THE EFFECT OF EARLY CHILDHOOD EDUCATION ON CHILD DEVELOPMENT IN UGANDA: A CASE STUDY OF NAKAWA DIVISION- KAMPALA CITY

BY

NAMIRIMO LYDIA BAKUMPE
2015/HD03/2820U

A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILMENT FOR THE AWARD OF MASTER OF ARTS IN SOCIOLOGY DEGREE OF MAKERERE UNIVERSITY

JANUARY 2026

DECLARATION

I Namirimo Lydia Bakumpe, affirm that this research report is entirely my original work, and it has never been previously submitted to this or any other institution of higher learning for any academic recognition or award.

Signature: ..... Date: 01/02/2026

NAMIRIMO LYDIA BAKUMPE

2015/HD03/2820U

APPROVAL

This is to certify that this dissertation titled "*The effect of early childhood education on child development in Uganda: A case study of Nakawa Division - Kampala City*" by Namirimo Lydia Bakumpe (2015/HD03/2820U) was done under our supervision and is now approved for submission.

Signature: ..... Date: 9-02-2026

Dr. Stella Neema

Supervisor

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

DES	:	Directorate of Education Standards
ECD	:	Early Childhood Development
ECDC	:	Early Childhood Development Center
ECE	:	Early Childhood Education
EFA	:	Education For All
MoES	:	Ministry of Education and Sports
NPA	:	National Planning Authority
TTIs	:	Teacher Training Institutions

ABSTRACT

Early Childhood Education (ECE) plays a vital role in shaping a child's life trajectory and fostering a nation's development (UNICEF, 2021). It constitutes a critical phase that lays a solid foundation for children's well-being and learning capabilities. The Government of Uganda recognizes the importance of Early Childhood Development (ECD), as one of the most important levers for accelerating the attainment of Education For All (EFA) Goals. The study focused on effect of early childhood education on child development in Nakawa Division - Kampala City. The study objectives include establishing the extent to which cultural integration affects child development, the effect of basic learning skills on child development and how social learning affects child development. A cross-sectional study design utilizing both quantitative and qualitative approach was used, initially targeting 148 participants, with a final sample of 131 individual responses. The findings revealed that all constructs of early childhood education in the form of cultural integration, basic learning skills, and social learning significantly enhance child development and together predicted 93.1% variation in child development. Cultural integration was the highest predictor of child development at Beta = .787 and with a significant relationship at r = .960**, promoting inclusivity and diverse perspectives. Basic learning skills were also a significant predictor of child development at Beta = .126 and with significant relationship at r = .699**, strengthening cognitive, language, and motor development. Social learning was also a significant predictor of child development at Beta = .331 with a significant and positive relationship at r = .814**, fostering empathy, cooperation, and emotional intelligence. Therefore, positive adjustment or increase in cultural integration, basic learning skills, and social learning led to improvement in child development. The qualitative results showed that schools incorporated learners from different cultures and languages, involved parents and communities, and provided peer-group and physical activities, underscoring the critical role of holistic early childhood education in preparing well-rounded, socially competent, and confident children.

The study recommended that the curriculum should be revised to explicitly integrate and acknowledge the diverse languages spoken by the children to foster an inclusive and supportive learning environment. Furthermore, there is a pressing need for regular professional training for teachers to enhance their cultural competence. Educators should apply evidence-based strategies to strengthen basic learning skills (language, literacy, numeracy, problem-solving, and critical thinking) while fostering inclusive environments that promote social interaction and the development of communication, empathy, conflict-resolution and other social skills.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Early Childhood Education (ECE) is crucial to a complete and fruitful life of a child and the development of the country (UNICEF, 2021). It is a critical stage of development that lays a strong ground for children's welfare and learning. Studies have revealed that partial development of an individual's intellect potential is established by four years and so ECE programs can have a long-lasting impact on mental capabilities, character and social behavior (Heckman & Masterov 2017). Advocates reason through growing evidence that ECE must stand as a priority on any country's progress because it is a main contributor for Education for All (EFA) and Sustainable Development Goals (SDGs) set out UNESCO, 2021). The world's populace below 5 years was at 738 million in 2005, and at it had increased to 776 million by 2020. Amongst regions however, there remains significant variances in child populace trends: deteriorating in the developed and transition nations, as well as East Asia and the Pacific, calming in Latin America and the Caribbean, and to a smaller degree in South and West Asia, and increasing in sub-Saharan Africa and the Arab States, though at lower rates since 1990 (UNESCO, 2017).

ECE is the greatest crucial and profitable investment to advanced learning. Research reveals that the brain grows to 90% of its adult weight by age five. Thus, access to quality ECE is very important for complete intellectual, psychological, emotional, language, social and physical expansion and lifelong learning. It also has a noteworthy influence on a person's capabilities, attitudes, morals, skills and conduct in the future life. The national population projections of 2018 show the number of children amongst the ages of 0 to 8 years as 11,575,100 representatives of 30% of Uganda's population. Of these children about 55% live in conditions of scarcity (UBOS, 2018). There are 3,614,827 children aged 3-5, who are suitable for pre-primary education (EMIS, 2016). Though, by 2016, there were 6,798 registered pre-primary schools with a recorded total enrolment of 563,913 learners', 279,089 (49.5%) were boys and 284,824 (50.5%) were girls. This indicates a net enrolment of 15.6% meaning that 3,050,913 eligible pupils were not accessing pre-primary education in 2016. Relatively, access to ECE distribution stood at; 9.5% in Uganda, 53.3% in Kenya and 35.5% in Tanzania during 2014 (ESSAPR, 2013/14).

The foundational concept of early childhood education can be traced back to ancient times, exemplified by Plato (428-348BC) who emphasized the significance of the first step in a child's development, stating that it holds the utmost importance, especially when dealing with young and impressionable minds. During this critical period, a lasting impact is made on children's formation (Clarke and Clarke, 2010). The idea of early childhood education gained further prominence through the eighteenth-century claims of John Locke, who referred to the mind of a child as a 'tabula rasa,' emphasizing its receptivity to learning and experiences. Throughout history, numerous influential reformers and educators advocated for the importance of early childhood education. In the late nineteenth century, a significant turning point occurred with the advent of scientific observations of infant and child development, particularly by the renowned scientist Charles Darwin. This marked the beginning of systematic and detailed studies in this field, leading to its firm establishment and growing influence throughout the twentieth century (Woodhead, 2016).

In Uganda, Nursery education (ECD programs) was brought in by the British colonial administrators and Indians in the 1930s “to prepare children for formal education”. Nursery schools were private and established exclusively for the use of private communities. The main objective of European nursery schools was to prepare European children for school when they went back to Europe (Kyasanku, nd). The curriculum methods and scholastic materials for learners were foreign, with very little reference to the Ugandan situation. Later, some indigenous Ugandans became interested in nursery school education, they opened up their own nursery schools to cater for indigenous children in urban centers. These schools were of poor quality compared to those of the Europeans. After much lobbying by private persons and nursery school proprietors for government assistance in terms of training, the government identified several Grade II teachers and sponsored them to go for training in infant methods in the United Kingdom in 1960. Since the government did not have nursery schools, it deployed the trained nursery schoolteachers in infant methods in the lower primary classes of government primary schools. These were called infant teachers. From 1962, Grade II colleges began to offer specialized courses in infant methods. Some Grade III colleges also later, after learning from infant methods specialization, started to specialize in physical education, music, infant methods, and art and crafts 1973, government enacted a statute which conferred upon NCDC the mandate for developing a curriculum and support materials for all levels of education including pre-school.

The Government of Uganda recognizes the importance of Early Childhood Development (ECD), as one of the most important levers for accelerating the attainment of Education For All (EFA) Goals. The Pre-Primary, Primary and Post Primary Education Act (2008) recognizes pre-primary as the first level of education and gives the Ministry of Education Science Technology and Sports oversight responsibility over it. Prior to its enactment, the Education sector had previously formulated an ECD policy which among other things underscored the cross-cutting nature of ECD and granted the mandate for its delivery to the Local Governments. Under the circumstances, enrolment in pre-primary education is optional for the estimated over 6 million children (aged 3-5) and highly dependent on household income levels where these children hail from (NPA, 2015).

The Education Sector Policy recognizes pre-primary as the first level of education in Uganda under four programs: day care centers, home based centers, community center and Nursery Schools. However, most of these centers (about 80%) are in the hands of the private sector, and out of financial reach of most Ugandans. There are very few Children benefiting from institutionalized ECDCs, the rest sit at homes with their parents, yet the services given to the parents to be able to address the ECD needs of those Children are minimal (Ministry of Gender, Labour and Social Development, 2013). Further, the Policy mandates the MoES to license and register ECD Teacher Training Institutions (TTIs), to ensure quality teaching and quality caregivers and finally quality ECD, however the findings from the MoES Assessment Study 2013, show that only four (4) out of the 50 institutions inspected were licensed and registered by MoES. 91% of inspected ECD TTIs are not licensed and/or registered with the MoES. According to the Directorate of Education Standards (DES), most inspected TTIs do not meet the basic requirements and minimum standards by MoES, and this affects the quality of learning, quality of the caregivers and subsequently the quality of ECD (Ministry of Gender, Labour, and Social Development, 2013).

Despite the initiatives, the Ministry of Education and Sports (MoES) (2021) highlighted persisting challenges in child development within Kampala. Many children face difficulties expressing themselves and establishing a connection with their cultural heritage, particularly concerning language. Additionally, they exhibit lower proficiency levels in numeracy and literacy skills. According to the National Assessment of Progress in Education (NAPE) conducted in 2019, a substantial number of pupils in Kampala struggle with fundamental math skills, including addition, subtraction, and multiplication (ISER, 2019). These findings

were similarly reflected in Nakawa Division, which is a part of Kampala Capital City. Only 61% of children in early childhood development centers demonstrated proficiency, while 39% lacked proficiency (NAPE, 2019). Therefore, this prompted the researcher to examine the effect of early childhood education on child development in Uganda while using Nakawa Division as a case study.

1.2 Statement of the problem

Psychologists like Sigmund Freud and Erik Erikson have asserted that early childhood experiences significantly impact individuals' later lives. The upbringing and child-rearing practices that a child is exposed to shape their values, norms, and beliefs even as they grow older. The knowledge and learning experiences children encounter during their early years serve as a foundation for their future education and life trajectory (Osakwe, 2009). Child education centers in Kampala city have developed a teaching curriculum that emphasizes cultural integration, basic learning skills, and social learning, with the aim of contributing to child development. Despite these efforts, the Ministry of Education and Sports (MoES) (2021) reported that child development remains a challenge in Kampala. Many children struggle to express themselves and connect with their cultural identity, particularly in terms of language, and exhibit low levels of numeracy and literacy skills. The National Assessment of Progress in Education (NAPE) in 2019 further revealed that less than one-third of pupils in Kampala were proficient in basic math skills, including addition, subtraction, and multiplication (ISER, 2019). Specifically, the findings in Nakawa Division, being part of Kampala Capital City, were similar, with only 61% of children in early childhood development centers demonstrating proficiency, while 39% were not proficient (NAPE, 2019). Although the majority showed proficiency, the proportion of children who did not is concerning, given that every child has the right to optimal intellectual development. These gaps in learning outcomes made it essential to examine the effect of early childhood education on child development in Uganda, using Nakawa Division as a case study.

The researcher observed that their child, initially fluent in their mother-tongue, shifted to responding in English within a year, a pattern also noted among peers of the same age. This sparked the researcher’s interest but did not introduce bias, as data was collected via self-administered questionnaires and interviews with experienced ECD practitioners at management level, providing objective insights.

1.3 General Objective of the Study

To establish the effect of early childhood education on child development in Nakawa Division - Kampala City.

1.4 Specific objectives

i. To establish the extent to which cultural integration affects child development in Nakawa Division.
ii. To assess the effect of basic learning skills on child development in Nakawa Division.
iii. To examine how social learning affects child development in Nakawa Division.

1.5 Research questions

i. To what extent does cultural integration affect child development in Nakawa Division?
ii. What is the effect of basic learning skills on child development in Nakawa Division?
iii. How does social learning affect child development in Nakawa Division?

1.6 Scope of the study

1.6.1 Geographical scope

The study was carried out in 10 selected early childhood Education Centers in Nakawa Division, Kampala city located in the eastern part of Kampala and comprising 23 parishes.

1.6.2 Time scope

The study considered the period between 2017 and 2021 because during this period, there was a sharp increase in the number of ECDCs in Kampala City but the proficiency of children in development centers was still lacking.

1.6.3 Content scope

The study was confined to the relationship between early childhood education and child development. The components of early childhood education were cultural education, basic learning skills and social learning emphasizing how children acquire knowledge, values, and interpersonal competencies while child development was conceptualized into cultural

identity, language development and psycho-social development reflecting the cognitive, emotional, and social growth of children. The study thus explores how targeted components of early childhood education contribute to holistic child development.

1.7 Justification of the study

Early childhood education fosters the fundamental abilities of children to learn, read, engage in mathematics, gather knowledge, and develop critical thinking skills. Moreover, it serves as the foundational steppingstone for all subsequent levels of education, providing the groundwork for producing scientists, teachers, doctors, and other highly skilled professionals that every country, regardless of its size or economic status, relies on (O'Connell and Birdsall, 2011). While the significance of early childhood education in shaping higher levels of education was evident, there was lack of comprehensive research examining the direct effect of early childhood education on child development. Hence, this study warranted to address this research gap and provide valuable insights into the effect of early childhood education on children's educational outcomes.

1.8 Significance of the study

It is hoped that the findings of this study may provide in-depth understanding of early childhood education and child development. It is further hoped that the findings of this study may open opportunities to respond with strategies strengthening cultural embodiment in early childhood education, guiding child educators to tailor their teaching methods towards enabling children to learn their cultural norms and values.

Research into early childhood education and child development may guide parents and caregivers on selection of early childhood education centers for their children. This is significant because the choices that parents, caregivers, and teachers make for children regarding their education impact their development.

Research in this field contributes to the existing body of knowledge on child development and early childhood education. It helps to expand the understanding of the factors that influence children's cognitive, social, emotional, and physical development during the early years of life of children.

1.9 Theoretical review

This study was guided by Jerome Bruner's theory of Cognitive Development Theory developed in 1960. Bruner contends that children can be effectively taught in an intellectually honest form at any stage of development. According to Bruner (1960), early childhood education encompasses development of language, play, thinking, and he further believes that culture plays a central role in cognition and that school is a cultural setting for learning (Wortham, 2002).

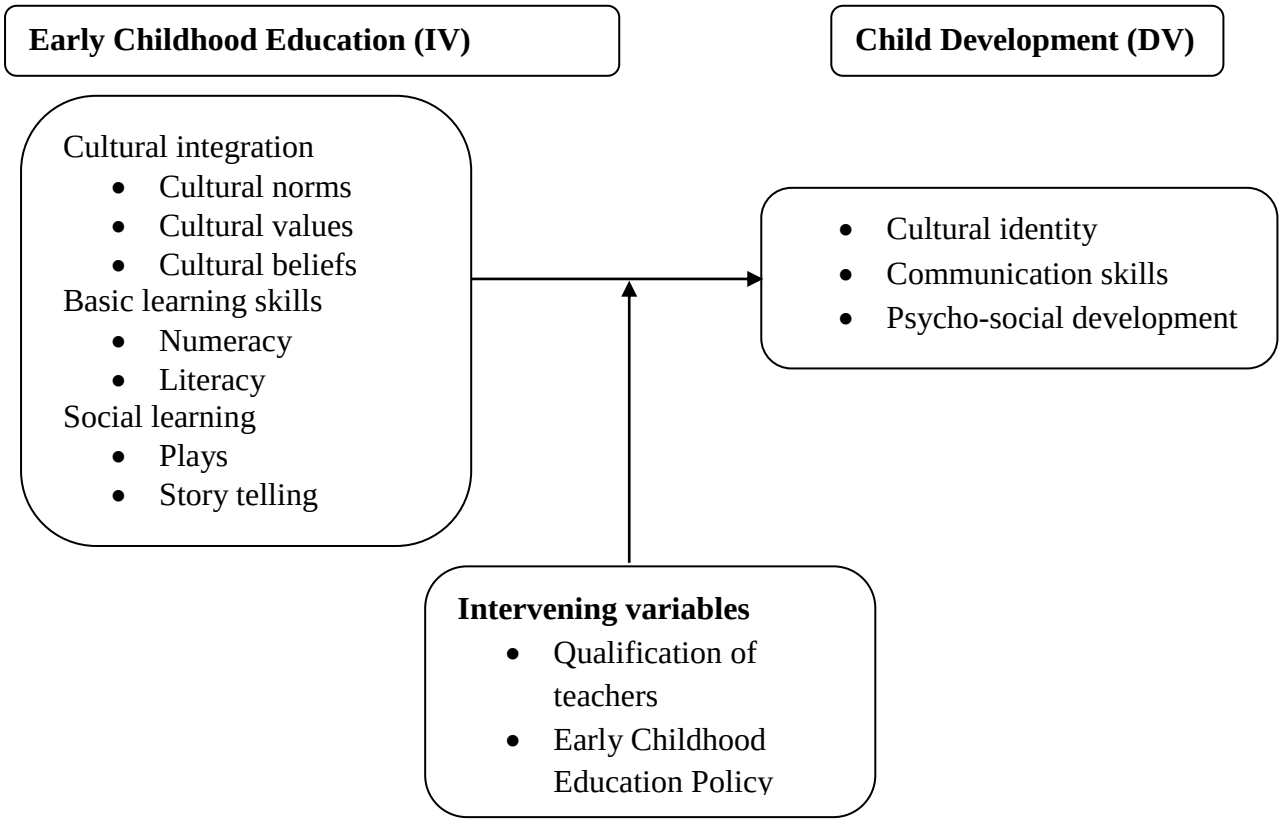
Bruner's hypothesis that any subject can be taught effectively to any child at any stage of development has added weight to the notion that at least some elements of the fundamental ideas of the disciplines should be taught in kindergarten (Kaplan-Sanoff & Yablans-Magid, 1981). Logically, this means cognizance of development and the small gradual acquisition of skill and competence with age affecting how and which specifics are included in the lessons and curriculum (Brewer, 2001). Bruner's view led to the concept of a "spiral curriculum" approach (Lascarides & Hinitz, 2000). According to Bruner (1960), curriculum should revisit basic ideas repeatedly and build on them until the child grasps the entire idea. Moreover, he purports, "Skills are mastered on a day by-day basis, and once mastered, they permit the development of new skills, which in turn serve, so to speak, as the modules for the development of still higher skills" (1970, p.114). This implication provides a starting point for thinking about the ways through which adults can promote intellectual development in young children (Riley, 2003).

According to Bruner, human development can best be comprehended considering one's cultural context, a fact almost totally neglected in discussion of curriculum models (Goffin & Wilson, 2001). Bruner further contends that culture plays a central role in cognition and that school is a cultural setting for learning. Schools too should emphasize the importance of language in mediating learning and the importance of play as a stimulus for innovation in language (Wortham, 2002). Children learn language quickly because human brains seek patterns and order in language just as they seek patterns and order in the environment (Brewer, 2001). According to Bruner and Haste (1987), one who plays and talks with others learns through interactions with parents and teachers. Hence, the child acquires a framework for interpreting experiences and learns how to negotiate meaning in a manner congruent with the requirements of the culture. In his book, *The Culture of Education*, Bruner (1996) states, "culture shapes the mind … it provides us with the toolkit by which we construct not only our

worlds but our very conception of ourselves and our powers" (p. x). Additionally, Bruner avows pedagogy is an extension of culture, or perhaps even better, a specialization of it.

The study considered various instructional approaches, including play-based learning, use of language, peer engagement, and culturally responsive practices, to understand how they accommodate differences in learners' abilities and preferences. By integrating cultural context and social interaction in the analysis, the study revealed how children with different learning styles can be supported, thereby complementing Bruner's theory and mitigating its limitation regarding individual learning differences.

1.10 Conceptual framework



Source: Adopted from Dukor (2010) and modified by the researcher

Figure 1. 1: Conceptual framework showing the relationship between early childhood education and child development

The conceptual framework showed the relationship between early childhood education and child development. It was conceptualized that childhood education involves cultural integration, basic leaning skills, and social learning, through which children were introduced to their cultures. Effective early childhood education leads to improved child development in

terms of cultural identity, communication skills, psychosocial development, and social unity. However, the effectiveness of early childhood education towards child development was dependent on the qualification of teachers and early Childhood Education Policy.

1.11 Limitations of the Study

The study concentrated specifically on early childhood education, excluding other factors such as childcare, health, nutrition, and protection that could influence child development as contributing variables. Additionally, the exploration of early childhood education and child development was confined to the aspects outlined in the study's content scope.

The cross-sectional study design captures data at a single point in time, limiting the ability to establish causal relationships between ECE and child development. Additionally, the study reflects the specific cultural, linguistic, and policy environment at the time, which may limit the applicability of results to other contexts or future periods.

Reliance on self-reporting may have introduced an element of recall bias into the study. While the 84% response rate was high, findings may not be fully generalizable beyond Nakawa Division or similar urban contexts.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical review, conceptual framework, and a review of the related literature based on the objectives of the study.

2.2 Cultural integration and Child Development

Pan (2016) revealed that when children from diverse cultural backgrounds come together in a learning environment, they have the opportunity to interact with peers who have different customs, traditions, and languages. This exposure fosters an understanding and appreciation of cultural diversity, promoting a sense of inclusion and belonging among children (Pan, 2016). By acknowledging and valuing each child's cultural identity, early childhood education centers can create a more inclusive and enriching learning environment. Relatedly, Orozco (2019) revealed the culturally integrated early childhood education centers can positively influence language development in young children. In such settings, children are exposed to a variety of languages, which can enhance their linguistic skills and cognitive flexibility (Orozco, 2019). Exposure to diverse languages also helps to reduce language barriers and promotes effective communication among children from different cultural backgrounds.

According to Smith (2018), cultural integration in early childhood education centers can have a positive impact on children's social development. When children interact with peers from diverse backgrounds, they develop empathy, tolerance, and respect for others' perspectives and experiences. This exposure to cultural diversity fosters the development of crucial social skills, enabling children to build meaningful relationships and navigate social situations effectively. In addition, Souto-Manning (2019) cultural integration plays a vital role in shaping children's cognitive development. Early childhood education centers that incorporate culturally relevant and diverse materials in their curriculum provide children with opportunities to engage in meaningful learning experiences. Furthermore, Souto-Manning (2019) revealed that culturally responsive teaching practices cater to children's different learning styles and preferences, promoting cognitive growth and intellectual curiosity.

In study by Wardle (2017) it was revealed that cultural integration also influences the emotional development of children in early childhood education centers. By celebrating

cultural diversity, educators can create an emotionally supportive environment where children feel accepted and valued. This sense of emotional security fosters the development of self-esteem and self-confidence, laying the foundation for positive mental health outcomes. However, to effectively integrate cultural diversity in early childhood education centers, it is crucial for educators to undergo proper training and professional development (Cobern, 2016). Educators need also to be equipped with the knowledge and skills to implement culturally responsive practices that are sensitive to children's cultural backgrounds and individual needs. Additionally, García & Guerra (2019) revealed that there is need for involving families in the educational process can further enhance the cultural integration and support children's development.

One crucial aspect of cultural integration is the preservation and promotion of indigenous languages. Research has shown that children learn best when their mother tongue is used as a medium of instruction during the early years of education (Kigongo-Bukenya, 2017). By incorporating local languages into the curriculum, early childhood education centers in Uganda fostered a stronger sense of cultural identity and belonging among children. Additionally, Ssentanda and Nimusiima (2016) revealed by incorporating these values into the educational environment, children can learn important social skills such as empathy, cooperation, and respect for others. Moreover, exposure to diverse cultural practices can help children develop a broader perspective of the world and instill a sense of tolerance and appreciation for different cultures. Furthermore, report by UNESCO (2017) revealed that incorporating traditional songs, stories, and games, educators can engage children's curiosity and imagination while providing a meaningful learning experience. These culturally appropriate approaches can stimulate children's cognitive growth and help them develop critical thinking and problem-solving skills.

2.3 Basic learning skills and child development

Papoola (2014) revealed that the need for numeracy skills in pre-primary education cannot be under looked. Numeracy skills are an important aspect of literacy skills. Literacy skills such as listening, reading, writing and speaking cannot be considered as complete without numeracy skills, such as adding, sorting by colours and by shapes (Papoola, 2014). Moreover, research has shown that many students at post primary education levels performed poorly in numerical tasks (Oyinloye & Oyedeji, 2010). This situation has been traced to deficient literacy skills at kindergarten level (Suporitz, Foley and Mishood, 2012). The reason for this

can be traced to poor foundation. Their interest might not have been aroused and sustained during their pre-primary education experiences. In most cases, they were not exposed to numeracy skills through play, which is widely acknowledged as the best way children can learn. Teachers often introduce numeracy to the pupils through demonstration rather than involving them in the real activities through play. Children ought to be helped early enough to develop positive attitude towards numeracy because they will need to build their future academic attainments, especially in Mathematics, on the knowledge acquired during the preschool years.

Early childhood education centers offer a rich learning environment that promotes cognitive development through a variety of stimulating and age-appropriate activities. Duncan and Magnuson's (2017) revealed that these activities are carefully designed to cater to the developmental needs of young children, targeting areas such as language, literacy, numeracy, problem-solving, and critical thinking. Duncan and Magnuson's (2017) in their study further demonstrated that children who attended high-quality early education programs exhibited significant advantages in their language skills, showcasing better vocabulary, grammar, and comprehension. Moreover, the research indicated that these children were more prepared for formal schooling, displaying higher levels of school readiness, which enabled them to engage more effectively in academic tasks. The long-term effects of early cognitive development were evident as these children demonstrated improved cognitive abilities later in life, leading to better academic performance and greater success in their future endeavors.

Bierman et al. (2018) conducted a comprehensive meta-analysis, and it was revealed that children who attended these early childhood education centers showed notable improvements in social skills and were better equipped to navigate peer relationships. The positive social outcomes were manifested through increased cooperation and prosocial behaviors, fostering a sense of empathy and consideration for others. Early childhood education centers provide ample opportunities for children to interact with their peers, teachers, and other adults, promoting the development of essential social skills such as communication, conflict resolution, and collaboration (Bierman et al., 2018). These foundational social skills lay the groundwork for healthy and positive relationships throughout their lives.

Jones et al. (2017) conducted a study that highlighted the significance of emotionally supportive early education programs. Such programs create nurturing and caring

environments that help children develop stronger emotional regulation skills. By providing a safe and supportive atmosphere, children learn to identify and manage their emotions effectively, leading to a reduction in behavioral problems in later years. Furthermore, Jones et al. (2017) revealed that the emotional competence acquired during these early years equips children with the ability to cope with stress, handle challenging situations, and develop a positive self-concept, contributing to overall emotional well-being.

Carson et al. (2020) conducted a comprehensive review on the early childhood education programs, and it was revealed that there was enhancement of both gross and fine motor skills among children. Engaging in active play helps children develop coordination, balance, and strength, which are essential for their physical development. Additionally, Carson et al. (2020) revealed these physical activities also support the development of cognitive abilities and executive functions. Through play, children learn to plan, strategize, and problem-solve, further enhancing their overall cognitive development.

High-quality early childhood education programs have demonstrated far-reaching effects on participants' overall well-being (Heckman et al., 2018). The long-term studies revealed that individuals who participated in these programs had higher educational attainment, displaying better academic performance throughout their schooling years. Furthermore, Heckman et al. (2018) revealed that the participants showed lower rates of criminal behavior, indicating the potential impact of early education in reducing delinquency and promoting prosocial behavior. Additionally, the research highlighted better health outcomes among individuals who attended high-quality early education programs, underscoring the importance of investing in early childhood education to promote the well-being of individuals and society.

2.4 Social learning and child development

Children usually develop social and cognitive skills through play; they also mature emotionally and gain self-confidence which is a pre-condition to engage in new experiences (Abiodun, 2014). It is a general belief that plays enable children to make sense of their world. Also, it has been observed that utmost learning achievements occur while playing games because the environment is usually relaxed and learning becomes interesting and fun (Babalola and Oyinloye, 2012). Maheshwari, (2013) found that play offers informal and free atmosphere which gives the kids a chance to learn concepts, Mathematics and Language. Visual materials can be used to teach the young ones about Mathematics, art, and nature. Play

enhances motor expression which is learning by doing as against learning by rote. Onukaogu, Oyinloye and Iroegbu, (2010) found that play can help children to learn Mathematics in the following ways: learn about equal lengths, open and close spaces, topography, solid geometric shapes as they play with blocks of different colours and shapes; Learn about set theory as they group, sort and classify objects like abacus, counters, and mathematical shapes among others.

One area significantly influenced by social learning in early childhood education centers is language acquisition and communication skills. According to a study by Tomasello et al. (2018), children in highly interactive early childhood education centers demonstrated greater linguistic competence, vocabulary growth, and expressive language abilities compared to those with limited social interactions. This finding underscores the vital role of social learning in shaping a child's language development during their formative years. Therefore, children exposed to rich social interactions are more likely to develop advanced language skills due to the opportunities to engage in conversations, listen to peers, and observe adults using language effectively.

According to Denham et al. (2017) social learning fosters emotional and social development in young children. As children interact with their peers and educators, they learn about empathy, cooperation, and conflict resolution. It has been found that in early childhood education centers with a strong emphasis on social learning, children exhibited higher levels of emotional intelligence and were more skilled at managing their emotions (Denham et al., 2017). The nurturing and supportive environment provided by the educators in such settings plays a pivotal role in facilitating positive social interactions and emotional regulation among children.

In addition to emotional development, social learning also contributes to the cognitive growth of children. A study by Vygotsky (2017) further supports this notion, stating that children's cognitive development is significantly impacted by their interactions with more knowledgeable individuals in their social environment. Early childhood education centers that prioritize collaborative learning activities and group work provide children with ample opportunities to engage in constructive social learning experiences, leading to cognitive advancement (Vygotsky, 2017). The process of observing and imitating others' behaviors enhances a child's problem-solving abilities and critical thinking skills. Piaget's theory of

cognitive development highlights the importance of social interactions in the development of cognitive structures.

Moreover, social learning in early childhood education centers promotes the development of prosocial behavior and moral reasoning in children. A longitudinal study by Eisenberg et al. (2020) found that children who attended early childhood education centers with a strong focus on social learning showed higher levels of prosocial behavior, empathy, and moral understanding as they progressed through their early years. Observing acts of kindness, sharing, and cooperation in their peers and educators, children internalize these values and are more likely to exhibit prosocial behaviors themselves.

2.5 Gaps in literature

Even though the literature review above revealed that there are various studies in place that have examined the effect of early childhood education on child development, no single study has been carried out in Nakawa Division. Most of the existing studies were conducted outside Uganda which limits their relevance to the local context makes the literature lack the empirical truth of what is happening in Uganda and more specifically in Nakawa Division where this current study will be conducted. Thus, the information in literature could not be generically used to explain the study variable in the Ugandan perspective. Furthermore, most of the studies were qualitative in nature hence leaving out the aspect of quantitative data hence making this current study necessary to combine both aspects of qualitative and quantitative results. As a result, the goal of this research is to fill these gaps by examining the effect of early childhood education on child development in Nakawa Division - Kampala City. Most of the existing studies were conducted outside Uganda, which limits their relevance to the local context. The literature therefore does not contain findings that can directly be generalized to explain the study variables for the Ugandan.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter presents the description of methods that were used to conduct the study. It also describes the design used, target population, procedures used to sample respondents, sample size, instruments and methods for data collection, procedure for data analysis and presentation, and ethical considerations.

3.2 Research design

The study used a cross-sectional survey design because it allowed the selection of one or more samples of the population and information was collected from the samples at one time (Kothari, 2014). In addition, a cross-sectional survey was used because it allowed flexibility and provided opportunities for considering many different aspects of a problem in depth at a particular time. In this case, information was got from teachers, parents and management staff for Early Child Education Centers. The study further adopted a mixed methods approach of qualitative and quantitative research for triangulation. The quantitative approach was used to gather measurable data, while the qualitative approach focused on non-measurable data (Mugenda & Mugenda, 2013). By combining both methods, the study was able to balance the strengths and limitations of each type of data and provide a more comprehensive understanding of the research topic.

3.3 Population and sampling

3.3.1 Target population

The study targeted a population of 250 from 10 Early Child Education Centers in Nakawa Division who included teachers, parents, and management staff for Early Child Education Centers based on feasibility, accessibility, and data quality.

3.3.2 Sample size

The researcher considered a sample size of 148 respondents selected from a population of 250 people where management of ECDs was 17, teachers were 96 and for parents, 35 were selected. To determine the sample size for each category, the researcher used the formula below:

$$\frac{N}{TP} \times TS$$

Whereby;

N- the target population for each category

TP- the total target population

TS-the total sample size.

Table 3. 1: Sample size for Qualitative data

Respondents	Target population	Sample size	Sampling technique
Management of EDCs	28	17	Purposive

Source: Selected Early Childhood Education Centers in Nakawa, Kampala City

Table 3. 2: Sample size for a Quantitative data

Respondents	Target population	Sample size	Sampling technique
Teachers	162	96	Simple random
Parents	60	35	Simple random
Total	222	131	

Source: Selected Early Childhood Education Centers in Nakawa, Kampala City

This study employed simple random and purposive sampling as techniques for selecting respondents from the total population. The study employed simple random sampling where all the participants in the targeted categories will have an equal chance of being part of the study (Kombo & Tromp, 2016). The technique was employed on Teachers and Parents. This technique was utilized to reduce the sampling bias and provide an equal opportunity for all members to participate in the study. The technique facilitated the obtaining of representative samples.

This study also employed the purpose sampling technique. This is where the researcher goes to the field, precisely knowing the members who have the required information regarding the study objectives (Amin, 2005). In this study, the purposive sampling technique was employed on the Management of EDCs that provided qualitative data. Purposive sampling was used

because it only considered respondents who had relevant and detailed information to the study (Amin, 2005).

3.4 Data Collection Methods

The researcher used qualitative and quantitative methods to collect data. Questionnaire survey method was used to collect quantitative data while the in-depth interview method was applied while collecting qualitative data.

Questionnaire Survey Method

Questionnaire survey is a method whereby several questions are used to obtain data from a large group of people in a given study (Amin, 2005). The researcher used the semi structured questionnaire survey method to obtain information from respondents from teachers and parents. The questionnaire was an efficient data collection method and had the advantage of high complete responses within a short period. Use of self-administered questionnaires allowed the respondents ample time (up to two weeks) to reflect on answers to avoid hasty responses and thus enhance the validity (accuracy) of the responses (Mugenda & Mugenda, 2003). The questionnaire method also helped to reduce on the cost and time implications, besides enabling greater responses.

Key informant Interview method

This is a data collection method that was used when dealing with purposive samples (Sekaran, 2003). Interviews were conducted with key informants such as management at ECDCs who were considered because of the information they hold. The interviews were structured comprising a set of issues on early childhood education and child development.

3.5 Data collection instruments

Interview Guide

The researcher conducted face to face interviews with management staff members at EDCs. Interviews were used because they had the advantage of ensuring probing for more information, clarification and capturing facial expression of the Interviewees (Amin, 2005). In addition, they gave an opportunity to the researcher to revisit some of the issues that had been an oversight in other instruments and yet they deemed vital for the study.

Questionnaire

A questionnaire was used to collect quantitative data. The questionnaire was self - administered by teachers and parents within a two week period. A questionnaire was used because it increases the degree of reliability due to the many items in it as well enhancing the chances of getting valid data, (Amin, 2005).

3.6 Research Procedure

After the approval of the research proposal and data collection tools by the supervisor, an introductory letter was obtained from Makerere University, which was presented to the respondents to seek cooperation. The aim of the letter was to introduce the research topic to the respondents and to neutralize any doubt or mistrust respondents may have had about the study, to motivate them to participate and answer the questions, and to ensure anonymity and confidentiality (Sarantakos, 2005).

3.7 Quality control of data collection

3.7.1 Validity

The study tested face and content validity of tools. For validity, the supervisor evaluated the tools, providing feedback on the questionnaire and interview guide. Following the supervisor's recommendations, unclear questions in the questionnaire were rephrased, and some were eliminated. Additionally, content validity was ensured by seeking input from two research experts at Makerere University, who ranked the questionnaire questions as Relevant (R) or Irrelevant (I.R). The research professionals had the opportunity to comment on complex wording, limited selections, and missing options. The Content Validity Index (CVI) was then calculated using the formula CVI = R/ (R + IR). Since the CVIs exceeded 0.7, in accordance with the recommendation by Amin (2005), the tools were deemed valid. However, essential modifications were made to improve the tool's validity, specifically addressing questions that were ranked irrelevant.

3.7.2 Reliability

Reliability is the degree of consistency and precision with which the measuring instrument demonstrates, under same circumstances, same research respondents using the same instruments should generate the same results under identical conditions (Amin, 2005). In determining the reliability of the instrument, the researcher carried out pretests of questionnaires with 10 participants who didn’t take part in the actual study. The collected

data was entered into the SPSS data analysis package to determine the reliability. Cronbach Alpha co-efficiency was used to assess the interval consistency. In this case, the results were above 0.7 as recommended by (Mugenda & Mugenda, 2013) hence making the tool regarded reliable.

Table 3. 3: Reliability test of tools

Construct	Items tested	Alpha values
Cultural integration	08	.965
Basic learning skills	08	.967
Social learning	07	.955
Child development	07	.971

3.8 Data Analysis techniques

The data collected was edited and sorted to ensure clarity and completeness. The quantitative data was then coded, classified, tabulated, and then analyzed using SPSS computer program. Analysis was done to obtain frequency, percentage distribution, means and standard deviation and the findings were presented in Tables and detailed descriptions of the themes, extracts, explanations presented below the tables.

The qualitative data collected underwent a thorough examination to identify language patterns and was content analyzed in alignment with the study's objectives. Content analysis served as the main method to assess the adequacy, reliability, utility, and coherence of the obtained data. Pertinent quotes, phrases, and expressions were emphasized in the study, reflecting the participants' emotions without distorting their intended significance.

3.9 Ethical considerations

Amin (2005) defines ethics as the well based standards of rights and wrongs that prescribe what humans ought to do usually in terms of rights, obligations, and benefits to society, fairness of specific virtues like honesty comparison and loyalty. All data collection was conducted respecting confidentiality. Several procedures were used to protect the confidentiality of the respondents and the information collected: a) Interviews were conducted only in a private setting; b) the information collected was kept strictly confidential and names of the respondents did not appear on any of the data collection instruments.

Participants were informed of confidentiality procedures as part of the consent process. Voluntary consent from each respondent was before the commencement of data collection. Respondents were informed that there were no risks to their participation in the study, that participation was voluntary and confidential, and that they were free to withdraw their participation at any time during data collection if they felt uncomfortable with the research process.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF STUDY FINDINGS

4.1 Introduction

This chapter encompasses the exposition, examination, and comprehension of the study results. It begins with the descriptive statistics regarding the demographic traits of the respondents, followed by an investigation of key variables related to the study's objectives. These objectives encompass assessing the effect of cultural integration on child development, examining the influence of basic learning skills on child development, and exploring how social learning affects child development in Nakawa Division.

4.2 Response Rate

Out 131 targeted respondents for quantitative data, 115 managed to respond back and out 17 people targeted for interviews, 10 managed to give their responses.

4.3 Findings on the background information of respondents

The study gathered background information from the respondents, aiming to ascertain several aspects such as gender, education, age, and their tenure in the education sector. The outcomes are presented through frequencies and percentages, which are exhibited in the tables below.

Table 4. 1: Demographic characteristics of respondents

Item	Category	Frequency	Percent
Gender	Male	37	32.2
	Female	78	67.8
	Total	115	100.0
Education level	Primary	7	6.1
	Secondary	8	7.0
	Certificate	40	34.8
	Diploma	42	36.5
	Degree	17	14.8
	Masters	1	.9
	Total	115	100.0
Age	Below 20 years	2	1.7

	20-30 years	28	24.3
	31-40 years	40	34.8
	41-50 years	37	32.2
	Above 50 years	8	7.0
	Total	115	100.0
Time taken dealing with child development	Less than 1 year	8	10.0
	1-5 years	22	27.5
	6-10 Years	25	31.2
	11 - 15 years	15	18.8
	16-20 years	7	8.8
	21 years and above	3	3.8
	Total	80	100.0

Source: Field data, 2023

From Table 4.1 above, it was revealed that 32.2% of the respondents were male, while 67.8% were female, indicating a slight dominance of female views in the study. However, the inclusion of 32.2% male respondents was considered adequate to incorporate a gender perspective. It is essential to emphasize that the study demanded objectivity, and any gender differences did not affect the accuracy of the findings.

Information in Table 4.1 above revealed that 6.1% of the participants had completed primary level education, 7.0% had attained secondary education, 34.8% possessed certificates, 36.5% had diplomas, while 14.8% had obtained bachelor's degrees. Additionally, only 0.9% of the participants had master's degrees. These findings revealed that most study participants had some level of formal education. Their relatively good education levels played a crucial role in enabling them to comprehend the study's questions and provide reliable answers concerning the subject matter.

According to the data presented in Table 4.1, it was found that 60.8% of the respondents were aged below 40 years, while 39.2% were aged 40 years and above. This suggests that the participants were predominantly in their youthful and energetic age group, which is essential for fulfilling the demanding task of child development. Despite the variation in age, the study

emphasized objectivity, ensuring that the accuracy of the research findings remained unaffected by the participants' age differences.

From Table 4.1 above, most of the respondents 62.5% had spent more than 6 years dealing with child development, while 37.5% had spent less than 5 years. This indicates that most participants were experienced in the child development field, making them a reliable source of information concerning early childhood education and child development.

4.4 Child development

In this study, feedback on children's development was exclusively collected from respondents who were parents. They were guided to rank their responses. To analyze the data, frequencies, percentages, means, and standard deviations were used.

Table 4. 2: Feedback on child development

Statement	*Strongly Disagree*		*Disagree*		*Neutral*		*Agree*		*Strongly Agree*		*Mean*	*S.D*
	F	%	F	%	F	%	F	%	F	%		
My child can express her/himself in public	-	-	10	28.6	06	17.1	14	40.0	05	14.3	3.40	1.063
My child actively participates in class	-	-	01	2.9	12	34.3	13	37.1	09	25.7	3.86	.845
My child actively take part in co-curricular activities	02	5.7	06	17.1	03	8.6	16	45.7	08	22.9	3.63	1.190
My child possesses basic numeracy skills	-	-	01	2.9	05	14.3	25	71.4	04	11.4	3.91	.612
My child can effectively read story books	03	8.6	06	17.1	05	14.1	14	40.0	07	20.0	3.46	1.245

My child can write understandable statement (s)	04	11.4	05	14.3	01	2.9	20	57.5	05	14.3	3.49	1.245
My child has independence and autonomy in decision-making	08	37.1	13	37.1	11	34.4	03	8.6	-	-	2.26	.919

Source: Field data, 2023

Based on the data presented in Table 4.2, it is evident that over half (54.3%) of the parents that took part in study agreed that their children possessed the ability to express themselves confidently in public. On the other hand, 28.6% of parents disagreed with this notion, while a smaller percentage of 17.1% remained neutral on the subject. The statistical analysis further corroborates these findings, as the mean value of responses was calculated to be moderate, specifically at (mean value =3.40), suggesting a generally positive outlook. Despite a certain variation in the responses, as indicated by a standard deviation of (1.063) the overall trend supports the conclusion that early childhood education has played a crucial role in shaping the children's capacity to express themselves effectively in public settings.

From Table 4.2 above, it is evident that a significant majority 62.8% of the parents that participated in the study agreed with the statement that their child actively participates in class. On the other hand, 34.3% of the respondents remained neutral, while a mere 2.9% disagreed with the statement. The responses exhibited little variance, as indicated by a standard deviation of (0.845) and the high mean value of (3.86) was registered which further supports the finding that most children were actively participating in class. This outcome can be attributed to the positive impact of early childhood education, which parents observed through reviewing their children's books and actively engaging with the school to understand their child's involvement in both class and school activities.

Regarding the children's participation in co-curricular activities, the results displayed in the analysis indicate that a majority 68.6% of the parent respondents affirmed that the children actively engage in such activities. On the contrary, 22.8% of the participants opposed the statement, while only a small proportion of 8.6% remained neutral. Notably, the responses

exhibited considerable variance, as indicated by a relatively high standard deviation of (1.190). However, despite the variations, the overall assessment revealed a moderate mean value of (3.63) signifying that, on average, the children were indeed actively participating in co-curricular activities. This is indicative of the children's enthusiastic involvement in various games, plays, and co-curricular pursuits at their schools. The data suggests that early childhood education encourages and facilitates their participation, resulting in a notable engagement of the learners in extracurricular endeavors.

The data presented in Table 4.2 regarding the possession of basic numeracy skills by the children revealed compelling results. Most of the parent respondents, 85.8% expressed their agreement with the statement, affirming that the children indeed possessed these fundamental numerical abilities. Conversely, a smaller portion of 14.5% chose to remain neutral while a mere 2.9% disagreed with the statement. The responses displayed minimal variance, with a standard deviation of (.612) and the moderate mean value of (3.91) further reinforces the observation that early childhood education has played a vital role in developing the numeracy skills of the children. The data strongly suggests that the implementation of early childhood education programs has been instrumental in equipping children with the necessary numerical foundation. Consequently, they are well-prepared to tackle various basic numeracy-related tasks and challenges, demonstrating their competence in this crucial aspect of their educational development.

Still from Table 4.2 above, a noteworthy pattern emerges regarding the children's reading abilities. A significant majority 60.0% of the parent respondents expressed their agreement with the statement, attesting that their children were fully capable of effectively reading storybooks. Conversely, 25.7% of the participants opposed the statement, while a smaller proportion of 14.1% remained neutral in their response. The data demonstrated a considerable degree of divergence in responses, as evidenced by the high standard deviation of (1.245). However, the moderate mean value of 3.46 indicated an overall agreement with the statement, suggesting that early childhood education had effectively equipped the learners with essential reading skills. As a result, they are now proficient in reading storybooks appropriate for their level of learning.

Furthermore, the data from Table 4.2 highlights another significant aspect of the children's development in their writing abilities. Most of the parent respondents (71.8%) expressed their

agreement with the statement, affirming that their children possessed the capacity to compose understandable statements. Conversely, 25.7% of the participants opposed the statement, while only a small percentage of 2.9% remained neutral. The responses exhibited considerable variance, with a standard deviation of (1.245) indicating a wide range of opinions among the participants. Despite the diversity in responses, the overall assessment yielded a moderate mean value of (3.49) suggesting a general agreement with the statement. This finding implies that early childhood education has played a crucial role in equipping children with writing skills, enabling them to craft coherent and comprehensible statements. This reflects the success of these educational initiatives in fostering the development of writing skills in young learners, empowering them to express themselves through writing understandable and coherent statements.

Lastly from Table 4.2 above, the findings revealed that all constructs of early childhood education in the form of cultural integration, basic learning skills, and social learning significantly enhance child development. All constructs combined predict 93.1% variation in child development. Cultural integration was the highest predictor of child development at Beta = .787 and with a significant relationship at r = .960**, promoting inclusivity and diverse perspectives. Basic learning skills were also a significant predictor of child development at Beta = .126 and with significant relationship at r = .699**, strengthening cognitive, language, and motor development. Social learning was also a significant predictor of child development at Beta = .331 with a significant and positive relationship at r = .814**, fostering empathy, cooperation, and emotional intelligence. A majority 60.0% of the parent respondents expressed their opposition to the statement, indicating that they believed their children lacked independence and autonomy in decision-making. Furthermore, 31.4% of the participants chose to remain neutral while only a small proportion of 8.6% agreed with the statement. The responses displayed a relatively low level of variation, as evidenced by the low standard deviation of (.919). Moreover, the registered mean value of (2.26) further underscored the prevailing sentiment that children, despite benefiting from early childhood education, were not afforded the opportunity to exercise independent decision-making.

4.5 Cultural integration on child development

The first objective examined the effect of cultural integration on child development. Respondents who were teachers were instructed to rank their responses, and the collected

data was then analyzed using frequencies, percentages, means, and standard deviations to facilitate interpretation.

Table 4. 3: Cultural integration on child development

Statement	*Strongly Disagree*		*Disagree*		*Neutral*		*Agree*		*Strongly Agree*		*Mean*	*S.D*
	F	%	F	%	F	%	F	%	F	%		
The curriculum incorporates materials and stories from various cultures to promote an inclusive learning environment	-	-	09	12.9	06	8.6	31	44.3	24	34.3	4.00	.978
The classroom displays diverse artwork representing different cultures	-	-	-	-	-	-	40	57.1	30	42.3	4.43	.498
The early childhood education curriculum integrates and recognizes different languages spoken by the children	28	40	20	28.6	16	22.9	06	8.6	-	-	2.00	.993
The school management actively involves families in their children's education	-	-	-	-	03	4.3	42	60.0	25	35.7	4.31	.553
The early childhood	-	-	-	-	06	8.6	34	48.6	30	42.8	4.34	.634

education program encourages positive interactions among children from diverse backgrounds												
Teachers regularly receive professional training on cultural competence and cultural integration in early childhood education	23	32.9	22	31.4	10	14.3	11	15.7	04	5.7	2.30	1.244
Teachers use a variety of assessment methods that consider differences in cultural backgrounds to ensure fair and unbiased evaluation of children's learning	-	-	08	11.4	13	18.6	25	35.7	24	34.3	3.93	.997
The early childhood education program builds partnerships with local community and cultural centers to enhance cultural integration	20	28.6	27	38.6	15	21.6	08	11.4	-	-	2.16	.973

Source: Field data, 2023

From table 4.3 above, the majority 78.6% of the respondents concurred with the statement asserting that the curriculum incorporated materials and stories from diverse cultures. On the other hand, a smaller proportion of 12.9% opposed the statement while a mere 8.6% remained neutral. The responses displayed little variation, as indicated by the low standard deviation of (.978). Furthermore, the registered high mean value of (4.00) underscored the prevailing agreement among participants, highlighting that the curriculum indeed embraces materials and narratives from various cultures. This inclusionary approach contributes to fostering an environment of diversity and cultural appreciation within the learning setting. This approach ensures that learners are exposed to a rich tapestry of perspectives, traditions, and histories, promoting an inclusive and enriching educational experience. Relatedly, qualitative results concurred with the statement and one respondent revealed that:

> *……. things to deal with cultures are incorporated in the curriculum we teach. …. we not only promote cultural awareness and sensitivity but also foster an environment that celebrates diversity and promotes different cultures among learners. ……. this approach enriches the learning experience, broadens learners' horizons, and prepare them to be global citizens capable of embracing and respecting different cultures (Respondent - 03).*

It's noteworthy that all teacher respondents 70 (100%) unanimously agreed with the statement that the classrooms displayed diverse artwork representing different cultures. This resounding consensus was substantiated by a remarkably high mean score of (4.43) indicating strong agreement, while the minimal response variance, with a standard deviation of (.498) further emphasized the coherence in their responses. The data unequivocally confirms that the classrooms were adorned with artwork pieces that showcased pictures and visual representations from a wide array of cultures. This deliberate incorporation of diverse cultural imagery has undoubtedly enriched the learning environment, fostering an atmosphere of inclusivity, appreciation, and celebration of various cultural heritages. These findings were related to the qualitative results where one respondent revealed:

> *……creating an inclusive and culturally diverse learning environment crucial for the overall development of our learners…..when you move around classes you see different art pieces representing cultures such as cattle keepers, farmers, hunters. …. this promotes cultural awareness and understanding among our learners that different cultures carry out different economic activities (Respondents - 01).*

Still from Table 4.3, the majority 68.6% of the respondents expressed their disagreement with the statement regarding the integration and recognition of different languages spoken by the children in the early childhood education curriculum. Conversely, 22.9% of the participants chose to remain neutral while a mere 8.6% agreed with the statement. The responses displayed minimal variance, as indicated by the low standard deviation of (.993). Moreover, the registered low mean value of (2.00) emphasized the prevailing disagreement among the respondents, signifying that the early childhood education curriculum did not adequately integrate or recognize the various languages spoken by the children attending the school. This finding implied that the school's language policy was predominantly monolingual, with only English being permitted as the language of instruction. Consequently, the educational approach may not fully embrace or acknowledge the linguistic diversity present among the children. This lack of integration and recognition of different languages spoken by the learners can potentially hinder their linguistic development and cultural appreciation. Relatedly to qualitative data from the management revealed that childhood development centers use English and respondent revealed that:

> *...we have learners from different tribes speaking different languages, therefore, we can't allow every learner to speak his or her native or tribe language…. that's why we decided to use English …. besides that, English is the language recommended by the Ministry of Education (Respondent - 06)*

The data presented in Table 4.3 also shed light on the level of family involvement in their children's education within the school context. The majority, 95.7% concurred with the statement, affirming that school management actively engaged families in the educational journey of their children. Conversely, a mere 4.3% remained neutral in their response. The responses displayed minimal variance, as evidenced by the low standard deviation of (.553). Additionally, the registered high mean value of (4.31) underscored the significant agreement among participants, indicating that the involvement of families in their children's education was indeed prevalent and valued. The findings highlighted that schools fostered a positive environment of collaboration between educators and families, where parents were actively included in the educational process. The mechanisms for involvement included teacher and parents' associations, as well as designated parent days at school. Such practices empower families to play an integral role in their children's learning, facilitating open communication, and strengthening the overall support system for the students. From the qualitative results, it

was revealed that indeed parents are involved in the education of their children and some respondents revealed that,

> *…parents are guardians are actively involved in the education of their children, …. we give children homework, and the parents or guardians are requested to guide their children ……we also have parents schooldays where parents and guardians come to school and interact with teachers regarding the education of the children (Respondent -01).* Another respondent revealed that, *….as schools we organize speech days where parents and guardians are invested to comes as see how their children participate in school co-curricular activities (Respondent -07)*

Furthermore, from Table 4.3 above, the majority 91.5% of the respondents expressed their agreement with the statement regarding the encouragement of positive interactions among children from diverse backgrounds within the early childhood education program. Conversely, only 8.6% of participants chose to remain neutral. The responses displayed minimal variance, as indicated by the low standard deviation of (.634). Additionally, the registered high mean value of (4.34) underscored the overwhelming agreement among the participants, signifying that the early childhood development centers actively embraced learners from diverse backgrounds and created an environment that fostered interactions among children from various cultural and social contexts. These findings highlighted the importance of early childhood education centers in promoting inclusivity and diversity within their learning environments. By welcoming learners from different backgrounds, these centers provide a valuable opportunity for children to interact with peers from varied cultures and experiences. Such positive interactions not only nurture an appreciation for diversity but also facilitate the development of essential social and interpersonal skills among the young learners. Similarly, the interview results revealed that the learning centers encourage positive interactions among children from diverse backgrounds and one respondent revealed that,

> *…we encourage interaction from different background…. for example, in class sitting arrangements, we ensure that learners are mixed….also during formation of school clubs we make sure that learners from different family backgrounds are grouped together which allows the interaction between such learners (Respondent -10)*

Furthermore, results in Table 4.3 showed that majority 64.3% of the respondents expressed their disagreement with the statement indicating that believed teachers were regularly receiving training on cultural competence and cultural integration. On the other hand, 21.4% of participants concurred with the statement, while 14.3% chose to remain neutral in their response. The responses displayed considerable variance, as evidenced by the high standard deviation of (1.244). Additionally, the registered low mean value of (2.30) underscored the prevailing disagreement among the participants. Consequently, it became apparent that teachers were not receiving adequate and regular training in the realms of cultural competence and cultural integration within the domain of early childhood education. Relatedly, the interview results revealed that there was no regular training for teachers on cultural competence and cultural integration and one respondent revealed that,

> *...honestly, I cannot tell you that regularly train our teachers regarding professional training on cultural competence and cultural integration at this learning center, ... only what we usually do telling them to aware and mindful of learners coming from different cultural backgrounds (Respondent -04).*

Based on the data presented in Table 4.3, the majority 70.0% of the respondents agreed that teachers employed diverse assessment methods that considered the cultural differences among students, 11.4%, disagreed with the statement, while 18.6% remained neutral on the matter. The responses received little variation, as denoted by the low standard deviation of (.997), implying a general consistency in the participants' opinions. Additionally, the moderate mean value of (3.93) indicated a notable level of agreement among the participants. This practice of using culturally sensitive assessment methods ensures a fair and unbiased evaluation of children's learning, acknowledging the importance of cultural context in the educational process and promoting a more inclusive and effective learning environment. Similar results were collected from interviews and one respondent revealed,

> *.... since we receive learners from culturally different backgrounds, we always tell our teachers to be aware and mindful of such learners and use assessment methods that consider differences in cultural backgrounds of learners (Respondent -04).*

Finally, from table 4.3 above, majority, 67.2%, expressed their disagreement with the notion that early childhood education programs establish partnerships with local community and cultural centers to promote cultural integration. Meanwhile, 21.6% of the participants maintained a neutral stance on the issue, and only 11.4% agreed with the statement. The

results demonstrated a noteworthy consistency among the responses, as evidenced by the minimal variance in their answers, with a standard deviation of (.973). Additionally, the mean value, which stood at a low (2.16) further substantiated the general disagreement prevailing among the participants regarding the subject matter. This underscores the need for improvement in building meaningful partnerships that can enrich the educational experience of young learners by embracing diverse cultural perspectives and experiences. On contrary, interview results revealed that early childhood education programs establish partnerships with local community and cultural centers to promote cultural integration and one of respondents resulted that,

> *...we try our level best to establish partnerships with local communities and cultural centers to promote cultural integration. .... for example, this school works closely with the Buganda Kingdom and one day we were invited to present a song for the Kabaka of Buganda (Respondent -02).*

4.6 Basic learning skills on child development

The second set of study objectives focused on exploring the influence of basic learning skills on child development. Like the first objective, all respondents were asked to rank their responses, and the data was analyzed using frequencies, percentages, means, and standard deviations for result interpretation.

Table 4. 4: Basic learning skills on child development

Statement	*Strongly Disagree*		*Disagree*		*Neutral*		*Agree*		*Strongly Agree*		*Mean*	*S.D*
	F	%	F	%	F	%	F	%	F	%		
Children are guided through vocabulary expansion	-	-	-	-	-	-	44	62.9	26	37.1	4.37	.487
Children are guided through the understanding of basic grammar	-	-	-	-	-	-	45	64.3	25	35.7	4.36	.483
Children are guided through basic	-	-	-	-	-	-	37	52.9	33	47.1	4.47	.503

numeracy skills												
Children are guided on fine motor skills such as holding a pencil	-	-	-	-	06	8.6	40	57.1	24	34.3	4.26	.606
Children are guided on gross motor skills such as physical activities	-	-	02	2.9	03	4.3	44	62.9	21	30.0	4.20	.651
Children engage in imaginative plays and creative activities	-	-	01	1.4	04	5.7	47	67.1	18	25.1	4.17	.589
Children are guided through self-care tasks, such as dressing and feeding themselves	-	-	-	-	01	1.4	41	58.6	28	40.0	4.39	.519
Children are guided on how to use toilets and washing hands	-	-	-	-	02	2.9	49	70.0	19	27.1	4.24	.494

Source: Field data, 2023

Based on the data presented in Table 4.4, it is evident that there was unanimous agreement among all respondents 100%, stating that children were indeed being guided through vocabulary expansion. The responses displayed a remarkable consistency in responses with a standard deviation of (.487). Furthermore, the high mean value of (4.37) was registered which signifies a strong level of agreement that further reinforced the fact that teachers at early childhood development centers were actively engaged in guiding children in their vocabulary development. This finding emphasized the dedication and commitment of educators in fostering language skills among young learners, ensuring that children receive the necessary support and guidance to enhance their vocabulary acquisition. Similarly, from the interviews, it was revealed that children were guided through vocabulary expansion.

> *...vocabulary expansion is a key issue…. some parents bring their children to improve the vocabulary, and we have teachers that keenly guide those little learners on how they can expand their guided vocabulary (Respondent -05)*

Then, when it came to children being guided through the understanding of basic grammar, all respondents 100% agreed with the statement. The results showcased a notable consistency in the responses, as indicated by the minimal variance recorded, with a standard deviation of only (.483). Additionally, the relatively high mean value of 4.36 further underscored the strong level of agreement among the participants, affirming that children were, indeed, being effectively guided in grasping the fundamentals of basic grammar. The dedicated guidance provided in this aspect plays a crucial role in enhancing children's language skills, which are vital for their communication and literacy development. From the interviews, it was revealed that children are guided through understanding basic grammar and one respondent revealed that:

> *...grammar is one of the key foundations of learning and successful child development in education is also measured basing on grammar of the children. .... under our English Department we have teachers specifically for shaping grammar of the children (Respondent -02).*

From table 4.6 above, all respondents 100% agreed with the statement that children are guided through basic numeracy skills. The responses obtained from the participants displayed minimal variation, with a recorded standard deviation of (.503) indicating a high level of consistency in their answers. Furthermore, a significant agreement with the statement was evident from the relatively high mean value of (4.47). These results strongly suggested that teachers at early childhood development centers were, indeed, actively engaged in guiding children through the acquisition of basic numeracy skills. The findings showed the dedication and proficiency of educators in fostering young learners' understanding of fundamental numerical concepts. By providing structured and effective guidance, teachers play a crucial role in laying the groundwork for children's mathematical abilities, enabling them to develop essential numeracy skills that will serve as a solid foundation for their academic journey. From the interviews, one respondent revealed that:

> *...like grammar, numeracy skills are also foundation of education, children are taken through numeracy class to make sure that they can play around with numbers and accounting (Respondent -02).*

On whether children in early childhood development centers are guided on fine motor skills such as holding a pencil, majority 91.4% of the respondents agreed with it while only 8.6% remained neutral. The results demonstrated a remarkable consistency in the responses, as indicated by the minimal variance recorded, with a standard deviation of (0.606). Additionally, the relatively high mean value of (4.26) further affirmed the strong level of agreement among the participants, signifying that teachers consistently put forth their best efforts to guide children in developing essential fine motor skills, particularly in the context of holding a pencil. The findings highlight the dedication and commitment of educators in fostering children's physical dexterity, which plays a crucial role in their overall academic progress. By providing attentive guidance and support in developing fine motor skills, teachers facilitate the foundation for improved writing and drawing capabilities, essential for effective communication and expression. Relatedly, interview results showed that children are guided on fine motor skills and one respondent revealed that,

> *...some children are brought at this learning center when they know nothing. .... we have teachers who trained in early child development, and they try and make sure that these children do acquire different motor skills which include holding pencils that forms the foundation of their handwriting (Respondent - 06).*

Additionally, from Table 4.6, the majority 92.9% agreed with the assertion that children in early childhood development centers were indeed guided on gross motor skills, encompassing physical activities, 4.3% maintained a neutral stance, while only 2.9% expressed disagreement with the statement. The responses exhibited a remarkable consistency, with the data showing little variance, as indicated by the low standard deviation of (.651). Moreover, the high mean value of (4.20) further affirmed the prevailing consensus among the participants, underscoring the fact that early childhood development centers were actively engaged in providing guidance on gross motor skills, which encompassed various physical activities. The positive outcomes of this endeavor affirm the commitment of early childhood development centers in fostering a holistic approach to children's growth, encompassing not only their cognitive development but also their physical development and overall health. Results from interview revealed children were taken through physical activities and one respondent revealed that:

> *...like the saying goes, work without play leads to sedentary, our learners here are taken through physical activities, like running, dancing, playing football. .... we also have Physical Education (PE) as a subject .... these children are taken to P.E every day.*

Furthermore, results in Table 4.6 showed that majority 92.2% of the respondents agreed that children were engaged in imaginative plays and creative activities, 5.7% remained neutral to the statement, while 1.4% just disagreed. The responses displayed little variance with low standard deviation of (.589). Furthermore, the recorded high mean value of (4.17) strongly indicated that children in these educational settings were, indeed, actively engaged in imaginative play and creative pursuits. By providing opportunities for imaginative play and creative expression, educators support the holistic development of young learners, promoting their cognitive, emotional, and social growth. The positive outcome of this approach confirms the importance of incorporating imaginative activities into early childhood education, enhancing children's overall learning experience, and encouraging their curiosity and innovation. Relatedly, the interview results revealed that indeed children are guided through imaginative plays and creative activities and one respondent revealed that,

> *...we have a Music Dance and Drama (MDD) club at this school, and every class must take part in the school MDD competitions .... through MDD these children engage in imaginative plays and creative dances and other activities (Respondent -02).*

Still from Table 4.6, majority 98.6% concurred with the statement affirming that children were skillfully guided through essential self-care tasks, such as dressing and feeding themselves while only 1.4% of participants maintained a neutral stance on the matter. The data analysis revealed a remarkable level of consistency in the responses, as evidenced by the minimal variation, with a low standard deviation of (.517) and the high mean value of (4.39) was registered which further showed the pronounced agreement among the participants hence signifying the widespread acknowledgment of the effective guidance provided to children in early childhood development centers in mastering self-care tasks. By fostering autonomy in dressing and feeding, early childhood development centers play a pivotal role in promoting children's confidence and self-esteem. On the other hand, from the qualitative results, one respondent revealed that,

…. although most of the children come to school when their parents have guided them through things like dressing and feeding themselves, we have teachers that are trained in those areas, and they are there to guide those children in case of anything (Respondent -09)

Finally, from Tables 4.6, majority 97.1% of the respondents showed agreement with the statement indicating that children were effectively guided on how to use toilets and wash their hands while only 2.9% remained neutral. The responses demonstrated little variation, as reflected by the low standard deviation of (.494). Moreover, the recorded high mean value of (4.24) further supported the prevailing consensus among the participants, reinforcing the fact that children were indeed provided with proper guidance on using toilets and maintaining proper hand hygiene. By instilling proper toilet usage and hand-washing habits, educators contribute significantly to the well-being and health of children. The positive outcomes of this approach affirm the dedication of early childhood development centers in fostering a safe and hygienic environment, laying the foundation for lifelong healthy habits. Similarly, from the interviews results one of the respondents revealed that,

.....like I have already said, most of the children come to school when their parents have trained them in things like use of toilets but some children are brought when they don't know may be because they use latrines at home and they find it difficult to use toilets .....we have teachers that are trained to guide those children (Respondent -09)

4.7 Social learning affects child development.

The third set of study objectives investigated the impact of social learning on child development. Like objectives one and two, all respondents were likewise directed to rank their responses, and the data was analyzed using frequencies, percentages, means, and standard deviations for result interpretation.

Table 4. 5: Social learning affects child development

Statement	*Strongly Disagree*		*Disagree*		*Neutral*		*Agree*		*Strongly Agree*		*Mean*	*S.D*
	F	%	F	%	F	%	F	%	F	%		
Children are grouped in peers when leaning to promote cooperative interactions	-	-	-	-	-	-	46	65.7	24	34.3	4.34	.478
Children are guided on how to demonstrate kindness and compassion towards their peers	-	-	-	-	05	7.1	34	48.6	31	44.3	4.37	.618
Children are guided on the importance of respecting others	01	1.4	-	-	-	-	52	74.3	17	24.3	4.20	.580
Teachers demonstrate to children the need for sharing materials with their fellow learners	-	-	03	4.3	04	5.7	43	61.4	20	28.6	4.14	.708
Teachers demonstrate to children the need for taking responsibility in their interactions with their fellow learners	-	-	06	8.6	08	11.4	36	51.4	20	28.6	4.00	.868

Children are guided on how regulate and manage their emotions	-	-	-	-	04	5.7	38	54.3	28	40.0	4.33	.557
Children are guided on the appropriate language and tone to use when conversing with peers and adults	-	-	-	-	04	5.7	38	54.3	28	40.0	4.34	.587

Source: Field data, 2023

Results from table 4.5 above showed that all teacher respondents 100% revealed that children were grouped in peers when leaning. The data analysis demonstrated a significant level of agreement among the teachers, as indicated by the high mean value of (4.34). Moreover, the responses exhibited barely detectable fluctuations, with a remarkably low standard deviation of (.478), further emphasizing the consistent practice of grouping children together for learning purposes. This approach of grouping children with their peers fosters a conducive environment for cooperative interactions and collaborative learning experiences. This cooperative learning setting not only enhances children's academic growth but also cultivates a sense of camaraderie and empathy, promoting a positive and inclusive learning atmosphere. Similarly, the interview results revealed that children were grouped in peers and one respondent revealed that,

> *...like I said earlier children are grouped in peers when learning .... during class group works we ensure that learners are grouped.... also during formation of school clubs, we make sure that these learners are grouped in peers which allows the interaction and sharing of knowledge amongst (Respondent -10)*

Majority 92.9% respondents from table 4.5 agreed with the statement that children were guided on how to demonstrate kindness and compassion towards their peers against 7.1% who remained neutral. In addition, it is worth noting that the responses displayed minimal variation, as reflected by the low standard deviation of (.618) on top of a high mean value of (Mean = 4.37). This further confirmed the notion that children in early childhood development centers were, indeed, effectively guided on how to demonstrate kindness and

compassion towards their peers. By nurturing an environment that promotes kindness and compassion, early childhood development centers play a crucial role in fostering empathy and positive interpersonal relationships among children that promote overall social well-being of the children, creating a supportive and harmonious community within the learning setting. Relatedly, the interview results revealed that public views were considered, and one respondent revealed that,

> *...we incorporate lessons on empathy, kindness, and emotional intelligence into our curriculum. We encourage discussions, role-playing, and real-life scenarios to help children understand the importance of treating others with respect and empathy (Respondent -05).* Another respondent revealed*; .... we have character education programs that focus on instilling core values such as kindness, compassion, honesty, and responsibility..... these programs are integrated into various aspects of school life, including assemblies, special events, and daily interactions (Respondent -07).*

In addition, results table 4.5 above, the majority 98.6% of the respondents agreed with the statement that children were guided on the importance of respecting others, while only 1.4% opposed the statement. The participants' responses subsequently indicated very minor variances as reflected by the low standard deviation of (.580). Furthermore, the data revealed a high mean value of (4.20), providing strong evidence that children were effectively guided on the significance of respecting others. By emphasizing the importance of treating others with kindness and consideration, early childhood development centers contribute significantly to the development of a respectful and harmonious social environment. This guidance equips children with essential interpersonal skills, enabling them to build positive and meaningful relationships with their peers and the wider community. Interview results revealed that respecting others was an issue highly considered and one of the respondents interviewed revealed that,

> *.... the school has clear and comprehensive code of conduct that outlines the expected behavior from learners which emphasizes respect for peers, teachers, staff, and the school community (Respondent -04).*

Furthermore, from table 4.5 above, the majority 90.0% of the respondents concurred that teachers demonstrated to children the need for sharing materials with their fellow learners, 5.7% remained neutral, while only 4.3% opposed the statement. A higher mean value of

(4.14) was attained, and because of minimal variations in responses, because of the low standard deviation (.708) was registered. By demonstrating the significance of sharing materials, teachers promote a sense of community and mutual support within the learning environment, which leads to sharing values, enhances children's social skills, and cultivates a spirit of generosity, contributing to a more harmonious and inclusive classroom dynamic. From the interview results, it was revealed that the learning centers encourage sharing materials and one of the respondents revealed that,

> *...teachers actively encourage sharing of materials during group activities and collaborative learning exercises. They model sharing behaviors by lending resources, such as books, stationery, or learning aids, to students who may need them (Respondent -01).*

Furthermore, findings in table 4.5 above, the majority 80.0% of the respondents concurred with the statement that teachers demonstrate to children the need to take responsibility in their interactions with their fellow learners, 11.4% remained neutral, while only 8.6% of the respondents disagreed with the statement. With relatively minimal variance in responses (.868), a high mean value of (4.00) was obtained, which served as compelling evidence of the prevailing sentiment among the participants. By modeling responsible behavior in their interactions, teachers instill essential values that contribute to a positive and respectful learning environment. The emphasis on taking responsibility fosters self-awareness and encourages children to be active participants in their educational journey, ultimately shaping them into responsible and self-reliant individuals. This was like the qualitative results where one respondent revealed that,

> *...our teachers serve as positive role models by exhibiting responsible behavior in their interactions with students and colleagues. .... these teachers demonstrate active listening, empathy, and accountability in their daily interactions (Respondent -07).*

Still from Table 4.5, the majority 94.3% concurred with the statement children were guided on how regulate and manage their emotions, while only 5.7% remained neutral on the matter. The results showed a remarkable level of consistency in the responses with minimal variation, with a low standard deviation of (.557) and a high mean value of (4.33) was registered. By providing guidance on emotion regulation, teachers empower children to understand and cope with their feelings, fostering healthy emotional development. This emphasis on emotional management equips children with invaluable skills to handle various

situations with composure and empathy, enhancing their social interactions and contributing to a more positive and harmonious learning environment. Similar results were reported in qualitative results, and one respondent revealed,

> *…. we have integrated emotional intelligence lessons into the curriculum. ……these lessons help learners recognize and understand their emotions, develop empathy for others, and learn various strategies for managing their feelings (Respondent -02).*

Lastly, from table 4.5 above, the majority 94.3% of the respondents concurred with the statement that children were guided on the appropriate language and tone to use when conversing with peers and adults, while only 5.7% of the respondents remained neutral. The findings attracted a little response variance (.587), and a high mean value (Mean = 4.34) was registered. This meant that early childhood development centers were dedicated to promoting effective communication skills among young learners. By guiding language use and tone, teachers equip children with crucial social abilities, enabling them to express themselves appropriately and respectfully in various social contexts. This emphasis on communication fosters a positive and constructive communication environment, encouraging children to develop meaningful relationships and interactions with both their peers and adults. The results from interviews captured similar results, and one respondent revealed that,

> *……teachers serve as positive role models in their interactions with learners. …. these teachers demonstrate respectful language and tone, reinforcing the importance of respectful communication to these young learners (Respondent -07).*

4.8 Inferential statistics

Correlation analysis was used to determine the nature of the relationship between the study variables. Pearson correlation that was created using SPSS to investigate the link between the research constructs.

Table 4. 6: Pearson's Correlation for early childhood education and child development

Constructs	Cultural Integration	Basic learning Skills	Social Learning	Child Development
Cultural integration	1			
Basic learning skills	.948**	1		
Social learning	.948**	.980**	1	
Child development	.960**	.699**	.814**	1

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

From Table 4.6, a thorough examination of the relationships between cultural integration, basic learning skills, and social learning with child development was conducted. The findings yielded significant and positive correlations for all three factors. Regarding cultural integration and child development, a remarkably high positive association was observed (r = .960**, P < 0.01). This indicates that a positive improvement in cultural integration is strongly linked to increased child development. In other words, when cultural integration is effectively fostered, it positively influences the progress and development of children.

Similarly, basic learning skills were found to be positively related to child development (r = .699**, P < 0.01). Although the correlation coefficient is slightly lower than the cultural integration and child development association, it still suggests a notable tendency for these two variables to move in the same direction. When basic learning skills are well-implemented, it contributes to a faster and proper child development process.

Additionally, the results revealed a significant and strong positive relationship between social learning and child development (r = .814** P < 0.01). This signifies that social learning plays a vital role in the developmental progress of children. As social learning increases, it tends to positively impact the child's development, leading to greater advancements in their skills and abilities.

4.9 Regression analysis

This study utilized multiple regression analysis to assess the extent to which early childhood education in the form of cultural integration, basic learning skills, and social learning predicted the child development.

Table 4. 7: Regression analysis

Regression Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.218	1.600		2.011	.053
Cultural integration	1.984	.203	.787	9.771	.000
Basic learning skills	.598	.871	.126	.687	.007
Social learning	.914	.601	.331	1.521	.038
Model Summary					
R Square	.937				
Adjusted R Square	.931				
ANOVA[b]					
F	154.977				
Sig. (P)	.000[a]				

Source: Field data, 2023

The findings presented in Table 4.7 demonstrated that the combined factors of early childhood education, comprising cultural integration, basic learning skills, and social learning, collectively accounted for 93.1% of the variance in child development (Adjusted R Square = .931). The remaining 6.7% was attributed to factors beyond the scope of this study. These results suggest that the regression model successfully predicted the dependent variable. The model's validity was further confirmed by the significant F-value (F= 154.977, $P<0.05$), indicating a good fit of the model.

For the individual constructs, using Beta values, the results also revealed that cultural integration positively predicts child development at (Beta = .787, $p<0.05$). This means that a unit increase/adjustment in cultural integration leads to .787 increase in child development, and a unit decrease in cultural integration leads to .787 decrease in child development.

For basic learning skills, it positively predicted child development at (Beta =.126, $p<0.05$), this implies that a unit increase in basic learning skills leads to .126 increase in child

development, and a unit decrease in basic learning skills leads to .126 decrease in child development.

Lastly, social learning was also found to be positively predicting child development at (Beta =.331, $p<0.05$), this implies that a unit increase in social learning leads to .331 increase in child development, and a unit decrease in social learning leads to .331 decrease in child development.

CHAPTER FIVE
DISCUSSION OF STUDY FINDINGS

5.1 Introduction

This chapter presents a discussion of the study's findings structured in accordance with the study's objectives, which involved investigating the impact of cultural integration on child development, assessing the influence of basic learning skills on child development, and exploring the effects of social learning on child development in Nakawa Division.

5.2 Cultural integration on child development

The study findings highlighted a significant and positive correlation between cultural integrations and child development, and it also demonstrated a noteworthy level of predictability. This implies that making positive adjustments cultural integration led to substantial improvements in child development. This positive impact was attributed to the incorporation of materials and stories from various cultures into curriculum displaying artworks in classroom, encourages positive interactions among children from diverse backgrounds which promote an inclusive learning environment. Cultural integration allows children to get exposed to cultural diversity which fosters the development of crucial social skills, enabling children to build meaningful relationships and navigate social situations effectively. These findings agreed with the findings of Souto-Manning (2019) that cultural integration plays a vital role in shaping
children's cognitive development. Early childhood education centers that incorporate culturally relevant and diverse materials in their curriculum provide children with opportunities to engage in meaningful learning experiences. Furthermore, culturally responsive teaching practices cater to children's different learning styles and preferences, promoting cognitive growth and intellectual curiosity.

On the other hand, the results revealed the early childhood education curriculum didn’t integrate and recognize different languages spoken by the children. Only English language was used hence limiting the children one language and children were denied a chance of expressing themselves in the mother tongue. These findings opposed the findings Kigongo-Bukenya (2017) who revealed that one crucial aspect of cultural integration is the preservation and promotion of indigenous languages. His research showed that children learn best when their mother tongue is used as a medium of instruction during the early years of education. This highlights a limitation in Bruner’s theory, which does not fully account for

the role of language in cognitive development. By incorporating local languages into the curriculum, early childhood education centers in Uganda fostered a stronger sense of cultural identity and belonging among children. However, in this study, it was revealed children from early childhood education centers in Nakawa Division were denied that chance of cultural identity and belonging when they are at school.

5.3 Basic learning skills on child development

The research findings demonstrate a significant and positive connection between basic learning skills and child development and a notable level of predictability was also registered. This implies that making positive adjustment in the basic learning skills at the early childhood centers notably enhances child development. This positive impact was attributed to the fact that at early childhood development centers children are guided through vocabulary expansion, basic grammar, basic numeracy skills fine motor skills, gross motor skills imaginative plays and creative activities which shape their understanding of different things and the way they think. These activities were carefully designed to cater to the developmental needs of young children, targeting areas such as language, literacy, numeracy, problem-solving, and critical thinking. These findings resonated with Duncan and Magnuson's (2017) who demonstrated that children who attended high-quality early education programs exhibited significant advantages in their language skills, showcasing better vocabulary, grammar, and comprehension. Moreover, the research indicated that these children were more prepared for formal schooling, displaying higher levels of school readiness, which enabled them to engage more effectively in academic tasks. The long-term effects of early cognitive development were evident as these children demonstrated improved cognitive abilities later in life, leading to better academic performance and greater success in their future endeavors.

Furthermore, the findings were in line with the Carson et al. (2020) who revealed that there was enhancement of both gross and fine motor skills among children who attended early childhood development center. Engaging in active play helps children develop coordination, balance, and strength, which are essential for their physical development and through play, children learn to plan, strategize, and problem-solve, further enhancing their overall cognitive development. Further, the findings resonated with findings of Jones et al. (2017) conducted a study that highlighted the significance of emotionally supportive early education programs. Early childhood development centers create nurturing and caring environments that help

children develop stronger emotional regulation skills. By providing a safe and supportive atmosphere, children learn to identify and manage. The emotional competence acquired during these early years equips children with the ability to cope with stress, handle challenging situations, and develop a positive self-concept, contributing to overall emotional well-being.

5.4 Social learning and child development

The findings indicated a significant and positive correlation between social learning and child development and high predictability level of social learning to child development which suggested that making positive adjustments or increasing social learning in early childhood development centers significantly enhance child development. This significant impact was attributed to the fact that at early childhood development centers children were grouped in peers when leaning to promote cooperative interactions, guided on how to demonstrate kindness and compassion towards their peers, guided on the importance of respecting others, the appropriate language and tone to use when conversing with peers and adults and guided on how regulate and manage their emotions. This helps children to develop greater linguistic competence, vocabulary growth, and expressive language abilities compared to those with limited social interactions. Children are exposed to rich social interactions which make them more likely to develop advanced language skills due to the opportunities to engage in conversations, listen to peers, and observe adults using language effectively. These findings were in line with Denham et al. (2017) who revealed that social learning fosters emotional and social development in young children. As children interact with their peers and educators, they learn about empathy, cooperation, respect, and conflict resolution. Early childhood education centers with a strong emphasis on social learning, children exhibited higher levels of emotional intelligence and were more skilled at managing their emotions. The nurturing and supportive environment provided by the educators in such settings plays a pivotal role in facilitating positive social interactions and emotional regulation among children.

Furthermore, the study's results align with previous research conducted by Vygotsky (2017) and Eisenberg et al. (2020), supporting the idea that early childhood education centers prioritize collaborative learning activities and group work to offer children ample opportunities for engaging in constructive social learning experiences, thereby fostering cognitive advancement. By observing and imitating others' behaviors, children enhance their

problem-solving abilities and critical thinking skills. Additionally, social learning in early childhood education centers plays a significant role in promoting the development of prosocial behavior and moral reasoning in children. Notably, children attending early childhood education centers with a strong emphasis on social learning demonstrate higher levels of prosocial behavior, empathy, and moral understanding as they progress through their early years. The observation of acts of kindness, sharing, and cooperation among peers and educators leads children to internalize these values and makes them more likely to exhibit prosocial behaviors themselves.

The study findings align with existing literature showing that cultural integration in early childhood education enhances children's social, emotional, and cognitive development (Pan, 2016; Orozco, 2019; Smith, 2018; Souto-Manning, 2019; Wardle, 2017). Basic learning skills, including literacy and numeracy, were found to improve cognitive growth and school readiness, supporting previous studies (Papoola, 2014; Duncan & Magnuson, 2017; Bierman et al., 2018). Social learning was also shown to foster language, emotional, and prosocial development, consistent with Vygotsky (2017), Denham et al. (2017), and Tomasello et al. (2018).

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion and recommendations. The results were structured in accordance with the study's objectives, which involved investigating the impact of cultural integration on child development, assessing the influence of basic learning skills on child development, and exploring the effects of social learning on child development in Nakawa Division.

6.2 Summary of the study findings

Cultural integration and child development

The study findings revealed that there is significant and positive relationship between cultural integration in early childhood education and child development at r= .960**. It was also revealed that cultural integration in early childhood education significantly predicted child development at Beta =.787. This means positive adjustments in the cultural integration in early childhood education significantly improve child development with knowledge from different cultural perspectives.

Basic learning skills and child development

The study findings further revealed that there was a significant and positive relationship with basic learning skills offered by child development centers and child development at r= .699**. That said, it was also revealed basic learning skills was a significant predicted child development at Bate =.126 which means a positive adjustment in basic learning skills leads to improvement child development.

Social learning and child development

It was also revealed that there was significant and positive relationship between social learning and child development at r= .814**. The study also revealed that social leaning offered in child development centers significantly predicted child development at Beta =.331 which meant any increase in social learning significantly improves child development.

6.3 Conclusions

The study enriches the body of work with findings that early childhood education, combining cultural integration, basic learning skills, and social learning significantly enhances child development that includes, the cognitive, social, and emotional outcomes in children by providing evidence from Nakawa Division.

The findings underscore that cultural integration is foundational to early childhood education. By institutionalizing diversity and fostering active family engagement, schools cultivate nurturing environments that facilitate holistic development across emotional, social, and intellectual domains.

By fostering cultural competence and celebrating diversity, it paves the way for a brighter future, where the next generation is equipped with the essential skills and values to build a harmonious and united society. Cultural integration as a strong predictor of child development expands Bruner's Cognitive Development theory to specifically include cultural and language diversity.

Furthermore, the study concluded that basic learning skills offered in early childhood education had a significant impact on child development. By guiding children through various fundamental skills, including language, numeracy, motor skills, creativity, and self-care tasks, educational institutions create a nurturing environment that lays the groundwork for children's future growth and success. These early learning experiences not only enhance their cognitive abilities but also foster their emotional, social, and physical development. Investing in providing comprehensive and tailored guidance to children in their early years is pivotal in preparing them to become well-rounded, confident, and competent individuals, capable of navigating the challenges of life with enthusiasm and resilience.

Lastly, it was concluded that social learning in early childhood education significantly affected child development. By implementing practices that promote cooperative interactions, empathy, respect, and responsible behavior, early childhood education centers create an environment where children thrive socially and emotionally. These essential social skills not only enhance their relationships with peers and adults but also lay a solid foundation for their overall social development. By prioritizing social learning, early childhood education centers

contribute to nurturing compassionate, confident, and socially adept individuals, capable of building positive and supportive connections with others throughout their lives.

6.4 Recommendations

Several recommendations were suggested and these included;

i) The National Curriculum Development Center should revise the curriculum to explicitly integrate and acknowledge the diverse languages spoken by the children to foster an inclusive and supportive learning environment. Furthermore, there is a pressing need for regular professional training for teachers by the government to enhance their cultural competence, ensuring they are equipped with the knowledge and skills to effectively engage with culturally diverse learners and families.

ii) Educators should enhance and implement evidence-based teaching strategies that focus on fostering and strengthening basic learning skills, such as language and literacy, numeracy, problem-solving, and critical thinking. This may involve incorporating interactive and play-based activities that engage children in hands-on learning experiences. Furthermore, educators should carry out continuous monitoring and evaluation to assess the impact of interventions targeting basic learning skills on overall child development, which can inform future improvements in early childhood education programs.

iii) Educators should create a supportive and inclusive classroom environment that encourages social interactions among children to facilitate group activities, collaborative projects, and cooperative play to provide valuable opportunities for children to develop essential social skills, such as communication, empathy, and conflict resolution. Furthermore, ongoing assessment and evaluation of social learning interventions should be conducted to measure their impact on overall child development.

6.5 Areas for further research

The following recommendations are for future research studies:

i) This study was localized to Nakawa Division, an urban setting in Kampala, the findings may not be generalizable to different environments. Consequently, future

research should investigate the impact of early childhood education on child development in rural or peri-urban contexts to facilitate more robust comparative analyses.

ii) There is need to analyze how the integration of technology, such as educational apps, interactive devices, and virtual learning environments, affects child development.

iii) Research can be conducted to explore the role of parents and caregivers in early childhood education and how their involvement impacts child development.

REFERENCES

Amin, M. (2005). *Research Methodology in the Built Environment: A Selection of Case Studies.* London: Spon Press.

Bierman, K. L., Nix, R. L., Heinrichs, B. S., Domitrovich, C. E., Gest, S. D., Welsh, J. A., & Gill, S. (2018). Effects of Head Start REDI on children's outcomes 1 year later in different kindergarten contexts. *Child Development,* 89(1), 37-53.

Brewer, W. F. (2001). The Nature of Belief Systems in Mass Publics. In D. J. Ozer & M. A. Tessler (Eds.), *Advances in Political Psychology* (Vol. 2, pp. 87-120). Ann Arbor, MI: University of Michigan Press.

Bruner, J. S. (1960). *The Process of Education.* Cambridge, MA: Harvard University Press.

Bruner, J. S., & Haste, H. (Eds.). (1987). *Making Sense: The Child's Construction of the World*. London: Methuen.

Carson, V., Hunter, S., Kuzik, N., Wiebe, S. A., Spence, J. C., Friedman, A., ... & Tremblay, M. S. (2020). Systematic review of physical activity and cognitive development in early childhood. *Journal of Science and Medicine in Sport,* 23(10), 976-982.

Clarke, A. and Clarke, A. (2010) *Early Experience and the Life Path*, London, Jessica Kingsley.

Cobern, W. W. (2016). Cultural diversity, constructivism, and the education of young children. *Early Childhood Education Journal*, 44(5), 429-438.

Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.).* Los Angeles, CA: SAGE Publications.

Denham, S. A., Bassett, H. H., Wyatt, T. M., & Warren-Khot, H. K. (2017). Emotional and social development in early childhood. *Child Development Perspectives,* 11(3), 201-206.

Duncan, G. J., & Magnuson, K. (2017). The long reach of early childhood poverty. *Pathways,* 39(1), 19-23.

Eisenberg, N., Valiente, C., & Eggum, N. D. (2020). Self-regulation and social competence in young children. *New Directions for Child and Adolescent Development,* 2020(169), 29-46.

EMIS (2016). *Peer Review Report on Norms and Standards for East African Community*.

García, E. E., & Guerra, P. L. (2019). Beyond cultural competence: Family engagement in early childhood education. *Early Childhood Education Journal,* 47(6), 649-656.

Goffin, K., & Wilson, C. A. (2001). Characteristics of Effective Early Childhood Teachers. *Early Childhood Research Quarterly,* 16(3), 375-401.

Heckman, J. J., and Masterov, D. V. (2017). *The Productivity Argument for Investing in Young Children.* Massachusetts: National Bureau of Economic Research Cambridge.

Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. Q. (2018). The rate of return to the HighScope Perry Preschool Program. *Journal of Public Economics,* 159, 45-58.

Initiative for Social and Economic Rights (ISER) (2019). *Factors leading to poor performance of pupils in national examinations in Ngogwe Sub County in Buikwe District.*

Jones, D. E., Greenberg, M., & Crowley, M. (2017). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health,* 107(5), 850-852.

Kaplan-Sanoff, M., & Yablans-Magid, S. (1981). Intentionality in Human Development: A Teleological Approach. *Child Development*, 52(2), 562-582.

Kigongo-Bukenya, I. M. N. (2017). The use of local languages in early childhood learning and education in Uganda. *International Journal of Early Years Education,* 25(2), 157-168.

Kombo, D. K., & Tromp, D. L. A. (2016). *Proposal and Thesis Writing: An Introduction.* Nairobi: Pauline's Publications Africa.

Kothari, C. R. (2014). *Research Methodology: Methods and Techniques (3rd ed.).* New Delhi: New Age International Publishers.

Lascarides, V. C., & Hinitz, B. F. (2000). A Developmental Perspective on the Use of Peers to Mediate Communication. *Early Education and Development,* 11(4), 451-474.

Ministry of Gender, Labour and Social Development (2013). *The Uganda Intergrated Early Childhood Development Policy*, Kampala Uganda.

Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative Approaches.* Nairobi: Acts Press.

Mugenda, O. M., & Mugenda, A. G. (2013). *Research Methods: Quantitative and Qualitative Approaches.* Nairobi: Acts Press.

Orozco, M. (2019). Bilingualism in early childhood education: promoting language development and cultural integration. *Early Child Development and Care,* 189(3), 367-376.

Pan, J. Y. (2016). Cultural diversity in early childhood education classrooms: Implications for inclusion and anti-bias practices. *International Journal of Multicultural Education,* 18(2), 23-37.

Popoola, A. A. (2014). Effect of play-way method on the numeracy skills of early basic education school pupils in Ekiti State, Nigeria. *Mediterranean Journal of Social Sciences, 5(10), 318.*

Riley, P. (2003). *The History of Educational Psychology*. Westport, CT: Praeger Publishers.

Sarantakos, S. (2005). *Social Research (3rd ed.).* London: Palgrave Macmillan.

Sekaran, U. (2003). *Research Methods for Business: A Skill Building Approach (4th ed.).* New York, NY: Wiley.

Smith, K. (2018). Culturally integrated classrooms and social development in early childhood education. Early Years: *An International Journal of Research and Development,* 38(1), 54-66.

Souto-Manning, M. (2019). Culturally relevant and diverse perspectives in early childhood education: What we know, what we need to learn. *Early Education and Development,* 30(3), 287-290.

Ssentanda, M., & Nimusiima, D. (2016). Early childhood care and education in Uganda: Situation analysis. *Journal of Education and Practice,* 7(1), 13-17.

Tomasello, M., Kruger, A. C., & Ratner, H. H. (2018). *Cultural learning.* Oxford Research Encyclopedia of Psychology.

Uganda Bureau of Statistics (UBOS) and ICF. (2018). *Uganda Demographic and Health Survey* 2016. Kampala, Uganda and Rockville, Maryland, USA: UBOS and ICF.

UNESCO. (2017). *Education Counts: Towards the Millennium Development Goals*. Paris.

UNESCO. (2017). *Strengthening Early Childhood Education in Uganda through Holistic and* Inclusive Approaches. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000260315

UNICEF (2021). *What Are the Benefits of Early Childhood Education?* child ventures.

Vygotsky, L. S. (2017). *Mind in society: The development of higher psychological processes.* Harvard University Press.

Woodhead M (2016). *Changing perspectives on early childhood: theory, research and policy.* United Nations Scientific and cultural organization

Wortham, S. C. (2002). *Theoretical Models of Human Development (3rd ed.).* Boston, MA: Pearson Education.

Wortham, S. C. (2002). *Theoretical Models of Human Development.* Boston, MA: Pearson Education.

APPENDICES

Appendix I: Questionnaire for Teachers at Early Childhood Education Centers

I am Lydia Bakumpe Namirimo, a student at Makerere University pursuing a Master's Degree in Sociology. In partial fulfillment of my study requirements, I am carrying out research on "The effect of *early childhood education on child development in Uganda; a case of Kampala City".* I would be grateful if you spare some and complete this questionnaire. Kindly answer all the questions honestly. To guarantee anonymity and confidentiality, please do not indicate your name anywhere on the questionnaire. The information collected will be treated with confidentiality and for academic purposes only.

SECTION A: Background Information

Please tick the response you consider the most appropriate response.

1. Sex
   - i) Male ☐
   - ii) Female ☐

2. Age
   - i) Below 20 years ☐
   - ii) 20 – 30 years ☐
   - iii) 31-40 years ☐
   - iv) 41-50 years ☐
   - v) Above 50 years ☐

3. Highest Education level
   - i) No formal education ☐
   - ii) Primary ☐
   - iii) Secondary ☐
   - iv) Certificate ☐
   - v) Diploma ☐
   - vi) Bachelor's degree ☐
   - vii) Master's Degree ☐
   - viii) Other:…….

4. Length in teaching services
   - i) Less than a year ☐

ii) 1-5 years ☐

iii) 6-10 years ☐

iv) 11-15 years ☐

v) 16-20 years ☐

vi) 21 years and above ☐

For Section B, C, D & E, respond by ticking only one option: (1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree) To show your level of agreement or disagreement with the items provided.

SECTION B: <u>Cultural Integration</u>

Code	Item	Ranking				
		1	2	3	4	5
CI1	The curriculum incorporates materials and stories from various cultures to promote an inclusive learning environment					
CI2	The classroom displays diverse artwork representing different cultures					
CI 3	The early childhood education curriculum integrates and recognizes different languages spoken by the children					
CI 4	The school management actively involves families in their children's education					
CI 5	The early childhood education program encourages positive interactions among children from diverse backgrounds					
CI 6	Teachers regularly receive professional training on cultural competence and cultural integration in early childhood education					
CI 7	Teachers use a variety of assessment methods that consider differences in cultural backgrounds to ensure fair and unbiased evaluation of children's learning					
CI 8	The early childhood education program builds partnerships with local community and cultural centers to enhance cultural integration					

SECTION C: <u>Basic Learning Skills</u>

Code	Item	Ranking				
		1	2	3	4	5
BLS1	Children are guided through vocabulary expansion					
BLS 2	Children are guided through the understanding of basic grammar					
BLS 3	Children are guided through basic numeracy skills					
BLS 4	Children are guided on fine motor skills such as holding a pencil					
BLS 5	Children are guided on gross motor skills such as physical activities					
BLS 6	Children engage in imaginative plays and creative activities					
BLS 7	Children are guided through self-care tasks, such as dressing and feeding themselves					
BLS 8	Children are guided how to use toilets and washing hands					

SECTION D: <u>Social Learning</u>

Code	Item	Ranking				
		1	2	3	4	5
SL1	Children are grouped in peers when leaning to promote cooperative interactions					
SL2	Children are guided on how to demonstrate kindness and compassion towards their peers					
SL3	Children are guided on the importance of respecting others					
SL4	Teachers demonstrate to children the need for sharing materials with their fellow learners					
SL5	Teachers demonstrate to children the need for taking responsibility in their interactions with their fellow learners					
SL6	Children are guided on how regulate and manage their emotions					
SL7	Children are guided on the appropriate language and tone to use when conversing with peers and adults					

END: THANK YOU

Appendix II: Questionnaire for Parents with children in Early Childhood Education Centers

I am Lydia Bakumpe Namirimo, a student at Makerere University pursuing a master's degree in Sociology. In partial fulfillment of my study requirements, I am carrying out research on "the effect of *early childhood education on child development in Uganda; a case of Kampala City".* I would be very grateful if you spare some and complete this questionnaire. Kindly answer all the questions honestly. To guarantee anonymity and confidentiality, please do not indicate your name anywhere on the questionnaire. The information collected will be treated with confidentiality and for academic purposes only.

SECTION A: <u>Background Information</u>

Please tick the response you consider the most appropriate response.

1. Sex
   - i) Male ☐
   - ii) Female ☐

2. Age
   - i) Below 20 years ☐
   - ii) 20 – 30 years ☐
   - iii) 31-40 years ☐
   - iv) 41-50 years ☐
   - v) Above 50 years ☐

3. Highest Education level
   - i) No formal education ☐
   - ii) Primary ☐
   - iii) Secondary ☐
   - iv) Certificate ☐
   - v) Diploma ☐
   - vi) Bachelor's degree ☐
   - vii) Master's Degree ☐
   - viii) Other:…….

For Section below respond by ticking only one option: (1-Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree and 5-Strongly Agree) To show your level of agreement or disagreement with the items provided regarding the development of your child in Early Childhood Education Centers.

SECTION B: Child Development

Code	Item	Ranking				
		1	2	3	4	5
CD1	My child can express her/himself in public					
CD2	My child actively participates in class					
CD3	My child actively take part in co-curricular activities					
CD4	My child possesses basic numeracy skills					
CD5	My child can effectively read story books					
CD6	My child has the ability to write understandable statement (s)					
CD7	My child has independence and autonomy in decision-making					

END: THANK YOU

Appendix III: Interview Guide for Management of ECDS in Nakawa Division

Self-introduction

The purpose of the interview is to gather views on "*The effect of early childhood education on child development in Uganda; a case of Nakawa Division- Kampala city*".

A) Respondents' bio-information

i. Gender:……..…….....

ii. Age:……...…….……

Interview questions

B) The extent to which cultural integration affects child development in Kampala city.

i) How does your early childhood development center actively promote cultural integration among the children?

ii) Can you share any specific examples of how cultural integration has positively impacted the cognitive, social, and emotional development of children in your center?

iii) What challenges, if any, have you faced in implementing cultural integration programs or activities within your center, and how have you addressed them?

iv) How do you ensure that cultural integration practices are inclusive and respectful of the diverse cultural backgrounds of the children attending your center?
v) In your experience, what role do parents or guardians play in supporting and reinforcing cultural integration efforts within the early childhood development center?
vi) Based on your observations, what are the potential long-term benefits for children who have been exposed to cultural integration during their early years?

C**) The effect of basic learning skills on child development in Kampala City**

i) How do you prioritize and incorporate basic learning skills, such as literacy and numeracy, in the curriculum and activities of your early childhood development center?
ii) Can you provide examples of specific strategies or approaches used to develop and enhance basic learning skills among the children in your center?
iii) What impact do you believe basic learning skills have on the overall development of children, particularly in terms of their cognitive, language, and social-emotional development?
iv) How do you assess and monitor the progress of children's basic learning skills within your center? Are there any specific evaluation methods or tools employed?
v) In what ways do you support children who may be struggling with acquiring basic learning skills, and how do you address individual differences in learning abilities?
vi) How do you involve parents or guardians in fostering and reinforcing basic learning skills at home, in collaboration with what is being taught at your early childhood development center?

D) How social learning affects child development in Nakawa Division

i) How does your early childhood development center incorporate social learning opportunities into the daily activities and interactions among children?
ii) Can you provide examples of specific strategies or initiatives implemented to promote social learning and its impact on children's overall development?
iii) How do you believe social learning influences children's cognitive, emotional, and behavioral development within your center?
iv) What measures do you take to create an inclusive and supportive environment that fosters positive social interactions among the children attending your center in Nakawa Division?

v) How do you address challenges or conflicts that may arise during social learning experiences, and how do you help children develop skills for resolving conflicts and building positive relationships?

vi) In what ways do you engage and involve parents or guardians in supporting social learning at home, in coordination with the social learning activities implemented at your early childhood development center?

END: THANK YOU

Appendix IV: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.