

**TEACHER COMPETENCE AND CHILDREN'S PARTICIPATION IN
KINDERGARTEN CLASSES: A CASE OF CENTRAL DIVISION OF KAMPALA**

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DECLARATION

I, Jivani Malika declare that this dissertation titled “Teacher Competence and Children Participation in Kindergarten classes: A case of Kampala, Central Division of Kampala, Uganda is my original work which has never been submitted to any institution for any award. I am now submitting it to the Faculty of Education Graduate Board of Kyambogo University with the approval of my supervisors.

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APPROVAL

This Dissertation titled “Teacher Competence and Children Participation in Kindergarten Classes: A case of Kampala, Central Division of Kampala, Uganda” by Jivani Malika has been developed with our guidance and it is now submitted for examination with our consent as supervisors.

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DEDICATION

This is dedicated to Almighty God and to my family, for all their love, patience, kindness and support. Finally, to the one and only Mrs. Aneela Mukhi who has always been my greatest inspiration.

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ACRONYMS

ECD	:	Early Childhood Development
L.F.W	:	Learning Frame Work
MoES	:	Ministry of Education and Sports
PD	:	Professional Development
UN	:	United Nations
ZPD	:	Zone of Proximal Development

ABSTRACT

Development of children's competences depends greatly on how they are involved in learning activities during the learning process. Different studies suggest that children, especially in low income countries like Uganda in many instances stay in class passively as teachers do all activities on their behalf. Children aged 3-5 years were found to show lack of participation during class time even when they were given materials to use. It was not clear whether this practice was by design or it was as a result of teacher competences. The purpose of the study was to find out why children participation in kindergarten classes is not satisfactory yet teachers are competent. The objectives of the study were; to discover the methodology teachers were using to promote children participation, to assess the role of teacher's content knowledge in promoting children participation and to find out the relationship between teacher competence and children participation. The study was conducted in Kampala Central Division among 395 respondents. The study used the cross-sectional survey using questionnaire, interview guide and observation protocol. Simple random sampling and Purposive sampling were used for the study. Quantitative data was entered into the computer using SPSS programme while qualitative data was analyzed using frequencies, percentages, correlations and cross tabulations. The main findings of the study were that teachers are competent enough to promote adequate participation in their classrooms. Children do not participate in class because of other factors such as pressure from parents on teaching reading, writing and arithmetic, lack of support from the administrators, lack of teaching aids to mention but a few. However, teachers need Professional Development to polish their teaching skills and methodology to have participation in their classrooms. Teachers have the qualifications needed to teach young children though they lack concrete knowledge on Participation. Kindergarten classes are dominated by academic work which includes written exercises in books and few hands on activities. In conclusion, the study observed that there is a weak relationship between teacher competence and children participation in Kindergarten classes. The study recommends that teachers need to modify their teaching methods in order to accommodate and promote children participation. The government should support building of solid structures and systems within and outside schools to encourage and support Professional Development. Parents should be educated on the benefits of children participation and active involvement during classroom time.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter consists of the background of the study, the problem of the study, the purpose, the objectives, the research questions, the significance of the study, the theoretical and conceptual frame work, scope of the study, limitation and delimitation of the study and operational definitions of key terms.

1.1 Background of the Study

Over the past years, the idea of children participation especially in Kindergarten classrooms has emerged as a key factor in learning achievement (Fredrick, Blumenfeld, & Paris, 2014). Several studies conducted in kindergarten and Early Elementary classrooms have suggested children's engagement in learning activities as the most appropriate method that promotes learning and therefore should be fostered in children (Hughes and Kwok, 2007). In USA, Participation of children is regarded as an experience of being important and belonging (Karlsson, 2012; Thomas, 2002). Children are allowed to participate freely; a few children draw or paint, some play house, while some tune into the instructor read a story so anyone might hear. Exercises differ in every session. Children participate mostly through playing with their peers that play vital role for their natural development and success in later school.

In Japan participation begins at home. There are numerous books and television shows aimed at helping mothers of pre – school children educate their children and to

“parent” more effectively. The involvement of children is taken seriously as much of the home training is devoted to teaching manners, proper social behavior and structured play, although verbal and number skills are also popular themes. From home, children join Japanese kindergarten which is exemplified by the concepts of *nobinobikyouiku* (roomtostretch) and *jiyuuasobi* (free play), where a large part of children’s day in kindergarten is spent in free play with little teacher involvement or direction (Lewis, 1995).

India’s kindergarten system consists more of teachers centered and spending most of the classroom time at the chalk board, children spend most time repeating after the teacher and memorizing information. Children are then provided with picture books to color or write what has been learnt. A small section of the school day is dedicated to outside play under the teacher’s supervision. This is referred to as Physical Education (Ballard, 2011). This clearly shows the low levels of child participation in these schools.

In Malawi where Community based Child Care Centers have been established, play and social interaction are important parts of the Early Childhood Development programs (Munthali, 2014). There are a variety of activities that children participate in everyday such as painting and drawing, pasting, clay modeling, singing, storytelling, puzzling, free play, rope skipping, sand and water play, spiritual activities inclusive. Singing is the most popular daily activity. However, indoor and outdoor play materials that support participation are limited. Most Community Based Child Care centers are not well equipped with indoor play materials.

In Uganda , efforts have been made to improve Early Childhood Education for instance: in 1960, the Ugandan government sponsored Grade2 teachers to train in Infant Methods in the United Kingdom .This was the first attempt at improving teacher methodology in Kindergarten classrooms though it was not aimed at improving children participation. Consequently, after much lobbying from Private Nursery School owners, the Uganda Education Sector ECD policy was developed and launched in 2007 (MoES, 2007).The policy was meant to guide different Service providers on their roles, coordinate actors and guarantee government support.

Since the policy was launched, it is assumed that many things have happened in the right direction while there are others that may not be happening as expected (Ejuu, 2012).Children participation in Kindergarten classes is one of those things that are not happening as expected. Uganda is a developing country with a highly privatized kindergarten system that started way back in the 1930s .These groups of people felt that such programmes were important in order to prepare children for formal education(Malinga, 2000).In most of the Ugandan Kindergartens, participation involves children sitting passively without access to various activities throughout the day, such as block building, picture books, paints, other art materials, and table toys such as puzzles. Filling out worksheets and pre written work in exercise books is a primary activity (Kyasanku, 2017).

Conceptually, Children's participation means children having an opportunity to express their views, influence decision making and achieve change. Thomas (2007) describes Children's participation in boarder terms as any form of social engagement and in specific terms he refers to it as taking part in decision making. Participation in early

childhood is a personal experience of being listened to and being involved. Pramling, Samuelsson & Sheridan (2003) concur with this as they argue that children have the competence and the courage to have influence in everyday activities while educators respect their perspective and seek to promote children's participation. However Sinclair (2004) has expressed that participation is a complex and dynamic phenomenon. She suggested that the key elements of participation are children's involvement in power-issues such as decision –making, nature of the participation activity and practices, characteristics of the children involved and the level of participation. In this thesis participation is understood to be a democratic right of a child (UN, 1989) and a learning strategy of shared meaning making and in a wider perspective the process of transformation from a helpless child to a competent and active member of the society.

Teacher competence on the conceptual note refers to the knowledge, skills, attitudes and experiences which teachers should have. Milan (2008) agrees with this as he states that teacher competencies are the skills and knowledge that enable a teacher to be successful. To maximize learning, kindergarten teachers must have expertise in a wide-range of competencies in an especially complex environment like a kindergarten classroom where hundreds of critical decisions are made each day. Wenglinsky (2002) suggests that the power of an effective teacher is something that can be easily experienced. How we can separate effective teachers from ineffective ones and use this information to support better teaching is still the most complicated thing to do. However, support structures for teachers can be helpful. Often teachers are not valued enough and consequently their confidence and self-esteem are very low.

Theoretically, teacher competence influences Children's participation. This argument is based on Vygotsky's (1978) theory of ZPD. The theory states that, there is a dynamic interplay between mind and language that occurs through social interactions between a child and the environment in the ZPD. This theory is supported by Jerome Bruner (1960) the theory of Scaffolding. Consistent with the concept of the ZPD, teachers observe children's independent activities to support and scaffold their participation and development as needed not by correcting them but by guiding and teaching them (Farmer, McAuliffe, and Hamm, 2011; Hoa, Gol-Guven, & Bagnatoc, 2012; Pianta, 1999). From this perspective, teachers play an important role in scaffolding the cognitive and social development of children (Farmer, McAuliffe, & Hamm, 2011; Pianta 1999). In this study, the aim was to promote Children's participation by encouraging teachers to provide enough assistance so that children can do activities on their own.

Contextually, in Kampala Central Division Children are not given chance to explore their ability, it's more of studying than nurturing, it is actually confining to the child (David, 2012). Kindergarten schools still expose children to inappropriate written examinations and some use their own curriculum, some of which tends to cover primary one work (MoES, 2007). This practice continues in Ugandan Kindergartens even when many studies have proved that the disadvantages of examinations outweigh the benefits. It has been proved that examinations are associated with low self esteem, anxiety and other problems which can be dangerous to children at such an early age. Emphasis in Kindergartens is supposed to be on moral development, imagination, self-reliance, thinking power, appreciation of cultural backgrounds, customs, and language and

communication skills in the mother tongue. All this ensures that children develop holistically while determining what they want to do and how to do it which is regarded as participation in learning. Sadly, parents prefer children to be first taught reading, writing and arithmetic. Reading, writing, and arithmetic are important skills for children but they present less opportunities for children to participate in learning activities. Teachers also have less knowledge on what ways to promote participation while teaching reading, writing, and arithmetic.

Chalkboard plays a central role in children's lesson time and most of the time during the week is devoted to 'book' or 'class work'. Children are always dependent on their teachers in everything to do with learning and they can't think critically. This trait suppresses the creative side of their personality and they never get to know their strengths. There is an absence of well equipped outdoor space and outdoor time which is supposed to promote participation as it teaches them to explore and become confident in learning to try new things without being guided by adults. It is against this background that the researcher wants to establish how teacher competence influences Children participation.

1.2 Statement of the Problem

When you have teachers who are competent they engage children and make them participate fully in class. In the Kindergarten classroom setting, learning occurs through participation that requires children to pay attention, to observe and to actively manipulate materials. It is up to the teacher to therefore include relevant activities into the lesson to prompt the students to get involved.

In Kampala Central Division kindergartens, there is limited one-to-one interaction between the teacher and the children; it is the teacher who solely works with learning materials while the children are passively watching. Teachers are usually stationed at the chalkboard explaining ideas as they speak to a few children. It has been frequently observed that Children are not given chance to explore their ability and express themselves. Children are subjected to teacher directed group activities or seat work for the larger portion of the class time.

Young children are willing (they want to participate) to learn things that are interesting, meaningful and relevant to their lives (Bransford,2000). Yet, a study by Zalwango (2013) in Kabarole district revealed that children participation in Ugandan schools is characterized by manipulation, decoration and tokenism as the dominant levels of participation. Zalwango (2013) further indicates that the implication of this nature of Children participation is that it does not recognize children's capacities; neither respects their views nor values their contributions as social actors. Teacher competence has been questioned in relation as to why children do not fully participate in activities in the classroom. It is wondered, if the teachers have the skills, then why children are just sitting passively in the classroom. This therefore created the need to find out the relationship between teacher competence and children participation in kindergartens of Kampala Central Division.

1.3 Purpose of the Study

The purpose of this study was to find out why Children participation in kindergarten classes in Kampala, Central division is not satisfactory yet teachers are competent.

1.4 Objectives of the Study

- 1) To discover the methodology teachers are using to promote children participation.
- 2) To assess the teacher's content knowledge in promoting children participation.
- 3) To find out the relationship between teacher competence and children participation.

1.5 Research Question

The study was guided by the following questions;

- 1) Which methods do teachers use to promote children participation?
- 2) What is the role of teacher's content knowledge in promoting children participation?

1.6 Research Hypotheses

Null Hypothesis

There is no significant relationship between Teacher competence and Children participation.

1.7 Significance of the Study

- 1) This study obtained information that may help the practitioners in Kindergarten education to improve their service delivering to children for better participation.
- 2) The study also generated more information that may enable the government of Uganda to develop better policy to support children participation in kindergarten.

3) The study has made a base for further research that may be a source of reference to improve participation in kindergartens in Uganda.

1.8 Scope of the Study

1.8.1 Content Scope

The Content scope for this study was to find out the relationship between teacher competence and children participation. Other aspects of the study included: the methods teachers are using to promote children's participation, the content of knowledge teachers have that promotes children's participation.

1.8.2 Time Scope

The study covered a period of 6 years from 2014 to 2019. The data was collected in a period of three months between May and August 2019.

1.9 Limitation and Delimitation

1.9.1 Limitation

- The researcher was faced with limited financial recourses for transportation to the various research areas and printing costs.
- The researcher was faced with some respondents refusing deliberately to disclose some research information for confidentiality reasons.
- The researcher was faced with limited time for carrying out and completion of the research.

1.9.2 Delimitation

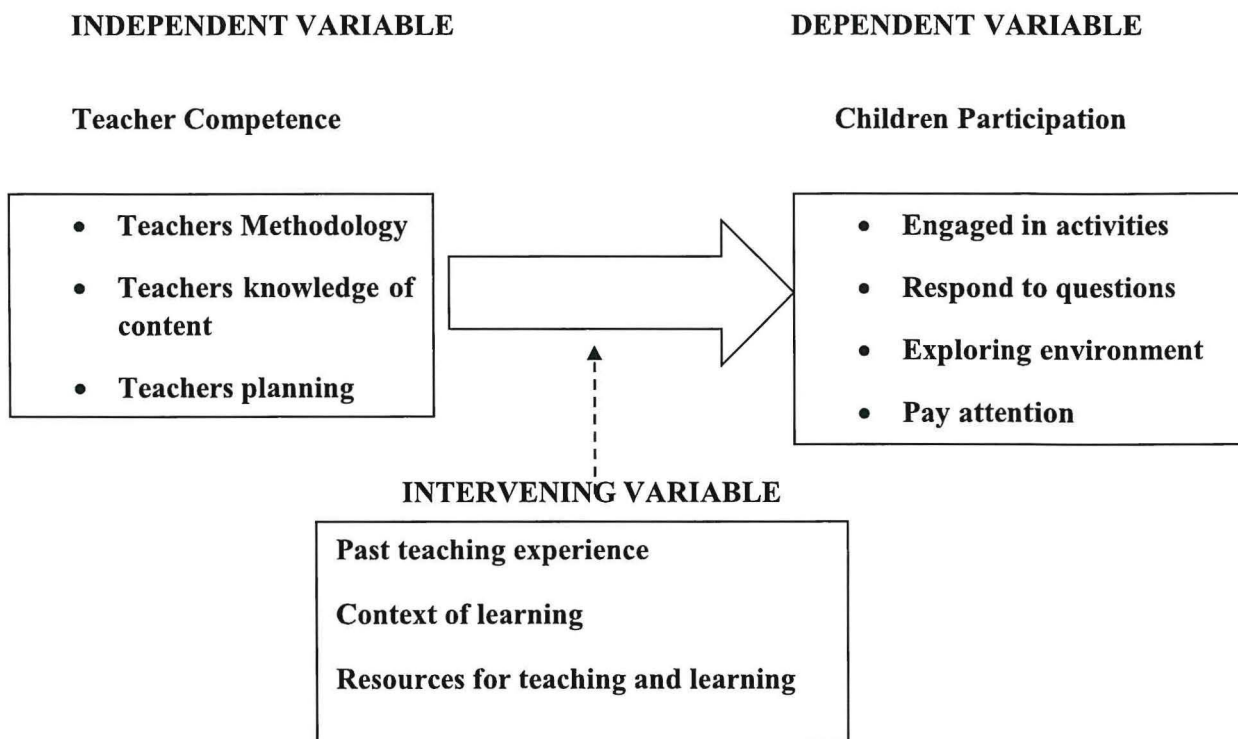
This study was carried out in randomly selected kindergarten Schools in Kampala Central Division; the findings do not represent practices in all Kindergarten schools in Kampala District.

1.10 Theoretical Framework

In this study, the relevant theory is Vygotsky's (1978) theory Zone of Proximal Development (ZPD). This "zone" is the area of exploration for which the children is cognitively prepared, but requires help and social interaction to fully develop (Bruner, 1999). This theory is supported by Jerome Bruner (1960) the theory of Scaffolding. A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the children's evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modeling, and scaffolding provided by competent teachers for supporting the intellectual knowledge and skills of learners and facilitating intentional learning. In this study the aim was to promote teacher competence to encourage children's participation, by encouraging teachers to provide enough assistance so that children can do activities on their own.

1.11 Conceptual Framework

The conceptual framework comprises of independent, dependent and intervening variables. They relate with each other as indicated by the arrows.



Source: Student Initiative (2019)

Figure1.0: Conceptual Framework

1.12 Operational Definitions of Terms

Teacher competence – Teacher competence includes knowledge, skills, attitudes and experiences which have to be target category of profession of teacher.

Children participation – Children participation means that children are involved in, and enabled to take part in, joint decision –making, which enhances their understanding that their opinions are valued and acted upon by others and perform well.

Knowledge of content - refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or content area, such as English language, arts, mathematics, science, or social studies.

Teachers planning– Teachers planning begins with thinking about how you would like your pupils to approach their learning in your subject, and what you would like them to understand, know or be able to do by the end of the class.

Materials- Materials are any tool that helps teachers teach and students learn.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explains a review of existing literature related to the objectives of the study and the summary of the literature.

2.1 Teacher's Methodology that promotes Children Participation

Methodology refers to the processes and techniques a teacher uses to transmit facts, skills, information and knowledge to the learners so as to facilitate the accomplishment of the set objectives. Many methods have been designed to promote children's participation especially in Kindergarten classes, some of which include: play way, pretend play, demonstration, storytelling, role-playing, cooperative play, field trips/ excursion, discovery, and demonstration.

Gleave & Cole-Hamilton (2012) suggest that play-way method is the use of pleasure related tasks that children participate in and manipulate to help them gain skills, knowledge, and attitude in a more relaxed and natural way. According to the Ireland National Play Policy (2004), play is a freely chosen, voluntary process that is focused on satisfying children's interests and emotional needs. Play is a child's work and it is also a child's avenue to learning. Play-way method is a great motivational force that aids memory, supports development of skills, understanding of concepts, emotional maturity, and freedom of choice, creativity and expression (Ginsburg, 2007). Play-way method is usually used when the teacher wants to teach a concept that he/she feels may be difficult for children to easily understand with usual explanations. It also applies when children

have been bored or have been engaged in an activity that is taxing (Pellegrini, 2005) as it is common in most kindergartens in Kampala and therefore need relaxation.

Play helps children to improve their motor skills, enhance their power of imagination and creativity. Using this method in preschools in Kampala involves incorporating the various learning activities in a subject into play. Children learn best by doing and this is confirmed by a study by Isenberg & Quisenberry (2011) which found that play-way method led to better achievements in social studies than in group learning and conventional methods. More so, when their interest is aroused children are found to be paying attention and concentration for considerable longer periods. Similarly, Popoola (2014) in a study of the effect of play way method on the numeracy skills of Early Basic Education School pupils showed that there was significant difference in the participation of students in favor of those in guided play group.

Pretend/dramatic play is considered especially important to children's participation because of the abstract thinking that is involved, where children attach meaning to everyday objects, a process similar to the symbolic representation of ideas involved in reading and writing (Bodrova & Leong, 2009; Roskos & Christie, 2009; van Oers, 2014). In addition to encouraging abstract thinking, play contexts promote children's problem solving and hypothesis testing (Whitebread, 2010). It is not only cognitive learning that is developed through play, but children's physical coordination and muscular strength as well (Power, 2000). Pyle & Bigelow (2014) propose three categories of classroom approaches to play-based learning in three kindergarten teachers: "play as peripheral to learning, play as a vehicle for social and emotional development, and play as a vehicle for academic learning."

According to Mundi (2006), demonstration method is a display or an exhibition usually done by the teacher while the students watch with keen interest and this involves showing how something works or the steps involved in the process. Demonstration method refers to the type of teaching method in which the teacher is the principal actor while the learners watch with the intention to act later. In demonstration method, the teacher does whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step-by-step process to them (Ameh, Daniel & Akus, 2007). Demonstration method is the most widely used instructional method for acquisition of practical skills as it involves verbal and practical illustration of a given procedure.

The method is a favorite in kindergarten education to facilitate participation. The demonstration method is used to show important activities to the children such as, good sitting position, how to hold the pencil, how to turn over the notebook page, good outline formation, how to build mental storage etc (Ugwo & Oranu, 2006). At the kindergarten level, teachers can demonstrate counting of objects, how to add or subtract objects which is addition and subtraction of number and showing students how to participate in an activity. Demonstration enables a teacher to tell children about an activity in order to stimulate both visual and auditory responses to accelerate the learning process. In a study by Ekeyi (2013) students taught by demonstration method had significant effect on their achievement than those taught with the conventional lecture method.

Bicknell-Holmes & Hoffman (2000) describe the three main attributes of discovery learning as: exploring and problem solving to create, integrate, and generalize knowledge; student driven, interest-based activities in which the student determines the

sequence and frequency, and activities to encourage integration of new knowledge into the learner's existing knowledge base.

Through discovery learning, children are able to gain some degree of flexibility in sequencing and frequency with learning activities. Discovery learning also provides for deeper learning opportunities where children are able to understand concepts from not just the basics but more deeply into the different ideas. Papert (2000) posits that learners internalize concepts when they go through a natural progression to understand them. Discovery learning allows for deeper understanding by encouraging natural investigation through active, process-oriented methods of teaching.

Miller & Pennycuff (2008) suggest that through participation in story telling experiences, Storytelling method can be an activity, but it can also be used as a method that teachers use to pass messages and lessons to young children. Story telling is narrating to children something that has happened either in real life or fiction. Story time creates security for young children and provides listening experiences with fun activity. Children show a lot of enthusiasm during story time and are able to listen attentively which is not the case with other methods. People in all times and places have told stories. The teacher creates the experience, while the children perceive the messages and create personal mental images from the words heard and the gestures seen.

Most of the children love stories, and storytelling was regarded as a learning tradition. It plays a very important role in children's learning. With meaningful contexts, natural repetition, lovely characters and interesting plots, stories can be used to develop children's skills, such as listening, imagination and predicting. Brewster & Girard (2002), stress that young learners exercise their imagination through stories. They can become

personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations therefore they participate even without realizing it.

Comprehension, critical listening, and thinking skills are also developed by combining storytelling with questioning, imagery, inference, and retelling (Miller & Pennycuff, 2008). Moreover, stories can motivate children, stimulate their imagination and arouse children's interests (Wright, 2000). Several studies have been conducted regarding the effectiveness of the use of storytelling as a pedagogical strategy. Storytelling can be a very effective teaching tool as long as it is adapted to the pupils' proficiency level, interests, age and needs. It is more efficient in the case of younger learners, who have not developed their abstract thinking yet, and who are very creative and imaginative.

Krakovka (2012) suggests that field trips are a form of active learning through which children get valuable added experience when seeing things for themselves. Field Trips is a method where learners are taken out away from the classroom to interact with the environment so as to observe, identify, investigate, discover and analyze different situations while focusing on the intended learning outcome. Krakowka (2012) describes field trips as any learning experience that occurs outside a classroom. Scales (2012) encourages teachers to use resources such as the library in order to plan for pre-field trip lessons. Planning for these trips makes children intentionally participate for the intended outcome. Coughlin (2012) also advocates for the pairing of teachers with outside resources in order to develop appropriate materials to be used before and after the visit. Doing this can ensure that the information given on the field trip is better received and

also that the curricular standards are fully achieved. It also ensures that children do not just waste time during these field trips.

In Conclusion, the skillful and competent teacher uses as many methods and techniques as possible because, there is no single method which is regarded as the best for every teaching situation. In a single lesson therefore, the teacher can employ more than one method to facilitate participation. The success of every method depends on the caliber of the teacher and his professional experience in the field of teaching. Studies show that coupled with appropriate instructional materials, right choice of methods facilitates children participation to a large extent. This applies particularly in kindergarten which deals with foundation of learning and development.

2.2 Teacher's Content Knowledge in promoting Children Participation.

Shulman (1986) suggests that Knowledge of content is defined as the general conceptual understanding of a subject area possessed by a teacher, which is obtained by completing the required coursework. Research suggests that this knowledge can be studied though identifying the content of this knowledge base, however, is a complex issue. Many different methods have been used by researchers to study Content Knowledge. However it should also be noted that Content Knowledge cannot be measured through one approach. Rather, it is more accurately measured by triangulating data gathered through observation of instructional events, teacher interviews, and assessments of content knowledge.

Shulman (1986) stated that he did not see the effective evaluation of teachers as a simple testing. Instead he argued that multiple measures should be used and their results

should be triangulated in order to establish a teacher's content knowledge. Each of these measures, used alone, would be insufficient for evaluation. When used together, however, the disadvantages of the individual approaches to assessment are overshadowed by the advantages of their fellows. Teacher content knowledge is an umbrella term that covers a large variety of cognitions, beliefs, and knowledge domains. Various labels have been used by researchers indicating the different aspects of teacher knowledge (e.g., 'wisdom of practice', 'professional craft knowledge', 'action oriented knowledge'). According to Verloop, Van Driel, & Meijer (2001) teacher knowledge comprises all the knowledge and insights that underlie teachers' actions in practice.

In order to clarify the concept of teacher knowledge, Grossman (1990) designed a model of teacher knowledge by summarizing the most important investigations in this field. In this model, Content Knowledge is presented as a unique and central domain that is influenced by other teacher knowledge domains, and includes four aspects: knowledge and beliefs about the goals for teaching a subject at different grade levels; knowledge of pupils' understanding and (mis)conceptions of particular topics in a subject matter; curricular knowledge, that is, knowledge about the content of the courses and of the available materials within one field; and knowledge of instructional strategies and representations for teaching particular topics, Grossman (1990). It is the duty of the school to provide resources to help teachers get knowledge in their area of expertise. Seminars and workshops may be organized to summarize difficult concepts so that all teachers can benefit and grow their knowledge base.

In this study, focus was put on certified qualification, curricular knowledge and knowledge about the content of the courses to study content knowledge of kindergarten

teachers. Evidence on the impact of teacher knowledge on children participation in Africa is largely unclear. This is mainly due to the fact that teacher subject content knowledge has rarely been captured in large-scale nationally representative surveys of learner achievement.

Everybody wants teachers to be knowledgeable yet there is little agreement on exactly what kinds of knowledge are most important for teachers to possess to encourage active involvement of learners. College degrees, courses taken, and grades achieved often serve as proxies for a teacher's subject matter knowledge and is what was used in this study. Curricular knowledge, that is, knowledge about the content of the courses and of the available materials within one field in addition to knowledge of instructional strategies and representations for teaching particular topics is often revealed by the choices that teachers make in what to cover and how to cover a topic, which requires the time and judgment of a skilled observer to evaluate. Moreover, studies that rigorously investigate the relationship between the different kinds of teacher knowledge and student gains in understanding are rare (Baumert, 2010).

2.3 Relationship between Teacher Competence and Children Participation

Feinberg & Toress (2001) suggest that teacher competencies are the skills and knowledge that enable a teacher to be successful. To maximize participation, kindergarten teachers must have expertise in a wide-range of competencies in an especially complex environment like a kindergarten classroom where hundreds of critical decisions are made each day. A competent teacher has clear vision of the set objectives and executes whatever is planned for the lesson. His / her skill presentation is able to capture the attention of learners. Existing research on Teacher competence and Children

participation suggests that experiencing a warm and supportive relationship with the kindergarten teacher may encourage children's early learning and behavioral development in many ways. Emotionally, it may promote feelings of safety and security in the classroom ; behaviorally, it may increase a child's exposure to positive teacher modeling and reinforcement of appropriate child coping skills in the classroom; and academically, it may increase teacher attention, improving teacher's support and opportunities to participate in classroom learning activities. (Pianta, 2002; O'Connor, Dearing, & Collins, 2011). Young children should not only be included in socializing in the adult world, but they should be considered active participants who interpret and reproduce the culture of their society (Corsaro, 1997). Young children have the ability of expressing themselves and are competent in understanding their experiences and thus sharing them with others (Smith, 2002). The essential elements of young children's participation are expressions of joy and belonging to a group (Venninen & Leinonen, 2013).

Teacher Competencies can be checked in regard to various standards as defined by different educators. The current study includes content knowledge and methodology to measure teacher competence. Evaluation of teacher competence can serve as a method of identifying high and low performing teachers in order to make Professional Development more useful by identifying the specific areas in which teachers need help.

Factors affecting Teacher Competence

In every education setting, teacher competence is considered one of the main factors in children participation. Teachers are able to obtain and maintain high

performance through continuous research and Professional Development. The 21st century teacher is faced with various challenges such as technological development among others.

Jabeen (2001) explains factors affecting teacher competences as both internal and external. Such factors include; work pressure, low income, lack of encouragement from the management, lack of teaching aids and most of all pressure from parents. These factors negatively affect the performance of teachers and hinder their success.

Supporting Children Participation

For most research on Early Childhood Education, the issue of how to support children's participation is very important. A teacher's pedagogical skills in adopting the child's view and supporting children's chances to participate are essential, because very young children cannot choose participation by themselves (Emilson & Folkesson, 2006). Child-initiated activities are part of participation, where the teacher's role is to facilitate, support, and build an environment that is open to child-initiated activities (Leinonen & Venninen, 2012).

Children's participation in Kampala may become a reality in kindergartens, in which teachers have an interest in children's ideas and willingness to support joint activities, while joy and sharing become part of everyday actions (Bae, 2009; Emilson & Folkesson, 2006; Venninen & Leinonen, 2013). In this study, Children participation is seen as the opportunity for children to express their point of view and opinions, children being accustomed to the daily activities and freely involving themselves in the activities. Participation is seen to include the right to self empowerment, when children take self-

initiated actions and practice skills of responsibility and power (Emilson & Folkesson, 2006; Venninen, Leinonen, 2013). Teacher competences add value to what children in the kindergarten setting already know; teachers strengthen and motivate their good behaviors to encourage participation as they discourage the bad behaviors.

Summary

This chapter has reviewed all the relevant literature used in the study of teacher competence and children participation. This review led to the development of conceptual framework as discussed in chapter one. The next chapter discusses the hypotheses development and measurement development based on the proposed conceptual framework.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter shows the whole process on how the study was done. It includes research design, methodology, location of the study, target population, sample size and sampling technique, research instruments, measurement, validity and reliability, data collection procedure, data processing and analysis as well as ethical considerations.

3.1 Research Design

Orodho (2000) defines a research design as the scheme, outline or plan that is used to generate answers to the research problems. A cross-sectional, descriptive and correlation research design that included both quantitative and qualitative approaches was used for this study where the teacher competence was assessed in relation to children participation. This design enabled the researcher to observe two or more variables at the point in time and was useful for describing a relationship between two or more variables Creswell (2013). Descriptive research helped in identifying the spread of score on each variable while a cross-sectional design was used for collecting data in different .Self-administered questionnaires were used to collect data from the respondents. This is because descriptive cross section survey caters for all the categories of respondents in the study.

3.2 Research Methodology

This study used both quantitative and qualitative research methods. Qualitative approaches such as interviews, questionnaires and observations were used to obtain

descriptions from head teachers and teachers within randomly selected kindergartens. Quantitative research was used in data presentation like the use of tables and graphs.

3.3 Location of the Study

This study was carried out in selected kindergartens found in Kampala Central Division, Uganda. The study involved some of the parishes such as: Bukesa, Civic Centre, Industrial Area, Kagugube, Old Kampala, Nakasero, Nakasero III, NakaseroIV, Kololo, Mengo, KisenyiI, Kisenyi II, KisenyiIII, KamwokyaI, Kamwokya II and Nakivubo.

3.4 Population of the Study

A population is a group of individuals, objects or items from which samples are taken for measurement (Kombo & Tromp, 2006). The population of the study included; kindergarten teachers, Head teachers and children in their learning environment in Kampala Central Division. The study specifically involved 395 respondents of whom; 12 (3.04%) were head teachers, 60(15.2%) were teachers and the children were 323 (81.8%).

3.5 Sample Size and Sampling Techniques

3.5 .1 Sample Size

The sample size was determined using the Krejcie and Morgan table of sample size.

The total sample of the study was 395 respondents who included 12 head teachers, 60 teachers and 323 children. The sample size determination was derived from the sample size calculation which expressed as below equation (Krejcie & Morgan, 1970).

The Krejcie and Morgan's sample size calculation was based on $p = 0.05$ where the probability of committing type I error is less than 5 % or $p < 0.05$.

$$s = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where,

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (0.05 = 3.841).

N = the population size.

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

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

Table 3.5.1: Showing Population, Sample size and Sampling procedure

Category of respondents	Population	Sample size	Sampling procedure
Head Teachers	66	12	Purposive sampling
Teachers	647	60	Purposive sampling
Children	2025	323	Random sampling
Total	2738	395	

Source: KCCA, (2018)

Justification for Sample Population

Interacting with the head teachers created a rapport and it was easy for the researcher to get information required and connection to the teachers and children.

It was very important to measure the perceptions of teachers towards children participation since they are the chief supporters of participation. Teachers have daily contact with children; therefore knowing their perceptions was one of the conclusive remarks for the successful promotion of children participation. At the same time teachers spent much time with children in school compared to other respondents.

Children are important factors in the achievement of children participation in kindergarten classes. This helped the researcher to make recommendations favorable to everyone involved and without observing the children; the researcher would not be able to get relevant information about children participation.

3.5.2 Sampling Technique

The researcher used both random sampling and purposive sampling techniques. Random sampling is a sampling technique by which each individual is chosen randomly and entirely by chance. The aim of random sampling is to give each individual in the population the same probability of being chosen for the study (Dattalo, 2010).

Random Sampling technique was used to select twelve out of the 66 kindergartens in Central Division of Kampala. Names of the Kindergartens were written on pieces of paper. The papers were then folded and shuffled in two separate bowls. These were categorized into private and government affiliated kindergartens. The researcher then drew out six names from each bowl to form a total of twelve kindergartens to be studied.

The sample kindergartens constituted 20% of the total population. According to Gay & Diehl (1992), a minimum of 10% of the target population is enough for descriptive surveys while a sample of 20% may be required for smaller populations.

Purposive sampling involves identifying and selecting individuals or groups of individuals that are knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark 2011). The purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard, 2002). The purposive sampling technique was used to select twelve administrators of the twelve kindergartens in the study. Their inclusion in the study was predetermined by the selection of their schools. It was also used to select the teachers on the basis of whether they had a minimum of a certificate as qualification and whether they were co teachers or not. In using this technique to select the sample, the researcher believed that the respondents would be able to provide the required data for the study.

3.6 Research Instruments

The researcher used primary and secondary methods of collecting data. Primary data was obtained by the researcher through administering of questionnaires (Appendix D and E) and use of interview guides(Appendix A and B). An observation Protocol was used (Appendix A).

Secondary data was collected from journals, publications, manuals, newspapers, and internet search and research theses of earlier academicians. The methods for data collection are discussed as indicated below;

3.6.1 Questionnaires

A questionnaire is a data collection instrument used to gather data over a large sample or number of respondents (Kombo & Tromp, 2006). The researcher used questionnaires with open – ended and close-ended questions. Mainly close-ended questions were used to obtain respondents' views and perspectives about the research problem. This was important because of the fact that it enabled the researcher to obtain hidden information from the respondents. The questionnaires were used because the information was collected from the respondents in a short period of time and all respondents could read and write (Sekaran, 2003). They were administered to kindergarten teachers that participated in the study because they were convenient and efficient in the collection of quantitative data. The researcher used the questionnaire as an instrument because the study is virtually descriptive and it is deemed appropriate for data collection. Besides, it is time saving and cost effective.

3.6.2 Interview Guide

An interview guide is a set of questions that the researcher asks during the interview (McNamara, 2009). The interview guide had structured questions that helped in the data collection. Qualitative data was collected from the informants using interviews. The Head teachers were interviewed for approximately thirty to forty minutes. These are noted to be the best tools for getting firsthand information /views, perceptions, feelings

and attitudes of respondents. Informal interviews were used to get maximum information from the different teachers and head teachers that participated in the research.

3.6.3 Observation Check list

Observation check lists were used in class to assess the teacher's competences and children participation in kindergarten. This involved observing how teachers were using different methods to achieve participation in the classrooms and how much content knowledge was applied during lessons to promote children participation.

3.7 Measurement

Measurement is the process of observing and recording the observations that are collected as part of a research effort (Trochim, 2014). There are two variables in this study i.e.: Teacher competence and Children participation. They were measured as follows:

Teacher competence was measured through following these indicators.

Teacher Methodology.....Total score 10

Different methods such as;

Storytelling.....out of 2

Songs and Rhymes.....out of 2

Demonstration.....out of 2

Any kind of Playout of 4

Teacher content of knowledge.....Total Score 10

Level of education

Degree.....3

Diploma.....2

Certificate...1

Basic knowledge of syllabus.....out of 2

Interpreting Learning Framework... out of 3

Lesson Planning.....Total Score 10

Planning for lessons.....out of 3

Following Lesson Plan.....out of 4

Evaluation of the lesson.....out of 3

Children participation was measured through following these indicators.

Engaged in activity.....out of 4

Respond to questionsout of 2

Pay attention.....out of 2

Exploring environment...out of 2

3.8 Validity

Validity is the degree to which an instrument has an appropriate sample of items for the construct being measured (Polit & Beck, 2004).According to Amin (2005),

validity can be measured by the Content Validity Index (CVI) based on the results obtained for both interviews and questionnaires.

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items rated relevant}}{\text{Total Number of Items in the questionnaire}}$$

$$\text{CVI} = 12/16$$

$$\text{CVI} = 0.75$$

The results were 0.75 and were higher than 0.7. The questionnaire was therefore considered valid for this research.

3.9 Reliability

Mugenda (2008) defines reliability as a measure of the degree to which research instrument yields consistent results or data after repeated trials. A reliable instrument is one that gives consistent results.

A pilot pretest study was done with 10 teachers that were not part of the study population. The results were entered into the SPSS (Statistical Package for the Social Sciences), after a period of one week, the instruments were given to the same respondents and their results were once again entered into the Statistical Package for the Social Sciences (SPSS).

Cronbach's Alpha Coefficient was then used to establish the extent to which the content of the questionnaire was consistent. . If $r^2(\text{Alpha})$ value is 0.7 and above, then the instrument will be considered satisfactory (Cronbach, 1951; and Sekaran & Bougie,

2010), using results from the pretested questionnaire. The instruments were proved reliable as the value obtained was 0.783 which was higher than 0.7.

Table 3.9 Reliability Statistics

Cronbach's Alpha	No of Items
.783	12

3.10 Data Collection Procedure

Before the collection of any data from the target population, an authorization letter was sought from Kyambogo University, Faculty of Education, to help the researcher obtain permission to collect the expected data in the selected schools. The researcher then made appointments with the head teachers on when to visit and collect data as well as meeting the targeted teachers. On the material day, the researcher, upon visiting the schools created rapport with the teachers and administered questionnaires and interviews. The researcher attended classroom sessions to collect data on the methodology used by teachers during the teaching and learning process.

3.11 Data Processing and Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Mugenda, 2008).

Table 3.11 Indicates the Statistical Techniques used in the analyzing and interpretation of data for the present study.

Sr. No.	Objective No.	Tool	Statistical Techniques.
1	1,2	Questionnaire, Observation protocol and Interview	Frequencies and Percentage
2	3	Questionnaire, Observation protocol and Interview	Pearson Correlation Coefficient analysis and cross tabulations
3	1,2,3	Questionnaire, Observation protocol	Qualitative analysis and direct quotation of responses

In this study, data was analyzed using statistical data techniques following the research objectives and tools used. The investigator analyzed the data collected from each interview, questionnaires and observation protocol for accuracy and completeness of information using descriptive data analysis. The statistical techniques used in this study were frequency and percentage.

Pearson Correlation Coefficient analysis was also used to find out the relationship between teacher competence and children participation. Cross tabulation was used to analyze and compare the results for teacher competence with the results of children

participation. For qualitative data coding, triangulation was used in the analysis of data from questionnaires, observation protocol and interview. Qualitative analysis and use of direct quotations was also used for interviews since interviewing allows the participant to share their experiences, attitudes, and beliefs in their own words. Data from observation protocol was analyzed and interpreted both quantitatively.

3.12 Ethical Consideration

Researcher obtained administrative approval from the head teachers of the schools in the study. The head teachers helped to seek and obtain consent from all study participants including teachers and learners. Participation in the study was voluntary and participants were not coerced. Interviews were conducted in privacy and confidentiality. Researcher also obtained an introductory letter from the university to ensure that she was treated with respect and without suspicion.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

This chapter presents the findings of the study. The purpose of this study was to find out why Children participation in kindergarten classes in Kampala, Central division is not satisfactory yet teachers are competent. The objectives of the study were; to discover the methodology teachers are using to promote children participation, to assess the role of teachers' content knowledge in promoting children participation and to find out the relationship between teacher competence and children participation. The information was presented in tabular form and graphs. The findings were organized under various sub-headings to answer the research questions. This chapter puts forward the findings of the study and discussions after every table or graph presentation.

4.1 Demography of Respondents

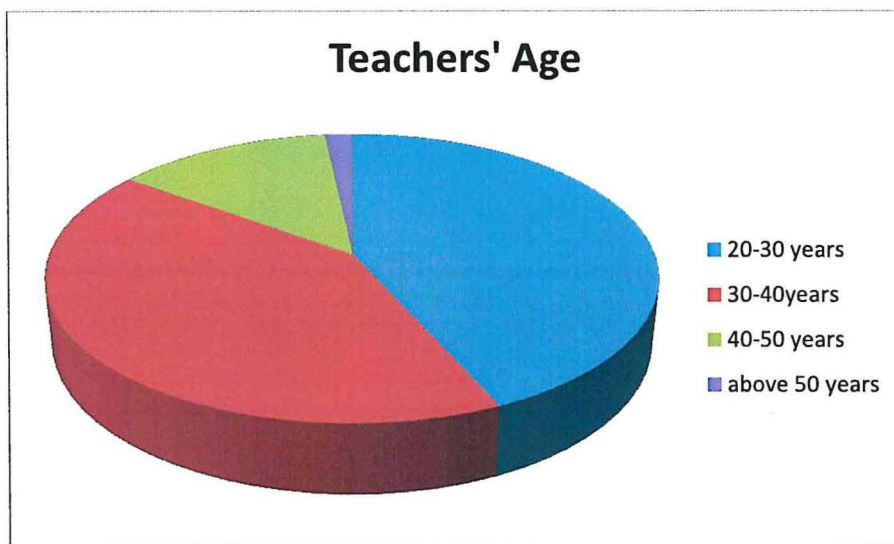
The study deals the personal information of respondents represent in the following sub-section: Age, Sex, level of education, teaching experience

Table 4.1The characteristics of respondents

Factor	Characteristics	Frequency	Percentage
Age	20-30yrs	26	43.33%
	30-40yrs	25	41.67%
	40-50yrs	8	13.33%
	Above 50yrs	1	1.67%
Sex	Male	2	3.33%
	Female	58	96.67%
Level of education	Certificate	36	60%
	Degree	3	5%
	Diploma	21	35%
Teaching experience	2-4 yrs	7	11.67%
	5-7 yrs	23	38.33%
	8-10 yrs	12	20%
	10 yrs and above	18	30%

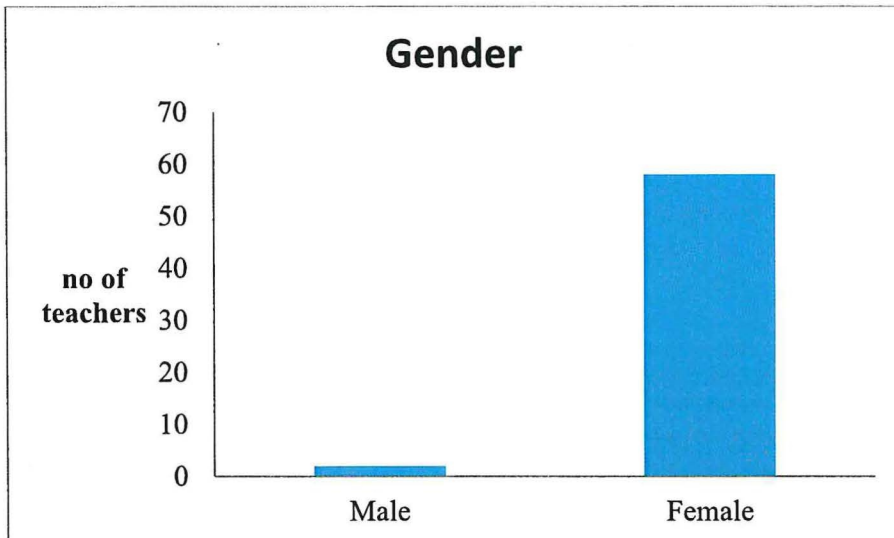
The results from the table 4.1 are further explained in figure 4.1.1 shown below:

Figure 4.1.1 Teachers' Age



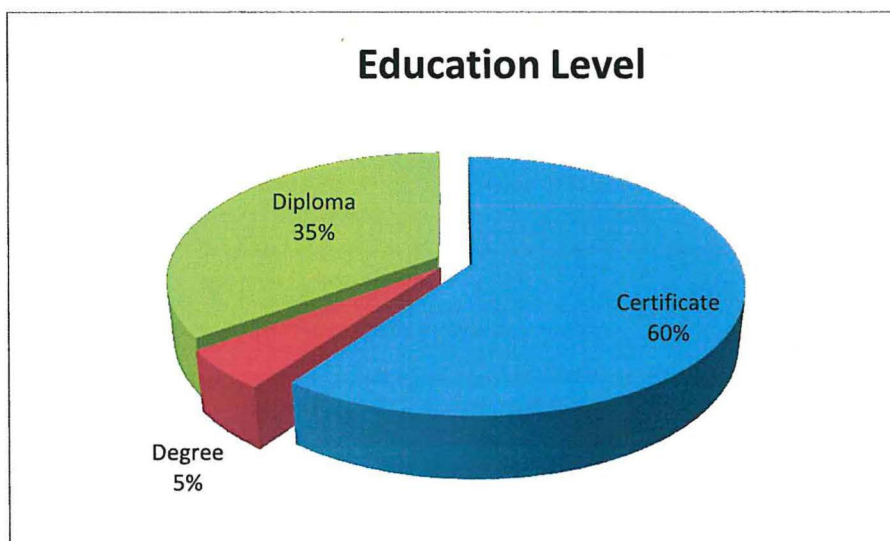
Results from the figure 4.1.1. reveal that the largest number of respondents were in the age bracket of 20 to 30 yrs, followed by those in the age bracket of 30 to 40 yrs. The least number of respondents were above 50 yrs. This implies that most of the respondents were youths and are still energetic and fit to handle young children.

Figure4.1.2: Teachers' Gender



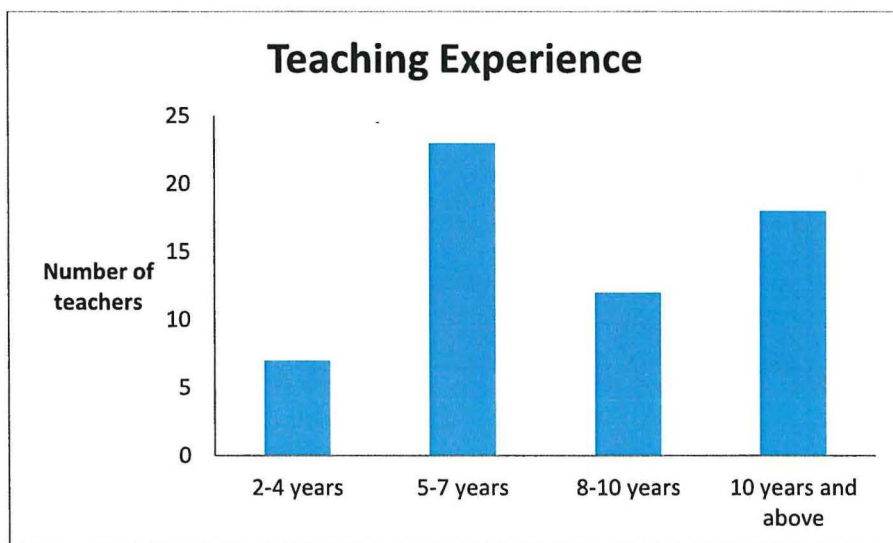
Results from the figure 4.1.2 further show that 2(3.33%) of the respondents were male and the remaining 58(96.67%) were female. The majority of the respondents were female. This was attributed to the nature of the work force in kindergartens where majority of the workers are female than male. This shows that much of the opinion in this research was got from women.

Figure 4.1.3: Teachers' Level of Education



Results from the figure 4.1.3 show that 60% of the respondents were certificate holders, 35% were diploma holders and 5% were degree holders. The majority of the respondents were certificate holders followed by diploma holders and few of the respondents were Degree holders. This was attributed to the fact that the minimum requirement of teaching in kindergartens is only a certificate and teachers usually don't bother to upgrade, others cannot afford.

Figure 4.1.4: Teaching Experience



Results from the figure 4.1.4 further show that the least number of the respondents have the teaching experience between 2 to 4 years; the experience of majority of the respondents was between 5 to 7 years.

4.2 Teacher's Methodology that promote Children Participation

The list of methods teachers are using to promote children participation are summarized in the table 4.2.1;

Table 4.2.1 Methodology teachers use to promote participation

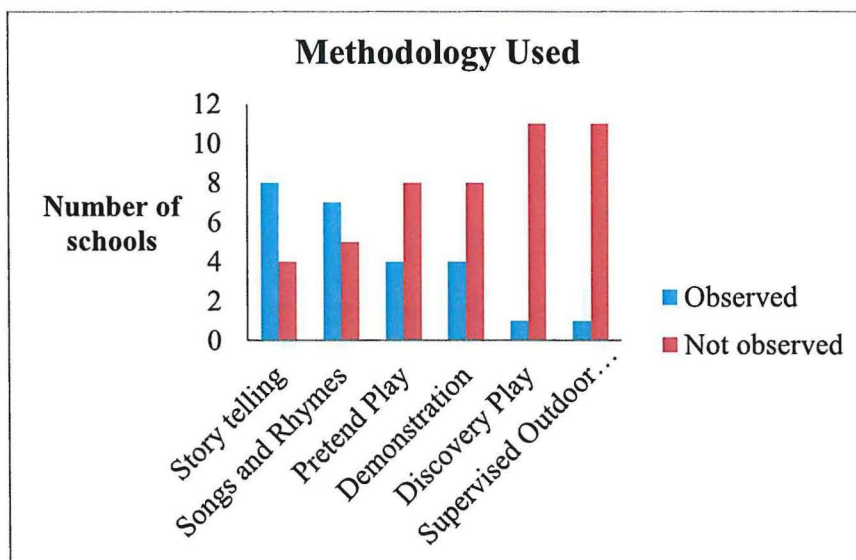
Methodology used	Observed		Not Observed	
	Frequency	Percentage	Frequency	Percentage
Story telling	8	66.7%	4	33.3%
Songs and Rhymes	7	58.3%	5	41.7%
Pretend play	4	33.3%	8	66.7%
Demonstration	4	33.3%	8	66.7%
Role play	2	16.7%	10	83.3%
Discovery play	1	8.3%	11	91.7%
Supervised Outdoor play	1	8.3%	11	91.7%

Source: Student Initiative

The table 4.2.1 and graph 4.3 show that most teachers in schools 8(66.7%) applied the story telling method during class time while the other 4(33.3%) schools did not apply this method. It was also discovered that story telling was mainly verbal with voice modulation and no picture cards. Story telling was used in 8 schools where story books were provided by the administration. Discovery play was observed only in 1 (8.3%) school of the 12 schools that took part in the study. This was mainly because the teachers revealed that they had limited knowledge about this method. Those who knew about this method claimed that they don't have enough time during the school day to incorporate it. Results in the table show that Supervised Outdoor play was observed only in 1 (8.3%) school out of 12 schools and it was due to the pressure on the teachers by both the administration and parents to complete the syllabus.

The results from the table 4.2.2 are further showcased in the figure 4.2.1 below:

Figure 4.2.1 Methodology



The list of available materials found in the schools is summarized in the table 4.2.4;

Table 4.2.2 Available Learning Materials in Schools

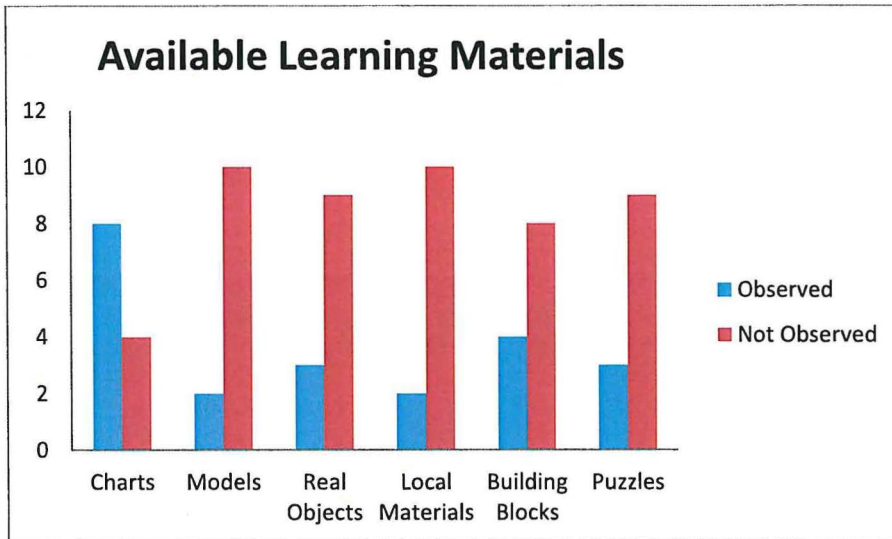
Expected Materials	Observed		Not Observed	
	Frequency	Percentage	Frequency	Percentage
Charts	8	66.7%	4	33.3%
Building Blocks	4	33.3%	8	66.7%
Puzzles	3	25%	9	75%
Real objects	3	25%	9	75%
Local materials	2	16.7%	10	83.3%
Models	2	16.7%	10	83.3%

Source: Student Initiative

Results from the table 4.2.2 above reveal that among the schools that were observed during the study, 8(66.7 %) had charts displayed in the classrooms by teachers and 4 (33.3%) schools did not have displayed charts. The results also show that teachers in 2(16.7%) schools make use of local materials like ropes, banana fibers, bottle top, sticks, and paper balls. It was observed that teachers in the other 10(83.3%) schools were not making use of the local materials to make learning materials for their classroom. Models were observed to be used by teachers only in 2(16.7%) schools and in the remaining 10(83.3%) schools; teachers did not have any models used during their lesson. It was observed that the schools where the teachers had few learning materials in their classrooms had less or no support from their school administration. This pointed to the sad truth that some teachers have to purchase unavailable learning materials using their own money. Through Questionnaire and interviews, it was discovered that learning materials in most of the classroom were not relevant and thus participation was inadequate

The results from the table 4.2.2 are further showcased in the figure 4.2.2 below:

Figure 4.2.2 Available Learning Materials



The results of materials that were used but were not relevant are summarized in table 4.2.3;

Table 4.2.3 Materials that are not relevant

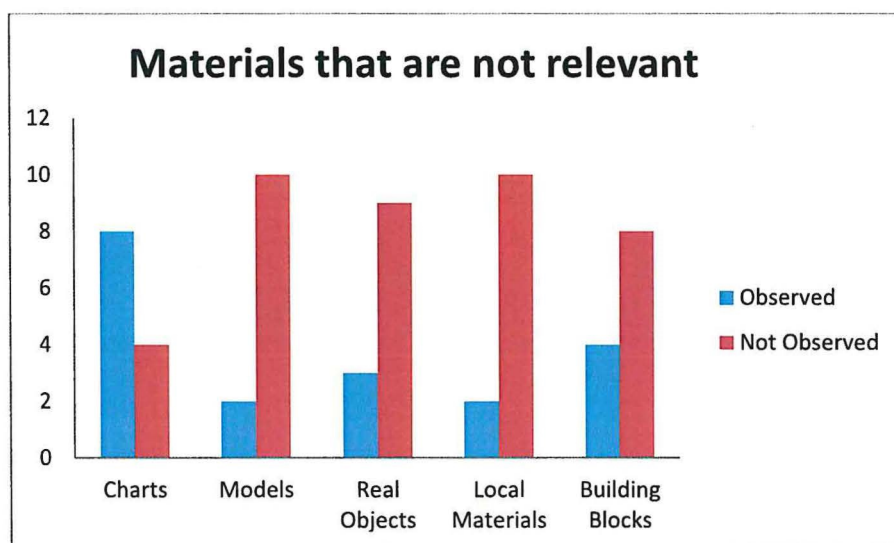
Materials used that are not relevant	Observed		Not observed	
	Frequency	Percentage	Frequency	Percentage
Chalk and board	11	91.7%	1	8.3%
Charts	10	83.3%	2	16.7%
Models	9	75%	3	25%
Flash cards	7	58.3%	5	41.7%
Digital Media	4	33.3%	8	66.7%

Source: Student Initiative

Results from the table 4.2.3 reveal that digital media 4(33.3%) was used by teachers as observed in some of the classrooms of the schools yet it was not relevant. The other schools did not even have any digital media for their classroom. The results also show that chalk boards were used by teachers in each and every classroom with the exception of 1(8.3%) school.

The results from the table 4.2.3 are further showcased in the figure 4.2.3 below:

Figure 4.2.3 Materials that are not relevant



The researcher interviewed some teachers and head teachers about the teachers' methodology that promotes children participation in the classroom;

A head teacher commented, "Most of the time I have been in the classes, teachers use a few methods to promote participation. The most common method usually used by teachers is question and answer, children answer the questions asked by the teachers by *raising their hands*".

According to the researcher, teachers are not well informed about what exactly participation includes. Teachers therefore improvise and use limited methods in their classrooms which do not promote full engagement of learners.

During the interview, a teacher asserted, “I use storytelling to promote participation in my classroom but the challenge is we lack enough story books. I use one storybook and then apply voice modulation techniques *to keep the children engaged*”.

According to the researcher, in most schools where children participation is existent materials have been availed for that purpose.

Another teacher commented, “I know the methods I need to use but the parents will not accept them because they want *to see work in children’s books*”.

According to the researcher, parents are ignorant of the benefits of children participation; they mainly want their children to have perfect reading, writing, and arithmetic skills that can be displayed especially through written work. This has led to limited participation in classrooms in order to please parents.

4.3 Teacher s’ Content Knowledge in Promoting Children Participation

The findings about teachers’ content knowledge are summarized in the table 4.4.1 below;

Table 4.3.1: Teachers' Content Knowledge

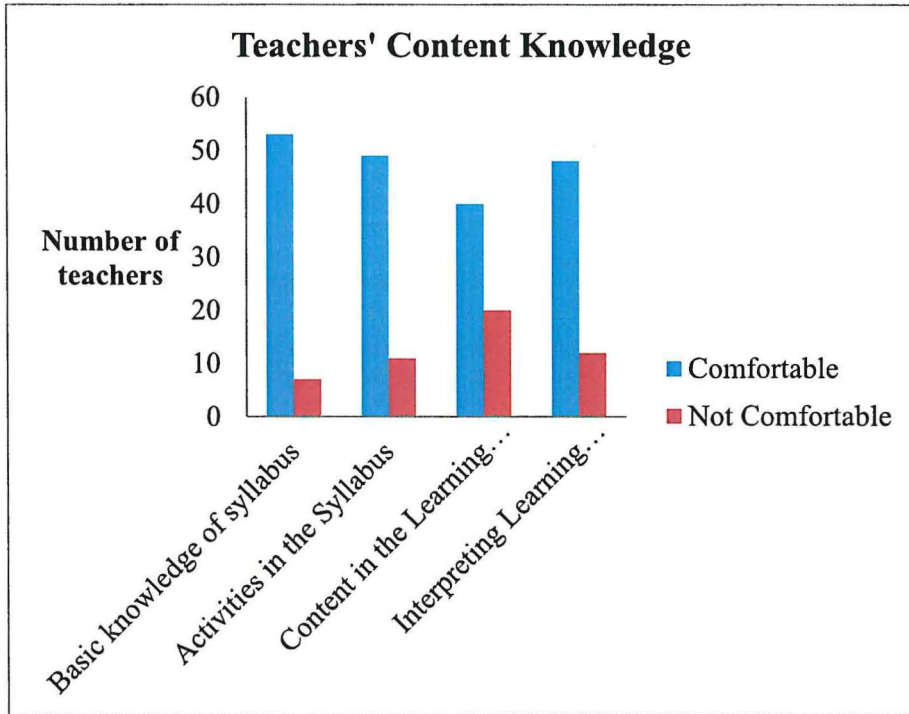
Content knowledge	Comfortable		Not comfortable	
	Frequency	Percentage	Frequency	Percentage
Basic knowledge of syllabus	53	88.3%	7	11.7%
Activities in the syllabus	49	81.7%	11	18.3%
Interpreting Learning Framework	48	80%	12	20%
Content in the Learning Framework	40	66.7%	20	33.3%

Source: Student Initiative

From the table 4.3.1 it is clear that majority of the teachers 66.7% (40) are comfortable with the content in the learning framework, which is a guide for kindergarten teachers in Uganda. The remaining 33.3% (20) teachers that took part in the study were not comfortable with the content in the Learning Framework. It was noted that most of the teachers have not received guidance on how to use the Learning Framework. Basing on the results of the table, most teachers 88.3 % (53) have basic knowledge of the kindergarten syllabus. This was mainly because most teachers have enough teaching experience and they are also trained to handle children in Early Childhood. These teachers are capable of engaging the children to promote maximum participation in the classroom.

The results from the table 4.3.1 are further showcased in the figure 4.3.1 below;

Figure 4.3.1 Teachers' Content Knowledge



Teachers and head teachers were interviewed about the content knowledge that they use for participation in the classroom.

A teacher commented, "I try to use the Learning Framework for reference when teaching. The Content is good but I find it hard to break down the information for classroom teaching. Therefore I face challenges in applying the activities for *participation*".

According to the researcher, most teachers are making an effort to follow the Early Childhood Development syllabus using the Learning Framework but are facing challenges with breaking down the content.

Another teacher asserted, “I usually try to find out from fellow teachers in other schools what content they are teaching. I then use the information in relation to what is in the Learning Framework. I must make sure the children grasp as much as they can therefore I do not spend much time on hands on activities .Children mostly write in their *books*”.

According to the researcher, most kindergartens are encouraging academic work and less participation by the children. This has led to highly academic environments in classrooms in the kindergarten schools.

4.4 Relationship between Teacher Competence and Children Participation

Bivariate analysis to find the Pearson’s correlation coefficient was conducted to determine the relationship between teacher competence and children participation in Central Division of Kampala. The Correlation analysis between teacher competence and children participation is shown in the table below;

Table 4.4 .1Shows Pearson correlations Analysis

Correlations

		Competence	participation
competence	Pearson Correlation	1	.374**
	Sig. (2-tailed)		.003
	N	60	60
	Pearson Correlation	.374**	1
	Sig. (2-tailed)	.003	
	N	60	60

** Correlation is significant at the 0.01 level (2-tailed).

Effects of Correlation.

The table shows that correlation is $r = .374$, $p < 0.01$ level of significance.

This table shows that $r^2 * 100$

$$= 0.374 * 0.374 * 100$$

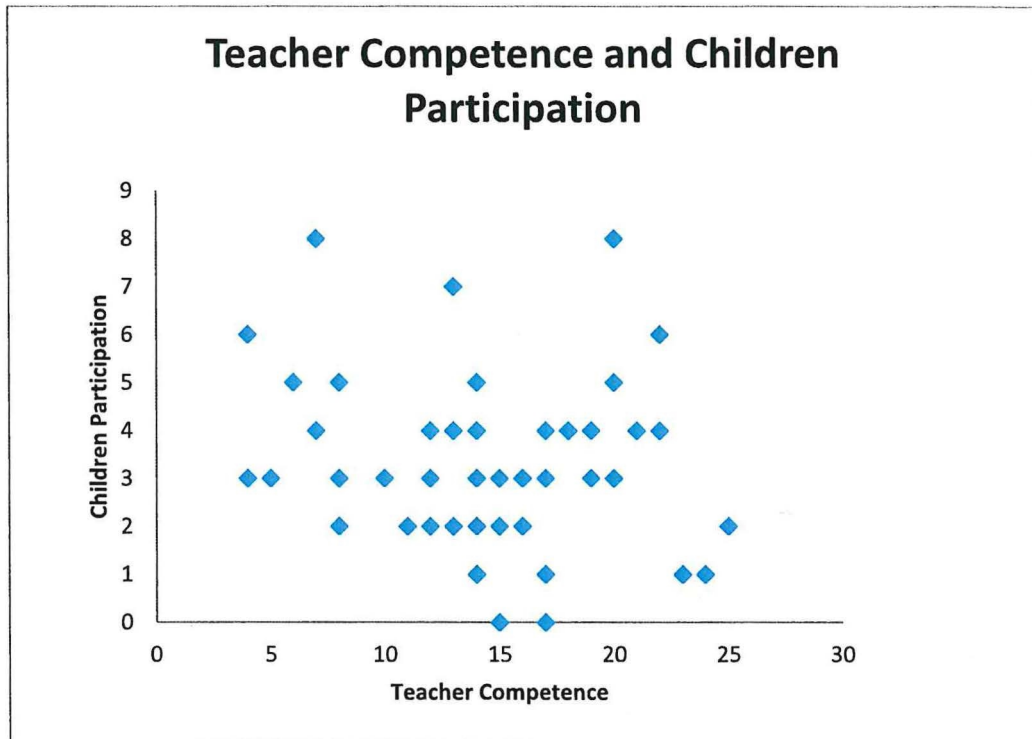
$$= 14\%$$

This shows that teacher competence contributes only 14% to children participation. The other 86% is contributed by other factors.

This indicates a weak relationship between teacher competence and children participation.

It is a positive correlation which means that as teacher competence increases, children participation also increases.

Figure 4.4.1 Relationship between Teacher Competence and Children Participation



The scatter plot shows a linear relationship between teacher competence and children participation. The x-axis shows teacher competence and the y-axis shows children participation. As the values of teacher competence increase, the values of children participation also increase as shown on the scatter plot.

The researcher was able to interview teachers and head teachers about the relationship between teacher competence and children participation and the results obtained are shown here under;

One head teacher commented, “In the several years I have interacted with teachers especially at the classroom level, I have come to realize that teaching methods, what the teacher knows about the content and planning for the lesson itself create an atmosphere in which children fearlessly participate”.

According to the researcher, teacher competence is of great importance because it paves way for most if not all classroom participation in kindergarten classes.

A teacher asserted that, “I use various methods and I know what exactly to teach the children for the different themes because I have spent many years teaching this class”.

According to the researcher, teachers that have been serving in the kindergarten sector for a long time have gained the mastery in teaching in their classrooms. Some teachers though are still rooted in the traditional teaching methodology and content. This has also affected the level of children participation in their classrooms.

Another teacher commented, “We are doing our best with what we have because the administration *doesn't give us* enough materials to use in the classroom so we are not able to make children participate”.

According to the researcher, most administrators are not fully supportive of promoting children participation in classrooms. This has made most teachers more creative because they are able to create activities and learning materials that promote participation.

The researcher continued to find the relationship between parameters within the study to identify patterns and their correlations. Analysis was conducted on SPSS for Cross-tabulation with Chi-Square analysis of two variables. Analysis of the correlation Table4.4.1 shows a weak relationship between teacher competence and children participation.

Table 4.4.2SPSS Cross-tabulation &Chi-Square Tests –Planning before lessons/Engagement in classroom activities

Crosstab

			planning before lessons		Total
			Yes	No	Yes
engaged in activities	Yes	Count	12	2	14
		% within engaged in activities	85.7%	14.3%	100.0%
	No	% within planning before lessons	23.5%	22.2%	23.3%
		% of Total	20.0%	3.3%	23.3%
Total	Yes	Count	39	7	46
		% within engaged in activities	84.8%	15.2%	100.0%
	No	% within planning before lessons	76.5%	77.8%	76.7%
		% of Total	65.0%	11.7%	76.7%
Total	Yes	Count	51	9	60
		% within engaged in activities	85.0%	15.0%	100.0%
	No	% within planning before lessons	100.0%	100.0%	100.0%
		% of Total	85.0%	15.0%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.007(b)	1	.932		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.007	1	.932		
Fisher's Exact Test				1.000	.651
Linear-by-Linear Association	.007	1	.932		
N of Valid Cases	60				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.1

For planning before lessons and if children engage in activities during lessons, it is noticed that there is a significant difference if teachers plan their lessons and if they do not. It can be seen from the table 4.4.2 that 23.5% of teachers who plan for their lessons are able to achieve engagement in activities during their lessons compared to 22.2 % of teachers who do not plan for their lessons but still are able to engage their children during lessons. However, a significant difference is noticed between the percentages of all teachers who plan their lessons and are able to engage the children (23.5%) and those who are not able to achieve engagement in their classrooms (76.5%). The p value (.932) indicates that the variables are independent of each other therefore no statistically significant relationship exists between them.

Table 4.4.3 SPSS Cross-tabulation & Chi-Square Tests –Teaching Experience/

Engagement in activities

			how long in teaching				Total
			2-4yrs	5-7yrs	8-10yrs	10yrs and above	2-4yrs
engaged in activities	yes	Count	5	6	1	2	14
		% within how long in teaching	29.4%	31.6%	6.3%	25.0%	23.3%
	no	Count	12	13	15	6	46
		% within how long in teaching	70.6%	68.4%	93.8%	75.0%	76.7%
Total		Count	17	19	16	8	60
		% within how long in teaching	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	28.3%	31.7%	26.7%	13.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.696 ^a	3	.296
Likelihood Ratio	4.418	3	.220
Linear-by-Linear Association	1.099	1	.294
N of Valid Cases	60		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.87.

From the table 4.4.3, it can be seen that the highest percentage of teachers who can engage their learners during lessons are those with experience of 5-7 years(31.6%) whereas the lowest are those of 8-10 years(6.3%). The p-value indicates that these variables are independent of each other and that there is no statistically significant relationship between the categorical variables.

Table 4.4.4 SPSS Cross-tabulation & Chi-Square Tests –Planning before lessons/Responding to questions

			planning before lessons		Total
			yes	no	
Respond to Questions	yes	Count	30	8	38
		% within Respond to Questions	78.9%	21.1%	100.0%
		% within planning before lessons	58.8%	88.9%	63.3%
		% of Total	50.0%	13.3%	63.3%
	no	Count	21	1	22
		% within Respond to Questions	95.5%	4.5%	100.0%
		% within planning before lessons	41.2%	11.1%	36.7%
		% of Total	35.0%	1.7%	36.7%
Total	Count	51	9	60	
	% within Respond to Questions	85.0%	15.0%	100.0%	
	% within planning before lessons	100.0%	100.0%	100.0%	
	% of Total	85.0%	15.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.978 ^b	1	.084		
Continuity Correction ^a	1.824	1	.177		
Likelihood Ratio	3.476	1	.062		
Fisher's Exact Test				.135	.084
Linear-by-Linear Association	2.928	1	.087		
N of Valid Cases	60				

a. Computed only for a 2x2 table

b. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.30.

The results from the table 4.4.4 indicate that 78.9% of all teachers who plan for their lessons are able to achieve participation in their classrooms in the form of responding to questions compared to the 21.1 % who do not plan for their lessons but still manage to have their learners responding to questions during class time. The p value (.084) indicates that these variables are independent of each other and that there is no statistically significant relationship between the categorical variables.

Table4.4.5 SPSS Cross-tabulation& Chi-Square Tests –Teaching

Experience/Responding to questions

		how long in teaching				Total	
		2-4yrs	5-7yrs	8-10yrs	10yrs and above	2-4yrs	
Respond to Questions	yes	Count	8	11	13	6	38
		% within Respond to Questions	21.1%	28.9%	34.2%	15.8%	100.0%
		% within how long in teaching	47.1%	57.9%	81.3%	75.0%	63.3%
		% of Total	13.3%	18.3%	21.7%	10.0%	63.3%
no		Count	9	8	3	2	22
		% within Respond to Questions	40.9%	36.4%	13.6%	9.1%	100.0%
		% within how long in teaching	52.9%	42.1%	18.8%	25.0%	36.7%
		% of Total	15.0%	13.3%	5.0%	3.3%	36.7%
Total		Count	17	19	16	8	60
		% within Respond to Questions	28.3%	31.7%	26.7%	13.3%	100.0%
		% within how long in teaching	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	28.3%	31.7%	26.7%	13.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.862 ^a	3	.182
Likelihood Ratio	5.047	3	.168
Linear-by-Linear Association	3.889	1	.049
N of Valid Cases	60		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.93.

As seen in table 4.4.5, response to questions during lesson time was majorly with the teachers with 8- 10 years of experience (81.3%) whereas the least participation in form of responding to questions was with the teachers with 2-4 years' experience. The p value indicates that the variables are independent of each other.

Table 4.4.6 SPSS Cross-tabulation & Chi-Square Tests- Planning before lessons/Paying attention.

Crosstab

			planning before lessons		Total
			yes	no	
Pay attention	yes	Count	28	7	35
		% within Pay attention	80.0%	20.0%	100.0%
		% within planning before lessons	54.9%	77.8%	58.3%
		% of Total	46.7%	11.7%	58.3%
	no	Count	23	2	25
		% within Pay attention	92.0%	8.0%	100.0%
		% within planning before lessons	45.1%	22.2%	41.7%
		% of Total	38.3%	3.3%	41.7%
Total		Count	51	9	60
		% within Pay attention	85.0%	15.0%	100.0%
		% within planning before lessons	100.0%	100.0%	100.0%
		% of Total	85.0%	15.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.647 ^b	1	.199		
Continuity Correction ^a	.840	1	.359		
Likelihood Ratio	1.758	1	.185		
Fisher's Exact Test				.281	.181
Linear-by-Linear Association	1.620	1	.203		
N of Valid Cases	60				

a. Computed only for a 2x2 table

b. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.75.

The table 4.4.6 shows that 54.9% of the teachers who plan for their lessons achieve participation in their classrooms in the form of paying attention whereas 45.1% do not have children paying attention even when they plan. The p value shows that there is no statistically significant relationship between the two variables.

Table 4.4.7 SPSS Cross-tabulation & Chi-Square Tests- Teaching Experience

/Paying attention

Crosstab

			how long in teaching				Total
			2-4yrs	5-7yrs	8-10yrs	10yrs and above	
Pay attention	yes	Count	8	11	9	7	35
		% within Pay attention	22.9%	31.4%	25.7%	20.0%	100.0%
		% within how long in teaching	47.1%	57.9%	56.3%	87.5%	58.3%
		% of Total	13.3%	18.3%	15.0%	11.7%	58.3%
	no	Count	9	8	7	1	25
		% within Pay attention	36.0%	32.0%	28.0%	4.0%	100.0%
		% within how long in teaching	52.9%	42.1%	43.8%	12.5%	41.7%
		% of Total	15.0%	13.3%	11.7%	1.7%	41.7%
Total		Count	17	19	16	8	60
		% within Pay attention	28.3%	31.7%	26.7%	13.3%	100.0%
		% within how long in teaching	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	28.3%	31.7%	26.7%	13.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.719 ^a	3	.293
Likelihood Ratio	4.173	3	.243
Linear-by-Linear Association	2.580	1	.108
N of Valid Cases	60		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.33.

The table 4.4.7 indicates that the highest percentage of teachers in whose lessons children were paying attention were the ones with teaching experience of 10 years and above. More so, the teachers with experience of 2-4 years had the lowest percentage (47.1%). The p value indicates that the two variables are independent of each other.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The researcher had the opportunity to summarize the study undertaken, to conclude and make recommendations based on the finding of the study. This chapter summarizes the whole research process. It includes a summary of the main findings of the study, conclusions and suggestions for further research.

5.1 Discussion of research findings

5.1.1 Teacher's methodology that promotes Children Participation

In answering this research question, various questions were presented to the respondents and below are the findings.

The findings indicated that majority of the respondents displayed appropriate methodology in the classroom. Some of the methods teachers were using include; songs and rhymes, storytelling, pretend play, role play, demonstration, discovery play and supervised outdoor play. This is because most of the teachers were trained and qualified in Early Childhood Development. In addition, a most of the teachers have many years of experience in the classroom therefore they are more effective than brand new teachers (Hariss & Sass, 2007). Kindergarten teachers in the study area are therefore capable of promoting participation in the classroom though they are faced with challenges that don't promote participation of children. However, though most of the teachers are qualified

they are still using old methods, their school administrations are not putting effort to improve their teaching methods and therefore, there is limited participation in their classrooms. This confirms the results of a research carried out in Ethiopia that confirmed that using the traditional lecture method, as well as a lack of institutional support and a lack of content knowledge on the part of many qualified teachers have constrained teachers from applying child centered types of teaching (Serbessa, 2009). Teachers have inadequate knowledge of what participation consists of. They still perceive participation as their own idea of what children should do in class, how and when to participate. This finding supports the one of Broughton (2002) who found out that the traditional learning methods heavily relies on teacher instructor and does not offer adequate opportunities to the children for participation.

The findings also revealed that most of the kindergarten classrooms lack appropriate learning materials and therefore children don't participate fully. This is similar to what Fakaia (2005) found that the limited resources had a negative effect on the activities and it was seen as contributing to the lack of preparation of children for life. This was mainly because the different stake holders are not fully involved in material purchase and development. It was further revealed that most kindergartens have outdoor play materials which are not well utilized. This was attributed to the academic nature of most of the schools that took part in the study. This is almost similar to Jatta's (2009) findings that, learning in developing countries is predominantly about memorizing facts and figures from an overloaded curriculum with outdated content. Some of the respondents agreed that their administrators are not supportive of active engagement of children in different activities.

It was further noted that charts were the most used learning materials because they are cheap and are readily available. Sadly, even these charts were found to be inappropriate as they had content of previous terms and not the ongoing themes. This finding is supported by Khan (2018) who found that teachers sometimes use old materials when they can use new ones.

5.1.2 Teachers Content Knowledge in promoting Children Participation

Another finding is that, the majority of the teachers are aware of the content in the Learning Framework though they cannot properly interpret the competences and learning out comes. This has led to usage of different content from the one in the Framework often got from other children's books. These findings support the one of Ball (2008) who found out that when teachers possess inaccurate information or conceive of knowledge in narrow ways, they may pass on these ideas to their students. They may fail to challenge students 'misconceptions; they may use texts uncritically or may alter them inappropriately. Consequently, teachers' conceptions of knowledge shape their practice including the kinds of questions they ask, the ideas they reinforce, the sorts of tasks they assign.

It was discovered that the teachers have not received enough guidance on how to use the frame work. Teachers do not know how to relate the developmental activities to the learning outcomes. Kauffman(2002) describes the dilemma teacher's face when he says that teachers must determine both what to teach and how to teach, often by themselves through trial and error. These decisions are especially challenging for elementary school teachers, who typically must make these decisions for several subjects. This has caused most of the teachers not to make much use of the Learning Framework to

guide their teaching. This is in agreement with Ejuu (2012) who noted that while many ECD centers have obtained the LFW, most of the centers possess it for the sake of fulfilling Ministry of Education and Sports requirements, in case of monitoring checks, but do not use it for teaching and learning. The framework is usually kept in the head teachers' office most of whom do not also know how to interpret and use the activities indicated for learning.

5.1.3 The relationship between Teacher Competence and Children Participation

The findings of the research revealed that teachers are competent especially in the areas of methodology, content knowledge and lesson planning. This is because most teachers are qualified. The 2007 Early Childhood Development Policy stresses the need for Early Childhood Development Caregiver training as one of its objective. Since the introduction of the policy more teachers have been trained (Ejuu, 2012).

The study found out that most of the teachers at least have a certificate in Early Childhood Development .Besides, most head teachers noted that a qualification in ECD is a must in order to teach in their school. However, though the teachers are trained, most of them are still using traditional methods of teaching and others only have a certificate as qualification which shows that they do not have new methods of teaching children in the 21st century where emphasis is put on critical thinking skills and the use of technology. In addition children are not participating because these teachers feel that children cannot do things on their own and therefore need to do most of the activities for them.

It was found out from the majority of the teachers that the Learning Framework which is the official guide for ECD teaching has been eliminated from their use in class.

Teachers are aware of the content to be taught in their classroom even without the help of the Learning Frame Work. This has been attributed to the teaching profession being one of learning continuously. In the end teachers attain more knowledge of different aspects even with limited help. This concurs with the findings of Sherina (2002) who found out that teachers are able to gain knowledge of their subjects over a long period of time in the classroom or during the profession.

It was found out the learning materials in most kindergarten classes were inappropriate. Appropriate materials were only found in “High Class Schools” this greatly affected the competence of the teachers in those schools as they were limited on the methods to use in their classroom. However, it was observed that even with the limited materials, teachers are able to have moderate participation in their classes. Moreover, teachers complained of parental interference in their teaching because even with the right materials, they are not able to achieve participation because parents think that it is not right to have children engaged in activities yet they can write in their books. Therefore, to address this issue, there is a greater need for parents and communities to have some familiarity with the education system and the curriculum offered at Kindergarten, given that, as Beuka (2008) found, many parents do not fully understand the education system. This is important so that they are not pushing their children to do academic subjects but according to their potentials and interests.

During the study, it was analyzed that the majority of the teachers lesson plan. Teachers are aware that in order to have a successful lesson, they need to plan. This confirms the findings of Gallego (2007) who found out that an appropriate planning must be the key factor in order to put an end to the teaching based on

improvisation, uncontrolled activism and routine. However, the study found out that the lesson plans are not closely followed by the teachers since the reason for making them is for administrative purposes in case the supervisors come and ask for them. This implies that although teachers know the importance of the lesson plan in their teaching, they still do not make much importance of it in their classrooms. Gallego (2007) affirms these findings when she states that teachers usually give up their capacity of creating activities that do not totally adjust to the necessities of the class environment, where they use designed school materials leaving the context aside.

The majority of the teachers displayed good methods in the classrooms with the exception of a few of them. The most used method was the chalkboard whereby the teacher often pointed at the objects on the board. This was done to refer to what she was talking about, or to confirm what she had just said. Teachers also view chalkboard as the most useful method for teaching as they are able to get students to participate which make class more enjoyable for teacher and students alike. This is similar to Buzbee (2014) who claims that with a blackboard, teachers have a flexible and versatile visual aid, a device that is both textbook and blank page, as well as a laboratory, and most importantly, a point of focus. Teachers also confirmed that they have students write on the chalkboard to display their understanding of concepts. Children also take turns writing and answering questions, physically identifying areas of confusion or presenting alternative perspectives on the chalkboard that may help their peers. The blackboard illustrates and is illustrated. Students not only simply listen to the teacher; they have a reason to look up from their desks (Buzbee, 2014). This implies that most teachers who use the chalkboard have not explored most of the teaching methods and do not know

when and how to use them. They are still using old methods to teach which do not provide chances for maximum participation which shows why most classroom observations revealed more of responding to questions than engaging in activities and no exploration of the environment.

The study found out that actually teachers possess appropriate competence to handle Kindergarten classrooms but the challenge is their knowledge of what actually participation is. Dallimore, Hertenstein & Platt (2004), stressed that there are differences in the way teachers and students define participation. Students see participation as a variety of non-oral participation behaviors whereas teachers define participation as oral. Therefore there is a clear misunderstanding of children even in the classroom which leads to less participation. It was further found out that the participation which majority of the teachers recognize is responding to questions asked by the teacher. Free will participation in most classrooms is regarded as a waste of time or disobedience. However with more training and self improvement on the side of the teachers, this can be overcome. Majority of the respondents agreed that if given Professional Development, their perception of participation would be better, so to say there would be maximum participation in their classrooms.

5.2 Conclusion

- The findings concluded that teachers are competent in their methodology for children participation though some teachers still tend to use old traditional methods especially chalkboard and they are still able to make children participate to some extent.

- It is clear that teachers' content knowledge is important for participation but because of lack of Professional Development in most schools for teachers, teachers have narrow perception of what participation actually entails. Even without professional Development, teachers were competent in explaining content in different ways as they tried to motivate children to participate and share their ideas.
- The research findings showed that teacher competence influences children participation in kindergarten classes with a weak correlation, this was confirmed by the correlation analysis and cross tabulations that revealed that there is a weak relationship between teacher competence and children participation. This proves that other factors such as parental interference, lack of support from the management, government policies, work pressure to mention but a few influence children participation in Kindergarten classes to a larger extent.

5.3 Recommendations

The following are the recommendations that the researcher came up with as pertaining to the findings:-

- School directors should organize training in collaboration with the Ministry of Education and Sports and the National Curriculum Development Centre to give skills of how to use the learning framework to their teachers because this study found that teachers have the Learning Framework but do not know how to use it.

- Teachers should modify their teaching methods especially with the use of learning materials that engage children actively in order to accommodate and promote children participation.
- The government should support building of solid structures and systems within and outside schools to encourage and support Professional Development.
- The government should ensure awareness of parents on participation by putting messages in the media aimed at educating parents on the benefits of children participation and active involvement during classroom time.
- Early Childhood Educators need to carry out further research on other aspects of teacher knowledge such as their knowledge and beliefs about their goals for teaching a subject and knowledge of pupil's understanding of a particular topic and their influence on children participation.

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Appendix A

Interview guide for the head teacher (Time duration= 1 Hour)

- a. To what extent are your teachers qualified?
- b. What is the average experience of teachers in your school?
- c. What is the highest level of Education obtained by the teachers in your school?
- d. How do you rate your teachers in terms knowledge of the subject they teach?
- e. What methods have you observed teachers using for participation in your school?
- f. What challenges do you face in ensuring that teachers use appropriate methods?
- g. What can be done to improve teachers' methodology that promote participation?
- h. How do the teachers undertake the lesson planning exercises?
- i. In what ways does lesson planning promote participation in the classroom?
- j. How do you evaluate teacher's lessons through their lesson plan?
- k. How do you ensure that there is maximum participation in the classrooms in your schools?
- l. How does your school support professional development of teachers?
- m. How do you involve other stakeholders of the school in promoting child participation?

Appendix B

Interview guide for the teachers (time duration= 30 minutes with each teacher)

- 1) What is your highest level of professional qualification?
- 2) What is child participation according to you?
- 3) In what ways do you promote participation in your classroom?
- 4) How do you motivate children to participate in the classroom?
- 5) How long have you been teaching?
- 6) What methods do you usually use to promote participation?
- 7) Which methods are unavailable to you and why?
- 8) How do you plan for lessons?
- 9) What challenges do you find with using the Learning Framework to guide your lessons?
- 10) What can be done to help teachers use the Learning Framework more often?
- 11) How do you undertake the planning exercise for your lessons?

Appendix C

Class room observation protocol

Available materials in classroom		
Expected materials	Observed	Not observed
Charts		
Real Objects		
Local Materials		
Models		
Building Blocks		
Puzzles		

Materials that are not relevant		
	Observed	Not Observed
Charts		
Models		
Flashcards		
Chalk and Board		

Methodology used in classrooms		
Method	Observed	Not observed
Songs and Rhymes		
Story telling		
Pretend Play		
Role play		
Demonstration		
Discovery Play		
Supervised outdoor play		
Cooperative play		

Appendix D

Head Teachers' Questionnaire

Introduction

I am Jivani Malika, a student of Kyambogo University carrying out research titled “Teacher Competence and Children Participation in Kindergarten classes”: A case of Kampala, Central Division, Uganda.

I kindly request you to answer the following questions. I assure you that the information given will be kept confidential and used strictly for the purpose of the research only.

Thank you in advance

Back ground information

Please tick (✓) where appropriate or fill the information where applicable.

i) Name of the School

ii) Sex: Male Female

iii) Age:

20-30 years

30-40years

40-50 years

50 years +

iv) Level of Education:

UCE

UACE

Certificate

Diploma

Degree

v) (a) Are there materials for delivering lessons in your school?

Yes

No

(b) If yes, how are they obtained?

Bought by the school

Made by teachers

Both of the above

vi) Do teachers in your school plan before lessons?

Yes

No

vii) If yes, how often do you check if teachers are following these lesson plans?

Never

Sometimes

Often

Everyday

viii) Do you think teachers experience in teaching is important when hiring a teacher?

Yes

No

ix) Which of the following ways do teachers in your school promote participation in their classrooms?

Providing materials

Verbal Praise

Gifts

Children clap for each other

x) How does the administration participate in providing learning /play materials that encourage participation in your school?

Purchasing

Recycling

Appendix E

Teachers' Questionnaires

Introduction

I am Jivani Malika, a student of Kyambogo University carrying out research titled "Teacher Competence and Children Participation in Kindergarten classes: A case of Kampala, Central Division, Uganda.

I am requesting you kindly to answer the questions below assuring you that the information gathered will be kept confidential and will not be used for any other purpose

Apart from this research

Thank you in advance.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please tick (✓) where most appropriate or fill in the information where necessary

1) Age

20-30 years	<input type="checkbox"/>
30-40 years	<input type="checkbox"/>
40-50 years	<input type="checkbox"/>
Above 50 years	<input type="checkbox"/>

2) Sex

Male

Female

3) Level of Education

Degree

Certificate

Diploma

SECTION B: METHODOLOGY THAT PROMOTES CHILDREN

PARTICIPATION

1) Which of the following methods do you use in your classroom to promote participation of children?

Songs and Rhymes

Pretend Play

Demonstration

Discovery Play

Cooperative Play

Storytelling

Role Play

Field Trip

Supervised outdoor play

2) Do you have appropriate Learning materials to promote participation in your classroom?

Yes No

3) Which of the Learning Materials do you use in your classroom for Participation?

Charts	<input type="checkbox"/>	Real Objects	<input type="checkbox"/>	Local Materials	<input type="checkbox"/>
Models	<input type="checkbox"/>	Building Blocks	<input type="checkbox"/>	Puzzles	<input type="checkbox"/>
Flashcards	<input type="checkbox"/>	Chalk and Board	<input type="checkbox"/>		

SECTION C: TEACHERS' CONTENT KNOWLEDGE IN PROMOTING CHILDREN PARTICIPATION

Please indicate how comfortable you are with the content knowledge shown.

Content Knowledge	Comfortable	Not Comfortable
Content in the Learning Frame Work.		
Interpreting Learning Frame Work.		
Basic Knowledge of Syllabus.		
Activities in the syllabus		

SECTION D: RELATIONSHIP BETWEEN TEACHER COMPETENCE AND CHILDREN PARTICIPATION.

Please indicate the relationship between Teacher Competence and Children Participation.

STATEMENT	AGREE	DISAGREE
Using various methods during a lesson ensures children participation.		
Some teaching methods may not be appropriate for children participation.		
Availability of appropriate Learning materials in the classroom ensures children participation.		
Knowledge of the content in a Learning Area helps to ensure participation.		
Planning before lessons ensures that children participate in class.		
With the right content knowledge and methodology, teachers are able to plan their lessons for maximum children participation.		

Expected Materials	Observed	Not Observed
Charts		
Real Objects		
Local Materials		
Models		
Building Blocks		
Puzzles		

Appendix F

TABLE I
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Approval of Research Proposal

2



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

Faculty of Education
Department of Early Childhood Education

INTERNAL MEMO

FROM: Chair, Department Graduate Board, 13th May 2019
TO: Ms. Malika Jivani REF: 17/X/14502/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 3rd April 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,

Dr Ejuu Godfrey

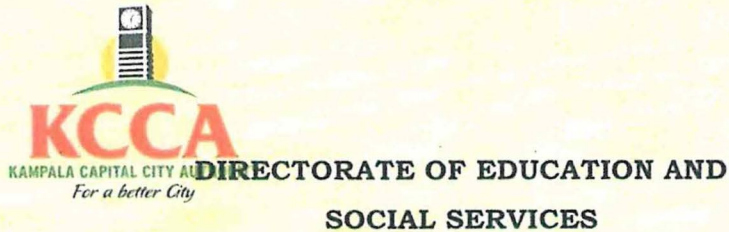
JG **FOR: CHAIR, FACULTY GRADUATE BOARD**

CC Chair, Early Childhood Education Department Graduate Board

Supervisors

- 1 Dr. Ndawula Stephen
Head of department Odel
- 2 Dr. Nizeyimana Pamela
Special Needs

Information about Early Childhood Education



REF: DESS/KCCA/508

2nd September, 2019

Mrs. Malika Jivani

Early Childhood Education

Kyambogo University

Po Box 1, Kyambogo

KAMPALA.

RE: INFORMATION ABOUT EARLY CHILDHOOD EDUCATION

The above captioned refers.

I acknowledge receipt of your request and wish to advise you to reach out to Kindergartens for the details.

Yours,


MALAALA LWIDU PAUL
SUPERVISOR EDUCATION SERVICES/CENTRAL
Copy: Town Clerk



P.O. Box 7010 Kampala - Uganda
Plot 1-3 Apollo Kaggwa Road
Tel: 0204 660 000