



Effect of early childhood education school management on pupils' competences in pre-primary schools of Rwanda

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Abstract

The research investigated the effect of early childhood education school management on pupils' competences in pre-primary schools of Rwanda. Given that the school management in Rubavu-Rwanda was apparently not set to provide effective support to the acquisition of the adequate competences for the pre-primary pupils, the researcher's attention was attracted and aimed at finding out the effect of early childhood education school management on pupils' competences in pre-primary schools of Rwanda. The target population of this research was 5646 population, from which a sample size of 96 respondents were chosen as the participants either 8 educational leaders (head teachers) or 16 teachers or 72 parents chosen from eight schools of 4 sectors of Rubavu District and they were sampled using a simple random and purposive sampling techniques. This investigation adopted a survey research design which used questionnaires and guided interviews as instruments of data collection. In this research, two questionnaires were administered and collected from parents and teachers while the interviews were administered to head teachers. The findings indicated that there are a number of factors of school management that weaken the development of pre-primary adequate competences among others teacher recruitment of qualified teachers, lack of educational leaders monitoring of teaching in pre-primary classes, lack of professional development for ECE teachers, lack of material delivery and others equipment for pre-primary and lack of awareness about the requirements for ECE children including inappropriate nutrition. Recommendations went to the Ministry of Education and affiliated institutions requesting further investment in pre-primary school management by empowering school leaders and raising their awareness on all aspects of Early Childhood Education to facilitate their support towards ECE teachers who are the primary agents for the development of early childhood education pupils' competences.

Keywords: early childhood education (ECE), pre-primary education

1. Introduction

This chapter shows the background of the study in which the researcher has provided the information about the topic of the study, statement of the problem which called for the conduction of this research. The chapter presents the organization, the general objective of the study, research objectives, research questions, significance of the study, and scope of the study.

1.1 Background to the study

Early childhood development (ECD) is a critical period that continues to impact human health and productivity throughout the lifetime. Failing to provide policies and programs that support optimal developmental attainment when such services are financially and logistically feasible can result in negative population health, education, and economic consequences that might otherwise be avoided.

In Australia, preschool is something that's not obligatory, but which governments point to. In 2008, all Australian governments made a commitment through the Committee of Australian Governments (COAG) that by 2013, all children would have gotten to high-quality early childhood instruction programs passed on by qualified early childhood teachers, for 15 hours per week, 40 weeks of the year, in open, private and community-based preschools and child care. Two models were used for depicting preschools in Australia: Show 1: the government stores and conveys the larger part of preschool

administrations. Demonstrate 2: the government subsidizes preschool administrations whereas non-government organizations convey the administrations.

In African countries like Botswana, an examination of the early childhood care and instruction approach and programming that was commissioned by UNESCO and the Service of Instruction in 2009 distinguished a number of boundaries and services within the ECCE approach including inadequate instructors particularly in community schools and a deficiency of professionally prepared workforce to uphold the arrangement. This approach unfavorably influences the quality of pre-school education. For example, there's a need for the capacity to guarantee that pre-schools comply with existing measures. Existing writing appears that a few centers need legitimate structures as proven by the nonattendance of junior toilets; a few are packed whereas others have restricted offices for children with uncommon needs (UNESCO and Ministry of Education, 2009) ^[41].

A decade afterward, Kenya was inundated in a rough battle for autonomy that uprooted numerous Kenyan children from their homes. Subsequently, the colonial government extended the part of ECDCs to serve the uprooted children in Central Kenya. After picking up political freedom from Britain in 1963, the unused government of Kenya upheld the improvement of Early Childhood programs all through the nation, preschools particularly. Since freedom, Kenya has made colossal picks up

within the improvement of Early Childhood education programs. With the assistance of the Bernard van Scoff Establishment in 1971, the modern government set up the Preschool Instruction Venture (Zip), and charged the Kenya Founded of Instruction (KIE) with its organization (Adams and Swadener, 2015) [1]. In spite of the fact that Zip had numerous duties, its primary objective was to make strides in the quality of preschool instruction through the improvement of reasonable preparation models for early childhood instruction work force and curriculum.

Rwanda, with its commitment to rights-based approach and program arranging, serves as a case for the examination of the national, territorial, and worldwide human rights lawful systems that illuminate ECD benefit conveyance. MINEDUC EMIS information uncovered that the net enrolment rate for pre-primary expanded from 10 percent in 2011 to 17.6 percent in 2016 (17.1 percent for boys and 17.9 percent for young ladies). Illustrating the government's commitment to expand, the number of open pre-primary schools has expanded considerably from two in 2011 to 2,757 in 2016. This incorporates both open and private schools: 1,474 open and 1,283 private). The number of children enlisted in open pre-primary schools has expanded appropriately; from 343 in 2011 to 96,441 in 2016 (this figure is nearly on standard with the number of children enlisted in private or community-based pre-primary schools in 2016, which was 89,225 children). For both open and private pre-primary schools, young ladies proceed to have somewhat higher levels of enrolment.

1.2 Problem statement

Ideally, the Government of Rwanda intends to improve the capacity for planning, management, and administration of education (ESSP2017. P.4). This government perspective aims to improve the education leaders' competences in planning education-related activities including conducting effective supervision and inspection of the education activities, planning, and managing educators' professional development, establishing a conducive working environment, conducting work related appraisals, dispatching physical and qualified human resources accordingly and help all the education stakeholders to implement their activities right in the right place and time. In 2017, Wellspring was invited by the leadership of Rubavu district in need to support the education sector. This was due to the lack of empowerment of both school leaders and teachers in terms of quality education and effective school leadership. The baseline conducted from 17 May to first of December 2021 on the performance, teaching and support to Early Childhood Education has shown a gap in the Early Childhood Education management for both the school leaders and teachers especially on the occasion of answering the three questions about what support the teachers were receiving from the school leaders, teaching practices that are being implemented and the performance of the learners in that environment.

Currently, the school leaders in public schools are not holding the responsibility to care about the ECE that are located in the schools they lead despite the presence of the policy and

framework. The current leaders lack skills and experience in the management of ECE, they lack competences to support ECE teachers in terms of teaching approaches and professional development. Consequently, the ECE classes are being managed by teachers who often are not even trained to teach in Early Childhood Education. It is evident that the ECE management is still in unsafe hands. The school leaders are not empowered in the management of ECE programs which are far different from primary and secondary education. If this situation continues, the ECE programs will not reach the intended outcome and their implementation will be doubtful and consequences will fall upon the future generation of the country that would not benefit from the proper early education as planned in various policies about ECD.

1.3 General objective

The general objective of the study was to examine the effect of early childhood education school management on pupils' competences in pre-primary schools of Rwanda.

1.4 Specific objectives

- a) To identify early childhood education school management factors, related to pupils' competences in pre-primary schools in Rwanda,
- b) To assess the effect of early childhood education school management on pupils' competences in pre-primary school in Rwanda.

1.5 Significance of the study

This study has given valuable experience due to the following points: The study has provided adequate information about the effects of early childhood school management on pupil's competences in pre-primary schools of Rwanda, specifically; the study has provided information on how ECE school management affects pupils' competences of pre-primary in Rubavu District. Furthermore, the findings of this study are beneficial to the researcher herself due to her more understanding of how ECE school management can have a significant impact in pupils' competences of pre-primaries. In addition, this study has given a contribution to the country of Rwanda about exploration to the early childhood education school management and its effect on pupils' performance in pre-primary schools of Rwanda. Not only students who will have good scores and gain competences but also will be beneficial to the district leaders such as DDEs, DEOs in charge of pre-primaries and SEIs, to know where to put much effort for effective and sustainability of pre-primary schools' management in Rwanda.

2. Review of related literature

2.1 Introduction

During the review of relevant literature, the researcher has encountered various published critical studies related to the effect of early childhood education school management factors on pupils' competences in pre-primary schools of Rwanda. Rubavu District was used as a case study. Therefore, the researcher deeply instead reviewed theoretical review related

to the early childhood education school management factors as independent variables and pupils' competences in pre-primary schools as dependent variables and interpreting my topic related to the empirical review of other researchers and making conclusions about this chapter and conceptual framework of the study.

2.2 Empirical literature

The section attempts to review what other researchers found out in line with this research. Among the literary works reviewed include books, theses. This research will try to look at what others have identified and will add to the results of their research. The researcher, on the other hand, will refer to the research documents such as: internet resources, books and others, in order to know really what will be related to the study being investigated.

2.3 Early childhood education management factors and pupils' competences

ECE is considered to be of most extraordinary significance. This is often regularly realized by all the people of the community, independent of their establishments and occupations. The essential three a long time of the life of the individual are considered to be crucial. At this organization, the child makes the affiliations to lead to movement.

Understudies got to be teaching how to work out more self-control. Out of different sorts of behavioral characteristics, a couple are considered to be positive, whereas some are negative. When the understudies are energetic, they may delineate certain behavioral characteristics, which may not be palatable interior the community or school or residential, such as yelling or crying, in this way, they have to be teaching how to remain calm and calm undoubtedly when they are experiencing troublesome circumstances (Grafweg, 2009) ^[11]. Early childhood has emerged as one of the areas of education for sustainable development in all nations including our country. Effective ECE and outcomes depend on the effective management and utilization of educational resources in the interest of the children. To this end, school management affects a set of hormones which will have a positive effect on children's learning, advancement, and well-being. School administration can straightforwardly influence the quality of the intuitive between staff, children, and guardians, for occurrence when pioneers lock in with guardians in complement to the intelligence between staff and guardians. Authority can moreover in a roundabout way affect the quality of these intuitive by supporting staff proficient improvement, setting up a positive work climate, and making structures to

empower staff to collaborate and arrange for advancement (Sebastian, Allensworth and Huang, 2016; Whalen *et al.*, 2016).

2.4 Effect of early childhood education on school management factors on pupils' competences in pre-primary school

Introduction Early childhood is a crucial period in terms of both social, cognitive aptitudes and experiences of children to start school (Kleeck & Schuele, 2010). School arrangement implies a child's level of simple and satisfactory learning without complexity. There are various components impacting children's alteration to the school environment. Family, teachers, environment, and school workplaces are considered among these factors. Not because it was children's status but moreover influencing components have to be organized for an authentic school planning to get ready. Getting ready is more troublesome for the children who did not go to preschool education such as kindergarten, nursery school, etc. An unused environment, various unused rules, to initiate utilized to these rules and many issues relating to the primary step to this newly-introduced climate; make inconveniences inside the to start with the week of the school. Families are expected to help children at this beginning. Since school fear makes it troublesome to alter to school and ies.ccsenet.org Widespread Instruction Considers.

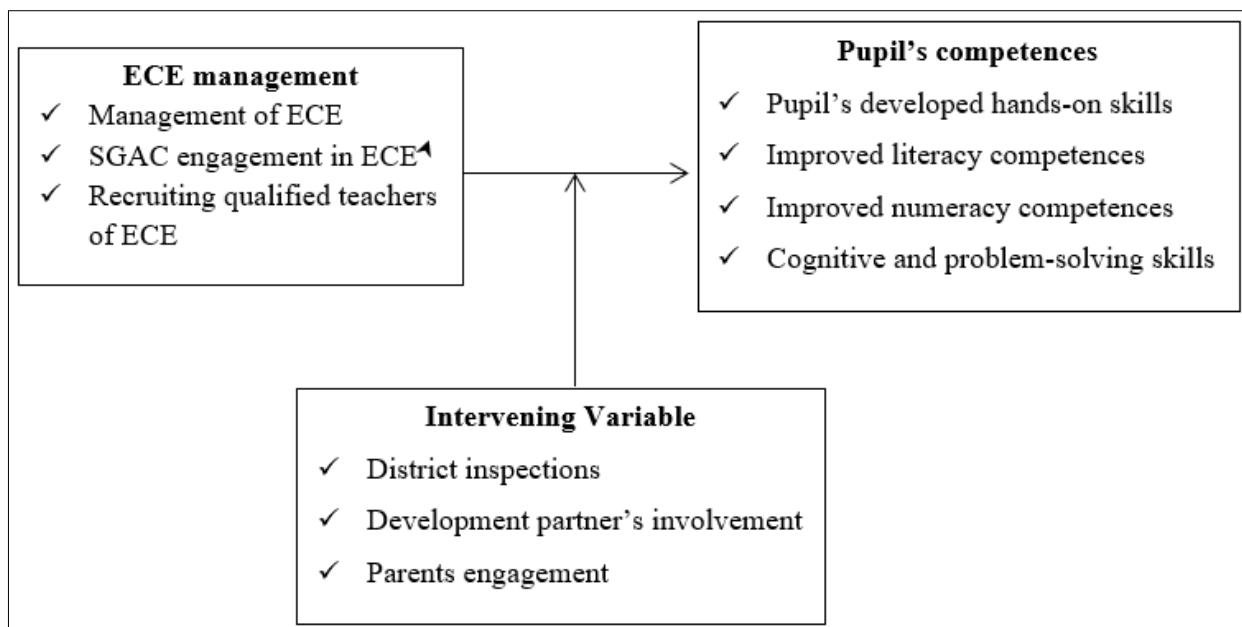
2.5 Theoretical framework

Early childhood education and cognitive development model

According to Cunha *et al.* (2006), children's first period experience various issues in terms of knowledge acquisition that develops the baseline of individual learning capabilities and social competition. Carneiro and Heckman (2013) ^[4], also revealed that the early childhood education (ECE), indicates the individual changes based on knowledge and skills development that could be adapted in society. UNESCO (2010), also added that, in the period of ECE, experienced a high rate of human intellectual development that varies with a short time as also based on the norms of society and individual willingness.

2.6 Conceptual framework

Research should be crowned by a conceptual framework justified through logically related variables. The conceptual framework of this study relates the independent variable and to the dependent variable as well as an intervening variable in the figure 3.1.



Source: Primary (2022)

3. Research methodology

3.1 Research design

The researcher adopted a descriptive survey research design to determine the effect of pre-primary school management on pupils' competences in pre-primary education schools in Rubavu District, Rwanda. It was relevant since it enabled the researcher to collect, analyze, and report information as it exists in the field without manipulation of variables. It involved the use of questionnaires to a sample of teachers and interview guide to SGACS representatives/ parents and head teacher to collect information about their opinions pertaining to the effect of pre-primary school management on pupils' competences in pre-primary education schools in Rubavu District.

3.2 Sample size

The population of this research is 5,646. The study population was limited to 64 school leaders, 5431 parents of the students of pre-primary and 151 teachers that is the product that will represent the pre-primary school number in Rubavu District.

Table 1: Target Population and Sample Size

Respondents	Total population	Sample design
Parents	5431	70
Teachers	151	16
School leaders/ educational official	64	8
Total	5646	94

Source: Researcher (2022)

3.3 Data collection instrument

The researcher used both questionnaires and interviews to collect data related to the research objectives.

3.4 Data analysis and procedures

The process of data analysis was used by the researcher after

data collection in order to make deep interpretation and understanding by using statistical analysis methods. “The statistical methods offered the opportunity to measure and quantify the results of research collected by using quantitative, qualitative methods. This method is the one which facilitated the researcher in quantifying and numbering the results of the research and presenting information on the graphs, charts and tables”.

4. Research findings

4.1 Demographic characteristics of respondents

This section shows the background of the respondents according to their category, age, family status, education level, gender and the location so that in designing questions the researcher might not offend anybody on the basis of the responses. The total number of the respondents was 151 made of 8 head- teachers, 16 teachers and 120 parents in pre-primary schools of Rubavu District.

4.2 Presentation of the findings

The presentation of the findings has focused on the specific objectives of the research which were to identify early childhood education management factors related to pupils' competences in pre-primary schools in Rwanda, and to establish the effect of early childhood education on school management factors on pupils ' competences in pre-primary school in Rwanda.

4.3 Identify early childhood education management factors related to pupils' competences in pre-primary schools

There were 8 respondents head teachers on the side of the head teachers, equivalent to 100%, and all of them were present during the data collection stage. 8 interview sets were conducted with the head teachers and the findings are shown in the following.

Table 2: Head Teachers' Responses on Early Childhood Education Management Factors

Statements	SD		D		N		A		SA	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Rubavu district promotes ECE professionalism in different areas in leadership	0	0	4	50	2	25	2	25	0	0
Rubavu District recruits qualified ECE teachers and caregivers for pupils' development in all learning areas	0	0	0	0	0	0	2	25	6	75
Rubavu District ECE leaders assess ECE staff to assure curriculum implementation	1	13	3	37	3	37	1	13	0	0

Source: Data from Field (2022): Statement: SD: Strongly disagree, D: Disagree, Neutral, A: Agree, SA: Strongly agree

For the identification of early childhood education management factors related to pupils' competences in pre-primary schools in Rubavu District, 4 out of 8 head teachers disagree that there is promotion of ECE professionalism in different areas of school leadership. Therefore, as the questionnaires were given to 8 head teachers of selected pre-primary schools of Rubavu district, and the findings showed that the majority of the respondents raised that the pre-primary pupils' competences are not dependent on the promotion of ECE professionalism in various areas of school leadership. The minority of the respondents affirmed that Rubavu district promotes ECE professionalism in leadership to support pre-primary. During the study, the question aiming to seek if

Rubavu district ECE leaders monitor and assess ECE staff to assure that ECE curriculum is being implemented, the head teachers have disagreed at 37% and the other 37% have declared neutral on this point while 13% strongly disagreed. Only one head teacher equivalent to 13% had agreed that Rubavu district ECE leaders monitor and assess ECE staff to assure that the ECE curriculum is being implemented. Therefore, identification of early childhood education management factors related to pupils' competences in pre-primary schools has shown that the recruitment of qualified teachers and caregivers for pupils' development in all learning areas is the only factor that is influencing the pupils' competences in Pre-primary in Rubavu District.

Table 3: The teachers' responses on early childhood education management factors

Statements	SD		D		N		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teacher demonstrates an understanding of the importance of learning through play	0	0	0	0	2	12	12	76	2	12
The teacher has sufficient teaching aids and all other teaching resources	10	63	0	0	1	6	3	19	2	12
Each learning corner is equipped with sufficient and appropriate materials	0	0	11	69	1	6	4	25	0	0

Source: Data from field (2022)

The numbers of 12 respondent teacher's equivalent to 76% agreed that the teacher demonstrates an understanding of the importance of learning through play as one factor of developing pupils' competences in pre-primary. Two teachers out of 16 strongly agree to the point that the teacher demonstrates an understanding of the importance of learning through play. Only two out of 16 respondents have demonstrated that they were neutral to the fact that the teacher demonstrates an understanding of the importance of learning through play. However, 10 respondents out of 16 equivalents to 63% strongly disagree with the fact that teachers have sufficient teaching aids and all other teaching resources in the classroom to develop all skills ECE as one factor related to pupils' competences in pre-primary schools. Only 2 respondents out of 16 equivalents to 12% strongly agree that teacher has sufficient teaching aids and all other teaching resources in the classroom to develop all skills ECE and 3 out

of 16 equivalents to 19% agree that teacher has sufficient teaching aids and all other teaching resources in the classroom to develop all skills ECE.

Again, 11 out of 16 respondents equivalent to 69% disagreed that each learning corner is equipped with sufficient and appropriate materials to help children in all learning and teaching activities. Only 4 out of 16 respondents equivalent to 25% agreed that Each learning corner is equipped with sufficient and appropriate materials to help children in all learning and teaching activities. This implies that, on the side of teachers, the factor of having sufficient teaching aids and all other teaching resources in the classroom to develop all skills ECE and having each learning corner equipped with sufficient and appropriate materials to help children in all learning and teaching activities have no influence on the development of pupils competences in pre-primary schools in Rubavu.

Table 4: Parents' Responses on Early Childhood Education Management Factors

Statements	SD		D		N		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Parents demonstrate an understanding of the impact of early learning	0	0	2	3	10	14	25	35	35	48
Parents of the children in pre-primary attend school general assembly meetings	6	8	12	17	5	7	22	30	27	38
Parents demonstrate knowledge of the impact of healthy nutrition	11	15	20	28	14	19	18	25	9	13

Source: Data from field (2022)

As to whether the parents understand the concepts of ECE management, the findings showed that 35 out of 70 parents equivalent to 48% strongly agree and 25 out of 70 equivalents to 35% agree that parents demonstrate an understanding of the impact of early learning on a person's long-life learning. Only 2 out of 70 equivalents to 3% disagree on this point that parents demonstrate an understanding of the impact of early learning on a person's long-life learning while 10 out of 70 equivalents to 14% of the respondents have shown neutral to the point that parents demonstrate an understanding of the impact of early learning on a person's long-life learning.

However, 20 respondents out of 70 equivalent to 28% disagreed and 11 out of 70 respondents equivalent to 15% strongly disagreed that parents demonstrate knowledge of the impact of healthy nutrition on early childhood development. 14 more out of 70 respondents, equivalent to 19% responded neutral to the

point that parents demonstrate knowledge of the impact of healthy nutrition on early childhood development. This is a big number of respondents lacking awareness of the impact of healthy nutrition on early childhood development compared to the total of 26 respondents out of 70 equivalents to 36% who respectively 13% strongly agreed and 25% agreed to the fact that Parents demonstrate knowledge of the impact of healthy nutrition on early childhood development.

4.4. Assessing the effect of early childhood education school management factors

The total of 8 interview questionnaires were administered to eight head teachers and were all successful. It means that the researcher received 100% of the interviews from the eight head teachers.

Table 5: Head teachers' responses to the assessment of the effect of early childhood education school management factors on pupils' competences in pre-primary schools

Statements	SD		D		N		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
ECE teachers of Rubavu District have a regular professional development to upgrade their skills so that they can develop all ECE required competences	2	25	3	38	2	25	1	12	0	0
Rubavu District providing ECE with sufficient learning materials and resources to help children reach their potential	1	12	2	25	3	38	2	25	0	0
All Rubavu District partners in ECE are equipped on pupils' competences and skills that have to be developed in pre-primary school.	0	0	1	12	2	25	3	38	2	25

Source: Data from field (2022)

The findings presented demonstrated the position of the school leaders on the question seeking to assess whether the ECE teachers of Rubavu District have a regular professional development to upgrade their skills so that they can develop all ECE required competences. 3 respondents out of 8 equivalents to 38% have disagreed and 2 out of 8 equivalents to 25% strongly disagreed that ECE teachers of Rubavu District have a regular professional development to upgrade their skills so that they can develop all ECE required competences against 1 respondent out of 8 equivalents to 12% who agreed to this point. The remaining 2 respondents out of 8 equivalents to 25% have neither agreed nor disagreed.

A number of 3 head teachers out of 8 equivalents to 38% has shown neutral to this statement which shows that they are not able to decipher the position of the district on the deliverance

of the ECE learning materials around schools that have already established ECE sections. Other 2 respondents out of 8 equals to 25% disagreed and 1 out of 8 equivalents to 12% strongly disagreed to the statement that Rubavu District provides ECE with sufficient learning materials and resources to help children reach their potential. Looking at these three positions, it looks like Rubavu District's provision of learning materials to ECE sections is doubtful. Only 2 respondents out of 8 equals to 25% have agreed to this statement.

However, all Rubavu District partners in ECE are equipped with pupils' competences and skills that have to be developed in pre-primary school. This is agreed by 3 out of 8 and strongly agreed by 2 out 8 respondents, equivalent to 38% and 25% respectively.

Table 6: Teachers' responses on the effect of early childhood education school management factors

Statements	SD		D		N		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
ECE teachers have daily schedule in the classroom	0	0	0	0	0	0	4	25	12	75
The teacher interacts with all learners in a way that helps them to develop in all learning areas	2	13	3	19	1	6	6	37	4	25
Parent provide the full support to the nursery section/ schools	5	31	2	13	1	6	6	37	2	13

Source: Data from field (2022)

The findings indicated the responses of the teachers on the assessment of the effect of early childhood education school management factors on pupils' competences in pre-primary school in Rwanda through showing their stand on the

statements. On the statement that ECE teachers have a daily schedule in the classroom, seen by children and followed accordingly so that all areas of learning have been covered, teacher respondents equal to 12 out of 16 i.e 75% strongly

agreed and 4 out of 16 equivalent to 25% agreed to this statement. None of the respondents disagreed with the statement. This number expresses that teachers have received training on the ECE daily schedule and the importance of hanging it in the classroom where children can reach and follow it. In addition, 6 respondents out of 16 (=37%) and 4 out of 16 (=25%) have either agreed or strongly agreed that teachers interact with all learners in a way that helps them to develop in all learning areas. This means that 10 out of 16 equivalents to 52% are in position to support the statement. This implies that teachers are becoming more relevant to play

based approach whereby a teacher mostly interacts with children to develop relevant competences. Meanwhile 2 respondents out of 16 (=13%) strongly disagreed and 3 out of 16 (=19%) disagreed with the statement that teachers interact with all learners in a way that helps them to develop in all learning areas. The one remaining one respondent equivalent to 6% demonstrated neutral to this statement. The position of the 6 respondents equivalent to 48% shows that the journey to teacher' interaction with all learners in a way that helps them to develop in all learning areas is still long and something needs to be done.

Table 7: Parents' responses to the assessment of the effect of early childhood education school management factors

Statements	SD		D		N		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Parents/caregivers in pre-primaries of Rubavu District are using all techniques/ methodologies to help ECE pupils	10	14	15	21	27	38	14	19	6	8
Parents from the nursery section provide needed materials to their children	5	31	2	13	1	6	6	37	2	13

Source: Data from field (2022)

The findings showed us the parents' position on the assessment of the effect of early childhood education school management factors on pupils' competences in pre-primary school in Rwanda. On the statement that parents/caregivers in pre-primaries of Rubavu district are using all techniques/ methodologies to help ECE pupils, 27 out of 70 parent respondents equal to 38% have not been able to demonstrate the above statement. Meanwhile 15 respondents out of 70 equivalents to 21% of the total respondents have disagreed and 10 out of 70 equivalents to 14% have strongly disagreed that parents/caregivers in pre-primaries of Rubavu district are using all techniques/ methodologies to help ECE pupils. The remaining 20 parents out of 70 among which 14 equivalent to 19% have agreed and 6 equivalents to 8% have strongly agreed that parents/caregivers in pre-primaries of Rubavu district are using all techniques/ methodologies to help ECE pupils. Looking at the position of the parent, it is obvious that the assessment of the parents to the statement that parents/caregivers in pre-primaries of Rubavu district are using all techniques/ methodologies to help ECE pupils is not positive which implies the negative effect of early childhood education school management on pupils' competences in pre-primary school in Rwanda.

5. Conclusions and Recommendations

5.1 Introduction

This chapter discusses the research findings and draws conclusions and recommendations of the study. The conclusions were made based on the research findings on the effect of early childhood education school management on pupils' competences in pre-primary schools of Rwanda. The researcher provided the recommendations and suggestions to the next conducted research.

5.2 Conclusions

The conclusions were drawn based on the answers to the research questions. As for the research question one which was

to what extent early childhood education management factors related to pupils' competences in pre-primary schools in Rwanda? The researcher found that there were deep gaps in the factors that would make the school management of ECE to effectively develop pupils' competences in pre-primary. Though recruitment of ECE teachers is done and appreciated but the recruited teachers are not qualified to teach ECE moreover there is lack of consistent monitoring of classroom activities because even the school leaders are not empowered in supervising ECE classes and there is lack of continuous professional development for ECE teachers since the school leaders, School Based Mentors and School Based Trainers are not empowered to support this field of pre-primary. It was also found out that teachers need to be equipped with skills to implement teaching and learning through play and there is a lack of teaching and learning materials. Parents are key role players for making the ECE appropriately provide required competences while they not only provide required school materials but also improve their understanding on the impact of pre-primary schooling for human kind life and attend school meetings to support the school leadership to make effective decisions. The stated factors work together to impact the pre-primary teaching and learning and missing one of them makes the process of achieving the appropriate ECE school management which hinder the acquisition of required competences.

The effect of early childhood education on school management on pupils' competences in pre-primary school in Rwanda have been assessed and the researcher draw conclusions that partners have played a tremendous role in the development of ECE as per current situation. The government institutions in regards of ECE are still slowing their movements towards strengthening this foundational education in the provision of required materials for classroom activities.

5.3 Recommendations

Based on the findings and the conclusions drawn from the

conducted investigation, the researcher would recommend the ministry of education with its institutions in charge implementation of education policies, government institutions that oversee the family promotion and gender, districts, school leaders, teachers and parents that for the pre-primary to provide the expected competences teachers have to be equipped enough to handle all that matters for pre-primary.

The school leaders have to be empowered on every single detail of the pre-primary section to support both teachers and parents in terms of classroom observation, daily schedules, play-based teaching and learning and use of the pre-primary teaching and learning materials.

The school leaders are required to be playful with these young children and receive acquaintance on the learning styles that far differ from other levels of learning.

Recommendations also go for the development of the teachers of ECE in TTCs given that the number of qualified candidates for teaching ECE is very small compared to the needed. TTCs should also produce teachers who are equipped with the ECE required skills on the ground since as the findings have shown; the teachers in place from TTCs are still struggling to adopt the designed curriculum, play-based approach and the daily schedule.

Furthermore, recommendations should go to parents whose children are at the age of pre-primary stage that they improve awareness of the needs of their children once sent to pre-primary, especially the appropriate nutrition that goes hand in hand with the teaching approach that is used in pre-primary.

Last but not least, recommendations go to local government leaders to support the implementation of ECE and encourage local communities to send their children to pre-primary because a lot of benefits for young children are found in ECE.

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