's needs, thus fulfilling their educational roles as effectively as possible. This involvement is more possible and successful with parents from stable families. Even involvement of parents from stressful living conditions can have effects in their children's development and education. However, this might have beneficial effect in the long run. The problem with children from disadvantaged areas like Eshowe District, is that their parents are always hard to reach because they work far away from their homes.

2.4 THE INFLUENCE OF LANGUAGE ON PRE-SCHOOL EDUCATION AND ON THE CHILD'S SUBSEQUENT LEARNING

Language has a crucial role not only in communication but also in conceptualization and symbolic manipulation of the environment. Children use language as a tool of expressing ideas. In pre-schools and junior primary schools there is a great need for linguistic interaction between children and teachers.

Sibaya, Sibaya and Mugisha (1996:32) describe language as the most powerful tool in reasoning. Language is a medium through which learning

takes place in the classroom situation and in the learning process. Wells (Margar, 1979:224) asserts the importance of qualitative language interaction for subsequent success in school.

In Eshowe District, a number of pre-school and junior primary school learners experience great language problems. These problems are caused by the fact that learners are taught through the medium of English which is a second language to most of them who are Zulu speaking. Teachers for these learners also speak English as a second language. This poses a problem and qualitative language interaction between learners and teachers cannot be always achieved.

2.4.2 Language and the disadvantaged pre-school child

Bereiter and Engelman (Clark & Cheyne, 1979:29) argue that for a disadvantaged child to start school on par with the other children, he must learn at a faster rate while attending pre-school.

Some junior primary school learners in Eshowe District, come from disadvantaged parents with very minimal proficiency in the English language which is the medium of instruction in these schools. These parents, most of whom come from rural areas, face language and cultural problems which hinder them from participating actively in their children's activities.

The disadvantaged child's handicap lies in his language proficiency. The child's grasp of language broadens and deepens each time a story is read to him. The development of language is the development of the child's mind. Language is never static but always in a state of flux. It enables human beings to carry over facts, information and traditions from one generation to the next. It is thus a great problem for children to start school without the ability to express themselves because progress at school is largely dependent on mastery of language (Sibisi, 1989:80).

2.4.3 Language as the major pre-requisite for academic achievement

Le Hoby (1978:37) describes language as the major pre-requisite for academic achievement. According to this view, language mastery can be promoted through music programmes, mathematics and intensive training of teachers. Children are less likely to encounter cognitive and linguistic problems at school if they were previously exposed to pre-school education in their early childhood years. For the child to feel that he is coping, he has to be able to express his thoughts to both his teacher and peers.

In Eshowe District pre-school and junior primary school teachers do include music programmes and mathematics promote their children's language. In most cases, these programmes are not of great quality because the majority of the teachers have not received any intensive training.

Language has a multi-faceted nature. There is a considerable range of language use by a five year old child. This child will learn language through inter-actions with an adult to enhance their language skills. Group based inter-actions may not be sufficient in the late pre-school years, even if groups are small and the forms of inter-action are optimized (Angel, Crane, Fischell, Pajne & White).

2.5 THE PRE-SCHOOL TEACHER

There are various reasons for those who become teachers of pre-school children. These range from desire for financial security to social status. Whatever the motivation, teaching of pre-school children requires self-knowledge by the teacher, training and many other demands of this career.

2.5.1 Qualities of a good pre-school teacher

Le Hoby (1978:38) points out that a pre-school centre needs more than an ordinary teacher. Besides the task of teaching, this person is also responsible for assisting the child in moving happily and confidently towards personal autonomy and satisfying membership of the community.

Pre-school teachers need to be very caring, dedicated friendly, helpful, loving, empathic patient, trusting, highly motivated and kind. These qualities will help teachers to cope with children who come from different

homes with different backgrounds.

Pre-school teaching requires a high standard of training. This cannot be downplayed. Training is a source of information for the pre-school teacher and it gives her ideas about child development. An effective pre-school teacher should be natural, have confidence in herself and command self-control. She must have a basic liking for children and should strive towards positive actions in order to improve personal as well as professional qualities. Cooper (1979:214) points out that the interaction between the teacher and the child is not always common in daily programmes of pre-schools. He further states that dialogue is, in most cases, very minimal. A pre-school teacher is a companion to the children. These children are placed in the care of this teacher who supports them in decision making without forcing her will on them. The pre-school teacher is expected to have authority without dictatorship as well as being exemplary.

2.6 PRE-SCHOOL EDUCATION, A NECESSARY PRE-REQUISITE TO ALL PRIMARY SCHOOL EDUCATION

There is belief that attendance at pre-school results in improvement in children's cognitive ability and educational attainments. Research into the effects of pre-school education has had different views on this matter.

Reilly (1978:8) states that early childhood education is a chance of a lifetime. The experience has a great potency and its consequences are long lasting and may be difficult to alter. All future learning depends on that early learning, thus making it an education for life. Le Hoby (1978:30) points out that the establishment of pre-schools does not aim only at creating learning opportunities for children born in an impoverished milieu. It also aims at creating a life world that will help a child to face the future with confidence, trust and success.

The pre-school offers opportunities for exploration. Learning at this stage is informal and yet provides an emotional springboard from which a child is entrenched into formal education. Children who have attended pre-school work harder, see more and do more. They are in general happier and thus get more from life and they also give more of themselves. These children will invariably be ahead of their non pre-schooler in school achievement, school completion and after school success (Sibisi, 1987:132).

2.7 CONCLUSION

There seems to be general agreement that pre-school provides an ideal climate for emotional and social development of children. It provides an improved quality of life for them, which may pay good dividends in the shape of calculated beneficial attainments in future. Pre-school education is thus a necessary pre-requisite to all primary school learning.

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURES

3.1 INTRODUCTION

This chapter presents research design and methodology employed in collecting data in this investigation. The study aims to find out how junior primary school teachers perceive pre-school education. It seeks to find out from these teachers if in their view pre-school education has an influence on learners' junior primary school education.

Several researchers have discovered a link between pre-school education and its influence on subsequent performance in school. (Faure 1971; Nel 1976; Tredoux 1981; Weinberger 1996). They maintain that the objective of a pre-school is to help the junior primary school children to become more inquiring, creative, independent, eager to learn and well adjusted. There is a great need to find out what is the nature of junior primary school teachers' perceptions of the association between pre-school education and junior primary school education.

Research is conducted to throw light on the problem of enquiry. The present study aims to throw light on the importance of pre-school education. Pre-school education did not exist in African black schools. In our new

political dispensation, there is a massive awareness from individuals and organisations in the private and public sectors on the need for well organised pre-school education. A study of this nature is very timely.

Pre-school children face the major transition when leaving pre-school for admission into junior primary school. For children who have not even attended pre-school, first school experience at junior primary school may be traumatic.

An investigation of junior primary school teachers' perceptions of pre-school education and its influence on performance of children at junior primary school is of major importance. These are the teachers who have a duty of inducting both children who had attended pre-school and those who had not to junior primary classes.

Some previous studies in pre-school education, (Lehobye, 1978; Sibisi, 1988) concentrated on the need for pre-schools in the district of ODI and Umlazi respectively. An investigation of this nature warrants conduction because it seeks to find out perceptions of teachers of pre-school education and its influence on the performance of junior primary school children. If the study was not undertaken, these perceptions would not be known.

3.2 AIM OF STUDY

The aim of this study is to find out how junior primary school teachers perceive pre-school education. Do they perceive a positive relationship between pre-school education and learners' performance at junior primary school level?

3.3 RE-ITERATION OF AIMS

The study also aims to establish the relationship if any, between:

- 3.3.1 Junior primary school teachers' perception of pre-school education and its influence on learning in junior primary school.
- 3.3.2 Junior primary school teachers' age and perception of pre-school education.
- 3.3.3 Junior primary school teachers' experience and perception of pre-school education.
- 3.3.4 Junior primary school teachers' qualifications and perception of pre-school education.

3.4 FORMULATION OF HYPOTHESES

The following hypotheses are formulated to fulfil the aims of the investigation.

- 3.4.1 There will be no significant difference in the teachers' perceptions of junior primary school pupils who attended pre-school and those who did not.
- 3.4.2 There will be relationship between teachers' age and the perception of the nature of influence of pre-school education.
- 3.4.3 There will be relationship between teachers' experience and the nature of influence of pre-school education.
- 3.4.4 There will be relationship between the nature of influence of pre-school education and teachers' experience.

3.5 METHOD OF DATA COLLECTION

A variety of methods had been used to collect data on pre-school education and its influence on junior primary school education. In the study of pre-school children, Weinberger (1996:17) collected data through interviews with parents. In the same study the assessment of these children was done at school entry by standardized vocabulary tests. At age 7 their junior

primary school teachers observed and recorded those who voluntarily looked at books. In their study on the effect of pre-primary school access and quality on educational achievement in Thailand, Raudenbush, Kidnapanish and Jin Kang (1991:262) collected data through standardized tests of mathematics and Thai language achievement. Layton; Deeny; Tall and Upton (1996:5) also followed suit. They conducted research on phonological awareness in the nursery school, using Thai language and mathematics achievement tests.

In the same study pre-school teachers' views and methods were investigated and structured interviews were carried out. In the study of an evaluation of a pre-school home teaching project, Hirst (1990:34) collected data sources which included participant observation, written documentation, interviews with the advisor for early childhood education, heads and pre-school staff.

Osborn and Milbank (1987:200) in their study which sought to focus on whether or not there are demonstrable long term effects on children's cognitive ability which can be attributed to their pre-school experience, collected data through interviews. The findings suggested that attendance at a well-run pre-school programme reduced the risk of school failure and increased the likelihood of completing secondary education, and achieving employment success.

Lehobye (1978) and Sibisi (1987) in their studies on the need for pre-schools in the Odi district of Bophuthatswana and in Umlazi respectively collected data through questionnaires. Information was sought from both parents and teachers in primary schools.

Russel (1991:284) in his study on parental role conceptions associated with pre-school involvement used questionnaires to collect data from parents of pre-school children. From this data, it was concluded that parental conceptions of their educational role is only one factor out of many factors which influence parents' conceptions.

In the present study, the researcher will use questionnaires to obtain data from junior primary school teachers about their perceptions of pre-school education and its influence on primary school education. Justification for the use of the questionnaire was discussed in chapter one. Many descriptive studies use questionnaires to collect data (Sibisi, 1988; Lehobye, 1978; Russel, 1991).

3.6 SAMPLE DESIGN AND SAMPLING PROCEDURE

In various studies of pre-school education and its influence on subsequent learning, several researchers have drawn samples from educational districts. Lehobye (1978) in his study of the need of pre-schools in the Odi district of Bophuthatswana, drew the sample from the population of 100 junior primary

school pupils. These were selected at random from districts so as to have 9 of the area schools represented.

On the other hand, Nell (1980:23) in his research on school readiness assessment by pre-school teachers conducted this study on a randomly selected sample of 104 subjects who were in 19 different junior primary schools in Southern suburbs of Cape Town. These children were enrolled to attend 13 different grade one classes in January 1981.

In their study of the effect of pre-primary access and quality on educational achievement in Thailand, Raudenbush et al; (1991:262) involved cluster sampling and stratified random sampling. This was also the case with Layton et al; (1996:5) who followed the random selection of 250 native English speaking pre-schoolers in their study in promoting phonological awareness in the nursery class. Faure (1971:10) in her study of the value of nursery school education for primary school education utilized random selection of 1,500 pupils in their second school year. It was discovered that a child who had attended pre-school was better able to cope with the primary school.

In the present study the researcher utilized random selection design of schools. Eshowe district consists of 150 schools out of which 94 are primary schools with the junior primary school phase. Out of the 94 schools, 38 will be randomly selected. This district is divided into five

education inspectorate circuits which are made up of semi-urban and rural schools. In a bid to include both rural and urban schools, cluster sampling design will be appropriate in this study. This means that 38 schools from all five circuits will be included in the sample. A total sample of 350 junior primary school teachers will be selected as subjects for the investigation. These subjects will be teachers for grades I, II, III and IV. Their characteristics such as age, experience and qualifications will be considered.

3.7 METHOD OF SCORING AND DATA ANALYSIS

The instrument used in this study is a five point scale which is scored as follows: Very helpful = 5; helpful = 4; somehow helpful = 3; of little help = 2 and of no help = 1. This means that the highest score denotes a very strong support for pre-school education. The lowest score indicates no support for pre-school education. Each respondent's scores will be summated. The highest possible score in this scale is $35 \times 5 = 75$ and the lowest possible score is $35 \times 1 = 35$. The cut-off point will be determined by adding up all the total scores of the subjects ($N = 350$), and then divide the sum by 350 to get the average. The average score becomes a cut-off point (Mwamwenda, Monycoe & Glencross, 1997:380; Sibaya, 1987).

All those who obtain the total score below the cut-off point will be regarded and counted as holding negative perceptions of pre-school education. Those subjects who obtain the total score, equal to and greater than the cut-off

point, will be considered as holding positive perceptions of the pre-school education.

The next step involves counting number of respondents who fall below the cut off point and those who fall above. The researcher is interested in the frequency of responses which fall in various categories. These data will enable the researcher to test the hypothesis that these responses will differ in distribution. The Chi-square may be one, two or more sample tests. The technique is of the goodness-of-fit type in that it may be used to test whether a significant difference exists between the observed and the expected frequencies falling in various categories (Hopkins & Glass, 1978).

3.8 PROCEDURES FOR ADMINISTRATION OF THE RESEARCH INSTRUMENT

- (a) After the study supervisor approved aims of this study, permission to conduct research in schools was sought from the Chief Superintendent of Education, Eshowe district KwaZulu-Natal Department of Education and Culture.
- (b) A covering letter which briefly describes this study was sent to all principals of junior primary schools where the research project was conducted.

- (c) The content of the questionnaire was validated. The paragraph 3.8 and its sections (c), (e), (g) and (h) inform us about the content and development of the questionnaire by the researcher.

Further information on content and development can be summarized as follows:

- (i) The development of the questionnaire followed procedures stated in literature review and chapter one.
- (ii) As a rule in social sciences, research undertaken uses previous studies as a springboard for development of theory. The instrument used in the present study was hewn or patterned in accordance with previous studies.
- (iii) The instruction to respondents were as follows:

(a) **Questionnaire**

1. This is a questionnaire on junior primary school teachers' perceptions of pre-school education. The aim is to find out how teachers perceive pre-school education.

2. You are requested to answer questions on children who attended pre-school before admittance to junior school.
 3. Consider only your impressions of children from pre-school and their learning at junior primary school. Ignore what others say about them.
 4. Do not write your name on the questionnaire.
 5. Answer these questions in accordance with the instructions accompanying this questionnaire.
 6. Supply all the particulars required.
- (b) Respondents were requested to make a cross in the appropriate space regarding personal particulars and also in response to the question: "How helpful is pre-school education with regard to the following -----"
- (c) The content of the questionnaire included skills and knowledge required by the syllabus of junior primary school. This syllabus covers areas such as: drawing, colouring, learning of shapes, writing letters, words, learning to speak in sentences, to tell stories, to read,

recite poems, learning to match pictures or arrange them in correct order, learning to count, add, subtract, multiply and divide, learning to communicate properly, learning to listen and to sing, learning meaning of words, learning to measure length, volume, time and weight, learning to spell; learning about environmental care and body care.

In addition to the content areas indicated above, through question 36, the questionnaire also included an open ended item on the following:

"Arrange in order of importance to you all that you regard as outstanding characteristics in children who have attended pre-school before admission to junior primary school."

- (d) The questionnaire was administered by the researcher to junior primary school teachers to eliminate problem areas whenever they crop up.
- (e) This instrument was divided into: Section one; which required the teacher to fill in personal information and section two which required respondents to show the extent to which they perceive pre-school

education to be helpful or not.

- (f) Completed questionnaires were collected on the same day by the researcher.
- (g) Junior primary school teachers' perceptions of pre-school education were measured in terms of items related to the influence of pre-school education on learning at junior primary school.
- (h) Junior primary school teachers' age, experience and qualifications were noted.
- (i) Feedback of research findings to these teachers was made.

3.9 CONCLUSION

The foregoing chapter details research design and methodology, data collection and the research instrument. The selection of any research design was guided by theory on previous relevant research. The next chapter will deal with the analysis and interpretation of data.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

The scoring procedure of the questionnaire made it possible to get one total score for each respondent. This was obtained by summing all individual item scores (see paragraph 3.17). The highest possible score is 35. The higher the total score, the more positively inclined the respondent is towards the pre-school education. The opposite is true.

This chapter presents, analyzes and interprets data. The hypotheses formulated in the previous chapter are tested. Discussions of results are reserved for the next chapter.

4.2 STUDY SAMPLE

The subjects for this study sample were drawn from 5 inspection circuits of Eshowe district namely KwaMondi, Ndlangubo, Vulingqondo, Ndulinde and Mandeni.

Table 4.1 Distribution of subjects in the sample [N = 350]

Age (yrs)	18-25	26-33	34-41	42-49	50 +	
	40	68	52	104	86	
Experience (yrs)	0-5	6-10	11-15	16-20	21 +	
	23	64	104	83	76	
Qualifications (yrs)	L.P.T.C.	P.T.C.	P.T.D.	Degree	B.Paed Prim.	Others
	21	122	150	9	3	45

The questionnaire was administered to 350 junior primary school teachers. Table 4.1 shows the composition of the study sample. The sample is divided according to age, experience and qualifications. Each division for age criterion has five levels ranging from 18-25 years, 26-33 years, 34-41 years, 42-49 years and 50+ years. The variable of experience consists of five levels ranging from 0-5 years, 6-10 years, 11-15 years, 16-20 years and 21+ years. Qualification criterion consists of six levels, L.P.T.C., P.T.D., P.T.C., Degree, B.Paed Prim., and others.

Table 4.2 Teachers' perceptions of the influence of pre-school education on later learning [N = 350]

	Perceptions	
	Positive	Negative
Frequency	219	131
Percentage	62.57	37.43
Chi-square = 22.12 df = 1 p < .05		

Table 4.2 shows the frequency distribution of teachers on the continuum positive-negative perceptions. About 63% of the teachers hold positive perceptions of pre-school education. Only 37% of the teachers are characterized by negative perceptions. A statistical analysis yields a chi-square value of 22.12. This is significant at the .05 level of significance. The two groups of teachers namely teachers who hold positive and negative perceptions, differ significantly among themselves ($p < .05$). The majority of teachers (63%) hold positive perceptions of pre-school education.

The hypothesis that there will be no significant differences in teachers' perceptions of junior primary school pupils who attended pre-school education and those who did not, is not tenable. There are significant differences between those who have positive perceptions and those who hold negative perceptions of pre-school education.

Table 4.3 The relationship between teachers' age and perception of the influence of pre-school education [N = 350]

TEACHERS' AGE IN YEARS	PERCEPTION			
	FREQUENCY OF POSITIVE RESPONDENTS	(%)	FREQUENCY OF NEGATIVE RESPONDENTS	(%)
18-25	33	(83)	7	(17)
26-33	49	(72)	19	(28)
34-41	46	(89)	6	(11)
42-49	79	(76)	25	(28)
50+	12	(14)	74	(86)

Chi-square = 119.03 df = 4 p \leq .05

Table 4.3 shows that teachers grouped according to ages differ significantly among themselves in their perception of the influence of pre-school education in subsequent learning. A chi-square value of 119.03 is highly significant. It is not due to chance factors. For the first four age groups the percentage range is 72-89 for those teachers who support pre-school education or hold positive perceptions about the influence of pre-school education on later learning.

The majority of the 50+ age group of teachers hold negative perceptions of the influence of pre-school education. Perhaps this group of teachers, has for many years taught pupils who had not been exposed to pre-school education. They have carried out their task successfully. Pre-school education and early childhood development (ECD) are unknown concepts for these teachers. It is not unusual for human beings to develop a mind set as a result of experience. This mental attitude makes a person blind to the alternative functions or uses of an object. This happens even if the novel function is more useful than the previously accustomed utility. What has worked well in the past is still held in high esteem.

The hypothesis on the relationship between teachers' age and perception of pre-school education has been confirmed. Younger teachers are positively inclined and older teachers are negatively inclined towards pre-school education.

Table 4.4 The relationship between teachers' experience and perception of the influence of pre-school education [N = 350]

Teachers' experience in years	Perception			
	Positive frequency	(%)	Negative frequency	(%)
0-5	16	(70)	7	(30)
6-10	46	(72)	18	(28)
11-15	80	(77)	24	(23)
16-20	38	(46)	45	(54)
21 +	39	(51)	37	(49)

Chi-square = 25.82 df = 4 $p \leq .05$

Table 4.4 shows that a chi-square of 25.82 at $df = 4$ is significant at .05 level of significance. Teachers grouped according to experience differ significantly among themselves regarding their perception of the influence of pre-school education on later learning. All but one teachers' category of years of teaching experience hold positive perceptions about the influence of pre-school education on later learning or primary school education.

Table 4.4 shows a pattern similar to table 4.3. Older teachers or those who have many years of teaching experience (16 years +) hold negative perceptions about pre-school education.

The hypothesis on the relationship between teachers' experience and perception of the influence of pre-school education is upheld.

Table 4.5 The relationship between teachers' qualifications and perception of the influence of pre-school education

Teachers' qualification	Perception			
	Frequency of positive respondents	%	Frequency of negative respondents	%
L.P.T.C.	3	(14)	18	(86)
P.T.C.	82	(67)	40	(33)
P.T.D.	105	(70)	45	(30)
B.Paed Prim.	11	(92)	1	(8)
Others	18	(40)	27	(60)

Chi-square = 39.69 df = 4 $p \leq .05$

Table 4.5 shows that a chi-square of 39.69 at $df = 4$ and $\alpha = .05$ is significant. Teachers grouped according to qualifications differ significantly among themselves regarding their perception of the influence of pre-school education on later learning. With the exception of the undifferentiated category "others" and the holders of L.P.T.C., teachers with various qualifications perceive pre-school education favourably.

The hypothesis on the relationship between teachers' qualifications and perception of pre-school education is tenable. There is a relationship between these two variables. The observed frequency distribution is not due to chance but is statistically significant.

Table 4.6 Teachers' rank-order of items to open ended question

Item number 36 in the questionnaire requires the respondents to arrange in order of importance, all that is regarded as outstanding characteristics in children who have attended pre-school before admission to junior primary school. The verbatim account of the answers to this open-ended question were recorded as such.

The chief advantage of this open-ended question is the freedom that it gives to the respondent to say whatever he or she likes about pre-school education. We obtain the richness of ideas about pre-school education expressed spontaneously in the respondent's own language. This is in contrast with closed questions where the responses of the interviewer is limited to the stated alternatives. In such a situation, the researcher may put words into the mouth of the respondent. This open-ended question allows respondents to choose their own terms to describe their feelings and motives about pre-school education.

The task of the researcher was to compress written qualitative answers into code categories (Table 4.6). The first column shows the number of statements. This is followed by statements describing behaviour of children who attended pre-school. The column headed by letter "f" contains the frequency score for each statement. This is followed by the percentage of this frequency. In order to establish the importance of each behavioural characteristics of these children, rank order is assigned.

Table 4.6 Teachers' rank-order of items to open-ended question

Rank Order	Statements	f	%
15	not shy	52	15
18.5	talkative	7	2
5	laugh more	25	7
16.5	too outgoing	8	2
2	can count	36	10
4	can tell stories	27	8
7	draw well	21	6
18.5	open	7	2
7	playful	21	6
12.5	show self-confidence	10	3
12.5	enjoy school	10	3
3	communicate freely	31	9

12.5	mix well with other children	10	3
9	like teasing others	12	4
15	silly	9	3
20	helpful	6	2
21.5	listen to the teacher	4	1
10	very naughty	11	4
16.5	they are bullies	8	2
12.5	noisy	10	3
7	cry less	21	6
21.5	like to be praised	4	1

Table 4.6 shows a list of items that junior primary school teachers rank as outstanding characteristics of children who attended pre-school before admission to junior primary school. The majority listed lack of shyness as first in the list. Out of the 350 responses, 52 see children from pre-school as not shy at all. This characteristic is followed by ability to count, ability to communicate, ability of telling stories, laugh more and so on. Down in the rank-order is "listen to the teacher" and "liking to be praised" by the teacher. These last two characteristics have a frequency of four.

4.3 QUALITATIVE ANALYSIS OF THE QUESTIONNAIRE

4.3.1 Introduction

The questionnaire comprised of questions which dealt with various junior primary school education aspects. The 35 questions could be grouped under different themes such as:

4.3.2 Holding of a pen

Questions 1,2,3,4 and 5 dealt with the aspect of holding a pen whilst learners are drawing, colouring, shaping, forming letters and words. It is detectable from teachers' responses to these questions that the majority of teachers agree that pre-school education is very helpful to children in holding a pen.

4.3.3 Language acquisition

Questions 6,7,8, and 9 dealt with learning to speak, to tell stories, to read and to recite. The great majority of teachers, young and old, regard pre-school education as very helpful to children in acquiring language.

4.3.4 Writing

In questions 10, 11 and 12 the theme of writing was dealt with. These questions dealt with writing of words, matching words and arranging of pictures. Teachers' responses show that they agree that pre-school education is very helpful to children as far as mastering the writing skills in junior primary school.

4.3.5 Dramatisation

Question 13 dealt with dramatisation. The majority of younger teachers agree that children who had attended pre-school before entry to junior primary school can dramatize better. This is detectable from their responses.

4.3.6 Mathematics

Mathematics theme constituted 11 questions of the questionnaire. Questions 14,15,16,17,18,19,25,26,27,32 and 33 dealt with counting, adding, subtracting, multiplying, sequencing objects, dividing, measuring length, weight and volumes. The great majority of teachers unanimously agree that pre-schools are very helpful to children in mastering mathematics before entry to junior primary school.

4.3.7 Communication

Questions 20, 21 and 23 dealt with communicating with educators and other learners. Teachers agree that these children communicate better than those who had not started in pre-school.

4.3.8 Music

The musical theme is covered by question 22. The great majority of teachers support that pre-school education is helpful to children in mastering the art of music in junior primary school.

4.3.9 Environment

Questions 29 and 34 dealt with caring for the environment. It is detectable from teachers responses to these questions that their majority regard pre-school education as of little help to children in caring for their environment at junior primary school.

4.3.10 Health

The theme for question 30 dealt with caring for their bodies. The majority of these teachers do not agree that pre-school is very helpful to children in caring for their bodies in junior primary school.

4.3.11 Decision making

Question 31 dealt with decision making. It is a minority of teachers who support that children from pre-school can make decisions.

4.3.12 Group work

Questions 35 dealt with learning to work as a group. It is the majority of young teachers who support that pre-school is very helpful to children working in groups.

4.3.13 Outstanding characteristics of junior primary school children with pre-school education

Question 36 an only open ended question dealt with junior primary school teachers arranging in order of importance all characteristics of children who had attended pre-school. Responses to this question differed depending on age and qualifications of the respondents.

4.4 DISCUSSION OF FINDINGS

This study is aimed at finding answers to the following questions:-

4.4.1 Is there any significant difference in teachers' perception of junior primary school pupils who had attended pre-school and those who had not?

The present study shows that a high percentage of junior primary school teachers (63%) agree that children who had attended pre-school before admission to junior primary school always do better in this school phase as well as in later learning as compared to those who had not. These findings do not support the hypothesis that there will be no significant differences in teachers' perception of junior primary school pupils who attended pre-school and those who had not. In a sample of 350, about 219 junior primary school teachers show positive attitudes toward pre-primary school education.

The findings of this study confirm previous research. The findings of this research are similar to previous studies on pre-school education that were unanimous in supporting that pre-school has immediate gains for children upon school entry (Washington & Bailey, 1995:9). Smith (1994:64) concluded that attendance at pre-school settings resulted in improvements in children's cognitive ability and educational attainments. Jowett and Sylva (1986:29) maintain that children who had attended nursery class were more ready for school than a group of children who had not.

This study reveals that the 63% of junior primary school teachers who see the need of pre-school education are mostly those who have been exposed

to the new goals of early learning experience even in their training. It was evident that most teachers felt pre-school is not only a necessary pre-requisite but a must. Through pre-school children do not only attain basic skills. They also get used to a school situation such that by the time they have to start school, it is not a foreign environment that either scares or puts a child off any learning situation.

The present study supports findings by previous researchers. Braggett, (1977:163) has found results discovered that long-term projects undertaken to provide a continuity of experience from pre-school through the early grades resulted in relative effects of different models on children's later academic performance. These gains, however, persisted into the third grade but were not sustained beyond this point. Longitudinal studies of comparative nature often indicated that more striking short-term language and achievement gains were associated with more structured pre-school programs but the results were not always consistent and again these were not maintained during the junior primary school years of attendance (Faure, 1971; Jowett, 1986; Reilly, 1978).

4.4.2 Is there any relationship between teachers' age and perception of the influence of pre-school education?

It is quite amazing in this study that of the 37% that disagreed with the fact that pre-school education has any impact on further learning, most of them

were experienced teachers. Most were above the age of 50 and have been in the teaching profession for over 20 years. This may be due to the reason that this group was trained during the time when education was highly didactic and one-sided. The teacher was an authority and in authority of all the worthwhile knowledge and the pupils had to be empty vessels that came to school to be filled up.

This study shows that there is a relationship between teachers' age and perception of the influence of pre-school education. The first four age groups of junior primary school teachers, who are younger than the last age group along teachers' age continuum, make up the larger percentage of the 63% which perceives pre-school education positively. This group consists of junior primary teachers who regard pre-school education as helpful in developing cognitive, psycho-motor and socio-affective skills. This was quite evident in their positive response in answering the study questionnaire.

4.4.3 Is there any relationship between teachers' experience and perception of influence of pre-school education?

The findings of this study show that there is definitely a relationship between the teachers' experience and how they perceive the influence of pre-school education. The findings indicate that teachers who have a longer experience in the teaching profession are not as favourably disposed towards pre-school education as those who have recently joined the

fraternity.

The results of the present study support the findings by previous research. Todman and Farquharson (1983:79) discovered that Scottish teachers trained before 1965 were less in favour of the child-centredness approach as compared to groups of teachers trained after this particular year.

This is true with the present study. The fact that findings reveal that the less experienced teachers were more positive to children from pre-school as compared to the last two groups consisting of experienced groups of the interval 16 to 20 years of experience as well as those of 21 and above years.

These findings also overlap with the earlier comparison between the teachers' qualification and their perception in this regard.

4.4.4 Is there any relationship between teachers' qualifications and perception of the influence of pre-school education.

When all levels of education are considered, primary schools seems to be one area with the highest density of unqualified educators. Some of these teachers were respondents in this study; and had neither vision nor experience of pre-school education. The negative responses from this group may have been uninformed as they have neither been exposed to pre-school

education nor did they hold a teachers' diploma or certificate.

In this study, it was interesting to note that the higher the qualification of the teacher and the more recent it was, the more positive the response would be to pre-school education. It appears therefore that there has been a major paradigm shift in the past few decades in views about what constitutes relevant education. Basically, the teachers who attained the original basic primary school qualification (L.P.T.C.) also studied during an era when pre-school education received very little or no consideration at all.

For them, teaching primary school children involves starting from scratch in terms of weaning pupils from parent dependence to dependence on them as vessels of knowledge. Pre-school education is thus a threat to this group as it tends to usurp their role, and they find that they cannot cope with pupils who come to primary schools already equipped with skills that they themselves were hoping to instill.

4.4.5 What factors do teachers rank as most important for later adjustment

The present study suggests that junior primary school teachers differed significantly in perceiving children who have attended pre-schools before admittance to primary school. This was more obvious in their responses to an open question number 36, where they were required to arrange in order of importance what they regarded as outstanding characteristics in children

who have attended pre-school before admission to junior primary school. The majority of respondents from the first three age groups related their responses mostly to the learning area, thus rating as important for instance, ability to draw, telling of stories and counting, while respondents from the last two age groups rated emotional characteristics as important. The first few entries in their list were that these children were not shy, can count, communicate freely, can tell stories, laugh more, draw well, cry less and are playful. The rank-order (Table 4.6) indicates in order of importance, characteristics shown by pupils who attended pre-school education. Most responses from experienced teachers indicated that children from pre-school were regarded as monsters who were too outgoing, very noisy and at times behaved in a very "silly" manner. It is interesting to note that the teachers who are experienced in terms of having been trained and having served for decades have distinctly different views as compared to recently qualified teachers when it comes to the role of pre-school education.

4.5 CONCLUSION

The hypothesis that there will be no significant differences in junior primary teachers' perceptions of children who had attended pre-school before entry to junior primary is refuted by the findings of the present study. There are significant differences in junior primary school teachers' perceptions of these children. The majority perceive these children positively whilst a small minority perceived them negatively. Variables of age, experience and

qualifications proved to be of great influence on teachers' perceptions of pre-school education and its influence on later learning. Findings were that younger, less experienced and mostly better qualified teachers' perceptions were at most very positive whilst elderly, more experienced teachers were very negative toward pre-school education and its influence on junior primary school.

CHAPTER FIVE

5. SUMMARY, RECOMMENDATIONS AND LIMITATIONS

5.1 SUMMARY

5.1.1 This study was designed to investigate junior primary school teachers' perception of pre-school education. It aimed at establishing if these teachers perceive a positive relationship between pre-school education and learners' performance at junior primary school level.

5.1.2 The study also aimed to establish the relationship, if any, between

5.1.2.1 Junior primary school teachers' age and perception of influence of pre-school education.

5.1.2.2 Junior primary school teachers' experience and perception of influence of pre-school education.

5.1.2.3 Junior primary school teachers qualifications and perception of influence of pre-school education.

5.1.3 The following hypotheses were formulated

- (a) There will be no significant differences in the teachers' perceptions of junior primary school pupils who attended pre-schools and those who did not.
- (b) There will be relationship between teachers' age and the perception of the nature of the influence of pre-school education.
- (c) There will be relationship between teachers' experience and the nature of influence of pre-school education.
- (d) There will be relationship between the nature of influence of pre-school education and the teachers' experience.

5.1.4 Methodology

Chapter one consists of motivation for the study to be undertaken, statement of the problem, aims of the study, hypotheses and organisation of the study as a whole. Chapter two reviews the previous studies on this study. Chapter three gives details of the method of study used in this research study. The research instrument was constituted and validated by the experts. Chapter four consists of analysis and discussion of data. Chapter five consists of a summary, findings and recommendations.

5.1.5 Findings

The majority of junior primary teachers (63%) agree that pre-school education has a positive influence on later learning. They agree that children who had attended pre-school before admission to junior primary school always do better in junior primary school as compared to those who did not. Engelbrecht (1993) and Verhoef (1991) concur that effective pre-school learning leads to school success.

Out of the 350 junior primary school teachers who responded to the questionnaire, 219 were positive and regarded pre-school education as very helpful. This finding was not in line with the hypothesis that there will be no significant difference between teachers' perception of junior primary school children who had attended pre-school education before school entry. Only 37% of these junior primary school teachers were not in favour of pre-school education.

The majority of the junior primary school teachers who hold positive perceptions of pre-school education regard it as of great help in assisting junior primary school children's learning of skills. This was clearly reflected in their responses to the questionnaire which were mostly positive.

The study reveals that the variable of age has a great influence on perception of pre-school education by junior primary school teachers. Of the

5 groups of teachers grouped according to age, they all differ quite significantly in their perceptions about the influence of pre-school education in later learning. The first four age groups, consisting of fairly younger and middle aged teachers were positive toward pre-school education whilst the fifth group was very negative toward pre-school education. The present study clearly reveals therefore that younger teachers are positively inclined to pre-school education and older teachers are negatively inclined toward pre-school education. This finding is in line with that of (Todman & Farquharson 1983) that teachers with less experience are more child-centred in their approach to teaching as compared to the more experienced teachers who are less in favour of child centredness.

In the present study, junior primary school teachers' experience has an influence on perceiving pre-school education. The finding of the present study is that less experienced teachers hold positive perceptions on the influence of pre-school on later learning. Those teachers with many years of teaching experience do not regard pre-school education as having any positive influence on later or primary learning. The negative inclination in the older teachers was more clear in their response to an open question where pre-school children were labelled as "cheats", "noisy" and "trouble makers".

The findings show that junior primary school teachers qualifications have an influence on their perception of pre-school education. Whilst teachers that

were grouped under categories P.T.C., P.T.D. & B.PAED PRIMARY perceived pre-school education favourably, those who were grouped under category L.P.T.C., whose holders were trained a few decades ago, were very negative. The category "others" also consisted of teachers who perceived pre-school education very negatively. This finding was in line with this study because these were mostly unqualified teachers.

5.2 RECOMMENDATIONS

- (a) Pre-school education should, be free and compulsory to all children before admission to junior primary school. This would improve the performance of learners in junior primary schools and in later learning. This may also improve the perception of pre-school education by most educators.
- (b) There is a need for the government through the department of education to build and finance quality pre-schools in order to improve the positive influence they have on later learning. Where pre-school education is neglected by the government and is solely the burden of the very poor communities, without appropriate skills it has very little or no positive influence on junior primary school and on later learning.
- (c) There is a need for exposure of all junior primary school teachers to pre-school programmes. This could help these educators improve

their perception of pre-school education so that they understand junior primary school and learners even better.

- (d) There is a need for teacher colleges to offer specific training of teachers in pre-school education. There is however a need to investigate how the negative groups of teachers can be helped improve their perception of pre-school education. Very few teacher colleges are known to offer pre-school teacher training programmes. Inclusion of such programmes can improve positive perception of pre-school education by educators. Even groups of teachers who perceive pre-school negatively can be helped if programmes to help them are established.

- (e) There is a great need for inclusion of children from rural areas when *pre-school programmes and provisions are made by the government*. The fact that these children are mostly left out as far as provision of pre-schools has a negative impact on their junior primary school and their later learning. This could also improve perception of pre-school education by their junior primary school teachers.

5.3 LIMITATIONS OF THE STUDY

There is no doubt that this study achieved its objectives. It is however true that there were several limitations.

- (a) The study involved only one gender, that was female teachers. The reason for this was that all junior primary school pupils were taught by female educators. Only females are trained to teach at a junior primary school level.
- (b) The structure of the research instrument (questionnaire) was such that respondents were required to make a cross in the appropriate space of each question. In all, these numbered to 35. For open minded teachers, this was quite unchallenging. Only one question (number 36) was open ended.
- (c) In some cases, junior primary teachers based their perceptions on children from the so called "pre-schools" which were local church buildings that accommodated a group of children, of varying age groups, under any community member in most cases without teaching skills. Respondents from schools fed by these so called "pre-schoolers" had perceptions which were very ill-informed by experiences of these children. Results from these schools could not be very reliable.
- (d) The questionnaire was administered in the afternoons. This could have affected the respondents, who had to rush for the public transport which in respect of rural schools was very scarce. This could affect the results of those respondents who had to rush over

the questionnaires.

- (e) The study involved also unqualified respondents who paradoxically are concentrated at junior primary school level. This was more so in the *rural areas*. These had *neither experience, nor qualifications, neither insight nor disposition toward developments in this field*. This was evident in their responses to questions which revealed mostly negative perceptions.

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ANNEXURE A
QUESTIONNAIRE

1. This is a questionnaire on junior primary school teachers' perceptions of pre-school education. The aim is to find out how teachers perceive preschool education.
2. You are requested to answer questions on children who attended pre-school before admittance to junior school.
3. Consider only your impressions of children from pre-school and their learning at junior primary school. Ignore what others say about them.
4. Do not write your name on the questionnaire.
5. Answer these questions in accordance with the instructions accompanying this questionnaire.
6. Supply all the particulars required.

Thank you for assisting us.

Please turn to next page.

Please make a cross [X] in the appropriate space.

Teacher's particulars:

1. What classes do you teach?

Grade one	Grade two	Grade three	Grade four
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2. How old are you? Age in years:

18 - 25	26 - 33	34 - 41	42 - 49	50+
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3. For how long have you been teaching? Experience in years:

0 - 5	6 - 10	11 - 15	16 - 20	21+
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4. What is your professional qualification?

Primary Teachers' Certificate	Lower Primary Teachers' Certificate	Primary Teachers' Diploma	A Degree plus a Teachers' Certificate	B.Paed Primary	Other specify
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Please make a cross [X] in the appropriate space.

How helpful is pre-school education with regard to the following:

		Very helpful	Helpful	Somehow helpful	Of little help	Of no help
1.	Learning to draw at junior primary school level.					
2.	Learning to colour at junior primary school level.					
3.	Learning of shapes at junior primary school level.					
4.	Learning to form letters at junior primary.					
5.	Learning to form words at junior primary school level?					
6.	Learning to speak in complete sentences in junior primary school level?					
7.	Learning to tell stories at junior primary school level?					
8.	Learning to read home language at junior primary school level?					
9.	Learning to recite poems at junior primary school?					
10.	Learning to write words at junior primary school level?					
11.	Learning to match pictures and words at the junior primary school level?					

		Very helpful	Helpful	Somehow helpful	Of little help	Of no help
12.	Learning to arrange pictures in correct order at junior primary school level?					
13.	Learning to dramatize stories at junior primary school level?					
14.	Learning to count at junior primary school level?					
15.	Learning to add at junior primary school level?					
16.	Learning to subtract at junior primary school level?					
17.	Learning to multiply at junior primary school level?					
18.	Learning to arrange in sequence objects at primary school level?					
19.	Learning to divide at junior primary school level?					
20.	Learning to communicate their thoughts to other children at junior primary school level?					
21.	Learning to communicate their thoughts to teachers at junior primary school level?					
22.	Learning to sing at junior primary school level?					
23.	Learning to listen to teachers' instructions at junior primary school level?					

APPENDIX B - QUESTIONNAIRE

KEYS :-	R : Respondent Number	C : Class You Teach	A : Age	E : Experience	Q : Qualifications
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R	C	A	E	Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	3	1	1	6	5	5	5	4	5	5	5	5	4	5	5	5	4	5	5
2	3	2	2	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3	4	1	1	3	4	5	5	2	2	5	5	3	5	2	5	5	3	4	2
4	2	3	3	1	5	5	5	4	4	4	4	5	5	4	4	5	5	5	4
5	1	4	4	1	5	4	5	5	5	4	3	4	4	3	4	3	4	5	3
6	1	4	4	1	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5
7	1	5	5	5	4	5	5	4	5	5	5	4	5	5	4	4	4	5	5
8	3	1	1	3	5	5	4	3	4	4	5	4	5	5	4	5	5	5	5
9	4	1	1	3	5	5	5	3	1	5	5	3	5	1	5	5	5	5	1
10	2	2	1	1	5	4	5	5	5	4	5	5	4	3	4	3	4	5	5
11	1	2	2	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
12	3	2	1	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
13	3	3	1	3	5	5	5	5	5	5	5	4	5	4	5	5	5	5	4
14	2	3	3	1	5	5	5	4	4	4	5	5	4	4	4	5	5	4	4
15	1	3	2	1	4	5	5	2	1	4	5	5	5	1	1	4	5	5	3
16	1	4	4	4	5	5	5	4	5	5	4	4	5	5	4	4	4	5	5
17	4	4	4	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
18	3	5	5	2	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5
19	4	2	1	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
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3	2	2	2	4	5	5	5	2	3	3	2	1	4	3	3	3	2	1	3	111
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2	5	5	1	2	5	5	5	5	5	3	5	5	2	5	5	5	5	5	5	140
5	5	5	2	2	1	5	5	5	5	5	5	5	5	3	5	5	5	5	5	146

R	C	A	E	O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
286	4	3	3	2	5	5	4	4	5	5	3	2	1	4	1	4	5	5	5
287	2	4	3	5	3	5	5	4	4	2	5	4	5	4	5	4	2	1	3
288	4	2	1	6	5	4	5	1	4	4	2	5	5	4	3	4	3	1	4
289	3	1	2	3	5	5	5	4	4	5	4	4	4	1	2	3	4	4	4
290	2	3	2	3	5	5	5	4	5	5	5	5	1	5	4	5	4	4	1
291	1	4	5	2	5	4	4	5	5	4	5	5	2	4	5	5	5	5	2
292	3	1	1	6	5	4	3	5	5	4	5	4	3	3	5	4	4	3	1
293	4	3	3	5	5	4	1	5	5	4	5	4	4	4	5	5	1	2	5
294	2	2	2	3	5	4	4	5	5	4	5	4	5	5	4	5	4	3	5
295	1	4	5	6	5	1	4	5	5	4	5	4	5	5	4	2	1	1	4
296	2	3	3	5	5	5	5	5	5	4	5	5	4	4	4	5	4	3	4
297	1	2	3	6	5	4	4	5	5	4	5	3	3	3	4	4	5	5	4
298	2	5	5	2	5	4	4	5	4	4	5	3	4	4	5	1	5	4	2
299	1	4	5	2	4	5	5	5	4	4	5	2	2	4	5	1	5	5	4
300	1	5	5	2	4	1	5	5	4	5	5	1	1	4	5	1	2	3	4
301	2	3	3	2	3	1	5	5	4	5	4	1	3	3	5	5	5	4	5
302	3	2	2	3	4	5	4	4	4	5	4	4	4	5	5	2	2	4	5
303	1	4	5	2	4	4	5	4	5	5	4	4	5	5	5	5	3	3	4
304	3	4	5	2	4	4	5	4	5	5	4	5	5	4	5	2	1	3	1
305	2	5	5	2	4	5	5	4	5	5	4	5	4	4	5	2	1	3	3
306	2	4	5	6	4	4	5	4	5	5	4	5	5	4	2	1	5	5	4
307	1	4	5	2	5	5	4	4	5	5	5	4	3	5	4	3	4	3	4

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	Total
5	5	4	3	5	4	5	4	3	4	5	5	4	5	4	3	5	5	4	4	142
5	4	5	2	4	5	5	3	5	4	5	4	5	5	4	4	5	5	5	3	141
4	4	5	4	2	5	5	5	5	5	4	4	4	4	4	4	2	3	4	5	141
3	5	5	4	1	1	1	2	5	5	4	4	4	5	4	5	5	5	5	5	141
1	2	4	4	2	2	5	1	5	2	3	5	5	5	5	5	5	5	5	5	141
2	3	4	5	5	5	5	4	5	5	4	4	4	5	5	5	5	5	5	5	149
5	4	3	2	4	5	5	4	5	4	5	5	4	5	5	5	5	5	5	5	149
4	3	2	1	3	5	2	5	5	1	2	4	5	5	5	5	5	5	5	5	144
4	4	4	4	5	5	5	4	5	5	5	4	4	5	5	5	5	5	5	5	148
5	5	5	4	3	4	4	1	5	5	4	5	5	5	5	5	5	5	5	5	157
4	5	5	4	5	3	5	1	2	4	5	4	4	4	4	4	5	5	5	5	146
1	1	2	3	5	2	4	5	5	5	4	5	5	5	4	4	4	5	5	1	134
1	1	2	3	4	1	1	2	5	3	4	4	5	5	5	4	4	5	5	4	128
2	1	3	4	4	1	5	4	3	2	1	4	5	5	5	5	4	4	4	5	121
5	5	5	5	5	5	1	2	4	5	5	4	5	5	5	5	5	5	5	4	148
4	5	5	4	5	5	1	3	2	5	5	5	5	5	5	5	5	5	1	5	146
5	5	4	3	2	4	5	5	5	5	5	5	5	5	1	5	5	4	4	5	152
3	2	1	4	5	4	2	5	5	1	2	4	4	5	5	5	5	4	4	5	133
4	5	5	5	4	2	1	1	5	5	5	5	5	5	5	4	4	4	4	4	141
3	2	3	1	5	5	5	5	5	1	2	4	4	4	4	4	4	4	4	1	132
3	4	5	1	4	3	5	5	5	5	5	2	1	1	5	5	5	5	5	5	142
4	3	2	1	1	2	5	5	5	5	5	1	1	5	5	5	5	5	5	1	138

R	C	A	E	O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
308	3	5	5	2	5	4	3	4	5	5	5	4	2	5	5	5	5	5	5
309	1	4	2	2	5	3	4	3	5	4	5	5	1	5	4	5	5	5	2
310	2	3	2	3	4	4	4	4	5	4	4	4	4	5	4	1	2	5	2
311	1	5	5	2	4	3	1	4	5	4	4	2	3	5	4	2	3	4	5
312	3	3	3	2	3	5	5	3	4	4	4	1	4	5	3	5	5	4	5
313	2	4	5	2	4	5	5	5	4	4	5	4	5	4	3	5	3	4	5
314	1	4	5	2	5	4	4	5	5	4	5	1	4	4	1	2	2	1	1
315	3	2	3	6	5	5	5	5	5	4	4	3	4	3	1	3	4	4	1
316	4	5	3	6	5	4	4	5	4	4	4	4	3	4	2	2	4	3	5
317	2	4	5	2	5	5	4	5	4	4	4	5	2	2	3	1	3	5	1
318	1	4	4	6	4	4	5	5	4	5	3	5	1	1	3	2	4	5	5
319	2	4	5	2	4	5	5	5	4	5	1	4	4	3	4	1	5	5	2
320	4	5	5	1	1	5	5	4	5	5	2	2	1	1	5	1	1	2	5
321	3	2	5	1	5	5	5	4	4	3	5	2	1	5	5	5	5	4	4
322	4	1	1	6	4	1	2	1	5	4	4	5	5	5	4	4	4	5	5
323	1	4	5	2	4	4	5	4	4	4	5	1	1	5	4	4	5	5	1
324	4	2	5	1	4	5	5	5	4	5	4	4	5	1	5	5	1	4	5
325	2	4	5	2	5	1	4	5	5	5	4	5	5	3	1	4	5	1	4
326	3	5	5	1	5	2	4	5	5	5	4	5	4	1	5	5	4	4	5
327	4	4	5	2	5	3	5	5	4	5	4	5	4	4	1	5	4	5	4
328	1	4	5	2	5	4	3	3	4	5	4	5	4	4	5	5	1	4	3
329	1	4	5	2	4	5	4	3	3	3	4	5	4	1	1	5	4	4	5

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	Total
1	1	2	5	1	3	5	5	5	5	5	1	5	5	5	5	4	5	5	1	135
2	1	2	5	2	5	4	2	5	1	5	5	5	5	5	5	4	5	5	4	133
5	2	1	2	2	4	1	2	5	1	1	5	5	5	5	4	5	5	5	4	122
5	2	1	5	3	3	1	5	5	5	5	5	5	5	5	5	5	5	5	5	145
5	5	5	2	4	2	1	2	3	4	4	4	4	4	4	4	4	4	4	1	135
5	2	3	4	5	1	1	1	5	5	5	5	5	5	5	5	5	5	2	5	127
5	4	5	5	4	1	5	5	4	2	2	2	5	5	4	4	4	5	1	2	130
5	5	4	2	4	3	5	2	2	2	2	3	5	5	5	5	3	2	1	1	123
2	3	4	5	3	3	5	5	5	5	5	5	5	4	4	5	5	5	4	1	136
5	5	4	4	2	4	5	5	5	5	5	2	2	5	5	4	4	2	5	4	138
1	1	2	3	1	1	5	5	4	5	5	3	4	5	5	5	5	5	5	5	132
1	2	4	5	5	5	4	5	5	5	4	5	5	5	4	4	4	3	4	5	129
4	4	4	4	4	4	3	1	1	5	5	4	5	5	5	5	5	5	4	4	143
5	5	5	4	4	3	2	4	5	5	5	5	5	4	4	5	4	5	5	5	147
4	4	4	5	4	1	4	5	5	5	4	4	5	5	4	4	5	5	5	5	143
5	4	4	1	5	5	5	5	5	4	4	4	3	4	5	5	5	4	4	5	148
5	1	1	5	1	4	3	3	4	5	5	5	4	5	5	5	4	4	4	4	134
5	4	1	4	5	4	3	1	1	2	3	3	4	5	5	4	5	4	5	4	135
3	1	2	4	4	3	4	4	5	4	5	5	5	4	5	5	4	1	1	2	134
4	5	1	1	5	5	5	3	2	2	1	1	1	4	4	5	5	5	4	4	126
1	5	4	2	3	4	5	4	5	5	4	5	4	4	5	5	5	5	4	3	137
5	5	5	3	2	4	5	4	1	2	3	4	5	4	5	5	4	5	1	2	135

R	C	A	E	O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
330	3	4	5	2	5	4	4	3	3	4	5	5	5	4	4	5	4	1	5
331	1	2	3	6	4	4	5	4	5	5	5	5	5	5	4	1	3	1	2
332	2	3	2	3	4	3	3	2	1	1	5	4	4	4	5	4	1	3	4
333	1	4	5	2	4	3	4	1	3	1	2	5	5	4	4	1	5	1	4
334	4	1	5	1	4	3	3	4	4	5	5	4	5	5	1	2	5	5	1
335	2	4	5	2	5	4	4	4	5	4	2	5	5	5	5	5	4	4	3
336	3	4	5	2	5	3	4	5	5	5	4	4	4	5	5	5	5	5	4
337	1	2	5	1	5	4	5	5	5	5	5	4	4	5	5	5	5	5	1
338	1	3	5	2	5	4	4	3	1	1	2	5	4	5	4	4	4	1	5
339	2	3	3	2	5	4	4	3	2	1	2	5	5	5	5	1	1	5	5
340	3	4	5	1	5	4	3	4	1	2	1	5	5	5	4	4	3	4	5
341	1	2	5	1	5	5	5	4	3	2	1	5	4	4	1	2	2	4	4
342	2	5	5	2	5	5	1	1	5	3	4	4	5	4	3	3	4	5	4
343	2	2	3	6	4	5	4	5	2	3	1	4	5	5	4	5	1	4	5
344	1	5	4	6	3	5	5	4	4	4	2	4	4	3	5	5	5	4	4
345	3	4	4	3	3	5	3	2	4	5	5	4	4	4	5	5	5	4	4
346	4	4	5	1	4	5	5	5	1	1	2	4	4	5	4	5	5	5	5
347	2	3	2	3	2	5	4	5	5	5	4	5	5	5	3	1	4	5	4
348	1	2	5	1	1	5	4	5	1	1	4	5	4	1	4	5	3	5	4
349	3	1	5	5	1	5	5	5	5	4	4	5	5	1	5	3	1	5	3
350	4	1	1	6	5	5	5	5	5	1	1	4	1	1	4	5	4	4	2

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	Total
1	5	5	5	1	5	4	3	4	5	5	5	1	4	5	5	5	4	4	3	137
1	2	5	5	1	3	4	1	4	4	4	4	4	4	4	5	5	3	2	1	114
4	5	1	4	5	5	4	5	5	5	5	4	4	4	4	4	4	4	5	5	133
5	4	4	1	4	3	3	1	4	4	4	4	4	5	5	5	4	4	3	1	128
1	2	4	3	2	4	3	4	4	5	5	5	5	5	5	5	4	4	4	3	141
1	4	5	4	3	3	1	5	5	5	5	5	4	4	4	4	1	1	2	3	137
3	4	4	5	4	4	4	4	4	4	4	4	4	5	5	5	5	4	2	1	147
4	5	5	5	5	5	4	5	4	4	4	4	5	5	4	4	3	2	1	4	134
5	5	5	4	4	5	1	5	4	4	3	3	2	5	5	5	5	5	4	5	137
3	5	4	5	3	1	2	4	5	5	5	5	4	3	3	4	4	5	5	4	134
4	4	5	5	4	3	4	5	5	5	4	4	5	3	2	5	5	5	5	4	137
5	4	5	4	5	5	4	4	5	4	5	5	5	5	5	4	4	4	5	5	145
4	5	5	5	5	5	5	2	1	5	5	5	5	5	5	5	4	3	4	5	145
3	5	4	4	4	4	4	3	4	5	5	5	5	5	5	3	4	4	5	4	146
1	4	3	4	4	5	5	1	4	4	4	3	4	3	4	4	5	5	5	4	138
4	5	3	3	3	1	5	2	3	4	4	3	4	5	4	3	3	4	4	3	130
5	5	4	4	4	5	5	4	3	4	5	5	4	3	3	4	4	4	4	3	144
5	4	3	5	5	1	2	5	5	4	1	4	1	4	3	4	5	5	4	5	127
4	5	3	5	1	3	4	5	5	2	1	3	1	5	4	5	4	5	1	3	126
1	1	2	4	4	3	4	5	3	4	5	2	1	4	5	3	4	5	4	1	117

APPENDIX C

HYPOTHESIS ON PRE-SCHOOL INFLUENCE ON THE PERFORMANCE OF LEARNERS AT JUNIOR PRIMARY SCHOOL [N=350]

RESPONDENT	NEGATIVE PERCEPTIONS	POSITIVE PERCEPTIONS
1		170
2		171
3	120	
4		143
5	136	
6		148
7		161
8		155
9	131	
10	133	146
11		175
12		172
13		169
14		153
15	120	
16		160
17		175
18		171
19		172
20	112	
21		162
22		150
23		156
24		164
25	131	

26		154
27		168
28		162
29		166
30		166
31		165
32	137	
33		146
34	111	
35		165
36	102	
37	117	
38		158
39	136	
40		165
41		166
42		170
43		175
44	129	
45	120	
46	135	
47		162
48	112	
49		148
50	129	
51		142
52		135
53		153
54		156

55		154
56		148
57		155
58	127	
59		163
60		169
61		160
62		164
63	138	
64		151
65		157
66		160
67	132	
68		141
69		155
70		141
71		155
72		140
73		151
74	134	
75		141
76	138	
77	127	
78		152
79		146
80	122	
81	128	
82		152
83		147

84		151
85		147
86		145
87		140
88		142
89	136	
90		151
91	138	
92	130	
93		150
94		150
95		158
96	138	
97		159
98	136	
99		144
100		158
101		146
102		149
103	135	
104	119	
105	119	
106		153
107	130	
108	134	
109		145
110	139	
111	138	
112	135	

113	133	
114	137	
115		155
116		147
117		140
118		168
119		168
120		166
121		170
122		160
123		170
124		160
125		164
126		169
127		145
128	137	
129	137	
130		142
131		142
132	133	
133		141
134		148
135	128	
136		142
137		157
138		142
139		141
140	129	
141	134	

142	133	
143	138	
144		152
145	138	
146		155
147	123	
148		155
149		144
150	121	
151		147
152		140
153	133	
154		151
155		144
156	139	
157		145
158		146
159	139	
160	139	
161		153
162	131	
163		155
164	122	
165		152
166		148
167	131	
168		146
169		142
170	132	

171		145
172		143
173		40
174		144
175		159
176		149
177	133	
178		142
179	126	
180		140
181	137	
182	122	
183		152
184	138	
185	133	
186	137	
187	139	
188		147
189		40
190		158
191		169
192	126	
193		150
194	137	
195		159
196	129	
197		149
198	135	
199	128	

200	137	
201	136	
202		147
203		151
204	131	
205	135	
206	125	
207		143
208		140
209	138	
210	136	
211		150
212	125	
213	128	
214	139	
215	136	
216	126	
217		148
218		143
219		149
220	137	
221		150
222		141
223	139	
224		155
225		156
226		159
227		175
228		158

229		157
230		163
231		164
232		159
233		153
234	116	
235		169
236		167
237		158
238		160
239		155
240		152
241		142
242		158
243		147
244		154
245		157
246		161
247	132	
248		152
249		163
250		160
251		149
252		171
253		159
254		160
255		162
256	143	
257		145

258		
259	121	
260		144
261		146
262		149
263		150
264		160
265		160
266		147
267		168
268		149
269		155
270	125	
271		143
272		142
273		140
274		153
275	137	
276		149
277	119	
278		148
279		143
280		152
281		147
282		142
283		157
284	138	
285		140
286		146

287		142
288		141
289		141
290		141
291		141
292		149
293		149
294		144
295		148
296		157
297		146
298	134	
299	128	
300	121	
301		148
302		146
303		152
304	133	
305		141
306	132	
307		142
308	138	
309	135	
310	133	
311	122	
312		145
313	135	
314	127	
315	130	

316	123	
317	136	
318	138	
319	132	
320	129	
321		143
322		144
323		143
324		148
325	134	
326	135	
327	134	
328	126	
329	137	
330	135	
331	137	
332	114	
333	133	
334	128	
335		141
336	137	
337		147
338	134	
339	137	
340	134	
341	137	
342		145
343		145
344		146

345	138	
346	130	
347		144
348	127	
349	126	
350	117	