A COMPARATIVE STUDY ON PEDAGOGIES UTILIZED IN INTERNATIONAL AND NATIONAL NURSERY SCHOOLS IN KAMPALA

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DECEMBER 2012
DECLARATION

I, Lunyolo Mary Wepukhulu, hereby declare that this dissertation is my original work and has not been submitted for any other award of degree or published at any university.

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This is to certify that this dissertation has been submitted for examinations with our approval as university supervisors.

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Date .................................
DEDICATION

This piece of work has been dedicated to my dear husband Mr. David Shilungo and my parents Mr. & Mrs. Joshua and Petwa Wepukhulu.
ACKNOWLEDGEMENT

I am very grateful to the Almighty God for beginning and watching over me to the successful completion of this project. Each time I went out of home, you watched over me and brought me back safely. I lift your Name high up oh! God. I am delighted to offer special gratitude to my dear husband Mr. David Shilungo and our son Travor for the tireless support whenever things seemed to be failing you were there for me.

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<table>
<thead>
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<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>MOES</td>
<td>Ministry of Education and Sports</td>
</tr>
<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum for African Women Educationists</td>
</tr>
<tr>
<td>CVI</td>
<td>Content Validity Index</td>
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<td>SPSS</td>
<td>Statistical Package for Social Scientists</td>
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ABSTRACT

The purpose of the study was to compare pedagogies utilized in international and national nursery schools. It was guided by four objectives that is to say, to compare methods of teaching, used in international and national schools, to find out whether learning materials used in international and national nursery school bring out holistic development of children, classroom setting in international and national nursery schools bring up the purpose of pre-school education and whether learning activities used in international and national nursery schools are developmental to learners. The study was both qualitative and quantitative involving a number of 35 teachers selected purposively from international and national schools. Data was collected from head teachers and teachers using, the interview guide, observation guide and a questionnaire. Data was analyzed using the critical analysis method basing on the key themes of the study. The findings of the study revealed that the teaching methods employed in international nursery schools were more appropriate as compared to those from national nursery schools. It also revealed that instructional materials utilized in international schools would enable a child develop holistically than those used in national nursery schools. It was further revealed that the classroom setting in international nursery schools could bring out the purpose of pre-school education and finally revealed that activities given to learners in international nursery schools are more developmental than those in national nursery schools as they concentrated on the writing activity in every lesson.

From the study findings it was concluded that the a wide range of teaching methods were employed in international nursery schools while in national nursery schools it was predominantly chalk and talk method accompanied with singing, turn taking, and round table etc. In addition it was concluded that international nursery schools use a variety of learning materials like model televisions, counters, individual cards, charts, wood blocks and clays which bring out holistic development yet national nursery schools use more of charts, chalkboard which do not adequately bring about holistic development of children of nursery level. Further more it was concluded that the classroom setting in the
international nursery schools with all the learning areas is the ideal and appropriate to bringing out the purpose of pre-school education compared to the classroom setting in the national nursery schools where most of the learning areas were missing. Finally it was concluded that learning activities given to children in international nursery schools especially those that allow children to do activities on their own are developmental. However, writing activity done by children in national nursery schools is the order of the day which in most cases affects children’s handwriting in future if not handled with care. Therefore, the researcher recommended Ministry of Education and Sports, Education administrators at District and at school level to do the following: Emphasize the use of all teaching methods like singing, story telling, role play and observation in both categories of schools (international and national) as these help in realizing effective teaching and learning of pupils in the two settings. Inspection should be carried out with emphasis on suggested methodologies that teachers should apply. The government should assist national nursery schools to acquire learning materials like wood blocks, cards, counters, jig saws, beads among others which are in plenty in international schools. Nursery schools should in addition get grants, donations and begin projects that would enable them get enough funds to buy learning materials that will enable them give holistic education to children. The ministry should also make it a requirement for every nursery education centre be it international or national to have all the learning areas in their classrooms to bring out holistic development. In the same way supervisors and inspectors of schools should ensure that all learning areas are in place to allow holistic development. For a nursery school to be given a license it should be cross checked to see whether the space is enough to allow all the learning areas fit in the classroom. Finally, all learning activities like modeling, singing, threading, construction, printing, water and sand play among others should be given to children in both international and national nursery schools.
CHAPTER ONE

INTRODUCTION

1.1 Background of the research

Historical background

Pedagogy is a central concern of power in the teaching/learning situations in all institutions of learning. Institutions that train teachers are in existence because of pedagogies and it is the core of their training. Certain historians of pedagogy say that; “probably pedagogy began when the first human family began its existence…” Compayre & Payne (2003: 1). Further more, Gadotti (1996: 10) traced the history of pedagogy that; “It is as old as education ….” The quotations above confirm that pedagogy is a very important factor in education.

Wikipedia (9/24/2008) defines pedagogy as assisting learners through interacting with and activity in the on going academic and social events of the classroom”. Almodes (2008) says “... Pedagogy is the science and an art of teaching. The definition adopted for this study is the science and an art of teaching. Pedagogy will be characterized by methods of teaching, learning materials, classroom setting and learning activities in this study.

Pedagogy worldwide has been embraced in the education systems for example in German Friedrich Froebel introduced ‘Free work’ into pedagogy Payne (2001) says. In Australia Martin (1999) states that; in 1978 Australia was shifting her education system from traditional to progressive pedagogy. In African countries for example Malawi, Namibia,
Senegal and Uganda in particular, pedagogy is taken as an important issue in the education systems. Forum for African Women Educationists (FAWE, 2005) point out that FAWE developed the Gender Responsive Pedagogy (GRP) model to address the quality of teaching in African schools.

In Uganda pedagogy was being employed in schools seriously by Ministry of Education and Sports. MOE&S (2000) pointed out that; pedagogy was created to provide backup support to oversee the smooth implementation of planned programmes and its delivery. One of the programmes in Uganda which was employing pedagogy was pre-school. Pedagogy is very important in pre-school because it addresses the holistic development of the child. This was the area where the researcher took interest in.

Pre-school education was introduced in Uganda in 1930s by Asians. The Asians (International) who lived in Uganda then, aimed at preparing their children for schools back in their home countries. Since they were busy they also wanted to take care of their young children while parents went to work. So they gave children materials for play, stimulation, amusement, and to keep them purposefully busy. The pedagogies utilized in these nursery schools, sets out to address the whole child, with body, mind, emotions, creativity, history, and social identity.

It was after the departure of Asians that the first African started a nursery school (national) for the parents who were able to pay for the service. Nursery schools in Uganda are privately owned and were for commercial gain. The Government White
Paper (1992: 10) confirms that; … pre-primary education continues to be run by private individuals/groups for profit or voluntary basis. In the same way the MOE&S (2007: 1) supports the idea of embracing the children that “… the Ministry of Education and Sports strongly feels that this policy for ECD will guide all stakeholders in executing their roles and responsibilities to enable Ugandan children develop their potential to the maximum”.

According to Prentice (1990: 373) Nursery school is a place where very young children are cared for. A place concerned with care of young children and with getting them ready for later schooling. Wikipedia (web. 9/24/2008) refers a nursery school to a school for children between the ages of three to five, staffed by qualified teachers and other professionals who encourage and supervise educational play rather than simply providing childcare. The definition adopted for this study is a school for children between the ages of three to five. In Uganda the word nursery school is used interchangeably with kindergarten. In this study these word means the same when applied.

Wehmeier (2000: 627) defines international as connected with or involving two or more countries. In this study International was characterized by schools whose curriculum is foreign, implying that their programmes are different from those of the Ministry of Education and Sports (MOE&S), for example, academic year is different, holiday time, use their own policy and supervision is done by the founders. Sinclair et al (1993: 855) states that “nation means a large community of people, living in a particular territory under one government.” National will refer to nursery schools that use the curriculum for Uganda (Learning Framework for ECD), follow the programme for (MOE&S), Early
Childhood Development (ECD) Policy.

The learning framework (2005: 2) says that; Early childhood development is a continual process of human development, physically, socially, emotionally, and mentally from the time of conception to the initial stages of formal schooling (0-8 years old).

**Theoretical perspective**

This study was guided by the theory of interactionists which was advanced by the Philosopher Emmanuel Kant (1724 –1804). It was influenced by Psychologists like Piaget (1896-1980) Vygotsky (1896-1934) and Dunn (1939). The theory postulates that children are partly empty vessels and partly Pre-programmed and that there is an interaction within and between the two. Colwyn Trevarthen asserts that this theory lies in the notion of reciprocity or give and take thus, sometimes the child leads and sometimes the adult leads (Tina, 1997: 11). This theory was adopted because in nursery schools, there are assorted ways employed in the teaching/learning for example, participatory methods, activity based learning and the way classrooms are set with materials displayed, influence the process of learning in young children. Therefore, the teacher/adult is seen as the organizer and facilitator of children’s learning hence interaction between them. The theory guided the researcher to investigate whether this interactionist view was utilized more in International than in national nursery schools.

Jerome Bruner’s cognitive theory supports it further that; the intellectual development has many characteristics. One of the characteristics chosen for this study is that: Cognitive development depends on a systematic interaction between the young/learners
and their parents/teachers from whom they imitate lots of behaviors Tina (1997: 13). Children in nursery need a lot of guidance from adults and imitation is one way children learn, the theory implies that; although teaching/learning requires guidance from the teacher, the children should be encouraged to play an active role to exploit their thinking (discovery learning). However, none of the cited studies and literature was from the case of international and national nursery schools in Kampala warranting which this study did.

**Conceptual background**

In this study, pedagogy was operationally defined to mean methods of teaching, learning/instructional materials, classroom setting, and learning activities. A method of teaching is defined as “a particular way of doing something (Wehmeier 2000: 740). Methods of teaching are important aspects of pedagogy because in the teaching/learning situation nothing can take place without the way (method) to go about the teaching. According to Wikipedia (10/27/2010) “Method may refer to: How to do or make something.” In the study of the Web (10/30/2010) adds that “a method is a systematic way; implies an orderly logical arrangement (usually in steps). It is realized that in the teaching/learning situation methods play an important role. If the choice is not made carefully, the lesson cannot be systematic, and orderly in turn it will be a failure. In Kampala Uganda many teachers in nursery schools utilize methods of their choice to conduct lessons as compared to International nurseries where methods are stipulated in the curriculum. The purpose of the national nurseries is to drill children for better primary schools. This was likely to bring the discrepancy in the use of methods in International and national schools.
Learning Materials refer to “things which supplement and complement the teaching/learning process like models, charts and others.” The Caregivers Guide (2008: vii). Learning materials are important aspects of pedagogy because they help children learn concepts easily and bring distant events to the classroom. For example, they help observe, touch and use these materials in their play. According to the Learning framework (2005: 3) “children learn differently from the way older children and adults learn. They need to observe the environment around them, manipulate and experiment with objects in the environment and develop clear concepts”. In the study of Bishop (1985: 102) forwarded a Chinese proverb that; “I hear and I forget, I see and I remember, I do and I understand.” He realized that, the utilization of learning materials play a very big role in the teaching/learning situation. In national nursery schools, learning materials are less utilized in the teaching. Teachers mostly use the chalkboard for drawing pictures and writing words. This can easily cause differences in the children’s learning in International and national nursery schools as shown in picture 1. Refer to appendix VI.

Classroom setting refer to the arrangement of the learning environment as it is pointed out by Early Childhood Development Caregiver’s Guide (2008:13). Classroom setting is an important aspect of pedagogy because it helps children master what they have learnt sustains their interest and for incidental learning. According to Farrant (1993: 120), “A classroom that provides a truly educational environment is a place where children will learn unconsciously and consciously.” Seely (1988: 95) realizes that it would be a mistake to think of a classroom simply as the place where the teacher works. It is also a most important teaching aid.” Part of the classroom setting includes
sitting arrangement, displays of materials in learning areas. The ideal size of the classroom for a nursery school is 8m x 7m, in Kampala Uganda, most national nursery schools are in 4m x 3m which makes it difficult for teachers to set the classrooms as they are supposed to be. Therefore the classroom setting is not the order of the day. This can influence children’s learning. The ideal classroom setting would appear as in Figure 1: Refer to appendix VII.

Learning activities refer to the collection of simple activities designed to help your child improve her/his learning skills. (Wikipedia (10/27/2010). Learning Activities are important aspect of pedagogy because they help children consolidate what the teacher has taught. According to Michigan University (2009 revised [10/30/2010]). The learning activities should promote the achievement of children capabilities. In the study of Jindrich (2010 [10/30/2010]) he realizes that “Each activity contributes to one or more types of Early Childhood Development and will help prepare young children for future learning. In Kampala Uganda, most national nursery schools, children are taught and given technical activities like writing and reading daily before they are ready for it, whereas international give activities that develops the child as a whole. Probably this could be the cause of the differences in pedagogies utilized in both International and national nursery schools. This is presented in picture 2 where children in International nursery school were doing an activity individually: This is slightly different with the activities done by children in national nursery schools as presented in picture 3 where children are engaged in a group activity. Some other children were seen doing something different: Refer to appendix VI.
Contextual Perspective

The study was done in nursery schools located within Kampala District which is the capital city of Uganda in the central part of the country with many international and national nursery schools. The competencies of children in the two school environments are different with those in international nursery schools enjoying superior competencies like self esteem, good communication skills among others while their counterparts in national nursery schools enjoy inferior competencies reflected in form of low self esteem, poor communication skills, low reasoning power, less confident, and always learn under fear/threats. Although there might be other factors contributing to the difference in competencies this study was preoccupied on methods of teaching, learning materials, classroom setting and learning activities.

1.2 Statement of the problem

In Kampala Uganda, there are different pedagogies that are being employed in international and national nursery schools. Children in international nursery schools exhibit superior competencies like high self-confidence, high self-esteem, and concentrate for a longer time on an activity, orderly and have good communication abilities compared to their counter parts in national nursery schools. Yet every child in Uganda has a right to good education that offers him/her a firm foundation in the world of knowledge and skills. MOE&S (2005: vii) confirms that; the Learning Framework for ECD has been designed to allow every Ugandan child to enjoy the right to development. This can only be possible if such a child was exposed to appropriate learning methods, appropriate classroom setting, provided with proper learning materials and given
developmental activities. Therefore, there is a serious problem in that few children are receiving the education which is superior to their counterparts arising from poor selection and utilization of pedagogies. The researcher pondered whether these superior competences that children are getting are connected to pedagogies utilized by both international and national nursery schools in Kampala Uganda.

1.3 Purpose

The purpose of this study was to compare pedagogies utilized in international and national nursery schools in Kampala Uganda.

1.4 Objectives

The objectives of this study were: -

1. To compare the methods of teaching employed in international and national nursery schools in Uganda.

2. To find out whether learning/instructional materials utilized in international and national nursery schools help to bring up holistic development of children.

3. To establish whether the classroom setting in international and national nursery schools is appropriate and bring out the purpose of Pre-schools education.

4. To establish whether learning activities given to learners during teaching/learning in international and national nursery schools are developmental.
1.5 Research questions

This study sought to answer the following questions:

1. To what extent do methods of teaching employed in international and national nursery schools differ?

2. How do learning/instructional materials utilized in international and national nursery schools bring about holistic development of a child?

3. To what extent is the classroom setting in international and national nursery schools appropriate and bring out the purpose of Pre-schools education?

4. To what extent are activities given to learners in international and national nursery schools developmental?

1.6 The Scope

This study was conducted among international and national nursery schools in Kampala district. It focused on pedagogies utilized in nursery schools particularly – methods of teaching, learning/teaching materials, classroom setting and learning activities.

1.7 Significance of the study

It was hoped that the study would be useful to the Ministry of Education and Sports, policy makers and curriculum designers to use this findings to make changes required in order to make the nursery children learn or be handled appropriately.

It would further help nursery teacher training institutions to train students on appropriate pedagogies of handling and teaching nursery children.
The findings and recommendations of the study would also be useful to the proprietors and head teachers of nursery schools to organize refresher courses to help teachers be updated on pedagogies of handling children.

The researcher hoped that the study would form a basis for further research on best pedagogies in which nursery children are to learn.

**Operational definitions**

Pedagogy- This means all what goes on in the class during the teaching/learning process.

Methods – This refers to the approaches used in the teaching/learning process

Instructional materials- These are the things used in the teaching / leaning process.

Classroom setting- This refers to the way the classroom is arranged for teaching

Learning activities- These are tasks given to children in the teaching/learning process

National nursery schools- This referred to nursery schools that follow the national curriculum, Ministry of Education and Sports schedules for teaching and holidays

International nursery schools- This meant nursery schools which use foreign curriculum and have their own schedules out side ministry of education and sports.

Early childhood development is a continual process of human development, physically, socially, emotionally, and mentally from the time of conception to the initial stages of formal schooling (0-8 years old). This study is concerned with children of 5-6 years old. Teaching methods employed like singing, turn taking among others, learning materials utilized, the classroom setting and the learning activities given to children are different.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter dealt with review of pedagogies utilized in nursery schools, theoretical review, conceptual framework, and review of related literature.

2.1 Theoretical Reviews

The theory of interactionist advanced by the Philosopher “Immanuel Kant (1724-1804) states that; children are partly empty vessels and partly pre-programmed and that there is an interaction within and between the two”. The theory further states that; “the theory lies in the notion of reciprocity, that is to say, ‘give and take’ – this means that sometimes the child leads and sometimes the adult leads. This theory was influenced by psychologist know as Jean Piaget (1896-1980), Vygotsky (1896-1934) and Dunn (1939)”. For example, Jean Piaget carried out a study on how children learn and used his own three children. Piaget’s theory of learning has contributed to the firm establishment of child-centered education in schools where the teacher is seen as the guide and facilitator.

In relation to interactionist theory, Jerome Bruner’s cognitive development theory does also assume that cognitive development depends on a systematic interaction between the young learner and environmental setting influence the behavior of these children. Therefore, children in nursery need a lot of guidance from adults and their surrounding since imitation is one way nursery children learn.
In this study, pedagogy was taken as the dependent variable, which looked at methods of teaching (participatory), learning materials, classroom setting and learning activities. The independent variable in the study are competencies specified as self esteem, good communication skills, reasoning power, assertiveness and confidence that children develop if pedagogies are utilized appropriately in international and national nursery schools.

The interactionist and cognitive theory adopted for this study call for children to interact with adults in the classroom in order for them to learn well. In the classroom, the teacher uses various things to enable children learn for example methods of teaching, learning materials, classroom setting and activities. If these things are utilized well, there are competencies children acquire in turn. Some of which are self esteem, assertiveness among others. The teacher is seen as a guide and facilitator for children’s learning. Therefore the theory advanced is applicable.

However, adopting the interactionist and Bruner’s cognitive development theory for this study, the researcher recognizes the shortcomings of the theories. The teachers are to design and develop a variety of learning materials to use in the teaching/learning situation and hence setting a conducive learning environment. The participatory methods call for expertise and use of large space, the classroom setting needs a big space and the learning activities need to be set for all groups of children. All these call for manpower and a lot of time. This is very expensive for nursery schools that are privately owned and commercially oriented.
2.2 Conceptual frame work

![Conceptual Framework Diagram]

**Independent Variable**
- Pedagogies
  - Methods of teaching
  - Learning materials
  - Classroom setting
  - Learning activities

**Dependent Variable**
- Competencies
  - Self-esteem
  - Good communication skills
  - Reasoning power
  - Confidence

**Extraneous variables**
- Parent
- Teachers
- Infrastructure

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**Fig 2.1: An illustration of the linkages of variables**

**Source:** constructed using ideas of Tina (1997)

The independent variable is pedagogies which was characterized by methods of teaching, learning materials, classroom setting and learning activities. The dependent variable was competencies characterized by self esteem, good communication skills, reasoning power, confidence and assertiveness. These competencies are acquired by children if pedagogies utilized by international and national nursery schools are appropriately applied. The extraneous variables which are characterized by parents, teachers, and infrastructure can hinder the children from achieving the competencies enumerated above.
2.3 Review of related literature

This chapter discusses the literature related about the comparison of pedagogies utilized in international and national nursery schools. It particularly focuses on these objectives:-

1. To compare the methods of teaching employed in international and national nursery schools in Uganda.

2. To find out whether learning/instructional materials utilized in international and national nursery schools help to brings up holistic development of children.

3. To establish whether the classroom setting in international and national nursery schools is appropriate and bring out the purpose of Pre-schools education.

4. To establish whether learning activities given to learners during teaching/learning in international and national nursery schools are developmental.

The researcher discussed the literature review objective by objective.

2.3.1 Methods of teaching employed in international and national nursery schools in Uganda

According to Early childhood education and care book (2006: 59) states that; “the child-centred methods set out to address the whole child, the child with body, mind, emotions, creativity, history, and social identity” these strategies include individualized learning, hands on instruction. These methods are interactive in nature, therefore in order for the above to be fulfilled; the teacher’s role is to choose appropriate methods, materials and activities that call for the development of the whole child.
Ministry of Education and Sports (MOES, 2005: 18) states that; for effective teaching and learning you need to use a variety of participatory methods as well as sustaining their interests. This will promote retention and comprehension of the aspects learnt by children. Teachers’ should therefore use methods like games, imitations, role play among others.

Sheila (2006: 154) asserted that children learn through exploring the environment watching and observing others, playing, talking and communicating and firsthand experience. Teachers should allow children to explore as they learn in class as this helps them faster.

Marshall (2007: 74) asserts that; children learn by listening to and looking at what is going on. If this is repeated time and again (that is to say in nursery rhymes) they will soon learn and remember what is being said or what is happening. When teaching teachers need to repeatedly articulate what they are saying and doing to enable children grasp what the teacher is teaching.

Hinks (2008: 9) puts forward that; I watch you. I try it. That is how I learn. Therefore methods of teaching like demonstration, play, and role play should be selected when the teacher is drawing a lesson plan to enable children watch and practice what he/she has done in order to master concepts faster.
Games as one of the methods in nursery schools are very interactive if used in the teaching/learning process, it brings about holistic development in children. Nsubuga (2000: 11) asserts that; “games … can be used to force children to interact with each other in the classroom. They learn from one another and they develop skills of coordination and cooperation”. As children interact in games they easily develop high self esteem, self expression and confidence.

Teachers in nursery schools need to be very creative and active in the composition of songs and rhymes. Singing as a method of teaching helps children to understand easily. Aggwarwal (2000: 214) advances that; Froebel saw an organic relationship between songs, gestures and construction. He regarded these as three co-ordinate forms of expressions in the child. What is to be learnt by the pupil is first expressed in a song, and then it is dramatized or expressed in gestures or movement and lastly illustrated through constructive work such as paper or clay. Children in nursery school enjoy singing and acting.

Role play method can bring out the aspect of interaction and development of self esteem, self expression, and confidence clearly. “Nsubuga (2000: 14) comments that; role playing has been used by teachers for many years to help pupils develop their attitudes, values and interaction skills”. Similarly Gichuba (2009: 21) says that; role play enhances development of mental, physical, creative, social and emotional aspects of children.
Nursery school children enjoy imitating adults in each and everything they do as this fosters interaction. Hinks (2008: 7) states that; I do not understand many words but I am learning by imitating your sounds. Teachers in nursery schools need to be role models as children imitate whatever they do and say. Gichuba (2009: 28) further states that; children pay attention, internalize what they observed and reproduce the behavior by imitating.

Observation is yet another method that teachers in nursery schools can use in the teaching/learning situation to assess the progress of children in activities they do daily. “Tina Bruce (1997: 29) asserts that; Montessori stressed that it is good to observe children in order to see what they can do to build on this’. In the same book Steiner also subscribed to this view that; in the early years (up to seven years of age),” the adult needs to build on what the child brings with him or her from a previous life. When the teacher observes children interacting with one another, this will help him prepare for them the work building on their previous experience.

Aggwarwal (2000: 213) Froebel, says, “play is the purest, most spiritual activity of man at this stage of development. It gives, therefore, joy, freedom, contentment, inner and rest, peace with the world. It holds the source of all that is good”. Purely children interact with one another as they play, their potentials unfold hence full development of the child. In the same vein Gichuba (2009: 13) emphasizes that; children learn effectively through play. This is because it incorporates motivating, assimilating and repetitive experiences or actions with familiar objects and within familiar settings. Therefore, teachers in
nursery schools need to use play in the teaching as it provides an opportunity for experimentation during the learning process.

Another method of teaching pointed out by Gichuba (2009: 19) is story telling. He points out that; children enjoy telling and listening to stories. Stories are important because they promote social, moral and cognitive development of children.

Gichuba (2009: 23) further points out that; Early Childhood Development teachers should always let children discover as they carry out activities. It enhances the development of imagination, manipulation and innovation in children. There has not been empirical study done in the context of international and local nursery schools particularly on teaching methods used in the two school settings which this study did.

2.3.2 Learning materials utilized in the teaching/learning process in international and national nursery schools.

Wikipedia (web 7/17/2008: 8 of 10) asserts that; Piaget, posited that children learn through actively constructing knowledge through hands-on experience. He suggested that the adult’s role in helping the children to learn was to provide appropriate materials for the child to interact and construct. Teaching/learning environment need to be fully arranged with learning materials that will enable children feel free to interact with them and construct anything they wish.
Children learn by doing as well as hearing and reading. This is easily done when variety of materials are exposed to them. Early childhood development caregiver’s guide (2008: 23) confirms that; learning becomes more interactive and real when for example children interact with materials. MOES (2010: 9) puts that; children learn by doing things and are eager to manipulate and handle objects. This can be done through play as they respond spontaneously to opportunities derived from it. Teachers therefore need to provide plenty of things and play with the child.

Hinks (2008: 5) puts that; I learn about my world when you put interesting things near me. This suggests that teachers in the teaching/learning process should prepare a variety of interesting learning materials for children to learn best. Furthermore Hinks (2008: 11) continues say that; playing with blocks helps me learn about shapes and sizes. I will need that for mathematics and reading. Blocks further help the child to develop fine motor skills that prepares children for writing. It is therefore important that these materials are used in the teaching/learning process for children to develop the concepts of shape and size early enough.

Gichuba (2009: 85) identifies that; material provision helps in stimulating young children’s physical, mental, social, emotional, moral and spiritual development. In addition children develop their finger muscles and learn through senses, as they manipulate the materials. A variety of skills in different activity areas are developed. Teachers should ensure that learning materials are provided in all learning areas to help children learn appropriately.
Gichuba (2009: 85) continues to stresses that; materials make it easy to teach some concepts that cannot easily be understood. For example, scientific concepts children are made able to visualize and concretize their experiences. In addition materials make explanations easier during teaching/learning process hence making it easier for learners to understand the various concepts. Hinks (2008: 12) asserts that children are excited about learning when they are given materials to use. Teachers should teach using a variety of learning materials and give children many opportunities to manipulate them as they understand best when they do things by themselves.

The learning framework (2005: 3) affirms that; children need to observe the environment around them, manipulate and experiment with objects in the environment and develop clear concepts. When children interact with materials in the class, they master concepts easily. The Learning Framework (2005: 3) further states that; “all materials are needed for facilitating children’s development holistically. This means that without materials children may not develop holistically. However, in this study learning materials used in the national and international nursery schools had not been investigated on by earlier studies in in the context Kampala district. This justified the study to go ahead to research on the same.

2.3.3 The ideal classroom setting in the teaching/learning process bring out the purpose of Pre-school education.

Early Childhood - Head Start Task Force (2002: 3) comments that; effective pre-school classrooms are places where children feel well cared for and safe. They are places where
children are valued as individuals and where their need for attention, approval and affection are supported. They are also places where children can be helped to acquire a strong foundation in the knowledge and the skills needed for school success.” Therefore it is important to set the children’s classroom well for learning.

Bulman (2004: 124) asserts that; we need to provide children with a stimulating environment to encourage them to try out their own ideas. Teachers should ensure that the classroom setting has all learning areas with a variety of materials that are challenging to enable them learn incidentally.

Farrant (1993: 169) says that; a classroom that provides a truly educational environment is a place where children learn unconsciously as well as consciously. In it they will find interesting things such as pictures, about current affairs, working models of things they are learning about. Teachers need to consider the learning environment and ensure that it is conducive for effective teaching and learning.

Mayesky (2002: 78) asserts that; the arrangement of the space in early child hood programme also has an effect on the safety and success of creative activities for which it is used. Mayesky (2002: 78) continues to note that; in organizing areas for young children, there must be enough open space for children to move around in safety and comfortably at their level of physical development. Display in the classroom is part of the learning environment. The way materials are displayed in the classroom can affect children’s learning.
Gichuba (2009: 35) asserts that; a well organized classroom enables children to access materials they need without having to ask the teacher and return them easily. It also has well established learning areas with a variety of materials correctly labeled and well maintained to sustain children’s interests and occupy their free time. In addition, Gichuba (2009: 39) identifies the following importance of learning areas in the classroom; it arouses children’s interests, curiosity and stimulates learning, help to integrate learning in other activity areas, reinforce what children have learnt and help children to use multiple senses in learning. Teachers must reflect on the above advantages of learning areas in a classroom to teach children holistically.

MOES (2011: 1) points out that; children have individual differences; they learn and acquire knowledge and skills in different ways. They discover and construct new concepts by interacting with their environment. Therefore, the classroom setting should be appropriate to help children learn in an atmosphere that is favorable to them.

The classroom setting in pre-school institutions is vital in a way that it helps children develop their potentials fully. “Mayesky (2002: 79) says; an early childhood program organized around activity centres, encourages creativity by giving children many opportunities to play, experiment and discover.” In the same thought Farrant (1993: 169) complements that the educational environment of the classroom should provide something of the excitement of a market, the awe of a museum, the fascination of a zoo and the interest and enjoyment that can be gained by browsing in a library. If this is done, the purpose of pre-school is fulfilled.
The school prepares an environment conducive to focusing, guiding, expanding the experiences, understanding, and skills which the child will naturally develop in the course of growth. Kohn (1993: 18) consents that; every detail of children’s environment must be carefully planned, for children are extremely sensitive and all details are educational to them”. The teacher needs to set the environment and properly arrange it in centres for easy retrieval of the materials and put them back easily after use. The study sought to investigate whether the classroom setting in the local and international nursery schools could bring out the purpose of pre school education as no empirical study had been conducted out in Kampala District Uganda.

2.3.4 Developmental activities given to children in the teaching/learning situation

Not all activities done by children are developmental. The learning Framework for Early Childhood Development (2005: 9) asserts that; a developmental activity has a purpose that offers a challenge to the child who spontaneously responds by doing the activity and feels immensely satisfied when the activity is completed”. As teachers plan for children’s activities they should bear in mind this factor.

Children learn by doing, so it is only through activities that they can learn and master concepts exposed to them. Web (7/17/2008: 1 of 2) says, hands-on activities create authentic experiences in which children begin to feel a sense of mastery over their world and a sense of belonging and understanding of what is going on in their environment. In the teaching/learning situation children need to have hands-on activities which helps them develop as a whole. Therefore, teachers need to prepare lessons that call for practice.
Further Hinks (2008: 13) adds that; I will understand my world better as I learn to sort things into groups. Sorting being one of the activities that children are supposed to do when teaching, teachers should use it frequently because it has multiple skills children develop at a time.

MOES (2010: 1) says that; young children benefit from participating in activities that support the development of fine motor skills in their hands and fingers. Further still it stresses that; creative activities are those activities where imagination is used to develop new and original ideas/things especially creating things in an activity that can be enjoyed by all children regardless of their status.

Hodge (2000: 22) puts forward her views about children’s activities that; “children feel secure when they take part in activities that interest them, for example, role play or stories”. Teachers have a big role to play in away that activities designed for children should be interesting, stimulating, imaginative, challenging and developmental.

Hinks (2008: 12) observes that; children are practicing to control their actions by jumping, pushing and pulling. Such activities need to be encouraged as they help the children to grow physically fit. Hinks (2008: 12) further adds that; finding hidden objects, playing matching games, drawing and making crafts help me learn and remember, developing the skills I need for writing and helps me develop control of my hands and fingers. Teachers need to have a variety of activities that are challenging and interesting to enable children enjoy learning and develop holistically.
Block area in the classroom is vital. Briefly it helps children to develop their language by talking to one another about what they have made, express their ideas etc. “Mayseky (2002: 169) asserts that; learning to put things together with blocks provides toddlers with a fun activity and introduces them to making original designs”. In the block area, children can construct/form ideas about various things that can be made.

Water play activity is one of the best games for children to do. They love and enjoy it. Early childhood development Caregiver’s Guide (2008: 18) asserts that; water develops eye-hand coordination and develops fine and large muscles. Children develop language skills and mathematical concepts. The teacher needs to set this learning area outside class with a variety of different sizes of containers to enable children to develop multiple concepts. Similarly, Hinks (2008: 12) adds that; children are curious about how things work. Pouring and mixing introduces them to science. MOES (2010: 5) also confirms that; children love playing with water, so activities involving water are always enjoyable. Simple changes can add new experiences for example using warm water, cold water, soapy water, colored water, containers with holes of different sizes among others. Teachers need to be creative enough when organizing for this learning area.

In addition, MOES (2010: 5) pointed out that sand play activity has two properties wet and dry. This makes it an interesting activity which promotes their creativity and development. For instance wet sand can be compacted and molded into shapes and dry sand can be used for weighing among others. This study therefore went to investigate activities given to children in the two school settings and how they influence their competencies in Kampala district Uganda.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter discusses the manner in which the study was conducted. It focuses on the adopted research design, population, data collection instruments, data quality control, data collection procedure, data analysis and ethical considerations.

3.1 Research design

The study used the cross sectional survey design where questionnaires were administered to respondents at once without respectively visiting them. This enabled the researcher to save time and overcome financial constraints. The study was best investigated through both qualitative and quantitative research designs. The qualitative research design was used because of the contextual nature of data required from the field and especially the need to hear the respondent’s voices to get their views and perception. Meanwhile the quantitative research design was used to gather important descriptive data from the study.

3.2 Population

The study was carried out in 50 nursery schools in Kampala District where 15 were international and 35 were national nursery schools. Kampala being the capital city of Uganda, most international schools are located there and at least the national nursery schools in Kampala are reasonably competing with the international ones and these schools are in the same geographical setting. The study target population involved a number of 20 top class teachers and 10 head teachers from international and national
nursery schools because the researcher looked at key features that appeared in both categories of schools for example infrastructure, curriculum and teachers. These therefore, were considered appropriate for providing a focal point for the study of pedagogies utilized in these schools.

Table 3.1: Showing sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of respondents</th>
<th>Total population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>National</td>
<td>International</td>
</tr>
<tr>
<td>Head teachers</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

3.3 Sample size

A sample of 30 respondents according to the table of sample size (Amin 2005: 454), was randomly selected from five national and five international nursery schools in Kampala. The sample size of respondents included 10 head teachers and 20 classroom teachers. This was a fair representation of all categories of respondents of people who are responsible with nursery education.

3.4 Sampling Techniques

The purposive sampling technique was used in this study to select head teachers because the researcher needed specific information which would be given by this target group (Amin, 2005: 242). Schools that participated in the study were selected using
convenience sampling yet purposive sampling was used to select classroom teachers, and head teachers because each of these respondents had peculiar information different from the other depending on responsibilities they hold.

3.5 Data collection instruments

Instruments used to collect primary data included the following; questionnaires, interviews guide, observation schedule.

3.5.1 Questionnaires

A set of structured questionnaires were designed in accordance with the main objectives of the study. This set was for head teachers and teachers. The questionnaires consists of ticking the appropriate responses (Appendix I for details) for respondents to rate themselves on items set. Generally the questionnaires were chosen because it was flexible and could not take a lot of time for the respondents to complete. The questionnaire was chosen further because it could give respondents freedom to fill without being influenced by external pressure of the researcher.

3.5.2 Interview guide

The two structured interview guide was designed also according to the main objectives of the study for the classroom teachers. Interviews were held with classroom teachers and head teachers, this was necessary as these could get chance to support their views without limitations. Through interviews, respondents’ discussions were not limited and this enabled the researcher extensive discussion getting information of value.
3.5.3 Observation schedule

The observation schedule was designed according to the objectives of the study. It involved the use of check list, what was observed going on in the class was recorded. It was used to obtain data on how children learn and what pedagogies the teachers employ in the teaching/learning situation. The researcher observed teachers in class and the methods applied, learning materials, the classroom setting, the learning activities. This was necessary because the researcher was helped to directly discover the exact pedagogies that were being used in classes at different times.

3.5.4 Focus group discussion

Focus group discussion was designed according to the objectives of the study. This was designed for teachers from both categories of schools (international and national). This involved items that were used in the discussion with the study respondents. The focus group discussion guide was used to avoid asking respondents irrelevant questions that were not matching with the study.

3.6 Data quality control (validity and reliability)

3.6.1 Validity

Validity according to Amin (2005) is the extent to which the instrument measures what it is supposed to measure. It was ensured through use of internal validity by taking the questionnaire to two research experts who evaluated the relevance of each item to the objectives and the overall purpose of the study. The content validity index (CVI) of the questionnaires was determined using the formula (Amin 2005: 288): a number of five
questionnaires was pilot tested among teachers in nursery schools from Jinja District. The numbers of items rated relevant from the five questionnaires were 150 yet the total number of items from the five questionnaires was 165

\[
\text{C.V.I} = \frac{\text{Items declared Relevant by both raters}}{\text{Total number of items in the questionnaire}} \cdot 100
\]

The details of CVI calculations refer to appendix V.

\[
\frac{150}{165} \approx 0.909
\]

CVI = 0.909

Therefore the instruments were valid to test the study variables

### 3.6.2 Reliability

Amin (2005) defines reliability as the extent to which the instrument produces consistent results. The researcher ensured reliability of the research instrument through the use of Cronbach’s Alpha Co-efficient method of testing reliability. The pilot study was done in Jinja town. The researcher first administered a few questionnaires to the same group of respondents and tested these and found out that the reliability values for the various sections of the questionnaire were greater than 0.5 implying that it was reliable to test the study variables. Reliability was calculated using SPSS program of computer. Table 3.2 gives reliability values for the various sections of the questionnaire;
Table 3.2: Showing reliability values

<table>
<thead>
<tr>
<th>Variables</th>
<th>Questions</th>
<th>Alpha values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodologies used</td>
<td>5</td>
<td>0.897</td>
</tr>
<tr>
<td>Instructional materials</td>
<td>6</td>
<td>0.903</td>
</tr>
<tr>
<td>Classroom setting</td>
<td>11</td>
<td>0.734</td>
</tr>
<tr>
<td>Learning activities</td>
<td>11</td>
<td>0.805</td>
</tr>
</tbody>
</table>

3.7 Data collection procedures

An introductory letter was obtained from the Dean School of Education Makerere University that was presented to head teachers of selected schools, The researcher requested head teachers for permission to take photographs as she observed lessons going on. The researcher was introduced to top class teachers who then introduced her to children for interaction. Questionnaires were distributed to head teachers and classroom teachers thereafter the researcher picked them ready for analysis. The researcher observed top class children in the teaching/learning situation using the observation guide to collect both qualitative data from the respondents through tests, interviews, direct observation and focus groups. Interviews were held with head teachers using an interview guide and focus group discussion guide.

3.8 Data Analysis

Raw data was collected, sorted, edited, coded and entered into the computer for both qualitative and quantitative analysis using SPSS software computer programme for the generation of frequency tables and percentage for easy interpretation of the results and
recommendation for further research. The qualitative data was analyzed using themes and sub themes about the main study variables and related to the study objectives using the critical analytical approach method.

3.9 Ethical considerations

The researcher followed the right procedures of research by getting an introductory letter from the Dean, School of Education. In addition to a personal letter the head teacher introduced her to the classroom teachers and children. After collecting data, she secured permission to take photographs. The researcher avoided cases of plagiarism by analyzing it herself and provide findings provided from the field. Confidentiality of data was ensured through assuring the study informants that the study was for academic purposes and that information given was to be kept confidential.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter gives the background of respondents, description of the study variables and ends with testing research objectives.

4.1 Description of teachers by age

In this section teachers who participated in the study were categorized by age as in Table 4.1.

Table 4.1: Teachers’ age

| Age    | National |  | International |  |
|--------|----------|  |---------------|  |
|        | Frequency| Percentage | Frequency | Percentage |
| 23 – 34| 2        | 20         | 7         | 70         |
| 35 – 44| 4        | 40         | 2         | 20         |
| 45 – 55| 4        | 40         | 1         | 10         |
| Total  | 10       | 100        | 10        | 100        |

Results from Table 4.1 show that most of the teachers in national nursery schools were of ages 35 – 44 and 45 – 55 each with 40%. It were 2 (20%) that were in the age group 23 – 34. This suggests that classroom teachers in national nurseries are old enough as compared to those in international nursery schools where most of the teachers fell in the
age group of 23 – 34, 7 (70%) followed by 2 (20%) while few of them were in the age
group 45 – 55 1 (10%). This suggests that teachers in international nursery schools were
much younger and energetic compared to their counterparts in the national nursery
schools in terms of teaching effectively.

4.2 Testing of Research Objectives

The study was guided by four objectives, that is to say, to compare the methods of
teaching employed in international and national nursery school. To find out whether
learning/instructional materials utilized in international and national nursery schools help
to bring up holistic development of children. To establish whether the classroom setting
in international and national nursery schools is appropriate to bring out the purpose pre-
school education, and finally to establish whether learning activities given to learners
during the teaching/learning process in international and national nursery schools are
developmental.

4.2.1 Objective one

Objective one was to compare the methods of teaching employed in international and
national nursery schools of Uganda. The study objective was tested by the researcher
observing the teaching methods they often used in the two school settings. This was done
using a questionnaire, interview and observation with questions on the same, for the
teachers as shown in Table 4.2 on the next page.
Table 4.2: Distribution of teachers responses on methods of teaching used in international and national nursery schools

<table>
<thead>
<tr>
<th>Methods</th>
<th>Scale</th>
<th>National</th>
<th></th>
<th>International</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>I use singing and turn taking as methods in the teaching/learning process.</td>
<td>Very rarely</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Regularly</td>
<td>6</td>
<td>60</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>I use playway and group methods when conducting lessons.</td>
<td>Very rarely</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>10</td>
<td>100</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Regularly</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I use story telling when teaching my children</td>
<td>Very rarely</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>4</td>
<td>40</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Regularly</td>
<td>4</td>
<td>40</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I teach children using project method.</td>
<td>Very rarely</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>7</td>
<td>70</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Regularly</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>I use role play method frequently in my lessons</td>
<td>Very rarely</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Regularly</td>
<td>3</td>
<td>30</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>I use observation method when conducting lessons</td>
<td>Very rarely</td>
<td>7</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>1</td>
<td>10</td>
<td>3</td>
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<tr>
<td></td>
<td>Regularly</td>
<td>2</td>
<td>20</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

According to Table 4.2, most of the respondents in national nursery schools showed that they regularly used singing and turntaking as a method when conducting lessons 6 (60%)
followed by those who showed that they rarely used it in the teaching. On the second question all respondents in national nursery school indicated that they rarely used playway and group as methods in the teaching 10 (100%). Those who rarely and regularly use story telling method during teaching children were the most, each with 4 (40%). Those were followed by 2 (20%) who showed that they very rarely used story telling method during teaching/learning process. Respondents further showed that they rarely used project method 7 (70%). This suggests that project method is not frequently used during teaching. Respondents further showed that they very rarely used role play 5 (50%) followed by 3 (30%) who indicated that they use it regularly. This suggests that role play was not adequately used during teaching of children in national nursery schools. The findings further showed that observation method is very rarely used in teaching of children 7 (70%) followed by 2 (20%) who indicated that they used it regularly.

These findings suggest that teaching methods (project method, playway, and observation method) are not appropriately used and varied in national nursery schools as it is in international nursery schools. In international nursery schools respondents showed that they very regularly used singing as a method in the teaching (60%). This suggests that singing is emphasized in international nursery schools. They further indicated that they regularly used playway and group methods in the teaching/learning process (60%) followed by 30% who showed that they rarely used the method. Respondents who indicated that they regularly used story telling as a method were 70%. This implied that story telling was used adequately as a teaching method.
Those who showed that they regularly and very regularly used project method were 40% from each category. Further, 50% of the respondents showed that the playway and group methods are frequently used. This implied that in international nursery schools role play is frequently used. Finally, 50% of the respondents showed that they used observation while teaching children. This implies that in international nursery schools a wide variety of teaching methods are applied, unlike in national nursery schools where fewer teaching methods being used sometimes are not even fully utilized.

In an interview with one teacher from national nursery schools, it was noted that some teaching methods are not utilized as schools are not well facilitated. He said that;

I do not use project method of teaching for instance because the school does not provide money to buy enough requirements and it is time wasting.

However, one teacher in one of the international nursery schools said that,

I am provided with all instructional materials and requirements needed when teaching children.

This allows the use of multiplicity of methods of teaching including project method. The application of the teaching methods in the two school settings is presented in pictures 4, 5 and 6:
Picture 4 showing the teacher teaching children using chalk and talk method in one of the national nursery schools

Picture 5 showing the teacher in one of the international schools guiding children in the teaching/learning situation using project method
In the pictures taken by the researcher, teachers in national nursery schools were observed using chalk and talk method teaching. Most of the time they concentrated on the chalk board, and in some of the schools used turntaking and singing were used. Teachers in international nursery schools were seen helping children through the project method of teaching. They are seen as guides or facilitators concentrating more on individual children. In so doing they use the participatory methods as opposed to few methods applied in national nursery schools.

In conclusion, singing, turn taking and group methods of teaching are used in national nursery schools while group, story telling, role-play and observation are utilized more in international nursery schools. Hence a great difference between the two school settings in the use of various teaching methods.
4.2.2 Objective two

The second objective of the study was to find out whether learning materials/instructional materials utilized in international and national nursery schools help to bring up holistic development of children. On this objective, respondents were requested to give their opinion and views on whether the instructional materials used in both categories of nursery schools help to bring out holistic education of a child and the results are presented in Table 4.3 on the next page.
Table 4.3: Learning/instructional materials used in international and national nursery schools

<table>
<thead>
<tr>
<th>Instructional materials</th>
<th>Scale</th>
<th>National</th>
<th></th>
<th>International</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>I use a model television</td>
<td>Strongly disagree</td>
<td>7</td>
<td>70%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
<td>0%</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>2</td>
<td>20%</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>I use charts to explain the point</td>
<td>Strongly disagree</td>
<td>3</td>
<td>30%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>6</td>
<td>60%</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>I use counters in the teaching of mathematics</td>
<td>Strongly disagree</td>
<td>3</td>
<td>30%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
<td>40%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>1</td>
<td>10%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>2</td>
<td>20%</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>I use a model shop when teaching in all learning areas</td>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>2</td>
<td>20%</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>7</td>
<td>70%</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>I use individual cards when conducting lessons</td>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>60%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>2</td>
<td>20%</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>2</td>
<td>20%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>I use woodblocks when teaching</td>
<td>Strongly disagree</td>
<td>1</td>
<td>10%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>7</td>
<td>70%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>1</td>
<td>10%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>I use clay when teaching children in all learning areas</td>
<td>Strongly disagree</td>
<td>2</td>
<td>20%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>7</td>
<td>70%</td>
<td>4</td>
<td>40%</td>
</tr>
</tbody>
</table>
On learning materials used in teaching, most of the teachers 70% disagreed that they use a model television when teaching in national nursery schools. This implied that it was not used more in the teaching/learning process. These were followed by 20% who accepted that they use it in national nursery schools. On the second question most of the respondents agreed that they use charts to drive the point home 60% implying that they use them more while teaching in national nursery schools. In an interview with head teachers and some of the teachers they said that,

Charts are cheap and readily available compared to other learning materials, hence we can afford them.

Respondents in national nursery schools disagreed that they use counters 40% followed by 30% who strongly disagreed that they use them. This implies that counters are not frequently used in local nursery schools.

In addition teachers in national nursery schools strongly agreed that they use model shop when teaching in all learning areas 70%. They however, disagreed that they use individual cards when conducting lessons 60%, suggesting their limited use in the teaching/learning process. They however, strongly disagree that; they use woodblocks when teaching 70%. This was explained in the way that woodblocks were expensive and that these schools could not afford them. In the observation there were only two national nursery schools that had woodblocks to assist in the teaching/learning process. They finally strongly agreed that; they use clay when teaching children in all learning areas 70% followed by 20% who strongly disagreed while the rest disagreed.
The study findings show that in national nursery schools they use local learning materials more like clay, charts, chalkboard and those that are cheap and readily available. This was confirmed in the interview with teachers who said that in national nursery schools the proprietors of these schools say that:

Learning materials are expensive since the schools are commercial in nature we resort to buying cheap learning materials, which help children develop mentally.

However, in comparison with international nursery schools 60% of the teachers agreed that; they use a model television, followed by 30% who strongly agreed while 10% strongly disagreed. This suggests that a model television is used in international nursery schools during the teaching/learning process. In the interview with teachers, they said that,

there is no way we can teach children in our schools without model televisions which has much that is required in the teaching/learning process.

In the same way, they agreed that; they use charts to drive the point home when teaching 50% followed by 20% who strongly agreed. Most of the teachers strongly agreed that; they use counters, straws, sticks, bottle tops, number cards among others when teaching mathematics 80%. This implies that the concept of counting in mathematics was taught appropriately in international nursery schools as appropriate learning aids are selected.

Teachers in international schools strongly agreed that they use a model shop when teaching in all learning areas 70% followed by 30% who agreed. This implies that model
shops are used in teaching/learning process in international schools. Teachers agreed that; they use individual cards when conducting lessons 80% followed by 20% who strongly agreed. This suggests that individual cards are used frequently in international schools. They agreed that they use woodblocks 70% and finally agreed that they use clay when teaching children in all learning areas 70%. This implies that the teaching materials used in international nursery schools helps to bring about holistic development of a child unlike in national nursery school where some learning materials are not utilized.

In the interview with the teachers in one of the international nursery schools they said that,

Since our school is on international standards having children of different nationalities and cultures, all the various categories of learning materials are used to enable children develop holistically.

The materials are affordable as the parents are in position to pay highly and in time. This leads to high accessibility and use of all types of learning materials available. Unlike the national nursery schools where some parents pay late and not willing to pay high charges that would enable schools access these learning materials. Pictures below show materials used.
Picture 7 and 8 showing the teacher teaching using the chalkboard and clay as the learning materials in the teaching/learning situation in one of the national nursery schools.
Picture 9, 10 and 11 showing children using counting rods and number cards and measuring water given by the teacher in teaching/learning situation in one of the international schools.
The picture presented shows that learning materials used in international schools bring about the purpose of education unlike those used in national nursery schools which are traditional in nature.

In the observation and photographs taken from the field study, teachers in national nursery schools entirely depend on charts, chalkboard and some few use clay as their main teaching materials. However, teachers and children from international nursery school were observed using counting rods in mathematics, use of cards forming words, measuring water and other instructional materials that could bring about effective teaching/learning process. This implies that the use of learning/instructional materials is more appropriate in international nursery schools than it is in national nursery school.
4.2.3 Objective three

The third objective of the study was to establish whether the classroom setting in international and national nursery schools is appropriate and bring out the purpose of pre-school education. Table 4.4 on the next page gives a summary of how respondents’ opinions were distributed about classroom setting in both categories of nursery schools.
Table 4.4: Distribution of teachers views on classroom setting in national and international nursery schools

<table>
<thead>
<tr>
<th>Indicator of classroom setting</th>
<th>National</th>
<th></th>
<th></th>
<th>International</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a carpet area in my class</td>
<td>Yes</td>
<td>5</td>
<td>50</td>
<td>7</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5</td>
<td>50</td>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>There is a play house in class</td>
<td>Yes</td>
<td>4</td>
<td>40</td>
<td>7</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>60</td>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>There is a resting area in my class</td>
<td>Yes</td>
<td>3</td>
<td>30</td>
<td>6</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>70</td>
<td>4</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>There is art and craft area in my class</td>
<td>Yes</td>
<td>4</td>
<td>40</td>
<td>8</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>60</td>
<td>2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>There is a book area in my class</td>
<td>Yes</td>
<td>3</td>
<td>30</td>
<td>6</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>70</td>
<td>4</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>There is a player area in my class</td>
<td>Yes</td>
<td>4</td>
<td>40</td>
<td>7</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>60</td>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>There is a water area in my class</td>
<td>Yes</td>
<td>3</td>
<td>30</td>
<td>8</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>70</td>
<td>2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>There is a shop area in my class</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>There is a discovery area in my class</td>
<td>Yes</td>
<td>2</td>
<td>20</td>
<td>6</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>8</td>
<td>80</td>
<td>4</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>There is a music area in my class</td>
<td>Yes</td>
<td>4</td>
<td>40</td>
<td>7</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>60</td>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>There is sand area in my class</td>
<td>Yes</td>
<td>2</td>
<td>20</td>
<td>9</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>8</td>
<td>80</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>There is a block area in my class</td>
<td>Yes</td>
<td>3</td>
<td>30</td>
<td>8</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>70</td>
<td>2</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
Teachers who accepted that there is a carpet area in their classrooms in national nursery schools were 50% and those said that there was no carpet area in their nursery schools was 50%. This suggests that carpet areas are fairly present in national nursery schools. Most respondents disagreed that there is a play house in their classes 60% compared to 40% who agreed. This suggests that play houses are not adequate in national nursery schools. In addition in national nursery schools teachers showed that there are no resting places for children in their classes 70% compared to 30% who agreed. This meant that resting places are inadequate in national nursery schools. Those who accepted that there is an art and crafts area in national nursery schools were 40% compared to 60% who rejected. This implies that craft areas are not considered adequately in national nursery schools.

In addition teachers rejected that there are prayer areas in their classes 60% compared to 40% who accepted. In the same way, they disagreed that there is a water area in their class 70% compared to 30% who accepted. This implies that classroom setting in national nursery schools did not adequately provide all the learning areas for the ideal classroom. The study findings further showed that there was no shop area in national nursery school 100%. Further 80% of the teachers rejected that there is a discovery area in their classes compared to 20% who accepted. In the same way 60% of the teachers rejected that there is a music area in their classes compared to 40% who accepted. They further disagreed that there is a sand area in their classes 80% compared to 20% who accepted. Finally 70% of the teachers disagreed that there is a block area in their classes 70% compared to 30% who accepted.
The general implication of these findings is that classroom setting in national nursery schools is not appropriate and cannot allow the realization of the purpose of pre school education.

In an interview with the teachers on the way classes are set, teachers said that they would prefer to have all the learning areas to allow children taught holistically but their school proprietors do not listen to technical advice. This leaves almost all learning areas missing. During observation it was realized that some of these schools did not have all learning areas because the classrooms are small.

One of the teachers in national nursery schools in an interview guide said that,

I know that a classroom setting must have a water area, play, prayer, music, among other classroom areas but the classrooms are too small to be divided into these areas. When I complained that classes should be enlarged for me to set them well (especially in those classes where I teach, the head teacher warned me not to interfere with management work, that my role was only to teach.

Teachers and head teachers in international nursery schools explained that,

A play area is important since children learn through play while resting makes children relax hence refreshing children’s minds thus in position to grasp more.
Teachers and head teachers accepted that there was an art and craft area in their classes 80% compared to 20% who rejected. They accepted further that there is a book area in their class 60% compared to 40% who rejected. In the interview teachers in international nursery schools said that,

A book area helps children to gather their books in one place unlike in national nursery schools where books were scattered everywhere. Teachers further accepted that there is a player area in their classes 70% compared to 30% who rejected. They accepted that there is a water area in their class 80% compared to 20% who rejected. Teachers in the same way accepted that there is a shop area in their classes 90% compared to 10% who rejected. Respondents agreed that there is a discovery area in their classes 60% compared to 40% who rejected.

Most of the teachers 70% accepted that there is a music area in international nursery schools compared to 30% who rejected. In addition 90% of the teachers accepted that there is a sand area in their classes compared to 10% who rejected. Teachers in international schools accepted that there is a block area in their classes 70% compared 30% who rejected. Teachers in international nursery schools said that their head teachers cannot employ less skilled teachers who cannot select and set well classroom areas. The classroom areas in the two school settings are presented in pictures 12, 13, and 14.
Picture 12, 13 and 14 showing a mathematics learning area in one of the international nursery schools
Class areas are well set in these international schools to allow children to learn all skills of life to develop holistically. Their head teachers said that,

Since this is an international nursery our directors put in a lot of money hence having the capacity to put all the classroom areas. Teachers in an interview said that our school is set the way it is in blocks to allow easy teaching of children when all basic learning aids are available and children can practically learn with them.

In conclusion of these findings it is finally found that classroom settings are properly set in international nursery school with all learning areas than they are in national nursery schools where most of the classroom areas were found to be missing. However to a
certain extent some national nursery schools had moderate learning areas in the classroom.

4.2.4 Objective four

The fourth objective of the study was to establish whether learning activities given to learners during teaching and learning in international and national nursery schools are developmental. Teachers were requested to give their opinions and views on activities they usually give their children daily in the lesson and the responses are given in table 4.5 on the next page.
<table>
<thead>
<tr>
<th>Indicator of activities given</th>
<th>Scale</th>
<th>National</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Children recite in my class</td>
<td>Very rarely</td>
<td>4</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>3</td>
<td>30</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Regularly</td>
<td>2</td>
<td>20</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>My children sing in class</td>
<td>Very rarely</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>6</td>
<td>60</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Regularly</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>3</td>
<td>30</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>My children model in class</td>
<td>Very rarely</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>2</td>
<td>20</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Regularly</td>
<td>5</td>
<td>50</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>2</td>
<td>20</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>My children thread in class</td>
<td>Very rarely</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>4</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Regularly</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>30</td>
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<tr>
<td></td>
<td>Very regularly</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>70</td>
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<tr>
<td>My children count in class</td>
<td>Very rarely</td>
<td>0</td>
<td>0</td>
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<td></td>
<td>Rarely</td>
<td>5</td>
<td>50</td>
<td>1</td>
<td>10</td>
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<td></td>
<td>Regularly</td>
<td>4</td>
<td>40</td>
<td>6</td>
<td>60</td>
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<td></td>
<td>Very regularly</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>My children print in class</td>
<td>Very rarely</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>4</td>
<td>40</td>
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<td>10</td>
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<tr>
<td></td>
<td>Regularly</td>
<td>3</td>
<td>30</td>
<td>5</td>
<td>50</td>
</tr>
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<td></td>
<td>Very regularly</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>My children fit in jigsaws</td>
<td>Very rarely</td>
<td>3</td>
<td>30</td>
<td>1</td>
<td>10</td>
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<td></td>
<td>Rarely</td>
<td>6</td>
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<td></td>
<td>Regularly</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Very regularly</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>My children do matching in class</td>
<td>Very rarely</td>
<td>4</td>
<td>30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>2</td>
<td>20</td>
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<td>10</td>
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<td></td>
<td>Regularly</td>
<td>3</td>
<td>30</td>
<td>5</td>
<td>50</td>
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<tr>
<td></td>
<td>Very regularly</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>My children do role play in class</td>
<td>Very rarely</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td>Rarely</td>
<td>5</td>
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<td>Regularly</td>
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<tr>
<td></td>
<td>Very regularly</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>My children can tell news in class</td>
<td>Very rarely</td>
<td>3</td>
<td>30</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
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<td></td>
<td>Very regularly</td>
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</table>
From Table 4.5 most of the teachers from national nursery schools said that their children very rarely recite in class 40% followed by 30% who rarely recite followed by 20% who regularly recite while 10% very regularly recite in class. This suggests that children in local nursery schools do not recite frequently in class. Teachers in national nursery schools showed that they rarely sing in class 60% followed by those who showed that they very regularly sing in class 30%. In addition they showed that children regularly model in class 50%, followed by those who indicated that they rarely and very regularly model in class each with 20%. The above activities suggest that children in local nursery model while reciting and singing are not frequently done. Teachers in an interview said that,

Proprietors want us teach seriously other than children making noise by singing and reciting.
Teachers in national nursery schools indicated that their children very rarely thread in class 50% followed by 40% who rarely do so. This implies that threading is not given priority in national nursery schools. Teachers 50% showed that children rarely count in class followed by 40% whose children regularly count and 10% who very regularly count in class. This implies counting is fairly done in local nursery schools. In the same way, 40% teachers indicated that their children rarely print in class followed by 30% who very rarely print, while 30% regularly print in class. In an interview with teachers said that,

Printing is not adequately done as it involves cost implications beyond the reach of the school.

Teachers showed that children rarely fit jigsaws 60% followed by 30% who very rarely fit them. Further they rarely showed that their children do matching in class 40% followed by 30% who indicated that it is regularly done 30%. This implies that matching is not adequately done in national nursery schools. In addition teachers showed that their children rarely do role play in class 50% followed by 30% whose children very rarely role play while 20% regularly do role play. This suggests that role play is not frequently done in classes in national nursery schools.

Teachers 40% indicated that their children can rarely tell news in class followed by 30% who showed that their children can very rarely tell news in class. These were followed by 20% who can regularly tell news while 10% can very regularly tell news. In an interview with teachers in national nursery schools they noted that their schools put emphasis on teaching. However, main learning activities like telling news, counting, reciting, and
singing are seen as a waste of time. Teachers in local nursery school showed that their children can write in class 80%. This implies that teachers in national nursery schools put more emphasis on writing in class as they showed in the interview said that,

When we teach children to write, parents appreciate by giving them more children. In addition parents cross check in children’s books and see how much writing has been done to determine the effectiveness of the school.

This differs with international schools as all activities were found to be important. Teachers in local nursery school showed that their children can rarely answer questions in class 60% followed 30% who can regularly answer questions. However, they showed that their children can rarely paint 40% followed, by 30% who paint regularly, followed by 20% whose children paint. In an interview with teachers in national nursery schools, some of them said that,

We do painting limitedly as more emphasis is put on teaching these children how to write the alphabet and other figures.

Finally children from local nursery schools showed that their children rarely colour things 40 followed by those who showed that their children rarely and very regularly colour things each with 30%.

In comparison with international nursery school teachers showed that their children can do almost all activities as they strive towards giving holistic education. For instance 60% of the teachers showed that their children regularly recite in class with 20%. This implies that children in international schools can recite well in classes. It was also found out that
children very regularly sing followed by 20% who showed that their children very regularly sing. Teachers in an interview held said that,

Singing is one way children learn, relax thus they give them time to sing and do other activities.

Unlike in national nursery schools where writing is the most activity done in almost all lessons.

Further teachers in international nursery schools showed that their children can model in class 60%, followed by 30% whose children very regularly model in class. Teachers in international schools identified that modeling develops the child’s fine motor skills unlike local nursery schools where even some teachers did not know much about modeling. In addition 70% of teachers in international nursery schools showed that their children can thread. This is aimed at helping children develop the talent in art and crafts unlike in local nursery schools where this is limited to a few nursery schools.

Children in international schools can count in class by 60% followed by 30% whose children regularly count in class. Teachers further showed that children in class can print followed by 40% who indicated that they very regularly print. Further children in international schools could very regularly fit in jig saws 60% followed by 30% of children who could not do the same. These findings show that children in international nursery schools are holistic in the way that they are taught to perform a multiplicity of activities. Unlike in local nursery school where teachers consider writing as the area
where they lay more emphasis since it is the area of interest to their parents and in their effort as holistic teaching requires bearing financial burdens.

Teachers noted that in international schools, children could do matching regularly in class 50% followed by 40% who can very regularly do the same. In an interview with teachers in international schools they said that,

   We teach children to understand things early and due to a wide exposure of these children coming from rich families with televisions, internet, radios, matching is easier yet those in local nursery schools could not effectively to do the matching.

Teachers in international schools showed that their children can regularly do the role-play 50%, followed by 30% who can very regularly do the same in class. Teachers further indicated that children from international nursery schools can very regularly tell news in class 50%, followed by 30% who can very regularly tell the news. Further they showed that children can regularly and very regularly write in class each with 50%. In an interview with teachers they said that,

   Children from international nursery schools learn a lot of things from televisions, computers, hence can learn how to write, paint, colour things and about news from those channels of communication.

as compared to those from national nursery schools who are disadvantaged with absence of these. In the same way 60% of the teachers in international nursery schools showed that their children can regularly answer questions followed by 40% who showed that
those children can very regularly answer questions in an interview done teachers said that,

Children in international schools are inquisitive to know, participate fully in class and respond to questions in any way they understand it. Our children are not ashamed to give wrong answers which are not the case with those from nation nursery schools.

Teachers further showed that children from international school can regularly do painting 70%, in the same way 60% of the teachers in international nursery schools showed that their children can colour things. The implication of these things is that the activities given to learners in local nursery schools are not very developmental as those given to learners in international nursery schools. Children in international nursery schools are at a better advantage of developing holistically due to the developmental activities they are given as compared to those from national nursery schools who miss most activities. This comes out clearly in pictures 15, 16 and 17:
Picture 15, 16, and 17: Children doing activities in international nursery schools
Picture 18 and 19: Children doing an activity of writing and weaving in one of the local nursery schools
With the activities presented international schools do all the activities while in national nursery schools children mainly do writing in every lesson as an activity and few schools do weaving as seen in the picture above. This is confirmed with the self-esteem test administered to children in both categories of schools. When children from international schools where highly esteemed as compared to those from national nursery schools with low self esteem. Table 4.5 on the next page gives summary findings.
CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
This chapter consists of the discussion of the study, conclusions drawn from results and recommendations based on these results.

5.1 Discussion
In this section results that were obtained from the study are discussed. The main research instruments were, a self administered questionnaire for teachers, interview guide for teachers, head teachers, observation schedule, and focus group discussion. These instruments generated valuable information and opinions from respondents from which these findings that are discussed were based. The discussion will follow objective by objective.

5.1.1 Methods of teaching employed in international and national nursery schools in Kampala
The findings of the study revealed that in national nursery schools singing, turn taking and group methods is frequently utilized while in International nursery schools all teaching methods are utilized to bring about effective teaching and learning. These findings suggested a limited scope of teaching methodologies used in national nursery schools compared to international schools where all methods are applied. These findings were supported by various studies among which include Nsubuga (2000) who
commented that role playing has been used by teachers for many years to help children develop their attitudes, values and interaction skills. In international nursery schools where role play was frequently used to enable children interact freely. In the same way through role play, Bruce (1997: 29) stressed that it is good to observe children in order to see what they can do to build on. This is in the same vein with Stainer in Bruce (1997: 29) book; subscribed that in the early years (up to age of seven) the adult needs to build on what the child brings with or her from a previous life. In doing this teaching methods utilized in international nursery schools could allow children to share experiences they had gone through while teachers were observing unlike in the national nursery schools where teachers used to give children work (using chalk and talk method).

The study findings revealed that games are regularly used as a teaching method in international nursery schools. This is supported by Nsubuga (2000) who asserted that games can be used to interact with each other in classroom. They learn from one another, develop skills of coordination and cooperation. As children interact in games they easily develop high self esteem. With more use of games in international nursery schools they develop high self esteem compared to national nursery schools where they are not frequently utilized hence low self esteem is realized among children.

The findings were in direct agreement with Marshal (2007: 74) who asserted that children learn by listening and looking at what is going on as was the case in international nursery schools where children learn using this method. However, in national nursery schools it was different as children centered more on writing. In international nursery children were
learning by doing. This concurred with Ministry of Education and Sports (MOES, 2005: 18) which stated that for effective teaching and learning, teachers need to use a variety of participatory methods as well as sustaining their interests. In doing this, they promote retention and comprehension of aspects learnt by children. The study findings are consistent with Sheilla (2006: 14) who stressed that, children learn through exploring the environment, watching and observing others, playing, talking and communicating as first experience. These were fulfilled in international nursery schools where the levels of income could allow realization of these.

The study findings are consistent with Gichuba (2009: 28, 19) who stressed that; role play which enhances the development of mental, physical, creative and emotional aspects of children, observation, and reproduced behavior by imitating, story telling where children enjoy telling and listening to stories as these methods are employed in international nursery schools. Finally, Gichuba (2009: 19) emphasized discovery method where children carry out activities and develop their imagination, manipulation and innovation skills as was the case in international nursery schools. Compared to national nursery schools where to a small extent emphasis was laid.

In conclusion of the discussion, learner-centred methods are used in international nursery schools leading to high self-esteem of their children compared to those in national nursery schools where teachers use chalk and talk, singing and turn taking methods, of which they did not know were methods to teaching.
5.1.2 Learning/instructional materials utilized in international and national nursery schools help bring up holistic development.

The findings of the study showed that learning materials used in international nursery schools help to bring up holistic development as most of them are affordable to these schools. However, learning materials used in national nursery schools are limited and may not allow children to quickly develop holistically. Teachers and head teachers in international nursery schools showed that they charge relatively high fees making schools able to afford learning materials required which is not the case with national nursery schools where their focus is only commercial.

These findings are empirically and theoretically supported by various studies among which includes the learning frame work (2005: 3) which affirmed that children need to observe the environment around them, manipulate and experiment with objects in the environment and develop clear concepts. When children interact with materials in class like they do in international nursery schools, they master concepts. Further the learning framework supports the study findings that; all learning materials are needed for facilitating children’s development. Thus implies that local nursery schools without adequate learning materials cannot have their children develop holistically.

The study finding is in direct agreement with the caregivers guide (2008: 23) that children learn easily when a variety of materials are exposed to them, learning becomes more interactive. This suggests that learning in international nursery schools is more
interactive as they have more learning materials compared to national nursery schools with a limited number of them.

The study finding was supported by Wikipedia (web 7/17/2008: 8 of 10 which posed that children learn through hands on experience and suggested that the adult’s role in helping the child to learn was to produce appropriate materials for the child to interact as they construct. Reading and learning in both categories of schools need to be fully arranged with learning materials that will enable children feel free to interact with one another using materials to construct anything they wish. In international nursery schools children are allowed to interact as they experiment which is a good arrangement however, the same need to be carried on in national nursery schools.

The study findings revealed that learning materials were in plenty in international nursery schools than in national nursery schools where they were scanty. However, schools were obliged to look for more learning materials to enable children learn by doing. This was supported by MOES (2010: 9) that; children learn by doing things and are eager to manipulate and handle objects. However, in national nursery schools, learning materials were limited, hindering holistic development of the children. However, teachers in almost all national nursery endeavored to do their best in making available local learning materials they could find for example clay, banana fibers among others.

The findings were in line with Hinks (2010: 9, 12) who says that; I learn about my world when you put interesting things near me, playing with wood blocks helps me to learn
about shapes and sizes, blocks develop fine motor skills that prepare children for writing. Children are excited about learning when they are given materials to use. In line with the findings, teachers in international nursery schools taught children using a variety of learning materials and could give children an opportunity to manipulate them ending up understanding better. However, differing from Hinks (2010) teachers in national nursery schools used more chalk, black board, charts, clay, banana fibres and sticks as learning materials.

The findings were supported by Gichuba (2009: 85) who stated that material provision as was the case in international nursery schools helps stimulating children’s physical, mental, emotional, moral and spiritual development. In addition, they make it easy to teach children some concepts which can not easily be understood. For instance, scientific learning materials produced help children to master scientific concepts, visualize and concretize experiences. However, learning materials in national nursery schools were limited on the side of children and teachers.

In conclusion of this discussion, the use of all learning materials is limited in national nursery schools as chalkboard, exercise books, pencils charts, sticks, clay among others are the most frequently used learning materials yet all learning materials are used to enhance teaching /learning process in international nursery schools.
5.1.3 Classroom setting in international and national nursery schools is appropriate and bring out the purpose of pre school education.

The study findings revealed that the classroom setting is properly set in international nursery schools with all learning areas compared to national nursery schools where a big percentage of learning areas were missing. These findings are consistent with Early-childhood-head start task force (2002: 3) that; effective pre-school classrooms are places where children feel well cared for life. They are places where children are valued as individuals and where their need for attention, approval and affection are supported. With all learning areas like it is in international nursery schools children are helped to acquire a strong foundation and the skills needed for school success. Therefore it is important to set the children’s classroom in national nursery schools for effective learning.

The study findings are in line with Mayesky (2002) who stressed that the classroom setting in pre-school institutions is vital in a way that it helps children develop their potentials fully. An early childhood programme organized around activity centres encourages creativity by giving children many opportunities to play experiment and discover. This was the case with international nursery schools as children through the various learning areas in class were given an opportunity to experiment and discover benefiting fully yet in national nursery schools it was not the case as most of the learning areas were missing.

The study findings were similar with the view of Farrant (1993) who emphasized that; the educational environment of the classroom should provide something of excitement of a
market, the area of a museum, the fascination of zoo and interested enjoyments that can be gained by browsing in the library. If this is done as it is in international nursery schools where all learning areas are available the purpose of the pre-school education is fulfilled compared to national nursery schools where it is not greatly laid on emphasis.

The study findings revealed that the learning environment was more conducive in international nursery schools than it was in local nursery schools. This implied that children in national nursery schools could not so much benefit from their classroom environment because of having small space as was the case in international nursery schools. This was further supported by Bulman (2004: 124) who asserted that we need to provide children with a stimulating environment to encourage them to try out ideas.

In the same way, Mayesky (2002: 78) in relation with the study findings pointed out that the arrangement of space in early childhood programme also has an effect on the safety and success of creative activities for which it is used. In organizing classroom areas for young children there must be enough open space for children to move around safely and comfortably at their level of physical development. The way materials are displayed has an effect on children’s learning. The classroom display in international nursery schools could allow effective learning of children compared to the display of classroom in national nursery schools as learning areas could not encourage creativity by giving children many opportunities to play, discover and experiment.
Gichuba (2009: 35) in relation to the study finding stressed that; a well organized classroom as was the case in international nursery schools enables children to access materials they need without having to ask the teacher and return them easily. International nursery schools have well established learning areas with a variety of materials correctly labeled and well maintained to sustain children’s interest and enable them incidentally during their free time.

Furthermore, the study findings are in the same vain with Gichuba (2009: 35) that; having all learning areas like in the international nursery schools arouses children’s interest, curiosity, stimulate learning, integrate learning in other activity areas, reinforce what children have learnt and help children to use multiple senses in learning. However, in national nursery schools the classroom areas could not help children to tap these benefits.

In conclusion all learning areas are in place in international nursery schools and children in these schools get the benefits and purpose of nursery education more than those in national nursery schools where most learning areas were missing.

5.3.4 Learning activities given to learners during teaching/learning process in international and national nursery schools are developmental.

The findings of the study revealed that learning activities given to children in international nursery schools, like reciting, modeling, threading, and printing among others are developmental compared to national nursery schools where writing is the main
activity given to learners in every lesson. In the study findings teachers noted that they should plan for a variety of learning activities in both categories of schools. These findings are in agreement with the web (7/17/2008) which stressed that; children learn by doing, so it is only through activities, that they can learn, master concepts exposed to them. The same web is consistent with the study findings that; hands on activities create authentic experiences in which children begin to feel a sense of mastery over their world and a sense of belonging and understanding of what is going on in their environment. As the study established in the teaching/learning situation children need to have hands on activities which in turn will help them develop as a whole.

The study finding is in agreement with early childhood development (2005: 9) which emphasized that, a developmental activity has a purpose that offers a challenge to the child who spontaneously responds by doing the activity and feel immensely satisfied when the activity is completed. This was in agreement with the study findings for children activities in international nursery schools, hence receive holistic development.

The study finding showed that children who do activities on their own with guidance from the teacher develop faster than those who do not as it was in the international school for former and national nursery schools for the later. This was similar with Hodge (2002: 22) who stressed that through doing activities children feel secure and always ready to take part in activities that interest them. This ensures that children develop intellectually, physically, socially and emotionally with high self esteem as it was in international
nursery schools compared to those from national nursery schools were writing was the main activity done by learners.

The study findings were that; activities given to learners in international nursery schools were developmental compared to activities given to learners in local nursery schools. For instance children in international nursery schools could sort things. This concurred with Hinks (2008: 13) who noted that I understand better as I learn to sort things into groups. This was greatly applied in international nursery schools as children could sort things in groups frequently yet in national nursery schools could not do so frequently.

Water play activity is highly applied in international nursery schools. This was in agreement with Early Child Hood Caregivers guide (2008: 18) that the water play activity is one of the best games for children to do as they love and enjoy it. It helps children to develop eye hand co-ordination and fine motor skills. Teachers in international nursery schools had set different sizes of containers to enable children develop multiple concepts which was done on a small scale in national nursery schools.

Similarly, the study findings are in agreement with Hinks (2008: 12) that; children are curious about how things work. Pouring and mixing water introduces them to science. This suggests that water play as one of the learning areas has been organized and set in international nursery schools.
The study finding is in the same way similar with Mayesky (2002: 169) that learning to put things together with blocks as observed in international nursery schools where children were putting things together in blocks provides toddlers with a fun activity and introduces them to making original designs. In such block areas children can construct and form ideas about various things that can be made.

In conclusion of this study discussion, learning activities done in international nursery schools are more developmental to children than the writing activity that is more applied in national nursery schools.

5.2 Conclusions

From the discussion of the findings the following conclusions can be drawn.

1. The teaching methods employed in international nursery schools were participatory and varied while in national nursery schools it was the chalk and talk method that was frequently used although to a smaller extent they used other methods which they did not know as methods of teaching like singing, turn taking, group among others.

2. International nursery schools use a variety of learning materials like model televisions, counters, individual cards, charts, wood blocks and clays which bring out holistic development yet national nursery schools use more charts, chalkboard, exercise books, pencils and other local materials like clay, banana fibres, bottle tops, ropes, bottles among others.
3. The classroom setting in the international nursery schools with all the learning areas is the ideal and appropriate to bringing out the purpose of pre-school education compared to the classroom setting in national nursery schools where most of the learning areas were missing.

4. Learning activities given to children in international nursery schools especially those that allow children to do activities on their own are developmental. However, writing activity done by children in national nursery schools is the order of the day which affects children’s handwriting in future.

5.3 **Recommendations**

In line with the study findings and conclusions, it is recommended that; to improve on the pedagogy utilized in local and international nursery schools, ministry of education and sports, district education administrators, inspectors of schools, headteachers, teachers, parents and proprietors should:

1. Emphasize the use of all teaching methods like singing, story telling, role play, observation among others. Games in both categories of schools (international and national) as these help in realizing effective teaching and learning of children in the two settings. Inspection should be carried out with emphasis on suggested methodologies that teachers should apply.

2. Government should assist national nursery schools to acquire learning materials like wood blocks, cards, counters among others which are in plenty in
international schools. Nursery schools should in addition get grants, donations and begin projects that can enable them get enough funds to buy learning materials.

3. The Ministry of Education and Sports should make it a requirement for every nursery education centre, be it international or national to have all the learning areas to bring out holistic development. In the same way supervisors and inspectors of schools should ensure that all learning areas are in place to allow the schools to be given a license.

4. Learning activities like modeling, singing, threading, construction, printing, water and sand play among others should be given to children in both international and national nursery schools.

5.4 Areas for further research

Due to a wide scope of the study areas the study was limited on pedagogy however, there are other factors limiting the delivery of quality nursery education among which include; demographic characteristics of parents, training of teachers, the ECD policy, the curriculum which call for an investigation.
REFERENCES


APPENDIX I

TEACHERS QUESTIONNAIRE ON THE COMPARATIVE STUDY OF THE PEDAGOGIES UTILIZED IN LOCAL AND INTERNATIONAL NURSERY SCHOOLS IN KAMPALA DISTRICT UGANDA

Department of Curriculum and Media Studies
P.O. Box 7062
Kampala Uganda

Dear respondent,

You have been purposively selected to participate in this survey leading to the Award of a Masters Degree in Curriculum and Media Studies of Makerere University. Teachers like you are expected to use appropriate pedagogies. It is on this account that you have been selected. Your responses will be used for academic purposes and will remain confidential. Endeavour to fill in two weeks and return it to the director of studies.

Yours faithfully,

Lunyolo Mary
Researcher
SECTION A: Background variables

Tick the most appropriate alternative to you.

A1. Age of respondents. (1) 23 – 34 (2) 35 – 44 (3) 45 – 55

SECTION B: Methodologies used in national and international nursing schools

Tick the most appropriate alternative to you basing on the teaching method you use using a key below: 1 – Very rarely, 2 – Rarely, 3 – Regularly, 4 – Very regularly

B1 I engage my children in singing and turntaking in the teaching. 1 2 3 4
B2 I engage my children in group and plays. 1 2 3 4
B3 I use story telling when teaching children. 1 2 3 4
B4 I use role play frequently in my lessons. 1 2 3 4
B5 I use observation method. 1 2 3 4

SECTION C: Instructional materials

Help classify yourself on instructional materials you use during teaching basing on the key: 1 – Strongly disagree, 2 – Disagree, 3 – Agree, 4 – Strongly agree

C1 I use a model television. 1 2 3 4
C2 I use charts to drive the point back home. 1 2 3 4
C3 I use counters. 1 2 3 4
C4 I use a model shop when teaching in all learning areas. 1 2 3 4
C5 I use individual cards when conducting lessons. 1 2 3 4
I use clay when teaching children in all learning areas. 1 2 3 4

SECTION D: Classroom setting

Help classify yourself on classroom setting following the key below: 1 – Yes, 2 – No.

D1 There is a carpet area in my class. 1 2
D2 There is a play area in my class. 1 2
D3 There is a resting area in my class. 1 2
D4 There is art and craft in my class. 1 2
D5 There is a book area in my class. 1 2
D6 There is a player in my class. 1 2
D7 There is water area in my class. 1 2
D8 There is a shop area in my class. 1 2
D9 There is a discovery area in my class. 1 2
D10 There is sand area in my class. 1 2
D11 There is a block area in my class. 1 2

SECTION E: Classroom setting

In this section, please tick the most appropriate alternative on the following items following the key:

1 – Very rarely, 2 – Rarely, 3 – Regularly, 4 – Very regularly

E1 Children recite in my class. 1 2 3 4
E2 My children sing in class. 1 2 3 4
E3 My children model in class. 1 2 3 4
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E4</td>
<td>My children count in class.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>E5</td>
<td>My children fit jig saw</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>E6</td>
<td>My children do role play.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>E7</td>
<td>My children can tell news.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>E8</td>
<td>My children can write in class.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>E9</td>
<td>My children can answer questions.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>E10</td>
<td>My children can paint and weave.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>E11</td>
<td>My children can colour things.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

**Thank you for giving in your time.**
## APPENDIX II

### OBSERVATION SCHEDULE

1. Methods used by teachers in the teaching/learning situation.

<table>
<thead>
<tr>
<th>Method</th>
<th>Applied</th>
<th>Not applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Field trip</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Play way</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Turn taking</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Games</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Jig saw fitting</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Observation</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Role play</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Story telling</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Project</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Lecture</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Recitation</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Group</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. Learning materials utilized in class.

<table>
<thead>
<tr>
<th>Material</th>
<th>Utilized</th>
<th>Not utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Beads</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Charts</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
3. The classroom has the following areas;

<table>
<thead>
<tr>
<th></th>
<th>Available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art and crafts area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book area</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Prayer area   
- Shop area    
- Discovery area 
- Block area    
- Play area     
- Carpet area   
- Resting area 

4. Activities given to children in the teaching/learning situation?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Given</th>
<th>Not given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reciting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answering questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story telling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatizing/acting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>News telling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weaving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role playing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Counting 〇 〇 〇
- Fitting jig saws 〇 〇 〇
- Printing 〇 〇 〇
- Painting 〇 〇 〇
- Writing 〇 〇 〇
APPENDIX III
INTERVIEW GUIDE FOR TEACHERS

Part I: School information

1. Name of school…………………………………………………………………………………

2. Type of school
   i) International
   ii) National

   What curriculum are you using?
   i) The learning Framework
   ii) Foreign

Part II: Teacher information

3. Name of teacher………………………………………………………………………………

4. Gender
   i) Male
   ii) Female

5. Which class do you teach?……………………………………………………………………

6. What is the level of your education?
   i) P.7
   ii) S.4
   iii) S.6

8. What is your Professional qualification?
   i) Certificate in nursery teaching
   ii) Grade III
   iii) Diploma
   iv) BED
   v) Others……………………………………………………………………
Part III: Teaching and learning in class

9. Which methods do you use while working with children?

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10. Explain the reason why you use these methods.

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11. How do these methods help children learn?

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12. Which learning materials do you usually use when teaching?

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13. Why do you use learning materials?

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14. Why do you set the classroom the way it is?

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15. How does this classroom setting help children learn?

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........................................................................................................................................
........................................................................................................................................

16. Explain the reason why you give learning activities to children?

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........................................................................................................................................
........................................................................................................................................

17. Which type of learning activities do you give them?
   i) Homework
   ii) Written
   iii) Practical

   Thank you for giving in you time.
APPENDIX IV

FOCUS GROUP INTERVIEW GUIDE

1. Which learning methods do you usually use when teaching?

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2. How do these methods help children learn?

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3. Why do you use learning materials?

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4. Why do you set the classroom?

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5. Explain the reason why you give learning activities to children?

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Thank you for giving in your time.
APPENDIX V

VALIDITY INDEX

CVI = \frac{\text{Validity number of items rated relevant}}{\text{Total number of items}}

Total = 5 \times 33 = 165

Number of items rated relevant in five questionnaires = 150

\therefore \quad CVI = \frac{150}{165} = 0.909
APPENDIX VI

PICTURES DRAWN

Picture 1: Teacher concentrated on the chalk board in national nursery school

Picture 2: Children doing an activity in international nursery school
Picture 3: Children doing an activity of singing in one of the national nursery school

Picture 4: Children doing an activity in a group in one of the national school
APPENDIX VII

IDEAL CLASSROOM SETTING

- Book area
- Block area
- Clinic area
- Market area
- Nature table area
- Carpet Area (Mat Area)
- Play area
- Prayer area
- Art & crafts area
- Discovery area
- Music area
- Resting/sleeping room
APPENDIX VIII

INTRODUCTORY LETTER