

**IMPACT OF EARLY CHILDHOOD EDUCATION ON LEARNERS ACADEMIC
PROGRESS IN PRIMARY SCHOOLS:A CASE STUDY OF MAZIMASA SUB
COUNTY IN BUTALEJA DISTRICT**

DOROTHY MIGAMBA

WS21/MUC/BPAM/010

**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR
OF PUBLIC ADMINISTRATION AND MANAGEMENT OF UGANDA CHRISTIAN UNIVERSITY**

October, 2024




**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I hereby declare that this research report is my original work and has never been submitted for any academic award in any other institution.

Signed  Date.. 2nd / 05 / 2024

MIGAMBA DOROTHY

WS21/MUC/BPAM/010

APPROVAL

This is to certify that this research report has been written under my supervision and is now ready for submission to faculty of social sciences

MR. Nabende Wamakote Danny

Date.....*2nd - MAY - 2024*.....

Signature.....*Danny Nabende*.....

Academic Supervisor

DEDICATION

I dedicate this research report to my friends such as Okiromo Joseph and to all my class mates, friends and family members who have been there in any support rendered to me.

ACKNOWLEDGEMENT

I wish to register my heartfelt gratitude to the following for their constructive contributions and assistance in doing this research

Sincere appreciation to the staff of Mazimasa Sub-county for their supportive and experienced mentoring they always extend to me during my data collection.

To the most understanding supervisor and good advisor, Mr. Nabende Wamakote Danny and not forgetting the coordinator of research in social science department, Uganda Christian University, Mbale University College for being of greatest assistance in developing this proposal, the guidance, encouragement and support given throughout my training and May the Almighty God reward them abundantly.

TABLE OF CONTENT

Contents

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF ACRONYMS	x
ABSTRACT.....	1

CHAPTER ONE

INTRODUCTION

1.1 Introduction	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem	4
1.4 Purpose of the study	5
1.5 Specific Objectives.....	5
1.6 Research Questions	5
1.7 Scope of the study	5
1.7.1 Content Scope	5
1.7.2 Geographical Scope:	5
1.7.3 Time scope.	6

1.8	Significance of the Study	6
-----	---------------------------------	---

CHAPTER TWO

LITERATURE REVIEW

2.0	Introduction	8
2.1	Factors within early childhood education influencing learners academic progress.....	8
2.2	Parental involvement and learners academic progress.....	10
2.3	Ways of mitigating the impacts of early childhood education on the academic of children	11
2.4	Summary	12

CHAPTER THREE

RESEARCH METHODOLOGY

3.0	Introduction	14
3.1	Research Design.....	14
3.2	Sample size.....	14
3.3	Sample selection.....	15
3.4	Sampling Techniques	16
3.4.1	Purposive sampling	16
3.4.2	Simple Random sampling	16
3.5	Research methods.....	17
3.5.1	Administering questionnaires.....	17
3.5.2	Interviewing	18

3.6 Research Instrument	19
3.6.2 Interview guide.....	20
3.7 Data Analysis	20
3.7.1 Quantitative data analysis.....	20
3.7.2 Regression Analysis	21
3.7.3 Qualitative data analysis.....	21
3.8 Research procedure	22
3.9 Ethical considerations	22
3.10 Data quality control tools	23
3.10.2 Reliability	24

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction	25
4.2 Questionnaires return rate	25
4.3 Background characteristics of the respondents	25
4.2 Factors within early childhood education influencing learner’s academic progress in primary schools	27
Negative attitude and beliefs held by parents towards early childhood education	28
4.3 Parental involvement and learner’s academic progress in primary schools.....	31
4.4 Ways of mitigating the impacts of early childhood education on the academic of children in primary schools	35

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	39
5.2 Summary	39
5.2.1 Factors within early childhood education influencing learner’s academic progress	39
5.2.2 Parental involvement and learner’s academic progress in primary schools.....	40
5.2.3 Ways of mitigating the impacts of early childhood education on the academic of children in primary schools	40
5.3 Conclusions	41
5.3.1 Factors within early childhood education influencing learner’s academic progress	41
5.3.2 Parental involvement and learner’s academic progress in primary schools.....	42
5.3.3 Ways of mitigating the impacts of early childhood education on the academic of children in primary schools	43
5.4 Recommendations	43
5.4.1 Factors within early childhood education influencing learner’s academic progress	43
5.4.2 Parental involvement and learner’s academic progress in primary schools.....	44
5.4.3 Ways of mitigating the impacts of early childhood education on the academic of children in primary schools	45
REFERENCES	46
Negative attitude and beliefs held by parents towards early childhood education.....	48
APPENDIX II.....	51
INTERVIEW GUIDE FOR DISTRICT OFFICIALS	51

APPENDIX 3.....	52
Work plan schedule.....	52
APPENDICE 1V.....	53
BUDGETARY ESTIMATES.....	53

LIST OF ACRONYMS

CAO	Chief Administrative officer
CFO	Chief financial officer
CVI	Content validity index
DEO	District education officer
DV	Dependent Variable
ECE	Early Childhood Education
IPAR	institute of Policy Analysis and Research
IV	Independent Variable
MV	Moderating Variable
NAEYC	National Association for the Education of Young Children
SPSS	Statistical Package for Social Scientists

ABSTRACT

Many learners are findings it difficult to access early childhood education leading to low levels of cognitive development and poor academic performance. This study assessed the impact of early childhood education on academic performance of learners in primary schools in Mazimasa Sub County Butaleja district. Specifically the study investigated the factors within early childhood education influencing learner's academic progress and parental involvement and learner's academic progress in primary schools in Mazimasa Sub County Butaleja district as well as ways of mitigating the impacts of early childhood education on the academic of children in primary schools in Mazimasa Sub County Butaleja district. The study used cross-sectional design to analyze data from the study area with the help of both qualitative and quantitative methods. The researcher collected data from 80 respondents in the study area who were selected using simple random and purpose sampling and questionnaires together with interview guide were used to collect data from study subjects. The study found that absence of strong special laws to regulation the provision of early childhood education and negative attitude and beliefs held by parents towards early childhood education. Also, absence of early childhood educational institutions accessible to young learners and high poverty levels within the community hinders parents from supporting learners in early child hood learning institutions. Additionally, limited level of knowledge on available early childhood education programmes by parents and limited knowledge by parents on learning needs of learners in early child hood education. Further, parents take their children to early child hood learning institutions and provide of learning resources for learners in child hood learning institutions. Parents undertaking behavior monitoring for learners child hood learning institutions and provide of safe home environment for young learners including monitoring learner's school attendance in early child hood learning institutions. The researcher recommended sensitizing parents on the needs to provide early child hood education for children and measures to increase household incomes should be put in place to enabler parents support their children in early child hood institutions. Schools should find ways of involving parents in supporting learners in early childhood institutions and parents should provide scholastic materials for learners in early child hood institution. Elimination of negative socio-economic barriers that hinder children from accessing early child hood education

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study sought to examine the impact of early childhood education on the academic progress of learners in primary schools while taking reference of Mazimasa Sub County in Butaleja district. This chapter presents the background to the study, statement of the problem, general objective of the study, specific objectives of the study, research questions, research hypotheses, significance and justification of the study, conceptual framework and operational definition of key terms and concepts that were used in the study.

1.2 Background to the Study

Early childhood education is the term commonly used to describe the formal teaching and care of young children by people other than their family or in settings outside of the home. According to the National Association for the Education of Young Children (NAEYC) the developmental definition of early childhood education, spans the human life from birth to age eight. However, typically early childhood education covers the period from birth to when a child starts school and this can be as early as five years of age. Early childhood development and education is the overall development of the child socially, physically and intellectually. It encompasses the care, development and education of children below the age of six years,(Osakwe ,2019).

Pre-primary education as defined by (Omozeghian, 2022) is the education meant for children between the ages of 3 to 6 years. The National Policy on Education (2020) sees pre-primary education as the education given in an educational institution to children aged 3-5 years plus prior to their entering the primary school. That is to say that early education is a special kind of education provided in an institution for children, prior to their entering the primary school. Early childhood education, in the context of formal education can be said to be “a formalized educational process to which children between the ages 2½ through five plus are subjected to in designated pre-school institutions” Mezieobi (2016).

Early childhood education involvement according to Barnard (2021) positively affects home and school participation in education at the long run. A child who fails to acquire early education may suffer emotionally, socially, intellectually and even physically if he or she is trusted into the primary school without a sustainable early childhood education involvement that will give him a solid foundation in the primary school. In fact, for the effective and efficient unfolding and development of a child's latent abilities, attitudes and other forms of behaviour of positive values in the society in which he lives, early childhood education becomes very imminent. This is of utmost importance because researches on early childhood education have shown that early childhood education involvement have great impact on every facet of a child's development and had suggested that the first teacher is an extremely important person in the child's life, hence he becomes a role- model to the child.

According to Feeney, Christensen and Moravick (2017), early childhood education is an asset of immense value in the later academic pursuit of a child and much more lately in life. This early involvement exposes the child to all fields which make him more apt to learn in the primary level as the confidence in his learning capabilities which he acquired from the nursery school is lifted to the primary school. This eventually aids and facilitates his learning. The early childhood institution aims at developing the cognitive and affective potential at an early age. Anderson (2022) is of the view that when children are exposed to early childhood education, they develop superior communication skills, necessary physical ability and social unity needed in adult life and an increased cognitive and effective educational balance.

Researchers in the field and early childhood educators both view the parents as an integral part of the early childhood process. Early childhood education takes many forms depending on the beliefs of the educator or parent. In today's world, parents and families contribute as much as teachers, students and administrators to the educational process or even more. More than any other time in history, involving community players represents a high priority of most school settings. The measured and researched positive effects of parent involvement on student academic achievement push this area into focus of most school district and early childhood programme goals of the child.

Further evidence from the a consultation group of early childhood care and development indicated that a child's fastest growth in physical, mental and socio-economic traits take place during the first five years of its life. It is the child's most vulnerable period to any environmental influences and therefore any damage in these initial years of the child cannot be undone (O'gara and Williamson, 2020).

Yet according to Phumaphi (2020), 219 million children below age 5 in developing countries are not reaching their development potential due to environments and experiences. Poverty poor health and nutrition as well as lack of stimulation create lifelong development barriers that have devastating effects on a person's learning, productivity and earning potential. According to Young and Richardson (2020), these have often resulted in unfortunate negative impacts on households, national economies and potentialities. Furthermore research indicates that the largest numbers and prevalence of disadvantaged young children live in South Asia and the Sub Saharan Africa.

Poverty and weak human development outcomes go hand in hand. A child's trajectories for physical growth and mental health for cognitive, social and emotional development are set early. Poverty has been observed to strongly correlate with short, medium and long term negative consequences such as high mortality rates, malnutrition, low school enrollment and achievement and high prevalence of infectious diseases in childhood and beyond. What can be done to children born today?

Olson (2021) advised that in this global world, the quality and competence of the future are born today, universal access to quality. Early childhood development programme should be the solution to this problem indeed the basic step that every county must take should be what every country should consider. It should be basic step toward reducing poverty, promoting equality and equity and building human capital which is the determinant of economic growth.

Uganda like any other developing country, in the Sub Saharan country has 20 percent of its total population belong to ages between 0-5 years (Ngaroga, 2006). It is probable that some children who are vulnerable are found in Uganda. In response, government has invested in implementing programmes towards the achievement of education for all and the millennium development

Goals (MDG). This research will therefore be carried out to sensitize the government on how beneficial the program has been in enhancing children's readiness to learn their academic achievement

1.3 Statement of the Problem

According to the Statistical data of 2020 from the Ministry of education and sports indicates that, learners in Mazimasa Sub-county are not achieving the expected learning outcomes at the end of their ECE journey. Armstrong (2020) found that children in ECE programs struggle with foundational literacy and numeracy skills, hindering their academic progress. Additionally, Jenny (2019) highlighted the limited development of problem-solving abilities and social-emotional skills among ECE learners.

Therefore, despite all government efforts to mitigate all the above issues by the Government, the challenges have still persisted hence Addressing these problem areas requires conducting research studies, collecting data, and analyzing the existing early childhood education programs in Mazimasa Sub-county.

Despite the importance of early childhood education as a foundation for the country's formal education, the Ministry of Education spends less than one percent of its budget on this sub-sector. This implies that the Government does not place equal importance to it as it does to other levels of education (IPAR, 2021). Matters have been worse by the introduction of free primary education because parents are withdrawing their children from pre-school. This is not good news especially when early childhood education which determines a child's future is being jeopardized and therefore the study intends to investigate the Impact of free primary education on early childhood education and suggest solutions.

This will help identify gaps, challenges, and opportunities for improvement, leading to evidence-based interventions and policies that can enhance the effect of early childhood education on learners' academic progress in primary schools in Mazimasa Sub County in Butaleja district.

1.4 Purpose of the study

The main purpose of the study was to examine the impact of early childhood education on learner's academic progress in primary Schools in Mazimasa Sub County in Butaleja district

1.5 Specific Objectives

The specific objectives to the study will be:

- i. To identify factors within early childhood education programs that influence the academic progress of learners in Mazimasa Sub County Butaleja district.
- ii. To explore the role of parental involvement in early childhood education and its impact on the academic progress of learners in Mazimasa Sub County Butaleja district.
- iii. To identify ways of mitigating the impacts of early childhood education on the academic achievements of learners in Mazimasa Sub County Butaleja district.

1.6 Research Questions

- i. Which specific factors within early childhood education programs do influence the academic progress of learners in Mazimasa Sub County, Butaleja district?
- ii. To what extent does parental involvement in early childhood education influence the academic progress of learners in Mazimasa sub county, Butaleja district?
- iii. What are the ways of mitigating the impacts of early childhood education on the academic achievements of learners in Mazimasa Sub County, Butaleja district?

1.7 Scope of the study

1.7.1 Content Scope

The study looked at the impact of early childhood education on learner's academic progress in primary schools in Mazimasa Sub-county in Butaleja district

1.7.2 Geographical Scope:

The study was carried out in Mazimasa Sub-county which is located in Butaleja district. Mazimasa Sub-county is bordered by Budaka District to the North, Mbale District to the East, Tororo District to the Southeast, Bugiri District to the South and Namutumba District to the west. The district headquarters at Butaleja, are located approximately 38 kilometres (24 mi), by road, southwest of Mbale, the nearest large city. The coordinates of the district are:00 56N, 33 57E.

1.7.3 Time scope.

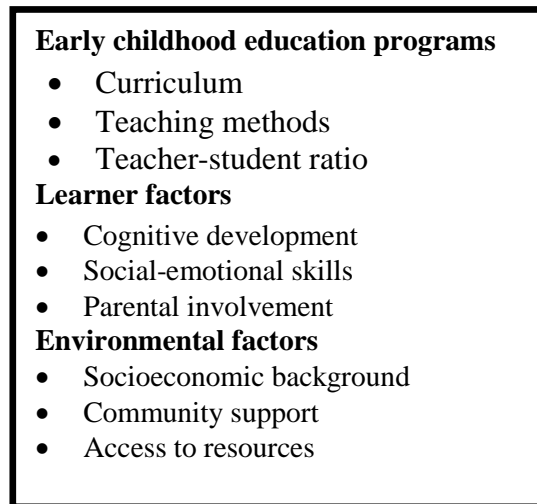
The study focused on a period of 3 years and these was included; 2019/2020, 2020/2021, 2021/2023. This is because during this the period when Mazimasa Sub-county had trending issues that greatly impended on early childhood education on learner's academic progress

1.8 Significance of the Study

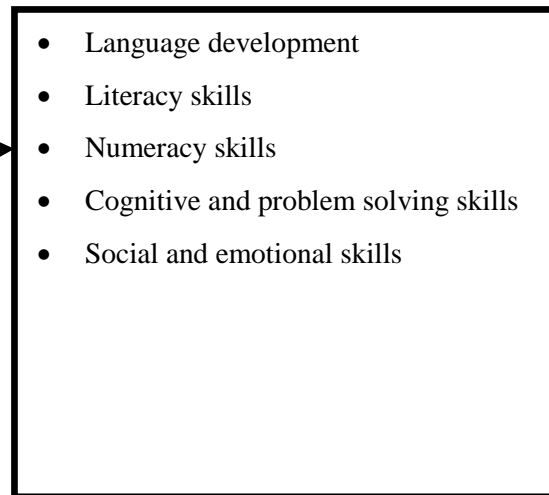
The government of Uganda Currently seems not to be sensitive about early childhood education. Therefore, this study is likely to ignite public debate which is expected to attract the attention of policy makers to address the contract administration dimensions so as to improve the quality of goods, services or works done by the state on behalf of the tax payers. The findings of the study may contribute to the body of knowledge on the subject in question since there is little empirical study on the impact of early childhood education on learner's academic progress in Local Governments in Uganda. In addition, it is also hoped that the study might be useful to government policy makers, the media, researchers, students, as a bench-mark for future researchers.

1.9 Conceptual framework

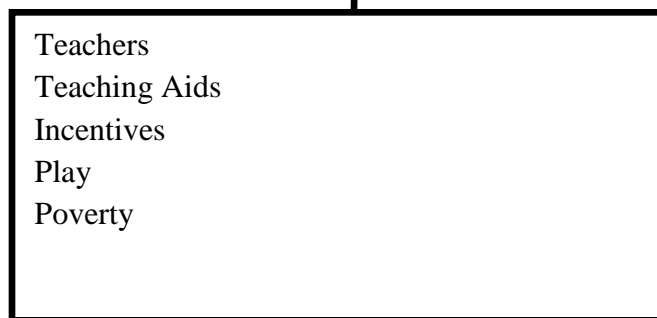
Early childhood education (IV)



Learners Academic progress (DV)



Moderating Variables (MV)



Source: primary data, (2024)

The Conceptual framework above consists of early childhood education programs; Curriculum, Teaching methods, Teacher-student ratio, Cognitive development, Social-emotional skills, Parental involvement, socioeconomic background, Community support and Access to resources as independent variables. Language development, literacy skills, numeracy skills, cognitive and problem solving skills, social and emotional skills as the dependent variable. Teachers, teaching aids and incentives as the moderating variable. This conceptual framework operates such that if independent variables are moderated positively then the dependent variables will give positive results and the reverse is true

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature about the impact of early childhood education on learner's academic progress. The chapter further presents the literature as per the study objectives.

2.1. Factors within early childhood education influencing learners academic progress

Play is a fundamental aspect of early childhood education. According to scholars such as Pellegrini and Smith (2021), play is essential for children's cognitive, social, and emotional development. They argue that play provides opportunities for children to learn problem-solving skills, develop language and communication, and enhance their creativity. Additionally, scholars like Ginsburg (2019) emphasize the importance of both structured and unstructured play in early childhood education, as it allows children to explore and make sense of the world around them. The researcher therefore intends to establish the validity of the above assumption as regards to early childhood education in primary schools in Mazimasa Sub County of Butaleja district.

Social-emotional development is another critical factor in early childhood education. Denham (2022) highlights the importance of promoting social-emotional competence in young children, as it is linked to positive social behaviors, academic success, and overall well-being. Scholars such as Jones and Bouffard (2021) stress the need for early childhood educators to create supportive environments that foster children's social and emotional skills, including self-regulation, empathy, and positive relationships with peers and adults. This research therefore seeks to establish the extent to which socio-emotional affect learner's academic progress primary schools in Mazimasa Sub County in Butaleja district.

Parental involvement is also a significant factor in early childhood education. Epstein (2021) argues that when parents are actively engaged in their children's education, it can lead to improved academic achievement, better social skills, and positive attitudes towards learning. Additionally, scholars like Desforges and Abouchaar (2021) emphasize the importance of building strong partnerships between parents and early childhood educators, as it can lead to

more effective support for children's learning and development. In primary schools in Mazimasa Sub County in Butaleja district, it is not clear whether parents are involved in early childhood education of their children and this has created a research opportunity for this study.

Ngaroga, (2020) opined that early childhood education is influenced by family background. Early childhood education is that informal education geared towards developing the child's mental capabilities and its physical growth. Research evidence indicates that the child's fastest growth in physical, mental and socio-emotional traits take place during their first five years. It is the time when the child is most vulnerable to environmental influence. This study will therefore investigate whether early childhood education is influenced by family background.

According to Okiiria (2019) argued that in this world of poverty and inequality children have ended up growing up in deprivation and consequently miss much of the trajectories for physical growth, mental growth and for cognitive social and emotional development, which are said to set very early in their lives. According to Pumaphi (2020) poverty and weak human development outcomes go hand in hand. Poverty correlates with short, medium and long term negative consequences such as high mortality rates, malnutrition, low school enrollment and achievement. Since children cannot have the adequate nurture at home due to poverty, then school intervention must immediately take over this nurture. That is why early childhood education must be emphasized in all countries including Kenya to help compensate for the young children's development deficits. Hence there is need to investigate whether in Mazimasa Sub County in Butaleja district, poverty and deprivation affect early childhood education of children.

Omaraka (2018) noted that children of rich parents in urban areas have certain needs, physical and psychological which when met contribute positively to their good academic progress. These needs include conducive reading environment, good food, playing ground and emotional show up to their children by proving learning equipments that produce confidence and improvement on academic progress of their children. However, Omaraka's focused on academic progress of students in schools located in urban centers ignoring rural schools yet the current study will focus on both rural and urban schools.

2.2 Parental involvement and learners academic progress

According to Mande (2017), the parents took their children to school when schools opened and picked them up when the schools closed. The task of taking children to school was considered quite significant largely because of the stigma associated with academic progress in early childhood education. Weke (2020) argued that for a long time, in most African communities, intellectual difficulty was regarded as a social failure. Taking them to school took a lot of courage and commitment from the parents. Hargreaves (2011) argued that making the decision to take children to early childhood educational institutions marks a turning point in the life of the child and his/her family. Accordingly, it is a big step forward for all stakeholders. Thus, this component of parental involvement needs to be phenomenal. This study will thus analyze whether in Mazimasa Sub County in Butaleja district, parental failure to take children for early childhood education affect their academic progress.

Okedelo et al, (2019) argued that parents are involved in early childhood education of their children through provision of learning materials. The importance of learning materials for children in early childhood education cannot be overemphasized. Learning and play materials are a prerequisite role in prompting academic progress for children under early childhood education as they learn best when abstraction is removed and replaced by concrete tangible learning materials. Some parents however, see this as sometimes strenuous and difficult to buy or provide all the requirements as stipulated by the schools due to extreme poverty and other financial constraints, though they have to try their best given the circumstances. Gutman and McLoyd (2016) reiterate the need for parents to play bigger roles by providing learning resources to their children in early childhood education and this contributes to improvements in academic progress of children. This study will thus be carried out in Mazimasa Sub County in Butaleja district to establish whether parents support their children in early childhood education to help build a strong academic background.

Sheldon and Epstein, (2015) in a longitudinal examination of parental involvement across a nationally representative sample of first, third, and fifth graders in the United States established that enhancing academic progress of children in their early years of education requires parents to monitor their behaviors which may result into improved educational outcomes. Moreover,

studies (Grech, 2019), Hsieh, 2018) show that enhanced parental intervention and involvement can also set the stage for children to develop and use coping skills that make them more resilient to problems. This, thus, necessitates the need for parents to play a bigger role in management of their children's behavior that would consequently lead to enhanced academic progress. In Mazimasa Sub County in Butaleja district, it is not clear whether parents undertake the initiative to monitor the behaviors of their children in a bid to improve their academic progress in schooling hence the need for this study.

2.3 Ways of mitigating the impacts of early childhood education on the academic of children

Mitigating the impacts of early childhood education on academic achievement in Uganda can be approached through various strategies. These strategies can include improving the quality of early childhood education, enhancing teacher training, promoting parental involvement, and providing support for social-emotional development.

Mande et al (2016) argued that the parents indicated that they tried their level best to ensure that their children stayed in a safe environment while they were at home as early child hood education is at risk of self-harm or inflicting harm on others without. This was a significant contribution by the parents as these learners needed a safe and hazard-free environment to live in. Injuries and pain associated experiences would interfere with their school attendance and learning and threaten their general health and wellbeing (Ministry of Education and Sports, 2019). It was therefore imperative for parents to ensure a safe and hazard-free home environment. This study will therefore find out whether provision of a safe home-environment for children in early childhood education on will help to enhance their academic of children in Mazimasa Sub County in Butaleja district.

Improving the quality of early childhood education is crucial for enhancing academic achievement. According to a study by McCoy and Yoshikawa (2021), high-quality early childhood education programs that focus on language and literacy development, cognitive skills, and socio-emotional development have a positive impact on academic outcomes in later years. Therefore, investing in quality early childhood education programs can help mitigate the potential negative impacts on academic achievement. It is not clear whether in Mazimasa Sub County in Butaleja district, early childhood education is of good quality.

Enhancing teacher training is another important strategy. Research by Engle et al. (2019) suggests that well-trained and qualified early childhood educators can significantly influence children's academic success. Providing professional development opportunities for teachers in under early childhood education in Uganda can improve their ability to create stimulating learning environments and deliver effective instruction, ultimately benefiting children's academic achievements. There is need therefore to establish whether in Mazimasa Sub County in Butaleja district there is teacher training programmes under early childhood education with the intention of improving academic progress for children.

Promoting parental involvement particularly in the area of social-emotional development is also critical. A study by Sylva et al. (2021) found that parental involvement in early childhood education is associated with better academic outcomes for children. In Uganda, efforts to engage parents in their children's education, such as through parent-teacher associations, workshops, and home-based learning activities, can help mitigate the potential negative impacts of early childhood education on academic achievement. Supporting social-emotional development is essential for overall academic success. Research by Jones and Bouffard (2020) emphasizes the importance of social and emotional learning in early childhood education, as it is linked to positive academic outcomes. Implementing social-emotional learning programs and providing resources to support children's emotional well-being can contribute to improved academic achievement for children something that this study will investigate in Mazimasa Sub County in Butaleja district.

2.4 Summary

Research on the effect of early childhood education on learners' academic progress has consistently demonstrated positive outcomes. Early childhood education programs have been shown to have a significant impact on children's cognitive development, academic achievement, and long-term educational success. Numerous studies have provided empirical evidence supporting the positive effects of early childhood education. For example, a meta-analysis by Camilli et al. (2010) found that early education interventions have a positive impact on cognitive and social development, contributing to improved academic progress among young learners. Additionally, longitudinal studies, such as those discussed by Duncan and Magnuson (2013), have highlighted the lasting effects of preschool programs on academic achievement and

educational attainment. These studies provide empirical evidence demonstrating the enduring benefits of early childhood education on learners' academic progress but none of the study has ever been carried out in Mazimasa Sub County in Butaleja district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In order to achieve the desired outcomes of a non-biased study report, this chapter presents the methods that the researcher will employ while conducting the study. It shows the research design, study population, sample size and selection, sampling techniques and procedures, data collection methods and techniques, validity and reliability of instruments, procedure of data collection, data analysis and ethical considerations.

3.1 Research Design

The research design is as a detailed outline of how a given research is to be conducted (Etyang, 2018). Descriptive research design is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population. More specifically, it helps answer the what, when, where, and how questions regarding the research problem rather than the why. (Maryam et al, 2018). Descriptive research is an appropriate choice when the research study as it aims at identifies characteristics, frequencies, trends, and categories. The study was concerned with gathering of data manually. The descriptive research design involves observing and collecting data on a given topic without attempting to infer cause-and-effect relationships. The findings from descriptive research provide was valuable insights and inform future research, but do not establish cause-and-effect relationships. Etyang(2018). Descriptive research provided a comprehensive picture of the characteristics and behaviors of a particular population or phenomenon, allowing researchers to gain a deeper understanding of the topic. Using descriptive research design helped to provide a comprehensive and accurate picture of the population or phenomenon being studied and describe the relationships, patterns, and trends that exist within the data.

3.2 Sample size

The study population was drawn from Mazimasa Sub County in Butaleja district who will include district officials (CAO, DEO, CFO and Inspector of schools and District planner) and

school administrators who included Head teachers and directors of studies. The population consisted of 85 primary school teachers, 05 district officials, and 10 school administrators totaling to 100. Population specification is a requirement in the documentation of both qualitative and quantitative research and essential at arriving at valid and reliable findings (Asiamah, Mensah, & Otenga-Abayire, 2017). Primary school teachers were chosen to participate in this study because they have first hand information regarding impact of early childhood education on children's academic progress. Additionally, Primary school administrators were included in the study because they are they coordinate and implement educational policies and programmes and therefore they have required information that addresses objectives of the research study. The district officials were chosen to participate in this study because they are supervisors and chief planners of education services and thus they have reliable data to support the research study.

3.3 Sample selection

The total population (N) was 100 people and therefore the sample population was 80 respondents, that is to say; 69 primary teachers, 05 district technical staff (1 CAO, 1 DEO and 1 Inspector of schools and 1 CFO and 1 District planner) and 06 school administrators (3 head teachers and 3 directors of studies from three primary schools) using Krejcie and Morgan (1970) methods of determining sample size from the population (Sarmah & Hazanka, 2012). The sample size was reached at by means of a table for ascertaining sample size by Krejcie and Morgan(1970) (see attached Appendix II). The sample size from each category of respondents was ascertained by simple random sampling as shown in table 3:1 below.

Table 3.1 Summary of the Sample Size and Sampling Technique

Category	Target population	Sample size	Sampling technique
Teachers	85	69	Simple random sampling
District officials	05	05	Purposive sampling
School administrators	10	06	Purposive sampling
Total	100	80	

Source :(primary data, 2024)

3.4 Sampling Techniques

3.4.1 Purposive sampling

Purposive sampling is a non-probability sampling method. This is a form of sampling technique that allows the researcher to use cases that have the required information with respect to the objectives of the study (Creswell, 2014). In this study, subjects will therefore be handpicked they are informative and they possess the required characteristics. Purposive sampling technique will be used to get 04 district officials (CAO, DEO, CFO and District inspector of schools and District planner), 03 head teachers and 03 directors of studies from 03 primary schools in Mazimasa Sub-county. These respondents purposively sampled because of their positions and the researcher will be able to get in-depth information that will help to answer the research questions.

3.4.2 Simple Random sampling

Simple random sampling is a type of probability sampling in which the researcher randomly selects a subset of participants from a population. Each member of the population has an equal chance of being selected. Data is then collected from as large a percentage as possible of this random subset (Mugende and Mugenda, 2016). Simple random sampling was used to get 23

primary school teachers from each of the 3 primary schools totaling 69 teachers. The goal of simple random sampling technique is to give every participant a chance to participate in the study. It involved giving a number to every subject of the accessible population, placing the numbers in the container and then picking any number at random. The subject corresponding to the numbers was then being included in the sample. This sampling technique enabled the researcher to get a representative sample for the research study and it allowed generalizability to a larger population with a margin of error that will be statistically determinable.

3.5 Research methods

3.5.1 Administering questionnaires

In this method, a set of questions were designed, by the researchers and was given to various groups of the study population who were sampled in order to collect information concerning the study. This method is suitable to the categories of respondents as it helped her to reduce the emotional and other unconsidered reactions and it saved time and provided chance to the respondents to offer.

The following are the advantages of questionnaires;

- They are easy to administer since each item has direct and alternative choice.
- They are easy to analyze since they are in a direct coded state.
- Questionnaires allow a great depth of response when a respondent is allowed to give a personal response; usually reasons for the response may be directly or indirectly given.

Disadvantages of questionnaires:

- They do not allow probing, prompting and clarification of questions.
- They do not offer opportunities for motivating the respondent to participate in answering questions.
- Due to lack of supervision, partial response is quite possible one can answer and leave out some questions.

3.5.2 Interviewing

Interviewing refers to a process of direct interaction between a researcher and a client to get the appropriate information. Information acquired from clients will be accurate and may promote a valid study.

Face to face interactions with the selected categories of people will be used. This will be directed to local leaders, regardless of their schedule.

This will enable the researcher to get relevant information as well as first hand information any forms of bias other people.

The following are the advantages of interviewing.

- The reliability of information gathered is high. This is because information it is subjected to similar questions with others.
- The researcher gets complete and detailed understanding of the e issue during face to face interactions with the selected categories of people will be used. The will be directed laborers, teachers, to enable the researcher gets first hand information. It is comprehensive and systematic, since questions are formulated piloted and adjusted before interviews.

Disadvantages of interviewing:

- It is not systematic as a respondent can comment on issues in a haphazard way. A respondent can comment on issues already discussed.
- If the researcher is not careful, it can get out of control, with the respondent getting too emotional.

It is time consuming since a respondent can dwell on one issue.

3.6 Research Instrument

The researcher used both questionnaires and interview.

3.6.1 Questionnaire Guide

The research used questionnaire survey data collection method. The questionnaire survey comprised closed ended questions which were answered by teachers. Questionnaires are regularly used in social research. This method allowed the researcher to cover the respondents rapidly and cheaply (Bordens & Abbott, 2014). The researcher used self-administered questionnaire as a research tool to collect data from 69 teachers. The questionnaire consisted of an introductory note. Section A for respondents' demographic information, Section B, C and D will have questions on study variables. The researcher got a list of 69 teachers identified through probability sampling to whom the questionnaires was administered.

According to Fisher (2004), a questionnaire is used because it is easy to administer, not so expensive, and helped to collect unbiased data. The nature of the questions was in form of structured and close ended questions where by a 5 Likert scale of measurement was on close ended questions based on a scale of strongly agree (5), agree (4), unsure (3), disagree (2), strongly disagree (1). Questionnaire was used because they will allow respondents to provide firsthand information which is free of bias and it is also easy to use.

Table 3: 2 Likert Scale, Coding, and Interpretation

Scale	Coding	Mean	Interpretation
Strongly agree	5	4.20-5.00	Very high
Agree	4	3.40-4.19	High
Unsure	3	2.60-3.39	Moderate
Disagree	2	1.80-2.59	Low
Strongly disagree	1	1.00-1.79	Very low

Source: Primary Data (2024)

3.6.2 Interview guide

Other data was collected through interviews with the help of an interview guide. An interview guide is a research instrument that contains a set of questions on defined issues under study that are put to respondents on face to face basis (Saunders, et al, 2019). An interview guide collects data that supports the researcher through directing an interview process towards the objectives and issues regarding the study (Etyang, 2018). The interview guide consisted of open-ended questions and it was answered by district technical staffs. The interview guide helped the researcher to assess whether all questions had been asked or not. The interview guide was used to collect data from 05 district technical staffs that included 1 CAO, 1 DEO, 1 CFO, 1 District inspector of schools and 1 district planner because this category of study population may have more knowledge that could not be fully captured using questionnaires.

3.7 Data Analysis

3.7.1 Quantitative data analysis

Any data that is presented in numerical form like statistics, percentages among others are referred to as Quantitative data. Quantitative data got from questionnaires was computed into frequencies, counts and percentages. The initial step in preparing this data is coding. This involved allotting numbers to the respondents' responses in order that they can be fed into a

database (Sekaran & Bougie, 2016). Responses were fed into a data base after they are coded. Raw data was entered using the SPSS Data Editor. Data was presented using different methods such as simple frequency tables which ultimately helped to measure the influence of financial resource mobilization on school progress. This was because data presentation requires clear portrayal of the findings presented, and the listed methods above clearly fulfill that purpose.

3.7.2 Regression Analysis

Regression analysis was used to analyze and measure the degree of relationship between financial resource mobilization and school progress because it is the most appropriate and presents minimal interference by the researcher and it give no room for manipulation of data. This type of inferential statistics is easy to compute and interpret and they also help in making conclusions. Descriptive statistical techniques (frequencies and percentages) was used to analyze field data from questionnaires and assist in the interpretation of data.

3.7.3 Qualitative data analysis

On the other hand, qualitative data gathered from open-ended questions in the interview guides was arranged into themes and presented in narrative format. A style called content analysis was used to test the validity and authenticity. Data in form of words is Qualitative data. The initial step in analysing this data is cutting it down through coding and categorization. Data reduction is the procedure of choosing, ciphering and placing data into categories. Coding is the analytic procedure by which the qualitative data that the researcher had gathered was cut down (Sekaran & Bougie, 2016). The intention of ciphering is to help the researcher to make conclusions that are meaningful on the data. Codes are labels assigned to units of text. These are then placed in groups made categories. Categorisation is the procedure of organising, arranging and classifying coding units. Codes and categories can be formulated both inductively and deductively. Data display was comprised of displaying data that had been reduced in an organised, digested way. Drawing of conclusions was the last activity of analysis in the process of analysing data qualitatively.

3.8 Research procedure

The researcher got a letter from the department of public administration which was presented to authorities in Mazimasa sub-county to allow for data collection. Thereafter, the researcher sent consent letters to the responders requesting for them to participate in the study. Raw data was then be compared and coded before data analysis was done. During editing, points of views of the responders that seemed unclear were returned to them for checking so as to make certain of the meaning of the seemingly ambiguous replies. Thereafter, the researcher writes report that will be submitted to the department for examination.

3.9 Ethical considerations

The following ethical considerations were looked at by the researcher during the research.

3.9.1 Informed consent and voluntary participation: The researcher sought consent from the respondents to involve in the research not just forcing them to participate. Informed consent is the basis of ethical research (Denzin & Lincoln, 2016). The people participating in the study was made aware of what the study was about, it's purpose, usage of the data, and any consequences that could arise from it (Fleming, 2018). The researcher furnished the respondents with information on the reason for the research and the procedure of collecting data. The participants were allowed enough time to ask questions and have any concerns addressed. The respondents exercised free will in deciding whether to participate in research activity or not. All people to be involved in the research were given written informed acceptance.

3.9.2 Confidentiality: Confidentiality is looked at by Walford(2018) to mean information that is private and is not to be divulged to others. Whatever has been said in confidence must remain confidential. The researcher assured the respondent that information offered by the respondent will not to be passed on to another party (third party) without consent of the respondent. Their identity and response was made confidential and anonymized through the use of numbers or through pseudonyms.

3.9.3 Anonymity: Anonymity, termed more appropriately as pseudonymity, is defined by Wiles (2013) as a major means used by the researcher to safeguard the confidentiality of responders by using pseudonyms. Anonymisation is one of the kinds of confidentiality, comprising of identity

concealment of research responders (Saunders, Kitzinger, & Kitzinger, 2015). The researcher ensured that all respondents are anonymous implying that their identities are not known and not salient in the study. Withholding the identity of respondents is a guarantee that their statements are authentic (Taylor, 2015).

3.9.4 Plagiarism: The researcher ensured that all written work was original and without any borrowed and manipulated texts, results or even expressions. The researcher made sure that, all words and publications of the author will be given their due acknowledgement (Mugenda & Mugenda, 2016). The researcher subjected the written works to the turn it in software and make sure it was 15% or less compliant of plagiarism material.

3.10 Data quality control tools

3.10.1 Validity

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. Validity considers how correctly the research tools measure what the researcher wants to measure. Thus, validity is about the research tool being credible or trustworthy or being accurate or correct (Etyang, 2018). After formulating the questionnaire, the supervisors and other experts reviewed the items and checked the language clarity, content comprehensiveness, and relevancy and how long the questionnaire is. To establish the validity of the instruments, the researcher used expert judgement as recommended by Gay (1997) as the best method for ensuring validity. Thus the researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the questionnaire was tested using the content validity test (CVI). To arrive at the relevancy of the questionnaire, the researcher designed the instrument that will yield content –valid data by first specifying the domain of indicators that are relevant to the concept being measured. A content-valid data measure contained all possible items that were used in measuring the impact of early childhood education on learner’s academic progress. The tools were then fine-tuned using the best advice. The validity index was tested by use of the formula below.

$CVI = \frac{\text{Number of questions declared valid}}{\text{Total Number of items in the questionnaire}}$

Total Number of items in the questionnaire

3.10.2 Reliability

A tool's reliability shows the extent to which it is free of errors and for that makes sure that there is continuous valuation across time and also across the various items in the instrument. This therefore means that a tool's reliability shows how stably and consistently the tool evaluates the idea thereby helping to measure the worthiness of a measure (Sekaran & Bougie, 2016). The researcher will employ the test-retest reliability. According to Sekaran and Bougie(2016), the reliability of the instrument is tested using the test re-test method of reliability and Cron-bach alpha tests to determine the reliability index with the help of SPSS. Data was collected from 20 people not among those in the sample. The principle of reliability as far as research instruments are concerned, is clearly put forward by Amin (2016), an instrument is reliable if it produces the same results wherever it is repeatedly used to measure a trait or a concept from the same population and under similar circumstances. According to Mugende &Mugende (2016) the reliability coefficient Alpha is supposed to be above 0.7 to show that there is reliability.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents information on data presentation, analysis and interpretation which based on the objectives of the research study

4.2 Questionnaires return rate

A total of 80 respondents were targeted with 69 teachers and 6 school administrators participated in the study. However, the questionnaire was used to collect data from teachers and school administrators. The results of questionnaire return rate were presented in the table 4.1 below:

Table 4.1 Questionnaire return rate

Respondents	Returned	Not returned
Teachers	69 (100%)	0(0%)
School administrators	6 (100%)	0(0%)
Total	75 (100%)	0(0%)

Primary data, (2024)

The table 4.1 above shows that all the questionnaires were returned by teachers and school administrators. This shows that data was collected from all the intended teachers and school and therefore this was a good representation as proposed by the researcher. The researcher made a follow up of the distributed questionnaires so as to ensure that respondents returned them.

4.3 Background characteristics of the respondents

The first part of this chapter is a presentation and analysis of preliminary data obtained from the study. It includes the background information of the respondents and the variables involved are age (in years), gender of respondents, educational level and marital status. Data obtained has been presented in tables below.

Table 4.2: Frequency and percentage distribution of respondents' background information

Variables	Category	Frequency	Percent (%)
Age	21- 29	17	21
	30-39	20	25
	40-49	43	54
Marital Status	Single	18	23
	Married	26	55
	Widow	21	33
	Separated	15	19
Education level	Primary	31	39
	Secondary	38	48
	Post-Secondary	11	14
Sex	Male	51	64
	Female	29	36

Source: *Primary Data (2024)*

The respondents were asked to indicate their sex by ticking the appropriate column they belonged. The purpose was to find out the number of males and females who actually participated in the study.

Table 4.2 contains the age distribution of respondents who participated in the study. The purpose was to find out the average age of respondents in the study area. Table 2 show that the majority 54% of the study respondents were between 40 to 49 years of age. The findings of the study imply that since majority of the respondents were 40 years above, this mean that they were mature enough and information acquired from them was reliable and trustable.

Findings in table 4.1 above show that the majority (55%) of respondents were married. Marital status has an implication on data collected for the research study as married people gave their opinions from an informed point of view on issues associated with early childhood education.

Further, according to the findings of the study in table 4.1 shows that majority of the respondents have attained some level of education whose opinions and views regarding access to reproductive health can be trusted. This is in line with Umar (2021) who argued that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret content in the questionnaire and give valid responses.

The study findings revealed that out of the 80 respondents who participated in the study, majority 64% were males. The finding means that there are more male than females who participated in the study, studies have revealed that males and females have different attitudes and views towards individual economic well-being and since females are home makers, they tend to remain at home and this explains their low level of access to reproductive health (Singer, 2020).

4.2 Factors within early childhood education influencing learner's academic progress in primary schools

The first objective in this study was to establish factors within early childhood education influencing learner's academic progress in primary schools. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

Table 4.3: Showing factors within early childhood education influencing learner’s academic progress in primary schools

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
Absence of strong special laws to regulation the provision of early childhood education	3	9	16	49	3	3.500	.8859
Negative attitude and beliefs held by parents towards early childhood education	4	30	22	23	1	2.838	.9473
Absence of early childhood educational institutions accessible to young learners	5	6	14	38	17	3.700	1.083
High poverty levels within the community hinders parents from supporting learners in early child hood learning institutions	2	12	22	41	1	3.387	.8786
Limited level of knowledge on available early childhood education programmes by parents	1	3	5	49	22	4.100	.7730
Limited knowledge by parents on learning needs of learners in early child hood education	2	1	23	49	5	3.675	.7252
Average Mean						3.60	0.806

Source: primary data, (2024)

Table 4.3 above shows a summary of respondent opinion on factors within early childhood education influencing learner's academic progress. The finding from respondent's opinion accompanying variables under this objective were discussed and explained as follows:

Absence of strong special laws to regulation the provision of early childhood education

The study investigated whether absence of strong special laws to regulate the provision of early childhood education influenced learner's access to early child hood education in primary schools. According to the findings in table 4.3 above, 49% of the respondents agreed that absence of strong special laws to regulation the provision of early childhood education influenced learners access to early child hood education in primary schools, 3% disagreed, 16% were neutral, while 9% disagreed and 3% strongly agreed to the statement. Therefore from the above findings, it is noticeable that absence of strong special laws to regulate the provision of early childhood education influenced learners access to early child hood education in primary schools with similar findings obtained from interviews conducted with district officials. In support of this finding Greinert (2019) opined that absence of strong special laws to regulate the provision of early childhood education influenced learners access to early child hood education in primary schools.

Negative attitude and beliefs held by parents towards early childhood education

The study also investigated whether negative attitude and beliefs held by parents towards early childhood education and from the findings, 23% who were the majority agreed that negative attitude and beliefs held by parents towards early childhood education, 1% strongly agreed, 22% were neutral and 30% disagreed while 4% strongly disagreed to the statement.

From the above findings it means that negative attitude and beliefs held by parents towards early childhood education. Even the data collected from interviews show that negative attitude and beliefs held by parents towards early childhood education. Greinert (2017) equally agrees with the findings that negative attitude and beliefs held by parents towards early childhood education.

Absence of early childhood educational institutions accessible to young learners

On whether absence of early childhood educational institutions accessible to young learners discouraged attaining early childhood education, 38% of the respondents agreed to the statement noting that absence of early childhood educational institutions accessible to young learners discouraged attaining early childhood education, 6% disagreed, 14% were neutral and 17% strongly agreed and 5% strongly disagreed.

This finding imply that absence of early childhood educational institutions accessible to young learners discouraged attaining early childhood education as majority of the respondents (38%) agreed and data collected from interviews also show that absence of early childhood educational institutions accessible to young learners discouraged attaining early childhood education. In line with the above findings, Bray, et al. (2019) opined that absence of early childhood educational institutions accessible to young learners discouraged attaining early childhood education with similar results from interviews.

High poverty levels within the community hinders parents from supporting learners in early child hood learning institutions

This variable investigated whether high poverty levels within the community hinders parents from supporting learners in early child hood learning institutions and results show that 41% and 1% of the respondents agreed and strongly agreed to the statement noting that high poverty levels within the community hinders parents from supporting learners in early child hood learning institutions while 22% were neutral. However, 2 % strongly disagreed to the statement.

Therefore, the findings of the study imply that high poverty levels within the community hinder parents from supporting learners in early child hood learning institutions. Even findings obtained from interviews show that high poverty levels within the community hinders parents from supporting learners in early child hood learning institutions. This is in line with the findings of Okiiria and Okiidi (2017) who opined that high poverty levels within the community hinders parents from supporting learners in early child hood learning institutions.

Limited level of knowledge on available early childhood education programmes by parents

Respondents were also asked to find out whether limited level of knowledge on available early childhood education programmes by parents. Table 4.6 above shows 49% of the respondents who agreed that limited level of knowledge on available early childhood education programmes by parents, 22% of the respondents strongly agreed and 5% were neutral. 3% agreed and 1% of the respondents strongly disagreed that limited level of knowledge on available early childhood education programmes by parents

The above findings of the study therefore imply that limited level of knowledge on available early childhood education programmes by parents and similar results were obtained from face to face interviews. In a related study, Gupta (2019) further commented that limited level of knowledge on available early childhood education programmes by parents.

Limited knowledge by parents on learning needs of learners in early child hood education

The researcher further investigated whether limited knowledge by parents on learning needs of learners in early child hood education, the findings of the study indicate that 49% of the respondents agreed to the statement that limited knowledge by parents on learning needs of learners in early child hood education while 5% agreed. However, 23 were neutral to the statement and those who disagreed were 1% and 2% strongly disagreed.

It is therefore true from the findings as majority of the respondents (49%) agreed that limited knowledge by parents on learning needs of learners in early child hood education. Even research done by Asare, (2018) further revealed that limited knowledge by parents on learning needs of learners in early child hood education.

4.3 Parental involvement and learner's academic progress in primary schools

The second objective in this study was to investigate how parental involvement and learner's academic progress in primary schools. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

Table 4.3: Showing parental involvement and learner’s academic progress in primary schools

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
Parents takes their children to early child hood learning institutions	3	15	10	50	2	3.5	.8859
Provision of learning resources for learners in child hood learning institutions	4	15	1	38	22	2.8	.9473
Parents undertaking behavior monitoring for learners child hood learning institutions	5	3	14	51	7	3.7	1.0838
Parents have a duty of provision of safe home environment for young learners	2	9	2	54	13	3.4	.8786
Parents undertakes monitoring learners school attendance in early child hood learning institutions	2	1	23	49	5	1.0	.7252
Providing guidance to learners of early child hood education.	14	7	8	40	22	3.5	
Average Mean						3.5	0.871

Source: primary data, (2024)

Parents take their children to early child hood learning institutions

The researcher investigated whether parents takes their children to early child hood learning institutions. From the study findings presented in table 4.3 above shows that parent takes their children to early child hood learning institutions as majority of respondents (50%) of the respondents agreed to the statement noting that parents takes their children to early child hood

learning institutions. 2% strongly agreed and 10% of the respondents was neutral, 15% disagreed and 3% strongly disagreed.

As evidenced from the above findings, majority of the respondents (50%) strongly agreed that parents takes their children to early child hood learning institutions and similar data was obtained from interviews. As Abagi (2017) noted parents takes their children to early child hood learning institutions.

Provision of learning resources for learners in child hood learning institutions

Respondents were asked whether provision of learning resources for learners in child hood learning institutions and 38% of the respondents agreed noting that provision of learning resources for learners in child hood learning institutions, 22% of the respondents agreed, while other respondents who constituted 1% were neutral, 15% who were the majority agreed and 4% strongly disagreed that provision of learning resources for learners in child hood learning institutions

Therefore from above findings, provision of learning resources for learners in child hood learning institutions with similar results obtained from interviews. This is in support of the study done by Bayrak (2020) he opined that provision of learning resources for learners in child hood learning institutions.

Parents undertaking behavior monitoring for learners child hood learning institutions

Also, respondents were asked on whether parents undertaking behavior monitoring for learners child hood learning institutions, according to the findings, 8.8% of the respondents disagreed that parents undertaking behavior monitoring for learners child hood learning institutions, 28.8% of the respondents were neutral, whereas 48.8% agreed and 13.8% strongly agreed that parents undertaking behavior monitoring for learners child hood learning institutions.

Furthermore, results from interviews also indicated similar opinions that parents undertaking behavior monitoring for learners child hood learning institutions. The above findings are in

agreement with Khan (2021) where he observed that parents undertaking behavior monitoring for learners child hood learning institutions.

Parents have a duty of provision of safe home environment for young learners

The study further investigated whether parents have a duty of provision of safe home environment for young learners and from the research findings in table 4.7, 54% of the respondents agreed noting that parents have a duty of provision of safe home environment for young learners, 13% disagreed, 2% were neutral, while 9% of the respondents disagreed and 2% of the respondents strongly agreed that parents have a duty of provision of safe home environment for young learners

The findings of the study imply that parents have a duty of provision of safe home environment for young learners. This discovery is in line with the findings of Okumbe (2019) who opined that parents have a duty of provision of safe home environment for young learners

Providing guidance to learners of early child hood education

The study also investigated whether providing guidance to learners of early child hood education improves access to early child hood education. It was discovered that providing guidance to learners of early child hood education improves access to early child hood education. as strongly agreed and agreed by 12% and 40% of the respondents respectively. Only 7% of the respondents disagreed with 14% strongly disagreed to the statement that providing guidance to learners of early child hood education does not improve access to early child hood education and 8% of the respondents were neutral.

The above findings thus show that providing guidance to learners of early child hood education improves access to early child hood education. Kaplan (2023) equally agrees with the findings where he opined that providing guidance to learners of early child hood education improves access to early child hood education.

4.4 Ways of mitigating the impacts of early childhood education on the academic of children in primary schools

The third objective in this study was to establish ways of mitigating the impacts of early childhood education on the academic of children in primary schools. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

Table 4.3: Showing ways of mitigating the impacts of early childhood education on the academic of children in primary schools

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
Sensitizing parents on the needs to provide early child hood education for children	9	6	5	67	3	3.4	.8786
Measures to increase household incomes should be put in place to enabler parents support their children in early child hood institutions	1	3	2	58	21	4.1	.7730
Schools should find ways of involving parents in supporting learners in early childhood institutions.	17	16	11	44	22	3.6	.7252
Parents should provide scholastic materials for learners in early child hood institution	3	2	5	42	28	3.5	.8098
Increasing knowledge and skills on teacher-parent engagement for improved collaboration.	5	14	6	38	17	3.4	1.0838
Elimination of negative socio-economic barriers that hinder children from accessing early child hood education	2	10	8	67	3	2.8	.8786

Average Mean						3.4	0.870
---------------------	--	--	--	--	--	------------	--------------

Source: Primary date (2024)

Six items were used to establish ways of mitigating the impacts of early childhood education on the academic of children in primary schools in Mazimasa Sub County in Butaleja district from the respondents (Table 4.4) as shown above.

Sensitizing parents on the needs to provide early child hood education for children

Results in table 4.4 above show that 67% of the respondents agreed with the statement noting that Sensitizing parents on the needs to provide early child hood education for children, 3% agreed, 5% of the respondents were neutral and 6% disagreed while 9% of the respondents strongly disagreed that sensitizing parents on the needs to provide early child hood education for children.

Thus from the above findings, it is true sensitizing parents on the needs to provide early child hood education for children. as majority of respondents (42.5%) agreed to the statement. Similar findings were obtained from face to face interviews with district officials where it was found out that sensitizing parent on the needs to provide early child hood education for children. In support of these findings, research by Musaazi, (2019) found that sensitizing parents on the needs to provide early child hood education for children.

Measures to increase household incomes should be put in place to enabler parents support their children in early child hood institutions

On whether measures to increase household incomes should be put in place to enabler parents support their children in early child hood institutions. The study found that 58% of the respondents agreed with the statement noting that measures to increase household incomes should be put in place to enabler parents support their children in early child hood institutions while 21% strongly agreed and 2% were not sure. Other respondents who constituted 3% disagreed and 1% strongly disagreed.

The findings therefore imply that measures to increase household incomes should be put in place to enable parents support their children in early childhood institutions. Even the findings obtained from interviews show that measures to increase household incomes should be put in place to enable parents support their children in early childhood institutions. Okojie (2020) also argued that measures to increase household incomes should be put in place to enable parents support their children in early childhood institutions.

Schools should find ways of involving parents in supporting learners in early childhood institutions.

It was agreed by 44% of the respondents that schools should find ways of involving parents in supporting learners in early childhood institutions. 22% agreed while 11% were neutral. Other respondents who constituted 22% disagreed and 17% strongly agreed that schools should find ways of involving parents in supporting learners in early childhood institutions.

The above findings thus imply that schools should find ways of involving parents in supporting learners in early childhood institutions. Results obtained from interviews also show that schools should find ways of involving parents in supporting learners in early childhood institutions. Abdullah (2018) also opined that schools should find ways of involving parents in supporting learners in early childhood institutions.

Parents should provide scholastic materials for learners in early childhood institution

Further, the study investigated whether parents should provide scholastic materials for learners in early childhood institution. It was agreed by 42% of the respondents noting that parents should provide scholastic materials for learners in early childhood institution, 2% disagreed, 5% were not sure, while 3% strongly disagreed to the statement that parents should provide scholastic materials for learners in early childhood institution.

From the research findings, the majority of the respondents (42%) agreed that parents should provide scholastic materials for learners and similar findings were found by Ojangole et al.,

(2020) that parents should provide scholastic materials for learners in early child hood institution.

Increasing knowledge and skills on teacher-parent engagement for improved collaboration

The researcher also investigated whether increasing knowledge and skills on teacher-parent engagement for improved collaboration. From the findings therefore, 38% of the respondents agreed that increasing knowledge and skills on teacher-parent engagement for improved collaboration, 17% of the respondents strongly agreed while 6% of the respondents were neutral, 14% of the respondents disagreed and 5% of the respondents strongly disagreed.

The study finding means that increasing knowledge and skills on teacher-parent engagement for improved collaboration as agreed by 38% and this is in line with the data collected from face to face interviews. Research by Maria (2018) also found similar results where she argued that increasing knowledge and skills on teacher-parent engagement for improved collaboration

Elimination of negative socio-economic barriers that hinder children from accessing early child hood education

Research findings in table 4.4 above show that 67% of respondents strongly agreed that elimination of negative socio-economic barriers that hinder children from accessing early child hood education, 3% of the respondents agreed and 8% were neutral. Other finding show that 10% disagreed and 2% strongly disagreed.

The above findings therefore imply that elimination of negative socio-economic barriers that hinder children from accessing early child hood education. In the same line of argument, Jonnes (2017) argued that elimination of negative socio-economic barriers that hinder children from accessing early child hood education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, and recommendations about the study. It also looks at areas for further research.

5.2 Summary

5.2.1 Factors within early childhood education influencing learner's academic progress

According to the findings of the study, absence of strong special laws to regulation the provision of early childhood education. This is essential for improving quality and access by children and their teachers.

The study findings show that negative attitude and beliefs held by parents towards early childhood education particularly on play and yet this provides opportunities for children to learn problem-solving skills, develop language and communication, and enhance their creativity.

Additionally, findings revealed that absence of early childhood educational institutions accessible to young learners. This makes it very difficult for beneficiaries of early childhood education to benefit from this education.

Study findings also show that high poverty levels within the community hinder parents from supporting learners in early childhood learning institutions. This makes it hard for parents to provide and support their children in early educational institutions with scholastics and school fees together with other school requirements.

The researcher also found that limited level of knowledge on available early childhood education programmes by parents hinder their effective participation in early childhood education of their children.

5.2.2 Parental involvement and learner's academic progress in primary schools

Study findings show that parents take their children to early child hood learning institutions. The task of taking children to school was considered quite significant largely because of the stigma associated with academic progress in early child hood education.

It was also found by the researcher that provision of learning resources for learners in child hood learning institutions. The importance of learning materials for children in early child hood education cannot be overemphasized. Learning and play materials are a prerequisite role in prompting academic progress for children under early childhood education as they learn best when abstraction is removed and replaced by concrete tangible learning materials

Research findings also show that parents undertaking behaviour monitoring for learners child hood learning institutions as found out by this study. This set the stage for children to develop and use coping skills that make them more resilient to problems. This, thus, necessitates the need for parents to play a bigger role in management of their children's behavior that would consequently lead to enhanced academic progress

It was also revealed by the study that parents have a duty of provision of safe home environment for young learners. This is critical for children's safety and developing cognitive and life skills necessary for future tasks.

5.2.3 Ways of mitigating the impacts of early childhood education on the academic of children in primary schools

The researcher discovered that sensitizing parents on the needs to provide early child hood education for children as this will help parents to get acquitted with the knowledge and attitudes that will lead to mind set change on early child hood education

Study findings revealed that measures to increase household incomes should be put in place to enable parents to support their children in early child hood institutions. This will help parents improve on their economic wellbeing and support children in early childhood learning institutions.

Other findings show that schools should find ways of involving parents in supporting learners in early childhood institutions including providing professional development opportunities for teachers in under early childhood education in Uganda can improve their ability to create stimulating learning environments and deliver effective instruction, ultimately benefiting children's academic achievements.

It was also discovered by the research study that parents should provide scholastic materials for learners in early childhood institution. This helps to improving the quality of early childhood education is crucial for enhancing academic achievement as high-quality early childhood education programs that focus on language and literacy development, cognitive skills, and socio-emotional development have a positive impact on academic outcomes in later years.

The findings of the study show that increasing knowledge and skills on teacher-parent engagement for improved collaboration. Parental involvement is also a significant factor in early childhood education. Parents are actively engaged in their children's education, it can lead to improved academic achievement, better social skills, and positive attitudes towards learning and partnerships between parents and early childhood educators.

The researcher found that elimination of negative socio-economic barriers that hinder children from accessing early childhood education and promote social and emotional learning in early childhood education, as it is linked to positive academic outcomes. Implementing social-emotional learning programs and providing resources to support children's emotional well-being can contribute to improved academic achievement for children

5.3 Conclusions

According to the findings of the study, the following conclusions have been made:

5.3.1 Factors within early childhood education influencing learner's academic progress

Firstly, according to the findings, it is true that absence of strong special laws to regulation the provision of early childhood education. This is essential for improving quality and access by children and their teachers.

Secondly, negative attitude and beliefs held by parents towards early childhood education particularly according to the findings on play and yet this provides opportunities for children to learn problem-solving skills, develop language and communication, and enhance their creativity.

Thirdly, findings revealed that absence of early childhood educational institutions accessible to young learners and this makes it very difficult for beneficiaries of early childhood education to benefit from this education.

Also, it is true according to the study findings that high poverty levels within the community hinder parents from supporting learners in early childhood learning institutions.

Lastly, limited level of knowledge on available early childhood education programmes by parents hinder their effective participation in early childhood education of their children.

5.3.2 Parental involvement and learner's academic progress in primary schools

According to the findings, parents take their children to early childhood learning institutions. The task of taking children to school was considered quite significant largely because of the stigma associated with academic progress in early childhood education.

As found out by the study, provision of learning resources for learners in childhood learning institutions. The importance of learning materials for children in early childhood education cannot be overemphasized.

As revealed by the findings of the study, parents undertaking behaviour monitoring for learners in childhood learning institutions as found out by this study. This set the stage for children to develop and use coping skills that make them more resilient to problems.

Parents have a duty of provision of safe home environment for young learners which is true according to the research findings.

5.3.3 Ways of mitigating the impacts of early childhood education on the academic of children in primary schools

As study finding revealed, sensitizing parents on the needs to provide early child hood education for children as this will help parents to get acquitted with the knowledge and attitudes that will lead to mind set change on early child hood education

It is also undisputed that measures to increase household incomes should be put in place to enable parents to support their children in early child hood institutions. This will help parents improve on their economic wellbeing and support children in early childhood learning institutions.

Addition to the above, schools should find ways of involving parents in supporting learners in early childhood institutions including providing professional development opportunities for teachers in under early childhood education in Uganda can improve their ability to create stimulating learning environments and deliver effective instruction, ultimately benefiting children's academic achievements.

As study finding revealed, parents should provide scholastic materials for learners in early child hood institution.

Also found out by the study, increasing knowledge and skills on teacher-parent engagement for improved collaboration. Parental involvement is also a significant factor in early childhood education.

As the findings of the research study show, elimination of negative socio-economic barriers that hinder children from accessing early child hood education and promote social and emotional learning in early childhood education, as it is linked to positive academic outcomes.

5.4 Recommendations

5.4.1 Factors within early childhood education influencing learner's academic progress

According to the findings of the study, absence of strong special laws to regulation the provision of early childhood education.

The study findings show that negative attitude and beliefs held by parents towards early childhood education.

Additionally, findings revealed that absence of early childhood educational institutions accessible to young learners

Study findings also show that high poverty levels within the community hinders parents from supporting learners in early child hood learning institutions

The researcher also found that limited level of knowledge on available early childhood education programmes by parents

Finally, finding of the study show that limited knowledge by parents on learning needs of learners in early child hood education

5.4.2 Parental involvement and learner's academic progress in primary schools

Parents take their children to early child hood learning institutions

Provision of learning resources for learners in child hood learning institutions

Parents undertaking behaviour monitoring for learners child hood learning institutions

Parents have a duty of provision of safe home environment for young learners

Parents undertakes monitoring learners school attendance in early child hood learning institutions

Providing guidance to learners of early child hood education

5.4.3 Ways of mitigating the impacts of early childhood education on the academic of children in primary schools

Sensitizing parents on the needs to provide early child hood education for children

Measures to increase household incomes should be put in place to enabler parents support their children in early child hood institutions

Schools should find ways of involving parents in supporting learners in early childhood institutions

Parents should provide scholastic materials for learners in early child hood institution

The findings of the study show that increasing knowledge and skills on teacher-parent engagement for improved collaboration.

Elimination of negative socio-economic barriers that hinder children from accessing early child hood education

REFERENCES

- Alexander, KL; D.R Entwistle and Lis Olson (2021). School achievement and inequality: A seasonal perspective. Educational evaluation and policy analysis 23 (2), World Bank
- Bandura, A. (2017). Social learning theory. Prentice-Hall.
- Bronfenbrenner, U. (2019). The ecology of human development: Experiments by nature and design. Harvard University Press
- Bruner, J. S. (2021). The process of education(Rural setup). Harvard University Press.
- Erikson, E. H. 2020). Childhood and society. WW Norton & Company.
- Gardner, H. (2022). Frames of mind: The theory of multiple intelligences. Basic Books.
- Grech, (2019), Z. Xiang; W.S Barnett, C.R Belfield and M'Nore (2005). Life time effects; the high scope perry preschool study through age 40. Ypilanti, Mich: High Scope press
- IPAR, (2021). The child and the curriculum hand book(Town setup) . University of Chicago Press.
- Montessori, M. (2018). The Montessori method: Scientific pedagogy as applied to child education in the children's houses. Frederick A. Stokes Company.
- Osakwe ,(2019). Does Early childhood matter for human development and health literacy Review Canada 8 (8)
- Piaget, J. (2019). Play, dreams, and imitation in childhood. Norton and company
- Richardson (2020), Infancy and human growth. Harper & Brothers.
- Vygotsky, L. S. (2018). Mind in society: The development of higher psychological processes. Harvard University Press.

QUESTIONNAIRES FOR TEACHERS AND SCHOOL ADMINISTRATORS

SECTION A

REONDENT'S BIO - DATA

INSTRUCTIONS

Please fill in the blank spaces or tick (✓) in the boxes provided where necessary

1. Name:(optional)

.....

2. Age:

3. Sex: Male Female

4. Marital status: Single Married Divorced Separated Widowed

5. Location:

Cell Parish Sub – county

.....

.....

6. Religion: Protestant Catholics Muslims Born again

Others (please specify).....

SECTION B: Factors within early childhood education influencing learners academic progress

In a score of 1-5, please choose the most appropriate answer where 1- strongly disagree, 2- disagree, 3- agree, 4-strongly agree and 5 uncertain

Question Statements	1	2	3	4	5
Absence of strong special laws to regulation the provision of early childhood education					
Negative attitude and beliefs held by parents towards early childhood education					
Absence of early childhood educational institutions accessible to young learners					
High poverty levels within the community hinders parents from supporting learners in early child hood learning institutions					
Limited level of knowledge on available early childhood education programmes by parents					
Limited knowledge by parents on learning needs of learners in early child hood education					

SECTION C: PARENTAL INVOLVEMENT AND LEARNERS ACADEMIC PROGRESS

In a score of 1-5, please choose the most appropriate answer where 1- Strongly Disagree, 2- Disagree, 3- Agree, 4-Strongly Agree and 5-Uncertain

Question statements	1	2	3	4	5
Parents takes their children to early child hood learning institutions					
Provision of learning resources for learners in child hood learning institutions					
Parents undertaking behavior monitoring for learners child hood learning institutions					
Parents have a duty of provision of safe home environment for young learners					
Parents undertakes monitoring learners school attendance in early child hood learning institutions					
Providing guidance to learners					

SECTION D: WAYS OF MITIGATING THE IMPACTS OF EARLY CHILDHOOD EDUCATION ON THE ACADEMIC OF CHILDREN

In a score of 1-5, please choose the most appropriate answer where 1- Strongly Disagree, 2- Disagree, 3- Agree, 4-Strongly Agree and 5-Uncertain

Question statements	1	2	3	4	5
Sensitizing parents on the needs to provide early child hood education for children					

Measures to increase household incomes should be put in place to enable parents support their children in early childhood institutions					
Schools should find ways of involving parents in supporting learners in early childhood institutions.					
Parents should provide scholastic materials for learners in early childhood institution					
Increasing knowledge and skills on teacher-parent engagement for improved collaboration.					
Elimination of negative socio-economic barriers that hinder children from accessing early childhood education					

END

APPENDIX II

INTERVIEW GUIDE FOR DISTRICT OFFICIALS

QUESTIONS

What is position?

How long have you worked here?

What problems affect academic progress of earners in primary schools?

What factors within early childhood education that affects learner's academic progress?

How does parental involvement affect learner's academic progress?

Explain the various ways of mitigating the impacts of early childhood education on the academic of children

Any other information that may be necessary to the research study?

Thank you very much for your contribution

APPENDIX 3

Work plan schedule

S/No	ACTIVITY	DURATION
01	Developing questionnaires	2 weeks
02	Data collection	1 week
03	Data processing and analysis	1 week
04	Writing draft and final report	1week
05	Submission of the report	1 week
	Total Duration	2 (Two Months)

APPENDICE 1V

BUDGETARY ESTIMATES

S/No	ITEM (S)	Quantity (qty)	Unit cost (Ugshs)	Total Coast (Ugshs)
01	Printing/ photo copying papers	1 ream	20,000	20,000
02	Ruled papers	1 ream	16,000	16,000
03	Flash disk	1 (2GB)	40,000	40,000
04	Pens, pencil and note book	Assorted	10,000	10,000
05	Photocopying expenses	45 PAGES	@100	4500
06	Word typesetting expenses	45 PAGES	@1000	45,000
07	Spiral binding expenses	3 BOOKS	@5000	15,000
08	Airtime		10,000	10,000
09	Transport expenses		50,000	50,000
10	Contingency		50,000	50,000
11	TOTAL			266,000



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To SUB-COUNTY CHIEF.....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss MIGAMBA DOROTHY.....

Of Registration Number; WS21/MUC/BPAM/010.....pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree PUBLIC ADMINISTRATION AND MANAGEMENT

He/ she is required to carry out an academic research on the topic

IMPACT OF EARLY CHILDHOOD EDUCATION ON LEARNERS ACADEMIC PROGRESS IN PRIMARY SCHOOLS IN MAZIMASA SUB-COUNTY BUTALEJA

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,



Mr. Akampurira Timothy

Academic Registrar