

**PEDAGOGY AND SOCIAL ADJUSTMENT OF LEARNERS  
IN EARLY CHILDHOOD SCHOOLS IN OL'LESSOS  
DIVISION, NANDI COUNTY, KENYA**

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A Thesis

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University Kampala, Uganda

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In Partial Fulfillment of the Requirements for  
Masters Degree In Early Childhood and Primary Education

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BY


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**DECLARATION B**

"I/we confirm that the work reported in this thesis is carried out by the candidate under my supervision".

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## **DEDICATION**

I dedicate this research work to my husband, children and classmates.

## **ACKNOWLEDGEMENTS**

The researcher is indebted to many institutions and individuals. Special recognition goes to Kampala International University for offering her the opportunity and chance to pursue education in the second degree levels. Deep appreciation goes to all the lecturers of Kampala International University for their Godly devotion in teaching. Special regards are directed to Dr. Kennedy Imbuki for his tireless efforts in guiding on research writing. The researcher would like to recognize the classmates for continuous support in group discussion on research work.

## LIST OF ACRONYMS

ECDE	Early Childhood Education
3RS	Reading, Writing, Arithmetic
I T	Information Technology
SIG	Standish Group International

## **ABSTRACT**

This study is a result of an academic research entitled "Pedagogy and Social Adjustment of Learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya." The research was carried out by applying the descriptive research design which provided the correlation between pedagogy and social adjustment of learners. The approach was significantly defined by the distribution of questionnaires in order to gather relevant data which is used to develop valid and appropriate results. The sample size that was used in the research was 100 respondents. Data analysis is done by using a statistical program which hence provided relevant regressions and standard deviations that relate to the study objectives. The information that formed the core of the research was then established through the validity and reliability tests which helped to determine the relevance of data and variables used to carry out the research. The findings established the levels of pedagogies and how it essentially contributes to the performance of learners' performance in Nandi County. The essence of the social adjustments and the relative implication that is established by the development of child's learning approaches. The result indicates that learners in the county were provided with essential learning support which impacted positively on their performances. However, by using some methods which were aimed at establishing creativity, the learning process also involved gathering and sharing information which would be meaningfully applied to meet the overall teaching objectives and which the pedagogical methods were fully applied in compliance with the relevant teaching curriculum. Conclusively, the study found that the relationship between pedagogy and social adjustment of early childhood learners was positive and that the teaching methods as well as given strategies were essentially applicable in providing pupils with the necessary skills. To improve the overall teaching and application of the standard methods of teaching, the learning process would be put into practice as per the outlined information needed to improve learning quality. Thus, the research level carried out in this research implies that social adjustment of learners is achieved by effectively carrying out ideal classroom learning requirements.

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## **CHAPTER ONE: INTRODUCTION**

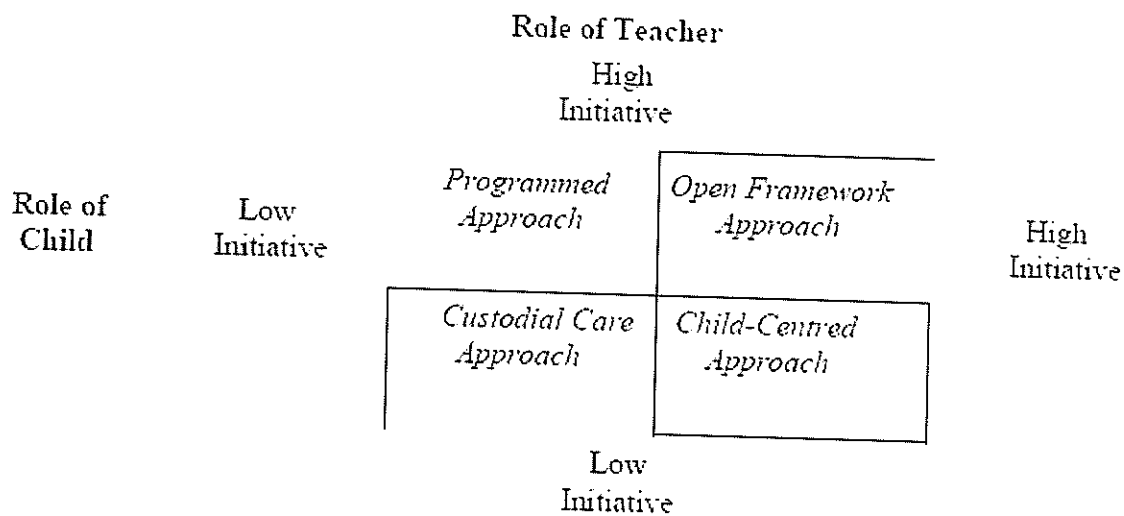
### **1.1 Background**

In this chapter the researcher gave the detailed explanation on each part of the sub-sections of the chapter. These sub-sections were; background of the study, statement of the problem, purpose of the study, research objectives, research questions, hypothesis, scope, significance of the study and operational definition of terms. The researcher gave the in-depth of every sub-section to show clearly the problem and its scope

#### **1.1.1 Historical Perspective**

Before the advent of colonialism there was no school to train teachers and there were no trained teachers. Most of the teaching was done informally at home, in clan meetings or in peer gatherings. And so in the traditional African society, teacher professionalism was built in their societal norms and prescriptions especially the values that were espoused at the time such as respect, honesty, integrity, and trust among others. With the coming of the missionaries between 1877 and 1879, formal education begun though the teaching was being carried out under verandahs (Ssekamwa, 1999). Later, missionaries established schools which necessitated the establishment of teacher training schools to train teachers who would become professionals and these were equipped with both content and pedagogical skills. A professional is a person who has received training in theory and practice in a discipline for a long period of time and usually constrained by a code of conduct. The curriculum which basically constituted the 3Rs (that is; Reading, Writing, and Arithmetic) was designated not only to create a new class of elites but also religiously adherent citizens (Muwagga, 2006, Ssekamwa, 1999, 1997, Nkwanga, 1992, Roscoe, 1915).

Pedagogy involves appropriate interaction with learners, using a number of methods (central to these are play, hands-on experience(modeling) and story telling) to enable learning to take place. These interactions will be effected by practices implicit in the social context in which the learning is taking place (Wood, 1986). A typology of commonly applied 'early childhood education curriculum models' (sic) is provided by Weikart (2000) and shown in the model below. The categories applied are broadly Baumrind, (1971) and the EPPE research suggests that as 'ideal types' they apply just as well to the UK early childhood context as to the US context where they were first developed (Siraj-Blatchford et al, 1999).



**Source:** Wood, 1986

The missionaries used a recruiting system of pupil-teacher to become their assistants in teaching to only those whose personalities seemed ideal for exemplary conduct in the community and had grasped some aspects of the 3Rs.

In Africa, traditional pedagogical models have employed the teacher as a "talking head" who occupies most of the classroom time in one-way communication to the students. Such a model produces learners who are utterly passive-dependent and

devoid of any sense of social responsibility for the communities in which they live. Pedagogy of belonging actively involves all students in the life of the school. Cooperation promotes a sense of belonging because all members of the classroom work together to achieve a common purpose. When goals are achieved, every member experiences a sense of accomplishment. Cooperation forms the basis for a community based upon democratic principles. Cooperation also helps the student develop a capacity for teamwork, which increasingly is becoming a requisite skill for career success, (Bybee and Gee, 1982).

In Kenya, every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers and other significant members of the society to which person belong will encourage this desire, (Beeson, 1999)

### **1.1.2 Theoretical Perspective**

This study was based on Piaget's theory. The theory developed by Piaget in 1967 was based on comprehensive theory and is applicable in education and child's learning process. In this theory, the learners are introduced to values such as objects, transformations, shapes and the language. Therefore, the theoretical relevance of Piaget's theory is identified by illustrating the concepts, taking new information into a new environment and fully enhancing the learning approach.

Both Piaget and Vygotsky have written about the strong link between symbolic play with themdevelopment of representation and transformation and language and literacy (Schwartzman, 1978; Pellegrini et al, 1991). Hohmann and Weikart

(1995) drew upon the work of Piaget to inform the High/Scope curriculum programme that emphasises interaction, reasoning, reflection and responsibility for self-learning. High/Scope has taken a developmental perspective on learning in which they argue that human development takes place in predictable sequences, but that each individual is unique in his/her characteristics. Learning experiences should, therefore, be developmentally appropriate for each child.

This theory facilitate the child's reflective behavior and the nature of the environment establishes the relationship between actions given and the identified learning resources identified in the ranges developed in views of Piaget. Quality teaching is defined as 'pedagogical practices that heterogeneous groups of students their access to information, and ability to engage in classroom activities and tasks in ways that facilitate learning related to curriculum goals'. The wider focus on pedagogy ensures a broad consideration of the range of ways in which quality teaching is accomplished, for example, through culturally inclusive and pedagogically effective task design, through managing resource access for diverse learners, through equipping students with skills for self-regulation, and through training students in specific peer teaching strategies. The term 'teaching' has too often led to a narrow focus on the interaction between teacher and learner. The public interactions between teachers and learners are undoubtedly very important. But the direct interaction between teacher and students is likely to be just the tip of the iceberg. High achievement in social adjustment of learners is an outcome of the skilled and cumulative pedagogical actions of a teacher in creating and optimizing an effective learning environment, (Beeson, 1999).

The contentions to which this study was based on the Piaget (2008) developmental theory. Classroom "learning" is unnatural and something that does not occur in the early years of life when a child learns a language, and something most adults avoid after they have escaped formal education. In a nutshell, Piaget

depicted the emergence of formal reasoning skills in adolescence as part of the normal developmental pattern; many constructivists have assumed that intrinsic motivation is possible for all academic tasks.

Over the past three decades, critical pedagogy has cross-fertilized with a multitude of disciplines and their respective theoretical traditions, which include postmodernism, feminism, critical race theory, and post colonialism. There exist various irreconcilable differences between and even within the various theoretical frameworks. However, what loosely links critical pedagogy across all disciplines and theoretical frameworks is the desire to foster a deeper consciousness of asymmetrical relations of power and privilege. Yet, a critical consciousness is not the ultimate objective for critical pedagogy but more accurately a necessary step in transforming unjust relations of domination and oppression (Darder & Torres, 2003).

As Marx famously stated in *The 18th Brumaire of Louis Bonaparte*, "Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given and transmitted from the past" (Marx, Engels, & Lenin, 1974, pg. 120)

### **1.1.3 Conceptual Perspective**

This study was based on two variables namely pedagogy, the independent variable (IV) and social adjustment of learners which is the dependent variable (DV). Pedagogy is the study of the teaching methods whereas social adjustment refers to behavioral changes that an individual acquires after undergoing an effective change within an environment.

Play is central to the development of learning during the Foundation Stage by all the childminders in this study. This comprehensive conceptualization of play is

shared by many other early childhood practitioners for whom play is considered essential, as an activity promoting learning and yet only relevant to some areas of the curriculum. According to Wood and Attfield (1996), Bruce, 1991; Moyles, 1989) play continues to have a more secured place in delivering the curriculum (Wood and Attfield 1996). According to the Education Reform Act (1998), a 'well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge' (CGFS page 25).

According to Bandura, (1986) much of the child's earliest learning is the product of interactions with adults and peers even where there has been no deliberate attempt to provide instruction. The child learns a great deal from observations of those more competent than themselves. For Bandura the process of social learning begins with 'imitative' learning which is subsequently internalised through identification and thereby incorporated in the individual's self-concept. The child's construction in this case is founded upon the behaviour of the other person who is considered especially significant. The value of early years educators modeling appropriate language, behaviour, skills and attitudes should therefore be especially recognised; such modelling is likely to be consequential in terms of both cognitive, social and dispositional outcomes.

Storytelling was used for many reasons---to teach values, beliefs, morals, history, and life skills in various communities. Storytelling still holds value as it has become a powerful and interactive instructional tool in today's classrooms. In this naturalistic research study, the co-researchers used conversational interviewing to explicate how teachers use storytelling as a teaching method throughout the curriculum in early childhood schools (Henderson,2000).

The teacher-student relationship would be improved by utilizing relevant learning pedagogies that would increase the sense of belonging for all students by



emphasizing its importance by actively involving all students in the life of the classroom and the school community, (Farrant, 1999).

#### **1.1.4 Contextual Perspective**

The school is the major socialization institution for any child. It is the child's first contract with the world outside the house. For nearly 12 years a child spends 5 to 7 hours a day in the school. School is one the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like, learning process and home work, social communications, handling emotion, and the management of day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growth needs. The concern, therefore" extends to how the school facilities can be enhanced and improved to meet the growth needs of the children, (Farrant, 1999).

Teachers are an important factor in determining the quality of education that children receive. Their professionalization therefore has been a center of much concern among educators and researchers. Its importance is not only for repute, differentiation from members of other professions, but in a pedagogical sense, as a form of social control. Therefore, for an educational institution to excel, it must focus on the quality, competence, knowledge and commitment of the teaching staff, which are actually embedded in the development of social adjustments within the framework of learner support. Though professionalism is the ultimate goal of all professions, social adjustment programmes are hugely significant and this takes important level of undertaking in Kenya. There are many factors which influence pedagogical provisions such as attitude of the different education stake holders towards the teacher, gender, age and duration of service. These all have a bearing to the teachers" professionalism and the implied performance in and

outside class. This was the humble beginning of the emphasis of teachers' conduct in Kenya which underlies this study (Beeson, 1999, Nkwanga, 1992)

### **1.2 Statement of the problem**

Nursery schools in Ol'lessos Division, Nandi County, Kenya experience some challenges on the learners' social adjustment. Most of the teachers use pedagogies which do not provide adequate approaches to deliver their teaching and learning lessons which in turn do not cater for learners' social adjustments. According to district report of 2009 on Early Childhood Education (ECDE) over seventy five percent of the ECDE teachers do not use the appropriate pedagogies. The report states that most of the schools do not apply story telling role play and modeling techniques in their teaching/learning techniques which enhance social adjustments to learners. Most of the pre-school children are in the pre-operational stage whereby they need to develop the senses of touch, smell, taste, sight and hearing. These senses can be developed through manipulation of concrete materials and the interaction with the environment which fosters social adjustment hence, the absence of all these retards development of social adjustment, (Piaget, 1896-1080). Therefore, the impact of lack of pedagogies in schools hence affect the children's learning and thus this also hinder them from fully meeting their learning objectives and this therefore make them to be unable to fully capture the essentials of learning in a classroom.

### **1.3 Purpose of the Study**

The purpose of the study was to:

1. Establish the relationship of the level of teacher teaching quality and learner's social adjustment.
2. Validate Piaget theory of child cognitive development and standardized intelligence tests and a look at the history of Piaget-based early childhood

programs reveal that their curriculum objectives quite rapidly turned away from the teaching of concrete operations and toward other, quite different utilizations of Piaget's theory in an educational context (p. 47).

#### **1.4 Research Objectives**

**General:** This study determined the teacher effectiveness of use of pedagogy and social adjustment of learners in teacher learner institutions.

**Specific:** In particular, the following was the specific objectives:

1. To find out the effectiveness of pedagogy in teacher learner relationship in respect to story-telling, modeling and play method.
2. To determine the level of learner-social adjustment in early childhood education.
3. To establish the significant relationship between the level of pedagogy and extent of teacher's effectiveness in classroom.
4. To find out the pedagogy employed by teachers in social adjustment of learners in early childhood schools.

#### **1.5 Research Questions**

**Specific:** In particular, the following were the specific objectives:

1. What are the effectiveness of pedagogy in teacher learner relationship in respect to story-telling, modeling and play method?
2. What is the level of learner-social adjustment in early childhood education?
3. How significant is the relationship between the level of pedagogy and teacher's effectiveness in classroom?
4. What pedagogies are employed by teachers in social adjustment of learners in early childhood schools?

## **1.6 Hypotheses**

1. There is no significant relationship between the level of learners' social adjustments and pedagogy in the early childhood education under study.

## **1.7 Scope**

### ***Geographical Scope***

The study was carried out in Ol'lessos Division, Nandi County specifically in some selected public early childhood education.

The county is in South West part of Kenya, bordering with Uasin Gishu County, Kakamega County, Kisumu County, Kericho County and Nakuru County. The Nandi communities are the majority and have covered the entire district. They are mixed farmers and they keep such animals as sheep, goats and cattle and do subsistence farming. They grow tea bushes as a cash crop. The area receives very heavy rainfall with moderately high temperatures throughout the year except in December.

Education in the area is high and education is taken seriously by the people in the county.

### ***Content Scope***

The variables in this study namely, teachers pedagogy(Omoregie, 2006) claims that the future of any nation depends on the quality of its education system, which in turn depends on the quality of teachers as the independent variable and teachers adherence to social adjustments as the dependent variable were empirically investigated for significant correlation. Other variables are the demographic characteristics of the respondents.

### ***Time scope***

The study was carried out from December 2012 to July 2013. The writing and submission of the proposal was fully carried out during this period and it also involves data collection, rewriting the proposal and final submission of the thesis.

### **1.8 Significance of the Study**

The findings of this study may benefit the respondents, the schools Board of Governors, the Directorate of Quality and Standards in the ministry of Education of Kenya and the future researchers.

The ***teachers*** who would improve on their pedagogies and seek academic knowledge regarding the effective pedagogical experience

Professional development, or preparation of educators, is therefore an essential activity to ensure that educators can stay abreast of developments in teaching in order to improve the quality of the education system.

Being involved with the implementation process from the onset, it is realized that the same trend would be followed in the selection of teaching quality and pedagogical relevance.

The ***Ministry of education*** will provide support to the teachers in terms of facilitating teaching courses and seminars. Further still, they should remunerate the teacher better to motivate them to enhance social adjustments.

Demand consistent policy frameworks with support for teaching and learning as their primary focus – the tutor-learner relationship should be at the centre of flexible, independently evaluated policies at national, local and institutional level. This involves creating a social partnership amongst all stakeholders and one which

is less bureaucratic. They should be designed to make sure everyone has access to learning environments in which they can thrive.

**The Ministry of education through the directorate of Quality and Standards** will intensify inspections in schools. Further still they should improve on the policy of management of quality and instill proper teaching.

Empirical information derived from this study would lender insights for **future researchers** on related areas of study to contribute to generation of knowledge and good practices in teaching.

### **Operational Definition of Key Terms**

For the purpose of this study, the following terms are operationally defined:

**Teaching** refers to a process of telling or showing someone how to do something either through talking, telling, explaining, and showing, illustrating and demonstrating.

**Pedagogy** means the study of teaching methods.

**Social Adjustment** refers to the change in ones behaviour to correct or improve. Social adjustment as analyzed in this research is defined as a psychological process which involves coping with new standards and values by learners.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter discussed the framework for pedagogies and learners' social adjustments and this also focused on the expert knowledge in several research fields in the related area. The objective that underpins this study was fully explored through subsequent works important to the deals with the analysis of the literature related to the subject of the study with objective of seeing the concepts, ideas and opinions of scholars or experts. The review focused on the study variables by reviewing literature under the sub-themes which synchronize with the research objectives or questions or hypothesis. It showed relationship identified by previous researcher. It also discussed the theory to which the study is based. This portion also discussed past empirical investigations similar to or related to the present study.

### **2.1 Theoretical Review**

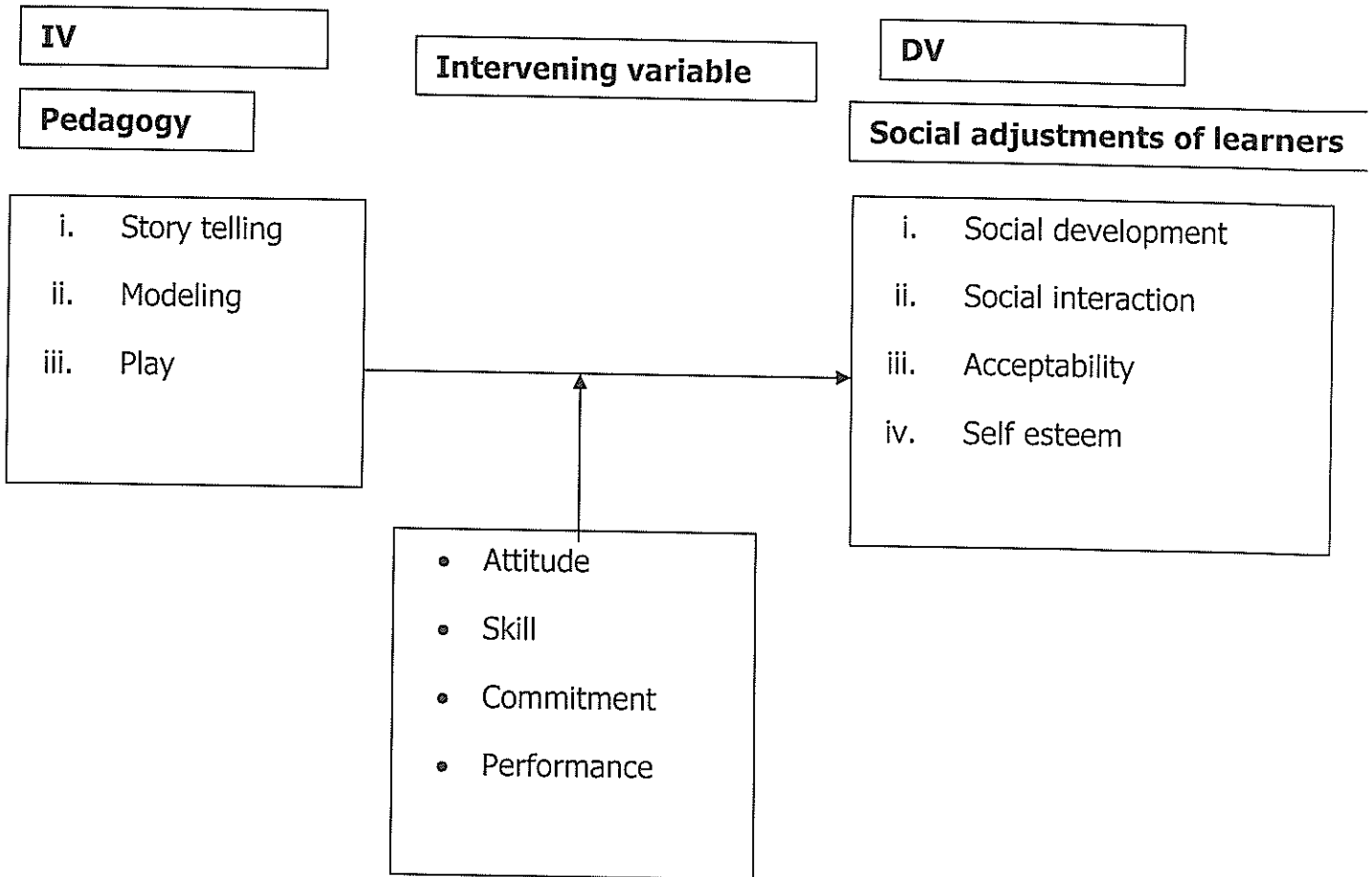
In Review learning theories, frameworks and models we described the three broad theoretical strands that have shaped the development of pedagogical principles in the design of technology-enhanced learning environments. Each of the theoretical frameworks can be characterized as providing a model of an ideal learner, choosing to focus its explanation on identifiable but particular aspects of learning behaviour. Thus, the associationist tradition models the learner primarily as a set of skilled responses, the cognitive approach as a constructor of meaning, and the situative strand pictures learners mainly as social agents. Of course, a learner is all of these at once and, as we concluded, the growing sophistication of pedagogical practice in learner based approaches is arguably integrating each perspective into a kind of modal view (Bandura, 2001).

However, the lens through which the learner is viewed at any particular point, and thus the model adopted along with its associated pedagogical approach, was determined at least partly by the nature of the intended learning outcomes (ILOs) and the way in which they are to be assessed. This description of the goals of a curriculum will convey underlying assumptions about the kind of behaviour being brought into focus, i.e. skilled performance, deep understanding or effectiveness of practice. Right from the initial point of defining ILOs an underlying model of the learner will emerge, a corresponding tradition of theory was implied, and a pedagogical approach suggested (Barab & Duffy, 2000).

This theoretical 'big picture' does not by any means tell the whole story. Embedded within the pedagogical approach adopted were procedures for dealing with individual variation. This is usually what we imply by the term 'learner-centered': adjusting our teaching and learning activities in ways that take account of individual needs. This is one of the main challenges in teaching. It is worth pointing out that while there are good pedagogical reasons for attending to the way in which learners differ, there are also dangers in labeling learners as resistant to teaching. It is important to go beyond merely noting that some learners learn more readily than others to try to understand the nature of the difference and to build this understanding into the pedagogy itself. Identifying the source of the variation will influence the way in which it is accommodated. Thus, the source may be 'hard-wired' in the constitution of the learner, it may stem from previous learning, or it may emerge during the learning process itself (Biggs, 1999).



### 2.3 Conceptual framework



**Source:** Barab & Duffy, 2000

The relationship between pedagogy and social adjustment of learners is examined by the dependency of the variables. The social adjustments of learners include social interaction, social development, acceptability and self esteem. Pedagogies are storytelling, modeling and play. The influence of pedagogies on social adjustment of learners is evidenced with significant attributes of attitude, skill management and performance indicators. The significant impact of pedagogies is derived from the learning practices and the importance of culturally relevant and culturally responsive teaching are significant for best teaching practices in the

classroom.

The framework above establishes that the correlation between pedagogy and social adjustments of learners are congruent and are both core in the success of classroom learning. These factors are both weighty and are responsible for successful advancement in pupil learning process (Barab & Duffy, 2000).

## **2.4 Literature Review**

### **Pedagogic Experience**

In contrast the concept experience refers to the nature of events something or someone has undergone. Experiences can include behaviours and emotions which refer to an accumulated product, (Neill, 2004).

The concept of pedagogy is derived from the Greek word "paid," meaning child plus "agogos," meaning leading. Pedagogy is therefore defined as the art and science of teaching (Knowles, 1990).

Based on these theoretical definitions, pedagogical experiences in this study refer to the accumulated product of the art and science of teaching. It includes a range of practices in the teaching and learning process such as assessments and lesson preparation.

### **Teacher styles**

The curriculum which basically constituted the 3Rs (that is; Reading, Writing, and Arithmetic) was designated not only to create a new class of elites but also religiously adherent citizens. The missionaries used a recruiting system of pupil-teacher to become their assistants in teaching but only those whose personalities seemed ideal for exemplary conduct in the community and had grasped some aspects of the 3Rs were recruited. This was the humble beginning of the emphasis of teachers' conduct observed in Kenya on early recruitment. The early recruitment and routine of teachers both in the school and outside it was

monitored by his conduct. The missionary view of teacher-professional conduct was gauged against the Bible and Clergyman ship. A teacher who could avoid intoxicating drinks, got married in church and regularly attended church services, such teachers' works could be appreciated. Despite this emphasis on the puritanical conduct of teachers, less emphasis was put on content and pedagogy (Mkwanga, 1992, Wandira, 1971).

### **Teacher-centered approach**

A teacher-centered approach places the control for learning in the hands of the teacher. The teacher is primarily focused on the transmission of knowledge (Brown, 2003).

According to Musslewhite (2006), teacher-centered classes focus on the educator because this approach is curriculum driven, the educator does most of the talking and the learners listen. The educator chooses all topics of discussion, aiming at covering the curriculum and imparting knowledge.

Students work alone most of the time and the educator will monitor the learner to identify mistakes. The classroom is normally very quiet, requiring strict discipline, as the learners are not encouraged to interact with one another to facilitate learning.

Learners are judged according to how the other learners in the class are performing. In other words, the grade that the learner achieves, compared to the rest of the class, determines whether learning was successful or not.

## **Pedagogies and learning models**

We have seen more recently the emergence of complexity models of social adjustment among learners which assume that learning theories is an interacting set of abilities.

Piaget's theory of multiple learning bakeries suggests that there are a number of distinct forms of intelligence that each individual possesses in varying degrees.

Gardner proposes seven primary forms: linguistic, musical, logical-mathematical, spatial, body-kinesthetic, intrapersonal and interpersonal. Recently, Gardner has added naturalist intelligence to expand his model to eight different forms. Gardner has argued for specific pedagogies to be developed to allow each of the abilities to be expressed and he points out that the different intelligences represent not only different content domains but also learning modalities. Gardner also emphasizes the cultural context of multiple intelligences (Piaget, 1983).

Gardner (1983, p.390) describes how learning to program a computer might involve multiple intelligences: "Logical intelligence seems central, because programming depends upon the deployment of strict procedures to solve a problem or attain a goal in a finite number of steps. Linguistic intelligence is also relevant, at least as long as manual and computer languages make use of ordinary language...an individual with a strong musical bent might best be introduced to programming by attempting to program a simple musical piece (or to master a program that composes). Teachers' skills can play important roles. The extensive planning of steps and goals carried out by the individual engaged in programming relies on intrapersonal forms of thinking, even as the cooperation needed for carrying a complex task or for learning new computational skills may rely on an individual's ability to work with a team.

### **Analysis of teacher education challenges**

From the research work of Ssekamwa, (2001) teachers also weighed in on the challenges affecting them in their classrooms, and with education in general. Teachers described the following issues as the challenges in education that they face: differentiating instruction and effectively using materials to do so, being able to fit all lessons in, covering all of the necessary standards, certain content areas like English-Language Arts and Science, having longer days, compensating for gaps in students' basic knowledge, effectively teaching mandated curriculum, classroom management, and making learning interesting. All of these serve as obstacles for teachers in the classroom, where student learning is involved, (Vider, 2004).

Many teachers described differentiating instruction as one of the main challenges, as well as being able to effectively teach all of the lessons and skills needed for a given day or week. One described that her biggest challenge was "differentiating instruction to meet the needs of all learners, and having enough time in the day to use the different ancillary materials for those students." Similarly, another teacher explained that a difficulty for her involved being able to "plan to meet the needs of all my students" (whether they were working on a high, medium, or low level).

In contemporary African society, play is viewed as offering a time and space for the separation of children from the adult world of work and a medium through which young children can make sense of, and feel at home in the world. An evolutionary and Biological perspective proposed by play theorist Sutton-Smith suggests that play is at first a kind of biological prelinguistic enactment with its own claims on human existence. Capturing both the resilience of children in their environment and the notion of play as a resource that continues to be of value throughout life it fosters social adjustment. Sutton-Smith proposes that play can

be understood as a lifelong simulation of the key neonatal characteristics of unrealistic optimism, egocentricity and reactivity, all of which are guarantors of persistence in the face of adversity (Sutton-Smith, 1997,p.43,231).

A developmental perspective pays attention to signs of maturing, whether of children maturing or, of the maturing of play. What they describe as the permeable nature of play as it interacts with, parallels, represents and integrates physical, social, emotional, aesthetic and cognitive experiences. Ethnographic studies have illustrated that young human beings play in all societies although it is recognized that the types and forms of children's play and the amount of play varies depending upon age, gender, cultural contexts and ecological characteristics of the play settings (Fromberg and Bergen, 2006; Armitage, Scarlett et al., 2005; Sutton-Smith, 1997; Bloch and Pellegrini, 1989; Smith and Connolly, 1980; Schwartzman, 1978).

An anthropological view of play views it as an activity in its own right, where the main motive for children to come together is 'to be where the action is', while researchers have explored questions such as What is play in itself? And what does it mean for the player? (James, 1998; Strandell, 2000).

The discussion focused on the implementation of play in the classroom and concerns on the part of some participants that current learning standards may create an environment in which direct instruction, including scripted activities, limits both the child's and teacher's ability to scaffold learning in additional situations. Programs that integrate a teacher-directed approach with child-centered learning offer a middle ground through guided play. Though it is not clear that the context is about play, approaches to learning dimensions cohere more readily in playful than non-playful environments. It was recognized that some curriculum developers are trying to create environments which standardize exposure for all children, including children from various socio-economic

backgrounds and home language environments. The studies published in the Science journal were conducted with children from low-income homes and who were English language learners (Hyson, 2008; Diamond, Barnett, Thomas & Murno, 2006).

### **Student centered establishment**

According to Turner it is increasingly recognized that a secure pedagogy of play needs to include a thorough understanding of the meaning of play activities from the perspectives of the participants. When asked about their play activities, children talk about the importance of having fun, being with friends, choosing freely and being outdoors. (The children's Society, 2007; Once & Gaskins, 2006; Wood, 2004; Manners, 2003; Clark & Moss, 2001; Sutton-Smith, 1997; Vecchi, 1993; Turner, 1987).

Children in their first year of life enjoy exploring the immediate environment in the security of being held, which provides physical warmth and security. Observations of children under three years old at a play play indicate that they are uncomfortable with wide-open spaces, preferring small-scale spaces and the presence of a nurturing adult close by. As they are close to the ground often sitting and crawling on it, details in the ground that are responsive to their exploratory urges are very important (Manning-Morton and Thorp, 2003; Hendricks, 2001; Nabhan and Trimble, 1994; Rinaldi, 1998).

### **Modeling aided by storytelling**

According to the framework defined by Thorp, (2003), engaging in storytelling activities is a way to motivate even the most reluctant reader or writer. Storytelling is defined as "Relating a tale to one or more listeners through voice and gesture". Storytelling relies on both the listener and the teller; this strategy

utilizes the social element of language. Researchers have found that literacy instruction is most effective when developed through social interaction and collaboration with others. This pedagogical strategy capitalizes on students' desire to talk and interact with others. In fact, some researchers have found that the weakest readers and writers are often the most adept at storytelling. Building on the synergistic relationship between language in an interactive way, teachers and students can use storytelling to improve literacy learning. (Dugan, 1997; NCTE, 1992; National Council of Teachers of English, 1992)

According to Turner in order for schools to improve the literacy learning of all students, different pedagogical strategies need to be employed. Using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing. Because of the interrelated nature of the processes involved in reading and writing, storytelling is an effective pedagogical strategy that can be woven into instruction to increase students' competencies in all areas. This paper will address how storytelling can be used as a pedagogical strategy in the classroom to enhance literacy learning in the areas of reading and writing, (Vider, 2004; Turner, 1987).

Literacy is an important issue for everyone because our success as a society depends on the innovation of the next generation. Employees in the 21st century need to have greater literacy skills than in other time periods, as the average job requires literacy in the area of technology, as well as traditional forms of reading, writing, and communicating. The skills of literacy include not only reading and writing, but also responding appropriately to a variety of messages which include e-mails that incorporate pictures, as well as text to help convey meaning to others and ability to persuade, inform and express our emotions. If something is not done, the achievement gap between proficient and underachieving readers will most likely continue to grow, (Cairney, 1992; Turner & Killian, 1972).



### **Characteristics of Alternative Education Programs**

According to Barr and Parrett (1995), early researchers found diversity within alternative education. Many alternative schools were small, with fewer than 500 students, and they usually focused on the needs of a specific group such as drop outs, potential drop outs, talented and gifted, or they reflected a particular educational philosophy such as open schools, Montessori education, or community-based learning.

These early alternative schools were accessible to parents, students, teachers, and administrators by choice. These alternative schools made the effort to match teaching and learning pedagogies. Student achievement and self-esteem, attendance, and students attitudes toward education were evaluated when considering the effectiveness of the school. From these early schools, contemporary alternative schools developed their philosophies to best serve their unique populations (Barr, 1972).

Roderick (2003) prefers to identify students by grouping them according to educational challenges rather than type. According to Roderick, Group I are those troubled students who need short-term assistance to get back on track.

### **The Learning Style**

The construct of learning style has attracted a great deal of attention in recent years, both for its popularity with learners and for its unpopularity with some researchers into pedagogy. A framework for relating this complex topic to the work on abilities, reviewed above, has been offered by Jonassen and Grabowski. Combinations of mental abilities comprise cognitive controls. These, in turn, define cognitive styles. At the most general level of all lie learning pedagogies (Jonassen & Grabowski, 1993).

Cognitive control theory is very close to that of cognitive style, but Jonassen and Grabowski, follow the distinction made by Messick, in treating cognitive control as a separate category of ability (Jonassen & Grabowski, 1993, Messick, 1986).

Without imposing structure of this kind then, as Snow and Swanson note, discussions of cognitive style simply involve lengthy and disorganized lists of constructs. Cognitive controls are derived from primary abilities, but are specifically concerned with the manner and form of learning. They are described in terms of typical behaviour. They are descriptions of information processing techniques, as are cognitive styles, but they emphasize control rather than facilitation. They also differ from cognitive styles in being unipolar. For example, reflective processing is likely to be effective in learning situations, while impulsive processing is not.

### **School culture and social structure**

All ethnic and racial lines in the school systems should be included in order to create a school culture that empowers learners from all groups. This may include aspects such as language, learning pedagogies, sexism and our expectations from our learners.

Customs and practices from different cultures must be respected by the different groups those are present in a classroom. No group's culture should be belittled and opportunities should be created for learners to express themselves in a cultural way without fear of being ridiculed. An example could be a cultural day in class where learners exchange recipes of food typically from their cultures. The Mathematical Literacy angle would be the measurements and ingredients in the recipe and adapting it to larger or smaller groups (Ratio and proportion) (Vandeyar & Killen, 2006).

## **Learner-centered**

In learner-centered classrooms the learners, along with the guidance of the educator, have a choice of which topics they would like to learn about (Musslewhite, 2006). Educators facilitate learning, providing feedback and direction, rather than instructions.

Tomlinson (2000) claims that learner interests, background, styles of learning, set of beliefs and life circumstances dictate what learning will take place in a learner-centered classroom. He further suggested that the classroom is usually more active, as learners are encouraged to communicate with the educator, as well as with their fellow learners. The classroom is not a chaotic turmoil, but is guided by an informed educator. Learning is judged on the basis of achieving a goal. As learning is mostly experiential, the educator will set certain goals to be achieved. Thus, everyone should be able to achieve an A grade, as long as the goal has been achieved.

According to McCombs and Whisler (1997) there is overwhelming evidence that Learners' motivation, learning, attitude and achievement are improved when exposed to a learner-centered environment. Moving towards a learner-centered classroom will require that educators reconsider the types of activities that they create. More involvement from the learners is required, as they was more willing to participate if they are learning about something of interest.

The layout of classrooms could also be altered to accommodate group orientated activities. Learner-centered classrooms require learners to be more interactive, which is also an essential requirement in learning programmes. It is also important to remember that the learners direct learning, but that the educator is there to facilitate effective learning.

### **The social adjustments and pedagogies**

There are no simple descriptors or categories that define this growing population of students. Scholars Hixon and Tinzman emphasize on individual student characteristics, environmental circumstances, student abilities, and student behaviors as defining students' social adjustments (Presseison, 1991, Hizon and Tinzman, 1990).

These approaches emphasize negative qualities: student deficiencies, deficient environments, self-destructive behaviors, and failure to meet educational standards. McCann adds that "these multiple definitions, with their multiple components have led to fragmentation in educational delivery systems". Instead, Hixson and Tinzman describe four approaches to identify learner-based approach: predictive, descriptive, unilateral, and school factors (McCann, 1991, pg.15, Hixon and Tinzman, 1990).

Predictive and the descriptive approaches, which are the most common, focus on learners' social adjustments, Piaget approach. The unilateral approach suggests that "all learners are at a process of learning in some way or another". School factor may include rigid scheduling, narrow curricula, emphasis on basic skills, unsuitable teaching materials and/or curricular decisions, tracking, isolated pull-out programs, inappropriate placement, controlling environments, and/or teacher/administrators' attitudes toward effective pedagogies and toward proper learning (McCann, 1991,pg.13).

This approach views education as a socially constructed process that is affected by the social and academic organization of the school, family circumstances and school conditions, the community where schools, families and learners live, and the interrelationship between each of these factors (Hixson& Tinzman, 1990).

McCann (1991) offer different perspectives. McCann's approach suggests that Putting time and thought into lessons and activities to ensure that it will meet the needs of every student, whether it is a gifted student, an average one, or a student that is struggling is a challenge for teachers, and this is often noticeable to parents. Knowing exactly what a student or child requires involves time and energy focused on the right things. This is often missing in classrooms today. Parents described one particular challenge, having a lack of focus or being easily distracted, more than any other challenge in the survey. Response after response mentioned students this lack of focus, as well as reacting to distractions, as major obstacles to learning. One parent reflected, "My challenge is getting my son to focus on learning and ignore distractions that he always allows to get in the way of his learning." Another parent wrote that her student's challenge was "staying focused and keeping the school work challenging." Yet another parent explained. Parent after parent described the challenge of helping to keep students focused when they get easily distracted. Due to the high amounts of stimulation that many students experience outside of class, from the television, to video games, to other forms of electronics, traditional classroom lessons and methods are no longer ideal. Creating a tight structure in the classroom or at home, and utilizing students' learning pedagogies to effectively communicate a concept and hold attention is a challenge for both parents and teachers.

### **Abilities and Learning Differences**

According to, (Cattanach, 2008) through the long history of the literature of learning and individual differences, specific ability notions of intelligence and then information-processing approaches brings about change in cognitive ability. Ability theories were developed to encompass a general concept of intelligence. For a long time, researchers into individual differences in learning simply assumed that

they were all consequences of a single fundamental ability: that intelligence was the ability to learn. To ask whether learning is influenced by ability seemed a circular question.

General ability was defined by an individual's comparative performance on various tasks, mostly involving problem solving under time stress. In so far as these predicted an individual's capacity to understand a task, and to find an appropriate strategy to achieve a solution, then they also predicted that individual's performance on most learning tasks. Nevertheless, it became clear that factors other than general ability will also influence learning. There was a gradual reconsideration of the unitary theory of intelligence, leading towards a view that learning is domain specific.

### **Summary of Gaps**

The analytical framework is highly critical of most current practice in social adjustments, and also of the empirical underpinning of most of the assumptions made about the importance of learning techniques in education. Learning is adjusted to particularly ensure that the concepts developed meet the relevant learning considerations. However, the language concept involves managing techniques and meaningful learning practices. The strategic applications of learning have not been fully explored due to limited teaching structures. By defining the implications for social adjustments for learners: doubts about the validity of matching as a pedagogical principle, doubts about the argument for meta-cognitive training, and doubts about the benefits of individualized teaching remain hugely difficult to define. The learners experience is adopted from the quality of learning provided but there are inappropriate mechanisms which are nonetheless hindering ideal focus on training. The inclusion of strong guidance and teacher participation principles would be significantly achieved when all the

existing metrics have been put in place.

Yet, as a research process imply, simply being given the results of a completed learning pedagogies inventory is unlikely to be helpful without a dialogue with a teacher who has both some knowledge of the individual learner and a more sophisticated understanding of the theoretical basis of learning pedagogies than would be achieved through normal teacher training.

Research has found out that it is difficult to argue that the ability to track individual learning performance in detail as it would require to be exploited in a new approach to individual differences in learning, where both learners and tutors are provided with as much summary information as possible. It would be the learner's task to derive meaning about their own learning from this data, rather than have it provided in the form of a theoretically-challenged digest.

This research has also considered the question of the existing pattern of learning which does not provide adjustable measure for social adjustments. While the techniques themselves are appropriate, individual aptitude, range definition and proportional factors are uniquely established within a given learner's environment and hence may not indicate the learner's potential. This insufficiency of training also indicate that appropriate individual difference has not been fully established because pupils' learning environment do not offer the necessary metrics needed to achieve an overall trend in potentially active levels of learning. While understanding particular content by learners would be objectively meaningful, the critical definition of this information indicate that the overall pattern of learning delivery lack the appropriate structures. The different learning composition is equally being isolated by the interests built differentially and ideally which do not provide the interactive elements in providing proper teaching mechanisms.

This research study investigated pedagogy and social adjustment of learners in Ollessos Division. As privileged, the diversity of information is hence defined

through designated pedagogies and where possible the research paradigm has involved significant amount of data needed to successfully implement the ideal classroom teaching methods.

The number of subjects evaluated in this research is small in phenomenological research in order to gather in-depth information of each individual's experiences rather than measure specific variables. A sample is built which enables the researcher to satisfy her specific needs in a project.

In this study, the approach involved constant comparisons aimed at analyzing the data gathered, including ordinary instructional materials like curriculum, lesson plans, storytelling and participatory learning. Therefore, the review provided a full range of techniques and meaningful inclusion of major consequences, conditions and relationships. Utilizing these resources that generated theoretical properties of the category, the researcher integrated a full range of the category, its dimensions, possibilities, conditions, major consequences, and relationship to other categories.

According to Glaser and Strauss (1967), the constant comparison method of data analysis is "a means of deriving (grounding) theory, not just a means of processing data" (p. 105). The approach addressed pedagogy and social adjustment of learners by applying the essential research instruments structured to develop the essential data.



## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter presents the procedures that were used to conduct the study, focusing on research design, target population, sample and sampling procedures, research instruments and data collection and analysis.

### **3.1 Research Design**

The study utilized the retrospective/ex-post-facto descriptive survey design particularly by employing correlation techniques to establish cause and effect relationships (descriptive correlation) of the independent (pedagogy) and dependent variables (learner's social adjustment). In particular, the data that was provided by the respondents was based on what the respondents could recall and what had happened (retrospective).

### **3.2 Research Population**

The target population included a total of 92 teachers and 1210 learners selected from 10 primary schools in Kenya. Ollessos Division has a total of 47 primary schools that are sparsely located. This study involved 5 schools selected from both public and private schools.

### 3.3 Sample Size

The minimum sample size was 50 teachers and 85 students respectively computed using the Sloven's formula. The sample consisted of 5 schools.

The study used the SLOVEN'S FORMULA for determining the sample size.

$$\text{Formula to get sample: } n = \frac{N}{1 + N (0.05)^2}$$

Where n sample size

N = study population = 135

0.05 = level of significance or margin of error.

$$\text{Formula to get sample: } n = \frac{135}{1 + 135 (0.05)^2}$$

Sample size=100

### 3.4 Sampling procedures

A set of inclusion criteria through purposive sampling was used to select 50 and 85 actual qualified respondents from the 201 and 630 target populations of teachers and students respectively. The following criteria then was utilized: the respondents are (1) full time teachers of early childhood education under study, (2) they were either male or female teachers in various academic ranks and positions (3) with teaching experience of one year and above.

These criteria were utilized to choose the qualified respondents out of the 34 and 220 respectively. A list / sampling frame was made reflecting the qualified respondents; using the list, selection was through simple random sampling in order to arrive at the 30 and 140 minimum sample size. However in anticipation to some deficits in retrieval of questionnaires, the researcher selected and administered the questionnaires to more than 30 and 140 respondents respectively.

### **3.5 Research Instruments**

The non-standardized data collecting tool was used in this study namely, questionnaires on teachers pedagogy. The scoring system consisted of the following; strongly agree (4); agree (3); disagree (2); strongly disagree (1).

The questionnaire on students' code of conduct consisted of 4 items. The scoring system for learners consisted of the following; very high (4), high (3), low (2), very low (1). Structured questionnaires and scheduled interviews were also used in the study.

### **3.6 Validity and Reliability of Research Instruments**

The researcher ensured content validity of the instruments through the following experts.

Reliability of the data collected in the study was tested using Cranach's Alpha method as provided by SPSS.

Reliability of the questionnaire were demonstrated through the test re-test method and using cronbach Alpha ( $\alpha$ ) computed package such as spss and excel.

The test re-test method, was used by first giving the questionnaire to a few respondents, then waited for two weeks and re-administered the same questionnaire to the same population. The results of the two tests were correlated using pearson's linear correlation coefficient. The correlation was significant,

hence the questionnaire were reliable. The significance correlation coefficient ( $r$ ) was  $\geq 0.5$ . The cronbach Apha, for the questionnaire was reliable, the value of the Alpha coefficient were  $\geq 0.75$

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### **3.7 Data Gathering Procedures**

The following data collection procedures were implemented:

#### ***A. Before the administration of the questionnaires***

The researcher requested for an introduction letter from the College of Higher Degrees and Research addressed to the authorities of the schools under study for him to be permitted to conduct the study. The letter contained the criteria for selecting the respondents and the request to be provided with the list of qualified administrators. After approval, the requested list of respondents was provided to the researcher by the selected Early childhood education, was used by the researcher to guide him in identifying the participants of the study.

The researcher was tested for the validity and reliability of the questionnaires; prepared the final questionnaires after the validity and reliability test and convened with her selected research assistants discussed and briefed them on the sampling techniques and data gathering procedures.

The researcher utilized the table on respondents to determine the actual number of participants.

### ***B. During the administration of the questionnaires***

Respondents was requested to do the following: (1) to sign the informed consent; (2) not to leave any option in the questionnaires unanswered; and (3) to be objective and unbiased in answering the questionnaires.

The researcher and his assistants tried and retrieved the questionnaires within one week from the date of distribution.

### ***C. After the administration of the questionnaires***

Using the Statistical Package for Social Sciences (SPSS), the data collected was collated, organized and appropriate statistical tools were employed which tabulated answers to the research objectives and questions.

## **3.8 Data Analysis**

These statistical measurements were used for the following:

The frequency and percentage distribution: to determine the profile of the respondents.

The mean and standard deviation: to compute for the level of pedagogy and the level of learners social adjustments. An item analysis based on the mean scores and ranks reflected the strength and weaknesses in terms of pedagogy and learner's social adjustment.

To interpret the obtained data on learning pedagogies, the numerical values and interpretations below were used:

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26 — 4.00	Strongly Agree	Very Good
2.51 — 3.25	Agree	Good
1.76 — 2.50	Disagree	Fair
1.00 — 1.75	Strongly Disagree	Poor

To interpret the students' data on teachers' adherence to teaching quality, the numerical values and interpretations below were used:

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26 — 4.00	Strongly Agree	Very high
2.51 — 3.25	Agree	high
1.76 — 2.50	Disagree	low
1.00 — 1.75	Strongly Disagree	very low

Pearson Linear Correlation Coefficients was used to test the hypothesis on correlation at 0.05 level of significance. The coefficient of determination was computed to determine the influence of the independent variable on the dependent variable.

### **3.9 Ethical Considerations**

To ensure that ethics was practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following was done: (1) coding of all questionnaires; (2) the respondents signed the informed consent; (3) authors mentioned in this study were acknowledged within the text; (4) findings were presented in a generalized manner.

### **3.10 Limitations of the Study**

1. Intervening or confounding variables which were beyond the researchers' control such as honesty of the respondents and personal biases. To minimize

such conditions, the researcher requested the respondents to be as honest as possible and to be impartial/unbiased when answering the questionnaires.

2. The research environments are classified as uncontrolled settings where extraneous variables may influence the data gathered, such as comments from other respondents, anxiety, stress and motivation on the part of the respondents during the process of answering the questionnaires. Although these are beyond the researcher's control, efforts were made to request the respondents to be as objective as possible in answering the questionnaires.

## CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

### 4.1 Introduction

This chapter presents the findings of the research as well as their analysis and interpretation. Where necessary, aids such as tables and figures are used to illuminate the meaning of the data presented. The findings presented in the tables and figures are further explained to equip the reader with clear picture and understanding of the phenomenon under analysis.

#### I Variance in the targeted and actual respondents

The researcher targeted a total of 200 respondents, selecting 92 teachers and 108 students. Nonetheless, not all the targeted sample responded; the actual sample responses were 100 out of the targeted 200, hence, a response rate of 80%. This is indicated in Table 2.

**Table 2: Variance in the targeted and actual respondents**

Nature of respondents	Population	Sample
Teachers	92	46
Students	108	54
<b>Total</b>	<b>200</b>	<b>100</b>

**Source: Field data 2013**



**Table 3: The level of pedagogy among learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya**

This sub section targets objective 1 of the study. The independent variable in this study was the level pedagogy. The respondents were asked the level of pedagogy among learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya. Responses were scaled ranging from 1-4; where 4=Very Good, 3=Good, 2=Fair and 1=Poor. The key to the rating is: Poor (1:00-1.75), Fair (1.76-2.50), Good (2.51-3.25), Very good (3.26-4.00). The responses were analysed using the mean computed through the SPSS program, and are shown in Table 3, below.

**Table 3: The level of pedagogy among learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya**

**Source: Field data, 2013**

<b>Category</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
<b>STORY TELLING</b>			
The teacher prefers to use stories that are related to the lesson topic	3.50	Very Good	4
Time is given to pupils to tell their stories	3.48	Very Good	4
The pupils are given time to listen to their peers stories	3.35	Very Good	4
More time is allocated to storytelling lesson periods	3.06	Good	3
Role models are used in storytelling by the teacher/learner	3.35	Very Good	4
The teacher composes a unique set of stories	3.32	Very Good	4
Teacher and learner find a reflection of themselves in stories	3.32	Very Good	4
Storytelling is a vehicle for passing factual ideas.	3.32	Very Good	4
<b>MEAN</b>	3.34		
<b>MODELLING</b>			
In modeling ideas are acquired in usable form.	3.28	Very Good	4
Proper equipment are used in physical demonstrations	3.12	Good	3
Learner learns to manipulate and operate specific models.	3.24	Good	3
Activities are interactive in modeling.	3.22	Good	3
Modeling increases learners relationship to the physical world	3.16	Good	3
Modeling creates analytic thinking in learners.	3.25	Good	3
Teachers introduce specific content with models.	3.35	Very Good	4

Models are used by teachers so that learners explore scenarios.	3.32	Very Good	4
<b>MEAN</b>	3.24		
<b>ROLE-PLAY/PLAY</b>			
Teacher uses role-play as routine teaching method	3.48	Very Good	4
Role play construct meaning of concepts in learners	3.38	Very Good	4
Learners interact freely during role-play	3.33	Very Good	4
Role-play brings attitudinal change in learners.	3.27	Good	3
It helps to develop all domains of learning; cognitive, psycho-motor and effective domain.	3.34	Very Good	4
It is fun for children and shakes off bad moods.	3.37	Very Good	4
Retention among learners is higher than other learning methods.	3.36	Very Good	4
Teacher defines time limits during role-play in class.	3.23	Good	3
Role-play follow simple rules of feedback.	3.21	Good	3
It helps children develop positive emotions towards others.	3.21	Good	3
<b>Mean</b>	<b>3.32</b>		
<b>Grand Mean</b>	<b>3.30</b>		

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>	<b>Rank</b>
3.26-4.0	Strongly agree	Very Good	4
2.51-3.25	Agree	Good	3
1.76-2.50	Disagree	Fair	2
1.00-1.75	Strongly disagree	Poor	1

Table 3 show the level of pedagogy among learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya and the findings show that many of the respondents strongly agreed sand agreed with the indicators/statements provided. For example, the respondents strongly agreed with the statement that: The teacher prefers to use stories that are related to the lesson topic (mean 3.50); Time is given to pupils to tell their stories (mean 3.48); The pupils are given time to listen to their peers stories (mean 3.35). The same respondents also agreed that more time is allocated to storytelling lessons (mean 3.06). These strong agreements show that many of the respondents acknowledge the contribution of pedagogy among learners in Nandi County. There is high contribution of teachers towards the education of pupils in Nandi county schools, hence a reflection on teacher competency in these schools. The teachers are found to be using good teaching strategies, well trained, and ethical while on duty.

Furthermore, the respondents strongly agreed that: Role models are used in storytelling by the teacher or learner (mean 3.35); the teacher composes a unique set of stories (mean 3.32). The respondents also strongly agreed with the statements: The teacher and learner find a reflection of themselves in stories (mean 3.32); Storytelling is a vehicle for passing factual ideas (mean 3.32);

From this analysis the established mean was 3.34 and this indicates that there was a positive response from respondents regarding storytelling as a method of teaching.

The respondents were also asked questions regarding the role of modeling as a teaching method.

In Modeling ideas are acquired in usable form (mean 3.28).; Proper equipment are used in physical demonstrations (Mean 3.12); Learner learns to manipulate and operate specific models (Mean 3.24). Other respondents also contributed positively to the use of this method for example, Activities are interactive in modeling (Mean 3.22); Modeling Increases learners relationship with the physical world (Mean 3.16); Modeling creates analytic thinking in learners (Mean 3.25); Teachers introduce specific content with models (3.35); Models are used by teachers so that learners explore scenarios (3.32).

From this analysis it was established that the mean was 3.24 which indicate that the relationship between modeling and learning is positive.

The respondents were also asked questions regarding the role of role-play as a teaching method.

The findings further show that the respondents agreed with the statements: Teachers use role-play as routine teaching method (mean 3.48); Role-play construct meaning of concepts in learners (mean 3.38); Learners interact freely during role-play (mean 3.33); Role brings attitudinal change in learners (Mean 3.27); It helps to develop all domains of learning, cognitive, psycho-motor and effective domain (Mean 3.34); It is fun for children and shakes off bad moods (Mean 3.37); Retention among planners is higher than other learning methods (Mean 3.36); Teachers defines time limits during role-play in class (Mean 3.23)Role-play follow simple rules of feedback (Mean 3.21) and that it helps

children to develop positive emotions towards others (mean 3.21). From this analysis the overall mean was 3.32 which indicate that role-play plays an important role as a teaching method.

The cumulative mean for these teaching methods was 3.30. These agreements reflect that role-play, modeling and storytelling contribute positively in teaching of children in early childhood schools.

**Table 4: The extent of social adjustment among learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya**

<b>Category</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Many learners find it easy to adapt to the new teaching approaches used by their teachers	<b>3.05</b>	Good	3
The different learning approaches are very successful on learners' educational processes	<b>3.45</b>	Very Good	4
The learners are very comfortable with the teaching methods/approaches in the schools of Ol'lessos Division	<b>3.14</b>	Good	3
Learners in early childhood schools in Ol'lessos Division find it convenient and easy to learn because of the different learning approaches	<b>3.12</b>	Good	3
Learners have acquired social skills from the different teaching methods applied by teachers	<b>3.41</b>	Very Good	4
Learners' performances in Ol'lessos Division have been relatively good compared to the other divisions in Nandi East district, Kenya	<b>3.38</b>	Very Good	4
Education experts find it easy for learners to acquire skills when their teachers apply the teaching methods that they use today	<b>3.38</b>	Very Good	4
Learners in early childhood schools in Ol'lessos Division understand well when their teachers use their different art/science of teaching to impart knowledge to them	<b>3.33</b>	Very Good	4
Many learners in early childhood schools in Ol'lessos Division demonstrate high level of skills/knowledge	<b>3.32</b>	Very Good	4
Many learners are flexible to the new learning environment and they easily adapt to the new changes	<b>3.30</b>	Very Good	4
The effectiveness of pedagogy used by teachers in Ol'lessos Division are seen by the level of learners' class participations and performances	<b>3.30</b>	Very Good	4
The learners find it appropriate and easy to switch to new changes introduced by the teachers	<b>3.24</b>	Good	3
The learning environments make it easy for the learners to adapt to new changes once introduced by school heads or teachers	<b>3.12</b>	Good	3
Learners are taught in the ways that fit their level of understanding	<b>2.36</b>	Fair	2
The education ministry finds it applicable for teachers to use different teaching approaches in schools since they aid easy understanding	<b>2.32</b>	Fair	2
<b>Average Mean</b>			

**Source: Field data 2013**

Table 4 show the extent of social adjustment among learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya and the findings show that many of the respondents agreed and also strongly agreed with the statements provided. For example, the findings show that respondents agreed with the statement that many learners find it easy to adapt to the new teaching approaches used by their teachers (mean 3.05); and also strongly agreed that the different learning approaches are very successful on learners' educational processes (mean 3.45); the learners are very comfortable with the teaching methods/approaches in the schools of Ol'lessos Division (mean 3.14); learners in early childhood schools in Ol'lessos Division find it convenient and easy to learn because of the different learning approaches (mean 3.12).

The study however indicated that respondents strongly agreed that: Learners have acquired social skills from the different teaching methods applied by teachers (mean 3.41); learners' performances in Ol'lessos Division have been relatively good compared to the other divisions in Nandi East district, Kenya (mean 3.38); education experts find it easy for learners to acquire skills when their teachers apply the teaching methods that they use today (mean 3.38); learners in early childhood schools in Ol'lessos Division understand well when their teachers use their different art/science of teaching to impart knowledge to them (mean 3.33). The strong agreements show that many respondents agreed with the impact of social adjustment among pupils in Ol'lessos Division ,Nandi County, Kenya. It means that many pupils are conversant with the different teaching strategies used by the teachers in teaching pupils. These teaching strategies mean that pupils understand them.

The respondents further strongly agreed that: Many learners in early childhood schools in Ol'lessos Division demonstrate high level of skills/knowledge (mean



3.32); many learners are flexible to the new learning environment and they easily adapt to the new changes (mean 3.30); and with the that the effectiveness of pedagogy used by teachers in Ol'lessos Division are seen by the level of learners' class participations and performances (mean 3.30). The same respondents also agreed that the learners find it appropriate and easy to switch to new changes introduced by the teachers (mean 3.24); the learning environments make it easy for the learners to adapt to new changes once introduced by school heads or teachers (mean 3.24).

The respondents however the respondents disagreed that learners are taught in the ways that fit their level of understanding (mean 2.36); and that the education ministry finds it applicable for teachers to use different teaching approaches in schools since they aid easy understanding (mean 2.32). The disagreements arise from the fact that despite of the fact that there are many creative ways of teaching, some teaching strategies are beyond the level of pupils and because education does not agree with different teaching strategies used in teaching learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya.

### **Relationship between the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya**

Research objective 4 sought to establish if there is a significant relationship between the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya. It was hypothesized that the two variables are not significantly correlated. To test the hypothesis, Pearson's Linear Coefficient was used. Summary of r-value of those variables are presented in table 4.

**TABLE: 5**

**Pearson's Linear Correlation Coefficient for the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya**

<b>Variables correlated</b>	<b>r-value</b>	<b>sig</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Pedagogy Vs Social Adjustment	.615	.000	Significant	Rejected

**Source: Field data 2013**

Table 5 above shows the Pearson's Linear Correlation Coefficient for level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya and it was revealed that; there is a significant positive relationship between the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya. For example, level of pedagogy is significantly correlated with the extent social adjustment ( $r=0.615$ ,  $sig=0.000$ ). Basing on these results, since the sig. value (0.000) was less than 0.05 which is the minimum required level of significance in social sciences. The hypothesis that there is no significant relationship between the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya is **rejected**.

## Summary

The analysis of data in chapter four involved establishing the relationship between pedagogy and social adjustment of learners in early childhood schools in Ol'lessos Division. The tables used in this chapter are analytically established with regressions used to demonstrate the scope of the presented results. This implies that the variances utilized in the study were solely based on the given objectives and ultimately utilized within the given framework of pedagogy and social adjustment of learners in early childhood schools in Ol'lessos Division. The projections that were evidently established in the chapters utilized regression analysis in order to fully define the level of pedagogy among learners and the evidenced result indicated that appropriate skills and disseminated information reflect the methods that are indicatively utilized within the teaching curriculum. The use of essential resources by teachers to provide relevant teaching and instrumentally enable pupils to benefit from learning environment is positively reflected in the study. The responses which strongly show that good teaching strategies are essential are examined with the result indicating that this was agreeable in the study and equally implying that learners were in essence able to apply the primary teaching methods to improve their skills.

Regarding the extent of social adjustments among learners, the study evidenced the adaption of new strategies by learners and the successful learning approaches approved and utilized by teachers. The curriculum provision and the ideal adjustments uniquely enhance learning and it equally merits easy learning and understanding of the given metrics which is needed as per the effective pedagogies used by teachers. The research also established that where appropriate changes in the teaching curriculum are introduced, the learners were equally able to adjust appropriately in order to meet the teaching objectives. However, the results indicated that despite the essentials of the creative methods to provide teaching to learners being effective, there are also other methods that do not support learners at the lower level of learning.

## **CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter dealt with the findings, conclusions and recommendations of the study. The findings involved the analysis of the relationship between pedagogy and social adjustments of learners in early childhood schools in Ol'lessos Division. The scope of the findings involves examining the extent of the research carried out in this field and whether it reflects a research already done in this field. Conclusions presented the overall viewpoint of the results and it summarily establishes the position that was undertaken on the basis of the research carried out.

### **5.2 Discussion**

#### **The level of pedagogy among learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya**

The findings on the level of pedagogy among learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya show that the respondents agreed and strongly agreed with the statements provided. For example, the respondents strongly agreed with the statement that: The teacher prefers to use stories that are related to the lesson topic (mean 3.50); The pupils are given time to their peers stories (mean 3.35); Role models are used in storytelling (mean 3.35). The same respondents also agreed in modeling that Learner learns to manipulate and operate specific models (Mean 3.24); Models creates analytical thinking in learners (Mean 3.25); Models are used by teachers so that learners explore scenarios (Mean 3.32). Role play also contribute positively to learning as responded as follows; Teacher uses role-play as routine teaching method (Mean 3.48); Role-play brings attitudinal change in learners (3.27); Retention among learners is higher

than other learning methods (Mean 3.36). These strong agreements show that many of the respondents acknowledge the contribution of pedagogy among learners in early childhood schools in Nandi County. There is high contribution of teachers towards the education of pupils in Nandi County schools, hence a reflection on the use of pedagogies in these schools. The teachers are found to be using good teaching strategies for example the research indicate that teachers use modeling, story-telling and role-play in disseminating their teaching to learners.

In order for schools to improve the literacy learning of all students, different pedagogical strategies need to be employed. Using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing. Because of the interrelated nature of the processes involved in reading and writing, storytelling is an effective pedagogical strategy that can be woven into instruction to increase students' competencies in all areas. This paper addressed how storytelling can be used as a pedagogical strategy in the classroom to enhance literacy learning in the areas of reading and writing.

### **The extent of social adjustment among learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya**

On the extent of social adjustment among learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya, the findings reveal that; the respondents agreed and strongly agreed with the statements provided. For example, the findings show that respondents agreed with the statement that many learners find it easy to adapt to the new teaching approaches used by their teachers (mean 3.05); and also strongly agreed that the different learning approaches are very successful on learners' educational processes (mean 3.45); the learners are very comfortable with the teaching methods/approaches in the schools of Ol'lessos Division (mean 3.14); learners in early childhood schools in Ol'lessos Division find

it convenient and easy to learn because of the different learning approaches (mean 3.12).The strong agreements show that many respondents agreed with the impact of social adjustment among pupils in Ol'lessos Division ,Nandi County, Kenya. It means that many pupils are conversant with the different teaching strategies used by the teachers in teaching pupils. These teaching strategies mean that pupils understand them.

The respondents however the respondents disagreed that learners are taught in the ways that fit their level of understanding (mean 2.36); and that the education ministry finds it applicable for teachers to use different teaching approaches in schools since they aid easy understanding (mean 2.32). The disagreements arise from the fact that despite of the fact that there are many creative ways of teaching, some teaching strategies are beyond the level of pupils and because education does not agree with different teaching strategies used in teaching learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya

The research included a more explicit discussion of pupil perception and its importance to learning more about student integration within the social and academic environments. The research found out that pupil perceptions are paramount to any study of pupil persistence and that no study of the roots of pupil departure is complete without reference to student perceptions. In an effort to gain a more comprehensive understanding of the adjustment phenomenon, pupil's subjective response to the institution be measured by rating pupil adjustment within the environment. There is overwhelming evidence that learners" motivation, learning, attitude and achievement are improved when exposed to a learner-centered environment.

### **Relationship between the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya**

On the relationship between the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya, a Pearson's Linear Correlation Coefficient was ran in SPSS and it was revealed that: there is a significant positive relationship between the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya. Basing on the results, since the sig. value (0.000) was less than 0.05 which is the minimum required level of significance in social sciences. The hypothesis that there is no significant relationship between the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya was **rejected**.

### **5.3 Conclusions**

The findings of the study established that the relationship between learning pedagogies and social adjustments of learners is ideally positive. Thus, the study showed that role-play, modeling and storytelling and important attributes that are objectively relevant in the level of pedagogy among learners in early childhood schools in Ol'lessos Division, Nandi County, Kenya, and the study concluded that the respondents agreed and strongly agreed with the statements provided. These showed that many of the respondents acknowledge the contribution of pedagogy among learners. This research indicated that there is high contribution of teachers towards the education of pupils, hence a reflection on teacher competency in these schools.

## **5.4 Recommendations**

The following are suggested in view of the finding;

The teachers should use easy-to-understand teaching strategies while teaching pupils in Ol'lessos Division ,Nandi County, Kenya. This is because some of the strategies used by the teachers are not well comprehended by the pupils in many times.

The management committees should approve all the teaching methods used by the different teachers in Ol'lessos Division ,Nandi County, Kenya. The school management committees should ensure that many of these strategies are approved before being applied to pupils so as to enable pupils easily understands.

There is also need for the District Education Committees to monitor the styles of teaching used by the teachers in Ol'lessos Division ,Nandi County, Kenya. The monitoring will ensure that all teachers apply teaching methods that are understandable and able to have a great impact on the children.

The study recommends that further research be done on training strategies on the performance of pupils in Ol'lessos Division ,Nandi County, Kenya.



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**APPENDICES**

**APPENDIX I**

**TRANSMITTAL LETTER FROM CHDR  
OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)  
COLLEGE OF HIGHER DEGREES AND RESEARCH  
(CHDR)**

Dear Sir/ Madam,

Re: introduction letter for Ms. Barno Davina Jerotich conduct research in your institution. The above mentioned candidate is a bonafide student of Kampala International University pursuing a Masters degree in early childhood and primary education. She is currently conducting a field research for her thesis entitled "Pedagogy and social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya."

Your institution has been identified as a valuable source of information pertaining to her research project. The purpose of this letter then is to request you to avail her with the pertinent information she may need. Any data shared with her was used for academic purposes only and shall be kept with utmost confidentiality. Any assistance rendered to her is highly appreciated.

Yours truly,

---

Novemberieta R. Sumil, Ph.D.

Deputy Vice Chancellor, CHDR

## APPENDIX II

### CLEARANCE FROM ETHICS COMMITTEE

Date:

Candidate's Data:

Name:

Course:

Title of Study:

Ethical Review Checklist

The study reviewed considered the following; Pedagogy and social adjustment of Learners in early childhood schools in Ol'lessos Division, Nandi district, Kenya

Written Request for Author of Standardized Instrument

- Coding of Questionnaires/Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized Results of Ethical Review
- Approved

Conditional (to provide the Ethics Committee with corrections)

### **APPENDIX III**

#### **TRANSMITTAL LETTER FOR THE RESPONDENTS**

Dear Sir/Madam/

Greetings!

I am a Masters student in Special Needs Education of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled "The research will focus on Pedagogy and social adjustment of Learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya." Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)

Thank you very much in advance.

Yours faithfully, .....

**Ms. Barno Davina Jerotich**

## **APPENDIX IV**

### **INFORMED CONSENT**

In signing this document, I am giving my consent to be part of the research study of Barno Davina Jerotich that will focus on Pedagogy and social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya.

I shall be assured of privacy, anonymity and confidentiality and that I was given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for them.

Initials: \_\_\_\_\_

Date \_\_\_\_\_



**APPENDIX IV A**  
**TEACHERS QUESTIONNAIRE**  
**QUESTIONNAIRE TO DETERMINE THE LEVEL OF PEDAGOGY**  
**SECTION A**

**STORY-TELLING**

**Direction:** Please respond to each item by using the scoring guide below. Kindly write your best choice on the space before each item. Be honest about your options as there are no rights or wrong answers.

<b>Score</b>	<b>RESPONSE MODE</b>	<b>Description</b>
4	strongly Agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	strongly Disagree	You disagree with no doubt at all

- \_\_1. The teacher prefers to use stories that are related to the lesson topic
- \_\_2. Time is given to pupils to tell their stories
- \_\_3. The pupils are given time to listen to their peers stories
- \_\_4. More time is allocated to storytelling lesson periods
- \_\_5. Role models are used in storytelling by the teacher/learner
- \_\_6. The teacher composes a unique set of stories
- \_\_7. Teacher and learner find a reflection of themselves in stories
- \_\_8. Storytelling is a vehicle for passing factual ideas.

**MODELLING**

- \_\_1. In modeling ideas are acquired in usable form.
- \_\_2. Proper equipment are used in physical demonstrations

- \_\_3. Learner learns to manipulate and operate specific models.
- \_\_4. Activities are interactive in modeling.
- \_\_5. Modeling increases learners relationship to the physical world
- \_\_6. Modeling creates analytic thinking in learners.
- \_\_7. Teachers introduce specific content with models.
- \_\_8. Models are used by teachers so that learners explore scenarios.

### **PLAY METHOD**

- \_\_1. Teacher uses role-play as routine teaching method
- \_\_2. Role play construct meaning of concepts in learners
- \_\_3. Learners interact freely during role-play
- \_\_4. Role-play brings attitudinal change in learners.
- \_\_5. It helps to develop all domains of learning; cognitive, psycho-motor and effective domain.
- \_\_6. It is fun for children and shakes off bad moods.
- \_\_7. Retention among learners is higher than other learning methods.
- \_\_8. Teacher defines time limits during role-play in class.
- \_\_9. Role-play follow simple rules of feedback.
- \_\_10. It helps children develop positive emotions towards others.

**SECTION B**

**QUESTIONNAIRE TO DETERMINE THE LEVEL OF LEARNER-SOCIAL  
ADJUSTMENT IN EARLY CHILDHOOD**

1. What is the importance of time in storytelling?-----  
-----  
-----  
-----
2. What are the relevancies of storytelling in learning ?-----  
-----  
-----
3. Why do you consider role-models in storytelling?  
-----  
-----
4. To what extend does modeling improve child's learning?  
-----  
-----  
-----
5. During the teaching process, do learners manipulate and operate specific models?-----  
-----  
-----
6. What drives you to consider suggestions that modeling is important in your learning?-----  
-----  
-----
7. Why do you accept or do not accept role-play as an important teaching method? -  
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8. Do you think role-play is important in your learning?

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9. Which attitudinal changes does role-play bring about?

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## **APPENDIX IV B**

### **QUESTIONNAIRE TO DETERMINE THE EXTENT OF SOCIAL ADJUSTMENT OF LEARNERS**

#### **SECTION A**

- \_\_\_1. Many learners find it easy to adapt to the new teaching approaches used by their teachers
- \_\_\_2. The different learning approaches are very successful on learners' educational processes
- \_\_\_3. The learners are very comfortable with the teaching methods/approaches in the schools of Ol'lessos Division
- \_\_\_4. Learners in early childhood schools in Ol'lessos Division find it convenient and easy to learn because of the different learning approaches
- \_\_\_5. Learners have acquired social skills from the different teaching methods applied by teachers
- \_\_\_6. Learners' performances in Ol'lessos Division have been relatively good compared to the other divisions in Nandi East district, Kenya
- \_\_\_7. Education experts find it easy to learners to acquire skills when their teachers apply the teaching methods that they use today
- \_\_\_8. Learners in early childhood schools in Ol'lessos Division understand well when their teachers use their different art/science of teaching to impart knowledge to them
- \_\_\_9. Many learners in early childhood schools in Ol'lessos Division demonstrate high level of skills/knowledge
- \_\_\_10. Many learners are flexible to the new learning environment and they easily adapt to the new changes
- \_\_\_11. The effectiveness of pedagogy used by teachers in Ol'lessos Division are seen by the level of learners class participations and performances

\_\_\_12. The learners find it appropriate and easy to switch to new changes introduced by the teachers

\_\_\_13. The learning environments make it easy for the learners to adapt to new changes once introduced by school heads or teachers

\_\_\_14. Learners are taught in the ways that fit their level of understanding

\_\_\_15. The education ministry finds it applicable for teachers to use different teaching approaches in schools since they aid easy understanding

**SECTION B**

1. How has the teacher's pedagogy helped you to achieve high scores?

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2. How has the teacher's pedagogy made you to adjust socially?

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3. Why has the teacher's pedagogy enhanced your class attendance?

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4. Give reasons how the teachers pedagogy has fostered your class participation.

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**APPENDIX C**  
**PROPOSED DATA PRESENTATION THROUGH TABLES**

**Table 1**

**Extent of pedagogy in Ol'lessos Division ,Nandi County, Kenya**

<b>Indicator</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
<b>Total</b>			



**Table 2**

**Level of social adjustment Ol'lessos Division, Nandi County**

<b>Indicator</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
<b>Total</b>			
<b>Total</b>			

**Table 3**

**Relationship between the level of pedagogy and the extent of social adjustment of learners in early childhood schools in Ol'lessos Division ,Nandi County, Kenya**

<b>Variables correlated</b>	<b>Computed r- value</b>	<b>P-value</b>	<b>Interpretation of Correlation</b>	<b>Decision on Ho</b>

**APPENDIX D**  
**TIME FRAME**

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Conceptual Phase												
Chapter 1												
2. Design & Planning Phase												
Chapter 2-3	XX											
3. Dissertation Proposal												
4. Empirical Phase												
Data Collection												
5. Analytic Phase												
Chapter 4-5												
6. Journal Article												
7. Dissemination Phase												
Viva Voce						XX						
8. Revision												
9. Final Book Bound Copy							XX	XX				
10. Clearance												
11. Graduation												

**APPENDIX E**  
**PROPOSED BUDGET**

<b>Activity</b>	<b>Item/Participant</b>	<b>Amount (in UGX)</b>
Literature search	Library search & photocopying	200000
Pilot study	Researcher	50,000
Questionnaire Designing, printing and photocopying	Typists and research assistants	300000
Administration of Questionnaires Travel & communication costs	Researcher & research assistants	500000
Data editing, categorization and entry	Researcher and research assistants	200000
Data analysis	Researcher & research assistants	250,000
Report writing and reproduction for viva voce	Researcher	200,000
Revision and bookbinding	Researcher	250,000
Miscellaneous	Researcher, research assistant	100,000
<b>Total</b>		<b>2,050,000</b>

**CURRICULUM VITAE**  
**PERSONAL INFORMATION**

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**EDUCATION BACKGROUND**

2012 : Enrolled master's degree in Early Childhood and Primary Education at Kampala International University  
2008-2011 : Degree in Early Childhood and Primary Education Second Class (upper division) at Kampala International University  
2009 : Proficiency course at Kaimosi Teacher Training College – ATS 3  
1982-1984 : Primary teachers certificate course Grade P1  
1978-1981 : Secondary Education O-level (Division 3) at St. Joseph's Chepterit High school  
1977 : CPE at Lelwak Primary School

## **PROFESSIONAL BACKGROUND**

1985- To Date:      Lelwak Primary School- Assistant Teacher

1984 : Kipkoror Primary School- Assistant Teacher

## **HOBBIES**

1. Reading
2. Athletics
3. Singing sacred songs
4. Community Work

## **REFEREES**

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