

**COMMUNITY INVOLVEMENT AND QUALITY TEACHING IN EARLY CHILDHOOD  
DEVELOPMENT INSTITUTIONS IN SOROTI MUNICIPALITY**

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**DECLARATION**

I Achola Miriam do hereby declare that this dissertation titled “Community Involvement and Quality Teaching in Early Childhood Development Institutions in Soroti Municipality” is my original work and never been submitted to any Institution of higher learning for the award of Masters of Education or any other award.

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**APPROVAL**

This dissertation titled Community Involvement and Quality Teaching in Early Childhood Development Institutions in Soroti Municipality by Achola Miriam has been produced with our guidance.

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## DEDICATION

This research is dedicated to my mother Catherine Apitta, my daughter Awino Mary, sisters Awidi Sarah, Adongo Florence Grace and Helen Apitta, brothers Apitta Samuel, Obua Jusper, Obal Francis and Odongo Brian.

Surely Goodness, Mercy and love shall follow you all the days of your life.

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## LIST OF ABBREVIATIONS

BoG;	Board of Governors
CCC:	Community Child Care
CPD:	Continuous Professional Development
CSOs:	Civil Society Organisations
DOT:	Director of Training
ECD:	Early Childhood Development
ECDTIA:	Early Childhood Development Training Institutions Association
ECE:	Early Childhood Education
FGD:	Focus Group Discussion
KYU:	Kyambogo University
LC:	Local Council
MoES:	Ministry of Education and Sports
NGOs:	Non-Governmental Organisations
PTA:	Parents Teachers Association
RL:	Religious Leader
RL:	Religious Leaders
SMS:	School Management Committee
ST:	Student
T:	Tutor
UNICEF:	United Nations International Children Education Fund

## ABSTRACT

Success of every education venture especially that related to early childhood education has been largely pegged to community involvement. This has been the case because schools are expected to fulfill the desires of the community through its activities. However, in a situation where the community is not appropriately or are varyingly engaged in the teacher training process, then the teachers risk being rejected in the community. Therefore, the purpose of this study is to establish the current level of community engagement, and the strategies to strengthen community involvement in Early Childhood Development (ECD) institutions in Soroti Municipality. This study was conducted in three of the five established ECD teacher institutions in Soroti municipality, the participants include proprietors, Parents-Teachers' association (PTA) members, Board of Governors (BOG) members, administrators, tutors students and local council members. The study adopted the cross-sectional survey design. And data was collected using questionnaires and interview guides and later analyzed descriptively. Results show that the community members directed student teachers where to get local materials from the school neighborhood, the institutional administration offered support by provision of different stakeholders in an endeavor to involve the community in guidance and counseling in different meetings in order to facilitate mentoring of student teachers. In conclusion, parents/guardians and other stakeholders are currently in ECD institutions in different ways apart from monitoring institutional activities, parents and other stakeholder are involved in the provision of resources as a way of engagement in ECD institutions. This study recommended creative community engagement strategies used by institutions being mindful of the fact that quality and functionality of institutions is dependent on the community involvement in education. In addition to that, participants perceived that support could be provided by the establishment of conducive relationship and critical analysis of reasons for the provision of resources to ECD institutions as an important strategy scrutinize the different aspects involved.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This chapter gives a brief description on the background to the study, statement of the problem, the purpose and Objectives of the study, and the research questions, including the scope of the study as well as the significance and the conceptual or theoretical framework of the study.

#### 1.1 Background of the Study

##### Historical Background

Quality teaching focuses on enhancing teaching in general. Teachers are guided by a model of teaching that deals with the intellectual demands of the lesson, quality of learning environment and the extent to which learning is made meaningful for students. It is also for that reason that teacher educators are putting focus on how early childhood education teacher trainees are trained. Through Early Childhood Development (ECD) teacher training programmes, trainees are trained on how to provide quality teaching and holistic development but little focus is put on how to engage the community (Yuan, 2018; Southwest Educational Development Laboratory, 2000).

The genesis of quality in ECD programmes varies from region to region of the world. Kamerman (2007), states that Early Childhood Education (ECE) is largely a post-colonial development but its semblance is traced way back in the colonial era where vernacular teachers were trained in order to nurture and mold the infant character in the community. Gradually the infant teachers were recruited and trained so that they are equipped with the skills of helping the young learners to acquire quality learning. Perry (1962) promoted quality teaching that raised the standard of teaching and learning at the same time at YMCA Institute. Early Childhood

Education is the bedrock upon which excellent basic and sound education is built. Early Childhood Education (ECE) has been considered to be a pre-school, semi-formal education outside the home.

Gallagher & Clifford, (2000), expresses that there was need to support ECD proprietors in infrastructure development as a prerequisite to boost the quality of structures dominating the likes of centres in Uganda. There could be some related challenges that may affect this venture which Kisito, (2008), urged that, the challenges and possibilities for achieving quality teaching and environments that are far from conducive space, limited learning materials are poor and classroom schedules are inflexible.

There is a huge scarcity of qualified Early Childhood Development tutors, lack of Instructional Materials and Specialists in the field of Early Childhood Development. Weak networking among different stakeholders like community and institutions, which has affected the quality and access of Early Childhood Development.

According to Calman & Tarr-Whelan, (2005), the quality of Early Childhood Development (ECD) can be defined in three dimensions; as a product, process, or a developmental stage. This is in line with the Uganda ECD learning Frame work (Ministry of Education and Sports, 2007). Hamann et-al, (2008) urges that through ECD programmes, trainers are trained in order to improve behaviours and give morale so that learners are less likely to dropout and provide academic performance as desired by the communities.

Considering the huge benefits of involving the community in education, researchers are still seeking best strategies to increase the participation of the community in school activities. Imagine a community including parents (guardians), school proprietors, school administrators, tutors/teacher, local council members, teacher trainees, religious leaders, and other stakeholders all coming together for one single cause; to improve the quality of educational experiences and the success rate of learners in school. This has been done by ECD institutions coming together as Early Childhood Development Training Institutions Association (ECDTIA) and

getting affiliated ECD to teacher educational institutions and universities. For that reason, scholars such as the Southwest Educational Development Laboratory (2000), Eilor (2004) and Rouhani (2017) suggest that there would be increased learner success, increased learner attendance, low school dropout levels, increased financial support, meaningful role in the school management by the community, better placement of learners for job opportunities, and formulation of solution to community needs and challenges. On the contrary, schools today are struggling with how best to involve the community. As fact, there is noticeable community involvement in lower school levels like preprimary schools and primary school. However, as the level of education increases, to secondary and post-secondary education like in teacher education institutions the level of community involvement dwindles (Maluleke, 2014).

Community involvement in education dates back to the earliest schools. Community schools were initiated by the royal families and civil servant like scribes and judges. In Uganda, the first schools were initiated by religious missionaries at the request of the royal families and colonial masters. This meant mandatory community involvement. This trend seems to have changed over the past years. Many schools are now initiated by individual in the name of private partnerships. This is not exceptional for Early Childhood Development (ECD) Centers and ECD teacher training institutions in Soroti Municipality and Uganda at large. These private partnerships find it most challenging to involve the community in major decision-making organs of the school (Southwest Educational Development Laboratory, 2000).

The Government enacts, and reviews pro-child and education policies such as the 1997 UPE policy Guidelines, and the 2008 Education Act, and the National Integrated Early Childhood Development policy 2016 by Ministry of Gender, Labour and Social Development to not only to mobilize the support, but also define the roles and responsibilities, and levels of authority of relevant actors in education delivery (Government white paper, 1995). These actors including teachers, the communities, Foundation bodies, line Ministries and local civic and political partners.

Uganda has early childhood education policy guidelines on curriculum development, teaching and learning place, although there are still some loopholes for the effective implementation. It should be noted that, there is need to strengthen and support the policy by involving the entire community who matter on board to create awareness in order to embrace the early childhood development programme and take its roots deeper. However, few communities seem to have the capacity to participate effectively in providing basic education in their schools. For instance findings by Ngesu, Gakuru, Okuro, and Kahingi (2013) observed that communities in rural areas had low morale and negative attitudes towards education. They, further, observed that a high cost of living, high unemployment rate, and low morale have negatively affected community participation in developing early childhood education (Chevedza, Wadesango & Kurebwa, 2012).

### **Theoretical Background**

According to Vygotsky (1934) a developer of social constructivism emphasized that the role of language and culture in cognitive development and how we perceive the world provides a framework through which we experience, communicate and understand reality. In addition he stated that the social context should not be ignored and that all higher functions originate as actual relationships between individuals. In these relationships there are benefits to be achieved by the promotion of involvement but also the potential draw backs. All in all effort to increase involvement of community in ECD institutions is now wide spread.

### **Conceptual Background**

Quality teaching according to Pringle (2002) is concerned with doing whatever it takes, ethically and responsibly for a teacher to ensure that learners learn and they leave a unit with a passion for learning. Bradley (2002) defined quality teaching as an evaluation of instructional performance based upon indicators demonstrated in the classroom setting. In support Brown (2014) pointed out that it is effective instruction that promotes excellence and student learning

outcomes through best practices. It also involves a teacher imparting effective discipline skills and promotes positive behaviors and change in the classroom. Quality teaching brings out improvement of teaching techniques, assistance of academic progress appropriate use of instruction materials, conducive learning environment and increased involvement.

Community involvement is the act of bringing together schools, parents, and the community to work together to promote the health, wellbeing, and learning of all learners so that they are able to respond more effectively to the needs of learners (Jeynes, 2003). The policy brief from the National Education Association (NEA, 2016), states that “When schools, parents, families and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer and enroll in higher level programs. In addition Gallagher (2016) referred to community involvement as the power to bring positive, measurable change to both the communities in which you operate your business.

However community involvement fosters partnerships among schools, family and community groups, and is likely to: adapt well to school, attend school more regularly and complete homework more consistently.

Community involvement definitely help to make the ECD teacher education relevant to community needs because the institutions always assessed, addressed community interests/needs in our programmes.

### **Contextual Background**

In Uganda for the last five years, community involvement and quality teaching in ECD had gained recognition. This was because, there has been a positive shift in the attitude towards community involvement in education. The fore perception anchored on the fact that ECD professionals can only be more effective when supported by informed parents or communities (Kaplan, 1992). This was closely attributed to favorable legislations and policies enacted, and enforced at International and levels (Suzuki, 2002). Evidence of community involvement in education was both abundant and incontrovertible; closer ties between the community and the

institution, parents and educators translate into proper attendance and higher academic achievements. Community involvement and ECD Teacher Education is not exceptional on this assertion. Rhadika Rani Bridgemohon in the literature review in the research report (2002) further claim community involvement in ECD Teacher education is vital for higher learner achievement and lower dropout.

In recent years community involvement and quality teaching has gained popularity in Soroti Municipality. ECD Community members were supporting quality teaching of ECD teachers by promoting emphasizing quality ECD programs outcomes such as; critical health and nutrition inputs, better access to primary school, higher retention in primary school, improved gender equity in education, lower repetition rates and higher achievement in education ECD programs that address multiple needs in Soroti Municipality. Community involvement in supporting ECD improves quality education is seen in Soroti Municipality through the provision of infrastructures, providing scholastic materials to caregivers who find it is more difficult and more costly to afford.

In Uganda, the training of nursery teacher/caregiver varies from different levels according to age range or program. To begin with, the Certificate Course in Community Child Care (CCC), takes 9 months, the Certificate Course in Child Care for (pre-service takes 1 year and In-service 2 years). The Early Childhood Development Teachers' Certificate takes minimum of 2 years for Pre-service, 3years for In-Service.

## **1.2 Problem Statement**

Community involvement in institutions' activities brings about teamwork, collaborative networking and high grade score increased learner success, increased learner attendance; better tutor & teacher performance; low school dropout levels; increased financial support; meaningful role in the school management by the community; better placement of learners for job opportunities and formulation of solution to community needs and challenges (Southwest Educational Development Laboratory, 2000; Eilor, 2004 and Rouhani, 2017).

However, in Soroti Municipality the advantages of community involvement are not being realized because there are low levels of community involvement. The low levels of community involvement leads to many problems such as; high school dropout rate, poor attendance of meetings, low morale of tutors, low student enrolment and negative attitudes towards the institution. The general effect of low community involvement is low quality of teaching in ECD teacher education institutions in Soroti Municipality. Therefore, it was necessary to establish the ways communities can be involved in teaching learning process as one of the strategies and devise ways of improving quality of ECD in ECD institutions of Soroti Municipality.

It was therefore against this background that this study was carried out on community involvement and quality teaching in ECD institutions in Soroti Municipality.

## **1.3 Purpose of the study**

The purpose of this study was to assess the extent to which community involvement influences quality teaching in ECD institutions in Soroti Municipality.

## **1.4 Objectives of the Study**

The study sought to:

- i. To establish ways in which community are currently engaged in ECD Institutions in Soroti Municipality.
- ii. To find out how community involvement influences quality of teaching in ECD institutions in Soroti Municipality.
- iii. To identify strategies to strengthen community involvement in ECD institutions in Soroti Municipality.

### **1.5 Research Questions**

1. In what ways do community currently engaged in ECD Institutions in Soroti Municipality?
2. How does community involvement influence the quality of teaching in ECD institutions in Soroti Municipality?
3. What strategies strengthen community involvement in ECD institutions in Soroti Municipality?

### **1.6 Scope of the study**

The scope of this study was considered under the: geographical, content and time perspective as detailed in the subsequent sub-headings.

#### **1.6.1 Geographical scope**

The study was conducted in Soroti Municipality, Soroti District in the Eastern region. It mainly focused on three of the five ECD Teacher Training Institutions in the locality. These institutions were selected on ground that they had trained very many teachers in Teso Region but they always complained of low community involvement in supporting quality education.

### **1.6.2 Content scope**

This study mainly focused on assessing the extent to which community involvement in quality teaching in ECD institutions.

### **1.6.3 Time scope**

The study was conducted from 2012 - 2019. This period was selected because that is when ECD teacher education institutions started operating in Soroti Municipality, since that time there are been an attempt though not successfully to involve communities in the affairs of ECD institutions.

## **1.7 Significance of the study**

This study brought out different ways communities are currently engaged in ECD Teacher Education in Soroti Municipality.

It will ascertain the strategies to be adapted to increase communities' involvement in ECD Teacher Education in Soroti municipality.

Policy makers will be able to utilize the study findings to review and ratification of legislations to boost community involvement in education, especially ECD Teacher Education.

School Proprietors and Boards of Directors of ECD Teacher Training Institutions were able to use the study results to develop self-efficacy by mobilizing communities to support them revamp the investments in the institution for better community benefit.

The government was able to use the study results to establish a supportive policy framework that created an environment in which communities could easily be involved in the ECD Teacher Education.

Community involvement was definitely helped to make the ECD Teacher Education programmes relevant to community needs because the institutions were always assessed and addressed community interests/needs in her programming.

### **1.8 Theoretical framework**

Eco-cultural theory characterizes the role of cultural ecology in psychosocial development and has evolved in anthropology as a powerful tool for understanding and investigating the source of human diversity. Through culture human's largely creates the conditions in which when they in material, social and experiential terms. The resultant cultural ecology, in turns strongly shapes the physical behavioral and mental attributes of the members of a culture. The question remains, just how are such linkages forged many answers to this question appears to lie in human development. This chapter traces anthropology's ecological understanding of culture and it's relationships to dynamics of human development and outlines the foundation, evolution and application of eco-cultural theory. The framework of eco-cultural theory has come to inform other social and biological sciences as well as policy and clinical applications.

### 1.10 Operational Definition of Terms

**Community** is a group of people with a common goal or share a common interest. In this study, these will include parents (guardians), ECD teacher training institution's proprietors, administrators, teachers/tutors, students, local council members, board of governors' members, PTA members, and other stakeholders who are potentially linked with ECD teacher education colleges.

**Community involvement** is the voluntary participation of community in an activity or program so as to achieve a common goal.

**Early childhood development** refers to the physical, cognitive, linguistic and social emotional development of a child from the prenatal stage upto age eight.

**Quality teaching** is ability to prepare adequate facts and materials to delivery using appropriate methods in a conducive environment.

**Strategy for involvement** this refers to how to get things done by people voluntarily.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.0 Introduction

This chapter deals with literature review. It gives a brief outline of other authors' work on the topic under research. The literature review was structured into three subsections ideally to answer the study questions. The first section deals with ways in which parents/guardians and other stakeholders are currently engaged in ECD Institutions. The second section concerns with influence of community involvement on the quality of teaching and methodologies used in ECD institutions. The final and the third section provide suggested strategies to strengthen community involvement in ECD institutions in Soroti Municipality.

#### 2.1 Theoretical Review

According to Vygotsky (1934) a developer of social constructivism emphasized that the role of language and culture in cognitive development and how we perceive the world provides a framework through which we experience, communicate and understand reality. In addition he stated that the social context should not be ignored and that all higher functions originate as actual relationships between individuals. In these relationships there are benefits to be achieved by the promotion of involvement but also the potential draw backs. All in all effort to increase involvement of community in ECD institutions is now wide spread.

#### 2.2 Ways in which community are currently engaged in ECD Institutions

Research shows that community engagement in education is put in place at the national levels and in many state and local jurisdictions in the English speaking world and beyond (Moles, 2001; OECD, 1997). community engagement in learning institutions climbed steadily across the 1980s and 90s, where many promising local school community partnerships were

reported (Holtzman, 1995; Corter, Harris, & Pelletier, 1998) but were not easily translated into wide scale policies. Despite of the community engagement in education generally put in place all the national level, there is still a lot for the community to do with ECD institutions.

Community engagement in ECD management enables Early childhood providers such as child care directors, teachers and support staff, home visitors, and many providers to come in contact with parents and lay strategies for a child's life (McWayne et al, 2016b). Research shows that stakeholders play a very important role not only with providing high quality early learning experiences for children, but also in engaging and strengthening the knowledge, skills, and abilities of the parents. In Soroti Municipality, the parents and stakeholders engagement in ECD institutions has strengthen the quality of the services provided to their children, and they are advocating for the needs of the early childhood field.

According to The Child Care Partnership Project (2005), parents/guardians and stakeholders involve in early childhood development training institutions aid the monitoring and supporting the cost and availability of quality care. This was seen in the need for respect, activities that embrace and an understanding of the diverse racial and cultural makeup of the families in community. Home visitation offers time and depth – providers who have the freedom to engage parents in their home or in the community report that this strategy helps to develop relationships with parents and enables them to engage with parents in meaningful ways. Programs such as Head Start and Nurturing Families are just a few of the types of programs that have this ability.

Community's engagement in ECD trainings institutions in Soroti Municipality had enabled very many parents to partner together in Different Ways. This was because the term - "community Engagement" means different things to different people, and was used to describe an array of activities along a continuum. This continuum starts with communities engaging with their own children all the way to parents as leaders in changing public policy. Community were partnering in lobbying for resources for improving the existence and performance of ECD

institutions in the Municipality. Partnership as perceived by many ECD stakeholders guides the community they work with through a traditional human service lens and see them as people only in need of services. Community leadership was not a focus area for most early childhood providers (Waren & Ruben, 2009).

Engaging community in ECD institutes encourages parents to attend events and meetings, and form meaningful ways in leadership roles. Many communities expressed that engagement increased their ability to do it more effectively and connect with Child Outcomes, in the work of partnering with parents was seen as separate or “another thing to do” and not tied to child outcomes on a systematic level for all providers . As a result they felt equipped to help parents change policy and make the community all together greatly appreciate working in partnership with other community providers, and had the value of collaboration (Mikoko, 2017).

Parents needed and wanted to be involved from the onset in partnerships that served their children best. Effectively, engaging families in partnership with both organizations and Local Government laid the foundation for positive outcomes. These outcome created knowledge and skills, opened doors for employment opportunities, created a sense of belonging, offered a sense of accomplishment, provided parents opportunities to effect meaningful change, increased sense of personal power, increased confidence in parents ‘ability to effect change and provided parents opportunities to network with other families and providers (The Child Care Partnership Project,2013). In Soroti Municipality, institutions that promoted the above factors had benefited their children in earning higher grades and test scores, and enrolled in higher-level programs and being promoted. Also children passed in their classes and earn credits, attended school regularly and had better social skills, showed improved behavior, and adapted well to school (Dearing et al, 2006).

Willie (2006) suggested that engaging parents/guardians and stakeholders into ECD training institutions, benefited communities. Engagement created a community with leadership role models for other families, where parents continued their engagement with community

groups and government. For example in Soroti Municipality, through engagements, there had been formation of boards or commission, political positions, task forces, among other possibilities in ECD Training Institutions. Parents are also broadening public support and action through their connections to other families and members of their community. Parents were also bringing unanticipated partners to the table to increase support and parent voices had also influenced local officials (The Child Care Partnership Project, 2015).

In ECD training institutions in Soroti Municipality where engagement by parents and stakeholders such as FBO members, CCTs and Colleges, had created beneficial programs that had aimed at creating active recipients of care and services, a positive reputation for the program within the community, increased demand for the ECD program and more so increased in caregivers morale. Their insights are helping steer the actions aimed at improving quality, increasing public awareness, and enhancing consumer use of high-quality early childhood programs (Powell, Sona, Fileb, & San Juan, 2007).

ECD training institutions in Soroti Municipality their community engagements are in contributive and distributive purposes. There are individual responsibilities to the community and community responsibilities to the individual (Willie, 2006). However, differences in ethnicity, race, religion, socio-economic status, and power fuel divisions which are replicated in and by education systems (Rose, 2003; Watt, 2001; Bray, 2000).

Programs that emphasized child physical health can be critically realized when ECD training institutions engaged parents and stakeholders in their operations. Recognizing the critical importance of child physical wellbeing and motor development for early learning, can focus on promoting pre-school children's healthy physical development. There are some ECD programs today that are currently designed to increase parents knowledge about nutrition and/ or physical activity, build parenting skills (particularly parenting strategies around healthy eating and exercising), and restructure the home environment to facilitate healthy and active lifestyles.

In Soroti Municipality, through parental and stakeholder's engagement is improving the health of children by providing snacks for them and good health care (Bornstein, 2002).

Warren, Hong and Ruben (2009) on the other hand clarify that community's other role is to provide social capital to an institution. He contends that such social capital resulting from neighborhood with the school becomes potential site for building social capital which benefits the school and its neighbors.

Mikiko (2017) agrees with that notion. He claims that the community's critical role is to be a friend of school system and to address the issues of school management from the side of the community interests. He further adds that the critical role of a community is to ensure timely accountability. He continues that the only way of ensuring accountability in institutions is through establishment of school management committee (SMC) which are constituted by representatives of Parents, community and the school administrators, the Headteacher.

According to Joyce (2011) involvement of parents and stakeholders in education of ECD training institutes, creates a parenting role. This involves the nurturing of the young in accordance to society norms. Henderson, et al., (2000) argues that the involvement of community members or that of the wider community services, such as health or social services and sports organizations in Early Childhood Education Centres plays an important role in the development of young children. The authors further add that, Community support to the Centre development process is considered as one of the characteristics common to high quality Early Childhood Education Learning Centers.

Cotton (2000) concurred with the above assertion, and counsels that the earlier the role of the community in the lives of young children is recognized, the better the chances children have of achieving higher at school and in life in general. This implies that, for proper benefit from community involvement in Education to be fully realized, their roles should be pre-defined.

Edwards et al., (2008) and OECD (2006) observe that when the connection between school and communities is strong, it is easier for children to develop the skills needed to be successful; morally, socially and emotionally, physically and academically. This implies that, the more regularly the community involvement in ECD Teacher Education, the more likely that the production of the school education system match community development needs.

However, according to Deforges and Abouchaar (2003) other types of parental engagement, such as volunteering and participating in parental councils or parent teachers' organization while recognizing its importance for parental satisfaction and staff support have been found to have little or no impact on children's achievement. Duncan, (2009) further adds that there are many organizations in Africa and world over that support communities with a hope of empowering them in the sustainability of their initiated programmes aimed at promoting the wellbeing, and performance of the child as a future leader.

Mwaura and Malmberg (2008) commend that community needs, and aspirations are key in setting up ECD centres or school programmes. For example communities that are running community based ECD programmes provide services and activities to the center because the early childhood curriculum meets their immediate need. Community engagement is therefore necessary for the initiation and advancement of any school or ECD Programmes.

Community participation as a concept focuses on the idea that involving stakeholders in decision-making about their communities and broader social issues has important social, economic and political benefits. Hiatt-Michael (2003) agrees with Anderson (2011), who explains that the community is a great contributor of finance through various arrangements so as to make the schools maintain their glory and status. The targets put forward include staging fundraisings, availing grants from churches and the local, national or international community besides establishing schools and providing the learners. Largely, parents are the major and regular contributors and this is championed by the Parents Teachers Association (PTA) body as

well as maintenance in the name of PTA funds. It is true that we have Parents Teachers' Association body at the colleges and ECD training centres.

Epstein, & Sanders, (2006); state that involvement of the Community in School Management and Development requires directing the community to get involved in the national exercise (census) whereby the government wanted to ensure that anomalies in teachers' salaries re-corrected the right amount of capitation grants are delivered to schools for the general improvement of education in the country. All district education officers, head teachers, parents, local leaders and the general public should note the following: a daily attendance, class registers, staff lists, schemes of work, staff meeting minutes, letters of appointments.

The above directive to various community did not only call them in to see what was happening as spectators but was intended to involve them in their schools and make community have direct supervisory role. In fact the whole exercise evoked into the vigilance and made them more accountable (Ministry of Education and Sports, 2009).

Anne, Henderson and Karen (2002), lamented that, under the policy of decentralization, the local councils have been authorized to put in place by-laws such as levying and collecting education tax and processing of bursaries for the brilliant needy pupils. The researcher has established from other sources that this same body mobilizes the community to put their children in the community schools. The local press became involved and a legal case developed. A local education authority took the parents to court for failing to send their child to school. James was finally enrolled in another junior school.

According to Wanyenze (2012); Parents and teachers have formed parents' teachers' association (PTA) which has become powerful and has direct involvement in the school affairs though the formulation and execution of the local school policy are legally a duty of the school management committee. The researcher has noted from other writers that parental interest in better education for their children has been widespread. Thus parental avoidance of the school

often prevents the development of meaningful relationship between staff and parents. Research on Brent school relations with in low income urban neighborhoods verifies the fact that parents are generally involved in the school affairs. Such experience had been testified by an education officer, parents of a certain primary school resisted to offer free labour in the UPE School, according to other sources, parents suffering from insecurity, welfare, dependency, illness and victimization cannot be expected to participate actively in the affairs of a manifestly alien institution except under carefully designed community relations programmes.

The chairperson Patrick Tandrupassi reported the arrest of 18 students over loitering in town during class hours the operation followed series of complaints from parents and some head teachers about the constant absenteeism of pupils within the town council schools.

The purpose should be to enhance participation at the grassroots and in school, empowering individuals and groups that have been largely silenced before the school should relate with communities by acting as centers which can bring people together and engage them in development issues and problems based on dialogue in an effort to democratically reach decisions (Yogendra, 2001).

Macgregor (2005), states that community can involve water user groups, hiring and monitoring teachers as with the Educo program in El Salvador, formation of parent-teacher associations PTA or the establishment of health action councils.

Mendel, (2005); observed that the long route of accountability emphasizes citizen voice and mechanisms for ensuring that policy makers respond to citizen priorities, which links to the nature of political systems. The mechanisms for holding elected and appointed officials accountable are complex and multi-faceted. It is vital to emphasize that elections, even when free and fair, provide only a thin line of accountability.

Alleksaht, S., and Schwartz, (2001); lamented that educational systems can adapt to poor governance through mechanisms for parental oversight of teacher performance, sharing information amongst civil society organizations on exclusionary practices and designing safety

measures for in and out of school youth. This can result in enhanced patterns of resiliency, greater tolerance and manifestations of social capital and/or a stronger sense of community. They note the value of engaging local communities in ways that can have immediate results such as working with out of school youth, as well as promoting social cohesion, community involvement, creating safe space. Education has high transaction demands along with regular interface by providers with clients.

World Bank, (2006); noted that Parents and Teachers Associations were been given the mandate to take over the management of schools working with the head teachers. Recent assessments have shown that the new PTA and head teacher joint management arrangements have often been successful in engaging parents in the management tasks.

According to Pashiardis, (2004); through PTA's involvement, parents and communities have improved their knowledge and skills in education management and have in some provinces mobilized and recruited additional teachers (paid by the parents) to reduce the teacher/pupil ratio. Nursery schools to cater to pre-primary education, not provided by the government, have been established through PTAs, which have also introduced subsidies to poor children to pay for secondary education.

### **2.3 Influence of Community Involvement on the Quality of Teaching in ECD Institutions**

It stated that the influence of community involvement on the quality of teaching in ECD institutions brings a lot of influence to the community and outside. According Duncan et al., 2012 to makes community involvements in ECD schools makes children human have difficulty in concentrating, interacting, and doing practical activities in various subjects that they learnt at school and to inquire mainly how poor feeding relates to poor performance. Community involvement in some instances, enable students who would sleep during in lessons because of hunger. Much community involvement has much effect on quality teaching and methodologies teachers use make some teachers have problems in covering planned work because some of the

hungry students could not cope with the work. Therefore a student's progress may be low, or retarded. The statement made by Duncan et al is a true argument on the side of community support to children while on the other hand has not been practiced that is why the study on this topic still needed a lot of attention.

Participation by a well fed child is more than participation and concentration by a hungry child "I do not achieve my targets on time". When you engage students in games, you see the hungry child failing to participate actively" Consistent with these findings, Kleinman (2002) in their study on the relationship between breakfast and academic performance on 97 school children in the United States observed that students at nutritional risk had significantly poorer grades and more behaviour problems than students who were not.

Similarly, Lippman (2010) advises that, students, especially the younger ones, need to be well fed for them to have quality learning characteristics such as high concentration and participation levels in class activities. Therefore, students of parents who did not have enough food in their homes were likely to perform less than their potential. Lack of stationery this study found out that some of the students did not have materials books for writing exercises in Mathematics, languages and content subjects.

Kiran Grover, (2015), agreed that community participation can contribute to preparing and improving home environment by encouraging parents to understand about the benefits of their student's education and preparing student's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

Peter Eyerer, (2016), states that the evolution of mankind was dominated by living in communities otherwise we would not have been able to survive education of our students, therefore it's a social priority and this is not possible outside the community that is why learning only facts and knowledge is much too little we need both knowledge and skills.

Derrick Meador (2018) urge that boosting morale of the staff through community getting involved in motivating and rewarding teachers by praising, raising projects, renting accommodation for them in order to support their status at the institutions and ensuring students regular attendance and completion. Community reinforces their students by providing scholastics materials and other requirement might make follow ups for successful completion of studies.

Kitson Jazyka, (2018), propose that community commits themselves by arranging for funds, raising in markets, churches, in gathering in order to support the activities at the institution therefore raising money for school fees, constructing and repairing and improving school facilities is done by community. It's done in order to support both the staff and the learners.

Ljubomir Jacic, (2016), pointed out that policy makers, educators and others involve in education are seeking ways to utilize limited resources efficiently in order to identify and solve problems in the education sector and to provide quality for students. Their effort have contributed to realizing the significance and benefits of community participation in education and has recognized community participation as one of the strategies to improve educational access and quality.

According to Han Ping Fung (2001) community provides feedbacks to schools or education ministry on how to improve on syllabus because education is equipping and preparing students for their future working environment in the community or society. Besides academic, community also can give feedback to institutions in order to improve on students' character building based on social development/ society trend.

Vijay Grover, (2016), observes that society and hence community around the school is one of the source of school curriculum and at the same time school has an important role to improve the community by virtue of testing values and believes of community against the valid and reliable knowledge. Its community which establishes schools and it's the school which

further the value of the community and should also block the conception and superstition practiced as tradition in spite being untrue.

Henderson et al (2000) argues that the involvement of community members or that of the wider community services, such as health or social services and sports organizations in Early Childhood Education Centres plays an important role in the development of students. The author further adds that, Community support to the Centre development process is considered as one of the characteristics common to high quality Early Childhood Education Learning Centers.

Cotton (2000) concurred with the above assertion, and counsels that the earlier the role of the community in the lives of students is recognized, the better the chances students have of achieving higher at school and in life in general. This implies that, for proper benefit from community involvement in Education to be fully realized, their roles should be pre-defined.

Edwards et al., (2008) and OECD (2006) observe that when the connection between school and communities is strong, it is easier for students to develop the skills needed to be successful; morally, socially and emotionally, physically and academically.

According to Berg, le Clercq, (2011) a Netherland researcher, there is a notable consensus across education policy statements and practice guidelines in many countries that parents are student's first and most enduring educators. In recent decades this 'truth' is frequently accompanied with recommendations firstly, about the need to support community Early Childhood Development (ECD ) programmes for proper parenting, including parents' role in supporting their student's learning and development in the centres and schools (Ministry of Education and Sports; 2008).

However, according to Deforges and Abouchaar (2003) other types of parental engagement, such as volunteering and participating in parental councils or parent teachers organization while recognizing its importance for parental satisfaction and staff support have been found to have little or no impact on student's achievement.

Duncan, (2009) further adds that there are many organizations in Africa and world over that support communities with a hope of empowering them in the sustainability of their initiated programmes aimed at promoting the wellbeing, and performance of the student as a future leader.

Mwaura & Malmberg (2008) commend that community needs, and aspirations are key in setting up ECD centres or school programmes. For example communities that are running community based ECD programmes provide services and activities to the center because the early childhood curriculum meets their immediate need. Community engagement is therefore necessary for the initiation and advancement of any school or ECD Programmes.

#### **2.4 Strategies to Strengthen Community Involvement in ECD Institutions**

Duncan, et al., (2012) noted that it's to each leader of the centre or school to decide on the purpose, motivation and approach to educational partnership with stakeholders, including communities for proper benefit once basic legal requirements are fulfilled. This implies that, it's vital to define the purposes for community engagement prior to their involvement in education. The earlier stakeholders engaged in formulation of policies, and the likely benefits were realized, for the school programmes to be sustained (Stewart, 2009).

Mac Naughton & Hughes, (2008) say effective communication and coordinated partnership between parents and staff is essential for high quality performance, care and education of children. This policy recommends strengthening the relationship between the home and the learning places: schools and ECD centres in order to enhance sustainability of the institution. The researcher agrees with the above authors because in Soroti Municipality, where community involvement has been is strengthened in some areas and the ECD institutions have realized some performance indicators such in caring for children.

Smith, et al., (2005) observed that parents and policy makers, educators and NGOs need to acknowledge the need for each other in order to be better able to communicate about the

pedagogical climate at home and at the school. Ejuu, (2012) argued that effective stakeholder engagement in school programmes enables better planning, and more informed policies, programmes and quality services. Thus engagement of communities should result in their active involvement and participation in the decision-making process, including budgeting for their children's learning in the school. This suggestion which is also supported by the Ministry of Education and Sports, 2017 ECD policy on ECD stakeholders' involvement is not actually being implemented effectively. These results in improved information flow, opportunity to road-test policy initiatives or proposals with stakeholders affirms Carson (2007).

Carrick (2004) Brazilian researcher pointed out that no communities or non-governmental organizations can effectively maintain institutional programmes without mutual partnership. The principle of developing partnerships between government, non-governmental agencies, the private sector and the community arises from social as well as financial needs. According to Goodall and Vorhaus (2011), the development, management and funding of education provision is a joint responsibility of the all stakeholders. Also in Uganda funding of ECD programmes is done by stakeholders such as UNICEF and World Bank have supported in the training of many caregivers since 2016. Mwaura, 2008 adds that this thus calls for strategic engagement of communities to ensure their involvement in the school activities, including management

Ihmeideh (2008) noted that parents in the urban areas are involved in community ECD programmes in different ways including; participating in activities in institutions, following up at home the activities children have been involved in and showing awareness of the centre programme. Driessen et al. (2005) added that parents mostly involved in events that needed undertaking informally or formally such as attending parent-caregiver conferences, volunteering and helping in the classroom, fundraising, planning and participating in social events, and assisting with maintenance (Duncan, et al., (2012). In essence, unlike urban areas, majority of communities in rural areas are pre-occupied by other social actively in community

activities such as burials, traditional marriages, cleaning of wells, circumcision church activities at the expense of their children's learning or school related activities.

Thomas, et. al., (2003) observed that there are no single, correct or best approaches to community participation and service delivery. There are a variety of ways in which community participation approaches can strengthen the voice of low-income communities in the long route of accountability. A study from Bangladesh outlined a range of experiences of bringing participation into the health delivery systems. The report covered fourteen different cases, seeking to determine how various forms of citizen initiatives could strengthen the responsiveness of providers, both at the community level and more importantly at the national governmental level. Central to the findings of the study is the importance of how government systems are structured to include or exclude community voices in service provision.

According to Chambers (2002); Cornwall and Pratt (2003); there are several ways to promote diagonal accountability, including greater mechanisms for government oversight linked to community monitoring, as well as various forms of social accountability that includes linkages with enforcement of required changes in public institutions. Community participation processes include an identification of stakeholders, establishing systems that allow for engagement with stakeholders by public officials, and development of a wide range of participatory mechanisms. Stakeholders are individuals who belong to various identified 'communities' and whose lives are affected by specific policies and programs, and/or those who have basic rights as citizens to express their views on public issues and actions. The proponents of participatory approaches highlight the value of engagement with stakeholders in terms of greater local ownership of public actions or development projects, as well as the potential Strengthening the citizen's voice enhances accountability of policy makers motivating them to be responsive to the needs of communities and stimulates demand for better public services from service providers. Local communities in can be empowered by law to recall their leaders, which motivate elected leaders to be more responsible to the needs of their communities. Citizens can

also exercise power as the end users of services, described in the WDR 2004 as “Client Power” over service providers and hold them accountable for access, quantity and quality of services. Improved information about services being provided at the local level, as well as a choice of providers, can represent important elements of client power.

Finally, policy makers exert influence on the providers through an implicit or explicit contractual relationship, which the WDR 2004 referred to as Compact or Management. The provider is to deliver a given level of performance following administrative instruction or according to a contract, and the policy maker uses the instruments of financing, regulation and monitoring and evaluation to exert control. In the framework of the WDR on client power, improving client power the short route of service delivery can overcome various weaknesses of the long route), even when services remain the responsibility of government. One of the simplest examples (in theory, not necessarily practice) is having poor people monitor service providers.

Hiatt-Michael (2003) states that in terms of the long and short routes, depending on the context, different routes will be more or less amenable to various forms of community participation. The long route includes electoral politics, citizen oversight boards, use of media, social accountability movements that bring together citizen direct action with more formal government mechanisms. The long route is more difficult for community organizations, without some types of enabling environment and functional public institutions that can incorporate or engage with community initiatives.

Hoy, and Miskel, (2001) stated that, the design of participatory structures, such as the various institutional mechanisms for participation, requires attention to the enabling environment in the role of the state, socio-economic factors in communities, and the sector involved.

Macgregor (2005) stated that participatory approach sets up community organizations capable of managing smaller very small rural piped gravity schemes, but it does not address the need for larger scale impact. The Monitoring Assistants with a few committee and repair team members repaired minor breakdowns, but were unable to accomplish much in terms of preventative maintenance and repairs.

Pashiardis (2004) states that the move to greater decentralization opens space for more community participation in policymaking at the local level, but this requires action by community organizations in relation to decentralized institutions.

Central to the evaluations was the common view that the nature of participation was usually dependent on pre-existing community based organizations. Reports on vigilance committees indicate that they are sometimes seen as tokens, with no real effect on the process of decision making. Other cases show the committees as successful in uncovering corruption to the extent of nearly unseating a Mayor and successful in lobbying service providers to drop tariffs.

Symeou (2002) states that the new law brought in a new phase, integrating CSOs into the process of governance. The law contributed to some changes in the general structure of Bolivian governance which had generally seen a highly centralized state, with little power to the municipalities, especially in rural areas. Limitations of the law that have been reported include: while the value of the law for participation is clear, it was not the result of any inclusive or participatory civil society involvement. It was reported that often, local CSOs were intimidated about appearing in front of public officials or did not believe that they have adequate organizational or political skills.

McGee (2000) observed that the enabling environment for engagement with local officials is uneven due to the mismatch between the responsibilities that were shifted to local government compared to the capacity in many municipalities. The IDS review argued that often participation primarily occurs in various technical areas, so that CSOs lack influence on political decision-making. In practice, the participatory legislation could end up reinforcing existing

political structures and could even increase the power of traditional clientalism and party elites. Vigilance committee members are unpaid and this adds to risk of co-option of by local elites with political power. McGee argues that the participation law may even weaken civil society in some ways, because it recognizes territorially based groups of 'participants', while many key groupings are not territorial, but issues based.

In addition, around indigenous movements or remnants of unions (Ballen, 2013) found out that some strategies for parent and community involvement in the educational process substantially improved the quality of students educational experiences and their achievement in elementary and secondary schools. But (Campbell, 2012) points out that the task now confronting educational reformers and researchers is to refine the understanding of the characteristics of effective parent and community involvement and of the related conditions in educational systems and communities under which such involvement has the most beneficial impact. It is not even clear who is responsible for parent and community involvement in the performance of the secondary schools in most of the schools in developing countries. School-community partnership enables the school and the community to share the responsibility of running the schools and helping the child to achieve the aim of education without which neither the school nor the community can benefit (Tondeur, 2013).

The Government should put in place measures and incentives designed to encourage the active involvement of these stakeholders in the provision of quality teaching in ECD institutions. MOES Report (2011). ECD interventions comprise parent training programmes (which involve teaching parents how to promote their child's development) and/or centre-based interventions (for example the provision of day care or preschool for young children). There is growing evidence from LAMIC that ECE interventions are effective in promoting children's cognitive development and some evidence that these gains are sustained over time. However, little emphasis has been given to the effect of ECE programmes on child mental health.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

The chapter outlines the research design, the population under study, the sampling procedure, and data collection instruments, measures, procedure, quality control in which validity and reliability of the research instrument are addressed, data management and analysis.

#### 3.1 Research Design

A research design is a framework or 'blueprint' that outline the procedure the researcher will use to collect data to answer the initial research question (Aurini, Heath, & Howells, 2016). A research design helps the researcher in logical gathering, analysis, and interpretation of data (Creswell, 2014). It gives a detailed layout of plan and procedures that span the decision from a broad assumption. A case study designed was selected to investigate on how community involvement impacted on quality teaching in early childhood development institutions based on my personal experience and the audience of the study as recommended by (Creswell, 2009). A case study "is an in-depth exploration from multiple perspectives of the complexity and uniqueness of internal instructional supervision in primary schools in a real-life context. It is research-based inclusive of different methods and is evidence-led" as pointed by (Simons, 2009, p.21). The researcher focused on small groups of people, made short lists of points that were to be addressed during the study and as an observer treated each case individually then had a conclusion drawn. This helped me to critically examine how community involvement impacted on quality teaching in early childhood development institutions using data from multiple sources as recommended by Schwandt and Gates (2017).

### 3.2 Research Methods

In this study, a qualitative research method was adopted in order to have a greater insight into community involvement and quality teaching in early childhood development institutions. The qualitative approach allows study to capitalize on analyzing subjective meanings and social production of issues, events by collecting non-standardized data and analysis obtained from interviews, focused group discussion and documents analysis other than numerical statistics as recommended by (Flick, 2014). The approach helped in providing results with a deep insight into the significance of community involvement and quality teaching in early childhood development institutions as asserted by (Flick, 2014). It produced a detailed expression of respondents' feelings, beliefs, and opinions through interpreting their actions (Rahman, 2016). This promoted holistic conceptualization of human behaviors and how it is related to the practice of community involvement for quality teaching in early childhood development institutions according to (Flick, 2014).

Denzin and Lincoln (2002) as cited in Rahman (2016) stated that “qualitative research is an interdisciplinary field which encompasses a wider range of epistemological viewpoints, research methods, and interpretive techniques of understanding human experiences”(p.104). The multiplicity of the methods employed in this approach helped me to understand in-depth how community involvement impacted on quality teaching in early childhood development institutions based on data collected from different sources.

When conducting this case study, the researcher employed a number of methods to collect data from the informants in order to provide a rich repertoire of information on the case under investigation as recommended by (Creswell, 2009). According to Thomas (2016) use of semi-structured interview, document analysis and focused group discussion helped the researcher to get adequate information required in the study.

In Focus group discussion method the researcher collected the students and the tutors then briefed them on the topic. The researcher then grouped them according to levels and asked them to come up with their views. The focus groups then shared their views. The researcher gave an oral summary and appreciated the members for their participation.

### **3.3 Research Instruments**

Basing on the scholarly literature on how to carry out a case study research, the researcher selected semi-structured interview, document analysis and focused group discussion as methods of data collection for this study. Tools for each of the methods chosen were developed and tested before they were actually used to collect data for the study. After making all the necessary adjustment on the interview guide, focused group discussion protocols and document analysis guides, I employed these tools to obtain the data about the community involvement and on quality teaching in early childhood development Semi-structured interview.

#### **One-on-one semi-structured interview**

The interview guide developed for the one-on-one semi-structured interview was to gather information from the principals and proprietors who were interviewed independently using the same interview guide. Interviews are good for data collection because they give first hand information. The researcher used semi-structured interview because responses given by a participant may not be adequate in respect to what the research question intends to establish, therefore this method enabled me to probe for clarification from the respondents and seek additional information that was not in the interview guide but relevant about supervision of instruction in schools as recommended by (Wengraf, 2001). During the interview, the responses were recorded to avoid missing out other viable information that has been given by the participants as well as promoting accuracy when reporting the findings of the study as pointed by (Bryman, 2012). The data was obtained from the principal, proprietors and Board of governors.

### **Documents Analysis**

This involved reviewing the available documents related to the roles the community involvement and on quality teaching in early childhood development. This was done to provide a reference text to verify the information got during the interview and focused group discussion. Documents consisted of public and private records about the community involvement and on quality teaching in early childhood development according to (Creswell, 2014). The documents analyzed included government standing order 2010 (most current) for officers in public service, Education Act 2008 which is still in force, teacher scheme of service (2008 and 2013), supervision records, schemes of work, and lesson plans. To ensure a systematic review of the documents, a document analysis guide was developed and used to analyze the documents. This helped in understanding the community involvement and on quality teaching in early childhood development. I obtained authentic information on how the community involvement and on quality teaching in early childhood development.

### **Focused Group Discussion Guide**

I conducted focused group discussion with the students and tutors separately. The focused group discussion protocols for the students and tutors was developed to elicit their experiences on the community involvement and on quality teaching in early childhood development institutions. Focus group discussion guide are good methods of collecting data because respondents with similar experiences give divergent views on the question being discussed. - All participants were given the opportunity to respond to the questions asked before proceeding to the next question. Focused group discussion enabled me to elicit thought, perception, and ideas about the significance of community involvement in improving quality teaching in early childhood development institutions with similar experience as recommended by (Daymon & Holloway, 2011). The data was obtained from students and tutors who freely expressed their views.

### 3.4 Location of the Study

The study was conducted in ECD teacher-training institutions in Soroti municipality. Soroti municipality is in the Eastern part of Uganda in the western division. The study was in this area because in the researcher's observation for at least five years showed that there was low community involvement in Educational programmes in ECD training institutions.

### 3.5 Target Population

According to David, (2006), population is the broader group of people to whom you intend to generalize the results of your study. The study targeted 410 students, 54 tutors, 15 PTA members, 15 religious leaders, 15 local councilors, 3 principals, 3 proprietors, 5 Board of governors totaling to 520 people.

### 3.6 Sample Size

Sample size is the number of respondents obtained from the population to take part in the study. In this study, the researcher used Krejcie & Morgan tables (1970) to determine the sample size that consisted of a total of 217 respondents. The researcher used the sample as shown in table 3.1 below.

**Table 3.1: Summary of the sample size selection**

S/No.	Particular	Number per school	Number of schools	Total population	Total number	Sampling technique
1	Students	60	3	410	181	
2	Tutors	3	3	54	9	
3	PTA	2	3	15	6	
4	Religious Leaders	2	3	15	6	
5	Local councils	2	3	15	6	
6	Principals	1	3	3	3	Purposive
7	Proprietors	1	3	3	3	Purposive
8	Board of Governors	1	3	5	3	Purposive
<b>Total</b>		<b>17</b>	<b>3</b>	<b>520</b>	<b>217</b>	

### **3.7 Sampling Technique**

Purposive sampling technique was employed and used to select the respondents who included the proprietors, Board of Governors members, principals and used simple random sampling for religious leaders, members of PTA, tutors, local councils and students. The researcher used a list of students for the schools and numbered each member. Then wrote the numbers in separate pieces of paper, folded them and mixed in the box. The researcher then chose the pieces of folded paper from the box randomly for each school.

### **3.8 Data Collection Procedure**

Upon obtaining permission, and a letter of introduction from Kyambogo University to the District authorities and the study respondents, the researcher identified and oriented three research assistants on the research topic, design and study tools, including research ethics. Thereafter, the researcher with the help of the research assistants pre-tested the study tools using a separate population selected outside the proposed sample/study areas. This was done in two other ECD Teacher training centers in Serere district, a place fairly distant from the proposed study area to avoid contamination of the proposed study respondents.

After the pre-test, the researcher made relevant adjustments where necessary to enhanced on the validity and reliability of the study instrument. A research assistant was engaged in data collection exercise.

### **3.9 Data Analysis Procedure**

Creswell (2009) explains that analysis of qualitative data required the researcher to develop patterns in which organization of data was done for clear conceptual understanding of their findings. Flick (2014b) holds that analysis remains a central node around which the researcher's work is organized. In this circumstance "the specific features of data does not so much drive the analysis instead, the analysis drives the search for data in a different format"(Flick, 2014b, p.10).

In this study, the analysis of the data collected is an ongoing process right from the time of data collection. The audio recorded interview and focused group discussion session were transcribed. After which initial codes were developed to the data obtained from the respondents. This meant that provision of the first label to the responses the participants have given on the activities performed by on the community involvement and on quality teaching in early childhood development institutions as observed by (Cohen, Manion, & Morrison, 2000). Focused coding was used to form sub-themes based on construct and literature reviewed about internal instructional supervision and teacher effectiveness from the initial codes that were derived as the first label to the raw data. I particularly made very close reference to the information from documents for corroboration in order to ensure the trustworthiness and rigor of the study findings. Data obtained through interview and focused group discussion were triangulated to ensure the reliability of the information presented in this report. According to Heale and Forbes (2013), the use of two or more measures to confirm finding increased confidence in the rigor and trustworthiness of a qualitative research.

### **3.10 Quality control**

This was done through the validity and reliability of instruments. The researcher used the following:

#### **3.10.1 Validity of instruments**

Richard et al (2013) referred to validity as how well scientific test or piece of research actually measures what is set out or how well it reflects the reality it claims to represent. To standardize items in the instrument, analysis was conducted to ensure content validity. The standardization of the tool was done in close consultation with the research supervisor to ensure that the tool collect the intended data. However the researcher identified relevant items for the interview guide and then pre-testing of tool was done to avoid ambiguity in the items.

### **3.10.2 Reliability of instruments**

Mathias (2012) defined reliability as a way of assessing the quality of the measurement procedure used to collect data in dissertation in order for the results from the study to be considered valid, the measurement procedure must first be reliable.

Reliability test was done to ensure consistency of data generated using the tool. This was done through the, the content reliability of the instrument was done during pilot and appraised accordingly, again with technical support of the supervisor. The researcher conducted a pilot study in one ECD institution and compared the results with the research questions to check its consistency.

### **3.11 Ethical Considerations**

The procedure of data collection involved getting an introductory letter from Kyambogo University to undertake research on community involvement and quality teaching in Early childhood development institution in Soroti Municipality. This procedure of getting clearance was followed all through the field work period from getting permission from the authorities to distributing the questionnaire up to collecting data.

During the research process, the participants were assured of confidentiality by the researcher and the research assistant to safe guard the information obtained. For the purpose of anonymity the respondents were not asked to disclose their names. Finally informed consent was, as an ethical consideration be handled by first explaining the respondents what the research is about so that they willingly and knowing participate in research.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

In this chapter, the data has been presented and findings analyzed as per the research study on community involvement and quality teaching in early childhood development institutions, a case study of three of the five ECD Teacher Training Institutions in Soroti Municipality, Soroti District in the Eastern region. The themes that were developed from the research questions have been used for data presentation and analysis of the findings. The data analysis was carried out at the progression of the study where data accumulation methods directed the analysis. Interviews were used to capture the information from the principals and the members of the board of governors. Data was obtained from tutors and students through focused group discussion (FGD) and analysis of their documents.

#### 4.1 Demographic Information

Understanding the information about the respondents who provided this data is vital. It helps in analyzing and making inferences on the information they have given. Principals, students and Proprietors are key informants in this study since their instructional responsibilities have a legal provision as stipulated in the Education Act (2008) section 58 and 59 and Part B of the teacher scheme of service (2013). Twenty seven respondents were interviewed and one hundred ninety participated in focus group discussion. Their designation and number of years in the current position are presented in the table below.

**Table 4.1: designation and numbers of years of key informants**

Name ( pseudo names)	Designation	No. of years in the current position
ST	Students	1-2
T	Tutor	2-6
PTA	Parents Teachers Association	1-3
RL	Religious Leaders	1-6
LC	Local Council	2-5
PT	Proprietors	3-8
BOG	Board of Governor	2-4
PR	Principal	1-5

#### 4.2 Ways in which community is currently engaged in ECD Institutions

The revelation from the findings of the study indicated that monitoring institutional activities was one way in which parents/guardians and other stakeholders are currently engaged in ECD Institutions. Monitoring was done as a process and not as one spot activity by the parents/ guardians and other stakeholders who are currently engaged in ECD Institutions. For the respondents, monitoring institutional activities are done as a collective responsibility of different stakeholders from the community where the ECD institution is located. For example respondent BOG3 said,

“Community have a great support, they have positively embraced the ECD programme as advocated by the ministry of Education, they are involved in the monitoring as stakeholders by giving awareness hence effectiveness and through structured committee

constituted from caregivers racket that give progress to learning.” (BOG3, Personal communications, 25<sup>th</sup> May, 2019).

This stand was affirmed by respondent PTA1, a parent, who confirmed during an interview that, “these different stake holders help us to monitor the operation and progress of what goes on in the institution that are relevant to the content which is supposed to be taught” (personal communications, 25<sup>th</sup> May 2019). It was also evident according to the documents analyzed in case of PR2 for the prepared minutes of relevant meetings held with different stakeholders and the visitors book which show how regular were the parents/guardians and other stakeholders are currently engaged in ECD Institutions. (Document Analysis (DA) of PR2 in research notes, 1<sup>st</sup> June 2019).

Another role for community is advocacy for the institution as a means for effectively getting engaged in ECD Institutions. Participant PRO3 elaborated that:

“One of the very strong supports the community, s sole responsibility in the insight level of Education as a backbone for development, their support towards continuous equipping of teachers as it’s a mandate for government but their community role is a trigger to fulfilling government programme. Community advocacy had also improved ECD as an efficient avenue for professional development (personal communications, 27<sup>th</sup> May, 2019).

Another roles the stakeholder is monitoring the conduct of teacher trainees in the institution.

This was confirmed by another respondent T1 who said that,

“I was sharing with the staff of this Institution what the parent are helping the ECD institution with because I saw them coming to visit the ECD teacher training institution. However some of the parents visits were very necessary because they reporting the

conduct of students outside the college on regular basis.” (Personal communications, 25<sup>th</sup> May, 2019).

Indeed by the analysis of the documents displayed in the office of PR3, some documents were well designed and written indicating the schedule of the BOG and the PTA for monitoring the institution, the well designed and drawn charts were most likely to have been as a result of guidance from the institution to engage parents/guardians in the ECD institution.

It follows that, monitoring institutional activities needed to be made with the support from the ECD institution, as one respondent PR2 said, “Well, I support them in making sure that they monitor the activities in the institution effectively and providing them all necessary information that they may need” (personal communications, 24<sup>th</sup> May, 2019). Similarly, PT3 confirmed this position and said,

“Ok we guide them in making sure they monitor the students both when they are in college and out the college for example when they go to the nearby trading centres and the borehole the community puts an eye on them” (personal communication, 27<sup>th</sup> May, 2019).

The proprietor, who was a key respondent in regard to his position at ECD institution, said,

“I encourage teachers to help parents/guardians and other stakeholders to monitor student teachers on how to make good teachers in order to effectively execute their duties in the classrooms” (personal communications, 25<sup>th</sup> September 2018).

This response indicated that, it could be of importance that the head of the institution attaches the monitoring of ECD institutional activities as a way of engaging parents/guardians in the ECD institutions. This can support student teachers in the teaching of young children in pre-primary schools. In other words, these articulations show that the respondents connect significance to the monitoring of the genuine activities for the learning of student teachers in the

ECD institutions as they consider this will make it simple for the student teachers to professional caregivers. This was also argued by ST3 in the FGD who said that, “the experience I have got here is that parents/guardian are monitoring whatever we do as well as other members of the community. They want to find out what we do outside the college and how we study. My tutors talked to us on how to welcome parents/guardians and other stake holders to see what we are doing here at college.”(Personal communication FGD, 22<sup>nd</sup> May, 2019) The tutors additionally consider that by including the parents/guardians and stakeholders to monitor the ECD institution activities they are brought closer to understand the operation of ECD institutions in training of caregivers.

The study additionally uncovered the importance of the utilization of monitoring institutional activities as a way of improving the engagement of parent/guardians in to monitoring the ECD institution. The ECD institution proprietors noticed the component of monitoring institutional activities among the student teachers and their association to quality in regard to the output. For example respondent D3 said that, “I support them because they help to identify gap that we have in the institution and suggest measures of improving quality in the training of ECD teacher as soon of the stakeholder have expertise we require ” (personal communications, 24<sup>th</sup> May, 2019). By the analysis of the comments displayed by respondent D3, these were well prepared with relevant information about what parents said on issues they have got for the ECD institution. (Research notes, D3 1<sup>st</sup> June, 2019). This conforms to the issue raised by the respondent ST2 who during FGD said:

I would like us to share information about when and how we are supposed to be monitored by our parents/guardians and other stakeholders in the community...according to me we always find different people some we even don't know asking us about the college and what we do here. They watch where we enter and when we come out which I

see that we are being monitored by very many people in the community. (personal communications, 25<sup>th</sup> May, 2019).

These statements indicate that, though much has been done on the production of instructional materials the student teachers were still uncertain on how well they should be used in the a mathematics lesson. For participants, they dealt more on providing and making of instructional materials and possibly less on their usage in the classroom.

The study revealed that respondents had mixed views on provision of resources as a way of getting parent/guardians and other stakeholders to be engaged in the ECD institutions. It was important to strategically scrutinize the different aspects involved in the provision of resources that the participants normally apply because these in turn goes to benefit of engaging parents/guardians in the ECD institutions. For the ECD institutions to effectively engage the parent/guardians and other stakeholders they need to develop their confidence, they need well-selected approach, identify adequate time and resources that parents/guardians should provide for guidance during planning. These ideas were developed as a result of emerging theme from the study, as most participants in their acknowledgement about provision of resources as a strategy that facilitates effective engagement of the parent/guardians and other stakeholders in the ECD institutions.

Offering structures for use by the institution from the research findings, participants have raised the aspect of offering structure that highlights the selection of resources and which parent/guardians and other stakeholders should be engaged to provide such resource in the in ECD institutions as befitting approach for engaging parents. The following were the perspectives amid the interview with the participants T3 who said that, "They have provided land for construction of the institution, materials for building, provides resources and finances above all the labour they give." (Personal communications, 27th May, 2019). The methods used to engage parents/guardians in the community should be well planned for before approaching

them because different stakeholders may require different methods. Supporting ECD institutions with appropriate resource provides opportunity for the parent/guardians and other stakeholders to understand better how important for them to be engaged in the ECD institutions. The same position was re-affirmed by another respondent PR2 who explained that;

“Some members of the community hired out their buildings and signed tenancy agreements with proprietors”.

(PR2, personal communications, 24<sup>th</sup> May, 2019).

According to the documents analyzed from the bursars office, it was evident the parent/guardians and other stakeholders were supplying different resource to the institution.

(Research notes document analysis of work by PRI, 1<sup>st</sup> June, 2019).

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Giving advise on how to implement the institutional activities. The study also revealed that participants' identified the significance in the provision of resources to be very useful way of engaging parent/guardians in the affairs of the ECD institutions because they provided not only resources but also suggested methods and activities for the proper management ECD institutions. The respondents cited the element of providing labour, firewood, transport, security, text books, and other resources simplifies the mode of bringing different stakeholders closer to the ECD institutions. Respondent RL1 agreed and said that;

“we usually support them by coming to leader prayers here in the college, carry guidance and counselling of the student teachers who are undergoing the training and I encourage teachers to help them ” (personal communications, 24<sup>th</sup> May, 2019).

The ECD institutions had other resources that parents/guardians and other stake holders had provided and this was confirmed by ST2 during FGD who explained that; “As for our

institutions the church leaders come here every Sunday to lead prayers in the morning before he goes to conduct other prayers in their churches. They also give us advices on how we succeed in our education". (Personal communications, 25<sup>th</sup> May, 201).

There was an indication that some activities could not be effectively planned without the help of other stake holders. This was more evident in leading prayers during Sunday services for different denominations where the catechists, pastors and the lay readers are directly responsible in providing a service to the ECD institutions.

Providing to the institution, the findings from the study revealed that parents/guardians and other stake holders handle issue of support to ECD institution by carrying out community sensitization. These could be done in different fora like in churches, markets, schools, burial places and by organizing advisory meetings for student teachers and other stakeholders. The participants emphasized the presence of parents/guardians and other stakeholders in the community as one of the vital strategy to improve their engagement and building confidence towards the operation of the ECD institutions. For example respondent PTA3 explained, "First of all, when there are functions around this community of ours we bring to the attention of the people present in that function the availability of the ECD institution in the area. (Personal communications, 28<sup>th</sup> May, 2019). Student teachers also confirmed the role played by the parents in the community as they are engaged the institution activities, for example ST3 said:

For me I heard the information about this ECD institution from one man who introduced him in the burial in our village as a member of board of governors of this college. He gave detailed information about this college and this prompted me to talk to my father to join this course and he agreed and that is why am here. (Personal communications, 25<sup>th</sup> May, 2019).

During the same forum another respondent ST1 postulated that,

"So far in our village most people know about this college because my parent keep talking to other people about the course am doing and where the college is located and

encouraging other parents to bring their son and daughters here. So far in year one, we have five students who come who come from the same village with me". (Personal communications, 21<sup>st</sup>May, 2019).

These findings indicate that the presence of parents/guardians and other stake holders within the local community makes them to be more engaged in the institutional activities by sensitizing other parents which helps them to be in position of identifying the mistakes students and some parents make in selection of courses for their children and correct them immediately.

The findings from other principal in the study revealed that community sensitization by parents/guardians is a more effective approach of reaching other parents than the principals. For example respondent PR2 explained that, "They promote on behalf of the government the ECD institution the policy of ECD in these communities, therefore working as partners of development in their communities" (personal communications, 27<sup>th</sup>May, 2019). This position was confirmed by another respondent who said that,

- 1) "These are the experiences I got as am sharing with parents and other stake holders of this college is that, The proprietors / owners of the nursery schools which are located in the community are unaware of the government policy guidelines and regulations which is mostly part of the content in the ECD curricular cost units in ECD centres. Most of the time the content, the methods and the IMS are not adequately provided for in the schools. Sometimes there has been resistance for the implementation of these policy guide lines, consequently leading to a gap in the achievement of many learners in the learning process which has a negative impact in the foundation of the learners. There is no consistency as the proprietors decides as and when they should follow the ECD Policy in one word they don't have the technical knowhow." (T1, personal communications, 25<sup>th</sup>May, 2019).

The statements seem to indicate that both parent and other stakeholders are in position of providing information to both the college owners and people in the community on how the ECD institutions may be run.

Lastly, the participants according to the findings revealed that there was open space for sharing and engaging parents in the advisory meetings that are organised by different stakeholders in order to sensitize other parents and members of the community. These meetings are called for in churches, local communities colleges and other primary and secondary schools.. The respondent T3 explained that,

As these students report we call for assembly after assembly we call for a briefing for the parent/guardians to share information with student teachers and parents who have turned up for the meeting, they normally request the old staff to give some assistance to these student teachers and to ask them take the information home that can attract more of their friends to college. Sometimes we call them for a meeting with a principal or deputy and we sit with them to advise us that when student teachers come try to guide them. (T3 personal communication, 20th May 2019).

Thus, these statements indicate that respondents understand the importance of advisory meetings in the process of sensitization. However, the principal though pointing out the issue of meetings, did not explicitly point out how follow up is made to find out whether the resolutions in the meetings are implemented. The general and specific issues that the meeting disseminated were relevant to the development of the ECD institution.

In summary, the responses from the participants show that the strategies the ECD institution use to engage parents/guardians and other stakeholders in the institutional activities.

### 4.3 Influence of Community Involvement on the Quality of Teaching in ECD Institutions

Findings on the participants' influence of Community Involvement on the Quality of Teaching and methodologies used In ECD Institutions raises issues that have been put in the following sub-themes establishment of conducive relationship, and reasons for quality teaching.

Good relationship that provides quality teaching, research finding show that participants value the well-established relationship for the quality of teaching and methodologies used in ECD institutions. The principals in their perception saw freedom in how they were relating in the classroom and outside the classroom with members of the community. The respondent PR2 said that,

“We normally relate freely and cooperating with the community around the ECD institution together every one accomplishes much (TEAM) for any goal to be achieved, in an organization, there must be team work ECD Centres are no exceptions to this rule it's therefore important to enhance cooperation from all the stakeholders for the mutual benefit of quality teaching in ECD.” (PR2, personal communication, 24th May, 2019).

This position was confirmed by respondent ST3, who explained that,

we relate freely as we need support from these teachers in the nursery schools around because of their guidance and sometimes carry demonstration lesson, these teachers guide on how to start getting into a lesson very well and these teachers try to help us a lot because of the way we relate to with them (ST3, FGD, personal communication, 24<sup>th</sup> May, 2019).

The observations were also supported by the respondent T1 who said that, “The co-operation between the students teachers and the community is always good and when they complete, they say, “we may come back to teach”(T1, personal communication, 27th September, 2018). The respondent ST2 during the discussion affirmed that, “we cooperate with those teachers because they help us to get used to the school environment so that when we also qualify and we got out”

(personal communication, 25th May, 2019). I have noted in my interpretation that, the issues raised in the statements have converging perceptions citing the significance of influence of community involvement on the quality of teaching and methodologies used in ECD institutions. Nevertheless, the study findings show that, the influence of community involvement on the ECD institutions as well as the student teachers and the ECD institution administrators have mixed perception on their relationship to enhance quality of teaching and methodologies used. When the participants were asked why their relationship is working on well, they gave diverging views. For example respondent RL1 explained that,

“for me I own a nursery school where student teacher come to do school practice, so when they come I feel very ok and it’s something very good because they also come to learn and I feel relieved because they take over some of my teachers lessons since some of them are very cooperative” (interview RL1, 28<sup>th</sup> May, 2019).

This indicated that the respondent probably valued the relief brought to them by student teachers more than what they are supposed to do to influence quality teaching and methodologies in ECD institutions. However, on contrary the respondent ST3 elaborated that,

you can see when you are out of the college there some people who don’t feel well and think that you have come to disturb them because they don’t feel like helping anybody in relation to improving the quality of teaching in ECD institutions, so that can make them to assume that you are doing nothing you have just come to waste their time and of their children brings out relation whereby when you got to ask for help then somebody will not give you appropriate thing (ST3, personal communication, 25th May, 2019).

There is an indication that, the community influence may not necessarily improve the quality of teaching and methodologies in ECD institutions, the members of the community claim that the student teachers may still be not well prepared and only come to waste time with their children since they are just learning to teach.

The study also revealed that, community involvement is indeed one major reason that can foster quality of teaching and methodologies used in ECD institutions. The ECD teachers feel indebted to the support they got at the time they were student teachers and during their school practice and that motivates them to give maximum effort to improve on the quality and methodologies. For example respondent T1 agreed that,

“It is really good just because providing a conducive environment in terms of security accessibility of market.

Provide scholastic material” (T1, personal communication, 25<sup>th</sup> May, 2019).

Alongside that, the findings also show that the support provided to student teachers by other stakeholders and the community enables them to develop confidence while conducting a lesson. One participant ST3 during the focused group discussion explained that,

Those teachers in the nursery schools and members around this college who give us access to instructional materials helped to build confidence in us: Most specifically when you are teaching for example when you are teaching children may not get used to you at least when you have been supported by somebody you will also gain confidence (ST3, personal communication, 1<sup>st</sup> June, 2019).

This was confirmed by another respondent T3 who said that, “They feel so much contented and eager to continue with the practice of teaching once they have been helped by the community and they have gained confidence they as well produce quality teaching and this become work for the ECD institution” (T3, personal communication, 27<sup>th</sup> May, 2019). The influence of community has opened the minds of both the tutors and the student teachers in relation to lesson preparation and instructional materials development through exposure to the local environment around the ECD institutions. They both seem to appreciate the support they are being given towards the quality teaching and general issues in ECD institutions. The student teacher perceived that influence of community in their classes during lesson to be additional support for

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them. This was emphasized in the focused group discussion by respondent ST1, who brought forward the issue of experience and said that;

“Those members of the community have experience than us because they have different qualification and others are teachers that have stay in schools for many years, I think they know more than us and can support us in any way possible” (ST1, FGD personal communication, 25th May, 2019).

This raises the issue that, the community should be brought closer to the ECD institution to provide student teachers with different skills of quality teaching and methodologies during the training because of experiences.

Despite mentoring and building confidence of student teachers there seems to be need for more support in encouraging student teachers who are fearful. For example, the PR3 raised the issue of female student teachers being afraid of taking mathematics lessons and leaving these to be done by male counterparts. The participant said:”

Now the problem is ladies even these student teachers when they come, they say ‘mathematics is a hard subject so we leave it for the men to teach’, but we encourage by reminding them that you have come for examination you have to teach all the subject which subjects include mathematics, and sometime when we supervise we find male students are the ones teaching mathematics when actual it was the turn for a female student teacher but we keep guiding and encouraging both of them to teach mathematics.

This can be best done by the members of the community because of their influence in the institutions. (Personal communication, 20<sup>th</sup> May, 2019).

The negative attitude of female teachers towards teaching of some learning areas like mathematics seems not to be affecting only student teachers and tutors as well other members of the community who are providing support but quality of teaching and the methodologies.

To summarize the above findings, the participants’ perception was that, there were reasons of why the influence of community to support student teachers should be provided and among the

many reasons development of confidence was the major one emerging from the findings. For the support to be effective, the findings revealed that there should be conducive relationship between the community, ECD institution administrators and student teachers for the quality in teaching and methodologies to be achieved.

#### **4.4 Strategies to Strengthen Community Involvement in ECD Institutions**

Findings show that to strengthen community involvement some factors have to be considered, these factors have been categorized into two sub themes which include; the nature of communication and support from institution administration.

The effectiveness of communication in the community, the findings reveal that the strategy of interaction with one another is one of the many aspects of strengthen community involvement in ECD institutions. The way communication is channeled creates an atmosphere of support, which is either motivational or detrimental in Strengthening Community Involvement in ECD Institutions. This was shown when the student teachers shared in the focused group discussion where one respondent ST4 positively said that, “the experience I got when I interact with members of the community is that, when I communicate nicely with them, they feel motivated to assist us in any way possible. (ST1, personal communications, 1<sup>st</sup> May, 2019).

Another student teacher who was respondent ST3 during the discussion explained that;

During semi-final school practice, we faced a lot of problems, I had no idea of where I would get instructional materials but by collaborating and interacting well with members of the community they helped with some local materials like banana fibre, sisal, straws and taught me on how to make other instructional materials but by sharing experiences ideas. . (ST3, personal communications, 1<sup>st</sup> May, 2019).

This was further observed in the document analysed where there was a lot of information generated from the community meetings as a result of sharing ideas in support of ECD institutions. For example when the visitors book of PR 2 was checked through the comments

were available in the section of comments, there were positive comments on the interaction with the principal, tutors and students (Field notes document analysis for work of PR2, 1st June, 2019). The indication here therefore is that members of the community like to interact and share experiences with institution administrators on how to improve their practices in terms of preparation, teaching and service delivery in order to strengthen community involvement in ECD institutions.

The other stakeholders during the interviews conducted, had mixed comments on the nature of communication with the administration. For example one of the RL2 explained, Guidance and counselling was used as a method am involved because it was a way used for mitigating incidences of indiscipline DR besides warnings were given to those students who were found engaging. On any of the above indiscipline cases on discipline record book a few cases of indiscipline problems among the students were obtainable from the community however, it seem that students for most of the time were asked to apologies / ask for forgiveness for any of not only the mistakes they have committed but also of bad behaviours exhibited in some instances parents were invited and the way forward would be discussed between the management and the disciplinary committees, no suspension or expulsions were noticed in this regard.(RL2, personal communication, 24<sup>th</sup> May, 201).

This was similarly raised by the respondent PT who was the head of institution by affirming that, "Sometimes there are difficult students that you can try to help but the student is neglecting so you have to invite the parent. This therefore requires a good language when inviting them to college" (personal communication, 20<sup>th</sup> May, 2019). The issues raised by the proprietor and principal indicate that the community requires to be effectively shared and communicate with them in order to strengthen their involvement in the ECD institutions.

The research findings revealed that to Strengthen Community Involvement in ECD Institutions, There is need to consider support from the institutions administration as a factor that facilitates

community involvement in ECD institutions because improved modes of support by the institutions administration to some extent attracts parents participation. Amidst the communication with the participants, it turned out that institutions administration provide support in different ways from providing employment, sensitization and holding meeting with them. For example, the PR1 of the college said, “The ECD Centre can recruit any worker from the community especially if they are trained and they qualify” (PR1, personal communication, 20<sup>th</sup> May 2019). This was an indication that the principal had already structured strategies on how the community can be involved in the ECD institutions.

Moreover, the institutions depend on the community for resources and labour to use when supporting student teachers. This was raised by one respondent T4 who mention during interviews and said,

“Identifying resource persons from the community these resource persons are not only part of the stakeholders but also an asset to the ECD and to the community, they can provide materials knowledge time land and money that can be used to carry out the activities and achieve the stated goals of the ECD e.g. land can be used to make bricks for construction, members of the community can be asked to fetch water for making of the bricks” (personal communication, 27<sup>th</sup> May, 2019).

This was similarly affirmed by respondent PTA 2 who explained and said,

“some of them can be provide fire wood for burning bricks and some can contribute some fund for the transport of the bricks from where they have been burnt to construction site nurses from the health centres can be invited to the ECD Centre to talk to students about immunization program for children of age 3-5 in relation to the five killer diseases, can also take about child health and nutrition and child growth and development.” (Personal communication, 27<sup>th</sup> September, 2018).

The institutions administrators need the community to provide some services that can help the institution. This was also explained by respondent T1 who said, “Guidance and counselors can be invited to give guidance and counseling to students especially in regard to bad habits e.g. drug abuse smoking, chewing of Marijuana, alcoholism others can be advised on issues in relation to avoiding unnecessary sexual relationships that can lead to early pregnancy” (T1, personal communication, 27<sup>th</sup> May, 2019).

The student teachers raised another issue that needed the attention of the school administration, which was particularly concerning the unavailability of some personnel who can be got from the community at the time they needed support from them. This was pointed out by ST1 during focus group discussion who said, “For me I feel insecure whenever I come out at night because we don’t have an askari that guards the college at night yet there are many people passing here and the place is bushy. (ST1, personal communication, 25<sup>th</sup> May, 2019). The issue of few personnel was raised by respondent ST3, who said that,

At times we face problems whenever we seek for support for first Aid because in this college we don’t have a nurse sometimes you need support at night but you will not be able to get it (ST3, personal communication, 25<sup>th</sup> May, 2019).

There was an indication that the institutions had not tapped the community to provide services to the college. The findings also show that, the school administration was a key factor that was contributing to the support the community provide of scholastic materials, textbooks and organising advisory meetings.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents discussions, the conclusion from analysis. Suggested recommendations for further research in area of community involvement and teaching in early childhood development institutions has also been presented and the conclusion drawn.

#### 5.1 Discussion of Research Findings

##### 5.1.1 Ways in which community is Currently Engaged in ECD Institutions.

This part of the study deals with discussion of the findings that have been presented with brief interpretation. The study discovered that, the parents/guardians and other stakeholders used a strategy of monitoring institution activities to support the operation of ECD institution. The study further revealed that provision of resources could be improved as a strategy of improving on community involvement and quality teaching in early childhood development institutions. The study further revealed that the participants have raised the aspect of provision of resources that highlights the selection of resources which parent/guardians and other stakeholders should be engaged to provide such resource in the in ECD institutions as befitting approach for engaging parents. Parent/guardian and other stakeholders, tutors and student teacher agreed that support can be provided during the provision of resources. The study also revealed that Community sensitization to allow stakeholders to be present in the classroom when the student teachers are teaching were methods for support as they carried out demonstration lessons and organized advisory meetings. Furthermore, findings indicate that the aforementioned methods were vital strategy for student teachers to improve their teaching and develop confidence. The findings also indicate that the influence of community involvement on the quality of teaching and methodologies used in ECD institutions raises issues that have been put in the sub-themes; establishment of conducive relationship, and reasons for quality teaching In addition, the

participants perceived that strategies can be provided by establishment of conducive relationship, and critically analyzing reasons for the provision of resources to ECD institutions. Another factor revealed by the study Findings show that to strengthen community involvement some factors have to be considered, these factors have been categorized into two; the nature of communication and support from institution administration. The remaining paragraphs will discuss these findings in details.

In regard to the concept of monitoring institution activities to support the operation of ECD institution, participants in their understanding looked at monitoring institutional activities not only in terms of preparation but also on how effectively it can be done by different stakeholders. In a study done in Britain, Willie (2006) suggests that engaging parents/guardians and stakeholders into ECD training institutions, benefits to communities by monitoring the activities done in the institution in order to improve and strengthen the performance of student teachers (p.71). Therefore, the community requires the support of ECD institutions in gathering and selecting all necessary information relevant for both stake holders. Parents/guardians and other stakeholders considered different ways how institutions can be monitored by people within the school and others in the surrounding communities of the ECD institutions. This is in line with what Mikiko (2017) agrees with that notion. He claims that the community's critical role is to be a friend of school system and to address the issues of school management from the side of the community interests. He further adds that the critical role of a community is to ensure timely accountability. He continues that the only way of ensuring accountability in institutions is through establishment of management boards which are constituted by representatives of Parents, community and the school administrators. It is not only about quality of monitoring but it should be sufficient, sustainable and last longer for its benefits to be realized. This points out that once monitoring has collectively been done it is important for it to be well evaluated to establish its relevance. Parents and teachers have formed parents' teachers' association (PTA) which has become powerful and has directly involvement in the school affairs though the

formulation and execution of the local school policy are legally a duty of the school management committee (Wanyenze,2012). Though parent/guardians are involved in monitoring the process should be should be cost effective in terms of affordability and availability for both the different stake holders and the ECD institutional administrators. This is because student teachers need to be guided when deciding for how teach by selecting appropriate methods and instructional materials. However, the should not do the work for only ECD institution because this could limit their creativity and end up not learning what they are supposed to learn as well as limiting them from acquiring necessary skills in preparing instructional materials. Andambi and Kariuki (2013) suggested that, from teacher preparation colleges and during school practice, the teachers should come out with the required skills and knowledge to teach without any direct support from the tutors or other members of the community but work as a team with them.

It was further pointed out that, It is important to strategically scrutinize the different aspects involved in the provision of resources that the participants normally apply because these in turn goes to benefit of engaging parents/guardians in the ECD institutions. For the ECD institutions to effectively engage the parent/guardians and other stakeholders they need to develop their confidence, they need well-selected approach, identify adequate time and resources that parents/guardians should provide for guidance during planning. Though supporting classroom lesson with instructional materials has a positive effect on learning in the institutions , using them at the right time is also important for effective learning (Bedir & Özbek, 2016). Student teachers value the support on how they can use the instructional material in lesson institutions in the teaching because they find it not easy to decide which materials are relevant for which concept for young learners. Clarke and Sullivan (2012) suggest that, preparation for lesson by student teachers requires the support of different stakeholders in gathering and selecting instructional materials relevant for the lesson. Once materials are well made and used, they can be displayed in the classroom as a way of storing and facilitating incidental learning in children. Though Altinyelken (2010) in the study done in Uganda noted

that capacity was likewise a genuine issue in our communities on provision of some resources. It was evident that most stakeholders where student teachers were deployed for school practice did not know what to provide for teachers at that time. That was similar to the situation at the site of the study where ECD institution administration has guided the stakeholders of what to provide to institution.

Findings revealed that parents/guardians and other stake holders handle issue of support to ECD institution by carrying out community sensitization. These could be done in different fora like in churches, markets, schools, burial places and by organizing advisory meetings for student teachers and other stakeholders. The participants emphasized the presence of parents/guardians and other stake holders in the community as one of the vital strategy to improve their engagement and building confidence towards the operation of the ECD institutions. It essential to deliberately investigate the distinctive aspects associated with community sensitization that the participants ordinarily apply on the grounds to profit the learners. For the student teachers to convey the substance with certainty, they require a number of chosen strategies, lesson activities, sufficient time and sharing resources like textbooks for direction amid planning. Moreover, this can be achieved when the community is well sensitized and involving them in the mobilization of others. The strategy incorporates offering help to student teachers in arranging guidance on classroom administration, a method of conveying substance and criticism, help with assessing students work, and different activities that advance student teachers' in instructional knowledge and skills (Richter et al., 2013). Though student teachers need to be guided on to convey substance effectively Shulman (1986) also believed that teachers need more than just content knowledge but also the correct strategies to deliver it to the learners that they can get from different stakeholders if they are well sensitized.

The participants in the findings revealed that value the well-established relationship for the quality of teaching and methodologies used in ECD institutions. The participants in their perception saw freedom in how they were relating in the classroom and outside the classroom

with members of the community. Mac Naughton & Hughes, (2008) say effective communication, positive relationship and coordinated partnership between parents and staff is essential for high quality performance, care and education of children. These verbalizations show that the respondents add substance to the decision of relationship with community as a strategy that will upgrade the student teachers ability to teach and clear way for the learners to pick the content being taught. Moreover student teachers believed that by attainment of skills for teaching and improving their ability to work with learners depends on the support they tutors and other stake holders in the community. However, for these support to be achieved there is need for ECD institution administrators to dedicate their time in building rapport with community members, this in turn will help student teachers to utilize the time given to them appropriately. When time is properly utilized the student teachers will develop internal reasons which involve feeling confident, learning the subject matter better, and enabling lessons to run more smoothly, as well as predicting problems before they happen (Sahin-Taskin, 2017)

### **5.1.2 Influence of Community Involvement in the Quality of Teaching in ECD Institutions**

In addition to the previous, the study found that influence of community involvement is indeed one major reason that can foster quality of teaching and methodologies used in ECD institutions by providing support supervision. The quality in teaching and the application of methodologies in the classroom while student teachers are carrying out instruction allows them to identify gaps and areas of strength in the teaching that can adequately be supported by different stakeholders in the community. Participants also identified demonstration on how to teach certain concepts as creating an opportunity for learning. According to Rhodes, Stokes, and Hampton (2004) student teachers ought to be offered chances to gain from the community and other teachers in the demonstration they carry in order to improve their practice in teaching. By demonstration, general mentoring and guidance of mentors are useful practices that boosts

teacher trainees' confidence, self-control, lesson preparation, and classroom presentation (Vumilia & Semali, 2016, p.20).

The participants raised issues of advisory meetings as forum for sharing and reflection on how the influence of community involvement has contributed to the improved quality of teaching in the ECD institutions. However, the documents analyzed in order to identify the content of the minutes for the advisory meetings were only available with one student teacher having attended the meeting. This indicates that if the meetings were conducted then these were probably not done formally by most institutions and therefore what was discussed cannot be ascertained even though participants' raised general and specific issues that can influence community members to improve instructional materials and issues relating to pedagogy as matters that had been discussed.

### **5.1.3 Strategies to Strengthen Community Involvement in ECD Institutions**

The findings reveal that the strategy of interaction with one another is one of the many aspects of strengthen community involvement in ECD institutions. The way communication is channeled creates an atmosphere of support, which is either motivational or detrimental in Strengthening Community Involvement in ECD Institutions. The participants agreed that their relationship with community was working well and so gave a clear way to offer support to student-teachers when needed. The student teachers also corroborated their ability to relate freely with mentors who are both in the colleges and in the community and have gained much support as required such as classroom management. According to Avalos (2011) the community go about as an outside source that offers help to the student teachers in creating effective teaching propensities for young learners . This concur with (Hadi & Rudiyanto, 2017), which suggest that different stake holders play roles of significance in achieving the mentoring objectives such as to provide supportive learning environment for student teachers. The relationship was cited to have involved participants to cooperate in the organizing classrooms

which in turn made student teachers think of coming back to teach in the schools within the given community even after school practice. The cooperation supports the stake holders' relationship by ascertaining from them how much their mentees utilize them for support and the degree to which the mentors feel efficacious in their work. Nevertheless, while ECD institution owners said the relationship was working well members of the community, some of them also had a feeling that student teachers had not directly got enough support from the community in part of their teaching duties. The positive relationship links the mentors and mentee emotionally for professional growth and development (Hadi & Rudiyanto, 2017). Student teachers on their side revealed that though their relationship was seen to be good, they don't have direct access to the members of the community who feel assuaged by their work, they likewise guarantee that the student teachers are as yet unprepared and just come to sit idle with no creative ways of engaging with the parent/guardians while they are at college. This feeling makes student teachers to be reserved in consulting the members of the community.

Findings show that there were various ways of how different stakeholders provide support to ECD institutions. It was appreciated that offering support to ECD institutions is cyclic in nature as the community offers support they too received it back when the teachers come to teach their children. However the reason seems not all that persuasive because in a study done in Australia by Hudson and Peard (2006) the authors underscore that for student teachers to obtain satisfactory support through community involvement, there must be an arrangement of particular attributes and practices for ECD institutions to incorporate sufficient substance learning, trust in and demeanor towards different stakeholders. The findings also show that the support provided to ECD institutions enables them to develop confidence while conducting their programmes of teacher preparation. This increased confidence is a result of being supported in preparation and actual implementation of the ECD institutions programmes.

## **5.2 Conclusions**

### **5.2.1 Ways in which Parents/Guardians and other Stakeholders are Currently Engaged in ECD Institutions.**

The study has established that parents are engaged in monitoring the quality of teaching provided in the institution. The process includes finding and correcting relevant issues in the ECD institution, designing, making and utilizing avenues to improve the performance in the institution. Findings show that the community members directed student teachers where to get local materials from the school neighborhood, participated in drawing, making and guided them on how to use materials during teaching depending on their significance and functionality. The provision of resources as a way of getting parent/guardians and other stakeholders to be engaged in the ECD institutions. It is important to strategically scrutinize the different aspects involved in the provision of resources that the participants normally apply because these in turn goes to benefit of engaging parents/guardians in the ECD institutions.

### **5.2.2 Influence of Community Involvement in the Quality of Teaching in ECD Institution**

And student teachers agreed that support can be provided by the community lessons preparation and during instruction. They did this by their presence, as well as carrying out demonstration lessons and organizing advisory meetings. These were vital strategies for student teachers to improve their teaching and to develop confidence in teaching hence improving the quality of teaching.

The participants perceived that support could be provided by the establishment of conducive relationship, and critical analysis of reasons for the provision of resources to the ECD institutions as an important strategy scrutinize the different aspects involved in the provision of resources that the participants normally apply because these in turn goes to benefit of engaging parents/guardians in the ECD institutions to student teachers for the teaching of mathematics during school practice. The findings show that, though there were diverging views, student

teachers agreed that there was good relationship between them, the institution administrators and the community in providing quality teaching.

On the factors that influence support to student teachers, the study established that, the way communication was channeled creates an atmosphere that can motivate or demotivate the community or college administration in giving or receiving support. The institutional administration offered support by provision to different stakeholder in an endeavor to involve the community and , guidance and counseling in different meetings in order to facilitate mentoring of student teachers to be smooth and effective.

From the analysis, it can be concluded that, parents/guardians and other stakeholders are currently engaged in ECD Institutions in different ways, apart from monitoring institutional activities, parents and other stakeholders are involved in the provision of resources as a way of engagement in ECD institutions. The findings also revealed that community sensitization was a vital way of involving parents and other stakeholders in ECD in institutions. This is most likely to develop student teachers' competences in the preparation and use of instruction materials. There should be some mention that usage is not given as much prominence – since you will tap on to it during recommendations.

In the analysis, the influence of community involvement on the quality of teaching and methodologies used in ECD institutions raises issues that have been put as establishment of conducive relationship, and reasons for quality teaching.

### **5.2.3 Strategies to Strengthen Community Involvement in ECD Institutions**

They are able to gather data that facilitate their advisory meeting and demonstration lessons. It is important that the community understands the gaps in the student teacher's instruction so as to provide the required support to improve the teaching.

Considering the analysis on the nature of communication between the community, tutors and student teachers; it can be concluded that, the way communication is utilized creates an atmosphere of support that can motivate or deter the quality teaching in the ECD institutions.

However, the relationship should remain professional to support student teachers the institution administration in general. This implies that the participants need to use the relationship as a means of support in the teaching through regular consultation and guidance.

The research aimed to explore community involvement and teaching in early childhood development institutions. The study found out that, the community monitor the institution activities, provide resource and sensitize the community in order to support the ECD institutions. influence of community involvement on the quality of teaching and methodologies used in ECD institutions raises issues that have been put in the following sub-themes; establishment of conducive relationship, and reasons for quality teaching. Moreover, conducive relationships and the reasons for supporting student teachers were perceived to be very vital in improving the quality of teaching.

### **5.3 Recommendations**

The study found that parents/guardians and stakeholders are currently engaged in monitoring the institutional activities. It is recommended that directors should lay strategies that will promote their interest towards the participation.

This study found out that the community is advocacy for the institution as a means for effectively will getting engaged in ECD institution. It is therefore recommended that the institution should actively involve the community in order to give clear evidence about the institution.

The finding from the study reveals that parents/guardians and other stakeholders handle issues of support by carrying out community sensitization. It recommended that school administrator inviting them for functions, meeting.

The finding shows that the participants value the well established relationship for the quality of teaching. It is recommended that the institution and the community should work more

collaboratively to establish how best the student teachers could be supported in order to achieve quality teaching.

From this finding, community has offered the structures for use by the institutions that highlights the selection of resources. It recommended that parents/guardians and stakeholders should be engaged to provide such resources in the ECD institutions and the institution should provide resources and finances above all labour they give.

#### **5.4 Recommendation for further research**

This research was qualitative case study carried out in three private ECD institutions in Soroti municipality, in Eastern part of Uganda. The study aimed establishing the way the community involvement and teaching in early childhood development institutions. I recommend for further study to be carried out to establish how prepared is the community to get involved in ECD institution in order to improve the quality of teaching by student teachers during school practice.

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**Appendix A: Interview Guide for, Religious Leaders, Local Council Members, PTA and Board of Governors.**

Dear respondent,

I am **Achola Miriam**, a student of Kyambogo University pursuing a Masters of Education in Early Childhood Development. As part of my academic requirement, am carrying out a research on the topic "*Community Involvement and Early Childhood Development institutions in Soroti Municipality*". You have therefore been purposefully identified to as a resourceful person in providing the required information. The purpose of this research is purely academic and the information you will provide will be anonymously treated as confidential.

**Section B: Ways in which parents/guardians and stakeholder are currently engaged in ECD institutions in Soroti Municipality.**

1. What are the composition of your community?
2. Have the ECD training colleges benefited from the community
3. What infrastructures does the community provide to the ECD training college?
4. In which ways have the community support enriched the teaching- learning processing ECD training colleges?  
Any other specify.....
5. To what extent have ECD teachers' education improved due to community support? "

**Section C: The influence of Community Involvement on the quality methodologies used in ECD institutions in Soroti Municipality.**

- 6. Do ECD schools work with the surrounding communities?
- 7. If yes in 6 above, in which areas has the community helped ECD teacher education?
- 8. If no in 6 above, is there good relationship between the schools and community?
- 9. Which of the following challenges do ECD training colleges experience in using the community?

**Section D: Strategies to strengthen community involvement in ECD institutions.**

- 10. What mechanisms/strategies has your school put in place to enhance community contribution towards teaching-learning process?

.....  
.....

- 11. Which of the following ways can be adopted to facilitate community support towards ECD training college development?
- 12. In your own view, what should the community do to promote teaching learning process in the ECD training Colleges?

.....  
.....

**“Thanks for your cooperation”**

## Appendix B: FGD for Tutors and Students

Dear respondent,

I am **Achola Miriam**, a student of Kyambogo University pursuing a Masters of Education in Early Childhood Development. As part of my academic requirement. I am carrying out a research on the topic “*Community Involvement and quality teaching in Early Childhood Development in Soroti Municipality*”. You have therefore been purposefully identified as a resourceful person in providing the required information. The purpose of this research is purely academic and the information you will provide will be anonymously treated as confidential.

1. What are the roles of the community in enriching the ECD teaching- learning process?
2. How has ECD teachers service delivery improved due to community support?
3. What is the relationship between the colleges and community?
4. In which ways have the community support enriched the teaching- learning process in ECD training colleges?
5. What strategies has your school put in place to enhance community contribution towards teaching-learning process?
6. In which ways can the community facilitate support towards school/college development?
7. In your own opinion what should the community do promote teaching learning process?

**Appendix I: Document Analysis Protocol**

<b>Type of document</b>	<b>Reason</b>	<b>Comment</b>
Discipline committee minutes	To obtain information on how discipline related problems have been managed and whether community have been engaged on quality teaching	
Discipline record book	To obtain information on student discipline problems	
College results	To obtain information on students' performance	
colleges' termly programmes	To obtain information on whether the terms' programme caters for activities that can engage community like class meetings, career talk.	

**“Thanks for your cooperation**

**KYAMBOGO**  **UNIVERSITY**

P. O. BOX 1, KYAMBOGO – KAMPALA, UGANDA

**Faculty of Education**  
**Department of Early Childhood Education**

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**INTERNAL MEMO**

**FROM:** Chair, Department Graduate Board, 18<sup>th</sup> March 2019

**TO:** Ms Achola Miriam **REF:** 16/U/13372/GMEC/PE  
C/o Early Childhood Education  
Department

**REF: APPROVAL OF RESEARCH PROPOSAL**

This is to inform you that the Faculty Graduate School Board at its meeting of 6<sup>th</sup> March 2019 approved your research proposal for the Master of Education (Early Childhood Education). You can now proceed to the field for data collection.

Thank you.

Yours sincerely,



Assoc. Prof. Ejuu Godfrey

**FOR: CHAIR, FACULTY GRADUATE BOARD**

CC Chair, Early Childhood Education Department Graduate Board

**Supervisors**

- 1 Dr. John S. Maani  
Teacher Education & Extension Department
- 2 Rev. Dr. Grace Lubaale  
Teacher Education & Extension Department