

**FACTORS INFLUENCING DEVELOPMENT OF YOUNG  
CHILDREN IN KOSIRAI DIVISION, NANDI NORTH  
DISTRICT - KENYA**

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## DECLARATION

I, FARAJ AMINA, declare that this research report is my original work and has never been submitted to any university or institution of learning for a degree unless otherwise.

Signature:..........

Date.....20/04/2010.....

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## APPROVAL

This is to certify that this research report was done under my supervision. Her work is ready for submission, to be evaluated for the award of bachelor of education ECPE (Kiswahili) at Kampala international university.

Signature.  ..... Date 20/4/10 .....

Deborah Taligola

## **DEDICATION**

This research report is dedicated to Mr. Sam Cheseret whose endless encouragement and support were very important in the completion of the course in general.

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## ABSTRACT

*The development of each child depends on an individual child. This dissertation is about investigating the factors influencing development of each children in Kosirai Division, Nandi North District (Kenya)*

*This study considers a few ECD centers. Questionnaire and interview schedule were used for the learners, parents and teachers. The above group will give out their own views on the development of the children.*

*The respondents were chosen randomly from the division from selected learning institutions across the division. The research employed both qualitative and quantitative data. It was therefore a descriptive survey.*

*The researcher has found out that parents, teachers and the community at large contribute a lot on the development of young children. It is in view of that, that the researcher recommended that the parents and teachers be well informed on the roles they should play when bringing up and teaching young children.*

*Parents and teachers are role models and they should also help in shaping the learners development and help them be better people in future. Parents should also be deeply involved in creating family care that provides proper physical, emotional, social language, cognitive and moral development of their children. That's why parent should always keep track on what the teachers and learners are doing while in school.*

*The environment in which the child is brought up also matters a lot. The child's surrounding will affect the growth but they will even have much greater effects on other aspects of development. Therefore, the environmental factors include where the child lives, who looks after him, whether he is loved and wanted, the sort of companion he has, whether he is encouraged to learn, the food they eat all contribute alot on the development of a child holistically. Parents should therefore consider all these factors to help their children develop to their full potential.*

*On the other hand the teacher is in most cases, the parent substitute at school. He is therefore supposed to help the child interact properly and in a socially acceptable manner with everybody around him especially at school. The teacher has to assist the child in an effort to acquire responsible adult. Therefore the teacher must of necessity learn about the child he is likely to deal with in future.*

## CHAPTER ONE

### 1.0 Introduction

This study was undertaken in order to examine the factors influencing development of young children. This chapter presents the background of the study. The statement of the problem, the objective of the study, the scope of the study and the significance of the study.

### 1.1 Background of the study

In Kenya, development of most young children is influenced is influenced by the environmental factors. The environment includes school, parents, teachers and also the facilities around the child. Physical development of children generally depends upon the school. The play materials and the play ground helps a lot in physical development of young children. This is when it comes to gross motor development. As children play with different, materials they develop their gross motor muscles very well. In class too the different writing, colouring, modeling materials helps develop fine muscles of children.

Parents also play a vital role when it comes to emotional and social development of their children. This is because children's emotions will be influenced greatly by the social setting around him parents should therefore develop a pattern of relationship with their children to an extend where the child responds to them in a particular manner. The feeding of children with a balanced diet is a mandate also by parents. This will help children also grow healthy physically fit and not sickly.

Teachers are also very important group in language development of children. Children learn a lot from the people around them. Therefore the way teachers talk and pronounce words really influence the speech of most Children as Skinner said, children learn a lot by imitation. As we all know children like imitating their teachers so the best people to shoc their language are their teachers. Teachers should

also take their time to correct any mistakes made by children and it helps children step the mistake.

When comparison are made between children in developed and developing countries, those in wealthy and poor families, those in urban and rural areas and those in rich suburban and slum areas, it is quiet different. African countries despite being poor and cannot afford basic necessities for their citizens, are best with problems like drought like drought, famine, civil wars, tribal and clan disputes and literacy that further undermines basic human rights. Children in these countries therefore do not attain their full Potential, quantitatively and qualitatively.

### **1.2 Statement of the Problem**

There is need to understand the basic principles governing development of young children. This will help teachers develop appropriate methods of handling young children in school. This is because children come from different background and if they are not well understood, they might be stressed and frustrated which will lead to truancy. Teachers should also understand the environment in which a child comes from and help the children socialize with other children well. The kind of language the children speak in school should also be monitored keenly and corrected so that a child realizes the mistakes they make.

### **1.3 General Objectives of the Study**

The purpose of the study was to examine the factors influencing the development of young children in Kosirai Division, Nandi – North District.

#### **1.3.1 Specific Objectives of the Study**

- i. To investigate the factors which have influenced the physical development of the children.

- ii. To establish those factors that have molded the social development of children
- iii. To investigate the influences on moral development of children
- iv. To investigate those factors which have influenced the cognitive and language development.

#### **1.4 Research Questions**

What are the factors which influence physical development of young children

Establish the factors which help in molding social and emotional development of children.

Investigate the factors which influence moral development of young children.

Find out the factors which influence the cognitive and language development of children.

#### **1.5 Significance of the Study**

The study will benefit the following discipline;-

The teachers to know the children they are handling in their classes.

The parents of the children to improve the way they handle their children in their homes. They will also realize the importance of feeding their children well with a balanced diet.

#### **1.6 Scope of the Study**

The area of research will covered seven ECD centers in Kosirai Division in Nandi North District. The teacher will collect data from parents, teachers and pupils of the respective schools in Kosirai Division Nandi -- North District. The study will be carried out from February to March the year 2010.

## 1.7 Limitation

Kosirai Division is very wide therefore the researcher will sample a few schools for the study.

This method will limit the extend to which the findings can be generalized for all the schools in the District.

The study will examine the role of parents and teachers in helping children develop to their full potential. This may not bring out a time picture since each parent has his own tradition of bringing up their children.

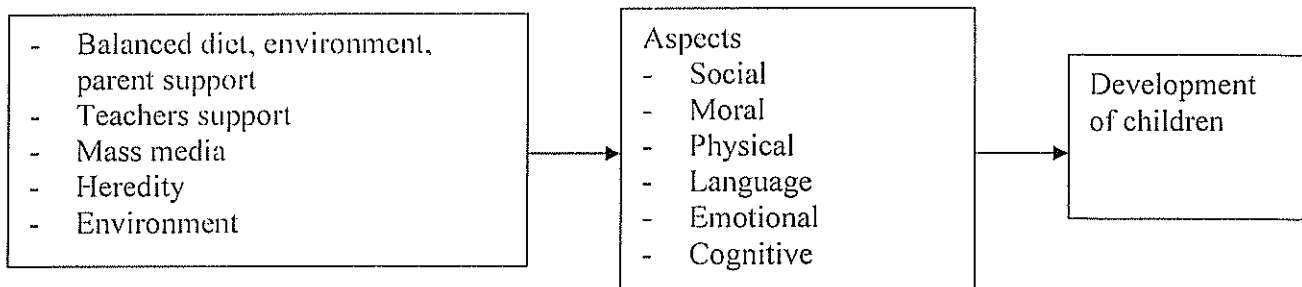
The different environment where each school is situated was a limitation.

Limitation of finance was another factor. The exercise was too expensive to the researcher.

## 1.8 Conceptual Framework

1.10 Figure 1: A diagram showing some known factors influencing development of young children.

Independent variable (factors) dependent variable (Development)



The above diagram shows the researchers point of view on some possible factors influencing the development of children in the division.

From the information on the figure, balanced diet, environment, parent's & teachers support Mass media and heredity play a vital role in development of young children. Children also need to develop whollistically that is socially, emotionally, physically and morally. Their cognitive and language should also be developed for a child to attain his or her full potential

## 1.9 Definition of Terms

He		Any child either boy or girl
ECD	–	Early Childhood Development
Child	·	A young person under the age of 18 years
ECE	–	Early Childhood Education
DICECE	·	District Centre of Early Childhood education

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

This section reviewed literature and research relevant to the proposed study. The review will focus on the factors that influence the development of young children and the role of parents, teachers environment and the media on helping children grow to their full potential.

The researcher will look into;-

- Physical development
- Social development
- Emotional development
- Cognitive development
- Language development
- Moral development.

#### **2.1 Physical Development**

According to Daniel Kiminya an educational psychologist at Kenyatta University (1986), the development of a child is a series of stages in which full growth or change in one stage must occur before the next stage. An example of physical growth is that a child be able to sit before he can walk or stand. By the time a child goes to school he will have developed enough skills in physical activity. Also a child develops in two directions namely cephalo caudal and proximodistal. Cephalo caudal is whereby development starts from the head and proceeds towards the heel and proximo - clistal is whereby development starts from the centre line of the body to rater parts more distant from it.

According to Frank O. Ingule et al (1996), the child starts slimming down physically as he approaches four years of age. This is not due to loss of weight, but because the



child is going through a lengthening process. The child steadily gains weight. He also argues that during the 5<sup>th</sup> year much of a child's weight can be attributed to muscular development. Frank also says that normal physical development is influenced by his nutritional status. A well-fed or well-nourished child develops physically very well. Children who don't get enough proteins for example those who don't get enough milk for culture develops slowly and their growth is stunted.

Farrant (1964) argues that physical development of a child is influenced by his nutritional status. A well fed or well-nourished child develops physically very well. Children who don't get enough proteins for example those who don't get enough milk for calcium develops slowly and their growth is stunted.

Ngaroga (1996) also states that a child's physical development is hereditary. This sets a limit of the development of the traits of an individual. For example determination of sex, size and shape of the ears, eyes, height and intelligence. Nutrition also plays a role in the physical development of children according to Ngaroga. He claims that poor nutrition leads to retarded development and lack of proteins often leads to kwashiorkor. He also says that illness that lasts several months can severely disturb the physical development of children according to Ngaroga. He claims that poor nutrition leads to retarded development and lack of proteins often leads to kwashiorkor. He also says that illness that lasts several months can severely disturb the physical development of especially poorly fed children. He further said that psychological and social factors also influence the physical development of children. Children brought up in very harsh environment with little love may suffer retarded development. The height and weight of children from good socio economic environment are generally better than those from low socio – economic homes.

Physical development also refers to physical characteristics, appearance, growth in size, height and weight, body co-ordination and control development at large at times motor skills. The children between 4-6 years can walk backwards and can

balance with ease, they can construct with small blocks and pieces, jump backward, can pour contents using small and big containers can feed themselves, hold pencils and crayons between thumbs and fore finger models, draw and paint familiar objects copies a few letters and numbers, can hop on one foot and respond to rhythms of music. Pulls and pushes objects, climbs trees, running straight and jump over low objects.

J.M Igaga (1980) also says that there is appreciable physiological growth in young children. The child becomes bigger and changes in proportion during pre-school period. For example the head no longer seems excessively large. His ability to run and walk increases. His curiosity also increases and his play is usually experimental. Children at this age are often stuck between two walls, trees, bars and so on. He further says that motor development patterns or trends, for that matter are universal and are independent of race, culture or even child rearing practices. However, it is also recognized that the rate of development of motor ability is not the same in all cases.

## **2.2 Social Development**

According to Patricia Hicks (1981) social development means development of the ability to behave according to the expectations of the society. Therefore social development is entirely depended upon the environment and culture and religious beliefs of the family into when the child is born. Hicks also says the development of social skills starts from a home where the child comes from, she also argues that the home is the seat of learning for the development of social skills and the desire to make relationships with other people. The deep relationship which exists between a child and his family gives him the confidence to venture into relationships with outsiders and it is the family that makes the first introductions and creator the opportunities for the child.

Patricia also says that a nursery school or playgroup, where there is direction and guidance in making social contacts successfully, provides a child with excellent safe opportunities for learning to be social with other adults and children. By trial and error a child will learn some of the behaviour pattern necessary for good social adjustments. He may learn to get along with others by imitation. He observes what others do and then practices the effect by pretending to be that person. If a child is successful in his early attempt at social behaviour he is likely to adopt that form of conduct.

Pamela Minet (1985) also states that social development is a process of learning skills and attitudes, which enables individuals to live easily with other members of their community. She further states that children grow healthier and happier if they get on well with the people around them she contends that children are not born with the social skills but are taught by their parents. Pamela also says that social development follows similar patterns all over the world although customs vary in different countries and even between different groups in the same country. Variation can be seen in eating habits, standards of cleanliness, forms of greeting, attitudes to dress, religion and morals.

Pamela also states that a child who does not have sufficient social contact, that is does not have enough people and friends to talk to and play with, will feel lonely. Feeling lonely over a long period of time can make a child unhappy and slow down development. It is therefore the duty of a mother to find ways in which she can meet and mix with more people. If these people also have young children, then her own child will benefit from company as well as from a happier mother.

Albert Bandura (Igaga, 1980) a Stanford university psychologist says that children learn by observing, modeling and imitation hence the environment plays a major role in developing social skills in children. He further states that children learn to be social better when left to interact with other children.

Frank O. Ingule et al (1996) also says that socialization is a process whereby a child learns through interaction with other children, how to relate to others, how to meet his needs acceptably and the norms and standards of a society. Social and emotional development is initially affected by the process of attachment and that a securely attached child acts positively every time the mother or caretaker comes into contact i.e especially a 2 year old child. Attachment therefore according to Frank becomes a basis for the child to learn to extend social horizons to other people who come into his life and we can therefore say that attachment is the beginning of the socialization process of a child. From this initial stage infants extend themselves to interact with new adults and peers.

Ngaroga (1996) defines socialization as a process by which persons acquire the knowledge, skills and dispositions that makes them more or less integrated members of their society. According to Ngaroga there are two processes of socialization.

Status socialization. An individual is prepared to occupy a generalized status in life. It basically involves the learning of the ways of life of the family and the community.

Role socializing. An individual is prepared for a specific vocation or function in society.

Naroga further says that as a child interacts with their peers, they show social behaviour patterns such as play, social communication, co-operation, competition, aggression, social prejudice, friendship and leadership.

Igaga, (1980) says that social development in children refers to a child learning through practice to be able to interact with the children around him in order to become useful member of his community. He learns how to relate to the standard, values and norms of his community and understand what is expected of him as well as what he can expect in the community. If a child does not develop adequately in the social sense, he will be considered as abnormal, a deviant and develops anti-social characteristics like impulsiveness, self – centeredness, poor social skills, poor

interpersonal relationships and an underdeveloped conscience. He is therefore likely to suffer serious consequences in later life.

### **2.3 Emotional Development**

Pamela Minet (1985) states that emotions are feelings, such as excitement, love, happiness, worry, sorrow, anger, contentment, pride, jealousy, shyness and frustration. Young children show all these emotions and many more. According to her emotional development is influenced by two factors.

Inborn temperament

Environment

Emotional development is inborn temperament in the sense that it depends on the genes the child inherits. Children vary considerably in the strength of their emotions. For example, some children are naturally very excitable, others less so. Some children are very shy, others are rarely shy. Some are great worriers, others seem almost care free.

Emotional development can also be influenced by the environment. This is the surroundings and conditions in which the child grows up. Environmental factors which have a marked effect on emotional development include the home, training, state of health.

According to Patricia Hicks (1981) the word emotion is derived from a Latin verb, meaning to move, excite, agitate. In order to lead a full and happy life the child must experience a variety of emotions and learn the socially acceptable ways of expressing them. A young child's emotional stability hinges largely on whether he is accepted or rejected by his most important adults. The child who develops within an accepting environment where there is consistency of temperament and mutual joy in family life will bounce back in the face of adversity. On the other hand, the rejected child is likely to suffer physical and emotional traumas.

Patricia also states that the various ways in which we express emotion are conditioned to a large extent by the society in which we live. It is not then sensible or practical to consider emotional development unless we first consider the norms of the society in which the child is growing up. She also argues that there are constructive emotions and destructive emotions. Constructive emotions are curiosity, joy, pleasure, and love is innate, but the means of expression are learned. The destructive emotions are fear, worry, anxiety, anger, jealousy and sorrow of these is in born. We see evidence of this at birth in the startle reflex, before the child has had experience to learn fear.

Frank O. Ingule et al (1996) says that emotion may be defined as a person's feelings about a person or event and the visible signs of those feelings. Emotions can also be defined as "outward signs of inward feelings" (Durojaiye, 1970). Some of examples of emotions are joy, rage, distress, anger, love, affection, hope, despair, shame and anxiety while some of these emotions are simple and are governed by one dominant feeling (e.g joy or rage), others are quite complex and are as a result of a mixture of feeling, for example anxiety may be as a result of a mixture of fear and shame.

Igaga (1980), also states that the physiological logical basis of emotion has not been clearly established yet. However, it is almost certain that the receptor organs, the central nervous system, especially the hypothalamus which is the area in the brain and the autonomic nervous system are all concerned with the production of physiological accompaniments of emotion such as trembling, sweating strong, heart-beat, deep and fast breathing stomach upsets.

According to Daniel Kimingyo (1986) a human being is a highly emotional creature. He says that the circumstances of human birth and his upbringing make the child calm and composed or impatient and neurotic. Also the emotional development of a child, be it excitement, distress, delight, anger, disgust, or fear, should be of great concern to both parents and teachers. In a family where there is little harmony a

child is bound to become rebellious where there is love and understanding the child grows up healthy.

According to Ngaroga (1996), Emotions are outward expressions of inner feelings which are aroused by ones behaviour or that of others. At the same time emotions lead to behavior towards oneself and towards others. He further says that there are general trends in emotional development. They are as follows:-

Emotional reactions accompany all human activities,

Emotional reactions in children become more and more specific as they grow from early childhood to adolescence.

Emotional feelings and reactions initially function automatically, control is, however, often imposed on this initial automatic reactions.

People in our environment and our cultural setting influence our emotional reactions.

The way we develop and express certain responses is determined by our culture, our learning and our motivation.

Ngaroga further argues that emotions can affect learning. That is some emotional reactions such as love, tenderness, zest, joy, elations, pleasure, humour and laughter facilitate learning. While other emotions such as fear, anxiety, guilt, jealousy and anger inhibit learning. He also says that teachers can therefore help children with excessive fear of academic failure to come out of it. They can do this by:-

Creating an atmosphere that will restore the pupils confidence.

Ask questions that are within the pupil's ability

Relating the learning situation to the pupil's back ground and making it relevant and meaningful.

Explain that every one is afraid at some time or another

Making the learning experiences familiar and achievable.

Avoiding threats, sarcasm, punishment and ridicule.

## 2.4 Cognitive Development

Jean Piaget (Igaga, 1980) a Swiss psychologist distinguishes four main stages of development as the sensor motor stage, the pre-operations stage, the stage of concrete operations and the sage of formal operations. He also states that all the four stages are important in the study of a child's cognitive development. He believes that for the child to develop from one stage to another, he must deal with and solve problems alone. When a teacher tells the child what to do the child is deprived of discovering the answer and making knowledge his own. Accordingly the child must learn to struggle to reduce the inconsistencies he sees in the world around him. Piaget was not interested in the answers children get after scoring them wrong or right but he wanted children to find the logic behind their answers.

According to Pamela Minet (1985) cognitive development is the development of the mind. The mind is the thinking part of the brain, the part which is used for recognizing, reasoning, knowing and understanding. She further says that a child's, mind is active from the time he is born. Day by day, as the child grows, the mind develops as he:-

Learns about people

Learns about things.

Learns new skills

Learns to communicate

Acquires more memories

Gains more experience.

Pamela also says that as the child's mind develops, a child becomes more intelligent the child becomes will depend, as in any field of development, on two factors.

Genes. They control the amount of natural intelligence he has.

Environment. The use the child makes of his intelligence will be very influenced by the environment in which he grows up.

Minet also argues that throughout childhood, the genes and environment continuously interact to produce people whose minds develop in a great variety of ways. For example, children vary in their ability to remember, their artistic or



musical talents, skill at language or mathematics, academic ability, cleverness with the hands, and whether they have a good understanding of people and their problems.

According to Minet she also states that there are six conditions that hinder the development of the child's mind. These are:-

Lack of enough opportunity for talking and playing.

Lack of something interesting for a child to do,

Nagging and bullying from older people.

Deafness.

Frequent illness and

Frequent absence from school

Patricia Hicks (1981) says that human brain is the largest and most complex brain in the animal kingdom. The adult weighs approximately 1.36 kilogrammes and brain growth proceeds more rapidly during foetal life and infancy than in any other body structure. At birth about 25% of total growth has taken place, at 5 years approximately 90% and the remaining growth proceeds more slowly to arrive.

Igaga (1980), says cognition refers to all the various modes of knowing. For example, reasoning judging, remembering and so on. Burt (Igaga, 1980) also believed in the theory of a general cognitive capacity which he thought most probably depend upon the number and complexity of neural connections and the organization of nerve- cells in the cerebral cortex. He also standardized tests to identify children labeled mentally deficient who were within the normal spectrum of intelligence, and were backward rather than defective.

The consultants for school districts that are attempting to implement language rich classrooms suggest that the term based action plan incorporates the engagement and expertise of diverse local constituents in the best route of actualization. The steps to actualizing a team based action plan include identifying a team, developing a philosophical space, and ensuring adult child interaction. This refers to what children know, how they take information and how they interpret the environment. It

also includes, appreciation, problem solving, decision making and creativity. Children between 4-6 years are able to classify objects also according to colour, shape, size, texture. They are also able to perceive, think reason and solve problems, learn through imitation, use symbols to represent real objects or situations and also compare weights.

## **2.5 Language Development**

According to Frank O. Ingule et al (1996) language may be understood to mean the transmission and reception of idea and feelings by means of verbal symbols. It is one of the many ways of communication. One way of communication include feeling, emotions and thoughts. For example smiling is a way of communicating somebody's physical or emotional state.

Ngaroga (1996) also states that language has a role to play in cognitive development of a child. For example helps in labeling, naming objects and events in the environment, aids in the process of association that is book reading, cup -- drinking and dog-barking, it also aids in abstraction and categorization. Ngaroga further says that language serves the following functions to a growing child:-

It enables a child to get things done for him or her.

The child uses language to regulate or control the behavior of others.

It is used by a child to interact with others.

It can be used to express, individuality within the concept of self as an actor.

It can be used as a means of investigating reality, also as a way of learning about things.

It can also be used to explore

Imagination. For example through stories and dramatic games.

Igaga, (1980) states that language is man's greatest asset. Unlike animals, men can indulge in activities which plunge him from reality to abstraction and fantasy.

Animals tend to act only when prompted by physical stimuli. For example a cat stalks a mouse which has moved and hence attracted its attention. Man can communicate with himself using symbols. He uses these symbols to make sense to others. Therefore language is used both for personal and social communication. This is important to the teacher as his work center's entirely round the efficient communication of information and ideas.

According to B.K Skinner (Igaga, 1980) language is a technique developed by trial and errors reinforced by reward or extinguished by non-reward. He maintains that the reappearance of any verbal response is conditioned by the receipt of a reward by a child. The absence of a reward is most unlikely to provoke a repetition of the behavior on a later occasion. The child is rewarded or not by the social approval or disapproval of parents or others when he utters certain sounds. This is especially during the early years of life.

Skinner's theory is very helpful to parents and care-givers as regards language development. Parent and care-givers need to know that they are role-models to their children. They should therefore reinforce language development appropriately. They should also be good speech models because children are very good imitators.

According to Noam Chomsky (Iga, 1980) the human brain is programmed to enable an individual to learn language. The system of programming is referred to as the language acquisition device (LAD) Chomsky says that each human being is born with an ability to acquire language. To support his theory to acquire language. To support his theory Chomsky advances four arguments.

Human beings are the only species that uses language effectively.

The brain of human beings is specifically designed to support language.

Language has a biological base. It has been found that there is a sensitive period for language acquisition and

Language acquisition proceeds in a similar way in children all over the world.

On the other hand Noam Chomsky does not accept the Mechanistic view of the human being which likens him to a computer. The latter is usually fed with

information and one has to wait at the receiving end for the reproduction. Likewise, the child's mind is fed with words and is expected to reproduce them in the required order from suitable programmes laid down in the child's mind. Chomsky maintains that, in fact, the whole process of language acquisition is so elaborate that a computer could not even cope with half of the material the child's mind deals with.

Bernstein (1980) suggested that language is one of the most important means of initiating, synthesizing, and reinforcing ways of thinking, feeling and behaving which are functionally related to the social group. He found that children from more articulate backgrounds, which is a characteristic of the well-to-do families in England, usually display a greater development of vocabulary than their not-so-well-off counterparts. The same was found for uses of language forms. He found that children who were able to express themselves easily were from the well-to-do families and said they use an expressive or elaborate language. He found also that children who were incapable of expressing themselves clearly (using a restricted code) were mainly from not-so-well-off families, although there were some children from the well-off families.

Luria (1980) says that in the early stages of child development, speech is only a means of communication with adults and other children. Whereby the child masters in a generalized form the experience of other people. Subsequently it becomes also a means whereby he organizes his own experience and regulates his own actions so that the child's activity is mediated through words. Luria further states that speech is not only a means of social communication but it is also a method of self-regulation. He places a very high premium on language since it is the factor which clearly distinguishes man from animals. He formed a theory that an individual who is able to acquire accumulated experience has greater depth and complexity in language than an individual with restricted experience.

To support his theory, Luria studied two five-year-old speech-retarded twins from a well-to-do family. The twins were separated into two different groups in a

kindergarten. The twins were tested three months later and then again after ten months and difference between the two children were obtained in play. Constructive activity and intellectual processes. Significant improvement was obtained and forced Luria to conclude that the acquisition of a high-level language system brought about not only improvement in communication, but not only improvement in communication, but also significant development in intellectual structure and complexity.

According to Patricia Hicks (1981) the young child seems to adopt 3 levels of speech the speech he uses to think, the speech he uses with other children and even the different speech he uses with adults. In conversation with other children he often imitates their use of words, tries new and unfamiliar words that they use and may also copy any mistakes he hears. When talking to adults, he may produce complex words used through imitation and out of context.

Patricia also states that the rate of development from here is largely dependent upon the environment. Given a helpful language environment, the quality of a child's vocabulary and grammar will improve indefinitely. Modification will occur through education, socialization and growing emotional control. Hopefully, every child will find pleasure in using language successfully in listening to the human voice and sharing conversations.

She also argues that a rich language environment will supply the child with a varied vocabulary, experiences to promote thought, reasoning, pleasure, the opportunity for the child to practice his developing skills, and adults around him who will make language a rewarding acquisition. As well as all this motivation, he needs guidance in the details of language techniques and most important of all, a satisfactory model to copy.

## **2.6 Moral Development**

Frank O. Ingule et al, (1996) states that moral development concerns the process of learning rules and conventions about acceptable behavior often in relation to a person's interactions with other people. Kohlberg describes moral development in cognitive development terms. He says that moral judgment progress is an invariant sequence and he views advanced stages of moral reasoning as culturally universal. He further argues that the ability to distinguish between good and bad may be said to be the beginning of moral development a process which is slow and gradual.

A child's environment plays a major role in the development of morals. The family happens to be the place from where children develop a way of looking at things, and their attitudes and beliefs that shape their character and influence their behaviour are learned at home. Although the school and the community equally play their roles accordingly, the home plays the initial role of determining the direction that a child should take.

For observing the way children behave, Piaget concluded that moral development of children is related to their intellectual development. He figured that before the age of 5 years, they show little understanding of social rules and was of the opinion that morality goes hand in hand with the understanding of social rules. He theorist two stages of development.

The stage of moral realism. During this stage, a child starts to show great concern and respect for rules. This results from commands handed down by respected authority figures, figures that, to the child, cannot be questioned and hence moral realism. Piaget also called this type of morality heteronomous morality which means that it is morality that is subject to external controls.

The stage of moral relativism. This stage is also called the stage of autonomous morality or the morality of cooperation. This development and interaction with peers. The later is important because, as Piaget says, it promotes a decline in

egocentrism. At this stage children start to realize that different people may have different perspectives about moral actions. It is at this stage that a child knows that laws and rules are relative and that they are made between people to facilitate successful social interaction and can be changed if they don't fit a particular situation. Children start to understand the rational ideal of fairness and are concerned about the welfare of others, viewing punishment as necessary if an offence calls for one. For example, a child will know that a victim of circumstance (e.g. one who breaks two cups accidentally) should not suffer the same fate as a deliberate wrong doer. They start to understand people's intentions and realize that such intentions should be taken into consideration when administering a punishment.

Like Piaget, Kohlberg saw moral development as influenced by a child's cognitive growth. According to him, children seem to undergo six stages of moral development which are organized into three general levels of moral progress. They are as follows:-

Level I: The pre-conventional level like Piaget's stage of realism, the morality at this level is externally governed. To a child good behaviour is that which warrants a reward, while bad behavior is that which calls for punishment. The two stages under the pre-conventional level are:-

Stage1: 'The good boy-good girl' orientation: Here the child does his best to do what is expected in order to be approved. "Good boy" In so doing a child will be a good person by being trustworthy, loyal, helpful, respectful and understanding among others' positions.

Stage 2: The social order-maintaining orientation: Morality is no longer restricted to those with whom one has ties with. Instead, all people matter and their welfare is important. Laws are for maintaining order so it is important to have laws. A child at this stage his best not to violate the wishes, right and welfare of others.

Level II: The Conventional Level. At this level a child shifts from believing that one behaves well to avoid being punished, to that one behaves well because it is good and right to do so. That conventional individual believes strongly in supporting and preserving the laws and rules of the society. The two stages under this level are:

Stage 3: The “good boy – good girl” orientation: here the child does his best to do what is expected in order to be approved, “Good boy”. In so doing, a child will be a good person by being trustworthy, loyal, helpful, respectful and understanding among others. He is also able to put himself in others positions.

Stage 4: The social order – maintaining orientation: Morality is no longer restricted to those with whom one has ties with. Instead, all people matter and their welfare is important. Laws are for maintaining order, so it is important to have laws. A child at this stage his best not to violate the wishes, right and welfare of others.

Level III: The post-conventional or principled level. At this level, people are not only out to maintain social order, but to enter into principles of making choices which involve reasoning and consistency. It has two stages also.

Stage 5: The social contract, legalistic orientation: Here people realize that rules are flexible instruments for furthering human values. Questions like, “Are these values fair” are common. If there is need to change a rule to fit a certain situation, this will be done. If a rule is good for the majority, then it is a good rule. One has an obligation to obey the rule (Social contract orientation) and this calls for free choice.

Stage 6: The universal ethical principles orientation: At this stage individual’s make their judgments on the basis of universal ethical principles the right action of an individual is defined by self-chosen ethical principles that are comprehensive, rational and universally applicable. A principled person is principled, whether there is law or not, in principled, whether there is law or not, in which case one’s inner private conscience dictates his behaviour.



From both Piaget's and Kohlberg's stages of moral development, we conclude that morals develop slowly beginning at the time when a child, at around the age of 5, knows the difference between good and evil. There after, a conscience, which becomes a source of self control over impulses, develops and brings about acceptable behaviour.

Ngaroga, (1996) states that morality is a social variable which involves exercising of self-control and consideration of others. It is the ability to draw a balance between what is due to oneself and what is due to others. It involves the development of the ability to postpone immediate pleasure for satisfaction in the future. Morality is however relative – what is moral in one community may be immoral in another. Ngaroga further says that morality can be learnt in the following ways:-

**Punishment:** This is given in the hope that the unpleasant expedience will prevent the recurrence of the unwanted behaviour for which punishment is given.

**Reward:** Examples of reward include praise and approval. These make a child see morality as a positive and purposeful way of living.

**Unconscious imitation of others:** Here the examples of parents and teachers of good morals are imitated by children without conscious effort.

**Constructive- Reflective thinking:** He the child needs to think and reason about why certain modes of behaviour are socially and ethically acceptable while others are not. It leads to insight into what constitutes good moral behaviour and to practice in implementing this knowledge.

Therefore Ngaroga states some basic moral behaviours that pupils should acquire. That is:-

- Respect other people's property
- Have respect for the truth
- Develop respect for other people's feelings
- Be tolerant.
- Acquire self-control

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### **3.0 Introduction**

This chapter covered design, description of the area of study, the study population sample and sampling technique, data collection instruments, data collection, procedure and the method of data analysis.

#### **3.1 Research Design**

The study used descriptive survey design which focuses on determining the status of the defined population with respect to certain variables. It's primary advantage is that it enables the researcher to a great amount of data in a short period of time. Therefore, a descriptive survey design is considered appropriate in this study to explore, parents, teachers and pupils in Kosirai Division, Nandi – North District.

#### **3.2 Area of Study**

This study was conducted in seven public schools in Kosirai Division in Nandi – North District in Rift- Valley Province in the republic of Kenya. The District lies within the longitudes of 260.16E and 230.170E and latitude 6.140 and 5.160S the district covers and area of 5700 km. Kosirai Division is one of the five divisions that make up Nandi – North District.

The area has two rainy seasons with the long rain occurring in April and May. The soil is mainly Black soil. The main economic activities in the division include farming and business. School going children are sometimes engaged in farming which affects their growth and development.

### **3.3 Study Population**

Twelve public school in Kosirai Division formed the target population of the study. The information was collected from teachers, parents and pupils from the sample school.

### **3.4 Sample Size and Sampling Techniques**

Kosirai Division is divided into two zones namely: Mutwot zone and Lelmokwo zone. This makes stratified random sampling method suitable in selecting sample schools. Four public primary schools was sampled out of the twelve public primary schools in the division. The students will also be sampled randomly according to the sex.

### **3.5 Instrument of the Data and Techniques**

The researcher used questionnaire and interview schedules. The questionnaire will use open and closed ended questions for wider explanation. Three types of questionnaire will be used namely; parents, teachers and pupils.

#### **3.5/1 Focus Group Discussions**

The research was conducted in Mutwot zone moderated by the researcher and researcher assistants. It will target the children, parents and teachers to gather the required primary (original) data.

#### **3.5.2 Questionnaires**

For the purpose of consistence the parents, children and the teachers will administered questionnaire. The questionnaire was divided into three parts and was mainly used to collect primary data. The first part had a total of 18 questions and it was administered to a total of 5 children. This part had established the background and the history of the respondents. This included information about their age, sex where they live and the kind of food they eat. The second part had a total of 10 questions and it was administered to 6 parents. The information to be collected was

included the environment they come from, types of activities taking place in their environment and the kind of food they feed their children with. While the third part involved questions for the teachers. The information they gave included the children's performance, their participation in the field, how they interact with the others and their general moods in school.

During the use of this research instruments, the school was given questionnaire to be filled and returned. In the local community, the questionnaire was self administered, asking questions while filling in the respondent's answers. This was used partly because some respondents are unable to write or read or both.

### **3.5.3 Interviews**

Interviews was involved oral questions to the respondents, either individually or as a group. This method was most suitable when dealing with illiterates and it will also permitted an in depth data exploration. Interview guides were used. This gave the researcher an opportunity to ask more questions as they were raised from the respondents explanation.

### **3.5.4 Observation**

Observation involved; systematic selecting, watching, and recording participation phenomena so as to come up with first hand data to prove whether the information given by the respondent is right. Observation also helped the researcher to relate the literatures review with what will be happening in the field. Further more direct observation with the aid of check list helped the researcher to acquire sufficient information, which may rather not be availed from other methods like the questionnaire due to insufficient knowledge about the matter as some, were too technical.

## **3.6 Validity and Reliability Instruments**

To ensure validity of the questionnaire, the researcher will seek the help of the ECE instructors, teacher teaching ECD children and members of the ministry of

Education concerned with DICECE since they are experts in the area to scrutinize the instruments. Their suggestion will be used to revise the questionnaire before preparing the final copy. A pilot study was conducted in two public schools in Kosirai Division which will not be used in the actual study to ensure that the intended information from the questionnaire is got. The pilot study helped to identify the problems the correspondent may encounter when completing the questionnaire.

### **3.7 Data Collection Procedure**

The researcher sought permission from the ministry of Education through the Nandi-North District Education officer before proceeding to the field for data collection. Letters notifying the sample schools of the intended research will be dispatched two weeks before the researcher visits the school. The researcher will administer the questionnaire and conduct the interviews through note taking and observation check list.

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

After the collecting of the data, it was processed and analyzed in order to make sense out of it. It will be done as follows:-

#### **3.8.1 Data Processing**

All the data was processed in accordance with the stated objective of the study which acted as a guide. This helped the researcher by making work easier and providing a platform for critical examination of data during the study. During the processing of data techniques like: editing, coding, developing of themes and tabulation was employed.

### **3.8.2 Data Analysis**

For the purpose of consistency, all the data analyzed in line with the stated objective of the study in order to achieve a continuous flow during the analysis. This further involved issues like; interpretation, explanation and specifications of some pieces of data.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

4.0 The purpose of the study was to investigate factors which have influenced the development of young children.

This chapter presents analysis and interprets that data that were collected from the field.

#### 4.1 Factors which have influenced the physical development of children.

Research has observed that nutritious food, heredity and play influence the physical development of young children.

The researcher therefore wanted to investigate the factors which have influenced young children's physical development.

##### 4.1.1 Nutrition influence children's physical development.

Does nutrition influence physical development?

**Table 4. 1: Nutrition and child development**

FACTOR	RESPONSES	TOTAL OF RESPONSIBILITIES	FREQUENCY %
NUTRITION	PARENTS		
	Disagree	3	30
	Not sure	3	30
	Agree	4	40
	TEACHERS		
	Agree	5	50
	Disagree	2	20
	Not sure	3	30
	Total	20	

Source: field data

It is evident from table 4.1.1 and table 4.1.2 that physical development of children is influenced by nutrition. This can be seen from the number of respondents who agreed to be 9 out of those who are not sure who are 6 and those who disagreed who are only 5.

#### 4.1.2. Play and physical development of young children.

Does play influence the physical development of children? Experts in child development are of view that plays a vital role in children physical development.

According to Farrant (1964) physical development of a child is influenced by nutritional stays. A well fed or well- nourished child develops physically very well.

**Table 4. 2: Play and physical development of young children.**

FACTOR	RESPONSES	TOTAL OF RESPONSIBILITIES	FREQUENCY %
PLAY	TEACHERS		
	agree	8	40
	Disagree	2	10
	Not sure	1	5
	PARENTS		
	Agree	6	30
	disagree	1	5
	Not sure	2	10
	Total	20	

Source: Field data.



Form the information above it shows that play helps a lot in physical development of most children. The total number of respondents are 20 and 14 of them agreed.

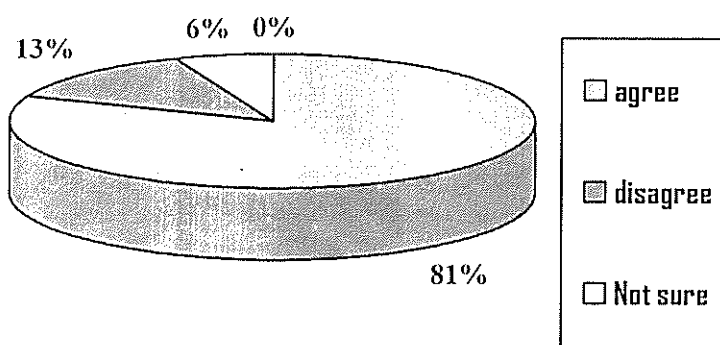
4.1.3 Heredity and physical development of young children. Here the researcher sought to find out if the child’s physical development is influenced by heredity.

**Table 4. 3: Heredity and physical development of young children**

FACTOR	RESPONSES	TOTAL OF RESPONSIBILITIES	FREQUENCY %
HEREDITY	PARENTS		
	Agree	12	80
	disagree	2	13
	Not sure	1	6.7
	Total	15	

Source: field data.

**Figure 4. 1: Heredity and physical development of young children**



Source: Table 4.1.3

The information from the table 4.1.3 and figure 4.1.3 shows that heredity influences physical development of children. The number of respondents who agreed 12 out of that total number which is 15. Ngorang (1996) also states that a child physical development is heredity. This sets a limit of the development of the traits of an individual.

## **4.2. Factors which have influenced the social development of young children.**

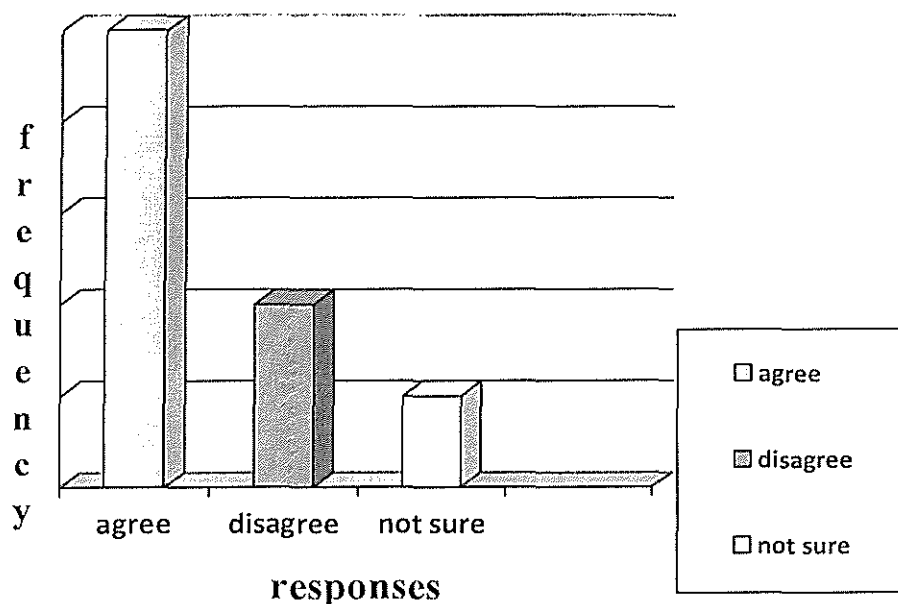
According to Patricia Hicks (1981) social development of a child is depended upon entirely by the environment and culture and religious beliefs of the family into where the child is born.

From the researcher observation, environmental and cultures and religious beliefs influence the social development of children a great deal.

### **4.2.1. Environment and social development of young children.**

The study sought to find out if the child's environment, culture and religious beliefs influences his/her social development.

**Figure 4. 2: Environment and social development of young children**



*Source: field study*

From the findings of the researcher, the social development of most children is influenced by the environment which they come from the total number of respondents were 40 and 35 agreed that social development is influenced by the environment.

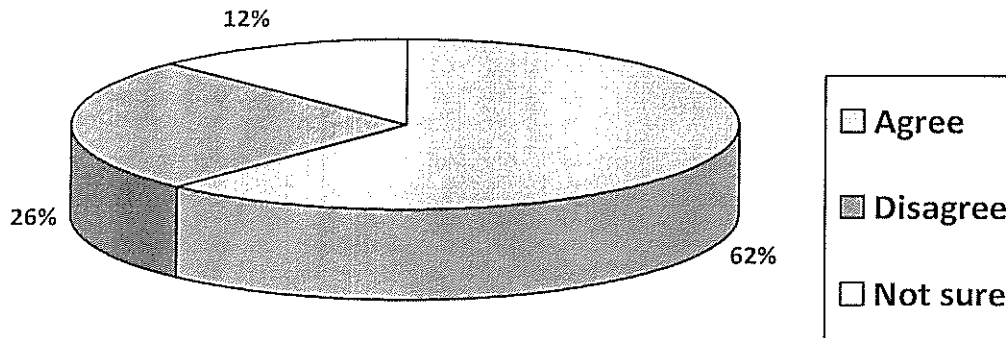
#### 4.2.2 Cultural background and religious beliefs and social development of children.

**Table 4. 4: Cultural background and religious beliefs and social development of children**

FACTOR	RESPONSES	TOTAL OF RESPONSIBILITIES	FREQUENCY %
Cultural Background And Religious Beliefs	PARENTS		
	Agree	12	60
	disagree	5	25
	Not sure	3	12
	Total	20	

Source : field data

**Figure 4. 3: Cultural background and religious beliefs and social development of children**



Source: table 4.1.3

According to the researchers findings culture and religious beliefs play a vital role in influencing the social development of children. The total number of respondents were 20 and 12 of them agreed that cultural and religious belief influences social development of children.

### **4.3. Factors which have influenced emotional development of young children.**

Researcher has observed that environment influences the emotional development of children.

According to Panels Minet (1985) emotional development can be influenced by the environment. This is the surrounding and conditions in which the child grows up. The environmental factors which have a marked effect on emotional development include. The home, training and state of health.

The study therefore sought to find out if the child's emotional development is influenced by the environment.

**Table 4. 5: Children's emotional development is influenced by environment**

FACTOR	RESPONSES	TOTAL OF RESPONSIBILITIES	FREQUENCY %
ENVIRONMENT	PARENTS		
	agree	8	32
	Disagree	1	4
	Not sure	1	4
	TEACHERS		
	Agree	12	48
	disagree	2	8
	Not sure	1	4
	Total	25	

Source : field data

It is quite evident from the table above that the environment plays a major role in emotional development of children. From the total number of respondents which is 25 , 20 agreed that environment influences the emotional development of children.

#### **4.4. Factors which have influenced the cognitive development of young children.**

The researcher have observed and found out that the environment influences the cognitive development of young children.

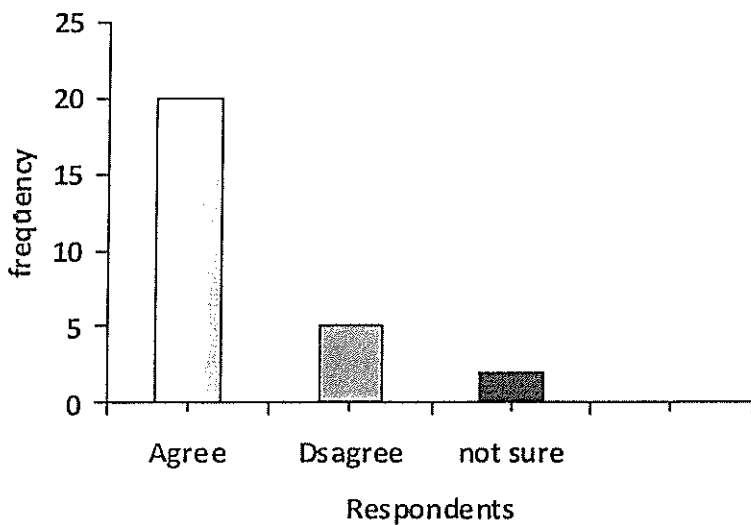
The environment here includes school, parents, teachers, urban or rural settings.

According to Pamela Minet (1985) cognitive development is the development of the hind. She further says that the Childs mind is active from the time is born. Day by

day as the child grows the mind develops. Therefore the use the child will make of his intelligence will be very much influenced by the environment in which he grows up.

The study therefore sought to find out if the child's cognitive development is influenced by his or her environment.

**Figure 4. 4: Child's Cognitive development is influenced by his or her environment**



Source: field data.

The information from table 4.4.1 shows clearly that cognitive development of young children is highly influenced by the environment in which he /she comes from. It is quite evident from the total number of respondents who were 27 and 20 agreed.

#### **4.5.1. Factors which have influenced the language development in young children.**

From the researchers findings language development of children is influenced by the environment in which he/she comes. The environment here is the parents, teachers, urban or rural settings. According to Bernstein (Igaga 1980) children from more

articulate background which is characterized by educated and well-to-do families usually display a greater development of vocabulary than their counterparts.

Patricia Hicks (1981) also states that the rate of language development of children is largely dependent upon the environment. Given a helpful language environment, the quality of a child's vocabulary and grammar will improve indefinitely.

**Table 4. 6: Table 4.5.1 below shows the researcher s findings of the study and observation.**

FACTOR	RESPONSES	TOTAL OF RESPONSIBILITIES	FREQUENCY %
ENVIRONMENT	PARENTS		
	Agree	16	80
	disagree	2	10
	Not sure	2	10
	Total	20	

Source : field data.

The information from table 4.5.1 shows that the environment plays a vital role in development of language of young children. This is evident form the total number of respondents who were 20 and 16 agreed that the environment influences the language development of young children.

#### **4.6. Factors which have influenced the moral development of children.**

From the researchers observation the environment plays a major role in moral development of the children.

According to Jean Piaget a Swiss psychologist, a child environment plays a major role in the development of morals.

The family happens to be the place from where children develop a way of looking at

things, and their attitudes and beliefs that shape their character and influence their behaviours are learned at home.

Below is the table 4.6.1 which shows the researchers findings and observations of the study.

**Table 4. 7: Environment and children’s moral development**

FACTOR	RESPONSES	TOTAL OF RESPONSIBILITIES	FREQUENCY %
ENVIRONMENT	PARENTS		
	agree	10	33.3
	Disagree	2	6.7
	Not sure	1	3
	TEACHERS		
	Agree	14	46.7
	disagree	1	3
	Not sure	2	6.7

Source : field data

From the information in table 4.7, it is evident that moral development of children is highly dependent upon the environment.

The total number of respondents was 30 and 24 agreed that the moral development of children is influenced by the environment..



## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter presents the summary, conclusion and recommendations of the study conducted on the factors influencing the development of the children in childhood development centers in Kosirai Division.

The study focused on the factors that influenced physical, emotional, moral, language, social and cognitive development of young children. In this study parents, teachers, environment, mass media and hereditary have a very big role to play in the general development of children wholistically.

#### **5.1 Summary of the findings.**

The following presents the general outlook of what was found on the ground in relation to the factors influencing development of young children.

##### **5.1.1 Physical Development**

It was generally found out that physical development of most children was influenced by the type of play materials found in the school playground. The activities taking place in the play ground and class activities helped in fine motor skills and gross motor skills of children in most ECD centers. Most children's physical development is also influenced by heredity and nutrition.

##### **5.1.2 Social development.**

The findings revealed that social development of young children is influenced by the environment in which a child comes from. Those children from urban setting socialize better than those who come from the rural setting. Parents also play a vital role in social development of their children. Outgoing parents who take their children out to meet other children helped their children to socialize well.

### **5.1.3 Emotional Development.**

Most of the children's emotional development at the ECD centers is influenced by environment. Although the children's emotional development is influenced by environment, parents are also supposed to help their children come out of certain feelings such as jealousy, fear and anxiety. So parents also have a role to play in the emotional development of their children.

### **5.1.4 Cognitive Development.**

The findings of the study also revealed that cognitive development is influenced by environment. Most children whose parents are learned are also doing well in school compared to their fellows from illiterate parents. This is so because those literate parents are aware of how to help their children to study well and they know what to provide their children with to enhance learning. Since these parents are also literate they take most of their time their children hence they know their children's problems in school and therefore they correct them early enough.

### **5.1.5 Language Development.**

The findings of the study showed that language development of most children is influenced by the environment from which they come from. Those children from homes where English is used correctly tend to build their language better than a home where only mother tongue is the only language spoken. Those children who interact with children from the neighbourhood who speak English and Kiswahili also learn the language better than those who may be coming from rural areas where they don't even hear the language at all.

### **5.1.6 Moral Development**

Moral development of most children at the ECD centers is influenced by the type of environment they come from. The type of people they always see and hear talking influence the moral development of children a lot. For example children who stay with drunkard neighbors learn vulgar languages. They also get exposed to behavior

which is not desirable at all. Most children who abuse others in school came from this kind of environment.

## **5.2 Conclusions**

The research was successfully carried out as per the objective. The objectives set a base for the study, which in turn assisted the researcher to come up with the following conclusions.

To ensure that the children's physical development is good children should always be given activities which help build their fine motor muscles and gross motor muscles. Children should also be fed with a balanced diet so that they grow physically fit and strong enough to involve themselves in certain activities in schools. For children to grow physically well too, they should always be taken for medical check-ups to ensure they grow healthy and fit each day.

Secondly, parents should play a major role in the upbringing of their children holistically so that they are able to learn them better. When it comes to social and emotional development of children, parents should be fully involved. They should spend most of their time with their children, take them out to meet other children and socialize with them.

Thirdly, children's education should be taken into consideration by both parents and teachers so that their performance can improve. Parents should do all that they can in order to build the cognitive language development of their children. They can do this by taking their children to good schools and also provide for their children. They should buy the required books for their children and help them work on their work at home to improve on their studies.

Lastly, parents should always be very close to their children and hear what they say and the kind of friends they have. By so doing, parents can stop any bad language

that their children have adopted early enough. Parents can also stop their children from interacting with certain groups of children who may expose them to certain bad behaviors. When children grow morally upright, it is the happiness of the parents, so it is the duty of a parent to do all ways and means to ensure their children are on the right track.

### **5.3 Recommendations**

In Kenya this section of the early childhood development is a very important part in the whole of education system. This is because putting up information for early childhood means building a life for a child, Early childhood development in Kenya is the backbone for one's education and life as a whole. Therefore, make the following recommendations after carrying my research.

First and foremost, parents play a vital role in the upbringing of a child. They should ensure that they feed their children with a balanced diet. This will help their child grow physically fit and ensure they are healthy and not sickly. Feeding children well will also help in the mental development of children. As children grow their brain is a very delicate part which should be given better attention. Parents are also role models to their children build their social, emotional and language development of their children. A parent is all that a child needs to grow, develop and gain full potential. So parents should spend much time with their children at home or even outside home. They should help their children with their homework, correct their language as they speak and also know the kind of friends children walk with. All this will help their children to be desirable people in future.

Secondly, the early childhood centres should ensure that they provide enough playground for the young children in the school. The ground should be made up of different types of play materials like swings, balls, ropes, slidings and others. The provision of these materials will help build physical development of children. Playing also will help children socialize as they learn to share with others. As children play together and share they will also develop emotionally because they will

learn to sympathize with those who get injured, help them and support them. The schools should also provide enough time for the early childhood children to play outside and not only staying in their classes and writing for long.

Thirdly, teachers who are handling young children should know that the lives of those children depend on them. They should provide these children with the necessary materials needed to enhance learning. Early Childhood teachers are the second parents because they stay with these children even longer than their parents. So teachers should be very keen as they handle these young children. Remember children learn by imitation and they imitate their teachers even better than their parents. So the ECD teachers handle children in their centres with love, affection, friendliness, happiness and the young children will love going to school and they will even yearn for the morning to come so that they go to school. The kind of language the ECD teachers use should be correct with no mistakes. So the H/T's in the ECD centres should make sure he/she employs complete teachers who speak English and Kiswahili correctly for children to be good English and Kiswahili speakers.

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# APPENDIX I

## INTERVIEW SCHEDULE TO THE CHILD

Name.....  
Age.....  
Sex.....  
Position in the family.....  
Weight.....  
Height.....  
Which school do you go to.....  
What kind of food do you eat at home for.....,

Breakfast

Lunch

Dinner

1.....	1.....	1.....
2.....	2.....	2.....
3.....	3.....	3.....

Do you play with children from the neighborhood and in school?

Yes

No

If yes what type of games?

.....  
.....  
.....  
.....  
.....  
.....  
.....

Do you have storybooks at home?

Yes  No

12. If yes how often do you read them?

.....

13. What do you do during your free time?

.....

14. Do you have friends in school?

Yes  No

15. If yes what do you do together in school?

.....

.....

.....

16. Do you sometimes get angry when they wrong you?

Yes  No

17. What are some of the things they do to you to make you angry?

.....

.....

.....

18. Which subjects do you like most in school?

.....

.....

.....



APPENDIX II

INTERVIEW SCHEDULE TO THE PARENTS

What type of activities take place around the place you live?

Urban  Rural

What type of activities take place around the place you live?

.....  
.....  
.....  
.....

Do you take sometime every day to talk to your children at home?

Yes  No

If No, why?

.....  
.....  
.....

Do you check their homework on daily basis?

Yes  No

Do you sometimes have family meetings to talk to your children?

Yes  No

Do you sometimes sit as parents and plan for your children's needs

Yes

No

What about planning meals for your children do you consider the Nutritive value?

Yes

No

Do you take your children for medical check ups?

Yes

No

If yes, how often?

.....  
.....

### APPENDIX III

#### INTERVIEW SCHEDULE TO THE TEACHER

Name of teacher .....

Name of child .....

How is the child's participation in class when it comes to answering question?

.....  
.....

How is his/her class performance?

.....  
.....

Which subjects do you find him/her good at?

.....  
.....  
.....  
.....

How does he/she share materials in class with other children?

.....  
.....

When out for physical activities how does he/she participate?

.....  
.....

Does he/she interact with his/her fellow pupils?

.....  
.....  
.....

How does he/she interact with his/her fellow pupils?

.....  
.....

How does he/she interact with his/her teachers?

.....  
.....

How often does he/she come to school?

.....  
.....

Is he/she sometimes moody or sad in school?

.....  
.....

Do you take time to know why he/she is moody or sad?

Yes  No

If yes what are some of the things which make him or her moody?

.....  
.....  
.....



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P O Box 20000 Kansanga, Kampala, Uganda  
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## Office of the Director

3<sup>RD</sup> DECEMBER, 2009

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR..... FARAJ AMINA .....  
..... REG. #.....

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a ~~Diploma~~/Bachelors degree in Education.

~~He~~/she wishes to carry out a research in your Organization on:

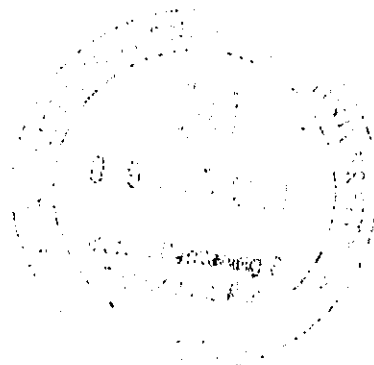
Factors Influencing Development of Young  
Children in Kasirazi Division, Mandli North  
District - Kanyara

The research is a requirement for the Award of a ~~Diploma~~/Bachelors degree in Education.

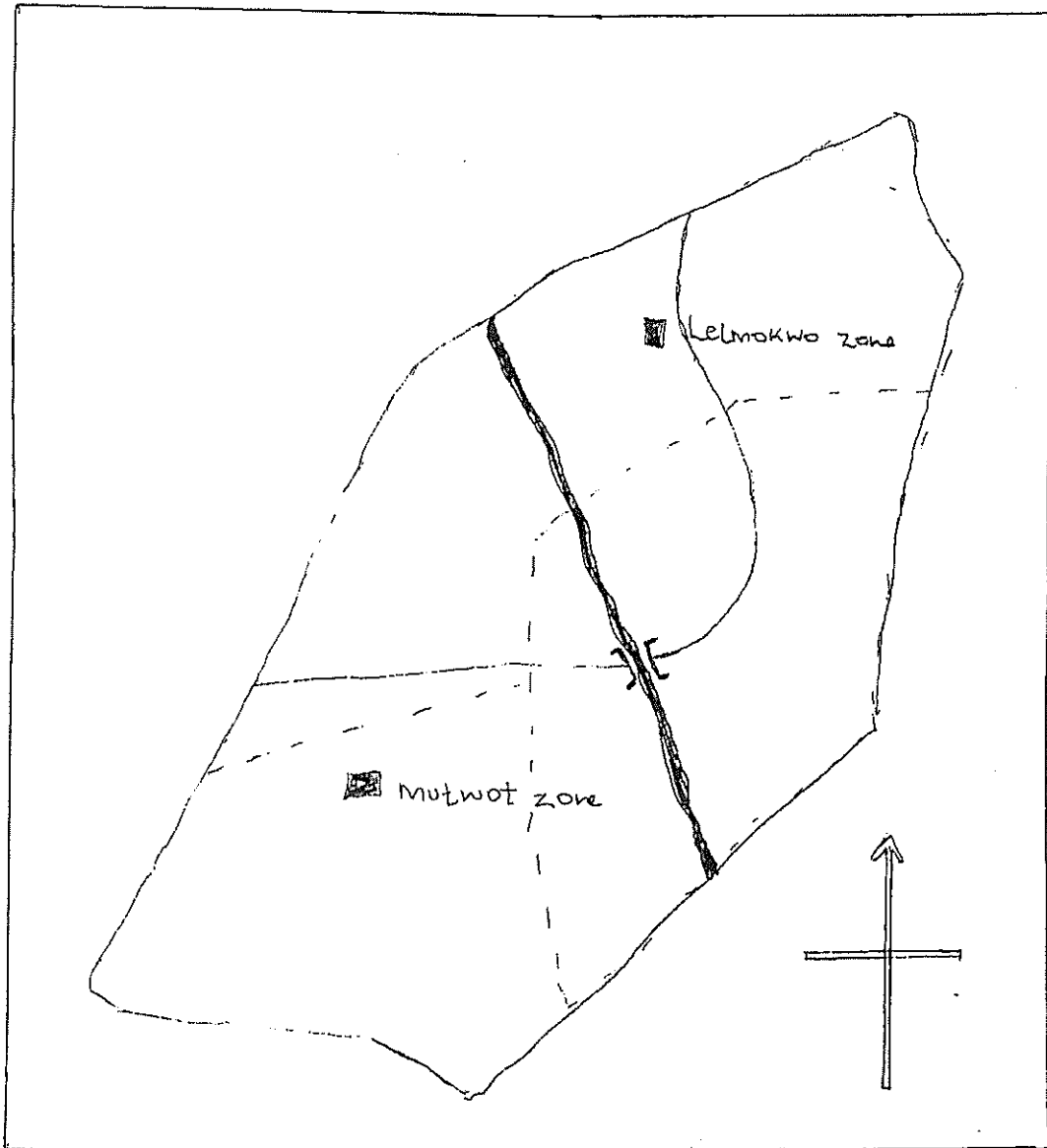
Any assistance accorded to ~~him~~/her regarding research will be highly appreciated.

Yours Faithfully,



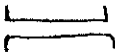
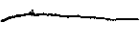
Kule, J.W  
Deputy Director



APPENDIX IV  
MAP SHOWING KOSIRAI DIVISION NANDI NORTH DISTRICT



KEY

-  zonal offices
- Locational Boundaries
-  River
-  Bridge
-  Road