

Effects of Pre-Schools on Performance of Grade 1 Pupils: A Case Study of Gweru Urban Primary Schools in Zimbabwe

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ABSTRACT This study was set to investigate the opinions of grade one teachers and teachers-in-charge (TICs) on the performance of grade one children pre-school and those who did not attend pre-schools. The sample constituted 5 schools from which 5 teachers – in – charge and 30 teachers were taken, making a total of 35 respondents. To collect the data, 2 instruments were used for teachers and teachers–in-charge. These were labeled appendices 1 and 11 respectively. An interview schedule was also employed to complement the questionnaires. It was revealed through this study that children who have been exposed to pre-schools perform better than their counterparts during the first six weeks. The findings have also clearly shown that children from pre-schools are socially and emotionally adjusted and therefore are a step ahead than their counterparts.