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The Effects of Teaching and Learning Methods on Performance of Learners in Public and Private ECDE Centres in Kenya

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Abstract:

The Kenya 2010 Constitution placed management and financing of Early Years' Education (EYE) under custody of county governments. Management and efficiency of early childhood education is therefore expected to be more effective than it was before 2010. Public early education centres suffered quality because of budgetary constraints, this is expected to have changed over the period that ECDE has been devolved. There is need for research evidence on the quality of ECDE in the context of county government management. This study emerges from the theoretical perspective that increased inputs should lead to increased outputs. The Education Production Function (EPF) theory was employed. Has increased expenditure after devolution and budgeting from close changed the quality of ECDE in counties? The purpose of this comparative study was to identify, compare and discuss effect of teaching and learning methods on performance of learners in public and private ECDE centres after one term of instruction and how this factor interact to influence, learning and achievement in public and private ECDE centres in the context of increased funding to public sectors schools by county government. The study site selected for this study was Kericho County. The population of interest in this study was all the 750 public ECDE centres with 1066 teachers and 18405 pupils, and all the 258 private ECDE centres comprising of 628 teachers and 4180 pupils in Kericho County. Sampling was done through stratified, purposive and simple random sampling methods. The sample size was determined by adopting the Krejcie and Morgan formula. Tools for data collection included questionnaires, observation schedules and interview guides. Data collected was both qualitative and quantitative. Analysis involved qualitative techniques and quantitative techniques. The quantitative techniques involved descriptive and inferential statistics in order to answer the questions posed for study. The results obtained showed that despite the increased funding to public ECDE centres, learners in private ECDE centres had high academic achievement. The findings were used to develop a model for county government to establish uniform qualification of ECDE staff, common methodology to improve teaching and learning facilities hence universal instructions leading to improved achievement among pre-primary school learners.

Keywords: ECDE devolved management, county government, teaching learning methods used learner achievement in public and private ECDE centres

1. Introduction

Early Years' Education (EYE) is the cradle of future learning. It is widely recognized as a critical period in children's physical, mental and psychosocial development. Early education is a period when children acquire basic skills that serve as the foundation for future learning. ECDE develops the capacity to learn, read and use mathematics, to acquire and think critically about the information acquired (Povey, 2002). ECDE enhances physical well-being and motor development, social and emotional development, language development and basic cognitive skills.

ECDE programmes can improve school readiness; make enrolment in the first grade of primary school more likely; reduce delayed enrolment, dropout and grade repetition; and increase completion and achievement. The Kenya Primary School Grade One curriculum assumes certain knowledge levels among entrants: ability to speak in a given language with fellow children, ability to count, to draw and to describe their immediate environment. Children who attend EYE classes have better chances of going to better high schools, performing better in secondary education and joining University. Brunner (1963) postulated that 'any child can learn any content to high comprehension as long as that content is presented to the child in a way meaningful to the child.' EYE centres are to provide education for all and cater for diversity in social income. Children born in and attending school in rural areas are often disadvantaged in terms of language of communication in school and exposure to the modern technological society.

Education for the young has been in existence for as long as there has been parenthood. Nevertheless, management of Early Childhood Development and Education (ECDE) has remained unstructured for a very long time. Early Years' Education (EYE) has at different times been managed by the family, the church, the community and the private sector. In Kenya rarely has ECDE been the responsibility of any government agency.

In traditional Kenyan society, the family and the community at large had the responsibility of bringing up children to fit in the society. Children were brought up from the earliest point to prepare for their adult roles. Formal early childhood education in schools was introduced in the 1930s in schools in urban centres to benefit Europeans and Asian

children who lived in towns. The first pre-schools for African Kenyan children were set up in the 1950s. These were essentially safe-custody centres for children whose mothers worked in plantations owned by Europeans. Compared to European and Asian early years' education centres, African centres were inferior. However, racial competition spurred Africans to realize the value of early childhood education.

Immediately after Kenya's independence the Simon Ominde-led African Education Commission of 1964 recommended the establishment and strengthening of early childhood education centres for Africans. Today the clamor for early childhood education is more widespread.

County government management of EYE is a proxy for increased funding to early childhood education. Although primary schools in Kenya were required to create an ECDE annex from January 2003, the governments involvement and funding was minimal. the promulgation of the 2010 Constitution gave the responsibility of ECDE management to County Governments.

On the other hand, the private sector remains an active participant in the provision of ECDE. Over the years, public and private ECDE centres have risen in competition. The private ECDE centres are perceived as more prestigious associated with better training and preparation for entry into primary schools. However, with increased funding, it is expected that public ECDE centres will be more efficient and make an impact on the future of the learners.

Funding is a critical input to education (Barret, 2018). Increased funding is expected to provide better teaching and learning resources for pupils at an early stage. Given the massive investment made in public ECDE centres as a result of devolution it is expected that performance should be commensurate with this investment. Consequently, one would ask; Has increased funding in public EYEcentres led to improved performance among learners in public ECDE centres compared to their counterparts in private ECDE centres?

Although primary school in Kenya is free, there is a dropout rate of 11% (Ghosheh, 2009). A survey conducted by Uwezo Kenya in 2015 indicates that the literacy skills in Kenya, alongside other Eastern Africa countries, are low. It established nationally only three out of ten children in Class Three can do Class Two work. Overall, 4.6% and 0.9% of children attending public schools in class three and eight respectively cannot read at all (Uwezo, 2013). These findings are vindicated by perennial poor Kenya Certificate of Primary Education results where many candidates score less than 100 marks out of 500. There is a repetition rate of 4%. Repetition and dropout from school arise because learners are unable to learn and understand the Grade 1 content. Grade 1 teachers are often faced by pupils who have been differentially prepared for the primary curriculum.

The quality of ECDE has been studied previously by different individuals such as Kyasanku (2017), the National Planning Authority in Uganda (2015) and Mwaura, Sylva, &Malmberg (2008). They all studied the challenges facing EYE in East Africa. None of the studies mentioned above compares different management modes of ECDE centres.

The quality of public ECDE centres today should ideally be compared to public ECDE centres of ten years ago. However, that is not possible given the paucity of documented evidence. One would also be comparing pupils of different historical periods living under different circumstances. This researcher sought to compare performance of public ECDE centres to private ECDE centres on the basis of increased funding from county governments. What is the quality of public ECDE centres? Now that County governments have resources to run ECDE, is quality in public ECDE better than private schools which rely on limited resources? Each county is responsible for the establishment, administration, finance, and staffing of ECDE centres. It is the responsibility of county governments to construct classrooms for early childhood pupils, provide teaching and learning materials and to recruit and remunerate teachers for this level.

Under this new arrangement it is expected that the quality of ECDE will rise. Against this background it is important to establish the impact of these allocations on the quality of ECDE. It is therefore logical to compare public and private ECDE centres. It is often assumed that investors in private ECDE centres provide better quality education. Is it still the same when County governments are generously funded? There is need for research evidence for this. What is not known is the difference between performances of children attending public and those attending private ECDE centres.

2. Purpose and Objectives of the Study

2.1. Purpose of the Study

The purpose of this comparative study was to analyze the effect of teaching and learning methods used by teachers on the performance of learners in public and private ECDE centres.

2.2. Objectives of the Study

The study was guided by the following specific objectives:

- To compare teaching and learning methods used by teachers in public and private ECDE centres;
- To compare performance on achievement test between pupils in public and private ECDE centres after one term of instruction.

2.3. Research Question and Hypothesis

- Objective 1 is qualitative. A research question has been set to help find answers:
- What are the similarities and differences between teaching methods used by teachers in public ECDE centres and those used by teachers in private ECDE centres?
- Objective 2 is quantitative in nature. A hypothesis was set and tested for significance:
- H_01 : There is no significant difference in performance on a test between public and private ECDE centres

3. Theoretical Perspective and Conceptual Framework

The independent variables in this study are the teaching and learning methods used in ECDE centres. These variables are inputs by the different school management systems. Learners' performance is the output and constitutes the dependent variable of the study. The researcher sought to compare the effects of funding in ECDE centres on achievement by learners at this level.

In view of these independent variables, and their link with the dependent variable, the most appropriate theoretical perspective adopted was the Education Production Function (EPF) Theory. The relationship between inputs and outputs of education may be called the education production function (World bank, 1980). Production function refers to the process by which inputs are converted to outputs. The EPF theory is derived from the general Production Function theory. Education is a production process which uses financial, physical and human resources to produce educated people. The school in this case is treated as a production firm whose aim is not to make profit. School funding is considered as input while academic performance by ECDE pupils is considered the output.

The EPF postulates that the quantity and quality of inputs in an education system determine the outcomes seen among learners. The EPF can be used to analyze the internal efficiency of any education system. The internal efficiency of an education system concerns the relationship between the inputs such as financial resources and the outputs such as marks attained by learners. Psacharopoulos & Woodhall (1985) noted that the relationship between inputs and outputs of education is highly complex. Many factors are involved. The EPF theory assumes that the differences in quantities and qualities of school inputs are the ones responsible for the variations in the educational outcomes. Factors which may determine performance among school-going children include the type of school, the number of trained teachers and how they teach, and, the available resources and how they are utilized.

A theoretical framework provides a general representation of relationships between things in a given phenomenon. For example, the EPF theory outlines the general relationship between inputs and outputs. From the theoretical perspective outlined above, the researcher was able to develop a conceptual framework. The theory is wider in scope than the conceptual framework. The conceptual framework depicts the researcher's understanding of the possible link between the IVs, the moderating variables, the DVs and the control variables. It is a way of linking all the elements of the research process, research disposition, interest and personality, literature and theory and methods as explained by Ravitch and Riggan (2017).

A Conceptual framework is purely a visual representation of a study's organization and the researcher's argument about the importance of the study and its rigor (Mugenda & Mugenda, 2012). In the present study the conceptual framework shows that increased funding arising from devolution provides more resources which benefit education. Increased funding will lead to recruitment of better-quality teachers as a result of training, better quality resources utilized in teaching, modern child-centered methods of interaction leads to better academic performance by learners in ECDE centres. In the model presented it is conceptualized that increased funding of ECDE centres has led to better resourced public schools which should dwarf private ECDE centres. The type of school attended may also influence academic output by the learner. Better resourced schools should have better teachers; and the better trained a teacher is, the better resources at the teacher's disposal, the more active teaching methods the teacher applies to the learning situation, the higher the achievement for the learner.

The visual representation of the variables selected for this study and how they relate to one another is shown in Figure 1:

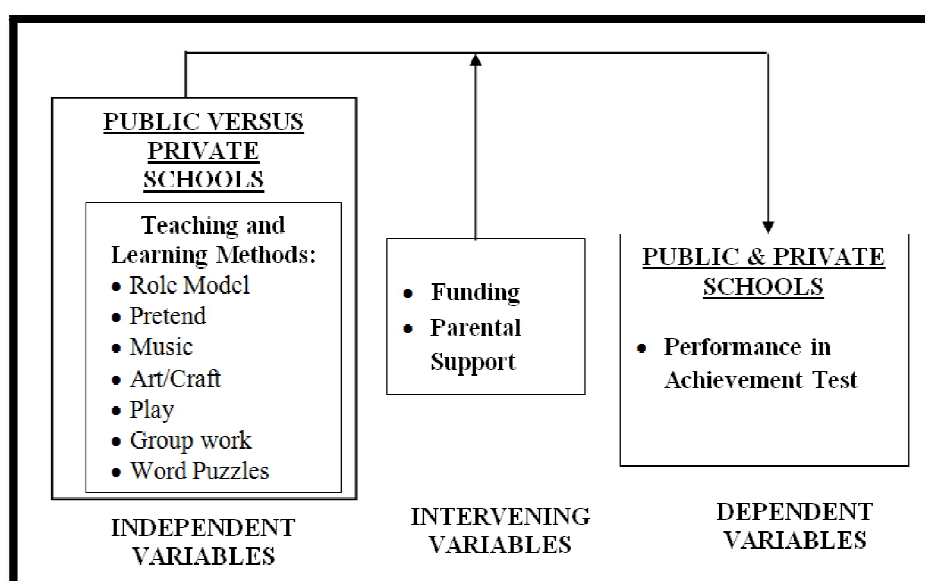


Figure 1: Conceptual Framework for Comparison of Learner Performance between Public and Private Schools in Kenya When Particular Teaching and Learning Methods Are Used in ECDE Centres

4. Research Methodology

The paradigm selected for this study was the sequential mixed method approach in which the researcher began with qualitative techniques such as interview and observation to follow up with quantitative techniques such as survey on a larger sample.

4.1. Research Design

In order to compare the impact of selected independent variables on academic achievement among ECDE learners the researcher chose to conduct a cross-sectional correlational survey study using alternative treatment post-test only with non-equivalent groups design. Two groups were involved; each one received a different form of treatment. The non-equivalent groups involved were public and private ECDE cohorts. The treatment received by the groups was not necessarily the same or similar. The different treatments are the differences in teachers' qualification and teaching experience. The design is represented diagrammatically in Figure 2

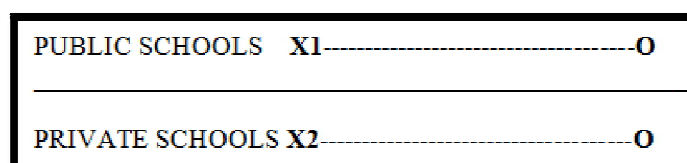


Figure 2: Alternative Treatment Post-Test Only with Non-Equivalent Groups Research Design

Two experimental groups were selected; public and private schools. Treatment will be administered to the two non-equivalent groups and then a post-test administered to both groups. Treatment was in the form of teaching given to the different groups. Later, during data analysis a 5x2 factorial design was adopted.

The population of interest in this study consisted of all Public (750) and private (258) ECDE centres, all teachers in public and private ECDE centres and all pupils in the 'PP 2' of all ECDE centres. The target population consisted of all ECDE pupils, teachers in ECDE and ECDE centres in Kericho County and to a limited extent such population found in rural Counties similar to Kericho.

4.2. Sampling Procedures and Sample Size

Stratified simple random sampling technique was employed in which the use of the Krejcie & Morgan table gave a sample size of 254 public ECDE centres and 155 private ECDE centres from a population of 750 Public and 258 private ECDE centres respectively. Consequently, from population 525 and 258 teachers from public and private ECDE centres respectively, a sample of 254 and 155 from public and private ECDE centres respectively. Finally, out of a population of 18,405 and 4,180, a sample of 375 and 351 pupils were randomly selected for use.

The sample sizes of schools, teachers and pupils selected randomly and purposively for this study are shown in the sampling frame shown below. Table 1 shows the sampling frame used in the study.

Unit	Population		Sample	
	Public	Private	Public	Private
Schools	750	258	254	155
Teachers	525	258	254	155
Pupils	18405	4180	375	351

Table 1: Sampling Frame

The results in Table 1 shows the number of schools, teachers and pupils from both private and public ECDE centres selected for use in the study.

4.3. Instrumentation

The selection of tools had been determined by the nature of the information to be collected, the time available and by the objectives of the study. Several data collection methods were used to study the problem at hand. The instruments used for data collection in this study includes; questionnaires, Interview Guides, observation checklists and Pupil Performance Tests.

4.4. Validity and Reliability of Research Instruments

In research it is important to ensure quality of findings. This was done by adopting strategies which enforce reliability and validity of tools used. A pilot study was conducted to find out the extent to which tools used for data collection are valid and reliable.

4.4.1. Validity

Validity refers to a researchers' ability to draw meaningful and justifiable inferences from scores about a sample or population (Creswell, 2005). In this study the researcher engaged and sought assistance from her supervisors and

members of the postgraduate class at Moi University to read and assess the relevance of the research instruments against the objectives of the study. The supervisors' and students' suggestions and opinions were incorporated to help improve the questions in the questionnaire and in the interview guide.

4.4.2. Reliability

Test-retest reliability was used in this study. This test indicates the degree to which scores obtained from the same informants remain consistent over brief periods during which the subject's competencies are not likely to change. Data used in this case was obtained by administering the same test twice over a period of time to a group of individuals. The scores from Test 1 and Test 2 were then correlated in order to evaluate the test for stability over time. If the results of the study can be reproduced under a similar methodology, then the research instrument is considered reliable Joppe, (2000). In this study the Cronbach alpha test gave an alpha (α) coefficient of 0.72. Thus, giving confidence that the items in the test are closely related and truly measure the internal consistency of respondents.

4.5. Data Collection Procedures

Data was collected by the researcher assisted by two trained assistants. The researcher visited schools and the Questionnaires were issued to respondents and given time to respond. Later they were collected physically to ensure high return rate. The interview sessions were carried out face to face using probing questions for further explanations and clarifications and responses were recorded.

4.6. Data Analysis

Data was analyzed based on the objectives. Qualitative objectives were analyzed qualitatively. Data was organized around themes which answer specific questions. Quantitative data was analyzed quantitatively and organized in tables. Descriptive statistics involved computing frequencies, percentages, drawing histograms and pie charts among others. It also involved computing means and standard deviation.

4.7. Ethical Considerations

This study involved human subjects as respondents. As such, the researcher sought and obtained permission to conduct research from concerned authorities. During data collection ethical practices were upheld by first seeking consent from the participants. In addition, the identity of the respondents was concealed. An accurate account of information collected was given during data interpretation hence no falsification of data. Finally, when results of this study were released to readers that they can determine for themselves the credibility of the findings Neuman, (2000).

5. Research Findings

The findings are discussed according to the objective of the study.

5.1. Effect of Teaching and Learning Methods on Performance of Learners in Public and Private ECDE Centres

The objective was to analyze the effect of teaching and learning methods on performance of learners in public and private ECDE centres in the context of increased funding to public ECDE centres by County/ National Governments.

5.1.1. Planning for Instruction

Arnold (2010) affirms that the planning aspect of teaching is so important that it alone can determine the failure or success of a teacher. According to Arnold, it is the planning of lessons that take into account the interaction between student and teacher that determines the success of learning experiences. He therefore suggests that a general outline of the year's work should be prepared before the beginning of the school year and a detailed schedule for each week and a specific schedule for each day should be prepared well in advance of the time they will be needed. It is on this basis that the study sought to find out facts about how teachers planned for instruction in ECDE centres in Kericho County. The results are presented on Table 2.

Availability of:	Public								Private							
	1		2		3		4		1		2		3		4	
Planning	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Schemes of Work	0	0	10	50	4	20	6	30	0	0	5	50	2	20	3	30
Lesson Plan	1	5	9	45	10	50	0	0	1	10	7	70	2	20	0	0
Clarity of Objectives	12	60	5	25	2	10	1	5	1	10	4	40	3	30	2	20
Use of Learning materials	13	65	6	30	1	5	0	0	1	10	4	40	2	20	3	30

Table 2: Planning for Instruction

Table 2 reveals that Schemes of Work Plans in 10(50%) out of the 20 public ECDE centres investigated were satisfactory, 4(20%) were good, and 6(30%) were very good. In the private ECDE centres 5(50%) were satisfactory, 2(20%) were good, while 3(30%) were very good. This means the schemes of work was adequately done both in public

schools, where 10(50%) were on the upper half representing good and very good and 5(50%) in private schools represented the same upper half of the scale.

It is the planning of lessons that take into account the interactions between student and teacher that determines the success of the learning experience. According to Arnold (2010), teachers who spend more time in preparation will spend less time in trying to keep their students on the learning track.

5.1.2. Teaching Approaches

Ivowi (2004) describes a teaching approach as any maneuver that can be used to facilitate student's learning and satisfaction. Different teaching methods may elicit different types of changes in learning outcomes. Different types of approaches applied in ECDE are listed on Table 3.

Approach	Type of School															
	Public								Private							
	Usage								Usage							
	1		2		3		4		1		2		3		4	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Role Model	9	45	5	25	1	5	0	0	0	0	6	60	2	20	2	20
Pretend	11	55	7	35	1	5	1	5	1	10	5	50	2	20	2	20
Music	10	50	7	35	2	10	1	5	4	40	6	60	0	0	0	0
Art/Craft	12	60	5	25	1	5	2	10	4	40	6	60	0	0	0	0
Play	16	80	4	20	0	0	0	0	3	30	6	60	1	10	0	0
Group work	14	70	6	30	0	0	0	0	1	10	5	50	3	30	1	10
Word Puzzles	0	0	9	45	10	50	1	10	4	40	6	60	0	0	0	0

Table 3: Teaching Approaches

Janis (2012) defined role modeling as teaching by example and influencing people in an oftentimes unintentional, unaware, informal and episodic manner. Thus, teachers all serve as role models for learners through their routine actions. In 9(45%) of the public schools Role modeling was rated as unsatisfactory 9(45%) as a teaching approach, in 5(25%) it was satisfactory, 1(5%) was good and none was very good. In private schools, none was unsatisfactory, 6(60%) was satisfactory, 2(20%) were regarded good and 2(20%) were very good. As shown on Table 11, teachers in private schools were better role models to their pupils as 4(40%) were either good or very good compared to public schools where only 1(5%) was good at role modeling. Ivowi (2004) observes that with increasing teaching workloads, practitioners need to consider alternative approaches to teaching and learning and he recommends role modeling as the most appropriate approach as it enables students to work alongside practitioners.

Pretend play was another method checked for in the learning centres. 11(55%) in public schools observed were unsatisfactory, 7(35%) were satisfactory, 1(5%) was good and 1(5%) was very good. In private schools, on the other hand, only 1(10%) was unsatisfactory, 5(50%) were satisfactory, 2(20%) was good and 2(20%) were very good. On the whole public schools were badly off in the use of pretend play as 18(90%) were rated on the lower half of unsatisfactory and satisfactory combined while it was 6(60%) in the private schools.

Concerning the use of music, it was observed that 10(50%) was unsatisfactorily used, 7(35%) was satisfactory, 2(10%) were good and 1(5%) was very good. Conversely in private schools, 4(40%) were unsatisfactory, 6(60%) were satisfactory and none was either good or very good. This is a clear indication that music not popular at all in private schools who had none rated as good or very good compared to public schools where 3(15%) were either good or very good. It is instructive to note that play as a method of instruction was unsatisfactory in 16(80%) of the public schools, satisfactory in 4(20%) and none being either good or very good. Likewise, 3(30%) in private schools were unsatisfactory, 6(60%) were satisfactory and only 1(10%) was good. This result show that all (100%) in the public schools were below average in the use of play while 90% were of the same caliber in the private schools. This contrary to research from many studies that play

Group work as a method of teaching scored 14(70%) for unsatisfactory in public schools, 6(30%) were satisfactory and none was either good or very good. In private schools, 3(30%) were rated unsatisfactory in the use of group work, 6(60%) as satisfactory and none as good or very good. In private schools only 1(10%) were ranked as unsatisfactory, 5(50%) were satisfactory, 3(30%) were good and 1(10%) was very good.

Generally, group work was poorly utilized in public schools where all the schools observed (100%) were satisfactory or below whereas as 9 (90%) were of the same category in private schools. This means group work was unpopular in both public and private schools. Research has continually shown that active learning improves student's learning outcomes. Lang et al (1993) advocate for Interactive methods in early childhood which promote students' engagement. Students' engagement in turn positively impact students' ability to retain and understand new material. Interactive methods were generally poor in public schools as compared to private schools and a possible reason for disparity in learners' achievement in ECDE centres in Kericho County despite support from the county Government.

5.2. Pupil's Learning Outcomes

In the lesson observation, the study checked for observable characteristics of the learner that showed what they were able to do as a result of a learning action. This is based on Diamond's (2008) definition that a student's learning outcome is a detailed description of what a student is able to do after a lesson. Table 4 presents specific skills, competencies and knowledge exhibited by the learners.

Type of School	Public								Private							
Learner Outcomes	1		2		3		4		1		2		3		4	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Concentration of activities	13	65	7	35	0	0	0	0	6	60	4	40	0	0	0	0
Engagement of learners	11	55	8	40	1	5	0	0	6	60	3	30	1	10	0	0
Sustenance of interest on activity	13	65	5	25	2	10	0	0	9	90	1	10	0	0	0	0
Ability to identify sounds	11	55	9	45	0	0	0	0	2	20	6	60	1	10	1	10
Ability to join words	12	60	5	25	3	15	0	0	4	40	2	20	3	30	1	10
Confidence	15	75	5	25	0	0	0	0	1	10	4	40	4	40	1	10
Attention span	14	70	5	25	1	15	0	0	1	10	5	50	2	20	2	20

Table 4: Skills, Competencies and Knowledge Displayed by Learners

It is clear from Table 4 that majority of the learners 13(65%) displayed unsatisfactory (1) concentration on activities. The remaining 7(35%) concentrated on activities in a satisfactory (2) manner. None was either good (3) or very good (4). It was the same scenario in the private schools where 6(60%) concentration on activities was unsatisfactory and 4(40%) was satisfactory. This clearly indicates that in all the 20 lessons observed in the public schools and 10 in the private schools, concentration on activities was below expectation of good or very good. The general impression was that teachers were not able to impress the learners to concentrate on the activities in the lesson.

Another outcome sought for by the study was the level of engagement of learners in the lesson. Argumentatively the most important aspect of teaching today is keeping the learners engaged. Meier (2018) contends that children thrive in an interactive learning environment. An interactive environment promotes engagement in the classroom. The results on Table 15 confirm that engagement of learners in 11(55%) classrooms in the public schools was unsatisfactory, 8(40%) were satisfactory, yet only 1(5%) was good. There was none that was seen to be very good. Similarly, a higher proportion 6(60%) in the private schools were satisfactory, 3(30%) were satisfactory and only 1(10%) was good. Again, none was ranked as very good. On the whole, it means that engagement of learners in classroom activities was majorly below mid-way, though the public schools were worse off with 19(95%) below the mid-point as compared to 9(90%) of the same rating in the private schools.

The study further established the extent learners' sustained interest on activity. Concerning this, Meier (2018) opined that Kindergarteners typically have a short attention span and need to move around on a regular basis. Teachers need to keep pupils' focus, eager, and on the task otherwise their minds will drift off, making them lose valuable learning time. The output of the item on sustenance of interest on activity is included on Table 15. The results show that sustenance of interest on activity in public schools was depressing with bulk 13(65%) being unsatisfactory, 5(25%) were satisfactory, only 2(10%) were good and not a single one was very good. On the contrary, 9(90%) in private schools were unsatisfactory and only 1(10%) was satisfactory. No classroom in any private school was either good or very good in sustaining the interest of learners in activities. This means that on this item 17(80%) of public schools were on the lower half, which was better than the private schools' 9(9). It is well known that adding movements into academic lessons reenergizes the learning environment and adds fun to the pre-school lesson.

Further, the ability of the learners to identify sounds was look out for. It is instructive to note from Table 15 that in public schools 11(55%) learners' ability to identify sounds was unsatisfactory, 9(45%) were satisfactory. In private schools 2(20%) were unsatisfactory, 6(60%) were satisfactory, 1(10%) was good and 1(10%) was very good. This shows better ability of learners in private schools than in public schools to identify sounds with 0% good and very good combined for public schools compared to 20% for private schools.

On ability to join words, 12(60%) in public schools were unsatisfactory, 2(25%) were satisfactory, 3(15%) were good and none was rated very well. In private schools, 4(40%) were unsatisfactory, 2(20%) were satisfactory, 3(30%) were good and 1(10%) was very good. From this result it is apparent that private schools fared on much better with 4(40%) in the upper half compared to 3(15%) on the same half in the public schools.

The study also examined the confidence of learners in carrying out classroom tasks. From Table 15 it can be noted that confidence in 15(75%) of the learners was unsatisfactory and satisfactory in 5(25%) of the public schools. In private schools it was unsatisfactory 1(10%), satisfactory in 4(40%), good in 4(40%) and very good in 1(10%). It is evident from this results that children in private schools exuded better confidence with 5(50%) above the mean as compared to 0% in the public schools in the same quota.

Finally, attention span was also looked for in the observed lessons. Meier (2018) asserted that preschoolers naturally have a short attention span. Out of the 20 observed in public schools, attention span of 14(70%) was rated as unsatisfactory, 5(25%) was said to be satisfactory, 1(5%) was good. In private schools, attention span for only 1(10%) was said to be unsatisfactory, 5(50%) were satisfactory, 2(20%) were good and 2(20%) were very good. Equated, good and very good put together were a bigger portion 4(40%) among learners in private schools to only 1(5%) placed in the upper quota in public schools.

From the above results it is clear that learner outcomes in six out of seven items presented; concentration of activities, sustenance of interest on activity, ability to identify sounds, ability to join words, confidence and Attention span were higher in private schools than in public schools. This are indicators of achievement and therefore that private schools perform better than public schools.

5.3. Performance in Achievement Test

A test was administered to 150 pupils in private schools and 400 pupils in public. Marks scored were categorized and assigned codes as follows: 1=40marks and below, 2=41-60 marks, 3=61-80 marks and 4= 81-100 marks.

5.3.1. Comparison of Performance in Public and Private Schools

The study went further to compare performance of pupils in public and private schools. Figure 3 gives a comparison of performance in public and private.

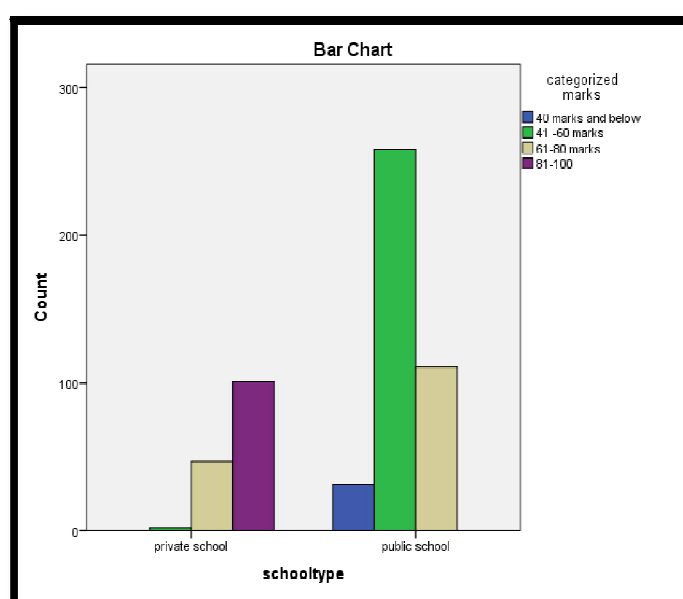


Figure 3: Performance of Public and Private Schools

The histogram on Figure 6 shows that the public schools depict positive kurtosis distribution curve meaning that the distribution has heavier tails and sharper peak, that is increasingly less pupils scored high marks, while the private schools' distribution kurtosis is positive meaning that its distribution has lighter tails and a flatter peak that is failure rate is increasingly lower in private schools.

6. Summary of Major Findings and Conclusion

This chapter presents the summary of the findings and conclusions. The findings of this study are presented according to the objectives of the study thus:

- Teachers in private schools were better role models to their pupils as 4(40%) were either good or very good compared to public schools where only 1(5%) were good at role modeling. Generally, public schools were generally weak in the use of pretend play as 18(90%) were rated on the lower half of unsatisfactory and satisfactory combined while it was 6(60%) in the private schools. This is a clear indication that music is not popular in private schools which had none rated as good or very good compared to public schools where 3(15%) were either good or very good. This result show that all 10(100%) in the public schools were below average in the use of play while 90% were of the same caliber in the private schools. This contrary to research from many studies concerning play. This means group work was unpopular in both public and private schools where all the schools observed 10(100%) were satisfactory or below whereas as 9 (90%) were of the same category in private schools.
- The results on this section shows that marks for majority of the pupil's in public schools 258 (64.5%) lie between 41 and 60%, while majority of the pupils in private schools 101(67.3%) scored between 81 and 100%.

7. Recommendations

This section gives the recommendations based on the findings of the study. Early Years' Education is the cradle of future learning. Given massive investment in ECDE centres it is expected that performance should be commensurate with the investment. To maximize on the management of ECDE by the county government, the following recommendations are made:

- The county governments should help teachers develop their professional skills by providing a range of paid-for professional development courses, free resources and materials. It should also set aside some money to take a number of teachers annually to higher education courses.
- The county governments should support research, innovation initiatives among ECDE teachers in order to improve teaching and learning
- Recruitment, employment and payment of ECDE teachers should be done by the national government, just like for all other teachers in the country to ensure good and harmonized pay for all.

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