TEACHERS' COMPETENCE AND IMPLEMENTATION OF THE LEARNING FRAMEWORK FOR EARLY CHILDHOOD DEVELOPMENT IN SELECTED PRE-PRIMARY SCHOOLS: RUBAGA MUNICIPALITY, KAMPALA

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A RESEARCH DISSERTATIONSUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTERS DEGREE IN EDUCATION –EARLY CHILDHOOD DEVELOPMENT OF KYAMBOGO UNIVERSITY

DECEMBER, 2018

DECLARATION

I hereby declare that this research dissertation titled "Teachers' Competence and implementation of the Learning Framework for Early Childhood Development in selected Pre-primary schools: Rubaga Municipality, Kampala" is my original work and has never been submitted to any institution for the award of any academic qualification.

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APPROVAL

This dissertation titled "Teachers' Competence and implementation of the Learning Framework for Early Childhood Development in selected Pre-primary schools: Rubaga municipality, Kampala" was done under our supervision. It is now ready for submission to Graduate School.

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DATE : 4/12/2018

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Signature: .....

DATE : 5/12/18

DEDICATION

I dedicate this project to my husband and children who have stood with me in patience and tolerance during the time I was supposed to be at home playing my divine role as a wife and mother, but was out attending to studies.

ACKNOWLEDGEMENT

I glorify the almighty God for the gift of life and unconditional providence. I acknowledge my supervisors, Dr. John S. Maani and Dr. John Bwayo K.W for their commitment and invaluable guidance. They were patient and tolerant with me as they guided me all the way even at moments when I felt that I was not making good progress. I appreciate Dr. Godfrey Ejuu, for inspiring me with his great passion for ECD and hard work. From all of you I have admired and learnt that humility is paramount in life. It was a pleasure working with you and learning from you.

I sincerely thank my friend, Nansubuga Mercy Sharon for her encouragement and inspiration to pursue my academic dream. I thank my classmates for their continued support and encouragement to undertake this study. In a special way, I thank my parents, husband and children for their understanding, moral and financial support all through my course of study. May the lord bless you all

TABLE OF CONTENTS

TABLE OF CONTENTS

LIST OF ACRONYMS

C.C.T:	Coordinating Centre Tutor
CK:	Content Knowledge
CPD:	Continuous Professional Development
ECD:	Early Childhood Development
ECEC:	Early Childhood Education and Care
ELDS:	Early Learning and Development Standards
EYLF:	Earl Years Learning Framework
LFW:	Learning Framework for Early Childhood Development
MoES:	Ministry of Education and Sports
NAEYC:	National Association for the Education of Young Children
NCDC:	National Curriculum Development Center
PCK:	Pedagogical Content Knowledge
PK:	Pedagogical Knowledge

LIST OF FIGURES

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ABSTRACT

The study investigated teachers' competence and implementation of the learning framework for early childhood development in selected pre-primary schools in Rubaga Municipality, Kampala. Countries that have been able to provide quality early childhood education to their children have done so through the use of evidenced based programs and curricular that focus on skills development in the early years. In Uganda, while the National Curriculum Development Centre has been able to launch a quality Learning Framework Early Childhood Development (3-6) years (LFW) for use in Early Childhood centres and the ECD Policy (2007) makes it mandatory for all ECD centers to use it as the National Curriculum Framework, Pre-primary teachers find difficulty in using it. The study was guided by three objectives which were; to establish whether Pre-primary teachers have the Content Knowledge competence to design appropriate activities using the LFW, to investigate whether Pre-primary teachers have the competence to plan for teaching using the LFW and to establish whether Pre-primary teachers are able to manage the involvement of parents in their learners' education as suggested by the LFW. The study used Cross-sectional research design and adopted a mixture of qualitative and quantitative research approaches to collect the data and was conducted from selected Pre- Primary schools in Rubaga Municipality, Kampala Capital City, Uganda. The study established that Pre-primary teachers had the skills for planning to teach, however, they could not effectively plan and design appropriate activities for children due to failure to interpret it. Teachers lacked the ability to guide parents on using the LFW to extend children's learning at home. The study recommended that Ministry of Education and Sports at different levels should ensure that ECD teacher trainees acquire key identified competences at initial training and through CPDs, teachers should be re-tooled with the competences for effective implementation of the LFW. The study recommended that National Curriculum Development Center (NCDC) should complement the LFW with more resources make it user-friendly for pre-primary teachers and other categories of caregivers and that research should be conducted to establish other factors that influence the implementation of the LFW.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Introduction

Uganda has come a long way to having the Learning Framework for Early Childhood Development (3-6) years as a curriculum guide for all Early Childhood Development centers, which should be competently implemented by the Pre-primary teachers in order to serve its purpose. This chapter includes the Historical, conceptual, contextual background, statement of the problem, purpose, and objectives of the study, Research questions, significance, Limitations and delimitations, Theoretical and Conceptual Framework, scope and operational definition of terms.

1.1Background of the study

Internationally and regionally, countries that have successfully provided quality Early Childhood Education have managed to do so through evidence - based curricular that focus on competence and skill development during the early years. Teachers are key to effective implementation of any curriculum since their efficacy supports children's achievement. However, in the case of Uganda, teachers have persistently expressed difficulty in implementing the Learning Framework for ECD (3-6) years. The concept of Learning Framework for ECD can be closely related to Early Learning Framework or Early Learning Standards or guidelines in developed countries (Barnett, 2014). According to Decker and Decker (2015), the early learning guidelines are documents that outline expectations for what pre-school age children should know or be able to do.

Historically, the use of early childhood learning framework originated in countries like United States of America, China, North America, Europe, India among others (Henninger, 2013).In United States of America, Early learning framework use started in the 21st century,

partly as a need to design standards separate from those for children in the early elementary years that are based on "research about the processes, sequences, and long-term consequences of early learning and development" (National Association for the Education of Young Children (NAEYC), 2009). It later changed focus due to the changing need which included physical and motor development, social and emotional development, approaches toward learning, language development, cognition, and general knowledge (Jacobs & Crowley, 2015). Morrison (2011) asserts that U.S. states had developed early learning and development standards by 2007.

From United States, the practice of developing ECD guidelines or framework extended to the rest of the world. In an attempt to review the histories of ECEC learning framework in several countries, (Decker, 2015) notes that in much of Europe and North America, and even in several of the developing countries such as China and India, kindergartens and nurseries were first established in the 19th century, often drawing on the same models: Froebel, Pestalozzi, Montessori, and the activities of missionaries. Countries like Brazil, Ghana, Jordan, Paraguay, the Philippines, and South Africa also later developed their ECD guidelines (Puckett &Diffily, 2013).

In Australia, an Early Years Learning Framework was developed and it entails the principles, practices and outcomes that support and enhance young children's learning from birth to five years as well as their transition to school. This Framework aims at having all Australian children experience learning for life. ECD services are supposed to develop school-based strategies in line with the objectives for which it was developed. According to the Department of Education and Training (2017), this Framework was translated in 12 languages and the corresponding Family guide in 20 languages, English inclusive.

In Africa, the case of neighboring Kenya, until 1980 Pre-primary education was exclusively the responsibility of local communities and nongovernmental organizations such as

churches, voluntary organizations, local authorities, and individual investors and it was meant to cater for children between one and six years of age (Henniger, 2014). However, from 1980 the government took over responsibility for Pre- Primary education and has since streamlined the program by undertaking the training of Pre- Primary teachers, the preparation and development of the curriculum, and the preparation of teaching materials (Jacobs, 2015).

In Uganda, Nursery education or early childhood programs as were then known, was initiated by the British colonialists. The beginning of nursery education in Uganda can be traced back to the 1930s when it was initiated by the European colonial administrators and by Goans (Indians). The Pre- Primary curriculum, methods and scholastic materials for learners were foreign, with very little reference to the Ugandan situation. Later, when some indigenous Ugandans became more interested and involved in Pre- Primary education, they opened up their own Pre- Primary schools to cater for indigenous children in urban centres. These schools were of poor quality compared to those of the Europeans (Malinga, 2000).

Right from the early 1960s, the government of Uganda never controlled or regulated nursery education that was being operated by private individuals (Mok Soon Sang, 2013), as was the case in Kenya. Direct government interest in Nursery education started in 1973 when the government of Uganda enacted a statute which conferred upon the National Curriculum Development Centre the mandate for developing curriculum and support materials for all levels of education, including Pre- Primary schools (Malinga, 2000). After this effort, there was little in terms of government involvement in nursery education because of the civil war that plagued the country in the period from 1972 to 1979 (Mushemeza, 2005).

According to Mushemeza (2005), from 1980 to 1986, the civil war paralyzed further policy development, which affected the content and quality of the curriculum. Ejuu (2012) noted that the Ministry of Education and Sports (MoES) recognized that the White paper also

provided a basis for policy and curriculum reviews for Pre-primary Education. In 1990, the Ugandan Jomtien conference delegation developed a draft ECE syllabus for Pre-primary schools. Since ownership had been left to the private sector, Pre-primary schools' proprietors and teachers had no uniform and standardized curriculum to guide them. The teachers ended up teaching what they deemed simple to them, in most cases, reading and writing English and simple arithmetic especially in the rural settings (Glass, 2013). Some urban Pre- Primary schools used Bahai curriculum borrowed from Bahai founded Pre- Primary schools for example, Aunt Claire's Pre- Primary in Mengo, Kampala. The Islamic Pre-primary schools were following Madrasa integrated curriculum that had been introduced in 1993 by Agha Khan Foundation based atMadarasa resource centre at Mengo, Kampala, originating from Mombasa Kenya. In other urban settings, the teachers subjected children to Primary School Syllabus thus exposing them to high pitched activities that were not developmentally appropriate. The European founded International schools used an international curriculum that was tailored to suit their educational needs at this level (New Vision 10th May 2012)

The Education Act of 2008 and the Education Sector ECD policy of 2007 mandated the Directorate of Education Standards (DES) with a responsibility for setting, defining, and ensuring adherence to existing standards by all educational institutions (Ministry of Education & Sports [MoES], 2012). In the case of early childhood development, Directorate of Education Standards started by defining standards as competences, then changed its approach after the leaders attended a regional conference in Nairobi, Kenya, where the idea of developing Early Learning Development Standards was debated.

The team put together the national goals and values that were used to compile expectations of children at the ages of 2 ½ to 5½years from selected stakeholders at national and regional levels. This information, together with expert knowledge of child developmental

psychology, early childhood education, social protection, and best practices, formed the core of the ELDS drafting (MoES, 2012).

The drafts were then presented to key stakeholders at the national, regional, and local levels for validation. They were asked to ascertain whether the standards were culturally inclusive, had the appropriate breadth and depth, were relevant, or were linked to other standards. Feedback from this process was used to improve the draft Early Learning Development Standards, making it ready for age validation (MoES, 2012).

Eventually, in 1993, a teaching syllabus for Pre- Primary schools was developed by the National Curriculum Development Center, with emphasis on mother tongue as a medium of instruction. It had five teaching blocks, that is, Physical development, Cognitive development-Mathematics, Cognitive development-Language, Social development and Emotional development (NCDC 1993). Finally, the Learning Framework for ECD 3-6 years (LFW) was launched in 2005. With the launching of the LFW, most Pre-primary school teachers and proprietors got a point of reference for methods, assessments, materials and content for learners of different age groups. "The production of the Learning Framework was a major breakthrough for ECD and great encouragement for all stake holders especially committed to this education sector" (NCDC, 2005).

The development of the LFW was backed up by the National Integrated ECD policy Uganda (2016) and the ECD policy (2007) as legal documents to ensure its implementation and therefore, help children grow to their full potential. Uganda has come a long way to having the LFW as national guide for teachers handling the 3-6 years age group, for standardization and quality of education and care provided at this level. Pre- primary teachers and other categories of caregivers should competently implement it to promote children's growth and development. The concern that this study still has to answer is whether the teachers in the

Pre-primary schools possess the competences to use it to teach the children, so that it serves the purpose.

In the conceptual perspective, Pre-primary school (also, pre-school, kindergarten outside the United States of America and United Kingdom) is an educational establishment or learning space offering Early Childhood Education to children, usually between the ages of three and five years, prior to the commencement of compulsory education at primary school level (Lu, 2015). In some European countries the term "kindergarten" refers to formal education of children classified as International Standard Classification of Education (ISCED)level 0 - with one or several years of such education being compulsory before children start primary school at ISCED level 1 (Decker, 2015). They may be privately operated or government owned. The grades include daycare, Pre- Primary, pre-kindergarten and kindergarten (Loomans, 2012). In the context of Uganda, a pre-primary school is an ECD institution that handles children of 3-6 years, commonly known as Nursery schools, Kindergartens.

A Learning Framework is an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do (Henniger, (2014). A learning framework is part of an outcome-based education or standards based education reform design. The framework is the first step, defining clear, high standards which will be achieved by all students. The curriculum is then aligned to the standards, and students are assessed against the standards Kagan, (2012). When the standards are reached, there will be no achievement gap where some groups are allowed to score lower than others, or the disabled are offered different opportunities than others (Hsu, 2012). All will meet world class standards and be qualified for good colleges and trained for good jobs which pay good wages. In a traditional education system, the curriculum was defined by those who created textbooks rather than government bodies which assembled groups of stakeholders to create standards based on consensus of

what students should know and be able to do (Klass, 2016). In Australia, to ease the use of the Early Years Learning Framework, posters, post cards, bookmarks and family guides were developed to make the Framework more user-friendly to the implementers.

Related to the above in the case of Uganda, the Learning Framework for Early Childhood development, 3-6 years (2005) is a National Curriculum Framework, developed by the National Curriculum Development Centre to guide Pre- Primary teachers and caregivers in homes, formal and informal ECD centers in Uganda. It entails five Learning Areas which include: Relating with others in an acceptable way, Interacting with, exploring, knowing and using my environment, Taking Care of myself for proper growth and development, Knowing and using Mathematical concepts in my day-to-day experiences, Developing and using my language appropriately, all well aligned with the aspects of children's development (NCDC, 2005). Each of the Learning Areas has Learning Outcomes tagged against it and these are the key focus of the teacher throughout the instruction process. Three age groups were categorically specified that is 3-4, 4-5 and 5-6, clearly showing the competences that should be developed by each age group in order to attain a specific Learning Outcome. For each competence, a list of Developmental activities for children was suggested, to support them develop the intended competences.

According to NCDC (2005), "The LFW is outcomes and competence based. It focuses on results rather than on goals, aims and objectives. This guide puts great emphasis on observable and measurable skills, knowledge and values to be acquired by the children. The LFW is complemented with the Caregivers Guide to the Learning Framework (3 – 6 Years) (NCDC, 2005). This Guide provides guidance on how to organize and conduct developmental activities, dealing with Special Needs children, planning, organizing, and managing children's learning, assess the child, record the progress, and report to those who need the progress reports on the child. This allows for regular monitoring of individual

learners' progress, diagnosis of learning difficulties and providing necessary assistance (NCDC, 2013). It also provides information on the teaching and learning experiences that enhance the holistic development of a child. Emphasis is on learner-centeredness, and provides for increased learner-teacher contact time, different ability groups and use of familiar language for initial literacy (NCDC, 2013). In addition to the LFW and Caregivers guide to the LFW, Early Learning and Development Standards (ELDS) were developed to enhance Pre- primary education. According to Ejuu (2012, Early Learning and Development Standards are statements that reflect the expectations concerning what children should know and be able to do. It is an outline corresponding developmentally appropriate suggested practices that adults must do with children to enhance their development.

The above position therefore, requires Pre-primary teachers to possess competences that enable them to cross reference and synchronize the three curriculum resources when handling children at this stage to effect implementation. All stakeholders should play their role in ensuring proper childhood development (NCDC, 2016) but the concern still remains whether the teachers who are the key implementers of the LFW have the necessary competences to interpret it and therefore, be able to implement it. The teachers must have the required competencies to understand, interpret and therefore, be able to effectively use it to teach children. Personal competence may be defined in terms of one's knowledge, skills and behaviors. Competency is more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. Competency is essential to an educator's pursuit of excellence. Teachers therefore need a wide range of competencies in order to face the complex challenges of today's world (Olga Nessipbayeva, 2015).

In Jackson's view (1990), teaching competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world,

itself. The central figures in the educational process are teachers. The success of training and education depends on their preparation, erudition and performance quality. Teacher competencies entail the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day. Morrison (2011) supports Jackson's view by pointing out that few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching.

There is currently an abundant knowledge-base to inform that in Pre- Primary school teachers play a critical role in pupil learning and achievement. Research reveals that the way teachers instruct and interact with learners is the cornerstone around which to build effective schools (Wright, 2014). A summary of the available studies accumulated over the past 40 years on a key education driver, teacher competencies offer practical strategies, practices, and rules to guide teachers in ways to improve instruction that improves pupil performance and the quality of the work experience (Putnam, 2014). Classroom management, instructional delivery, formative assessment, and personal competencies were highlighted by Puckett (2013) as the essential competences of an effective teacher.

Since its inception in Uganda, no attempts have been made to research about the competency of the Pre-primary teachers as key stake holders in the implementation of the Learning Framework for Early Childhood Development (3-6) years. This study therefore, is intended to address this.

In context, the distribution of Early Childhood Development centers in Uganda is highly driven by income levels. Areas that are habited by high income earners tend to attract the ECD proprietors with an assumption that the parents and guardians will afford school fees.

This pattern of setting up ECD centres has eliminated majority of the rural children from benefiting from Pre- primary education .A regional analysis on distribution of ECD centres shows that the central region had the highest number of ECD centres totaling to 2,858 (39%), followed by the eastern region with a total of 1,640 centres (22%). The western region followed with 1,098 centres (15%), while the northern region ranked fourth with a total of 831 centres (11%). The south western region had a total of 751 centres (10%) while the north eastern region with the smallest geographical area had the least number of centres totaling to 190 (3%). The central region has the highest share of ECD centers due to the fact that the region has the highest number of urban centres and income generating activities (Uganda Bureau of Statistics; UBOS, 2015). Whether rural or urban, the national curriculum guide that is supposed to be used in all Pre-primary schools is the approved LFW, except for the international schools that embrace the international curriculum. Every pre-primary school must therefore have copies of it in the local area language for easy use of the teacher. It has been designed to allow every Ugandan child to enjoy the right to development whether at home, at a formal or a semi-formal or Pre- Primary (UBOS, 2015).

Rubaga Division lies in the western part of Kampala city, bordering Wakiso District to the west and south of the division. The eastern boundary is with Kampala Central division and in the north is Kawempe division. The division has 13 parishes and 896 villages. There are 67 Pre-primary schools in the division.(KCCA, 2014).

All the Pre-primary schools in the division are privately owned and the teachers teaching in these schools are expected to use the LFW as a curriculum guide. Comparatively, being located in the city, the division enjoys an advantage of having qualified teachers, who are attracted by access to city services and a higher wage than rural settings (KCCA report on education 2014). The Division is also characterized by high, middle and low income communities that feed the schools with children. The understanding, interpretation and

therefore effective use of the LFW requires teachers who are highly skilled, knowledgeable, in teaching and learning to provide knowledge and experience in many aspects such as reading, writing, thinking, and reasoning to learners of pre – primary schools (KCCA report on education 2014).

It is therefore, important to point out that the effectiveness of teaching and learning in Pre-Primary schools depends on the effective implementation of the LFW by teachers who understand, appreciate and are able to carry out the teaching of learners as required. The concern among different stakeholders is weather the Pre- Primary teachers in Rubaga division have the competences necessary to implement the LFW and this research is focused to address this concern.

1.2 Statement of the problem

Pre-primary teachers find difficulty in using the Learning Framework for Early Childhood Development (3-6) years (LFW), although the Early Childhood Development Policy (2007) makes it mandatory for all ECD centers to use it as the National Curriculum Framework. Teachers are using other resources like the Primary One curriculum to teach Pre-primary children (ECD Policy, 2007).

The Learning Framework forECD was translated into Kiswahili and 16 local languages namely: Runyankole/Rukiga, Runyoro/Rutoro, Alur , Acholi, NgaKaramajongo, Ateso , Lango, Dhapodhola, Lubwisi, Lukonzo, Luganda, Lugbarati., Kumam, Lusoga, Pokot and Lebthu (NCDC 2005), to ensure that teachers and caregivers from different backgrounds interpret it, use it to plan and teach children in their communities but it is not being used as expected. To confirm this, a MoES official commented that, "although the National Curriculum Development Centre has developed a learning Framework for ECD, many Pre-primary schools do not use it, relegating the quality of education these children

receive."(Muhairwe, 2016). In his final report on 'the status of implementation of the Education sector Early Childhood Development Policy in Uganda, Godfrey Ejuu (2012) commented that, "While many ECD centres have obtained the Learning Framework, most of the centres possess it for the sake of fulfilling MoES requirements in case of monitoring checks, but do not use it for teaching and learning". This might be attributed to their incompetence to understand and therefore, implement it.

In addition to the above, Pre-primary schools and ECD Teacher training institutions have remained in the hands of private owners, a factor that exposed Pre-primary teachers to varying training backgrounds and working environments, some of which may not have permitted them to acquire competences for effective implementation of the LFW. However, the education system in Uganda today is geared towards the provision of quality education services and consequently to generate a competent output workforce in accordance with the requirements of national development. Therefore, it is a national concern that the foundation level of education is firm enough to support consequent levels and this can only be a reality if the teachers implement the Learning Framework competently. This status quo brings various stake holders, more so educationists to the desire to explore and investigate the competence of Pre-primary school teachers for the implementation of the Learning Framework for ECD 3-6 years.

1.3 Purpose of the study

Successful implementation of a curriculum depends on effectiveness of teachers in Pre-Primary schools. The purpose of the study therefore, was to conduct an assessment on whether Pre-primary teachers had the necessary competence in implementing the Learning Framework for ECD.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To establish whether Pre-primary teachers have the Content Knowledge to design appropriate activities using the LFW.
2. To investigate whether Pre-primary teachers have the competence to plan for and conduct teaching using the LFW.
3. To establish whether Pre-primary teachers are able to involve parents in their learners' education as prescribed by the Learning Framework.

1.5 Research Questions

1. Do Pre-primary teachers have the content knowledge to design appropriate activities using the LFW?
2. Do the Pre-primary teachers have the ability to plan for and conduct teaching using the LFW?
3. Are the Pre-primary teachers able to involve parents in children's education?

1.6 Research Hypothesis

Ho1: Content knowledge to design appropriate activities using LFW does not affect the implementation of the ECD learning framework

Ho2: Ability to plan for and conduct teaching using the LFW does not affect the implementation of the ECD learning framework

Ho3: Involvement of parents in children's education does not affect the implementation of the ECD learning framework

1.7 Scope of the study

The scope of the study stipulates the geographical specifications of the study, the time within which the study would be valid and the context in which the study was conducted.

1.7.1 Geographical scope

The proposed study was limited to selected Pre-Primary schools in Rubaga municipality, located in the western part of Kampala district, Central Uganda region.

1.7.2 Time scope

The study took into account Pre-primary teachers' practices since the LFW was developed and launched (2005) until when it was conducted and was to be valid up to 2020. From 2018, the researcher carried out preliminary investigations, tested research instruments, collected data from the field, analyzed data and compiled the research report.

1.7.3 Content scope

The fundamental reason for the study was to assess whether Pre-primary teachers had the necessary competence to implement the LFW for ECD. Specifically, the study established whether the teachers possessed the Pedagogical, Content knowledge and Managerial competence for understanding, interpreting and therefore, implementing the LFW. Pre-primary schools in this context meant schools for children of 3-6 years of age.

1.8 Significance of the study:

The study would be beneficial to different stake holders in the following ways:

1. The study would benefit the Pre- Primary children to be subjected to the rightful curriculum items thus getting a firm foundation for holistic development.

2. Using the findings as a point of reference, the Pre- Primary teachers and other practitioners would be able to reflect on their practices and improve their professional skills and therefore, offer quality services in the Pre- Primary schools.
3. The findings would guide the Pre- Primary administrators to develop criteria for employment and deployment of teachers, plan for Continuous Professional Development programs for them and develop a rubric to monitor and supervise their practice.
4. The study would provide an opportunity for the pre-primary teachers to guide parents in following up, supporting and participating in their children's care and education. Parents and entire community shall have relevant knowledge of the appropriate practices and services that should be provided in a Pre- Primary school and therefore stop coercing and pushing teachers to over teach and conduct other practices that are not developmentally appropriate.
5. Basing on the study, improvements would be made by Ministry of Education and Sports and Ministry of Local Government to devise strategies of stepping up ECD teacher Education to improve the quality of Early Childhood care and Education in the country.
6. Universities and other institutions that train ECD teachers would get more insights on how to train competent ECD teachers with the ability to implement the curriculum.

1.9 Limitations and Delimitations

1.9.1 Limitation

Since the researcher used sampled cases from Rubaga municipality, the findings would not be representative of Pre-primary teachers' competence in other regions. The researcher therefore, used a variety of instruments to triangulate and optimize credibility of the study so that an overall picture of Pre-primary teacher competency was obtained.

The researcher used questionnaires for each teacher in the sampled schools, interview guides for the head teachers, coordinating Centre Tutor and Municipal Inspector of School. One lesson observation checklist was used on the teachers in each sampled school. The instruments were specifically designed for particular categories of respondents to get specific data.

Some respondents were not willing to give the required information calling it 'classified', however they responded positively when the researcher re-assured them that data was to be used for academic purposes only.

1.9.2 Delimitation

Whereas pre-pre-primary institutions in Uganda include ECD centers handling children below 8 years, this study was limited to only those for children of 3-6 years.

1.10 Theoretical and Conceptual Framework

Theoretical Framework

The research was underpinned by Self-Efficacy Theory of Albert Bandura (1977) which follows the principle that people are likely to engage in activities to the extent that they perceive themselves to be competent at those activities. Self-efficacy is the belief in one's effectiveness in performing specific tasks. The theory originated from his social cognitive theory.

In relation with Bandura's line of thought, Mulder, M. (2014) asserted that, "in today's society, because of education and experience in practice, professionals have gained a certain level of competence which goes together with a feeling of confidence, self-efficacy and professional identity. He continues to elucidate that, "a professional is competent when he or she acts responsibly and effectively according to given standards of performance. One can also say that this professional possesses sufficient competence." To complement these views,

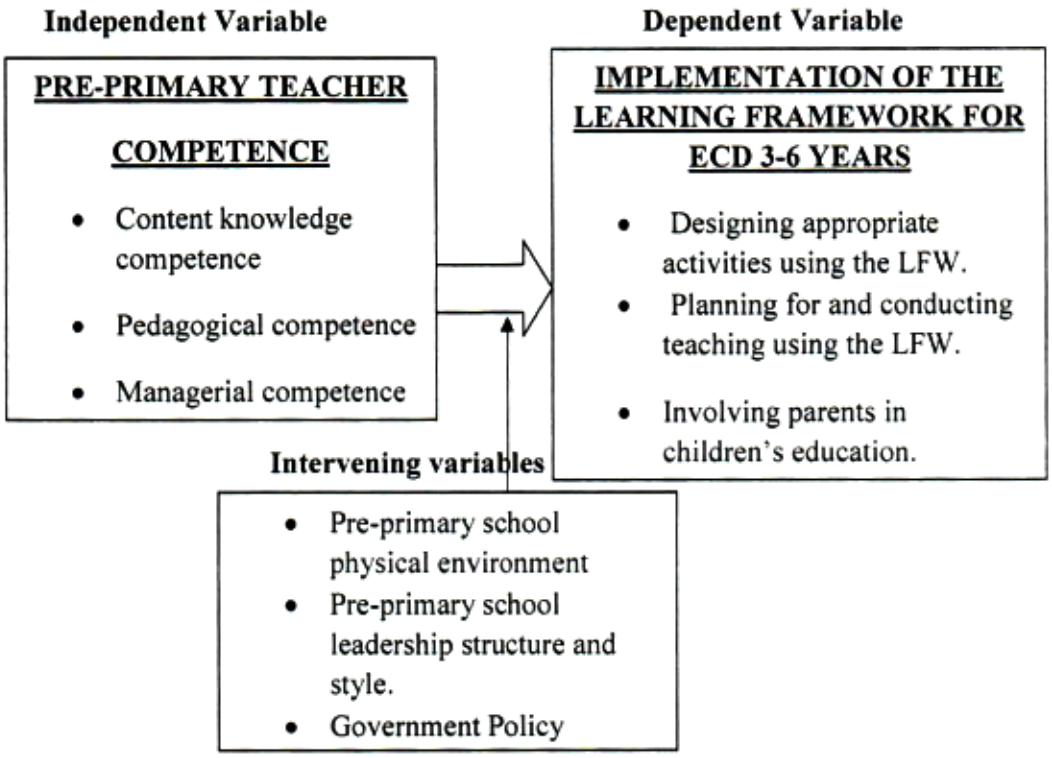
Rogge and Deci (2014) summarized by giving their view that teachers need to feel confident in delivery and purpose of the curriculum in order to effect its accurate implementation.

The professional in question was the pre-primary school teacher who was expected to have been trained or acquired experience in the practice and was therefore, confident and competent enough to implement the LFW effectively.

Conceptual Framework

According to the Conceptual Framework presented in Figure 1, the Independent Variable is Pre-primary Teachers' competences. Teachers' competences refer to the ability to perform or to carry out defined tasks in particular contexts at higher level of excellence. In this context, it is the ability to put into practice the officially prescribed courses of study, and curriculum guidelines stipulated in the LFW. The Dependent Variable is 'Implementation of the Learning Framework for ECD 3-6 years which is a National Curriculum Framework, developed by the National Curriculum Development Centre to guide Pre- Primary teachers and caregivers in homes, formal and semi-formal ECD centers in Uganda.

Figure 1: Conceptual framework showing variables of the study and inter-relationship among them.



According to the Conceptual Framework (Fig. 1), both the independent and intervening variables affect the nature of the dependent variable. Intervening variables cannot be controlled by the researcher and are not considered as part of the study but they affect the dependent variable. According to the Conceptual Framework above, the Independent Variable is Pre-primary Teachers' competences. The Dependent Variable is Implementation of the Learning Framework for ECD 3-6 years. The implementation of the LFW in the context of the study is dependent on the Pre-primary teachers' content knowledge, pedagogical and managerial competences. There are however, other factors that may intervene in the study, such as physical environment, administrative structure and style and Government Policy.

Operational Definition of Terms

As used by the researcher, below are the definitions of the key terms;

Content knowledge: Ability to design and conduct developmentally appropriate activities for children, using the LFW.

Curriculum: The totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites.

Early Childhood Development: A continual process in which children thrive in all aspects of development from conception up to 8 years of age.

Learning Framework: An organized plan or set of outcomes, competences and developmental activities set for the age groups 3-4, 4-5 and 5-6 to be used by care givers in formal and non-formal settings.

Pedagogical competence: Ability to use the LFW to develop comprehensive Schemes of work, Lesson plans and Teaching/Learning materials to use to teach children.

Pre- Primary school: Schools for children aged 3-6 years attend prior to entering Primary School.

Pre-Primary teachers: Category of caregivers in Pre- Primary school who were recruited to do the formal teaching of children of 3-6 years.

Teacher competence: The teacher's ability to perform or to carry out defined tasks in particular contexts at higher level of excellence.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the objectives of the study. The three objectives include; to establish whether pre-primary teachers have the content knowledge to design appropriate activities using the LFW, investigate whether pre-primary teachers have the competence to plan for teaching using the LFW and establish whether Pre-primary teachers have the competence to involve parents in their children's education as stipulated in the LFW.

2.1 Content knowledge competence and the ability to design appropriate activities using the LFW

An effective teacher should have in-depth knowledge of the concepts to develop in children in order to extend children's learning in a wide range of contexts. A lot of research has been done on early childhood teachers' knowledge in relation to subject content. Kallery and Psillos (2001) investigated the science content knowledge of teachers of five-year-olds, revealed through teachers' responses to children's questions. Responses were categorised and demonstrated that only 21.9% included sufficient scientific conceptual knowledge. On the other hand, Garbett (2003) investigated first year early childhood student teachers' conceptual knowledge of science through a multi-choice test. Student teachers also self-assessed the adequacy of their knowledge and predicted their test scores. Garbett found out that many student teachers had a limited understanding of the content to be taught but were unaware of this. The findings of Garbett (2003) and Kallery and Psillos (2001) in relation to content are of particular concern for early childhood education, where teachers traditionally have had little grounding in subjects. This may mean that teachers have difficulty responding meaningfully to children's questions and interests.

Teachers' beliefs in terms of self-efficacy (Bandura, 1997) are also relevant in relation to confidence in subject content knowledge. Early childhood teachers who are uncomfortable with their level of subject knowledge may rarely include certain content in the learning environment they provide or extend interactions to their full potential. Therefore, it seems likely that teachers' beliefs and their lack of subject content knowledge will impact both on the curriculum provided for children and on teachers' ability to effectively construct knowledge with children. In the context of the LFW, teachers who lack subject content knowledge, end up teaching what seems to be simple to them, leaving out some key competences' that they ought to acquire early in life.

Children benefit from teaching embedded in experiences that are meaningful to them such as play. Teachers' participation in children's play and learning forms windows of opportunity to engage children in knowledge construction. Findings from an action research project in the United Kingdom involving mathematics (Anning& Edwards, 1999) support the notion that early years teachers who are confident about their subject knowledge are more likely to recognise and maximise potential learning in children's integrated play experiences.

Both Garbett(2003) and Kallery&Psillos (2001) were in agreement when they noted that lack of emphasis on subject content knowledge in early childhood may limit learning and teaching opportunities and children's inquiry-based learning. This is accentuated by studies that found teachers' conceptual knowledge to be inaccurate and insufficient. "We contend that early childhood teachers need abundant subject knowledge to teach confidently within holistic, integrated, early childhood contexts (Garbett, 2003; Kallery&Psillos, 2001).

Willer (1994) asserts that teachers need to know "about everything - science, social studies, literature, math, music, and everything else in their (children's) world of experience" (p. 4). A little is clearly not enough. Teachers need adequate and accurate disciplinary knowledge

from a wide range of subjects. Moreover, some depth of knowledge is necessary, as studies cited earlier clearly highlight. To maximise children's learning teachers need to have extensive discipline-related subject knowledge. Without sufficient grounding in subject knowledge, teachers may promote inaccurate conceptual knowledge and thinking. Buckingham (1994) notes that specific knowledge about children's drawing is crucial to understanding and supporting children's artistic and creative learning; and Garbett (2003) and Hedges (2003a) argue that the development of a science subject knowledge base to support children's scientific thinking is essential. Future research studies may contribute to identifying what kinds of subject knowledge, and to what depth, are required to cater for children's learning in an integrated curriculum built on children's interests.

An increased focus on content learning is not incompatible with early childhood pedagogy and philosophy, particularly if the content relates to children's interests. Weaving content into interests-based learning is consistent with the pedagogical focus of TeWhāriki (Cullen, 2003). Research evidence indicates that purposeful teaching and learning occurs when teachers' subject knowledge contributes to appropriate pedagogical strategies used during authentic learning experiences as children try to make sense of their experiences with the people, places and things in the world around them. Early childhood teachers' professional knowledge of subjects can assist teachers to construct knowledge with children in ways that relate meaningfully to children's prior knowledge and experience and that guide children towards rewarding lives in the contexts of their communities and cultures. The critical importance of teachers having sufficient breadth and depth of subject knowledge in order to respond meaningfully to and extend children's interests and inquiries is highlighted (Hedges & Joy, 2005)

2.2 Pedagogical Competence among pre-primary teachers and it its influences of the ability to plan for teaching using the LFW.

Pedagogical competence is referred to as the ability to manage learning, which includes planning, implementation and evaluation of learning outcomes of learners (Mardia, 2014). It should be noted that, content knowledge alone, may not permit effective teaching (Koech et al., 2016). Another important aspect is how teachers assist children to construct subject knowledge that is the central pedagogical issue for early childhood education to resolve (Saracho&Spodek, 2013). In support of this, Cullen (1999) pointed out that early childhood teachers need both confidence and an understanding of pedagogical strategies to work with young children's knowledge and interests. Bennett (2012) provides examples of practices where teachers' content knowledge extended children's knowledge within a play-based environment and at a level commensurate with children's developing understandings of the world they live in. These ideas have much in common with the socio-cultural theory which suggests that, where teachers' subject knowledge is deeper they are more likely to be confident about integrating curriculum, aware of their own subject knowledge gaps, and more open to children's interests, ideas, contributions, and questions. These are all key tenets of early childhood pedagogical philosophy.

According to Feeney &Moravick(2015), Pedagogical content knowledge (PCK) and content knowledge (CK) are key components of teacher competence that influence learners' progress. However, little is known about how teacher education affects the development of CK and PCK. To address this question, the research group constructed tests to directly assess mathematics teachers' CK and PCK. Based on these tests, they compared the PCK and CK of four groups of mathematics teachers at different points in their teaching careers in Germany. Confirmatory factor analyses showed that PCK and CK measurement was satisfactorily invariant across the teacher populations considered. As expected, the largest differences in

CK and PCK were found between the beginning and the end of initial teacher education. Differences in the structures of teacher education were reasonably well reflected in participants' CK and PCK" (Feeney &Moravick, 2015).

Related to the above, Rogge and Deci (2014) asserted that, "Classroom teaching is a complex activity that demands teachers to possess substantial thinking and skills and a solid Knowledge base. Knowledge of subject matter is a prerequisite for effective teaching. A teacher's understanding of subject facts, principles, methodology and important generalizations determines his or her pedagogical thinking and decision making" in relation to this Ribelio and Yenez were quoted to have asserted that teachers with strong Pedagogical and Content knowledge have a strong grasp on vertical and horizontal scope of subject content and are able to determine the sequence of tasks, choose examples, select suitable presentations.

In Uganda, Pre-primary Teacher training is guided by the ECD policy (2017), MoES teacher training guidelines and curriculum contents prescribed in the Caregivers' Training Framework(NCDC, 2014). The entry requirements for the ECD teacher certificate course is lower and more relaxed compared to the Primary teacher certificate, that is, a minimum of 6 passes, English inclusive. Support Supervision, monitoring and Continuous Professional Development activities have not been intensified to build the Pre-primary teachers' capacity by MoES. These factors could possibly relegate the competency of the ECD teacher trainee to implement a curriculum.

Children at the pre-school stage almost entirely depend on their teachers to guide and scaffold them in their learning activities so that they discover new knowledge. KIE-ECD Guideline, (2001) noted that apart from the difference in their power structures in determining which science activities are undertaken, teachers are left to interpret and to implement the science

curriculum which requires them to have the pedagogical competence. The growth and development processes include all aspects of growth, that is, physical, mental, social, emotional, moral and spiritual and aesthetic dimensions. Hence it demands that teachers should have a sound knowledge of how children grow, develop and learn. Brooke (2014) contends that implementation of curriculum change depends on the knowledge, skills and attitudes fostered during initial training. Indeed, training of teachers and curriculum development must be close and constant.

According to Karaka, Nyangasi and Githii (2004) learning is a highly personal and individual process. The children must be actively involved, that is, to carry out investigations, develop curiosity and powers of observation and inquiry, explore basic questions and suggests solutions. They must manipulate a variety of materials in search for patterns and relationships while looking for solutions to problems (Karaka et, al, 2004). The teacher must prepare appropriate materials for learning activities, motivate children, discuss and coordinate activities to achieve desired objectives. He or she should assess the activities and suggest solutions to problems. The teacher must try to teach children how to learn so that they can work as independently as possible. This requires the teacher to have a commendable degree of Pedagogical competence.

According to developmentally appropriate practice (DAP), optimal development is more likely to occur in an environment that encourages children to form warm relationships with adults and their peers; provides planned, intentional guidance from adults; and creates environment that invite children to learn and explore objects (Bennett, 2012). The DAP also stresses that a central component to nurturing the learning and development of children is a teacher who provides guidance for children in their classroom by taking an active role in their thinking and attainment of skills and concepts (Brooke, 2014). Teachers promote children's engagement in challenging and intentional ways by the use of well-timed questions that

encourage children to reflect and investigate, demonstrations of techniques using tools with which children are not familiar, and modeling procedures that children may not know how to carry out independently (Putnam, 2014). Good teaching is found in environments where children are actively engaged, enjoy what they are learning in the classroom, participate in real world experiences, and are asked to make connections to their own experiences (Harbeman, 1991) as well as in environments where children's sustained play is encouraged (Copple&Bredekamp, 2009).

The instructional use of cooperative learning through small groups allows children to work with their peers to enhance each other's learning (Johnson & Johnson, 1999). Research has shown that cooperative learning in small groups enhanced preschooler's mathematics problem-solving abilities (Tarim, 2009). In this approach, teachers guide children as they work together by providing materials and explaining when the children are in need of assistance which calls for their pedagogical competence.

According to Perkins (1993), theory needs to be applies in practice. Also "Learning for understanding requires not just taking what you hear, it requires thinking in a number of ways with what you heard practicing and debugging your thinking until you can make the right connections flexibly" (Perkins, 1993, p. 32). Perkins and Unger (1994) recommend that the instructor provide powerful representations that facilitate the learner's construction of understanding and that students be given time for thinking and reflecting. The instructor in the context of this study is the Pre-primary school teacher.

Teaching approaches should therefore be participatory to ensure that children acquire science process skills, enjoy learning and apply what is learnt to everyday life. Retention of knowledge that is actively acquired through activities is much higher than that learnt passively. Science is learnt through different approaches (Zurida, 2013). Participatory

approaches suitable in science learning include demonstration, practical activities, guided discussion, projects and field trips. Demonstration – it is important to have clear objectives. Children should always be involved. Ensure that they are involved through questions, making observations, recording results and discussing conclusions (K.I.E, 1987). The pre-primary teachers are expected to use the LFW to observe, extend children's learning, assess learners' progress and use the assessment records to support individual learners.

2.3 Teacher Managerial competence and parental involvement in teaching.

One of the surest ways of causing a learner construct more knowledge and apply the skills acquired from the classroom is to involve the parent in the education process. Parental involvement was described by Anyikwa and Obidike (2012) as the participation and support of parents at school and in the home, which directly and positively impacts the educational performance of their children. It is the provision of curricular and co-curricular support by parents to promote effective learning for their school children. According to Chan (1995, 19), "parental involvement is not something that is 'done' to parents". It is rather what parents and the school do collectively and collaboratively to ensure adequate and effective policy making and implementation, discipline, funding, facilities and staffing for the success of children. Parental involvement entails seeing parents as active collaborators in their own children's learning and development and ensuring that they are well informed about their children's school lives and clear about the ways in which they can work with the school (Williams & Ullman, 2002).

Related to this, Anyikwa and Obidike (2012) reported that for children to maximize their potentials from schooling, they need the full involvement of their parents. The importance of parental involvement is further highlighted by Morrison (2007) who notes that parents' involvement in children's learning positively affects the children's performance at school. Similarly, Kindiki (2009) observes that when there is adequate parental involvement in their

children's education, an increase in the children's academic motivation and achievement can be observed. When schools and parents work in partnership, students realize that people who take care of them in both environments are investing and coordinating time and resources to help them succeed. Studies have also established a direct and positive correlation between parental involvement and academic achievement or motivation (Crozier & Reay, 2005; Henderson &Berla, 1997).

The link between school and home helps the learner to develop the ability to think, reason, build self-respect, respect for others, and reach their full potential as individuals and as members of their communities. The role of the parents at home is to provide opportunity for children to put the skills acquired at school into practice as they go by their home routine(Inga Anderson, 2004). Anderson continued to comment that, "the teacher's ability to involve parents in their children's education gives way for the extension of the child's classroom experiences to day-to-day activities that happen in the home". Parents' knowledge of school activities places them in a better position to notice their children's achievement and offer support in challenging areas. Edward and Lee (2009) emphasizes the importance of parental involvement in the children's' education by asserting that "the involvement of the parents is crucial to enable children to achieve, at a minimum, the knowledge and skills prescribed in the curriculum".

This involvement also creates a platform for parents to provide schools with financial resources to purchase required curriculum materials; demand the inclusion of certain subjects in the curriculum; and influence learners to reject courses they consider detrimental to the interests of the group as noted by University of Zimbabwe (1995). Saracho and Spodek (2012) adds that parental involvement in education, either in school or at home, creates partnerships among schools, parents, and communities. The resulting partnerships among students, parents, and teachers develop effective communication from home to school and

school to home. Through active and ongoing communication, parents and teachers share information and resources regarding students' academic and behavioral conduct.

In conclusion, Parental involvement is a key managerial skill that a competent teacher should possess. Although many scholars have shared their researched views about its importance, there are still gaps that need to be filled. The researcher's concern therefore, is still to whether the pre-primary teachers have recognized that parents are partners in children's education, realized the importance of parental involvement in children's education and have the managerial competence to provide avenues for parents to purposefully engage learners at home using the LFW.

2.4 General Conclusion

The above literature analyses the literature of other researchers in relationship to the research questions. The study required to look at the Competence of the Pre- primary school teachers that provide teaching to the Pre- Primary children. Among the things that need to be addressed is the mastery of professional competence in Pre- Primary education. There was the need to carry out research in Rubaga Division Pre- Primary schools and see exactly the competence of the Pre-primary teachers and how their competence had affected the implementation of the ECD LFW. Therefore, this study aimed to assess the Pre-primary Teachers' Competence and the Implementation of the LFW Pre- Primary School.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that guided the study; indicating the design, location, population, sample size and, data collection instruments, data quality control, data collection procedure, processing and analysis. Ethical considerations that were to be adhered to in the study are also presented.

3.1 Research Design

The study used Cross-sectional research design. This research involved collecting data in a specified period of time. This research design was advantageous because it was used to prove and/or disprove assumptions, not costly to perform and does not require a lot of time yet it captures a specific moment in time (Kothari, 2004). The study adopted a mixture of qualitative and quantitative research, which was preferred because many of the respondents would be covered by use of questionnaires, and interview guides so that they could describe their feelings, beliefs and attitudes regarding the implementation of the LFW. A mixed methods approach was preferred because it gives allowance for triangulation. Specifically, the quantitative data was collected from Pre-primary school teachers using Questionnaires in order to generate quantifiable data that explained how teacher competence influences the implementation of the LFW.

Qualitative data was collected from Pre-primary school teachers, head teachers, Coordinating center tutor and Municipal inspector of schools, so as to capture views and opinions of respondents with regard to whether Pre-primary teachers have the necessary competences for implementing the ECD Learning Framework. Qualitative data was collected using interview guides, open end questions, document analysis and lesson

observations. The triangulation of the above two approaches was achieved through semi structured interviews with open ended questions to key informants to generate both quality and quantity information about the subject under study. The use of both qualitative and quantitative methods was recommended by Amin (2005) as an important form of triangulation in a study that involves a large number of people.

3.3 Location of the study

The study was conducted from selected Pre- Primary s in Rubaga Division, Kampala Capital City, Uganda. Rubaga Municipality lies to the western side of Kampala City and is one of the densely populated Divisions of Kampala City with very many mushrooming Pre- Primary schools admitting children from low and middle class families.

3.4 Target population

The population of study was Pre- Primary teachers of all Pre- Primary schools in Rubaga Municipality, Kampala City. Pre-primary teachers for children of 3-4, 4-5,5-6 age groups were chosen because they were the key implementers of the LFW, whose competence to implement was being established through seeking their views and observing their practice. The population included the Pre-primary schools' head teachers of each school, Coordinating center tutors and Municipal inspector of schools as key informants who were responsible for enforcing, supervising and monitoring the implementation of the LFW and were in position to describe the practices and behavior of teachers regarding the use of the LFW. Rubaga municipality has 67 Pre-primary schools (https://schooling.ug) with an average of three (3) teachers in each school which made a total of 201 teachers plus 67 head teachers and one education officer making at total population of 269 people.

3.5 Sampling Size and Sampling Technique

3.5.1 Sample size

Using the Krecie& Morgan (1970) table of determining sample size, the researcher used a sample size of 161 respondents who were selected from the population of 159. Morgan states that if the population is 270, a sample size of 161 respondents would be sufficient. 40 pre-primary schools were sampled from the 67 schools in the Municipality, Head teachers from the 39 schools were sampled and one (2) Education Officer from the division education offices.

Table 1: Sample size description

Category of respondent	Total population	Sample size	Sampling technique
Pre-primary school head teachers	67	39	Simple random
Pre-primary school Teachers	201	118	Simple random
CCT	1	1	Purposive
Municipal Inspector of schools	1	1	Purposive
Total	270	159	

3.5.2 Sampling technique.

The researcher used simple random sampling to identify the Pre- Primary schools (39) from a population of 67 and Pre-primary teachers (118) from a population of 201 to involve in the study. Purposive sampling helped the researcher to identify the Coordinating Center Tutor and Municipal inspector of Schools. All sample sizes were determined using the Krejcie and

Morgan's table of sample size. The sample size of Pre-primary teachers was representative of teachers for all age groups in Pre- Primary that is 3-4, 4-5. 5-6 years and all the schools. This reduced the cost of the study without loss of precision.

3.6 Research instruments

A number of instruments were used to ensure triangulation and therefore, credibility of the study. The researcher used a Questionnaire for Pre- Primary teachers (see appendix 1) an Interview Guides for Pre- Primary schools' head teachers (see appendix 2), Center Coordinating Tutor and the Municipal inspector of schools (see appendices 3 and 4) respectively and a lesson observation check list (see appendix 5).

The Questionnaire consisted of both closed and open ended questions and was self-administered among respondents. The researcher used a Questionnaire because it allowed respondents to give free and independent opinions since they are not influenced by the researcher's physical presence. It also covered a high number of respondents in a relatively short time (Amin, 2005). The Questionnaire had four sections, that is, Section A: Bio-data, Section B: Whether Pre-primary teachers had the content knowledge to design appropriate activities using the LFW with closed and open ended questions, Section C: Whether Pre-primary teachers had the competence to plan for teaching using the LFW. Section D: Whether Pre-primary teachers were able to involve parents in their children's education as prescribed by the LFW.

In addition semi-structured interview guides with open ended questions were also used and it gave opportunity to the researcher to revisit some of the issues from key informants, that had been an over-sight in other instruments and yet they were vital for the study and for triangulation. Interviews were used because they had the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees (Amin,

2005). The interviews included questions on the independent and dependent variables and in the course of interviewing, probing was applied so as to elicit a good response rate.

The researcher used a lesson observation checklist to observe a lesson for one teacher from each school. This helped the researcher to experience the teachers practice during the teaching learning process. A document analysis check list was used to analyze the availability and quality of Schemes of work, Lesson plans and Teaching-Learning materials as key areas indicative of the teachers' possession of pedagogical competence to plan to teach using the LFW. Document analysis was chosen because it gave the researcher access to information that was difficult to get using any other means, for example, the comprehensiveness of a scheme of work and lesson plan. It also gave the researcher access to spontaneous data.

3.7 Measurement of variables

The Likert scale was used to measure the strength of respondents' feelings or attitude towards statements that were formulated on the variables and their dimensions. Pre-primary teachers' competence to design appropriate activities using the LFW, plan for teaching using the LFW and involve parents in their children's education as prescribed by the LFW were measured using nominal and ordinal types of measurements on the scale of 1-5, represented by strongly disagree, disagree, not sure, agree and strongly agree.

3.8 Validity and Reliability

3.8.1 Validity

Validity refers to the quality that a procedure or an instrument used in research is accurate, correct, true, meaningful and right. So if whatever we use in the study enable us to get what we want to get then there is validity. The researcher used a questionnaire to collect data. Validity of this instrument was tested by first giving out the questionnaires to three experts;

these were able to assess the different items of the questionnaires. After a content validity index was computed using a formula where:

$$\mathbf{CVI} = \frac{\mathbf{Number\ of\ items\ rated\ relevant}}{\mathbf{Total\ Number\ of\ items}}$$

Validity of the instrument was ensured when the validity value computed was 0.7 above (Amin, 2005). According to Creswell (2008), the content validity greater than 0.7 means that the research instrument is valid. From the study, the research instrument had 65 items, only 54 were rated relevant to the study, this resulted into a CVI of 0.83. Validity of the instrument was therefore ensured since the validity value computed was 0.83 which is greater than 0.7

3.8.2 Reliability

Reliability of the research instrument is the extent to which the instrument produces consistent results. Reliability of the instrument was determined by carrying out a pilot study. According to Mugenda and Mugenda (2003), a pilot study is a small scale version or trial run in preparation for the major study. A small pilot study was conducted using the questionnaire to test for its reliability before carrying out the major study in order to ensure reliability of the research instrument. In this study, 10 respondents were randomly selected and asked to comment on clarity, bias, ambiguous, etc of which the researcher personally calls 4 respondents for interview.

Reliability of the three set of SAQs on all variables (Availability content knowledge by pre-primary teachers to design appropriate learning activities using the LFW, availability of competence by pre-primary teachers to plan for teaching using the LFW and ability of pre-primary teachers to manage the involvement of parents in their learners' education as prescribed in the LFW) will be tested using the Cronbach Alpha Moment Co-efficient provided by SPSS (Amin, 2005).

Cronbach's Alpha is given as $\alpha=\frac{k}{k-1}\left(1-\frac{\sum SD^2i}{SD^2t}\right)$

Where: -

K = the number of items

$\sum SD^2i$= the variance of the total instrument.

SD^2t = the variance of individual items

Table 2: The calculated value of alpha was as follows

Item	Cronbach's Alpha (α)
Availability of content knowledge	0.751
Availability of competence to plan for teaching	0.854
Ability to manage involvement of parents in learners' education	0.800
Overall	**0.802**

Source: Primary Data

As the acceptable reliability coefficient value of alpha was 0.802 (Beebwa, 2007), the instruments were considered reliable.

3.9 Data collection procedure

The researcher got an introduction letter from the Faculty of Education authorizing and recommending the conducting of research. This letter was then taken to head teachers to obtain acceptance and permission for conducting the study from their schools. Appointments for coordination of interviews and administering questionnaires were fixed by the researcher with teachers, head teachers, Coordinating Center Tutor and Municipal Inspector of Schools.

3.10 Data processing and analysis

Quantitative data was analyzed using descriptive statistics including SPSS software version 24. Data analysis involved both SPSS and Microsoft excel. The researcher got data from SPSS and then transferred it to excel to make the data more meaningful and easier for interpretation. This helped to identify information relevant to the research questions and

objectives. In analyzing data qualitatively, the researcher aimed at cross checking the level of LFW implementation. It was also of particular interest to compare the trends, patterns and relations of teachers' competence during LFW implementation.

Qualitative data was analyzed using content analysis, which is a method concerned with the explanation of the status of some phenomenon at a particular time or its development over a period of time (Cherry, 2015). It is a method that permits researchers to study an observed phenomenon unobtrusively- that is, without being directly involved with people or situations (Msila&Setlhako, 2013). Raw qualitative data from the field was transcribed, edited and categories developed from it. The categories were coded and cross cutting themes were developed to arrive at patterns that provided meaningful information as guided by Bogdan &Biklen (2007).

3.11 Ethical considerations

The researcher adhered to the ethics of conducting a research study as guided by Martin Stevens (2013) in his document called 'Ethical issues in qualitative research'. All the information gathered from the study respondents was regarded as highly confidential. Respondents' informed consent was sought well in advance before the study and confidentiality was assured. This was done through such measures like informing respondents prior that the information they gave shall be strictly used for academic purposes solely and data obtained on private matters was treated as private. Respondents were informed not to indicate their name anywhere and that they had the right to leave the questions un answered if they didn't wish to offer any response.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DATA ANALYSIS

4.1 Introduction

The previous chapter focuses on the methodology. It includes presentation, analysis and interpretation of findings based on the specific objectives of the study and includes introduction, response rate, demographic data of the respondents, and descriptive statistics interlinked with qualitative results.

4.2. Response Rate

In the study, the researcher used the interview guides for to Pre-primary teachers, Coordinating Center Tutor and Municipal Inspector of schools, lesson observation check lists for Pre-primary teachers, Document review check list for Pre-primary teachers and self-administered Questionnaires issued to Pre-primary teachers, to aid the collection of data. From the results returned, it can be observed that out of 159 questionnaires issued, a total of 159 were returned fully completed, constituting (100%). On the other hand, the researcher held, (10) interview sessions, out of the planned (10), resulting into a (100%) percentage return.

Table 3: Response rate

Tool	**(Planned/Scheduled)**	**(Received/ Held)**	**Percentage (%)**
Questionnaires	159	159	100%
Interviews			100%
Total			100%

Source: Primary data

Table 4.1 above shows the response rate obtained from both the questionnaire and interview. From the data capture, a response rate of (100%) was obtained. According to Amin (2005), a response rate above 70% is good enough to represent a survey.

4.3 Demographic characteristics of the respondents

Bio - data findings discussed in this section are based on the responses obtained from the field findings on demographic characteristics on gender of respondents, age of respondents as well as marital status of respondents and their education level as reflected in depth below:

4.3.1 Gender

Study findings in table 4.2 show the gender of the respondents who participated in the study.

Table 4: Gender of respondents

Gender	Frequency	Percentage
Male	15	9.4
Female	144	90.6
Total	159	100

Source: Primary Data

Study findings in Table 4.2 reveal that 90.6%% (144) of the total respondents were female while 9.4% (15) were male. This implies that both male and female respondents participated in the study. However, results indicate that majority of the respondents in the study were female. This shows that teachers of pre-primary school are mainly female. Since both men and women were represented in the study, the findings can easily be trusted by the population as unbiased.

4.3.2 Age

Study findings in Table 4.3 shows the age of respondents who participated in the study.

Table 5: Age of respondents

Age group	Frequency	Percentage
Below 18 years	22	13.8
19-24 years	53	33.3
25-30 years	30	18.9
31 and above	54	34.0
Total	159	100

Source: Primary Data

The findings in the study indicate that majority of the respondents 34% of respondents were in the age category of 31 years and above, this shows that majority of the respondents were mature and were able to answer the questions asked. The results further show that 33.3% of the respondents were in the age category of 19-24, while 18.9% of them were in the age category of 25-30 years. This result further indicates that the researcher was able to get information from knowledgeable and mature respondents. Study findings show that the biggest percentage of respondents are people who have enough experience in the field of early childhood education, so they have enough information on teachers' competences and implementation of the learning framework for early childhood development in pre-primary schools.

4.3.3 Education

Study findings in Table 4.4 shows the education levels of the respondents who participated in the study.

Table 6: Education levels of the respondents

Education Level	Frequency	Percentage
Diploma	25	15.8
Bachelors	12	7.5
Certificate	103	64.8
Others	19	11.9
Total	159	100.0

Source: Primary Data

Study findings in Table 4.4 reveal that 64.8% (103) of the total respondents had certificates in early childhood education, 15.8% (25) had diplomas, 11.9% (19) had other qualifications including masters, senior four or senior six or even no qualification at all a fact that could contribute to the ineffectiveness in the implementation of the LFW, while 7.5% (12) had

bachelor's degrees. Study findings imply that most of the respondents had required education; this puts them in the best position to provide information which is essential towards the study.

4.3.4 Working experience with pre-primary education

Study findings in Table 4.5 shows the working experience of the respondents with pre-Primary education or LFW implementation.

Table 7: Duration of teachers in pre-primary teaching

Duration	Frequency	Percentage
Less than one year	24	15.2
1-5 years	46	28.9
More than five years	89	55.9
Total	159	100.0

Source: Primary Data

Study findings in Table 4.5 reveal that 55.9% (89) of the total respondents had an experience with pre-primary education of more than 3 years, 28.9% (46) had an experience of 1 to 3 years while 15.2% (24) had an experience of less than one year. This implies that most of the respondents had enough experience on teachers competences and implementation of the learning framework for early childhood development in pre-primary schools.

4.4 Findings per objective

In this chapter, this section comprises of the detailed findings from the field of study using interviews, questionnaires and direct lesson observation methods. The findings are presented descriptively and inferentially based on the specific objectives of the study including; establishing whether pre-primary teachers have the content knowledge to design appropriate activities using the LFW, investigating whether pre-primary teachers have the competence to

plan for teaching using the LFW, and to establish whether pre-primary teachers are able to manage the involvement of parents in their learner's education as suggested by the learning framework.

4.4.1 Possession of content knowledge to design appropriate activities using the LFW by pre-primary teachers

Findings in this section are in response to the first research question, 'Do pre-primary teachers have the content knowledge to design appropriate activities using the LFW?' Table 4.6 below shows findings on the availability of content knowledge to design appropriate activities using the LFW.

Table 8: Content knowledge competence to design appropriate activities using the LFW by pre-primary teachers

Aspect	Percentage				
	SD	D	N	A	SA
Our school has copies of the learning framework enough for all teachers to use	8.9%	9.3%	16.4%	55.4%	10%
Teachers always use the learning framework for ECD 3-6 years	27.5%	5.9%	8.9%	53.2%	4.5%
One does not need much training to become a nursery teacher.	5.6%	48%	23.8%	20.4%	2.2%
Qualifications do not matter in nursery teaching.	59.9%	11.9%	8.9%	5.2%	14.1%
Age related activities are not easy for me to design for my learners.	2.2%	6.7%	16.7%	15.6%	58.7%

The Learning Framework for ECD 3-6 years is easy to interpret.	4.1%	60.6%	20.4%	7.1%	7.8%
The Learning Framework for ECD 3-6 is meant for international schools.	9.3%	55.4%	16.4%	8.9%	10%
The Learning Framework for ECD 3-6 develops the child holistically.	4.5%	53.2%	8.9%	5.9%	27.5%
I do not usually focus on the objectives of ECD in Uganda when I am planning to teach.	48%	5.6%	23.8%	2.2%	20.4%
Children should be taught content above their developmental level.	11.9%	59.9%	8.9%	14.1%	5.2%
Practical activities teach children to solve problem.	2.2%	6.7%	16.7%	15.6%	58.7%
Children do not learn how to write by drawing pictures	4.1%	7.1%	20.4%	60.6%	7.8%
Teachers use the learning framework when scheming and when making lesson plans	9.3%	8.9%	10%	55.4%	16.4%
Teachers can easily design learning activities for mathematical concepts as specified in the LFW	10%	25%	9.0%	55%	11%
Teachers are conversant with the learning areas in the learning framework	20%	40%	20%	13%	7%

Source: Primary Data

KEY: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA)

Study findings in Table 8 reveal that 55.4% of the total respondents agree that their schools have copies of the learning framework enough for all teachers to use, 16.4% neither agree nor disagree, 10% strongly agree, while 8.9% strongly disagree. Findings show that most of the respondents agree (65.4%) that their schools have copies of the LFW which are enough for all the teachers. This means that 65.4% had access to the content that they had to teach to learners. In line with the findings, qualitative findings further show that teachers have access to the LFW. However, the copies of the learning framework are not enough for each teacher. For example, some of the teachers and Head teachers commented:

> *"We have three copies of the learning framework and we keep in the head teacher's office for safety and the teachers are free to borrow them if they need to use them". (said one of the head teachers)*
>
> *"My school has two copies of the learning framework which we bought during the workshop and the teachers use it in turns". (said one of the teacher)*
>
> *"In my school, teachers do not have personal copies of the learning framework because the government has not provided to us". (said one of the teachers)*
>
> *"The teachers do not have personal copies but the school has a copy and therefore we have to share". (said one of the teachers)*

These responses show that teachers have access to the LFW even though they are not enough for individual teachers. This implies that teachers have limited access to the LFW.

Findings further show that 53.2% of the total numbers of respondents agree that Teachers always use the learning framework for ECD 3-6 years, 27.5% strongly disagree, 8.9% neither agree nor disagree, 5.9% disagree while 4.5% agree to the above. Findings show that most

respondents (57.7%) agree to the above. This implied that teacher use the learning framework when teaching children in pre-primary classes.

Qualitative findings are in support of the findings above, however, respondents show that failure for some teachers to use the LFW is due to a number of reasons which include having limited copies at school, LFW being shallow, not easy to interpret by some teachers, lack of school support and failure for the learning framework to show content to teach children. Findings also reveal that in some schools, most teachers were not oriented to the LFW making them unable to use it. Some respondents said that:

> *"Teachers find it hard to use the learning framework because it is not broken down for easy interpretation". (said one of the head teachers)*
>
> *"Competencies to be taught are not specified and teachers find it easier to use guidelines developed by education consultancy companies like SIPRO and PRIME because they are well broken down and therefore very easy to understand". (said municipal inspector of schools).*
>
> *One of the teachers commented that, "for us we have that book 'LFW' but we follow the PRIME syllabus because we failed to get the content and to divide the competences per term. That book is not easy!"*

Study findings also show that 48%of the total respondents disagree that Pre-primary teachers do not need much training to become a Nursery teacher, 23.8% neither agree nor disagree, 20.4% agree, 5.6% strongly disagree while 2.2% strongly agree. Findings show that most respondents disagree (53.6%) to the above. Study findings imply that teachers appreciated that t they need professional training in order to teach pre-primary classes very well and majority were trained and expected to have the competence to design appropriate activities for children.

Findings further reveal that 59.9% of the respondents strongly disagree that Qualifications do not matter in nursery teaching, 11.9% disagree, 8.9% neither agree nor disagree, 14.1% strongly agree while 5.2% agree. Study findings show that most of the respondents (71.8%) disagree to the above.

Qualitative findings from interview sessions with a Head teacher and CCT further support the findings above. Some of the respondents said that;

> *"All the pre-primary school teachers need formal training before they can start teaching because they need adequate knowledge on how young children grow and develop in order to handle them well". (said one the CCT during an interview).*
>
> *"Formal training is necessary for teachers in handling pre-primary school learners and that is why all my teachers are trained formally from recognized institutions like Buganda Royal Institute of Business and Technical Education". (said one of the head teachers).*

Study findings further show that 58.7% of the total respondents strongly agree that age related activities are not easy for me to design for my learners, 16.7% neither agree nor disagree, 15.6% agree, 6.7% disagree, while 2.2% strongly disagree. Findings show that most of the respondents agree (74.3%) to the above.

Qualitative findings further support the above findings. They indicate that some teachers find it hard to come up with learning activities. For example, some of the respondents said that;

> *"Children are engaged in many activities but they benefit from a few. Teachers still have a challenge in identifying appropriate activities for the target competencies. Most of them dwell on written activities so much even when they are not appropriate". (said the CCT in an interview).*

"My teachers still have a challenge in designing practical learning activities but they design very good written activities" (said one of the head teachers).

Findings from lesson observation reveal that most teachers fail to design well aligned learning activities that are needed to bring out the required learning competence. More still most teachers lack integration as the lessons are not related to day to day life. Lessons for each learning areas are planned and taught in isolation. More still, in most schools, written activities dominate even when the competence to develop is social or behavioral which leads to inappropriateness of activities.

Study findings further show that 60.6%% of the respondents disagree that the Learning Framework for ECD 3-6 years is easy to interpret, 20.4% neither agree nor disagree, 7.8% strongly agree, 7.1% agree, while 4.1 strongly disagree. Findings show that most respondents disagree to the above. Findings imply that most teachers possibly lack the competence to design appropriate activities for children using the LFW.

In line with the findings above, qualitative findings show that the ECD learning framework is not easy to interpret and many teachers lack the competences to use the LFW effectively. For example, some of the respondents said;

"Many teachers lack the competences to use the ECD learning framework, so how do expect them to use it effectively". (said one of the teachers).

Study findings in Table 8 reveal that 55.4% of the total respondents disagree that the Learning Framework for ECD 3-6 is meant for international schools, 16.4% neither agree nor disagree, 10% agree, 9.3% strongly disagree, while 8.9% agree. Findings show that most of the respondents disagree (64.7%) to the above.

However, qualitative findings disagree as some respondents assert that the learning framework for ECD is fit for international schools not these ordinary pre-primary schools for example, some of the respondents said that;

> *"The ECD Learning Framework is meant for international schools, so it is not appropriate for ordinary Pre-primary schools. That is why it is hard to use while teaching or designing practical activities for the learners in normal pre-primary schools". (said one of the teachers).*

Findings further show that 53.2% of the total respondents disagree that The Learning Framework for ECD 3-6 develops the child holistically., 27.5%% strongly agree, 8.9% neither agree nor disagree, 5.9% agree, while 4.5% strongly disagree. Findings show that most respondents (57.7%) disagree to the above. Findings imply that though most teachers understand that the learning framework helps to develop the child holistically, a significant number of teachers do not have knowledge of that.

Qualitative findings further reveal that although the learning framework is good, it is not effectively implemented by teachers due to its complexity, lack of training on its use and guidance from the government on its implementation. Some of the respondents said that;

> *"All teachers want to learn how to use the learning framework, this indicates that teachers are willing to acquire the necessary knowledge and skills to use it but it needs to be simplified and made more user friendly to all the teachers who are supposed to implement it". (said one of the head teachers).*
>
> *"The learning framework is good because it touches all the child's aspects on development". (said one of the head teachers).*

Study findings also show that 48% of the total respondents strongly disagree that they do not usually focus on the objectives of ECD in Uganda when planning to teach, 23.8% neither

agree nor disagree, 20.4% strongly agree, 5.6% disagree, while 2.2% agree. Findings show that most respondents (53.6%) disagree to the above.

This is further supported by qualitative findings. One of the respondents said that;

> *"We teachers always don't focus on the objectives of ECD while teaching, if we can receive more guidance on the objectives of the government towards implementation of the learning framework, a lot of positive outcomes will be registered". (said one of the teachers).*

Findings further reveal that 59.9% of the respondents disagree that children should be taught content above their developmental level, 14.1% agree, 8.9% neither agree nor disagree, while 5.2% strongly agree. Study findings show that most of the respondents disagree (71.8%) to the above. Findings imply that most of the teachers are aware that children should be exposed to their age appropriate content.

Study findings further show that 58.7% strongly agree that practical activities teach children to solve problem, 16.7% neither agree nor disagree, 15.6% agree, while 6.7% disagree. Findings show that most of the respondents agree (74.3%) to the above. Findings imply that teachers are aware that through activities like plays, young children can learn a lot of new content. Therefore, the learning framework should help teachers to identify appropriate activities for learners at various levels including baby, middle and top class.

Qualitative findings reveal that young children learn a lot through activities like plays and many others. One of the teachers said that;

> *"Practical activities teach children how to solve problems therefore most teachers should realize that hands on experiences equip learners with problem solving skills in real life situations. However, some teachers lack the competences of effectively selecting appropriate activities yet it is being*

emphasized by the learning framework. I hear there is a Teachers' guide but we have never seen it".

Study findings further show that 60.6% of the respondents agree that children do not learn how to write by drawing pictures, 16.4% strongly agree, 10% neither agree nor disagree, 9.3% strongly disagree, while 7.1% disagree. Findings imply that most teachers do not have knowledge that drawing is a writing skill development stage.

Finding also reveal that 55.4% of the respondents agree that teachers use the learning framework when scheming and making lesson plans, 16.4% strongly agree, 10% neither agree nor disagree, 9.3% strongly disagree, while 8.9% disagree on the above. Findings imply that teachers always use the learning framework during planning stage which means that they can effectively use it to design appropriate learning activities.

Findings further show that 55% of the total respondents agree that Teachers can easily design learning activities using mathematical concepts as specified in the learning framework, 25% disagree, 11% strongly agree, while 9% neither agree nor disagree. Findings imply that most of the respondents agree to the above. Findings reveal that teacher have the content knowledge on the application of mathematical concepts in the teaching of mathematics as a subject.

Table 9: Chi-Square results on content knowledge competence to design appropriate activities and implementation of the ECD learning framework.

	Content knowledge competence to design appropriate activities	Implementation of the ECD learning framework
Chi-square	117.521	33.662
Degree of freedom	5	2
Asymp. Sig.	0.010	0.008

Source: Primary Data, 2018

Based on the results in Table 4.9, the chi-square values on the content knowledge competence to design appropriate activities were 117.521, at 5 degrees of freedom. The computed value is larger than the table value of the Chi-square which is 11.33. The chi-square value on implementation of the learning framework is 33.662 at 2 degrees of freedom. Therefore, the null hypothesis *"Ho_1: Content knowledge to design appropriate activities using LFW does not affect the implementation of the ECD learning framework*", is rejected since content knowledge is significantly related to the implementation of the learning framework. Findings imply that when teacher have teaching knowledge competence to design appropriate learning activities for children in early childhood classes. Learning activities are key towards learning for young children as the best method of learning is child centered, thus designing appropriate learning activities involving learners is very essential in the effective implementation of the LFW which emphasizes making children to be in the center of the learning process.

4.4.2 Possession of competence to plan for and conduct teaching using the Learning Framework

Findings in this section are in response to the second research question. Do the primary teachers have the competence to plan for teaching using the learning framework? Findings in regarding to the above question 2 are presented in Table 4.7.

Table 10: Competences to plan for teaching using the Learning Framework for ECD

Aspect	Percentage				
	SD	D	N	A	SA
Teachers have the ability to plan for lessons using LFW	8.6%	9.3%	11.9%	63.6%	6.7%
Teachers find the LFW easy to use	39%	33.1%	7.8%	8.6%	11.5%
Teachers always receive refresher training on the implementation of the LF	5.2%	11.2%	19.3%	56.5%	7.8%
When teaching, the competences to be developed by children after learning guide the teacher better than the set teaching objectives	9.3%	29%	9.7%	43.9%	8.2%
It is important for teachers to systematically plan for teaching with other teachers	12.3%	19.7%	19.3%	35.7%	13%
Teachers always let learners to be more active than them during the lesson	8.2%	21.2%	19.7%	34.2%	16.7%
Teachers always review previous content before starting a new lesson	9.7%	58.7%	17.8%	10.8%	3%
Teachers can easily develop a scheme of work using the learning framework	4.5%	8.2%	5.2%	67.3%	14.9%
Teachers find it easy to assess learners against set competences using the learning framework	2.6%	2.6%	4.8%	58.4%	31.6%
Teachers find it easy to use the computer for their assistance while using the LFW	3.7%	10%	11.2%	66.2%	8.9%
Developing learning materials for children is easy for teachers	8.5%	9.6%	11.7%	63.8%	6.6%

Source: Primary Data

KEY: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA)

Study findings in Table 9 above reveal that 63.6% of the total respondents agree that teachers have the ability to plan for lessons using LFW, 11.9% neither agree nor disagree, 9.3%

disagree, while 6.7% strongly agree. Findings show that most of the respondents (70.3%) agree that they have the ability to plan for lessons using LFW. Findings imply that most of the teachers have the ability to plan using the learning framework.

In line with quantitative findings, qualitative finding reveal that teachers have the ability to plan, can plan individually and can use the learning framework to develop schemes of work, lesson plans, daily routines, termly plan and yearly overview. For example, some respondents said;

> *"We always plan as a group however, in most cases teachers prefer planning individually as they always spend more time disagreeing on appropriate competences and activities, since these are not specified in the learning framework". (said one of the teachers).*

However, qualitative findings reveal that although teachers claim to know how to plan using the learning framework, most of them do not use it while planning as many claim that it lacks the content to teach. This therefore shows that majority of the teachers do not use the learning framework because it is not easy for them to interpret.

For example, one of the respondents said that;

> *"The teachers seldomly use the learning frame work as they claim that it there is no content to teach and they don't understand it. The LFW is challenging to interpret for most of the teachers. There is a Caregivers Guide but it can only be applicable if the teacher is able to interpret the LFW first. School proprietors do not attend trainings and have their own set standards. Due limited knowledge on how to interpret the LFW. Teachers teach content material which is high above the Pre-primary age and engaging children in a lot of academic work". (said the municipal inspector of schools in an interview).*

Findings further show that 39% of the total respondents strongly disagree that teachers find the LFW easy to use, 33.1% disagree, 7.8% neither agree nor disagree, 8.6% agree, while 11.5% strongly agree. Findings show that most of the respondents disagree (72.1%) to the above. Findings imply that most teachers find the learning framework hard to use and most of them really are unable to use the learning framework handbook. Findings therefore indicate that the majority of teachers need to be guided on the use of the learning framework to plan for the teaching process. In line with the above findings, qualitative findings also show that most teachers need help on how to use the learning framework. For example, some of the respondents said that;

> *"We as teachers need help most especially in learning are 4 and 5. More guidance is needed on how to break down the learning framework, how to get content from the learning framework and how to plan for specific areas".*
> *(said one of the teachers).*
>
> *"Teachers need help in order to identify specific content from the learning framework in order to teach children better as many of them don't know out to interpret it as well as to get out the content to plan and teach the students".*
> *(said one of the head teachers).*

Study findings also shows that 56.5% of the total respondents agree that teachers always receive refresher training on the implementation of the LF, 19.3% neither agree nor disagree, 11.2% disagree, while 7.8% strongly agree. Findings show that most respondents agree (64.3%) to the above. Findings show that most of the schools organize some refresher trainings in form of workshops for their teachers.

Qualitative findings also show that schools organize refresher training sessions for their teachers in order to equip them with the latest pedagogy used in early childhood teaching.

These refresher trainings have equipped teachers with additional competences to enhance their skills which they acquired during their initial training. Some of the respondents said that;

> *"Even though majority of our teachers have specific training in early childhood education, we also equip them which additional skills to make them more competent and professional in handling our learners". (said one of the head teachers).*
>
> *"All the pre-primary teachers in this coordinating center have attended workshops and seminars on areas like material development, interpretation of the learning framework, teaching and reading". (said the CCT during the interview session)*
>
> *"Our teachers receive training in different areas which are key in their professional development. we always organize workshops in material development, reading, teaching reading, planning how to teach using the learning framework and professional ethics of teachers". (said one of the teachers).*

Findings further reveal that 43.9% of the respondents agree that When teaching, the competences to be developed by children after learning guide the teacher better than the set teaching objectives, 29% disagree, 9.7% neither agree nor disagree, while 8.2% strongly agree. Study findings show that most of the respondents agree (52.1%) to the above. Findings imply that learning should be child centered in order to achieve effective performance of learners.

Qualitative findings also show that when learning is centered around the interests of the children, effective learning can be achieved. For example, some of the respondents said that;

"In our classes, we always follow the interests of learners when teaching certain areas. In some cases, teachers come up with appropriate activities depending on the mood of the children and the content matter being taught at that specific time". (said one of the teachers).

Study findings in Table reveal 35.7% of the total respondents agree that It is important for teachers to systematically plan for teaching with other teachers, 19.7% disagree, 19.3% neither agree nor disagree, while 13% strongly agree. Findings show that most of the respondents agree (48.7%) to the above. Findings imply that most teachers in pre-primary appreciate the importance of co-teaching or team teaching towards the effectiveness of teaching learning process. When teachers teach with others, children can benefit a lot from the varying experience from the different teachers.

However, qualitative findings reveal that it is always hard for them to co-teach with others as they plan differently. This highlights that there exists a problem in the competence of team work which may affect the implementation of the learning framework in pre-primary schools of Rubaga Divisions. For example, some of the respondents said that;

"Each teacher plans for his or her work, how can we co-teach with different lesson plans or schemes of work. Here each teacher minds his or her business, if you fail to teach as per your lesson plan; it is your problem and your supervisor". (said one of the teachers).

Findings from lesson observation show that although teachers have lesson plans and schemes of work, most of them do not use them while teaching whereas some even don't completely have them. This shows a big gap in the teachers' competence towards implementing the learning framework. More still, most schools have lesson plan templates where teachers just fill in what they are going to teach. Because of the limited space, the content of the lesson is

always left out and only a few areas are captured. This means that the ability of teachers to maximally develop lesson planning competences is greatly affected, which affect the implementation of the learning framework in the long run.

Findings further show that 34.2% of the total respondents agree that Teachers always let learners to be more active than them during the lesson, 21.2% disagree, 19.7% neither agree nor disagree, while 16.7% strongly agree. Findings show that most of the respondents agree (50.9%) to the above. Children activity is an indication that they are learning well. Therefore, study findings imply that all learners are made attentive which results into effecting learning.

Study findings also shows that 58.7% of the total respondents disagree that teachers always review previous content before starting a new lesson, 17.8% neither agree nor disagree, 10.8% agree, while 3% strongly agree. Findings show that most respondents disagree (68.4%) to the above. Findings imply that most teachers try to link the new lesson to the previous one as well as testing whether the children mastered the content in the previous lesson.

Qualitative findings also highlight that teachers in Pre-primary classes are obliged to find out whether the learners mastered the previous content before introducing new topics. For example, some of the respondents said that;

"Any professional teacher should take off the first five minutes of each lesson to make a review of what was covered earlier". (said one of the teachers).

"As part of professional conduct, a teacher should check on content mastery before proceeding to the introduction of new knowledge. this is a key competence which is being emphasized by the ECD learning framework". (said one of the head teachers).

Findings further reveal that 67.3% of the respondents agree that Teachers can easily develop a scheme of work using the learning framework, 14.9% strongly agree, 8.2% disagree, while 5.2% neither agree nor disagree. Study findings show that most of the respondents agree (82.2%) to the above. Findings show that teachers are competent enough to implement the ECD learning framework.

Qualitative findings from open ended questions also show that most teachers know how to plan for their lessons as well as developing schemes of work. This implies that most teachers can implement the ECD learning framework.

> From the document analysis that was conducted, teachers Schemes of work, fortnightly plans and daily plans were analyzed it was revealed that majority of the teachers had Schemes of work which had been approved by the Head teachers and/or Director of studies. Daily planning was largely irregular and not comprehensive, missing out such aspects like Date, Instructional materials, References and learners activities. 'Observation' and 'Demonstration' appeared most frequently as methods of teaching to be used by learners, Some teachers' lesson plans were prepared templates to fill and not hand written. Majority of the Lesson plans analyzed indicated an activity for children to do in their exercise books. Some teachers did not have any form of written plan in place.

From the document analysis conducted, very few teachers had adhered to the recommended format of planning prescribed in the Caregivers' guide to the LFW that requires a teacher to develop a Year, term, fortnightly and Daily plan using a Daily Routine. Majority were using the Primary School Format of Scheming and Lesson planning. Majority of the lesson plans indicated Chalk board and Chalk as the Learning Aids and others did not indicate at all. These findings showed therefore, that although teachers planned for teaching, it was not done comprehensively and largely

not as prescribed by the curriculum an implication that teachers lacked the competence to plan for teaching using the LFW.

Study findings further show that 58.4% agree that teachers find it easy to assess learners against set competences using the learning framework, 31.6% strongly agree, 2.6% disagree, while 4.8% neither agree nor disagree. Findings show that most of the respondents agree (90%) to the above. Qualitative findings further indicate that teachers know how to assess their learners. Some of the respondents said that;

> *"We always check children's progress through the daily and weekend homework which we give our learners as well as the holiday packages. This form the continuous assessments given to our children, however, we also give end of term examinations and monthly tests in order to keep on tracking our students' performance, identify areas of weakness as well as making appropriate improvements in order to improve on their performance". (said one of the teachers).*

Study findings further show that 66.2% agree that teachers find it easy to use the computer for their assistance while using the LFW, 10% disagree, 11.2% neither agree nor disagree, while 8.9% strongly agree. Findings show that most of the respondents agree (75.1%) to the above.

However, qualitative findings from some head teachers and teachers was contrary and showed that schools don't have computers therefore it is hard to know whether teachers can effectively use them in the implementation of the ECD learning framework. For example, some of the respondents said that;

> *"Most of our teachers know how to use computer as it is now being incorporated in their training in the higher institutions of learning where they*

train from, however, it is a big challenge to our schools. We always have one computer which is used by the head teacher or school administrative secretary, so when can the teachers access it?" (One of the head teachers in an interview session).

A teacher from one of the schools added, "We know how to use computer and we can integrate it into learning framework, however, most of our schools are third world schools which cannot afford getting teachers even one computer in the staffroom to be used by individual teachers".

Study findings in Table 9 reveal that 63.8% of the total respondents agree that developing learning materials for children is easy for teachers, 9.6% disagree, while 6.6% strongly agree. Findings show that most of the respondents (70.3%) agree to the above. Findings imply that most of the teachers have competences which enable them to develop learning materials.

Qualitative findings also show that most of the teachers find no difficulty in developing learning materials which means that they have the competence in implementing the learning framework. For example some of the respondents said that;

"Our pre-primary teachers are professional and this means that they can develop learning materials on their own by the virtue of being qualified".

(said one of the head teachers in an interview).

Table 11: Chi-Square testing on competence to plan for teaching on implementation of ECD learning framework

	Chi-square value	Degree of Freedom	Asymp. Sig. (2 Sided)	Monte Carlo Sig. (2 Sided)
Competence to plan for and conduct teaching	12.114	4	0.228	0.675
Implementation of ECD learning framework	9.922	4	0.524	0.312

Source: Primary Data, 2018

Table 11 indicates Chi-Square statistic results; it shows there was a significant relationship between Competence to plan for teaching and Implementation of ECD learning framework. These results therefore suggest the relevance of Competence to plan for teaching in general Implementation of ECD learning framework. They play a crucial role in the interpretation of the ECD learning framework in Uganda. Therefore, the null hypothesis Ho2: Ability to plan for and conduct teaching using the LFW does not affect the implementation of the ECD learning framework, is rejected. The researcher therefore computed the Monte Carlo statistic at the 95% confidence interval in place of the exact statistic since the data sets were too large for the exact value to be calculated. Mehta and Patel (1989) recommend the use of the Monte Carlo method in cases where the exact value cannot be calculated as it provides an unbiased estimate of the exact value without the requirements of the asymptotic method. The Monte Carlo statistic lends support to the Chi-Square results. The researcher therefore, concluded that competence to plan for teaching computed above, had a significant influence on implementation of the LFW.

4.4.3 Ability of pre-primary teachers to involve parents in their children's' education as prescribed in Learning Framework

Findings in this section are in response to the Third research question. Are the pre-primary teachers able to involve parents in their children's education as prescribed in the learning framework? Table 4.8 below shows findings on ability of pre-primary teachers to manage involvement of parents in their learners' education as prescribed in LFW.

Table 12: Ability of pre-primary teachers to involve parents in their children's education

Aspect	Percentage				
	SD	D	N	A	SA
Parents help pupils with their homework	4.5%	53.2%	8.9%	5.9%	27.5%
Schools invite parents to discuss children's progress	2.2%	6.7%	16.7%	15.6%	58.7%
Teachers educate parents about the development of appropriate activities that children should do at home	4.1%	60.6%	20.4%	7.1%	7.8%
parents can use the LFW to teach children at home	4.5%	53.2%	8.9%	5.9%	27.5%
Teachers should invite parents to visit their classes	2.2%	5.6%	23.8%	48%	20.4%
Teachers always interact with parents	11.9%	59.9%	8.9%	14.1%	5.2%
Meeting with children's parents makes my work easy	2.2%	6.7%	16.7%	15.6%	58.7%
Parents can support children to learn	4.1%	7.1%	20.4%	60.6%	7.8%

Source: Primary Data

KEY: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA)

Findings further show that 53.2% of the total respondents disagree that parents help pupils with their homework, 27.5% strongly agree, 8.9% neither agree nor disagree, 5.6% strongly disagree while 5.9% agree to the above. Findings show that most respondents disagree (57.7%) to the above. Findings imply that through giving homework to children, the teachers can effectively communicate to the parents because some of them help their children with homework. This is therefore one of the avenues which pre-primary teachers engage parents in their children learning activities.

Finding from qualitative findings also show that most of pre-primary school parents are interested in what their children learn while at school, therefore they keep on checking their books, as well as monitoring their performance in the daily homework. For example, some of the respondents said;

> *"Parents these days are highly motivated with to follow their children progress because some even end up signing on their children's work as a confirmation that they are following what their children are doing". (said one of the teachers).*

> *"We always advise parents to monitor their children academic progress through participating in their homework and holiday packages and indeed it has worked miracles for many parents". (said one of the head teachers).*

Study findings further show that 58.7% of the total respondents strongly agree that Schools invite parents to discuss children's progress, 16.7% neither agree nor disagree, 15.6% agree, 6.7% disagree, while 2.2% strongly disagree. Findings show that most of the respondents agree (74.3%) to the above. Findings imply that most schools invite parents to discuss their children's progress.

However, on contrary, qualitative findings show that most parents fail to turn up whenever they are being invited at school and some end up sending maids who are not even concerned with the learning of the children. For example, some of the respondents said;

> *"When do we see parents coming at school on issues related to their children's academics yet we keep on inviting them. Most parents have never even stepped a single foot at the school, the van brings the children in the morning and takes them back in the evening. On class days and any other occasion where we invite parents they just send the house maids who are even less concerned on issues related to academics". (said one of the teachers).*

> *"Some parents fear coming to school because they have not cleared the school dues, so they keep on giving simple excuses for their not coming. This makes their engagement with the school learning activities a bit challenging". (said one of the head teachers).*

Study findings further show that 60.6%% of the respondents disagree that teachers educate parents about the development of appropriate activities that children should do at home, 20.4% neither agree nor disagree, 7.8% strongly agree, 7.1% agree, while 4.1 strongly disagree. Findings show that most respondents disagree to the above. Findings imply that pre-primary schools have not educated parents on how to develop appropriate learning activities for their children at home.

This is further supported by qualitative findings from the interview sessions. For example, one of the respondents said that;

> *"Who has the time of teaching the parents, and any way do parents have time for that. They always pretend to be busy looking for school fees and their own survival and you tell them that nonsense, you cannot even get any one even if*

you try it. However, we have never tried it out anyway". (said one of the teachers).

Findings further show that 53.2% of the total respondents disagree that parents can use the LFW to teach children at home, 27.5%% strongly agree, 8.9% neither agree nor disagree, 5.9% agree, while 4.5% strongly disagree. Findings show that most respondents disagree (57.7%) to the above. Findings therefore, show that most teachers (57.7%) were of the view that parents cannot use LFW at home compared to 36.4 % who thought that parents can use the LFW to teach children at home if supported and guided. This reveals that parents are not trained on how to use the LFW and they get no assistance from the teachers.

This is further supported by the qualitative findings that show some parents can use the learning framework but most of them are not in position to use it. For example, some of the respondents said that;

"Teachers who are well trained to teach the young one sometimes fail to interpret the learning framework and some of them say that it is hard to interpret yet it is what they are trained to do, then what of parents?" (said the CCT in the interview session).

"The learning framework is complicated so most parents cannot interpret it or use it. It requires some level of education yet most of our parents are even illiterate, then how do you expect them to use the framework?" (said one of the teachers).

Study findings also shows that 48% of the total respondents agree that teachers should invite parents to visit their classes, 23.8% neither agree nor disagree, 20.4% strongly disagree, 5.6% disagree, while 2.2% strongly agree. Findings show that most respondents agree (50.2%) to the above. Findings indicate that teachers realise that parents need to visit their class when

they are teaching so that they are able to have knowledge on how to use the learning framework. This means that parents need to visit the classes of preprimary school.

This is also supported by qualitative findings that show that when parents visit their children classes, it greatly impacts on the learning of the children. For example, one of the respondents said that;

> *"Parents need to visit our classes, some even think we eat their money yet we are doing nothing, so when they enter our classes they see what we actually go through in order to make their children do the so called little they do". (said one of the teachers).*

Findings further reveal that 59.9% of the respondents disagree that teachers always interact with parents, 14.1% agree, 8.9% neither agree nor disagree, while 5.2% strongly agree. Study findings show that most of the respondents disagree (71.8%) to the above. Findings imply that teachers always get little time to interact with parents which greatly affect the way they can help their children at home. In line with the above findings, qualitative findings from direct interviews show that most of the parents take a lot of time to go to schools.

Study findings further show that 58.7% strongly agree that meeting with children's parents makes my work easy, 16.7% neither agree nor disagree, 15.6% agree, while 6.7% disagree. Findings show that most of the respondents agree (74.3%) to the above. Findings imply that teachers appreciate that when they meet with parents of the children they teach, a lot of improvement in the teaching learning process can happen. However, qualitative findings show that this is always frustrated by parents who don't always turn up at schools whenever they are invited. This implies that the parents' failure to turn up when invited to school could be a contributing factor to the teachers' failure to involve them in their children's education.

Study findings further show that 60.6% of the respondents agree that parents can support children to learn, 20.4% neither agree nor disagree, 7.1% disagree, while 7.8% strongly agree. Findings show that most respondents (68.4%) agree to the above. Findings imply that respondent acknowledge the positive impact that can be added by parents towards the learning of their children but have not done what it takes to involve them which could be attributed to lack of competence to do so or other factors.

Study findings further show that majority (57.7%) of the respondents disagree that Parents help pupils with their homework, 5.9% agree. Findings imply that most parents do not help their children with homework. This could be related to their inability to use the LFW. This is further supported by qualitative findings from interview sessions where most teachers assert that most parents these days are too busy to attend to their children. Some teachers even asserted that some parents take the whole term without checking their children's books which greatly makes their involvement negligible.

Table 13: Chi-square Results on the ability of pre-primary teachers to involve parents in their children's education and the implementation of the early childhood learning framework

	Chi-square value	**Degree of freedom**	**Asymp. Sig. (2 sided)**	**Monte Carlo Sig. (2 sided)**	**Cramer's V Value**
Ability of pre-primary teachers to involve parents in their children's education	55.468	5	0.003	0.024	0.250
Implementation of LFW	25.434	5	0.000	0.005	0.262

In all cases the results yielded a < 0.05 therefore the null hypothesis is rejected. In all cases the data sets contained cells with an expected count of less than five, therefore it was unclear as to

whether the standard asymptotic calculations of the significance level had been met. The researcher therefore computed the Monte Carlo statistic at the 95% confidence interval in place of the exact statistic since the data sets were too large for the exact value to be calculated. The Cramer's V Value indicates a strong association between the study variables. Therefore, the results presented in table above show that there is a significance between the ability of pre-primary teachers to involve parents in their children's education and implementation of early childhood learning framework in Uganda. Therefore, the hypothesisHo3: Involvement of parents in children's education does not affect the implementation of the ECD learning framework is rejected.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the study discussions, conclusions and recommendations drawn from the study findings. The purpose of this study was to assess the impact of teachers' competence on the implementation of the learning framework for early childhood development in selected pre-primary schools in Rubaga Municipality, Kampala.

5.1 Discussion

5.1.1 Content knowledge to design appropriate activities using the LFW by pre-primary teachers.

Findings showed that most respondents agree that their schools have copies of the learning framework for all teachers to use. This implies that teacher have enough time to read and conceptualize the learning framework in order to enable them use it effectively during the teaching. In line with the study findings, Bredekamp (2015) highlighted that observation skills make teachers effective in implementing the content area curriculum. In consensus, Brooke (2014) highlighted that when learning materials like teachers' guides and textbooks are available, teachers can effectively do their best to deliver knowledge to the learners.

Study findings showed that most respondents disagree (53.2%) that one does not need much training to become a nursery teacher. This implied that most respondents appreciated the importance of Professional training on how children grow and develop. The results were in line with Kallery and Psillos (2001) who states that an effective teacher should have in-depth knowledge of the concepts to develop in children in order to extend children's learning in a wide range of contexts. Lin, Gorrell and Silvern (2011) also argued that an effective teacher

should have in-depth knowledge of the concepts to develop in children in order to extend children's learning in a wide range of contexts.

The study discovered that 59.9% of respondents disagree that qualifications do not matter in nursery teaching. In other words, findings are in agreement with Garbett (2003) and Kaller and Psillos (2001) who states that many student teachers had a limited understanding of science but were unaware of nursery teachers training, this however had impact of the learners since teachers have difficulty responding to the learners' questions and interests. In the same line, (Bandura, 1997) who argues that teachers' lack of subject content knowledge, end up teaching what seems to be simple to them, leaving out some key competences' that they ought to be acquired early in life by the pupils.

The study found out that learning frame work for ECD is not easy for the teachers to interpret where 60.6% of the respondents disagreed that it is easy to interpret; this showed that most of the teachers do not know how to interpret the learning frame work making it hard for them to use. These findings were contrary to that of Bandura, (1997) who stated that in relation to confidence in Content Knowledge, early childhood teachers should be able to read and understand the content material of what they are supposed to teach. Therefore, it seems likely that teachers' beliefs and their lack of subject content knowledge will impact both on the curriculum provided for children and on teachers' ability to effectively construct knowledge with children. In the context of the LFW, teachers who lack subject content knowledge, end up teaching what seems to be simple to them, leaving out some key competences' that they ought to acquire early in life.

The study finding further revealed that teachers do not focus on the objectives of ECD in Uganda when they are teaching and also teachers are not aware of incorporating play with the Learning Frame work to help children understand key concepts. This view is also in line with (Anning& Edwards, 1999) who indicates that Children benefit from teaching embedded in

experiences that are meaningful to them such as play, teachers' participation in children's play and learning forms windows of opportunity to engage children in knowledge construction, the Findings from an action research project in the United Kingdom involving mathematics support the notion that early years teachers who are confident about their subject knowledge are more likely to recognise and maximise potential learning in children's integrated play experiences.

The study also discovered that teachers do not have the key competencies of interpreting and therefore using the ECD Learning Framework effectively. It also revealed the teachers' belief that the Learning Frame work is meant for international schools. These findings therefore, show that teachers do not appreciate the benefits of the learning frame work in ordinary Pre-primary schools and more to that teachers end up under or over teaching children when they use the learning frame work. This finding further indicated that teachers do not have the key competencies of using the learning frame work and this is in disagreement with Garbett(2003) and Kallery and Psillos (2001) who noted that lack of emphasis on subject content knowledge in early childhood may limit learning and teaching opportunities and children's inquiry-based learning.

The findings from the study indicated that majority of the respondents state that the learning frame work for ECD has no content for the teacher to teach children more to that teachers also indicated that it will take them long to interpret the learning frame work, showing that they do not have the key competencies in using the learning frame work. Additionally, lesson observations revealed that the activities given to the children in many lessons were not well aligned with the target competences. These findings were in disagreement with Willer (1994) who asserts that teachers need to know about everything science, social studies, literature, math, music, and everything else in their (children's) world of experience, he further asserts

that a little is clearly not enough. Teachers need adequate and accurate disciplinary knowledge from a wide range of subjects.

The study also indicated that teachers do not believe that they can interpret the learning frame work and use it however, most of the teachers agreed that the learning frame work develops the child holistically. This view is also shared by Cullen, (2003) who stated that an increased focus on content learning is not incompatible with early childhood pedagogy and philosophy, particularly if the content relates to children's interests. Cullen (1999) adds that another important aspect is how teachers assist children to construct subject knowledge that is the central pedagogical issue for early childhood education to resolve.

Findings showed that most respondents agreed that children learn how to write by drawing pictures (60.6%). This is supported by Burkingham (1994) who argues that specific knowledge about children's drawing is crucial to understanding and supporting children's artistic and creative learning. Further, Cullen (2003) highlights that purposeful teaching and learning occurs when teachers' subject knowledge contributes to appropriate pedagogical strategies used during authentic learning experiences as children try to make sense of their experiences with the people, places and things in the world around them.

The study showed that teachers use the Learning Framework when developing schemes of work and Lesson plans for their lessons (55.4%). In line with findings, Decker and Decker (2015) highlighted that planning before teaching is the best way if teachers are to ensure effective teaching and learning. Hennnger (2014) also argued that the use of learning guidelines in planning for teaching greatly makes learning more effective and successful. The use of the learning framework for planning to teach teaching can therefore impact greatly on the teaching and learning process.

In reference to the above discussion, majority of the Pre-primary teachers had access to the LFW but could not interpret it. Furthermore, the study revealed that teachers do not focus on the objectives of ECD in Uganda when they are teaching and also they are not aware of how to incorporate play with the learning frame work to help children understand key concepts. The study goes ahead to show that majority of the respondents' agreed that the learning frame work for ECD has no content for the teacher to teach children and that it will take teachers long to interpret the learning frame work therefore it can be concluded that teachers don't have sufficient Content knowledge to design appropriate activities for children using the LFW for ECD 3-6 years.

5.1.2 Competences to plan for and conduct teaching using the learning framework for ECD

Study findings showed that teachers have the ability to plan for lessons using the LFW (63.6%).However, lesson observation and interview findings showed that most teachers do not follow the schemes of work and lesson plans as they teach, others don't plan comprehensively since they are not able to interpret the LFW and others do not plan at all. Cullen (1999) pointed out that early childhood teachers need both confidence with their own subject content knowledge and an understanding of pedagogical strategies in order to bring out the best of interest in learners, which is only possible through planning before conducting lessons to learners. Planning for teaching is very essential if effective teaching is to take place, however, it is also upon the school administration to ensure that teachers develop comprehensive schemes of work and lesson plans and use them to systematically teach children.

The study findings showed that majority of the teachers stated that competences to be developed by children guide the teachers better than objectives for the teachers. The study revealed that teachers believe that a teacher can teach pre-primary children without the LFW

frame work. These findings indicated that teachers note the significance of competences tobe developed by learners over teachers' objectives to accomplish. Teachers do not realize the role of the LFW as a National curriculum guide a factor that may have made them to lose the confidence that they can develop comprehensive plans to teach children, using the LFW. However on the other hand Cullen (1999) pointed out that early childhood teachers not only need competence but confidence with their own subject content knowledge and an understanding of pedagogical strategies to work with young children's knowledge and interests. The study revealed that most of the teachers' stated that the learning frame work for ECD 3-6 years caters for children in every environment while other teachers also state that they take a lot of time planning to teach and this could be the reason why they do not plan comprehensively and others do not plan at all.

Study also revealed that most the teachers acknowledged that it is important for them to plan systematically. This indicates that teachers know the benefits of planning to teach, however their failure to interpret the LFW with the lay out which does not specify content to teach per term, makes it difficult for them to plan. This is in accordance with Siraj-Blatchford et al.'s (2002) who provides examples of planning where teachers' make lesson plans with content knowledge to be applied within a play-based environment and at a level commensurate with children's developing understandings of the world they live in.

Study revealed that the learning materials in schools are essential for the learners' development. Findings showed that most respondents agreed (50.9%) that teachers always let learners to be more active than them during the lesson. Teachers have the primary responsibility of controlling learners' activity in class (Karaka et al., 2004). In child centered learning, the level of learners activity should be regulated, however, young children are always playful and their level of activity is very high, so it is upon teachers to turn the high level of activity into effective learning (Copple&Bredekamp, 2009). Findings implied that if

teachers are to effectively teach the young children effectively, they should create more learning activities that suit the learners' activity levels and should conduct learner centered lessons.

Findings showed that most respondents agreed (67.3%) that teachers could easily develop a scheme of work using the learning framework though with little consideration of its practicability and therefore, majority of them could not follow their own schemes of work. In line with study findings, Feeney and Moravick (2015) highlights that schemes of work show the availability of both pedagogical content knowledge and content knowledge which are key competences to be possessed by any teachers who is competent at his or her work. Since most teachers have the basics of developing a scheme of the work, this implies that they are in better position to use the LFW if helped to interpret it but currently lack the pedagogical competence to develop comprehensive plans to teach using the LFW

Findings showed that most respondents (58.4%) agreed that teachers find it easy to assess the learners against set competences using the learning framework although from the lesson observations done, minimal assessment was conducted. In line with study findings, Karaka, Nyangasi and Githii (2004) reveal that ability to carry out assessment and evaluation is one of the key competences to be possessed by a well trained and experienced teacher. Findings therefore show that although teachers acknowledge that it is easy for them to conduct assessment of children against the competences in the LFW, they hardly put this in practice.

Regarding the Pedagogical Competence among pre-primary teachers the ability to plan for teaching using the LFW, the study revealed that teachers expressed that if the LFW had content to teach per term they would develop comprehensive schemes of work and lesson plans that they would follow for systematic teaching, because they possess the skills for planning. Although some teachers did not acknowledge the relevance of the LFW and stated that they can teach children without using the LFW, they all agreed that in order to teach

properly, they needed to plan. Therefore, in conclusion teachers do not have the key competencies required in planning using the Learning Framework.

5.1.3 Involvement of parents in their learners' education as prescribed by the Learning Framework.

The study revealed that parents can use the learning frame work to teach children at home, this indicates that parents can use the learning frame work to teach. The results therefore indicate that if parents are given the learning frame work and taught how to use they would be able to continue teaching their children. This is in agreement with Anyikwa and Obidike (2012) who agrees that one of the surest ways of having a learner construct more knowledge and apply the skills acquired from the classroom is to involve the parent in the education process.

The study also further revealed that that it's important for parents to visit their children in school. The findings indicate that when parents observe the classes at school they will be able to learn the required skills needed to teach their children from home. This finding is in agreement with Anyikwa and Obidike (2012) who reported that for children to maximize their potentials from schooling, they need the full involvement of their parents. Similarly, Morrison (2007) agrees that parents' involvement in children's learning positively affects the children's performance at school. In addition, Kindiki (2009) observes that when there is adequate parental involvement in their children's education, an increase in the children's academic motivation and achievement can be observed.

The findings revealed that parents need to visit their children in school so that they able to provide proper teaching to their children at home. This result indicates that parents need to realize to that they have to participate in teaching of their children to improve on their learning which corresponds with (Crozier & Reay, 2005) who stated that when schools and

parents work in partnership, children realize that people who take care of them in both environments are investing and coordinating time and resources to help them succeed. Other studies by Berla, (1997) also established a direct and positive correlation between parental involvement and academic achievement or motivation.

Findings revealed that parents need to be invited to school so that they are able to be involved in teaching of children therefore parental involvement in the learning process of the leaners is important to enhance better learning in the child. This result is in accordance with Cheeks (2012) who stated that inviting parents at school helps them to get involved in their children's' education, either in school or at home which creates partnerships among schools, parents, and communities. The resulting partnerships among children, parents, and teachers develop effective communication from home to school and school to home. Through active and ongoing communication, parents and teachers share information and resources regarding their children's academic and behavioral conduct.

Study findings showed that parents can support their children with learning. In line with study findings, Henderson and Berla (1997) highlights that involvement of parents in children's learning create a platform for improved learners' participation in academic activities and improvement on the ability of parents to provide schools with financial resources which are needed to purchase the learning materials.

Majority of the respondents agreed that parents should visit their children in school and get involved in teaching of children with in the school setting using the learning framework. Therefore, parental involvement in their children academic life was considered important for the teaching and learning of pre-primary school children. Although majority of the teachers thought that parents can use the LFW to teach children from home when guided and supported, none of them had attempted to offer this support to the parents and therefore, lack the managerial competence to involve parents in their children's education using the LFW.

5.2 Conclusion

5.2.1 Content Knowledge to design appropriate activities using the LFW by Pre-primary teachers

1. With regard to research question 1 'Do Pre-primary teachers have the content knowledge to design appropriate activities using the LFW?', study findings revealed that schools had copies of the LFW for teachers to use. Teachers did not effectively follow the LFW while teaching. Teachers found challenges in designing age related activities for learners and in designing practical activities to equip learner with problem solving skills. Therefore, teachers were found to have inadequate competence to design appropriate activities for children, using the LFW.

5.2.2 Competence to plan for and conduct teaching using the learning framework

1. With respect to research question 2 'Do the Pre-primary teachers have the ability to plan for and conduct teaching using the LFW?, results showed that most of the teachers had the ability to plan for lessons but, using the LFW specifically was a challenge due failure to interpret it. Therefore, majority of the teachers failed to plan comprehensively, some of those who had planned did not systematically use the plans to conduct lessons. Some teachers did not plan at all. Schools try to organize refresher courses for teachers on use of LFW, Majority of the teachers found the LFW hard to use and also failed to incorporate the use computers while using the LFW to plan for teaching. Majority of the teachers did not adhere to the recommended format of developing a scheme of work and other corresponding plans for teaching as stipulated in the Caregivers Guide for the LFW. Therefore, teachers largely lacked adequate competence to plan for teaching using the LFW.

5.2.3 Ability of pre-primary teachers to involve parents in their children's education as prescribed in the LFW.

1. With regard to objective 3,' Are the Pre-primary teachers able to involve parents in children's education?', results showed that; parents helped pupils with their homework, schools invited parents to discuss their children's progress, teachers agreed that meeting with parents made their work easy and parents can support their children with learning. The study however found out that teachers did not interact with parents regularly. Teachers didn't educate parents on how to use the LFW. Therefore, all teachers lacked the competence to involve parents in their children's education in the context of the Learning Framework.

Although Pre-primary teachers largely lacked adequate competence to implement the LFW, there could be other influencing factors responsible for their lack of or failure to exhibit the competences in question, for example, their training background since it varied from teacher to teacher, Pre-primary schools' administrative styles and structures, limited access to thye LFW and Pre-primary schools' physical environments that may limit their performance in implementation of the LFW.

5.4 Recommendations

The following are some of the recommendations that the researcher came up with in regard to the gaps identified during the discussion.

Based on the findings of the study, the researcher was of the view that hindrances to teachers' competency to implement the LFW could be addressed by ensuring all the concerned stake holders do the following:

5.4.1 Ministry of Education and Sports

The Teacher, Instructor Education and Training (TIET) department of MoES should ensure that the quality of training of ECD teachers stepped up to emphasize key competences such as interpreting the LFW, designing developmentally appropriate activities and develop appropriate plans to teach pre-primary children.

Organize for relevant in-service programs for all teachers and head teachers in Pre-primary schools where they can be equipped with the key competences of interpreting, designing developmentally appropriate activities for children, planning comprehensively, following plans to teach systematically and supporting parents to extend learning at home using the LFW. This will build the Pre-primary teachers' capacity to implement the Learning Framework.

Parents should be empowered through Parent Education programs at school and national levels so that they can utilize the LFW to extend children's learning while at home.

5.4.2 National curriculum development center

National Curriculum Development Center (NCDC) should develop a more comprehensive Teachers' Guide and other supportive resources like Family guides, book marks, posters, post cards, to complement the LFW and make it user-friendly for pre-primary teachers and other categories of caregivers.

5.4.3 Directorate of Educational Standards

Efforts should be made by the Directorate of Educational Standards division in its supervisory, monitoring and inspection jurisdiction, to ensure that all teachers effectively implement the LFW.

5.4.4 The Head teachers

The teachers should be engaged in frequent school-based Continuous Professional Development activities to keep them abreast with the current trends in Early Childhood Development such as Pre-primary school curriculum implementation. This will boost their confidence and therefore efficiency in the implementation of the LFW.

5.4.5 ECD Teacher Training Institutions

Training Institutions should equip the trainees with the key Content Knowledge, Pedagogical and managerial competences necessary for effective implementation of the curriculum through regular practice in Micro teaching and School practice.

Ensure that all students acquire a personal copy of the LFW, Caregivers guide and ELDS and are helped to cross reference for effective implementation.

5.5 Recommendations for further research

In future, there is need to widen the content scope of this particular study and carry out an investigation to determine the factors influencing the implementation of the Learning Framework for ECD in Uganda. This would act as an informed basis for the LFW review, implementation and support systems' development.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

QUESTIONNAIRE FOR A STUDY ON TEACHERS' COMPETENCE AND IMPLEMENTATION OF THE LEARNING FRAMEWORK FOR EARLY CHILDHOOD DEVELOPMENT IN SELECTED PRE- PRIMARY SCHOOLS: RUBAGA MUNICIPALITY, KAMPALA.

PRE- PRIMARY TEACHER

Dear respondent,

I am a student at Kyambogo University, undertaking studies leading to the award of a Master Degree in Education-Early Childhood Development. I am currently conducting a research study in partial fulfillment of the requirements for this award. Therefore, you are kindly requested to respond to this questionnaire by ticking in the box that represents your opinion. The information you provide will be strictly used for academic purpose and treated with utmost confidentiality. Your cooperation is highly appreciated.

SECTION A: BIODATA

1. Gender of respondent;

   Female ☐ Male ☐

2. Age;

   Below 18 years ☐ 19-24 years ☐ 25-30 years ☐ 31-36 years ☐

   and above 36 ye ☐

3. For how long have you taught in this Pre-Primary?

   Less than one year ☐ 1-3 years ☐ More than three ☐

4. What is your education level?

   Certificate ☐ Diploma ☐ Degree ☐ Others ☐

5. Have you ever got any other training after your formal training?

   Yes ☐ No ☐

6. If yes,

   specify.....

7. What is the age of the children you teach?

   3-4 years ☐ 4-5 years ☐ 5-6 years ☐

SECTION B: CONTENT KNOWLEDGE TO DESIGN APPROPRIATE ACTIVITIES USING THE LFW FOR ECD 3-6 YEARS.

8. Show your response by ticking appropriately; 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (N), 4=Disagree (D) and 5= Strongly Disagree (SD) on the teachers' availability of content knowledge to design appropriate activities using the Learning Framework

SN	Item	SA	A	N	D	SD
a)	Our school has copies of the learning framework enough for all teachers to use					
b)	Teachers always use the learning framework for ECD 3-6 years					
c)	One does not need much training to become a nursery teacher.					
d)	Qualifications do not matter in nursery teaching.					
e)	Age related activities are not easy for me to design for my learners.					
f)	The Learning Framework for ECD 3-6 years is not easy to interpret.					
g)	The LFW for ECD 3-6 is meant for international schools.					
h)	The Learning Framework for ECD 3-6 develops the child holistically.					
i)	I do not usually focus on the objectives of ECD in Uganda when I am planning to teach.					
j)	Children should not be taught content above their developmental level.					
k)	Practical activities teach children to solve problem.					

9. How do you use the Learning Framework for ECD 3-6 years?

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10. Why do some teachers fail to regularly use the Learning Framework for ECD 3-6 years?

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11. What language skills do you develop in your learners using the learning Framework?

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12. What mathematical concepts do you develop in children using the learning framework?

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SECTION C: THE COMPETENCE TO PLAN FOR AND CONDUCT TEACHING USING THE LFW FOR ECD 3-6 YEARS.

13. Show your response by ticking appropriately; 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (N), 4=Disagree (D) and 5= Strongly Disagree (SD) on whether teachers have the competence to plan for teaching using the Learning Framework

SN	Item	SA	A	N	D	SD
a)	I have the ability to plan for my lessons using LFW					
b)	I find the LFW easy to use					
c)	We always receive refresher training on the implementation of the LFW					
d)	When teaching, the competences to be developed by children after learning guide the teacher better than the set teaching objectives					
e)	It is important for me to systematically plan for teaching with other teachers					
f)	I always let my learners to be more active than me during the lesson					
g)	I always review previous content before starting a new lesson					
h)	I can easily develop a scheme of work using the LFW					
i)	I find it easy to assess learners against competences in the LFW					
j)	I find it easy to use the computer for my assistance while using the LFW					
k)	Developing learning materials for children is easy for me					

14. Why do some teachers fail to plan for teaching using the LFW?

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15. What kind of plans do you develop from the LFW?

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16. What kind of help do teachers need in order to use the LFW?

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17. In your opinion, how can the government make the LFW more user friendly for nursery teachers?

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18. How do you use the LFW to assess learners' knowledge?

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19. How does the learning framework cater for the scope of content being taught at the different stages including baby, middle, and top class?

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SECTION D: INVOLVEMENT OF PARENTS IN THEIR LEARNERS' EDUCATION.

20. Show your response by ticking appropriately; 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (N), 4=Disagree (D) and 5= Strongly Disagree (SD) on whether pre-primary teachers manage to involve parents in their children education as prescribed by the learning framework.

SN	Item	SA	A	N	D	SD
a)	Parents help pupils with their homework					
b)	Schools invite parents to discuss children's progress					
c)	Teachers educate parents about the development of appropriate activities that children should do at home					
d)	parents can use the LFW to teach children at home					
e)	Teachers invite parents to visit their classes					
f)	Teachers always interact with parents					
g)	Meeting with children's parents makes my work easy					
h)	Parents can support children to learn					

21. In your opinion, how best can pre-primary teachers involve parents in the learning of their children?

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22. How often do schools invite parents, and how are they engaged in the learning of their children?

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23. How do teachers help parents on the best way of engagement with their children on academic affairs?

.....

...

Thank you very much for your time.

Appendix 2: Interview guide for Pre- Primary head teacher

Dear respondent,

I am a student at Kyambogo University, undertaking studies leading to the award of a Master Degree in Education-Early Childhood Development. I am currently conducting a study in partial fulfillment of the requirements for this award therefore; you are kindly requested to respond to these interview questions. The information you provide will be strictly used for academic purpose and treated with utmost confidentiality. Your cooperation is highly appreciated.

1. Comment about the teachers content knowledge to design appropriate learning activities using the ECD learning framework
2. How many copies does the school have?
3. Which curriculum do your teachers use?
4. Comment about the accessibility of the curriculum to the teachers
5. How does teacher training /qualification influence the implementation of the learning framework?
6. Comment about your teachers' ability to design appropriate learning activities using the LFW.
7. Briefly comment about your ability to use the LFW for ECD 3-6 years to do the following:
   i. Develop scheme of work.
   ii. Develop lesson plan.
   iii. Assess learners' growth and development.
   iv. Design developmentally appropriate activities for children.
   v. Develop and use instructional materials appropriately.

vi. Use appropriate methods to teach children in a variety of situations and settings.

8. How many CPDs have you organized for the teachers about using the LFW for ECD 3-6 years?
9. How did your teachers benefit from the CPDs?
10. How does teachers competence to plan for and conduct teaching using the LFW affect its implementation?
11. What are the benefits of using the LFW to a. learners b. teachers
12. How does your teachers implement the LFW?
13. What kind of support do you provide to your teachers about using the LFW for ECD?
14. What challenges do you face as an administrator concerning the LFW?
15. Where do you need help?
16. How does involvement of parents in their learners' education affect the implementation of the ECD learning framework?
17. Parents can't teach children at home because they are not trained to do so. Comment about this statement.
18. How often do you invite parents to your school?
19. Comment on your teachers' involvement of parents in their children's education.
20. Comment on parents' ability to extend children's learning at home.
21. How have your teachers enhanced this (in 13 above)
22. Any other comment.

Thank you very much for your time.

Appendix 3: Interview guide for Rubaga Municipality Coordinating Centre Tutor.

Dear respondent,

I am a student at Kyambogo University, undertaking studies leading to the award of a Master Degree in Education-Early Childhood Development. I am currently conducting a study in partial fulfillment of the requirements for this award therefore; you are kindly requested to respond to these interview questions. The information you provide will be strictly used for academic purpose and treated with utmost confidentiality. Your cooperation is highly appreciated.

1. How many Pre- Primary schools do you have in your coordinating center?
2. Comment about the qualifications of nursery teachers in the center.
3. Which curriculum do the Pre- Primary teachers in the center use?
4. To what extent do the teachers use the curriculum?
5. What are the advantages of using the curriculum?
6. What challenges do the teachers face in using the curriculum?
7. What is your role in implementing the curriculum?
8. What kind of professional development support do you extend to the nursery teachers?
9. How often do you extend professional development support to teachers?
10. What evidence of professional growth in teachers have you noted?
11. Parents can't teach children at home because they are not trained to do so. Comment about this statement.
12. How often do you invite parents to your school?
13. Comment on your teachers' involvement of parents in their children's education.
14. Comment on parents' ability to extend children's learning at home.
15. How have the teachers influenced this (in 13 above)

16. Give any other comment.

Thank you very much for your time.

Appendix 4: Interview guide for Rubaga Municipality Inspector of schools

Dear respondent,

I am a student at Kyambogo University, undertaking studies leading to the award of a Master Degree in Education-Early Childhood Development. I am currently conducting a study in partial fulfillment of the requirements for this award therefore; you are kindly requested to respond to these interview questions. The information you provide will be strictly used for academic purpose and treated with utmost confidentiality. Your cooperation is highly appreciated.

1. How many Pre- Primary schools do you have in Rubaga Municipality?
2. Comment on the qualifications of nursery teachers in the Municipality.
3. Which curriculum do the Pre- Primary teachers in the Municipality commonly use?
4. To what extent do the teachers use the curriculum?
5. What are the advantages of using the curriculum?
6. What challenges do the teachers face in using the curriculum?
7. What is your role in implementing the curriculum?
8. What kind of professional development support do you extend to the nursery teachers?
9. How often do you extend professional development support to teachers?
10. What evidence of professional growth in teachers have you noted?
11. Parents can't teach children at home because they are not trained to do so. Comment on this statement.
12. How often do you invite parents to your school?
13. Comment on your teachers' involvement of parents in their children's education.
14. Comment about parents' ability to extend children's learning at home.

15. How have your teachers enhanced this (in 13 above)

16. Any other comment.

Appendix 5: Lesson Observation Checklist for teachers.

1. Evidence of planning using the Learning Framework (Scheme and Lesson plan)
2. Use of instructional Materials
3. Appropriate Questioning Technique, Feedback and motivation
4. Involvement of learners in lesson activities
5. Appropriateness of lesson activities
6. Knowledge of subject matter
7. Appropriateness of methods used
8. Appropriateness of assessment used
9. Time management
10. Appropriateness of Content

Appendix 6: Document analysis check list for Pre-primary teachers

Aspect	Comments
Scheme of work	
Shows period of time planned for	
Competences well stated from the LFW	
Competences well distributed periodically	
References included correctly	
All Learning Areas and covered	
All learning out comes covered	
All competences included	
Basic information provide (Day, Date, Age group, No. of Children by gender, No. of Special Needs children)	
Lesson development steps clearly shown and timed	
Teachers and learner's activities stipulated in every step	
Introduction appropriate	
Lesson activities well aligned with target competences	
Lesson activities are learner centered	
Appropriate methods of teaching indicated	
Appropriate supporting materials indicated	
There is a provision for self-evaluation	
Enough for number of children	
Relevant for lesson activities	
Safe for children	
Attractive	
Clear and simple to use	
Multi sensory	

Appendix 7: SAMPLE SIZE DETERMINATION

Table giving recommended sample size (s) for given populations (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	1000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	145	550	226	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76		159	750	254	2600	335	100000	384

Source: Krejcie, R.V and Morgan, D.W. (1970)

"S" is sample size

Using the above methods as a guideline, the following section aims to compare two approaches in determining the sample size of a population using a) Krejcie and Morgan (1970) and b) Cohen Statistical Power Analysis.

Estimation of sample size in this research using Krejcie and Morgan was employed.

Krejcie and Morgan (1970) used the following formula to determine the sampling size.

$S = X2NP (1 - P) / d2 (N - 1) + X2P (1 - P)$

S = required sample size

X2 = the table value of chi-square for one degree of freedom at the desired confidence level.

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (0.05)

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DEPARTMENT OF TEACHER EDUCATION & DEVELOPMENT STUDIES

Your Ref:

Date: 6/03/2018

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I would like to introduce to you NAKABUUBI PETRONILLA
Reg. No. 15/U/15923/GMEC/PE... who is our student pursuing a Masters Degree in Early Childhood Development (GMEC). One of the requirements of the Course is for each finalist to do a research on the approved areas of study of the students' choice.

The purpose of this letter is to introduce the student to you so that you can assist him/her in collecting the necessary data for the research report from your school/office/organization. The topic of his/her research is Teachers' Competence and Implementation of the Learning Framework for Early Childhood Development in Selected Pre-Primary Schools: Rubaga Municipality, Kampala.

The Department will be most grateful for any assistance rendered to enable the student carry out the research in your school/office/organization.

Yours faithfully,

Dr. Grace Lubaale
HEAD OF DEPARTMENT