

**CURRICULUM PRACTICES AS DETERMINANTS OF LEARNERS  
SCHOOL READINESS IN PUBLIC AND PRIVATE PRESCHOOLS IN  
UASIN-GISHU COUNTY, KENYA**

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**E83/29628/2014**

**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENT FOR  
THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY  
(COMPARATIVE EDUCATION AND INTERNATIONAL STUDIES) IN THE  
SCHOOL OF EDUCATION AND LIFELONG LEARNING, KENYATTA  
UNIVERSITY**

**MAY 2023**

## DECLARATION

I declare that this thesis is my original work and has not been presented in any other university or institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables borrowed from other sources, including the internet, they were specifically accredited and references cited in accordance with anti-plagiarism regulations.

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## **DEDICATION**

I dedicate this thesis to my wife Jackline Nechesa, Sons and daughters who have remained a source of motivation, inspiration and encouragement throughout the period I took pursuing these studies. I equally, devote this document to my mother; Rosemary Nanjala who believed in my academic potentials and success.

## **ACKNOWLEDGEMENTS**

In the process of carrying out this study, I was supported by many institutions and people. Thus, I sincerely express my gratitude to those who contributed implicitly and explicitly to the success of this thesis. First, I am indebted to my supervisors, Dr. Violet Wawire and Dr. Francis Likoye Malenya, who guided me during conceptualization of the research problem and writing this thesis. I thank Kenyatta University for giving me the opportunity to undertake this study at the institution. My heartfelt gratitude also goes to all those people and institutions from which I collected data, without which this document could not have been written. These include preschool teachers, grade one teachers and quality assurance officers in the various preschools in Uasin-Gishu County. Finally, to all those whose contributions made it possible for me to produce this report, I say thank you and may the Almighty God bless you all.

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## **ABBREVIATIONS AND ACRONYMS**

<b>GOK:</b>	Government of Kenya
<b>KCPE:</b>	Kenya Certificate of Primary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>NACECE</b>	National Centre for Early Childhood Education
<b>NACOSTI:</b>	National Commission for Science, Technology and Innovation
<b>NGOs:</b>	Non-Governmental Organisations
<b>PPII</b>	Preprimary II
<b>SDG</b>	Sustainable Development Goal
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>UK:</b>	United Kingdom
<b>USA:</b>	United States of America
<b>KIE:</b>	Kenya Institute of Education
<b>DICECE</b>	District Centre for Early Childhood Education

## ABSTRACT

In the course of this research, a comparison was made between the public and private preschools in Uasin-Gishu County with regard to the impact that curriculum practices have on the academic preparedness of their pupils. Two theories, Piaget's theory of child development and Vygotsky's theory of social interaction, formed the foundation for this investigation. The research used descriptive survey approach. Stratified random sampling was used. The following methods were used in the collection of data: the School Readiness Checklist, the Lesson Observation Schedule, the Questionnaire, and the Interview Schedule. Participants in the research included preschoolers in preprimary II, as well as instructors in preprimary II and first-grade. Sub-county Quality Assurance and Standards Officers were also part of the participants. The number of preschools included in the study was as follows: 37 public preschools, 150 private preschools. 366 preschoolers enrolled in public preprimary II, 1396 preschoolers enrolled in private preprimary II, 37 teachers of public preprimary II, 150 teachers of private preprimary II, and 6 sub-county Quality Assurance and Standards Officers. A pilot research was carried out in which participants were 176 preschoolers, 19 preprimary II instructors, and 19 preschools. The validity of the content was determined using the opinion of experts. The test-retest method was used in order to determine the level of reliability. The Cronbach Alpha Method was used to conduct the analysis of the reliability coefficient. For the analysis of the quantitative data, descriptive statistics were used, and for the study of the qualitative data, thematic content analysis was utilized. The results revealed that children who attended public pre-schools were better in psychomotor abilities than in private high-cost pre-schools. Children who attended private preschools with lower fees had the lowest levels of psychomotor skill growth. Learners in high cost preschools had the highest command of the English language. It was discovered that learners in public pre-schools had greater language capabilities compared to those in private low-cost. According to the findings of the research, administrators of low-cost private preschools should provide their facilities with learning materials that should be used by instructors to engage preschoolers in order to encourage the development of the relevant ability. In addition, it was suggested that the officer in charge of early childhood education within the county government makes plans for in-service trainings for the teachers. The last recommendation was that the administrators of preschools should devise means of gathering resources to allow them to provide classrooms with instructional and learning materials that are cognitively suitable for the preschooler

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This chapter discussed the study background, problem statement, study objectives and research questions, significance of the study, scope of the study, limitations of the study, theoretical and also conceptual frameworks that guided the study.

#### **1.1 Background to the Study**

It is generally agreed that a child's preschool years are the most formative years of their life. The activities that take place in preschool are very important to the growth of a kid (Siddiqi, Irwin and Hertzman, 2007). The growth and knowledge that children get prior to entering formal schooling creates a solid foundation for them as they become ready to enter that level of education. Early preschool education, according to research, may compensate for any deficiencies and vulnerabilities, independent of the underlying circumstances in the community.

During the first five years of a person's existence, the groundwork is established for future learning and the development of a variety of abilities. It is important for children to be exposed to the right educational practices in order to develop learning, improve school readiness, and enhance academic success. It is possible to acquire fundamental abilities such as leaping, climbing, dancing, and hopping throughout the preschool years, K1E. (2008). The time a child spends in preschool is one of the most formative years of their life since it may have a significant impact on the development of their social, cognitive, psychomotor, and linguistic abilities. If this crucial stage of a person's life is neglected, there is a greater chance that the afforestation talents will

not be developed to their full potential. Early childhood education, as stated in the Preschool Education (2000) report, contributes to the overall growth and development of children. The stages of physical, social, emotional, spiritual, and mental development are all part of the growing process. When children start preschool, they bring a plethora of knowledge and experiences with them from their homes. These are the kinds of things that instructors should build upon in order to provide a strong and well-coordinated relationship between the school and the home. According to NACECE (2000), in order to foster children's learning and the development of their physical and mental health, educators and members of the community should give children appropriate curricular materials, as well as direction, incentive, and care.

Preschool programmes are designed to provide children with both educational and social opportunities (Gronlund, 2014). The primary objective of preschool is to get children ready for elementary school, which is why the programme was created (Murray & Harrison, 2011). A quality preschool will adapt the ways in which its curriculum is taught so that the preschoolers will get the most possible advantage. The term "curriculum practices" refers to different methods of instruction, as well as the availability of play areas and physical amenities. Children are able to gain skills that will aid them in meeting the requirements of grade one education as a result of children participating in good curricular practices (Barnett, 2017). The development of these abilities in youngsters is what's meant to define what's known as "school ready." When we talk about a kid being "school ready," we mean that they are prepared to excel academically, physically, socially, and cognitively when they start first grade (Ernest, 1999). These spheres are connected to one another and build on top of one another. Children are considered to be prepared for school when they are

able to successfully engage in play, get along with others, communicate verbally effectively, and react favorably when given directions (Eke, Butcher & Lee, 2009).

Children's education may be bolstered and, as a result, diverse societies' preparation for school can be improved when certain curricular methods are used in schools. Teachers that promote children's preparation for school in a classroom environment assist preschoolers in the development of creative thinking skills, which in turn boost their abilities to self-regulate, achieve the goal at hand, self-monitor their progress, and successfully acquire knowledge (Bransford, Brown, & Cocking, 2004). The activities that are included in the curriculum include the use of play items, which should be offered to children. The items include of yoghurt pots that may be used for pouring and pegs that can be used for sorting, as well as posting toys, a paint climbing structure, skipping ropes, and swings. Crayons, wax crayons, and chinks are just examples of the many different types of drawing tools that should be made available to preschoolers. These are media that children may use to mix their own things together. Children will be encouraged to develop their imaginations and psychomotor skills via the use of the medium supplied for them to "draw" on Harriet (2002).

The UNESCO Report (2011) and UNICEF (2012) found that teachers in Nigeria were not doing their duties as effectively as they should have been in the area of reading instruction. When it comes to deciding how effectively a kid will learn to read, the most essential factor is the quality of the instructor they have. According to the findings of the research, additional factors that make it difficult to read include instructional programmes that are restricted and fragmented, instructors who are insufficiently trained, and a lack of appropriate use of teaching resources. However,

when the problem of the instructors has been resolved, these other variables might begin to be taken into consideration.

Additionally, it has been suggested that being prepared for school develops human capital, which may be used to address economic growth. There is a correlation between being prepared for school and having greater rates of school completion as well as higher academic performance, according to research (Arnold, 2004). In elementary schools, increased academic successes and participation in other school activities are related to increased school preparedness. According to UNESCO (2012), school readiness may be broken down into three interconnected aspects: a) ready children; b) ready schools; and c) ready families. All three of these aspects are interdependent on one another. The ready children component considers the child's academic performance as well as their overall growth. It examines what a kid ought to know and be able to accomplish in order to attend school ready to learn and eager to do so, so allowing for a smooth transition to primary school (Kukla, 2000). A fundamental understanding of language and mathematics is necessary, but readiness encompasses much more. The expectations for readiness take into account every aspect, including physical, cognitive, social, and emotional capabilities, as well as a positive attitude toward the educational process (Ernest, 1999; Zaft et al., 2002).

It has been suggested that the qualities and abilities that children need to have in order to be able to study well in school constitute what is known as the "readiness" of children for school. A variety of skills and behaviors, including reading, numeracy, the ability to follow instructions, getting along well with other preschoolers, and actively participating in learning activities, are important factors in determining academic achievement (Rouse, Brooks-Gunn, & McLanahan, 2005). According to

Scott-Little, Kagan, and Frelow (2006), an assessment of a child's cognition and general knowledge is performed when the kid first attends school.

The school environment is the major emphasis of the ready school component, which includes activities that: a) promote and support a seamless transition for children to primary school and beyond; and b) stimulate learning for all children (Kelly, 2010). Children have a smooth transition from preschool to primary school thanks to ready schools, which provide continuity in their education and maintain academic standards (Richter, 2004).

Play, circle time, and small group activities are some of the most effective ways for instructors in California to foster early childhood education because of the state's emphasis on teacher professional development (Elkins, 2007). Children in preschool have numerous chances to apply and integrate all aspects of their learning, including their physical development, social development, emotional development, intellectual development, and linguistic development. The youngsters participate in pursuits that are of interest to them so that they will have a drive to study that is inherent to them (Shonkoff and Philips, 2000). These children's ability to tell stories orally, as well as their capability and oral language abilities, provide the groundwork for their later development of reading comprehension and their capacity to generate coherent writing.

In the Malaysian setting, the play-based approach has been highlighted in the pre-school curriculum, and teachers are encouraged to implement play-based activities in their teaching and learning process. According to Manstura (2008), play focuses on children's inherent traits, and learning through play is the most suitable strategy in early childhood curriculum. Manstura also said that learning via play is the most

appropriate approach. Children may learn in a more effective manner and acquire more information when they participate in activities such as role playing and social games.

Early childhood education, as stated by the National Centre for Early Childhood Education (NACECE, 2000:1), contributes to the overall growth and development of children. The stages of physical, social, emotional, spiritual, and mental development are all part of the growing process. When children start preschool, they bring a multitude of ideas and experiences with them from their homes. It is the responsibility of the teacher to build upon these ideas and experiences in order to provide a strong and well-coordinated relationship between the home and the preschool. According to what was said in the NACECE report from 2000, in order to foster learning and promote healthy growth development in children, both instructors and members of the community should give children appropriate resources, guidance, incentive, and care. The child's overall growth as well as their learning is facilitated by the play materials, with a particular emphasis on the child's capacity for social and emotional development.

According to Ngotho (2020), it has been discovered that children who participate in high-quality preschool education programmes are better prepared for life in all aspects of their development, including their physical health, mental acuity, emotional well-being, and social relationships. It is generally accepted that children who participate in preschool programmes are better prepared for elementary school. Children are a reflection of their environments, according to research done. People who grew up in cities have a distinct sense of style, language, and self-esteem than those who grew up in rural areas. This may be seen in the way that they dress. There may also be

disparities in learners' cognitive abilities, language abilities, and psychomotor skills between those who attend public preschools and those who attend private preschools. Within each of these two groups of preschoolers, there are curricular practices that play a role in the factors that account for the variations in the preschoolers' experiences (Siddiqi, Irwin and Hertzman, 2007) According to UNESCO (2008), around 89% of children over the globe enroll in elementary schools. This indicates that not all of them sign up to get their elementary education at the same institution. In addition to this, around thirty percent of these children drop out of elementary school before finishing their education. There are a few distinct types of preschools in the United States of America, including some that are operated by the government and others that are managed by commercial service providers (Ashton and Webb, 1986). Because of the variations in instructional methods used by public and private preschools, the children who graduate from these two types of programmes are not equally prepared for elementary school. In the United States of America, many children start school before they are ready to satisfy the educational criteria of the institution (Richter, 2004). One of these subgroups includes the children who are enrolled in public preschools, who make up almost half of the children who are enrolled in preschools in the state of California (United States of America). When compared to children who attend private preschools, those who attend public preschools in the state of California have a higher chance of having worse school performance (Rutter, Giller, & Hagell, 2008). It is possible for preschoolers to continue to struggle academically if they are not adequately prepared for school and the issue is not addressed.

The majority of African nations' investments in preschool programmes have the long-term goal of getting their preschoolers ready for primary school. In spite of these

efforts, there remains a striking disparity between the number of preschoolers enrolled in public and private preschools. In Mozambique, the preschool enrollment rates in public preschools are 33.5%, while the preschool enrollment rates in private preschools are 66.5% (The World Bank, 2011). It was reported that more than 80 percent of children attending private preschools are not adequately prepared for elementary school education. This is reportedly due to the fact that these children attend low-cost private institutions that lack good curriculum practice such as physical facilities, play space, and sufficient trained teachers. When compared to the state sector, the private sector in emerging nations has effectively monopolized the provision of preschool education. Therefore, the contribution of the government to the preschool education sector is insufficient, but the statistics that are accessible demonstrate that public education accommodates more than 90% of students in higher education (Raikes, Zill & Resnick 2009). The Nigerian government was given the opportunity to help commercial partners in the provision of preschool education after the publication of a report by the National Policy on Education (2014) in 2014. According to Nwakaego (2007), it has become common practice for families to run their own private preschools in their homes. At the moment, a great number of private preschools may be found in a variety of buildings, including those belonging to colleges, companies, and other corporate groups (Ejeh, 2006). In contrast to public preschools, private preschools have largely ignored the problem of setting standards for their programmes. Many parents in Nigeria choose to send their children to private preschools rather than state preschools despite the fact that private preschools, in contrast to their public counterparts, do not pay attention to the problem of standards (private preschools). The reasons for parents' choice of private preschools rather than public ones have not been investigated by researchers as of yet.

Research conducted in South Africa has shown a connection between preschoolers' pre-school academic abilities and their level of educational achievement as they go through their schooling (Stith, Gorman & Choudhury, 2003). Mishra (2009) and UNESCO (2012) found that the quality of preschools in African nations was characterized by a lack of adequately educated instructors, a lack of sufficient physical equipment, and a lack of sufficient play area. According to the findings of Newhouse and Beegle (2005), the curriculum of preschools in sub-Saharan Africa has an effect on the preschoolers' preparation for elementary school. Several studies have shown a connection between the methods of instruction that teachers use and the academic achievement of their preschoolers. According to research conducted by Simsek and Balaban (2010), preschoolers whose instructors used the learning strategies of elaboration and organization had higher levels of success than preschoolers whose teachers utilized the rehearsal learning strategy. The standard of early childhood education in East African countries is rather poor. The majority of preschools in Rwanda, Burundi, Kenya, Eritrea, Ethiopia, Uganda, and Tanzania were found to be in poor circumstances, as shown by a survey conducted by UNESCO (2006). These preschools were characterized by teacher shortages, insufficient physical amenities, and a lack of playing area. Myers (1992) agrees with the findings of studies conducted in Tanzania and Kenya, which showed that the majority of instructors working in public preschools do not have any formal education or training. Having access to quality preschools is critical to being prepared for school. According to research conducted by the World Bank (2006), preschoolers who attend high-quality preschools are more likely to be prepared for elementary school than their counterparts who attend less reputable preschools. According to Wawire (2007), Hassan (2007), and Mishra (2009), a good preschool should have characteristics

including aspects such as proper physical facilities, teaching-learning materials, trained instructors, and sufficient playground space. Because instructors are expected to accomplish tasks for which they have not been educated, the majority of preschoolers leave public preschools before they are prepared to continue their education in primary school (Mwaura, 2014). Children are considered ready for school when they have reached a level of simple and adequate learning that is free of emotional complexity. Not only does school preparedness prepare children to participate in academic life, but it also equips families, immediate settings, and communities with the previous knowledge, skills, and opportunities necessary for an efficient transition process (Maxwell & Clifford, 2004). The United Nations Children's Fund (UNICEF) made three very essential points on the importance of children, schools, and families in relation to children's preparedness for school: Children who are adequately prepared for school are able to concentrate on their education and their growth. Support for children's early learning and development may be found in environments that are geographically closest to their families, such as schools (UNICEF, 2012). According to Enol (2005), the following elements have been shown to have an effect on a child's preparation for school: Beginning school is a challenging experience for children of school age since it is comparable to entering a brand-new world and maintaining life for a newborn baby. When a kid is old enough to attend school, he or she enters a new world in which he or she must establish his or her own identity and must rely on himself or herself to succeed. In contrast, the child's parents and the people around him or her are always there to assist and support the ability of a preschooler to adjust to the atmosphere of a school is influenced by a wide variety of circumstances. Among these elements are the family, the instructors, the surrounding environment, and the school's physical infrastructure. In order to have an effective

school readiness process, not only the children's preparedness but also the elements that impact it need to be prepared. A new environment, many new regulations, and the need to acclimate to these norms and certain challenges linked to initial step to this newly-introduced climate might make the transition to the new school challenging in the first week. The children are supposed to receive assistance from their teachers at this stage. School phobia makes it difficult to adapt to the school environment and has a negative impact on learning among those affected by it. It is imperative that preschoolers and teachers constantly collaborate in order to ensure that preschoolers are prepared for school. According to the findings of the National School Readiness Study, there are five key aspects that contribute to a student's level of preparedness for school. Among them are a person's psychomotor capabilities, cognitive abilities and general knowledge, linguistic proficiency and literacy, social and emotional relationships, and their attitude toward learning. East African children are not quite prepared enough to enter school. According to UNESCO (2007), the number of preschoolers enrolled in grade one in Uganda has increased; nonetheless, 33 percent of preschoolers who participate in primary school education leave out throughout the course of the year because they aren't prepared for school. An investigation that was carried out by Uwezo in 2011 in Tanzania revealed that the country's primary school preschoolers were not prepared for school. For instance, just three out of every ten preschoolers in class three were able to read a Kiswahili narrative from class 2. (Joshi & Gaddis, 2015). This was attributed to a lack of adequate physical facilities, ineffective teaching strategies, an insufficient number of skilled instructors, and insufficient room for children to play in private preschools. There are many different types of private preschools, ranging from informal low-cost preschools owned and operated by parents or private individuals to formal high-cost private centers operated

by education entrepreneurs, non-governmental organizations (NGOs), or other institutions such as religious organizations. Parents and private individuals are the most common owners and operators of informal low-cost preschools (Janus, 2007).

Kerol and Gonzalez (2011) are just two examples of researchers who have developed an interest in the quality of preschool education. It is not enough to just make preschool education available; it is also necessary to guarantee that it prepares preschoolers to be successful in elementary school. Karlen and Senseny (2015) found that many private preschools do not provide learners with an education that is sufficiently prepared them for elementary school. On the other hand, Justice and Mashburn (2011) found that the majority of parents believe that learners who attend public preschools are not appropriately prepared for elementary school. This finding contradicts the findings of previous research. However, there has not been any empirical research done to determine whether preschools — public or private — provide preschoolers with a sufficient foundation for elementary school. Eldering and Leseman (1999) discovered that it is a major problem for all countries to ensure that preschool preschoolers are ready for school when they enter kindergarten. They found that one in four children who attended public preschools in France were unprepared for the teaching they would get in primary school.

The government of Kenya is making an attempt to strengthen the country's preschool system. The publishing of Sessional Paper No.1 for the years 2005-2010 by the government is one component of these efforts. This paper discusses the policy framework for research, education, and training. The formulation of an all-encompassing preschool policy is one of the goals of the Sessional Paper No. 1, which was released today (Republic of Kenya, 2004). By putting this strategy into effect,

Kenya would be able to live up to the commitments she has made by signing international accords. This has been enacted in the preschool curriculum design (2017), which states that: in order for a child to be school ready, the following skills ought to be acquired at preschool: psychomotor skill, which aims at enabling the child to: Coordinate various body parts for movement, creativity, and relaxation, Read and write in a cursive handwriting, Read and write in a cursive handwriting, Read and write in cursive handwriting, Read and write in cursive handwriting Participate in creative movement, musical expression, and psychomotor activities on your own and with others in order to achieve holistic development. In order to coexist peacefully, it is important to exchange art, music, and play materials and equipment. Create costumes and other materials for the play by making use of recycled and other items that are readily accessible in the area. This will encourage creativity and self-reliance. In terms of linguistic expertise, the purpose of the design is to help people cultivate appropriate listening skills through a variety of experiences so that they can improve their capacity for communication. Learn how to appropriately articulate letter sounds in order to prepare for reading.

1980 saw the dissemination of the very first Presidential Circular. This meant that the Ministry of Education, Science, and Training was assigned the role of regulating preschools (Ministry of Education Science and Technology). The National Early Childhood Development Policy Framework (2006) was made available to the public in the year 2007. This agreement was designed to guarantee that services for preschool children are available in an equitable manner regardless of whether a kid attends a public or private preschool. However, it seems that this was not the case. The publications include instructions on a variety of topics related to preschool education, including curricular and instructional approaches. Goal 4 of the

Sustainable Development Goals (SDG) and Vision 2030 both foresee a future in which all preschool children, regardless of whether they attend public or private preschools, receive an education that is inclusive and equal to their peers. It is anticipated that this will provide a solid foundation on which to build a primary school education and that it will equip preschool learners with the necessary readiness skills to be able to cope with the education provided in grade one. The Sustainable Development Goals (SDGs) are a continuation of the Millennium Development Goals (MDGs) and should be accomplished by the year 2030. The promotion of inclusion and fairness in educational opportunities is the fourth Sustainable Development Goal. Kenya has put its name on the SDGs as a signatory. This is one of the international promises that has been made towards the advancement of education in Kenya (Republic of Kenya, 2016). The National Education Sector Plan (NESP) is the blueprint that will guide the Ministry of Education toward realizing the goals outlined in Vision 2030. The National Education Strategy (NESP), which is a government policy document, aims to enhance learning outcomes. The readiness levels that are achieved via preschool education at the present time are far lower than projected. In point of fact, the NESP mentions this as one of the many obstacles that need to be conquered.

According to Keiyoro (2012), who wrote an article titled "Re-Alignment of Education Sector to Vision 2030 and the Kenyan Constitution of 2010," education is the "engine" that would push Kenya's economy to a middle-income level. In addition, Kenya's Constitution from 2010 stipulates that all citizens have the right to receive a basic education. It is impossible to provide free and mandatory basic education without first assisting preschoolers in becoming academically prepared before they enter the first grade. According to Nonoyama-Tarumi and Bredenberg (2009), a

significant number of children in Kenya start class one before they are prepared for school. This is a problem that is mostly attributed to the fact that the government preschools in the country do not get adequate funding. As a result of the devolution that took place in 2010, preschool services fell under the control of County Governments (Republic of Kenya, 2010). These County Governments are now required to guarantee that all children get a high-quality preschool education. There is just a little amount of data available to determine if the majority of preschoolers that start first grade unprepared came from public or private preschools.

The majority of parents in Kenya send their children to private preschool rather than public preschool because they hold the belief that preschoolers leave private preschools when they are prepared for school, in contrast to those who attend public preschool (Gronlund, 2014). However, this opinion held by parents is based only on linguistic development, which is simply one component of being prepared for school. Researchers in the field of early childhood education have brought to light variances in curriculum practices, including teaching strategies, the availability of play space and resources, the availability of physical facilities, and the substance of lessons (Joshi & Gaddis, 2015).

There is a lack of consistency in the findings of studies that attempt to establish a connection between the training of instructors and the academic preparedness of their preschoolers. According to the findings of a research conducted by Makatiani (2009), there are many distinct educational approaches used by preschool instructors (DICECE, Kindergarten Headmistresses Association, and Montessori). The majority of private preschools that charge expensive tuition fees favor hiring instructors who have received Montessori training, while the majority of public preschools favor

hiring teachers who have had DICECE training (Berna, 2011). Because of this, it should come as no surprise that these educators have various pedagogical perspectives, each of which has the potential to influence the readiness levels of their preschoolers. When compared to public pre-schools, private preschools appear to place a greater emphasis on the teaching of the "3Rs" (reading, writing, and arithmetic) while paying less attention to other aspects of school readiness, according to the findings of research conducted by Gronlund (2014) and Wawire (2007). For the reason that little research has been carried out on the influence of curriculum practices on learners' school readiness between public and private preschools in Kenya, this study can be important for further research in this important area. Lack of enough research in this field is disturbing because parents need to make informed choices.

## **1.2 Statement of the Problem**

Due to lack of school preparation among preschoolers, there is a high rate of dropout and an increase in the amount of repetition in grades one through three (Nyamwanya & Mwaura 1995). There is evidence suggesting the percentage of children in Kenya who moved on from preschool to primary school was 56.5% in 2004, with 13.8% dropping out of school and the remaining children repeating a grade (Mwaura, 2014). In addition to this, the average test scores for preschoolers in Kenya's first grade in English, numeracy, and Kiswahili were 6%, 4%, and 7% correspondingly (UWEZO, 2013). It is clear from these figures that the majority of children who attend preschool in Uasin-Gishu County do not graduate from preschool adequately equipped for primary school instruction.

Both Wawire (2007) and Makatiani (2009) conducted research that showed there is a significant gap in the ways in which public and private preschools prepare their preschoolers for elementary school. In Kenya's preschool sector, there has been a chronic shortage of reliable, complete, and comparable statistics, which makes it impossible to draw conclusions on whether public or private preschools are superior in terms of educating children to be ready for school (Gronlund, 2014). Parents will continue to send their children to inferior categories of preschool on the probably incorrect premise that they are better than others in terms of preparing learners to be school ready unless an empirical study is conducted to determine which type of preschool (public or private) best prepares learners for school. This study should determine which type of preschool (public or private) best prepares learners for school.

The preparation of preschoolers for elementary school is directly related to the instructional methods among other curriculum practices used in the preschools they attended. The curriculum practices employed in preschools have an effect on children's levels of physical, social, cognitive, and linguistic development. Learners may be less prepared for elementary school if they attended a preschool that had poor pedagogical approaches. The majority of parents recognize the need of providing their children with a quality preschool education in order to better prepare them for elementary school. However, UWEZO (2013) found differences in school preparedness, showing that just 24 percent of the learners who were sampled were prepared for school. According to Ngaruiya (2006), the preparation disparities that existed across preschool learners might have been the consequence of variances in the curricular practices that were carried out by different preschool categories.

Irwin, Siddiqi, and Hertzman (2007) pointed out that discrepancies in the pedagogical approaches followed by public and private preschools in terms of their respective curricula might be the root cause of preparation gaps that exist among preschoolers. Although the majority of studies have linked the differences in learners' school readiness to differences in curriculum practices, not a lot of empirical research has been done to determine how much of an impact curriculum practices have on learners' school readiness when comparing private and public preschools. Because of this, the purpose of this research is to explore the effect of curricular practices on learners' school preparedness across public and private preschools in the county of Uasin-Gishu in Kenya.

### **1.2.1 The Purpose of the Study**

The purpose of this study is to comparatively investigate the influence of curriculum practices on learners' school readiness between public and private preschools in Uasin-Gishu County.

### **1.2.2 Objectives**

The objectives of the study were to:

- i. Establish the influence of curriculum practices on learners' acquisition of psychomotor skills in public and private preschools in Uasin-Gishu County.
- ii. Examine the influence of curriculum practices on learners' acquisition of language skills in public and private preschools in Uasin-Gishu County.
- iii. Investigate the influence of curriculum practices on learners' acquisition of social skills in public and private preschools in Uasin-Gishu County.

- iv. Explore the influence of curriculum practices on learners' acquisition of cognitive skills in public and private preschools in Uasin-Gishu County.

### **1.2.3 Research Questions**

- i. To what extent do curriculum practices influence learners' acquisition of psychomotor skills in public and private preschools?
- ii. To what extent do curriculum practices influence learners' acquisition of language skills in public and private preschools?
- iii. To what extent do curriculum practices influence learners' acquisition of social skills in public and private preschools?
- iv. To what extent do curriculum practices influence learners' acquisition of cognitive skills in public and private preschools?

### **1.3 Significance of the Study**

The results of the research might be useful to policy makers (planners in the Ministry of Education) in better understanding the developmental requirements of preschool children attending public and private preschools. The results would be used to enhance the curriculum that is used in preschools. They (the findings) would give parents an objective way to make decisions about whether to take their children to public or private preschools by identifying recognized measures of higher quality. This would allow parents to choose whether to enroll their children in public or private preschools. KICD, which stands for the Kenya Institute of Curriculum Development, is now working to produce standardized primary school preparation tools, and this research may be able to help to that endeavor. The results might be beneficial for future studies in the sense that they could provide information that

could help close the achievement gap that exists between children who attend public preschool and those who attend private preschool. The results of this research can provide light on how preschools might go about instructing their preschoolers. Therefore, instructors of preschoolers might utilize the results of the research to get a better grasp of the idea of school readiness, which would allow them to improve their instructional methods.

#### **1.4 The Scope of the Study**

The scope of the research was confined to preschools located in Uasin-Gishu County in Kenya, both public and private. Only church-affiliated preschools were considered for inclusion in this research as private preschools and not those that were run by profit companies/individuals. The results were reflective of the climate that prevailed in both public and private preschools located in the aforementioned County.

#### **1.5 Limitations and Delimitation of the Study**

It is possible that some of the respondents had an unfavorable attitude toward the research, which may explain why they were hesitant to share information. In addition, some of the respondents, particularly the preprimary II instructors, were nervous, and as a result, they were not prepared to supply any information. In response to this, the researcher reassured them that the information they provided would be kept secret. When it came to the amount of material covered in the curriculum, it seemed probable that some of the preschools were falling behind. In order for the researcher to obtain accurate data, it was necessary for him to return to these preschools at a later time.

The study was carried out in Uasin-Gishu County. Due to its qualitative and quantitative nature; this study involved extensive survey and description as well as in-

depth analysis and therefore warranted a big sample size of 374 learners. Therefore, the results of the study can be generalized to other areas in the country.

Due to the time constraints of doctoral research such as this one, the adoption of a study strategy that is based on longitudinal data collection was not an option. This study relied significantly on studies carried out in countries other than Kenya since there were not many comparative studies carried out in Kenya that were dedicated to the effect of curricular practices on the school preparedness of learners. However, an attempt was made to refer to national literacy reports (Uwezo, 2016) and Ngaruiya (2006), who studied the effects of various preschool models on the readiness of pre-school learners from different socio-economic statuses. Both authors conducted their research between the years of 2006 and 2016. This enhanced the likelihood that broad conclusions might be drawn.

### **1.6 Assumptions of the Study**

The study made the following assumptions:

The type of preschool attended influences the school readiness of learners. Thus learners' acquisition language, physical, social and cognitive skills is mainly influenced by the preschool type attended.

Preschool and Grade one teachers in Uasin-Gishu County understand school readiness and the criteria for evaluating learners' school readiness.

## **1.7 Theoretical Framework**

This study was guided by two theories; (a) Piaget's theory of child development (1980) and (b) social interaction theory by Vygotsky (1978).

### **1.7.1 Piaget's Theory of Child Development**

Today, Jean Piaget is best known for his research on children's cognitive development. Piaget studied the intellectual development of his own three children and created a theory that described the stages that children pass through in the development of intelligence and formal thought processes.

The Major Tenets of Piaget's Theories are: Piaget discovered that children think and reason differently at different periods in their lives. He believed that everyone passed through an invariant sequence of four qualitatively distinct stages. Invariant means that a person cannot skip stages or reorder them.

According to Piaget, the manner in which children think develops via a progression of four phases, each of which brings about a distinct shift in the way in which children think. He placed a strong emphasis on the need of development as well as the creation of an enabling environment for the young to control. For Piaget; youngsters are active mentees. The following are the four stages:

From birth up to the age of two years, a child is in the sensory-psychomotor stage. This stage consists of six subcategories that demonstrate how far forward a child is in their mental development while still being an infant. The child makes use of the psychomotor abilities he or she has developed to investigate the world around them and to build their cognitive knowledge.

Pre-operational stage – Begins between the ages of 2 and 7 years: at this level, the young ones are less dependent on physical exploration and senses: they are "illogical" thinkers. Pre-operational stage begins between the ages of 2 and 7 years. At this stage, kids may not be able to discern between two balls that are of the same size but where one has been flattened: the younger ones will have the tendency to assume that the one that has not been flattened is larger. A symptom of the preoperational stage is the inability to discern between these rather straightforward ideas.

Piaget views a kid in terms of the development of his or her cognitive abilities. He highlighted that children's and adults' ways of thinking are fundamentally distinct from one another. Piaget is known for his theory that the development of children is contingent on the maturation of their brains as well as the exploration of their environments. He argued that the following premises are fundamental to the development of cognitive abilities:

Children are engaged preschoolers who benefit from having time set out for them to research, experiment, and make discoveries. Kids don't think like grownups. The reason for this is due to the fact that children's imaginations are distinct from those of adults. Therefore, children's methods of thinking are distinct from those of adults, both in terms of how they approach the solution of issues and the manner in which they investigate their environment. Every child passes through the same general stages of cognitive development, often organized in the same way. The progression is not the same for every child.

Hereditary factors, the environment in which the kid is raised, and the guidance provided by adults all play a role in the development of an infant's cognitive abilities. Piaget proposed the theory that a child's mental processes might change as they grow

older. When they are too young, children are unable to successfully complete difficult activities. Studies of the mind and progressive teaching strategies like as the Reggio Emilia approach and the program method demonstrate that this is not always the case. Children can undertake complicated cognitive processes. The requirement for children to touch, play, and learn via experiences is a foundational component of developmentally appropriate activities, the project method, the Reggio Emilia method, and the Emergent curriculum. All of these approaches require that children participate in these activities.

Piaget's theory of child development has a number of strengths. It can help teachers choose the right style of learning for specific learners. Experiments are specific and are likely to be valid. The researcher relied on this idea to investigate the cognitive and psychomotor skill development that occurs throughout preschool years in children. Concerning the child's cognitive development, the researcher examined the claims made by the theory in order to determine whether or not curriculum practices had enabled the child to develop skills such as the ability to recognize their own first name, to correctly write their own full name, to correctly copy basic shapes, and to count objects of ten or more in a group. The researcher also inquired as to whether or not the youngster was able to recall nursery rhymes and songs.

Concerning the development of psychomotor abilities, the researcher used the theory in order to determine whether or not preschool-aged children had learned the requisite psychomotor skills. For instance, the researcher attempted to determine whether or not the youngster was able to balance on one leg, jump a rope, isolate fingers to point, grasp a pencil, and paint with brushes. Other tests included determining whether or not the child could isolate fingers to point.

Piaget's theory, on the other hand, had a number of weaknesses. Some researches do not support Piaget's theory; suggesting children develops faster than he found. Piaget used interviews, which are not true to life and are subject to interpretation. Piaget did not look at the effects of cultural setting or social interactions on cognitive development. This previously mentioned idea put emphasis on the development of children's cognitive and psychomotor abilities but ignored the children's social and linguistic development. As a result of this, the researcher decided to include Vygotsky (1978) social interaction theory into the investigation.

### **1.7.2 Social Interaction**

According to this hypothesis, in order for a kid to acquire a language, the environment in which the child is being raised should be filled with consistent opportunities for social contact between adults and children. In addition, Vygotsky proposed that in order for a kid to properly acquire a language, the learner should be involved in a range of activities that are connected to the language being learned. Therefore, it is considered that providing the learner with chances to participate in interactive language games, music, play, and storytelling would facilitate language acquisition. According to Vygotsky (1978), the acquisition of a language supplies a framework for the process that is understood to be social development. Vygotsky provided an explanation for the link that exists between how a person (in this example, a preschool kid) and the settings (social and cultural features) that are immediately around them interact to one another in order for language development to take place. In addition to this, Vygotsky (1978) came up with the concept of the "zone of closest development." According to his explanation, it was "the range between the real progression stages as identified by separate mechanism for task solving" and "the level of potential

development as determined through problem solving mechanism," and it occurred either with the assistance of a teacher or in collaboration with other preschoolers in the class.

According to Mahn (1999), who advocated for the application of Vygotsky's theory in social development on children, cultural and social factors play a role in the process of socializing a child into a social being in society. Vygotsky developed his theory based on observations of children's behavior. Therefore, learning of a language and social development can be seen as occurring during interactive activities between more experienced individuals (referred to as preschool teachers in this study) and individuals with less experience. This conclusion can be drawn due to the fact that preschool teachers interact with their preschoolers (in this study the less experienced are the preschoolers). Because the instructor, the parents, and the preschoolers all participate in these kinds of social interaction activities, one might argue that they are beneficial to the development of language. This provides the opportunity for the preschooler to be introduced to language in a setting that is more or less realistic.

According to the proponent of the idea, the word "social" covers both the social background of a kid as well as his or her social contact with other people. The children's families, friends, and instructors are all members of the communities to which they belong and are considered part of their social background. Every community has its own set of standards to live by. Because of this, linguistic growth and social progress are inextricably linked. The ways in which we are exposed to a variety of writing styles during our upbringing, in our communities, and in educational institutions shape our perspectives on reading and writing. That language is utilized for social contact; that a language class is a venue for cooperation,

partnership, and interaction; that the term "social" refers to social interaction among individuals.

The individuals who supported this notion stated that contact is essential to the learning process since, in their view, education cannot take place in its absence. As a result, language has to be consistently used throughout the instruction. It has been maintained by the proponents that social contact does not have to be the same as interaction between preschoolers in the classroom, and that reading and writing may also be considered forms of interaction.

Social Interaction Theory by Vygotsky had some strength including stressing on importance of environment in which language is being learned. The researcher used the theory in order to investigate the extent to which curriculum practices influence the growth of preschoolers' linguistic and social abilities. The researcher evaluated the capacity of preschool learners at various preschools to achieve the following in terms of language skills development: listen attentively in a group setting; communicate clearly in complete sentences; make others understand what they want; speak audibly; and keep eye contact. Regarding the development of social skills, the researcher investigated whether or not a preschool child is able to easily separate from his or her parents, comply with requests to finish an activity, take turns in a small group without assistance, be responsible for his or her own possessions, and play cooperatively with other children. Concerning the development of social and linguistic development, the researcher used social interaction theory to determine whether or not preschool children were able to introduce themselves, to speak fairly good sentences, identify

sounds. Social Interaction Theory by Vygotsky has the weakness of not accounting for the slower rate of cognitive growth in some children.

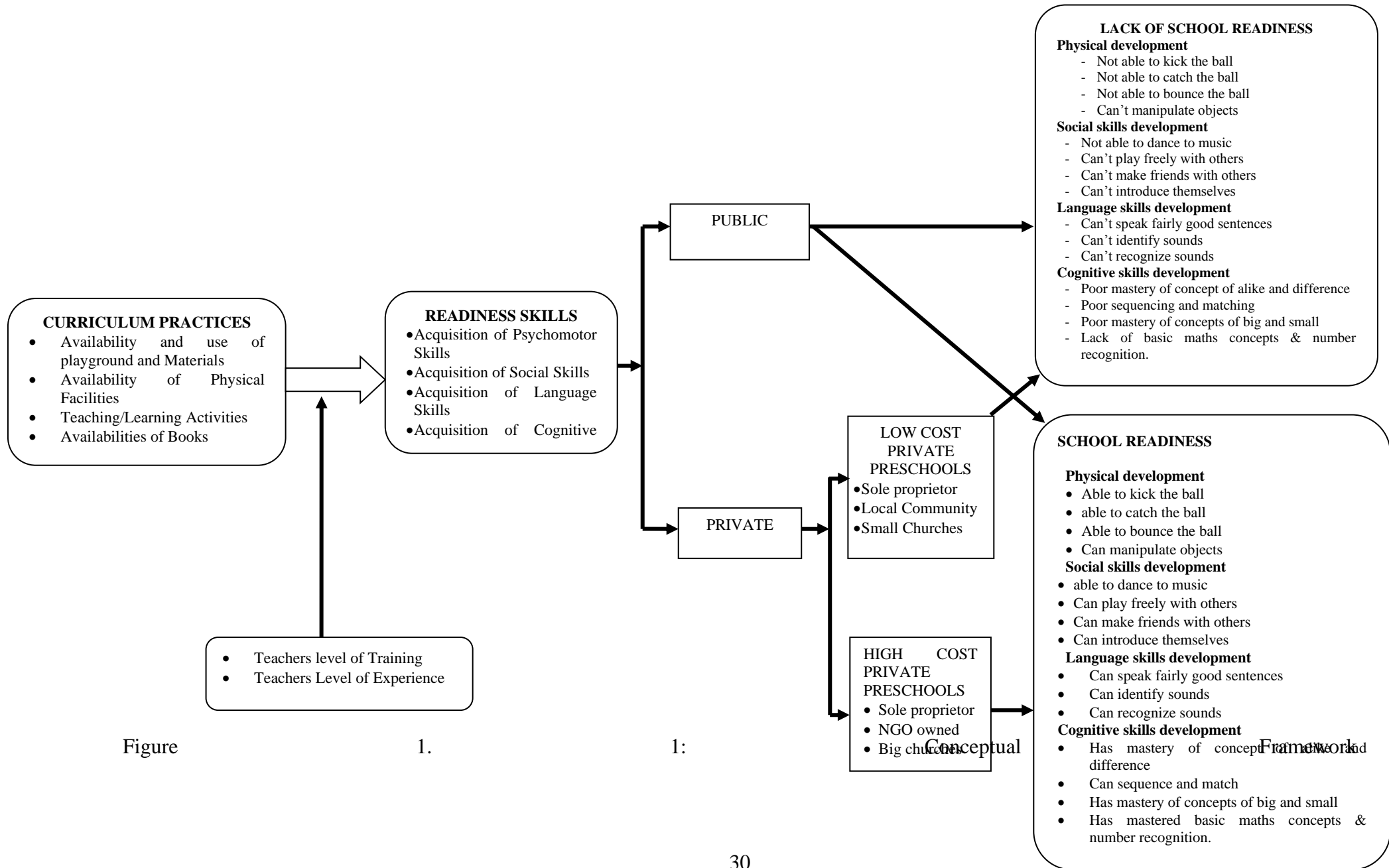
## **1.8 Conceptual Framework**

The link between the independent factors and the dependent variables is shown in Figure 1.1. The curriculum practices themselves are the independent factors, and the preparation skills themselves were the dependent variables. This indicated that school preparedness skills would arise from the availability of resources as well as strong curriculum practices; nevertheless, absence of school readiness skills may be the consequence of inadequate curriculum practices.

**INDEPENDENT VARIABLE**

**DEPENDENT VARIABLE**

**EDUCATIONAL OUTCOMES**



Figure

1.

1:

Conceptual

Framework

## **1.9 Definitions of Operational Terms**

**Cognitive Development** referred to progress in intellectual processes linked with memory, problem-solving, language-learning and other facets of mental progression that takes place with advancing age.

**Psychomotor Development:** were physical processes which require operation of large body locomotion usually involving the whole body. Physical Development and psychomotor Development have been used interchangeably in this study.

**Social skills:** were processes needed for interaction with others through non-verbal cues and, individual appearances and spoken word.

**Language Development:** This was the ability of a child achieving both receptive and expressive language. Receptive language consists of learning to listen, and to understand language. Receptive language development is significant in preschool when children enjoy listening and comprehending stories and instructions that are read/said to them.

**Preschool:** Institutions for 3-6-year-olds preparing children for primary school education.

**Preschool Type:** referred to the Public and Private preschools

**Private Preschool:** referred to Preschools that are sponsored by churches

**Public Preschool:** referred to Preschools that are sponsored by County Governments

**School Readiness:** was the kids' attainment of a certain set of physical wellbeing, psychomotor skills, cognitive skills, and language development, social and emotional development needed to learn successfully in school.

**A high-quality programme:** referred to the programme that assists kids' social, emotional, moral, and physical progression and shaping their attitudes, biases, personality, and manners" (Barnett & Frede, 2010).

**High-quality:** By "high-quality," the study meant programs that develop preschool learners' social, cognitive, physical and language skills.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Literature was reviewed according to the objectives that guided the study under the following sub-titles: Learners' Acquisition of Psychomotor Skills, Learners' Acquisition of Language Skills, Learners' Acquisition of Social Skills; and Learners' Acquisition of Cognitive Skills.

#### **2.2 Curriculum Practices on Learners' Acquisition of Psychomotor Skills**

According to Pica (2003), "psychomotor skills are not only critical life skills that enable children to go about their daily lives effectively and safely; psychomotor skills are also important determinates of children's ability to participate in their culture, and develop and maintain a physically active lifestyle." This statement is based on the fact that psychomotor skills enable children to go about their daily lives effectively and safely. In addition, children who have developed psychomotor abilities are better able to engage in movement activities, which are beneficial to both their physical and mental development. It is essential for children's healthy emotional development that they be proficient in both psychomotor and language abilities.

When it comes to a child's overall psychomotor development, the kindergarten year is one of the most crucial years. In an article outlining the emerging physical skills of young children, Poole, Miller, and Church (2005) write that "the development of physical skills that use both small and large muscles during kindergarten represents one of the biggest growth spurts of the early years." This is one of the most significant statements made in the article. When children attend kindergarten, they have

relatively rudimentary physical talents, but throughout the course of the year, these abilities evolve into more difficult ones. According to Poole et al. (2005), the pincer grasp is one of the fine psychomotor activities that are necessary for academic achievement. To be able to accomplish fundamental tasks like buttoning their clothes, tying their shoes, writing, and drawing, preschoolers need to acquire this grasp (Rule & Stewart, 2002). Teachers need to make an effort to build these extremely essential abilities in the early years of their preschoolers' education by utilizing proper curricular methods. This is necessary to ensure that learners are not hampered later in life as a result of a lack of these skills.

The significance of activities that include movement for preschooler's lies not only in the movement itself, but also in the fact that improvement in attention, behavior, balance, and coordination may be achieved via movement (McMurray, Drysdale, & Jordan, 2009). It is essential, in a well-rounded program for young children, that the activities for developing psychomotor skills be designed taking the child's stage of development into account (Alhassan & Whitt-Glover, 2014; Menear & Davis, 2007). The activities consist of three parts: knowing age-typical development; knowing what is individually appropriate for specific; and knowing what is culturally important to children and families in order to gain an understanding of what shapes the families' values, expectations, and home life as well as community life (Copple & Bredekamp, 2009).

According to the findings of a research that was conducted by Bala (2010) and Hong (2008), all of the educational and psychomotor activities that take place in kindergartens make a substantial contribution to children's preparedness for school as well as their psychomotor capabilities. Children who attended kindergarten for the

longest periods of time scored the best on measures of preparation for elementary school. This is the rationale for the inclusion of the variable of school preparation in the research that is now being conducted.

According to Rule and Stewart (2002), there is a correlation that may range from modest to strong between the fine psychomotor skills of learners and their early literacy performance. In light of the significance of these results, the researchers were surprised to discover that there was only a small amount of quantitative research available that investigated the many kinds of fine psychomotor skill treatments and the impacts they had over time. The developmental stages of the learners, not their ages, should be the focus of activities designed to foster fine psychomotor development (Cantu, 2004). Parents and instructors have a responsibility to choose activities for young children that will not wear them out or cause them to get frustrated. The author went on to clarify that in order to equip children with materials that are appropriate for their varying levels of expertise, parents and instructors should provide children with a variety of balls, such as rubber, spongy, fluffy, or light balls (Poole, et al. 2005). The usage of scissors may also have the ability to strengthen fine psychomotor abilities and promote hand-eye coordination (Suzanne, 2005). Freehand cutting is the most advantageous use of scissors because it gives preschoolers a choice, encourages the development of their own ideas, and creates an environment that is conducive to flexible thinking. At certain points in a person's development, some types of activities and materials are more useful and suitable than others. Craft projects that help toddlers improve their dexterity, coordination, and strength of grip patterns are often the ones that are most beneficial to young children. Activities such as scribbling with crayons or magic markers, playing with sand scoops, sifters, containers, rollers, and pudding paints, and playing with containers, rollers, and

pudding paints are all suitable (Cantu, 2004). Craft supplies for preschoolers might include things like paint, paper in a variety of hues, patterns, and dimensions, glue, blunt-nosed scissors, chalk, fabric in a variety of textures, big beads and chain, as well as things found in nature like bark, leaves, flowers, and colorful stones. Clay for modeling, models, art projects, needlework, play props and costumes, and acting costumes are all beneficial activities for school-aged children. Developing your little muscles via activities such as collecting stamps, shells, and other minor treasures might be beneficial. Taking up hobbies such as carpentry, copper tooling, gardening, or writing may also prove to be helpful (Cantu, 2004).

The majority of people believe that youngsters, as their bodies grow, automatically acquire psychomotor skills such as bouncing, racing, and throwing. They believe it to be a natural process that takes place throughout the development phase of life. It is normal for a baby to begin crawling and turning around on their own at some point throughout their development. When the time comes, he takes his first steps with very little assistance from grownups but a great deal of encouragement. After that, he gets up and starts walking.

The term "psychomotor development" refers to the process through which a child's bones and muscles, as well as his or her capacity to move about and interact with the world around them, mature and get stronger. The psychomotor development of a kid may be broken down into two categories: fine psychomotor development and gross psychomotor development. Because a child's physical development is related to other aspects of their development, psychomotor development is essential throughout the early years of a child's life. For instance, if a youngster is able to crawl or walk (both of which are examples of gross psychomotor abilities), that child will have an easier

time exploring their physical surroundings, which will have an impact on their cognitive development. When a youngster is able to talk, eat, and drink, that child's social and emotional development has taken a step forward (fine psychomotor skills). The curricula and the extent to which movement activities are included in the program are determined by local policies, resources, and the capabilities of the staff at childcare centers, despite the fact that there have been calls to include opportunities for active play and the development of psychomotor skills in childcare centers. This issue is made more difficult by the fact that there are just handful complete physical exercises programs geared specifically for preschoolers that are accessible for adoption. There is a wide range of expense, support, and equipment requirements, as well as different criteria to satisfy physical activity guidelines and the requirements for progressive child development.

Maturation is just one component of the learning process; it is one of the factors that enable a child to accomplish the majority of locomotive skills at an early age. At this point in time, the youngster does not yet have a completely developed strategy for carrying out a psychomotor skill. This takes place using psychomotor skills, such as movement. If children are not provided with the necessary aid to develop psychomotor skills, it is possible that the majority of them will not be able to master physical competence. There are a few different methods in which the developmental outcomes of preschool-aged children may be evaluated. Preschool programs are designed with the end goal of getting children ready for elementary and secondary education. This is accomplished through fostering the development of skills that provide children with the capabilities necessary to successfully navigate the challenges presented by elementary school. The process through which children achieve and progress in the development of these abilities is referred to as "school

readiness." The cognitive, linguistic, psychomotor, and social domains are each represented here. These many aspects make up what are together referred to as domains of school preparation.

It is impossible to place enough importance on the part that preschool education plays in building the groundwork for the development of psychomotor skills. However, as the next research will show, not all children reach their full potential in terms of psychomotor development. According to Stipek (2005), a number of states in the United States of America, including New York, Oklahoma, and Wisconsin, have made progress in assisting preschoolers in acquiring psychomotor skills. The same research showed the differences in psychomotor skills competency between children who attended public vs private preschools. She goes on to say that almost all children attending pre-schools that are publicly financed in France, England, Luxembourg, and the Netherlands are able to demonstrate proficiency in psychomotor skills. Children who attended private preschools in Greece, Spain, Germany, or Denmark and Italy and shown competency in psychomotor abilities received an 8 out of a possible 10 points. These inconsistencies in findings between Greece, Germany, Spain, Denmark, and Italy on the one hand, and France, Luxembourg, England, and the Netherlands on the other hand, makes it necessary to conduct the current study to establish the comparative influence of curriculum practices in on learners' school readiness in Uasin-Gishu County.

The development of psychomotor abilities allows children to not only walk or participate in physical activities, but also to read, write, and create works of art. Children may have difficulty in school if they are unable to acquire psychomotor skills throughout their learning. The development of psychomotor skills in children

not only teaches them how to move their bodies, but also equips them with the capabilities they need to engage with the world that surrounds them (Batema, 2010). Herbert Zoglowek and Maria Aleksandrovich (2012) did a study in Poland and Norway on development through movement of children in preschool. The findings of the study were that psychomotor exercises may be used as an approach for enhancing the psychomotor development of kids, as well as a therapeutic method. These findings are in agreement with the views that have been stated previously. In any circumstance, the fundamental objective is to promote children's psychomotor development and, therefore, their overall growth and development. Because these studies were carried out in nations that are a significant distance from Uasin-Gishu County, where the present research is being carried out, the findings from those studies cannot be generalized to the inhabitants of Kenya.

Being physically active is, in part, what lays the foundation for young children to develop the essential psychomotor skills that are needed to engage in a broad range of games and activities that include movement. These abilities are necessary for them to be able to do so. It is generally accepted that fundamental psychomotor skills are the building blocks for more complex and advanced psychomotor skills, such as specific sport skills. Additionally, fundamental psychomotor skills may represent an important enabler for participation in a wide variety of forms of physical activity (Payne & Isaacs, 2008). According to Payne and Isaacs (2008), core psychomotor abilities are comprised of two essential kinds of psychomotor skills: loco-psychomotor skills (such as running, leaping, skipping, and other similar activities), and object-control skills (e.g., throwing, catching, kicking, etc.). In spite of the fact that there are a number of different hypotheses on psychomotor development, the general view is that being competent in basic psychomotor abilities is an essential prerequisite for future

involvement in games, athletics, and other activities throughout one's life (Goodway, Robinson, & Crowe, 2010). Graham, Holt-Hale, and Parker (2001) continue to give support for the same concept, which states that in order for children to learn and develop competence in core psychomotor abilities, high-quality interventions and successful instructional programs need to be delivered on a consistent basis.

Carlye (2020) carried out research to investigate the influence that direct fine psychomotor intervention had on handwriting. Both the average amount of time that children spent playing with fine psychomotor materials in the classroom during free play and whether or not handwriting performance would be affected by direct intervention with fine psychomotor materials that promote pinch and grip strength were the foci of the current research. During free play, it was noted that children were engaging with various objects. Interacting with fine psychomotor materials, notably those that promoted pinch and grip strength, was hypothesized to result in improved handwriting. This research proved the efficacy of developmentally appropriate treatments within the framework of naturally occurring classroom routines to improve emergent writing in young children. The study was carried out by the National Institute of Child Health and Development. The work that was evaluated only made a connection between psychomotor skill and writing abilities, but the present research explored the effects of curricular practices on the development of psychomotor skills in preschool learners.

Christina (2014) conducted research on the impact that having weak fine psychomotor abilities has on children in the age range of three to five years old. The goal of this research was to examine how children between the ages of 3 and 5 years old fare when they lack adequate fine psychomotor abilities. This area of focus statement

satisfies the fundamental principles of action research because it involves teaching and learning, which was a topic that was of great personal interest to members of the group, is within our focus of control, and is an area that needs to be addressed. Additionally, it is within our focus of control, which further satisfies the fundamental principles of action research. Children's bodies have been moving almost continuously from the moment they were conceived, and their motor skills continue to improve as they mature. Because young children spend the majority of their waking hours engaging in active play, the promotion of the development of fine psychomotor abilities has to be given a high priority in early childhood education programs. During fine-psychomotor activity, the body's smaller muscles and the muscles of its extremities are used (the hands and feet). Dexterity, accuracy, and the ability to manipulate one's environment are all necessary for this maneuver. Activities such as; grasping, reaching, and holding, slamming, pushing, spinning, and twisting are all ways that these abilities may be improved. In order to assist preschoolers in the formation of bodies that are both flexible and functional, teachers need to have enough information and expertise on the growth and development of children. These abilities are necessary for participation in the vast majority of scholastic pursuits and in life in general. The previous researcher provided the present researcher with the variable of psychomotor and curricular practices to use in their study.

Over the course of nine years, Ericsson and Karlsson (2012) conducted research as part of the Swedish Bunkeflo project to investigate the long-term benefits of improved physical education and health on psychomotor abilities and academic performance. An intervention group completed tailored psychomotor training on a daily basis, and if necessary, one additional session was added. The group serving as the control had. The observation checklist was used to assess psychomotor abilities, while the

preschoolers' marks in Swedish, English, and mathematics were used to measure academic accomplishments. Extended time spent on physical education and health, as well as additional psychomotor training in schools, led to considerable improvements in preschoolers' ability to do psychomotor tasks, with less distinctions emerging between the sexes as a result. In the ninth grade, 93% of the preschoolers in the intervention group did not have any deficits in their psychomotor skills, whereas only 53% of the preschoolers in the control group did. Furthermore, 96% of the preschoolers in the intervention group qualified for upper secondary school, whereas only 89% of the preschoolers in the control group did. The difference was related to a group difference in males (96% vs 83%), where the total of assessed marks was likewise greater in the intervention group than in the control group. The intervention group also included more participants. The findings of the study made it abundantly clear that increasing preschoolers' physical education and providing them with adapted training for their psychomotor skills led to improvements in those preschoolers' psychomotor skills, as well as higher marks and a higher proportion of preschoolers who qualified for upper secondary school. The research that was evaluated contrasted two groups, which were known as the control group and the experimental group. In contrast, the study that was conducted compared preschoolers attending private and public preschools. The research that was evaluated was carried out in Sweden, whereas the one that was carried out here was carried out in Kenya. This research also made use of an observation checklist, similar to the one that was utilized in the study that was being evaluated.

Learners in preschool have their preparation impacted by the availability of sufficient physical amenities (Marcon, 1999; Melhuish, Sylvia, Sammons, Siraj-Blatchford, Taggart, Phan & Malin, 2008; NASMLA, 2010; The National Foundation for

Educational Research, 2007; Randerson, 2008; Reynolds, 1994; Bibi & Ali 2012). Walfogel (2012) observed that public and private preschools in the United States of America have diverse access to physical facilities, which produces a variable readiness gap between the two types of preschools. Learners in good preschools are provided with play area that is suited to their particular requirements. Gunning (2013), who carried out his research in Nigeria, found that teaching resources such as charts, cards, and books are successfully utilized to educate in private preschools to get learners ready for school.

The regulations of a preschool may determine how often children are permitted to go outdoors and under what circumstances, such as the temperature and weather indicators. The amount and kind of activity that youngsters are exposed to may be affected by factors such as the availability of space and the different kinds of equipment. Aside from that, the frequency of active play and the total amount of time spent doing so are also calculated separately for each center. The policies that regulate the incorporation of developmental large psychomotor curriculum into the existing program also differ from one center to the next, with the only thing governing them being prescribed national and state criteria. For instance, in the state of Iowa, the Iowa Department of Health Services (2005) oversees the policy of space, equipment, and exercise curricula in the state via the use of voluntary licenses. The policy document tackles particular topics such as sufficient indoor and outdoor space, a balance of energetic and calm activities, indoor and outdoor activities, staff-initiated and child-initiated activities, and activities that support both gross and fine psychomotor development in children.

Preschool curricula place a significant amount of emphasis on preschoolers being prepared for elementary school, particularly in the areas of reading (NAEYC, 1995). With the exception of the development of psychomotor skills, the different aspects of early childhood development occur in a sequential order and follow a progressive pattern. The vast majority of the studies that were examined relied only on qualitative data. The current study will collect both quantitative and qualitative data in an effort to get as much information as possible on the subject of the investigation. The majority of the research that was looked at came from Europe and utilized their samples. Studies that employ samples from Africa, particularly Kenya, continue to be uncommon and inconsistent, despite the fact that they exist. In light of this, it is possible that the results of these researches cannot be extrapolated to the population of Kenya. This is the reason why the current study was carried out in the county of Uasin-Gishu in Kenya Aila (2011).

The purpose of this research was to evaluate the variables that influence the usage of non-projected visual aids among pre-school teachers in the Asego Division of Homa Bay County. The goals of the study were to determine the extent of the use of various types of visuals; to identify the factors that led to the use of teaching materials among pre-school teachers; to compare and contrast the usage of visual aids in urban, rural, private, and public schools; to determine the strategies used in acquiring visual aids; and to determine the problems that the teacher faces when using visual aids.

The information about the use of visual aids by pre-school teachers was gathered via the utilization of the survey technique and the ex-post facto study design. The primary tools used for data collection were a questionnaire given to pre-school instructors as well as an observation schedule. The children's improved knowledge of the class

activities served as the independent variable in this study. The materials employed to achieve this goal were the subjects. These were governed by (a) the setting of the school (whether it was urban or rural), (b) the years of experience that the teachers had, (c) the professional qualifications of the teachers, (d) the academic qualifications of the teachers, (e) the sponsorship of the school (whether it was private or public), and (f) the demographic information of the teachers (age). The degree to which preschoolers were able to comprehend the activity after being provided with the necessary aids was the dependent variable. The survey received responses from a total of 36 teachers, who were selected at random from a pool of 70 pre-schools located within the Asego Division of Homa Bay County. According to the findings of this survey, the vast majorities of the educators had not yet reached the age of thirty-one and were, for the most part, recent graduates of form four. The majority of them had DICECE certification and had mostly taught in one to three different schools. The majority of them worked just for half a day. Preschoolers were responsible for transporting the majority of the visual aids to their respective classrooms. Lack of storage facilities, financial resources, lockable doors and windows, time for material development, commitment of education staff, security, and cooperation by community members were all factors that worked against the utilization of visual aids. The researcher who is now doing the study was persuaded by the previous research to add the preschool-type variable in the investigation. However, the researcher in question did not classify them as belonging to churches in any way. Because of the study that was examined, the researcher was able to analyze how different learners in various categories developed the following skills: psychomotor, linguistic, cognitive, and social. The researcher drew substantially from the study that was reviewed.

Githinji (2020) conducted research in Nairobi City County, Kenya, to investigate the impact that children's pre-school playground environments have on their likelihood of participating in physical education classes. The primary objective of the research was to investigate the ways in which children were able to advance in all aspects of their development as a result of participating in outdoor activities. This was due to the fact that advocates working in the area of education noted that participation in outdoor activities had been impeded by a variety of problems that either dissuaded the children from participating or prevented them from participating entirely. The research was driven by four distinct goals, the first of which was to determine what types of physical education (PE) activities pre-school children participated in and the second of which was to determine the influence of pre-school playground factors (including the size of the playground, the equipment within it, their maintenance, and childcare) on PE.

The descriptive research study that made use of surveys as its primary approach was directed by Bandura's Social Learning Theory. For the purpose of data collection, we used both questionnaires and observation checklists. Descriptive analysis, as well as analysis based on correlations, was performed on the data. The investigation revealed that the playgrounds at the majority of the preschools located in the Kasarani Sub-county of Nairobi were in a poor state, as evidenced by inadequate fencing and the presence of potentially hazardous materials. The majority of the preschools in Kasarani were severely lacking in necessary supplies, most notably the stationary ones, and even the few that did have them were in such deplorable condition that it was hazardous for children to use them. Regrettably, the child care that was given during P.E. was not up to par. According to the findings of the research, the availability of daycare had a substantial impact on the level of physical activity that

children participated in. However, the state of the playground and the equipment showed no significant link with the amount of physical activity that the children participated in. According to the findings of the study, the various parties involved, in particular the Ministry of Education, Science and Technology, as well as the Parents Association, should work together to ensure that all preschools have sufficient playground space that is both diverse and safe in order to encourage the preschoolers to participate in physical education activities. In addition to this, regular monitoring has to be carried out in order to guarantee that the desired criteria are met at all times. It is also recommended that the county government should provide training programs on child care, and that participation in these programs should be mandatory for all teachers. The rich data on the influence of pre-school playground factors on the participation of young children in physical activity and the intervention measures suggested for improvement are anticipated to be useful to all parties involved. The findings of the previous study served as the impetus for the current researcher to investigate the state of playgrounds in both private and public schools. The present study was different from the one that was reviewed in the sense that the reviewed study did not reveal how play contributed to the development of psychomotor skills, a variable that the current study examined on.

(Gagen & Getchell, 2006, Robinson et al., 2012) found that a significant number of preschools in underdeveloped nations lacked adequate facilities for the learners' psychomotor development. The author said that this was because of financial restrictions, which in turn influenced the quantity of space that was available among other play things appropriate for children of the same age. Young children have fewer opportunities for their psychomotor development as a direct result of there being a shortage of space in the play fields. When children's different requirements for

mobility aren't met, they miss out on experiences that are crucial to their overall intellectual, social, and physical development. It is essential to investigate the teaching techniques that are used in preschool settings in terms of how instructors are trained in psychomotor development and how they produce psychomotor activities that are suitable for children at each stage of their development. The present researcher was inspired to add the variable of curricular practices and its link to the acquisition of psychomotor abilities by preschool learners as a result of the opinions expressed in the body of work that was previously evaluated. The present researcher used several of the tools and methods developed in the previously evaluated work. These methods included observations on the availability of playfield space and tools for data collecting. A kid in preschool has to be able to master several areas of psychomotor development, such as crossing the midline, coordinating their movements, being aware of their surroundings, and grasping objects with pincers. The formation of muscle memory, which occurs throughout psychomotor development, lays the groundwork for later learning. The functions that make up muscle memories are referred to as procedural memories, and they do not need to be taught via conscious thinking. Memory that is stored in a person's muscles is known as a muscle memory. Muscle memories are formed when a person repeats an action over and over again, which causes the movement to become imprinted in their minds. However, if a kid does not acquire a skill in the proper manner, it might be difficult for the child to relearn the skill later when a teacher detects that the skill is done incorrectly in a later grade. This can make the child's relearning of the skill more difficult (McMurray, Drysdale, & Jordan, 2009).

A research that was carried out at Auburn University by Palmer, Miller, and Robinson (2013) evaluated the impact that play activities had on the capacity of preschoolers to

maintain their attention for an extended period of time. The researchers Palmer, Miller, and Robinson anticipated that providing preschoolers with 30 minutes of organized movement activities that were developmentally appropriate would have a good impact on the preschoolers' attention and reaction abilities. Their findings revealed that there was a strong connection between physical activity and the proper functioning of the brain. The early years of childhood were the most important for the development of psychomotor skills. During this time, children were laying the groundwork for their psychomotor memory, which would later serve as the basis for the formation of more complex programs (Utley & Astill 2007, Bobbio, Gabbard, & Cacola 2009). As a result, it is essential to encourage the functionality of these psychomotor programs while they are still in the process of developing (Murata & Maeda, 2009). This was the reason why the present study studied the sort of curricular practices that would increase the development of psychomotor skills in preschool learners. According to the authors, in addition to assisting in the formation of psychomotor development among preschool preschoolers, trained teachers and classroom specialists should also be looking for early signs of psychomotor difficulties or that a function is being performed in the incorrect way. This is because both of these issues can have a negative impact on a student's ability to learn (Bobbio, Gabbard, & Cacola, 2009).

Gagen and Getchell (2006) investigated the feasibility of incorporating the theoretical principles and practical applications of movement education into the preschool curriculum of prospective early childhood educators. Specifically, they focused on how this might be accomplished. Unstructured movement education makes up the majority of what is offered in preschools. Although beneficial to many aspects of a child's overall being, the unstructured play time that they have in preschool and

childcare settings is not equivalent to the structured time that is devoted to psychomotor development in academic settings. This means that children do not get the same opportunities to grow in this area (Gagen & Getchell, 2006). In the study that was reviewed, the population of interest was made up of teachers; however, in the current study, the population of interest was made up of learners who came from public and private preschools.

Preschool programs in Germany were given a survey to complete for a study that was carried out in Germany by Sterdt et al. (2013).

The purpose of the study was to determine how well the preschool programs did in offering the children time to build their psychomotor skills during times when they participated in physical activity. Based on the findings of the baseline survey, it was found that preschools do not encourage enough physical exercise. The preschools that did not provide adequate opportunities for physical activity lacked teachers who specialized in physical education. Both the work that was reviewed and the current study investigated on the activities that learners were engaged in so as to enable them to acquire psychomotor skill. As a result, there were some similarities between the two pieces of research. The field of Learners' School Readiness has perennially been short of sound, comprehensive and comparative data on which to establish conclusions and inferences on which category of preschools, public or private, is the best in preparation of learners' development in psychomotor skills. This study tries to comparatively investigate the current status on the influence of curriculum practices on learners' school readiness in Uasin-Gishu County.

### **2.3 Curriculum Practices on Learners' Acquisition of Language Skills**

The acquisition of linguistic competence is critical for the development of fundamental skills in preschool children. The development of children's linguistic abilities is particularly significant due to the fact that language is the primary means through which children may communicate with the world around them. According to Honig (2007), those who care for children and instructors are two of the most important promoters of language learning in children. Because the social environment plays such an important role in the learning of rich oral language, it is important for both parents and teachers to become conscious of their own understandings about the organization of language and the many components that make up language. These metalinguistic abilities make it possible to have conversations regarding all the rules, components, and phases of language development.

Children are able to comprehend words and phrases, as well as the connection between spoken language and early forms of pre-written writing, via the medium of language. Early reading is a skill that may be developed as part of the language abilities acquired throughout preschool. Beginning reading is the first reading that is introduced to youngsters and serves as a foundation for further education. Children are taught to read via the use of this book, which has words and phrases that are easy to understand. Using flashcards to learn to read is an approach that is not only entertaining for youngsters but also has the potential to pique their interest in reading. The sense of sight is enhanced by the use of visual media such as flashcards. This kind of media is a type of medium that displays graphical information in the form of symbols, numbers, concepts with words and pictures, etc (Herlina & Dewi, 2017). Playing games with flashcards may make for a jolly and stimulating environment. The

youngster is not aware that he or she is expanding their vocabulary while using the approach of flashcard games to learn new words. Games played with flashcards may also be utilized to bring preschoolers and instructors closer together, as well as bring preschoolers closer to one another. Not only is the media approach between children and instructors one of the successful media in education, but it is also an approach to guarantee that the learning process becomes meaningful learning for children or preschoolers. This visual resource and this strategy are both components of the media approach. Children in elementary school should be able to increase their abilities to begin reading if they study via this way of using flashcard games in the learning process (Umiyati & Zuhdi, 2014). Because of the significant impact that the learning model that makes use of the modified game technique may have on a kid's psychomotor abilities, the learning process can become more enjoyable and engaging for the child (Basyiroh, 2017). This reviewed study inspired the current researcher to conduct a survey to determine the degree to which early childhood teachers in Uasin-Gishu County preschools employed hangings such as flash cards as one of the curricular techniques to teach a variety of language skills to their preschoolers.

There are a lot of instructors that utilize flashcards to help kids enhance their vocabulary (Nikoopour & Azemi, 2014). According to Erbey, Mclaughlin, Derby, and Everson (2011), flashcards are used in the classroom to instruct preschoolers on the sounds of letters, words, and numbers. The findings also demonstrate that certain preschoolers are more effective than others while utilizing flashcards to study. It was proved by Baleghizadeh and Ashoori (2011) that using flashcards is an effective way for preschoolers to increase their vocabulary learning. In another study, Komachali and Khodareza (2012) looked at the effectiveness of using flashcards to help preschoolers enhance their vocabulary. The findings of the research revealed that

when it came to their vocabulary knowledge, the preschoolers who were part of the experimental group did much better than the preschoolers who were part of the control group. Therefore, the contribution of flashcards in teaching vocabulary to preschoolers led to a growth in vocabulary at a higher level. This was the conclusion that was reached after the research was conducted.

The development of children's language skills throughout their time in preschool is a significant indication and forerunner for the children's subsequent growth in a variety of domains, including the children's emotional, social, cognitive, and academic development. According to a number of studies, children's play, which is one of the most common forms of play throughout the preschool years, is an essential endeavor that serves to promote children's educational experiences and exploratory endeavors. According to NACECE (2008), language is a vehicle of communication that enables one to convey his or her sentiments, emotions, wants, and ideas. One may do this via the use of language. When there is an adequate supply of toys and resources, children are able to learn well while having a great deal of fun. They expand their language, improve their ability to communicate socially, and cultivate an appreciation for the cultural pursuits of others.

According to Kamen (2005), the material for language play consists of things like toy phones, puppets, play costumes, photos, flash cards, storybooks, photographs, moveable book cases, circular tables with seats, magazines, flannel board accessories, letters, and numerals. Children in preschool may gain vocabularies in language via play, which can then be utilized to demonstrate their social and emotional abilities. Play materials. The approach that a kid takes to mastering a language, whether it is their native tongue or a foreign language acquired later in life, may have a significant

impact on how well they are prepared for school. Language is a set of rules that we follow in order to convey our thoughts, desires, and requirements to one another. It is possible to classify it into two distinct subtypes: receptive language, which includes reading, hearing, and comprehending; and expressive language (speaking, gesturing, and writing). What is known as a child's receptive language, or what they are able to grasp, lays the groundwork for all subsequent academic accomplishments. The child's capacity for comprehension and the ability to pick up new ideas are very necessary for academic achievement. This ability helps the kid to comprehend the norms of the school, listen attentively to spoken instructions, and engage in social interactions in an acceptable manner. In addition, children need to be able to use language to communicate about their experiences, discuss their memories of the past, and speculate about what they think will take place in the future. A kid should also gain an understanding of prepositions (on, beneath, and behind), colors, adjectives, shapes, categories (animals, foods), amounts, and shapes. These are some of the other essential language ideas (more, most).

The development of children's cognitive, social, and physical capacities, in addition to their linguistic abilities, is facilitated by the learning of language skills. In addition to this, having strong language skills is essential for making advancement in reading and writing abilities. Language learning is emphasized in preschools of high quality, which has a positive impact on the academic success of children later in life (Biemiller, 2006). Early reading skills and communication abilities (including listening and speaking) fall within this domain. Knowledge of spoken language and vocabulary is an essential component of a child's ability to comprehend and produce spoken language. Print awareness, an enjoyment of tales and books, early writing, and

making the link between letters and sounds are the components that make up early literacy abilities.

Children in preschool benefit from improved language abilities, which enable them to ask questions that advance their learning and increase their comprehension of their surroundings (Vickers, 2010). In this research, a quasi-experimental approach was applied, but in the present study, a descriptive survey methodology would be utilized to compare the outcomes of public preschools to those of private preschools.

The amount and quality of the language input that is delivered to a kid have both been shown to have an effect on the child's ability to acquire language as a system, as shown by research in this area. It is assumed that when a child does not have a "critical amount" of input, initially he or she can acquire at most only part of the relevant language structures or will experience a delay in acquiring them. This is the case even though the input does not influence the inquisitional sequence of grammatical constructs. However, it is still assumed that when a child does not have a "critical amount" of input (NICHD, 2000).

In the context of children's language learning, Ritterfeld (2000) identifies three primary responsibilities that must be met by children's optimum language input. First and foremost, it ensures that children's attention is focused on the language that is spoken around them and in their surroundings. Second, it gives youngsters the information they need to enhance their understanding of the language, which is a huge benefit. And finally, the third benefit is that it encourages toddlers to speak vocally on their own. Language is fostered in the classroom via the use of interactive behaviors, such as charts and flash cards, which make the most of the child's attention while also conveying information that is pertinent to the process of language acquisition

(Bohannon & Stanowicz, 2018; Farrar, 2019 & Szagun, 2016). The research that was evaluated motivated the present researcher to incorporate the variable of curricular practices, which comprises the availability of story books, hangings, and labeled objects on language acquisition among learners in public and private preschool in Uasin-Gishu County, Kenya.

Help children learn to use language to describe what they are doing by including language instruction and practice into their curriculum, such as via dramatic or role-playing situations. Through the process of asking and answering questions, kids acquire the ability to talk fluently, and the words that they use are appropriate for the roles that they perform. Their own vocabularies expand as kids start making proper use of new words, and the significance of reading and writing abilities in day-to-day living becomes more evident as they make use of literacy resources. In a research that Lewis and Bruce (2001) conducted on British children ranging in age from one to six years, the authors examined the children's ability to engage in symbolic play. The adults gave the children activities with symbolic meaning, such as having them use a teddy bear in place of a missing item. The authors discovered that children who scored higher on a test of symbolic play had superior language abilities overall, both in terms of their ability to understand language and to express themselves in written form. The authors came to the conclusion that participation in dramatic theatre increases the usage of abilities such as speaking and listening. When children take part in the play, they get the opportunity to practice words that they have heard others say and come to the realization that in order to answer in an acceptable way, they need to listen to what other players say. Children learn to choose their words carefully so that others may comprehend precisely what it is that they are attempting to express via this activity. Children get the ability to listen to and follow directions, as well as

take turns, as they are engaged in play. The study that was reviewed only investigated role play and its effect of language on learners' language. The current research, on the other hand, aimed to investigate how the availability of materials such as story books, charts, flash cards, hangings, and labeled items influenced learners' ability to acquire language skills.

According to research, a school environment that encourages preschoolers to talk to one another in the target language has a beneficial impact on the language learning of the kid (Hoff-Ginsberg, 2016). The author found that preschoolers who learned in a setting that was rich of physical learning resources, such as hangings on the classroom walls and reading materials such as tale books, created more linguistic statements than preschoolers who studied in an environment that lacked such elements. Because the author of the research that was evaluated did not reveal the location of the nation where the study was carried out, the author of the present study chose to carry it out in Kenya. Also, the reviewed research did not identify the educational level of the preschoolers; thus, the present study focused preschoolers in preschool. This is the reason why the reviewed study did not mention the educational level of the preschoolers.

Studies that looked at the link between the social and economic position of the family and the development of the child's language revealed that there were variations even within the same culture. Youngsters who came from families with higher socioeconomic class were exposed to a wider variety of types of language input, which led to a greater degree of linguistic and cognitive development in these children (Baumwell et al., 2017; Hoff and Naigles 2002). The differences were most pronounced in lexical development; however, in the grammatical and semantic

domains, the performance of children with higher social economic status was also superior to that of children with lower social economic status. The differences in lexical development were found to be statistically significant. The inequalities were also seen, for instance, in the linguistic output and comprehension of children ranging in age from 5 to 11 years old. The outcomes of the previous study served as the impetus for the present researcher to analyze the curricular methods that were used by instructors in public, low cost, and high cost preschools and how those practices benefited the learners' learning of language.

Lennox (2013) came to the conclusion that reading aloud to children helped them improve their language skills and that it is an essential component of children's reading ability as well as their eventual academic achievement. Lennox intended to convey that pedagogical expertise was of the utmost significance, in addition to the selection of books, the level of engagement that took place around the books, and the cultivation of vocabulary and inferential language abilities. The manner in which the books were discussed either opened up or shut down chances for learning and conversing about the book. Therefore, the preschool instructor played an essential part in the process of reading acquisition. This was also brought up by Jones (2007), who emphasized that planning, teaching, and testing were "components of a cycle language development." Jones pointed out that this was the case. Jones emphasized the need of incorporating preparation for teaching and evaluation into a single process. As a result, he believed that speaking and listening were essential components of both learning and teaching a language. Grabmeier (2012) highlighted the importance of the teacher's participation in the process of fostering language development in preschool children by demonstrating that the children's language development may be promoted by making even a little adjustment to the way the

instructors read aloud to them. Simple classroom activities such as pointing out letters and words, demonstrating capital letters, and teaching preschoolers how to read text from left to right and from the top of the side to the bottom were essential to the process of language acquisition. Because it was not quite obvious which type of learners the authors targeted, the present researcher focused on children who were enrolled in preschools.

Saracho and Spodek (2007) carried out a research in which the primary emphasis was on the manner in which language develops, the role of the instructor, and the participants' experiences about the connection between spoken and written language. The cultural setting was examined in connection to cognitive development as the primary focus of the research. According to the findings of the research, an effective language program should include curricular activities that are both receptive (listening and reading) and expressive (speaking and writing), respectively. The researchers emphasized that language is acquired in cultural settings via contact with adults and peers. They claimed that the primary focus of preschool should be on children's opportunities to engage in oral language experiences. The researcher who conducted the current study used the variable of curricular practices that was taken from the work that was examined.

Jane and Karin (2018) conducted research on the development of children's speech and language abilities throughout their preschool years. The purpose of the research was to determine whether or not telling stories and reading aloud to youngsters may help them advance their communication skills. Participating in the research were eleven municipal preschools, totaling 23 child units overall. The workforce responded as a group to a questionnaire that included a total of 15 questions and 54 sub-items.

The questionnaire itself had 15 questions. The findings demonstrated that reading out loud and telling stories were used on a consistent basis, and the staff considered that the activity would assist the children in developing their communication skills, particularly with relation to the formation of ideas. The researcher who conducted the study that was evaluated did not reveal the location of the experiment. The researcher who conducted the present study gleaned the idea of using story-telling as one of the instructional methods that should be used in order to help preschoolers improve their language abilities from the researcher who conducted the study that was evaluated.

Studies demonstrated beneficial associations between pre-school experience and language acquisition as well as academic success in kindergarten and primary school, especially for children from underprivileged backgrounds and children participating in high-quality childcare programs (NICHD ECCRN & Duncan 2003; Magnuson et al. 2006).

This finding is what prompted the current study to conduct a comparative study, in which various types of preschools were compared, such as high cost and low cost private schools in Kenya, particularly in Uasin-Gishu County, along with the public preschool, in order to determine the influence of curriculum practices on language acquisition among learners in these various types of schools. The findings of this comparative study are presented in the following paragraphs.

Kids from poor socioeconomic backgrounds were the topic of a comparative study that Reynolds, Stagnitti, and Kidd (2011) carried out in Victoria, Australia. The researchers were interested in the preschoolers' play, language, and social abilities. The research carried out by investigated whether low socioeconomic preschoolers would benefit more from an instructional approach centered on play or one that

adhered more closely to the norms of the conventionally organized classroom. Participants in the research ranged in age from four to six years old and came from two different primary schools. School 1, which was the classroom with the play-based curriculum, had constructed the play-based curriculum with the help of information from specialists. They had included a lot of play places in the classroom, which they hoped would support the growth of young preschoolers. They followed the principles outlined in the Reggio Emilia method as well as those outlined in Kathy Walker's Australian Developmental Curriculum. The focus of School I was on the children's surroundings, and the primary objective of the instructors was to determine the preschoolers' areas of expertise, areas of interest, and capabilities. The instructors in the classroom would, on a daily basis, choose certain guided activities in addition to using scaffolding in order to foster the children's learning. Tables, seats, and open floor space made up the primary components of the classroom at School 2, which followed a more conventionally planned curriculum. Literacy, science, mathematics, physical education, and music were the primary focuses of the day for preschoolers in School 2's daily schedule. Every day, a particular amount of time was allotted to be spent on each of the topics that were specified. The Child-Initiated Pretend Play Assessment (ChIPPA), the School Age Oral Language Assessment (SAO LA), and the Penn Interactive Peer Play Scale were used throughout the study's pre and post-testing phases (PIPPS). In February, baseline evaluations were conducted with a total of 31 children. In August of the same year, a second round of evaluations was conducted with the 26 children who were still participating in the research. The PIPPS was completed by teachers, but the ChIPPA A and SAOLA evaluations were finished by the primary author. At the time of the first evaluation, there were no discernible differences between the preschoolers of School 1 and School 2 in terms of their ability

to play, use language, retell a tale, or interact socially. The post-test findings of the research, on the other hand, revealed that "children who attended a school with a play-based curriculum considerably boosted their scores in complex play skills over the course of a period of six months" (Reynolds 2011). Children that participated in the play-based curriculum for a period of six months exhibited considerable growth in semantic language, as shown by the results of the study. After the first period of six months, participants from School 1 also showed substantially elevated levels of narrative language ability. This research offered compelling evidence of the advantages of using a curriculum that is centered on play. It indicated gains in children's abilities in emergent literacy skills such as language abilities, narrative language, sophisticated play, and peer social competence. These emergent literacy skills include the ability to communicate in narrative form, as well as language abilities (Reynolds, 2011).

Researchers Nelson, Welsh, Trup, and Greenberg (2011) discovered that delays in developing language abilities among preschool children continue longitudinally into adolescence. This was the finding of their longitudinal study. The research came to the same conclusion, which was that preschool children who had a delay in learning language abilities continued to have inferior verbal language skills in teenagers who showed symptoms of being less successful in reading and academics. Children who have trouble catching up in their linguistic development still face challenges in their academic growth. A linguistic delay in preschool children between the ages of three and five has a detrimental impact on the children's ability to learn. The longitudinal findings demonstrated that children who lacked linguistic skills in preschool had a poorer level of mental achievement from the ages of 7 to 18 years of age. Children who came from low-income homes were more likely to have weak language abilities

than children who came from wealthy families. The design of the previous study was a longitudinal study, but the design of the present study will be a descriptive survey design since the current researcher only intends to gather data once. Children from disadvantaged socioeconomic backgrounds were the primary focus of the research that was evaluated, while the children in the present study were from a variety of socioeconomic backgrounds.

Children in preschool who have acquired language skills have a lot of fun playing with other children their age. According to child psychologist Valinejad, children who have a strong command of the language would find it easier and more enjoyable to voice their ideas than their classmates (Vickers, 2010). Because the participants in the study under evaluation were tracked for a considerable amount of time, the methodology that was used in the research was appropriate. Based on these results, the study made a recommendation that more research should be carried out to investigate the impact that preschool has on the development of language abilities. This is one of the issues that the present research is concerned with.

Reading comprehension relies heavily on linguistic skill, which is widely acknowledged as an essential component. Language abilities are developed at preschools of a high level, which has a significant impact on the academic success of children later in life. On the other hand, there is a paucity of information about the effect that teaching approaches have on the language acquisition of preschool preschoolers. This article presents the findings of a longitudinal research that was conducted with the purpose of determining the aspects of teacher–child interactions in preschool that are related to the development of children who originate from low-income households' linguistic abilities. It puts to the test the premise that the dynamics

of linguistic assistance provided by teachers in schools are comparable to those observed in households. Therefore, the use of methods that have shown to be successful in domestic settings will be linked to improved language acquisition in educational settings (Dickinson 2011). The previous research concentrated on children who came from families with poor incomes, while the new study will focus on preschoolers attending public as well as private schools, irrespective of their family's socio economic situation. This is due to the fact that children in the region of interest to the study come from a diverse range of socioeconomic backgrounds. As a result, the researcher will not be able to zero in on a specific demographic to focus their attention on. The research methods used in the investigated study included Checklists and Questionnaires. The present research has determined that these instruments are suitable for the topic at hand.

The National Institute of Child Health and Human Development in the United States began the NICHD Study of Early Child Care in 1991. This was a longitudinal study that aimed to determine the relationship between a child's experiences in childcare and the developmental outcomes they experienced from infancy through the age of schooling. Over 1300 newborn newborns from ten different locations throughout the nation were sampled for this study. After then, they were monitored, and at this point, they are in the seventh year of their education. It was discovered that children who participated in childcare programs of a higher level had a greater capacity for language than children who participated in programs of a lower quality. The evaluated research was carried out in the United States. The research that was looked at was longitudinal. The method of investigation used in this research is a descriptive survey. This is due to the fact that the researcher only wants to gather the information once.

Because of timing constraints, longitudinal design cannot be implemented. The time limit for completing a doctorate at an institution is strict.

Storch and Whitehurst (2002) discovered that a child's level of linguistic proficiency at age 4 had a significant impact, although an indirect one, on their level of understanding in grades 3 and 4. In addition, study conducted by the NICHD Child Care in 2005 found that language skills at age 3 had an indirect impact on reading ability in Class 3, and that this relationship was tempered by previous code-related aptitudes. Converging research suggests, as a result, that the acquisition of language enhances reading abilities in grades 3 and 4, primarily with regard to the expansion of vocabulary. The longitudinal method was adopted in this investigation.

Both the United States of America and the United Kingdom have clearly defined regulations about the language that should be used as the medium of teaching in schools, and the agencies responsible for education see to it that these policies are carried out. On the other hand, problems have arisen as a result of indigenous languages being neglected in educational settings. For instance, in the United States of America (USA), political minority and indigenous language revitalization groups have advocated for their inclusion in order to increase the likelihood that immigrants would be able to obtain preschool instruction in their native language. To this point, this strategy has been successful in a number of states. An example of this may be found in a research that was conducted in Arizona and included 10 preschools that were chosen at random. The purpose of the study was to find out the perspective of the native people on the use of English as the official language of instruction in schools. According to the results of the study, the preschools not only teach native languages, but they also make an effort to utilize those languages as the medium of

teaching (McLine, 2001). The findings of the poll also revealed that preschoolers of the Navajo tribe, which is located in the state of Arizona, had a stronger preference for speaking their native language. 91% of the people who participated in the study favored using their native language rather than English, while 78% indicated a preference for bilingual education, in which both English and their native language were used concurrently. The preference for speaking English among parents was much greater than that of preschoolers and faculty.

In nations where another language is used as the official language, the position of English in the formulation and execution of language policy in the field of education has historically been fraught with conundrums. For instance, Ethiopia's language policy is a hybrid of using Amharic, the country's indigenous language, in early childhood education while simultaneously adhering to a pragmatic unwritten policy that favors English as the language of instruction in secondary schools and institutions of higher education. In a research conducted by McNab (1989) on the implementation issues of the language policy and language practice, it was discovered that there are weak areas in implementation touching on teachers' training, a lack of in-service assistance, and historical imbalances.

A few studies that were conducted in East Africa on language policy and practice revealed that parents, instructors, and preschoolers all had different views on the languages that should be used in the classroom. In a research that was carried out by Muthwii (2002), lower primary school children, together with their parents and teachers, took part (6-9 years in village schools and 5-8 years in city schools). This study explored the attitudes, opinions, and perceptions of parents, learners, and tutors on language as an instrument for boosting learners' acquisition of a comprehensive

education in specific language skills among the most prominent linguistic communities in Kenya and Uganda. Specifically, the study focused on Kenyan and Ugandan English and Swahili. According to the findings of this research, the relationship between a mother tongue and languages that are used for wider communication has never been discussed openly and systematically in Kenya, despite the fact that Kenya's language policy is crystal clear regarding the place of mother tongue in the curriculum. It was found that there is a significant obstacle in the way of putting into practice the policy on the use of one's mother language, which was the focus of this research. Self-reports, focus group talks, and structured interviews were among methods that Muthwii employed. According to Milroy (1987), self-reports may not often correctly represent real language behavior, although systematic interviews can reduce the replies. It was determined that an investigation into the variables that influence language choices in preschool would benefit from the utilization of real language observation schedules as well as unstructured interviews. These research techniques have been included into the present study since they are pertinent to the topic.

According to Claesen (1984), every educator has their own distinct method of teaching. This is further impacted by the kind of education that was received by each individual instructor. Because of this, certain educators are considered to be successful pedagogues while others are considered to be ineffective. Barnes (1969) carried out research in the field of language to determine the impact that different instructional strategies have on the learning process. The author came to the conclusion that the approach used in teaching a language might impede the learning process.

A number of studies have highlighted the fact that there are significant differences between the language policies implemented in private preschools and those implemented in public preschools (Menken & Garcia, 2010; Murundu, 2010; Muthwii, 2002 & Tollefson & Tsui, 2004). Nevertheless, a number of studies have shown that public preschools, in particular, give preference to teaching in the native language of the surrounding community rather than in English as a medium of instruction for their preschoolers (Chiori & Harris, 2001). The language policy that is suggested for a nation may not always align with the language policy that is chosen by a particular preschool inside that country. For instance, one of the stipulations of Kenya's language policy is that early childhood education classes must be taught in the student's native tongue or the language of the catchment area (Republic of Kenya, 2012). The policy on the language of instruction in Kenya is based on the idea that using the language of the catchment area guarantees that the child will be educated in a language that is already known to them (Gachathi Report, 1976 & Republic of Kenya, 2012). Despite this, education field officers and academics have proven that in the instance of Kenya, children are more likely to be trained in foreign languages in complete violation of the language policy. This is the case even though Kenya has a language policy in place (Koech, 1999). The research that was looked at focused on the native tongue of the region, rather than language learning itself. The goal of the present research is, in part, to investigate how preschoolers might improve their language skills.

According to a report by UNESCO (2011) and UNICEF (2012), educators in Nigeria have not been doing their duties as effectively as they could in the classroom when it comes to teaching reading. When it comes to deciding how effectively a kid will learn to read, the most essential factor is the quality of the instructor they have. According

to the findings of the research, additional factors that make it difficult to read include instructional programs that are restricted and fragmented, instructors who are insufficiently trained, and a failure to make appropriate use of teaching resources. However, when the problem of the instructors has been resolved, these other variables might begin to be taken into consideration.

In their study, Morrison and Moser (2011) wanted to determine the impact of four different teaching styles on the level of reading motivation shown by primary school preschoolers. The research used a multi-instructional strategy, and every aspect of language arts education, including reading, writing, spelling, and handwriting, was covered in depth with the participants over the course of two hours every day. A variety of books were read by the instructor, discussions were held with preschoolers on the content of the books, and partnered reading was formed, in addition to other teaching strategies, such as the use of visual aids and demonstrations. According to the findings of the research, the reading motivational strategies that were used by the educators resulted in an increase in reading interest as well as the capability to exhibit significant improvements in reading habits, attitudes, and achievements.

Because they both make complex ideas easier to grasp, effective instructional techniques and instructional resources are crucial to the development of appropriate reading abilities, and their application by teachers is critical to the success of those strategies and resources (Hanson & Padua, 2014). More importantly, proper use of the materials makes it much simpler for preschoolers to follow along, comprehend, and remember the material covered in the session (Mubichakani & Koros, 2014). Additionally, the accessibility of educational materials is a potential factor that might impact the degree of reading proficiency among preschoolers in lower primary

(Torgesen, 2012). According to Mubichakani and Koros (2014), instructional resources are the teaching and learning aids used in the learning process to make the content of what is presented to learners more vivid, interesting, and pragmatic. These teaching and learning aids are used to make the content of what is presented more...

According to the Education Policy Review Commission report (EPRC, 2002), the role of teachers in terms of teaching strategies and use of instructional materials in early literacy acquisition is to ensure that instructional resources are available as part of the instructional process. This is indicated by the fact that teachers make sure that instructional materials are available (Lindsay & Knight, 2007). In point of fact, their duty is on the instructional methods and resources that are used in the process of teaching early reading abilities.

Preschoolers are motivated to improve their English language abilities as a result of the findings of a research that was conducted in Ethiopia by Friday (2014) on the advantages of storytelling to learners' language learning. As a result of his research, he came to the following conclusions: (a) tales are an inherent component of normal life, irrespective of language. Therefore, creating stories is an endeavor that is shared throughout societies all over the globe, regardless of the levels of literacy in those nations. (b) Preschoolers are able to readily transmit their messages via the art of storytelling, which assists in the development of their communication abilities. (c) When preschoolers see that their peers like the tales that they share, it helps to increase both their self-esteem and their level of confidence. (d) Preschoolers are allowed the freedom to take responsibility for their own education and to make mistakes in the target language, which gives them the opportunity to independently explore the target language (Ibrahim & Khalid, 2014).

A study that was conducted in Nigeria by Yusuf (2016) on investigating the impact of teacher on use of folktales on the performance of preschoolers in reading comprehension in primary schools gave weight into storytelling. The purpose of the study was to investigate the impact of teachers on use of folktales on the performance of preschoolers. A total of forty (40) primary four preschoolers from two randomly chosen primary schools in the Kaduna North Local Government area served as the study's sample population. These schools were designated as school "A" and school "B." The experimental group was given the designation of school "A," whereas the control group was given the designation of school "B." Reading skills were taught to both groups for a total of eight weeks. We employed a design for the experiment that included a pre-test and a post-test for comparable groups. The preschoolers were given a test of their reading comprehension that was termed a retelling exam. According to the findings, the experimental group did much better than the control group. This suggests that the incorporation of folktales into reading instruction by instructors may have a major beneficial influence on the reading abilities of their preschoolers.

Hassan and Mahkameh (2013) asserted in a longitudinal study carried out in Iran that stories make every real situation in life tangible, and that primary school children understand that stories can be practical in the real world. The research showed that the two factors worked in tandem to produce this effect. Learners in Grade 3 benefit from an atmosphere that is infused with inspiration when they have teachers who are skilled storytellers. This helps them face the problems that are inescapable in their life. These kind of tales educate youngsters in elementary school about strategies to cope with difficult situations. In a similar vein, there are a multitude of reasons why preschoolers in grade three might benefit from hearing tales. Storytelling, in other

words, pulls together the skills of listening, speaking, comprehending, reading, and writing in a meaningful way for preschoolers in grade three. The tales, which are based on notions from linguistics, offer grammatical elements, vocabulary, and speech in a manner that is compatible with understanding (Zacharias & Manara, 2011).

In a research that Krafft (2013) conducted out in Morocco, he supplemented the play environment of preschoolers with objects that emphasized numerical symbols. He discovered that the children in the language-enriched setting participated in more discourse and activity that was relevant to reading ideas. Zacharias the results, however, did not extend to more sophisticated mental structures. This demonstrates that children are presented with one-of-a-kind chances to learn, practice, and improve their communicative, interactive, and social abilities when they participate in activities that are shared with their peers via play.

A quasi-experimental approach was used for the research that Peter and Charles (2011) conducted on the influence of dramatization on student success in the English language while attending public secondary schools in Meru County, Kenya. The schools in question are public schools. The results of the research showed that several types of teaching tactics, including role-playing, simulation, language games, and mime, had a substantial impact on the accomplishment of preschoolers and the development of reading abilities. It has been demonstrated that dramatization is useful when it comes to teaching abilities related to the English language. This research advises that the government should prepare to address the problem of adding dramatization in the process of teaching the integrated syllabus by asking KICD to

include dramatic genres, in language curriculum. This recommendation was made based on the findings of this study.

According to the findings of yet another study carried out in the United Kingdom by Watson (2012) on the factors affecting the teaching of English reading skills in a second language of grade 3 preschoolers, it was discovered that insufficient reading resources, poor teaching methods, insufficient teachers and learner interactions, and overcrowded classrooms were significant factors that contributed to the failure of the teaching of reading skills.

According to the findings of a study that was carried out in Kenya by Karanja (2015) at Baraka Primary School in Nairobi, it was observed that teachers used whole-class, and teacher-centered methods with minimal interactions between the teacher and preschoolers, as well as interactions between preschoolers themselves. Interactions between the instructor and the preschoolers consisted mostly of the teacher asking questions and the student responding with answers. In addition, the instructors did not make use of any instructional tools in order to improve their classes. The walls of the classroom were completely barren; there were no graphics of any kind, including charts, maps, or drawings of any kind. Because of this, the majority of the preschoolers' education consists of rote memorization, which stifles both their creative potential and their capacity for critical thinking (Karanja, 2015).

Another research on the availability of reading resources in language acquisition was carried out in Kenya by Ambuko (2013). The findings of this study suggested that providing learners with a wide choice of reading materials is highly important and helps to motivate them. The resources for learning English reading include, but are not limited to, books from the library, a blackboard, photographs, tale books flash

cards, a counter, printed materials, charts, recordings, videos, photos, internet resources, and any and all resources based on technology (Namata, 2010; Andima, 2013). Reading teaching is dependent on the availability, use, and quality of relevant instructional resources that are utilized in the classroom by the instructors (Gauthier & Lawson, 2004). In addition, educational resources help learners learn more effectively while also making the process simpler and more fun (Mubichakani & Koross, 2014).

Wanjiru (2011) completed a research in Nairobi County Kenya. The purpose of the study was to identify the instructional strategies that preschool teachers use when teaching in English and the factors that influenced their use of these instructional strategies in selected preschools in the Kasarani Division of Nairobi. The preschools that participated in the study were located in the Kasarani Division. In this particular study, an ex-post facto research approach was used. In order to gather data, we made use of questionnaires as well as observation schedules. The observational sample consisted of twenty (20) early childhood educators. The tabulation of frequency and percentages were the two primary descriptive approaches that were used. Pearson Preschoolers and the Product Moment Correlation Coefficient Statistical Package for Social Science was employed to conduct the inferential analysis, and the T-test was the inferential statistic that was used to test the null hypotheses at an alpha level of 0.05. (SPSS). The primary takeaways from the research were that the teaching tactics that preschool instructors employed most often were code switching, asking questions, providing instructions, and repeating words and phrases. When teaching preschoolers English, the instructional tactics that were employed the least often were expanding on the children's utterances, providing explanations, replacing words with actual things, providing examples, and contrasting meanings. The researcher was inspired to add the variable of curricular practices in this present study in order to

investigate how these practices impact language learning among preschool preschoolers in Uasin-Gishu County. The study that was examined served as motivation.

A research was carried out by Ayora (2014). The purpose of the study was to evaluate the factors that contribute to poor levels of reading literacy among lower primary school preschoolers in Kisii Sub-County, Kenya. The research was directed by Holdaway's hypothesis of the progression of reading skills. The survey was of a descriptive nature and was utilized by the researcher. All of the instructors and preschoolers in lower elementary courses were the target demographic for this initiative. The sample for the research was chosen using a combination of procedures, including purposeful sampling and stratified random selection. The sample for the research was comprised of 31 third-grade educators working in both public and private institutions. In order to gather information, the researcher made use of a questionnaire, a reading literacy test, and an observation checklist. The findings indicated that preschoolers attending elementary schools in private institutions had a greater level of reading literacy than their peers attending primary schools in public institutions. The findings also demonstrated that the language of teaching had an effect on the reading literacy levels of the preschoolers. It was shown that there was a favorable association between the availability of teaching resources and the reading literacy levels in lower elementary schools. It was suggested that the administration of the school should offer a classroom learning environment that has enough literacy resources, and that instructors should give adequate activities and ways to increase the literacy abilities of their preschoolers. The researcher who conducted the study that was evaluated focused on elementary schools; hence, this prompted the present

researcher to do research on the acquisition of language skills by preschool preschoolers.

Opinde (2016) conducted research on the language-related challenges that are experienced by teachers who do not speak the language of the local community. Additionally, they wanted to discover the language-related challenges that are encountered by pre-school children who are not familiar with the language that is used for instruction. The research is predicated on Sapir and Whorf's (1884-1939) theory of linguistic relativity, which proposes that the manner in which individuals think is significantly impacted by the languages in which they were raised. The research was conducted utilizing a descriptive research design and the survey technique to gather data via the use of questionnaires. The target population was selected by a combination of the techniques of purposeful sampling and simple random sampling. According to the findings of the research, there was a significant amount of linguistic variation among the preschool preschoolers who attended schools located inside the Nyakach sub-county. The language barrier, restricted learning, and inactive children in class activities were the obstacles that were experienced by instructors who did not speak the language that was used by the local population. The language barrier has a negative impact on the quality of learning and interaction that takes place between the instructors and the pre-school preschoolers. Based on the findings of the research, it was suggested that the education policy that requires pre-school children to be taught using the language of the catchment area be rigorously enforced in order to allow proper contact between instructors and preschool preschoolers. The study that was examined inspired the present researcher to do research on the techniques that instructors would use within the curriculum in order to improve preschoolers' ability to acquire language skills.

Ojuondo (2015) completed a research in Kenya. In particular, the purpose of the research was to determine the characteristics of play that contributed to the development of language abilities among preschool preschoolers in Kisumu Central Sub County. The research looked at the different forms of play, the availability of play materials, the involvement of the teacher during play, and the policies that schools had about play as aspects of play that affected the development of language skills. The data was obtained via the use of interview guides, observation checklists, and questionnaires that were self-administered. During the selection process for the research sample, the study used a practice known as purposive sampling. A total of 143 people participated in the research as part of the sample. Following the calculation of means, frequencies, and percentages using descriptive statistics on the data that was gathered, it was then presented in the form of tables for the purpose of understanding. The results of the study showed that preschoolers who participated in a variety of plays, such as manipulative, creative, dramatic, and physical plays with play materials, were able to achieve higher scores. This was due to the fact that the children were able to acquire skills in listening, speaking, reading, and writing while interacting with teachers who played active roles to instruct and direct play. Comparatively, preschoolers who did not participate in any form of play did not receive any benefit from the study.

Kyalo (2018) undertook a research in Makueni County Kenya. The primary objective of the research was to investigate the variables that influence the acquisition of a second language in children aged three to four years old in the Kasikeu Division of Makueni County in Kenya. The purpose of the research was to investigate the following: the impact on children's ability to pick up a second language of their instructors' teaching experience, academic level, degree of training, and linguistic

components. The sample included a total of 30 individuals, including 20 instructors and 10 administrators. For the purpose of this research, a random sampling technique was employed to collect data on the teachers and administrators working in schools located in the Kasikeu Division of the Makueni Sub County. The interview schedules, as well as the questionnaire, were the devices that were used in the data gathering process. The data from the instructors was collected using a questionnaire, while the data from the administrators was collected using an interview guide. The data were analyzed using SPSS, and the results were presented using frequency and percentage breakdowns. According to the findings of the study, a teacher's experience is extremely important in the process of children acquiring a second language; a teacher does not necessarily need a high academic level to improve on children's acquisition of a second language; teachers' training does, to some extent, have an effect on the children's acquisition of a second language; and the components of language have a significant impact on the children's capability of acquiring a second language. According to the findings of the study, school administrators should make sure that the teachers who are recruited to teach second languages have previous experience; the Ministry of Education should make sure that pre-school teachers receive adequate training; and parents and community members should work to create an atmosphere that encourages the development of second language skills. The research that was evaluated looked into the learning of a second language, while the study that was conducted looked into the learning of language skills. The author of the works that were evaluated did not indicate whether the preschools were private or public. Because of this, the authors of the present research classified the schools as private; high and low cost, and another form of preschool was that which was public.

Kyalo (2019) undertook a research in Makueni County Kenya. The goal of this research was to evaluate the reading levels of preprimary school preschoolers, as well as the influence of teacher-pupil ratios, the training abilities of instructors, and learner-teacher interactions on reading outcomes among preschool school children. The purpose of the research was to investigate a variety of factors of interactions between teachers and preschoolers and to evaluate how these aspects are related to the level of reading proficiency attained by children in the area. The Social Interactions Theory, as espoused by Vygotsky, was used in the research project. The research was conducted using a descriptive research approach, and it had 110 preschools as its subjects. The schools and instructors for the preschools were chosen using a simple random sample strategy, whereas the purposive sampling approach was utilized to choose the teachers. Both descriptive and inferential statistical methods were used in the processing and interpretation of the data acquired for this investigation. In order to describe the results of the research, descriptive statistics such as percentages and frequency distributions were used. According to the data, the vast majority of the educators disagreed with the assertion that the majority of the children in class one are capable of accurately reading 30 English words per minute. In this regard, the vast majority of educators were of the opinion that preprimary schools do, in fact, have a need for treatments that may increase preschoolers' reading abilities. A high teacher-to-student ratio was discovered, and at the same time, a growing enrolment rate was seen on an annual basis.

The educators voiced their discontent that the schools did not raise the number of teaching positions available, despite the rising number of student enrollments. As a consequence of this, the vast majority of instructors, or 62.9% of them, stated that the high number of preschoolers that were crammed into each classroom had a

detrimental impact on the development of reading abilities in preschools. The majority of the educators had diplomas, and those who did not had received training at the District Centre for Early Childhood Education, where they had expanded their education to the undergraduate and certificate level respectively. It was found that people who received training via the Tusome programme had a greater awareness of how the influence of information on reading abilities, in comparison to those who had no instruction at all. The vast majority of educators practiced close monitoring of their preschoolers while they were reading. In comparison to those who utilized it just moderately, those who employed high-level teacher-guided role play were found to constitute the majority of the teaching staff. In addition to this, it was found that instructors utilized the strategy of letting preschoolers read in turn as an option somewhere between moderately and strongly. According to the findings of the research, educators should devise and carry out a practical strategy in order to guarantee that preschoolers improve their reading skills during the course of their education. Reading was the only aspect of language proficiency that was looked at in the research that was examined. The present research, on the other hand, looked at the process of language learning among preschoolers. The present study also looked at how different pedagogical approaches affected the process of language learning. The study that was evaluated did not specify which kinds of preschools were being studied, which is what led to the need for the present investigation, which compares the language used by children attending public and private preschools in Uasin-Gishu. The geographical areas in which the researches were carried out were also different from one another.

A research was carried out by Muindi (2017) in Yatta Sub-county, Machakos County, Kenya, to investigate how successful the use of storytelling by teachers is in the

process of instructing preschoolers in reading abilities at the preschool level. The goals of the research were defining the nature of the accessible tales, instructors' readiness for storytelling, teachers' attitudes towards storytelling, and teachers' storytelling experience in connection to increasing the reading abilities of learners in preschool and elementary school. The Storytelling Theory was used for the research. Because it allowed the researcher to investigate many features of a research study without having to change the variables, the descriptive survey research design was selected as the method of investigation for this study. The target population consisted of 752 individuals, including 25 educators of preschoolers and 751 preschoolers of preschool, bringing the total to 801. The number of subzones found in the Yatta Sub County was used as the basis for applying stratified sampling, which resulted in the creation of five different strata. Purposive sampling was used to pick one preschool school teacher from each zone. The selection process took into consideration schools that had instances of preschool school learners who performed poorly in reading skills assessments. For the purpose of the research, questionnaires were employed to gather information from instructors of preschools, while observation checklists were used for the purpose of collecting data from preschoolers. For the purpose of determining validity, a pilot study was carried out with four educators from preschools. The test-retest method was used in order to ascertain reliability, and the Pearson's Product Moment Correlation Method was utilized in order to calculate the reliability coefficient, which was found to be 0.70. The qualitative data was analyzed based on themes that were determined by the objectives of the study. On the other hand, the descriptive analysis of the quantitative data was performed by using frequencies and percentages with the assistance of the Statistical Package for Social Science (SPSS 23). The findings were presented using tables.

According to the findings of the research, the reading abilities of preschoolers in preschool and elementary schools fall short of what is expected, and the quality of the tales, as well as the level of preparation, attitude, and experience of instructors, all have an impact on preschoolers' reading abilities. According to the findings of the research, educators in preschools should encourage preschoolers to read a variety of tales that are appropriate for various scenarios to improve reading abilities. Teachers need to be aware of the vital role that tales play in early childhood education, and as a result, they need to be integrated into the preparations that are made for daily class work, such as lesson planning and strategizing. As a method for enhancing preschoolers' abilities to read, teachers of preschool and elementary school children should be encouraged to cultivate positive attitudes and perspectives of storytelling as a teaching tool. It is important for educators to realize that in order to effectively employ storytelling as a teaching strategy for reading; they need to first build up adequate expertise in the art of storytelling. The researcher of the current study was inspired to include curriculum practices such as story-telling in order to investigate the degree to which they contributed to language acquisition among preschoolers attending public and private pre-schools in Uasin-Gishu County, Kenya. This was done in response to a previous study that had been reviewed.

Machira (2017) undertook a research in Nyeri. The objective of this research was to determine the factors that influence the degree to which preschool-aged children in Mathira sub-county are prepared to read. The following goals served as the foundation for the research: to ascertain the degree to which preschool children are prepared to read; to evaluate the extent to which teaching and learning materials are readily available; to investigate the connection between the availability of teaching/learning materials and the degree to which children are prepared to read; to

determine the connection between teachers' use of teaching/learning materials and the degree to which children are prepared to read; and to determine the connection between teachers' levels of experience and the degree to which children are prepared to read. The Social Interactionist Theory of Language Development proposed by Bruner in 1972 was used in this research. The study used a correlational methodology, which required the collecting of quantitative data in order to evaluate the level of similarity that existed between the variables. The target audience consisted of one hundred twenty preschool teachers working in the public sector in the Mathira East sub-county. For the purpose of this research, a straightforward method of random sampling was used to pick the participants. The Chi-square descriptive test, which determines the degree to which variables are correlated with one another, was one of the methods of data analysis that was used. At the .05 level of significance, the correlation between the accessibility of teaching and learning resources and the degree of reading preparedness of children was found to be significant ( $p$  value = .001). It was decided to go with the theory. According to this evidence, a greater availability of teaching and learning resources was associated with an increase in children's readiness to read. The research came to the conclusion that there was a limited supply of educational resources. The findings of the research also indicate that the utilization of teaching and learning resources by educators contributed to an improvement in preschoolers' preparedness to read. The last finding of the research is that a higher degree of teaching expertise is associated with an increase in preschoolers' readiness to read.

A research was carried out in Nairobi, Kenya, by Marima, Kamau, Rachael, and Runo (2016) on the instructional restrictions experienced by teachers when teaching reading competence in Early Childhood Classes in Nairobi County, Kenya. The goal of the

research was to determine the methods that are used in Early Childhood Education for the aim of teaching reading. The purpose of the research was to determine the orientation of instructors and the obstacles that teachers experience in the classroom when it comes to teaching reading. The research used a descriptive research design, and its methods included a survey, as well as an observation methodology. It was carried out in twenty different schools throughout Nairobi County. According to the data, the most difficult obstacle that early learning instructors must overcome in order to effectively teach reading is a shortage of resources. In addition to this, they said that they lacked enough preparation in terms of the relevant reading instruction approaches. The ability of reading was the sole aspect of language that was investigated in the research that was evaluated, while the present study investigated the skill of language learning. The previous research did not specify which preschools took part in the study; hence, the preschools were divided into public and private categories for the purpose of the present investigation. The research that was reviewed was carried out in the county of Nairobi, whereas the study that was carried out here was carried out in the county of Uasin-Gishu.

Nairobi County was the location of the research that Yumbya and Wanjohi (2019) conducted. The purpose of the research was to determine whether or not participation in reading activities had an impact on preschoolers' ability to read English in the first grade at primary schools located in the Kayole Zone of the Embakasi Sub-County of Nairobi County, Kenya. The research design used in this study was descriptive. The target population consisted of 180 instructors and 3600 preschoolers in Grade One, for a total of 3780 respondents spread among 20 schools. The target population was identified as follows: This research used stratified, purposive, and simple random sampling approaches to produce a sample size of 241 respondents, consisting of 36

instructors and 205 kids in Grade One. The sample size was obtained from a total of 241 individuals. The data were gathered by the researcher via the use of questionnaires and performance assessments. Descriptive analysis was performed on the quantitative data, and the results were reported in the form of percentages, frequencies, and averages for each goal, as well as correlations between the objectives. The analysis of qualitative data consisted of grouping the data into themes and presenting the findings in the form of themes and direct quotations where appropriate. Reading activities such as sound reading, word reading, shape reading, and color reading were found to have been discovered, according to the results of the research. In addition, preschoolers have a higher level of performance in terms of reading speed, which is followed by their interpretation of colors and forms, and their performance in terms of fluency is the lowest.

According to the results of the research, both sound reading activities and shape reading activities had a beneficial effect on the preschoolers' performance in reading the English language. In addition, word reading exercises and color activities did not have a substantial impact on the participants' ability to read English. According to the findings of the research, not all types of reading activities have a substantial impact on the academic performance of preschoolers. According to the findings of the research, both the management of schools and the teaching staff should work to develop new methods for enhancing the academic performance of preschoolers in English. The research that was evaluated served as the impetus for the present investigation, which sought to explore which curricular approaches preschool instructors use in order to facilitate the development of language abilities in their preschoolers. The primary level of learners was the focus of the research that was examined, whereas the primary level of learners was the main level of learners in the present study.

Opiyo (2017) completed a research in Kakamega County Kenya. The study was titled "Home literacy environment and development of early literacy skills of 3-4 year-old children," and it was conducted by researchers. In particular, the purpose of the study was to determine the extent to which the demographic characteristics of the parents, the literacy beliefs of the parents, the child literacy practices of the parents, and the educational resources available in the homes of the parents all had an impact on the early literacy skills of children aged three to four years old who lived in Kakamega Central Sub County. In this study, a mixed method research methodology was used, and bio-ecological systems theory by Bronfenbrenner and the Emergent Literacy theory by Clay were both used as theoretical frameworks. Specifically, study designs known as cross sectional and correlational studies. Children aged 3 to 4 years old and the adults who cared for them participated in the study. Using techniques such as stratified sampling, purposive sampling, and simple random sampling, a total of 72 children, 72 parents/guardians, and 24 preschool teachers from 12 publicly attached preschools and 12 privately owned preschools located in urban, sub-urban, and rural areas of Kakamega Central Sub County were selected for the study and provided their responses. The use of questionnaires and discussion guides during focus groups allowed for the collection of qualitative data. Quantitative data was generated from indices, scales, and checklists of Parent Literacy Beliefs, Parent-Child Literacy Practices, and Home Educational Resource adapted assessment tool, Dynamic Indicators of Basic Early Literacy Skills. This tool estimated the early literacy abilities of children between the ages of 3 and 4 years old. Cronbach's alpha statistics were used to determine the inter-rater reliability of the qualitative data collected throughout the piloting process, which was carried out in three preschools. The qualitative data were categorized thematically using coding, and descriptive statistics

were used to show the findings. The Pearson's Moment Correlation Coefficient was used to establish a relationship between the variables, the Analysis of Variance was used to determine the mean differences between the study variables, and multiple regression was used to evaluate the accuracy of the prediction of early literacy skill attainment. According to the findings, age, gender, family size, educational level of the parents, and wealth are not only important predictors of early literacy achievement but also essential facilitatory elements for parental engagement in a child's education. The literacy habits of parents as well as the availability of home literacy resources were shown to be more strong predictors of early literacy skills in young children.

Early forms of reading and writing were encouraged to flourish and develop into conventional literacy by providing an environment rich in language, which consisted of printed materials, and social support from caregivers. Developmentally appropriate settings were identified as one of the special ingredients that encouraged early forms of reading and writing to flourish and develop. These were made available in a range of intensities among the three stratified localities that make up the Kakamega Central Sub County. Homes in areas with high school environments tend to create a more engaging home literacy environment than homes in areas with low school environments. Children who entered kindergarten from families with a high socioeconomic status had stronger early reading abilities. According to the findings of the research, it is recommended that families be included in the educational and developmental plans for early children in a clearer manner. The previous study served as inspiration for the present researcher to include both public and private sources (high and low cost pre- schools). The researcher who worked on the work that was evaluated focused on the environment of the family, while the researcher who worked on the present study focused on the techniques that preschool instructors use in their

lesson plans to encourage preschoolers' development of language skills. The tools that were utilized in the research that was reviewed were the same ones that were used in the study that was being discussed here.

Ogetange (2018) completed a research in Kisii Kenya. The objective of the research was to determine the extent to which the dynamics of the educational setting had an impact on the level of reading proficiency possessed by preschoolers in Kisii County's Standard III. This study's goals were to determine the levels of reading ability among preschoolers in Standard III, establish the influence of school literacy environment, teacher characteristics, and teacher-pupil ratio on the acquisition of reading skills, and investigate the methods that schools use to encourage the development of reading abilities in their preschoolers. The research was directed by the Ecological Systems Theory developed by Bronfenbrenner and the Stage Theory developed by Uta Frith. The research used a combination of qualitative and quantitative methods, and the end result was a descriptive survey research design. The target population consisted of 3,234 individuals, including 77 head teachers, 77 instructors for Standard III, and 30,80 preschoolers in Standard III. For the purpose of collecting data, we employed a questionnaire, an interview guide, an observation checklist, and a reading test for the preschoolers. Validity was determined via the use of expert opinion, while reliability was determined by the use of the test-retest methodology. Both qualitative and quantitative approaches were used to analyzing the data. The qualitative data was analyzed using a thematic approach that was aligned with the objectives of the study. On the other hand, the quantitative data was analyzed descriptively using frequencies and percentages, and inferentially using ANOVA to test the hypotheses. The results were presented using tables and charts.

According to the findings of this research, the literacy environment in schools has an effect on the development of reading abilities. It was shown that female instructors were more effective at teaching reading than their male counterparts, and that the credentials of the teachers had a favorable influence on the preschoolers' ability to acquire reading abilities. A higher pupil-teacher ratio was shown to have a detrimental impact on the acquisition of reading skills among preschoolers, and insufficient training of teachers in reading skills was found to have a significant contribution to poor reading skills among kids. The study recommends that the Ministry of Education and other educational agencies should ensure that there are adequate learning facilities in primary schools that enable preschoolers to adequately acquire reading literacy skills, that language teachers should be given regular capacity building courses on reading to make them able to cope with changing times, and that the government and other educational agencies should ensure that the teacher-pupil ratio is as low as possible in order to promote educational equality. In the research that was evaluated, only one aspect of language learning was looked into, but the present study looked into the process of language acquisition in its whole. In contrast to the previous research, which explored the dynamics of the school environment, the current investigation focused on the practices of the curriculum that are used and how such practices effect language learning among preschool preschoolers. Both of these studies were aimed at different groups of people.

An investigation was carried out by Ngure (2019) in Nairobi, Kenya. The objective of the research was to determine the impact of various instructional techniques and resources on the development of reading abilities among preschoolers in Grade Three in Embakasi, which is located in Nairobi County, Kenya. The goals of the study were to determine the levels of reading ability possessed by the preschoolers in Grade

Three, investigate specific instructional strategies used in the teaching of reading in Grade Three in Nairobi County, and investigate how teachers make use of instructional resources when teaching and learning reading with Grade Three preschoolers in Nairobi County. Holdaway's Theory of Literacy Development served as a compass to direct the study, while Robert Gagne's Instructional Theory provided further assistance. The research project employed a mixed methods approach on a target population that included 225 primary school principals from 225 schools, 675 third-grade instructors, and 30,000 preschoolers in third grade, for a grand total of 30,900 participants. This research included a total of 150 third-grade preschoolers, 30 third-grade teachers, and 10 third-grade head teachers as part of its sample size. The research instruments consisted of questionnaires for the teachers of grade three, an interview schedule for the head teachers, a class observation checklist, and a reading exam for the preschoolers of grade three. A pilot study was conducted to assess the content validity of the instruments, and the instruments were pre-tested. Through testing and retesting, we were able to achieve a Cronbach Alpha Coefficient with a value of 0.7, which demonstrated that our results were reliable. The qualitative data were examined using a theme approach in accordance with the study goals. On the other hand, the quantitative data were analyzed using descriptive statistics, which included the use of frequencies and percentages. The analysis of variance (ANOVA) was used, and the data was displayed via the utilization of charts, tables, frequencies, and percentages.

According to the findings of the study, only 60.7% of the preschoolers had comprehension skills that were above average. This compares to 57.1% who scored below average in reading sentences and paragraphs, 53.6% who scored below average in reading stories, and 50% who scored below average in reading letters and letter

sounds. The research also found that the majority of instructors, or 78% of them, believed that smaller reading groups, as opposed to big reading groups, are more helpful in increasing preschoolers' reading abilities in grade three. The majority of the instructors (60.7% of them) said that there was a lack of reading books. According to the findings of the study, the Ministry of Education should organize reading refresher courses for educators, with the goal of enhancing the reading abilities of preschoolers in grades three, and educators should also organize small reading groups, so that each student has the opportunity to take part in reading activities. Both of these recommendations were included in the study's list of recommendations. Other stakeholders, such as parents and teachers, should work together to produce learning resources that will assist in the development of reading abilities to a greater extent. The conclusion of the previous study served as motivation for the present researcher to investigate the degree to which curricular methods implemented by preschool instructors impacted the preschoolers' language learning. The learners in the third grade were the focus of the research that was evaluated, whereas the preschoolers were the focus of the present investigation.

Kyalo (2019) carried out a research project in the county of Makueni in Kenya. The purpose of the research was to evaluate the reading levels of preprimary school kids, the influence of teacher-pupil ratios, teachers' training abilities, and learner teacher interactions effect on reading successes among preschool school children in Wote, which is located in Makueni County. The purpose of the research was to investigate a variety of factors of interactions between teachers and preschoolers and to evaluate how these aspects are related to the level of reading proficiency attained by children in the area. The Social Interactions Theory, as espoused by Vygotsky, was used in the research project. The research was carried out using a descriptive research approach,

and it included 110 preschools located in Wote. The schools and instructors for the preschools were chosen using a simple random sample strategy, whereas the purposive sampling approach was utilized to choose the teachers. The research project chose to take a representative sample of 30 people from the target demographic, which resulted in 33 preschools being surveyed in the Wote Sub-county. Participating in the research were all 66 preschool educators from each of the schools that were sampled.

However, given that there was such a huge pool of preschoolers available for scrutiny, 10% of them were chosen to become adoptees. The data was collected via the use of questionnaires as well as an observation checklist. Both descriptive and inferential statistical methods were used in the processing and interpretation of the data acquired for this investigation. In order to describe the results of the research, descriptive statistics such as percentages and frequency distributions were used. According to the data, the vast majority of the educators disagreed with the assertion that the majority of the children in class one were capable of accurately reading 30 English words per minute. In this regard, the vast majority of educators were of the opinion that preprimary schools do, in fact, have a need for treatments that may increase preschoolers' reading abilities. A high teacher-to-student ratio was discovered, and at the same time, a growing enrolment rate was seen on an annual basis. The educators voiced their discontent that the schools did not raise the number of teaching positions available, despite the rising number of student enrollments. As a consequence of this, the vast majorities of instructors, or 62.9% of them, are of the opinion that the high number of preschoolers in each classroom had a detrimental effect on the development of reading abilities in preschools. The majority of the educators had diplomas, and those who did not had received training at the District Centre for Early

Childhood Education, where they had expanded their education to the undergraduate and certificate level respectively. According to the plan for the observations, the majority of the educators had previously participated in P1 training. It was found that people who received training via the Tusome programme had a greater awareness of how the influence of information on reading abilities, in comparison to those who had no instruction at all. The vast majority of educators practiced close monitoring of their preschoolers while they were reading. In comparison to those who utilized it just moderately, those who employed high-level teacher-guided role play were found to constitute the majority of the teaching staff. In addition to this, it was found that instructors utilized the strategy of letting preschoolers read in turn as an option somewhere between moderately and strongly.

According to the findings of the research, educators should devise and carry out a practical strategy in order to guarantee that preschoolers improve their reading skills during the course of their education. It was recommended that head teachers increase the number of teachers for preschool in order to ensure that enrollment rates did not excessively increase the teacher-learner ratio in order to address the issue of large classes. This was done in order to combat the problem of having too many preschoolers in each class. According to the findings of the research, principals should encourage their staff to participate in ongoing professional development to broaden their understanding of the factors that influence preschoolers' reading abilities. While the research under examination looked into interactions between teachers and preschoolers, the study under review concentrated on instructional procedures. Because the author of the study that was reviewed did not go into detail about what materials the learner and the teacher used while interacting in a reading class, the current researcher identified various language materials that pre-school learners ought

to be exposed to in order to develop their language skills. Because the researcher who conducted the research that was reviewed did not define the kind of preschools that were included in the study, the researcher who conducted the research that is being discussed here classed the schools as either public, private, low cost, or private, high cost. The researcher who conducted the present study explored language in addition to reading, in contrast to the researcher who conducted the study that was evaluated, who only investigated a single ability, namely reading.

In their study, Morrison and Moser (2011) wanted to determine the impact of four different classroom practices on the level of reading motivation shown by primary school preschoolers. The research used a multi-instructional strategy, and every aspect of language arts education, including reading, writing, spelling, and handwriting, was covered in depth with the participants over the course of two hours every day. A variety of books were read by the instructor, discussions were held with preschoolers on the content of the books, and partnered reading was formed, in addition to other teaching strategies, such as the use of visual aids and demonstrations. According to the findings of the research, the reading motivational strategies that were used by the educators resulted in an increase in reading interest as well as the capacity to exhibit significant improvements in reading habits, attitudes, and achievements. The study that was examined inspired the present researcher to include pedagogical strategies used by educators while instructing language to preschool preschoolers as part of the curriculum. The evaluated study did not identify the geographic location of the research that it had carried out; as a result, the present investigation was carried out in Kenya.

According to the Education Policy Review Commission report (EPRC, 2002), the role of teachers in terms of curriculum strategies and the use of instructional materials in early literacy acquisition is to ensure that instructional resources are available as part of the instructional process. This is indicated by the fact that teachers make sure that instructional materials are available (Lindsay & Knight, 2007). In point of fact, their duty is on the instructional methods and resources that are used in the process of teaching early reading abilities. The acquisition of appropriate reading abilities is contingent on the teacher's effective use of curricular techniques and instructional resources, given that these two factors both make complex ideas easier to comprehend and are thus directly related to one another (Hanson & Padua, 2014). More importantly, proper use of the materials makes it much simpler for preschoolers to follow along, comprehend, and remember the material covered in the session (Mubichakani & Koros, 2014). Additionally, the accessibility of educational materials is a potential factor that might impact the degree of reading proficiency among preschoolers in lower primary (Torgesen, 2012). According to Mubichakani and Koros (2014), instructional resources are the teaching and learning aids used in the learning process to make the content of what is presented to learners more vivid, interesting, and pragmatic. These teaching and learning aids are used to make the content of what is presented more interesting to learners. In contrast to the present research, which explored the development of language skills across pre-school children, the work that was evaluated concentrated on specific language ability, namely reading. It is not quite apparent what kinds of schools were the focus of the research that was looked at. Therefore, because of this, the present research focused on both public and private pre-schools as its primary population. Because it was not possible to determine the location where the research that was being examined was

carried out, the present study chose to carry out its investigation in Uasin-Gishu, Kenya.

A research that was carried out in Nigeria by Yusuf (2016) on studying the influence of teachers on usage of folktales on the performance of children in reading comprehension in elementary schools offered credence to the practice of storytelling. A total of forty (40) primary four preschoolers from two randomly chosen primary schools in the Kaduna North Local Government area served as the study's sample population. These schools were designated as school "A" and school "B." The experimental group was given the designation of school "A," whereas the control group was given the designation of school "B." Reading skills were taught to both groups for a total of eight weeks. We employed a design for the experiment that included a pre-test and a post-test for comparable groups. The preschoolers were given a test of their reading comprehension that was termed a retelling exam. According to the findings, the experimental group did much better than the control group. This suggests that the incorporation of folktales into reading instruction by instructors may have a major beneficial influence on the reading abilities of their preschoolers.

Hassan and Mahkameh (2013) asserted in a longitudinal study carried out in Iran that stories make every real situation in life tangible, and that primary school children understand that stories can be practical in the real world. The research showed that the two factors worked in tandem to produce this effect. Learners in Grade 3 benefit from an atmosphere that is infused with inspiration when they have teachers who are skilled storytellers. This helps them face the problems that are inescapable in their life. These kinds of tales educate youngsters in elementary school about strategies to

cope with difficult situations. In a similar vein, there are a multitude of reasons why preschoolers in grade three might benefit from hearing tales. Storytelling, in other words, pulls together the skills of listening, speaking, comprehending, reading, and writing in a meaningful way for preschoolers in grade three. The tales, which are based on notions from linguistics, offer grammatical elements, vocabulary, and speech in a manner that is compatible with understanding (Zacharias & Manara, 2011).

In a research that Krafft (2013) conducted out in Morocco, he supplemented the play environment of preschoolers with objects that emphasized numerical symbols. He discovered that the children in the language-enriched setting participated in more discourse and activity that was relevant to reading ideas. On the other hand, the impacts did not propagate to more developed conceptual structures. This demonstrates that children are presented with one-of-a-kind chances to learn, practice, and improve their communicative, interactive, and social abilities when they participate in activities that are shared with their peers via play.

A quasi-experimental approach was used for the research that Peter and Charles (2011) conducted on the influence of dramatization on student success in the English language while attending public secondary schools in Meru County, Kenya. The schools in question are public schools. The results of the research showed that several types of teaching tactics, including role-playing, simulation, language games, and mime, had a substantial impact on the accomplishment of preschoolers and the development of reading abilities. It has been shown that the use of dramatization in the teaching of English language skills is beneficial. This research advises that the government should prepare to address the problem of adding dramatization in the

process of teaching the integrated syllabus by asking KICD to include dramatic genres, in language curriculum. This recommendation was made based on the findings of this study.

According to the findings of yet another study carried out in the United Kingdom by Watson (2012) on the factors affecting the teaching of English reading skills in a second language of grade 3 preschoolers, it was discovered that insufficient reading resources, poor teaching methods, insufficient teachers and learner interactions, and overcrowded classrooms were significant factors that contributed to the failure of the teaching of reading skills. Louisa (2010) conducted research in Nigeria to determine whether or not there were significant variations in the levels of accomplishment between preschoolers who were taught English pronunciations using the expository approach and those who were taught using an audio instructional package. According to the results of the study, the preschoolers who had been taught using the audio instructional package did noticeably better than those who had been taught using the expository technique.

According to the findings of a study that was carried out in Kenya by Karanja (2015) at Baraka Primary School in Nairobi, it was observed that teachers used whole-class, and teacher-centered methods with minimal interactions between the teacher and preschoolers, as well as interactions between preschoolers themselves. Interactions between the instructor and the preschoolers consisted mostly of the teacher asking questions and the student responding with answers. In addition, the instructors did not make use of any instructional tools in order to improve their classes. The walls of the classroom were completely barren; there were no graphics of any kind, including charts, maps, or drawings of any kind. Because of this, the majority of the

preschoolers' education consists of rote memorization, which stifles both their creative potential and their capacity for critical thinking (Karanja, 2015). Another research on the availability of reading resources in language acquisition was carried out in Kenya by Ambuko (2013). The findings of this study suggested that providing learners with a wide choice of reading materials is highly important and helps to motivate them. The resources for learning English reading include, but are not limited to, books from the library, a blackboard, photographs, tale books flash cards, a counter, printed materials, charts, recordings, videos, photos, internet resources, and any and all resources based on technology (Namata, 2010; Andima, 2013). Reading teaching is dependent on the availability, use, and quality of relevant instructional resources that are utilized in the classroom by the instructors (Gauther & Lawson, 2004). In addition, educational resources help learners learn more effectively while also making the process simpler and more fun (Mubichakani & Koross, 2014). Research has indicated that toddlers should start receiving education in phonological awareness as early as preschool in order to understand that written words mirror spoken sounds. This is accomplished via a process known as decoding, which involves disassembling a word into its component sounds (Strategic Marketing and Research, 2013). For youngsters to be able to decode, they need to be taught specifically how to sound out words and break them down into phonemes. Children are free to concentrate on developing their understanding as they go through the stages of learning to decode and read individual words. When a kid participates in a wide variety of language activities in the classroom, it increases the likelihood that the child will be able to learn the necessary language skills. Therefore, it is essential for youngsters to acquire the knowledge that words on a page have significance and that reading proceeds both left to right and top to bottom. For instance, children who have not been read to before

to enrolling in school are less likely to have experience listening to rhythm and noises. Children who have been read to regularly are more likely to have these experiences. It's possible that they've never acquired an interest in reading, and that therefore, they lack the motivation to do so (Strategic Marketing and Research, 2013).

Further research has demonstrated that children who are provided with appropriate language development experiences in preschool and successful reading education in primary grades are able to avoid having fifty percent of the reading issues that they otherwise would have (Slavin, Madden, Dolan & Wasik, 1996; Strategic Marketing and Research, 2013). It has also been discovered that the family environments of children play an important part in the process by which children acquire their language and literacy abilities (Levy, 2008). According to the findings of the research that Levy conducted, one method for extracting meaning from written information is to read it aloud.

He stated that educational institutions that serve children in their formative years need to place a premium on the reading that children generate for themselves when engaged in play. According to the findings of other research, children's interest in reading begins to decline around the age of eight. This finding suggests that older children are less likely to appreciate the advantages of reading and are less interested in reading for enjoyment. It has been shown that girls, more so than males, are more likely to have favorable views about reading and to consistently participate in reading for enjoyment (Strategic Marketing and Research, 2013). Therefore, encouraging both males and females to have a favorable attitude toward reading helps improve reading to learn, which is an essential skill for preschoolers in upper years of school.

It was also realized that parents' in Uasin-Gishu County were not aware of the best preschool category in terms of developing learners' language skills. In this study, we sought to determine the best preschool category in terms of developing learners' language skills.

#### **2.4 Curriculum Practices on Learners' Acquisition of Social Skills**

The term "social skill" refers to a child's knowledge of and ability to use a variety of social behaviors that are appropriate to a given interpersonal situation and that are pleasing to others in each situation. Social skill is defined as a child's knowledge of and ability to use a variety of social behaviors that are appropriate to a given (McClellan & Katz, 2001). Certain behaviors are classified as "good" or "bad" depending on whether or not they facilitate the development of healthy social interactions in the kid. Positive social skills are often described as the following: the capacity to create and maintain friendships; empathy; sharing with others; embracing the opinions of peers; and engaging others in play. Behaviors such as fighting with other people, readily becoming upset and arguing with other people are examples of problematic or negative behaviors. It has been shown that the social skills that are acquired during preschool are major determinants of eventual success or failure in academics, peer relationships, social interactions, and the ability to transition to school. Children who have already developed the necessary social abilities have a better chance of being prepared for school.

Individuals are able to engage more correctly with others in society if they possess social skills, which are actions that are learnt and based on social standards

(Takahashi Okada Hoshino & Anme 2015). In addition, according to yet another definition, social skills are described as a component of social competence as well as a broad assessment of the quality of social conduct (Pecjak, Puklek Levpuscek, Valencic Zuljan, Kalin & Peklaj, 2007). (2009). A person's ability to build social interactions over their lifespan is dependent on their level of social competence (Aksoy & Baran 2010).

The process through which a kid learns to interact with other people and their environment is referred to as the development of social skills. They acquire the abilities necessary to interact with other people and to analyze their actions as they mature and come to understand their own unique identity within the context of their community. In most cases, when people talk about a kid's social development, they are referring to the manner in which the child forms friendships and other interactions, as well as how the child resolves conflicts with their peers. Providing children with opportunities to develop their social skills sets them up for a lifetime of healthy relationships in all facets of life. Having the ability to interact with other people successfully is essential for functioning in society. Strong social skills include a variety of key components, including the ability to communicate successfully with others, to be aware of the emotions and needs of others, to demonstrate good manners, and to express personal demands. In order for schools to effectively aid preschoolers in the development of these vital abilities, they need to have curricular practices that are well-designed. Children that lack social skills, or more likely have social skills that are not fully developed, have a difficult time getting along with other children. They may also have difficulty having constructive connections with older people. Even if a youngster is intellectually capable, they may still have difficulty adjusting to the environment of a school if they attend kindergarten with weak social skills. They

might end up developing a pessimistic outlook about school, which would have a detrimental effect on their desire to study and their level of effort. The cultivation of social skills in early preschools before preschoolers are ready to enter lower grades in schools enables them to have a healthy school experience. This benefits preschoolers in two ways: first, it helps them adjust to kindergarten, and second, it enables them to make and form genuine friendships. Preschoolers that are well-versed in social interaction have a higher level of academic motivation, a favorable outlook on their educational experience, and a stronger desire to take part in classroom activities.

Children learn from infancy onwards how to behave and react correctly in social interactions and how to create and sustain healthy connections with other people via a process called the acquisition of social skills, which is a crucial component of child development (Ogden, 2015). School provides a crucial venue for youngsters both to acquire and develop their social abilities as they grow and increasingly broaden their social surroundings. When children are in school, their social skills are put to the test and developed in a number of different ways. This occurs in dyads, small groups, and big groups, as well as during interactions with classmates and with teachers. In contrast to academic talents, social skills are seldom systematically fostered in schools, despite the fact that there is evidence that they are related to important outcomes for children (preschool, 2015). It is crucial for schools and instructors to have an understanding of the process by which preschoolers acquire social skills as well as the ways in which educational environments may have an impact on the preschoolers' social development.

It has been shown that the social skills acquired during preschool are major determinants of eventual success or failure in academics, peer connections, social

interactions, and the ability to transition to school. Children who are able to develop the necessary social skills are not only more likely to be successful in adulthood in terms of their interpersonal interactions but also have a greater academic accomplishment in later grades (Welsh & Bierman, 2007, Pellegrini & Glickman, 2001).

Elements of cognition, behavior, and the environment all contribute to social competence (Ogilvy, 2000). The preschool years are of the utmost significance in terms of the development of children's social skills, and these other aspects have further bearing on the growth of children's social skills. According to Johnson et al. (2000), as stated in Gülay and Akman (2009), problematic behaviors that stem from failing peer connections, particularly during the schooling time, lead to subsequent issues in various stages of life. [Citation needed] The development of social skills during the preschool age enables children to be happier and more well-adjusted persons in their future life. This is because these abilities assist children learn how to interact appropriately with others. Improving the social and emotional behaviors of children through the use of education programs that are based on social skills has a positive impact on children's academic success and readiness to start school. This is because social skills are behaviors that allow children to meet their social, physical, and intellectual needs without encountering problems in their social environment (Webster-Stratton and Reid, 2004). The first time preschoolers interact with members of society other than their families is in a setting that is not the home but a school. Children need to learn new social skills that they have not yet required in their home setting in order to be successful in this environment. These skills are necessary for them to use in their connections with instructors and other children. Education should be used to both identify and strengthen a child's required social skills in order to

improve the quality of the child's interpersonal connections (McClelland and Morrison 2003).

Preschoolers may participate in a variety of activities at school to help them develop their social skills. For example, teachers may successfully monitor and encourage the growth of preschoolers' social skills by making use of board games and card games in the classroom. Participating in events of this kind requires preschoolers to demonstrate a wide range of social skills (voice modulation, taking turns, sportsmanship, and dealing with competition). These fun activities may also be used to foster intellectual abilities if one so chooses. Positive reinforcement may be accomplished via the use of these types of activities since kids often find games to be stimulating. In addition, this environment affords the possibility of carrying out insightful social autopsy. On the other hand, you shouldn't do these things more than a couple times a week at the most.

Children who attended preschools where there were more pleasant and cooperative interactions amongst classmates exhibited better advances in good social behavior by the time they were in first grade, according to research conducted by Spivak and Farran (2016). Even while healthy connections with classmates are almost certainly good on the whole; it's possible that particular subgroups of kids may value them more than others do. For instance, children who exhibit a trajectory of decreasing social abilities may benefit more from having good interactions with their classmates than children who have a trajectory of either rising or remaining constant social skills.

Maryam, Abbas, Minoo, and Mostafa (2019) conducted research on the development of children's social skills both at home and in preschool settings. The purpose of this research was to assess the degree of social skills in preschool children both at home

and in preschool settings, as well as to analyze the relationship between children's social skills and their environmental and cultural backgrounds. 546 children who were attending preschools in urban areas of Iran were the subjects of a cross-sectional research that used a multistage cluster sampling approach. The investigation was carried out on the children. Questionnaires on demographics and social skills were sent to both instructors and parents in order to gather data. The results demonstrated that females had higher levels of social skills than boys did in their home environments. In addition, the majority of the youngsters, from the point of view of both the parents and the instructors, have a reasonable degree of social skills. There was some degree of agreement between the parent and the instructor in the majority of social skills categories. In addition, a statistically significant association was found to exist between children's social skill domains and the child's birth rank, father's age, father's occupation, teacher's age, teacher's education, teacher's experience, and preschool classroom in terms of the number of children in the classroom and the type of classroom. Accordingly, it was observed that there was a reasonably minimal chance of issues with regard to one's social skills. For this reason, there should be a greater focus on the qualities of the family as well as the features of the instructor and the preschool center in order to develop children's social skills.

Susanna, Margaret, Daphna, Bruce, and Russell (2005) investigated the impact of various child-care arrangements on children's social proficiency levels prior to the beginning of kindergarten. The authors discovered effects by the use of matching, instrumental variables, and matching variables estimates by using data from the Early Childhood Longitudinal Study. Overall, center-based care improves preschoolers' performance in reading and mathematics but has a detrimental impact on their social and behavioral development. On the other hand, the academic improvements are

much bigger and the consequences on social conduct are not noticeable for Hispanic children who are already proficient in English. It is important to consider how long a child spends in center-based care: children who begin attending between the ages of 2 and 3 experience the greatest academic benefit, rather than those who begin attending between a younger or older age; negative behavioral effects are amplified the younger the start age. These tendencies may be seen all the way across distributions of family income. It is also important to consider the intensity of center-based care: although more hours of care per day result in larger academic benefits, they also lead to increased behavioral repercussions. However, the extent of these impacts varies according on the racial makeup of the household.

When children are given the opportunity to see and participate in healthy social interactions at home with their family, they are better able to replicate such interactions at school. Markowitz, Bassok, and Hamre (2018) investigated the social and emotional development of children as young as four years old via the use of randomized controlled trials conducted in an early childhood setting. Finding out how current programming handles learning across different domains was the goal of this investigation. Young children have a number of distinct learning areas, one of which is social and emotional development. According to the findings of their study, providing a kid with social and emotional support in their formative years has the greatest potential for success. These treatments may include improved teacher-student interactions, SEL training for parents, and high-quality evaluations of children's social and emotional development. Without any kind of intervention, a child's problematic habits might become ingrained and long-lasting by the time they reach the age of eight (Markowitz, Bassok & Hamre, 2017).

According to McCollow and Hoffman (2019), when young children have delays in their social and emotional development, it has an impact on all aspects of their educational development. These many aspects of learning have the potential to have an effect on a child's mental and physical health in the future. Ozbey and Koycegiz (2019) were in agreement when they said that a lack of social skills might lead to developmental challenges in the areas of problem solving and peer interactions. The study that was conducted by McCollow and Hoffman (2019) examined the influence of young children's social skills on their academic development. According to the findings of this research, children's social development and physical health both improved when they were effective in employing their social skills. Teaching social and emotional skills to third graders led to fewer disturbances in the classroom and better academic retention, according to the findings of another research on the topic, which was carried out by Fraser, Thompson, Day, and Macy (2014). Children who were regarded to be at a high risk for violent behaviors often had low academic results as well as negative relationships with their peers. Improvements were shown in both a child's academic performance and their relationships with their classmates when instructors introduced exercises designed to foster social competence (Markowitz, Bassok & Hamre, 2018).

Another research on the effects of social skills on children was carried out by McGraw Hill Education in 2018, and it collected responses from a total of 1,140 individuals, including parents, educators, and administrators. According to the findings of the survey, the majority of educators (75%) saw an improvement in their preschoolers' levels of enthusiasm and engagement after teaching them social and emotional skills. A study that was conducted on preschoolers in the fifth and sixth grades in Melbourne, Australia, indicated that there was a link between student

motivation and engagement and how a student felt about themselves and their talents as a student. The study was conducted by researchers from Australia (Saeed & Zyngier, 2012). According to the findings of a study conducted by McGraw Hill Education, school administrators witnessed a 72% improvement in preschoolers' social interactions both inside and outside of the classroom, and 80% of parents witnessed an increase in their children's test scores and academic performance when those children participated in social learning. Children who are competent in social skills have less stress throughout the day, which enables them to engage with their teachers and classmates in a positive manner (Elias, 2014).

Ozbey and Koycegiz (2019) conducted research in which they looked at children ages 48-60 months old who were enrolled in preschool and were being taught utilizing a SEL curriculum. Children's social skills were improved as a result of the program via the development of greater abilities in problem-solving and dealing with peer connections. After incorporating social skills into organized activities, the preschoolers in this research had less disruptive behaviors in the classroom and more positive relationships with their classmates. Positive academic and social outcomes have been seen in schools that place a deliberate emphasis on the teaching of social skills. The primary goal should be to provide preschoolers with a foundation that will serve them well throughout their lives, and this should include more than simply the development of their academic abilities (Mahoney, Durlak & Weissberg, 2019).

Cagla and Feyza (2012) carried a research on the methods that preschool instructors use to improve the social interaction skills of their preschoolers when they are engaged in play. The purpose of this study is to investigate how preschool teachers organize free play activities and the kinds of strategies they use for enhancing peer

related social interactions among children aged 6 years old. Specifically, the research will look at how preschool teachers organize free play activities. In Ankara, the research was carried out by conducting interviews with teachers to gather their thoughts and experiences on peer-related social interaction during playtime and by observing teachers to learn their actions to facilitate peer interactions. The interviews were conducted to obtain information on how teachers facilitate peer interactions. According to the results, early childhood educators are very important to the development of children's social abilities as well as their connections with their peers. The outcomes of the previous study served as the impetus for the current researcher to include teachers as one of the target populations in their investigation.

In a research that was conducted by Britt, Davis, Wilkins, and Bowlin (2016), the four authors of the study, together with one teacher of third grade, worked with kids from kindergarten through third grade. After reading a number of short tales to the preschoolers that focused on social settings, the researchers watched and recorded the preschoolers' emotions and replies. The children's work was evaluated after they had participated in classroom activities that were centered on the themes explored in the tales. This research came to the conclusion that having young children participate in read-aloud tales that dealt with emotion and fostering an atmosphere that encouraged emotional development had a favorable impact on the children's ability to connect with others and their cognitive development. Children found it easier to connect with their feelings when they listened to tales read aloud that included music, movements that were repeated, and image prompts. The tales that are read aloud have two purposes: one is to assist teach social skills, and the other is to help enhance reading abilities. The reading and learning experience in the classroom can be improved by creating cozy areas with emotion puppets, crafts that address feelings in the art center,

and interactive resources that help children express a variety of emotions in a one-on-one setting. These classroom modifications can be implemented (Britt et al., 2016).

In addition, the study that Ashdown and Bernard (2012) carried out supported the use of organized courses and purposefully built classroom settings that are beneficial to the social and emotional development of children. According to the findings of the study, there are many supports for the classrooms that may assist promote social and emotional development. These supports include hand puppets and songs with lyrics that enhance emotional comprehension (Ashdown & Bernard, 2012). Other methods for teaching social skills that may be used in the classroom include the utilization of visual aids and tangible examples. In order to successfully apply social and emotional learning in the classroom, instructors need to establish norms for the classroom and model appropriate ways for preschoolers to connect with one another (Curtis, Kaiser, Estabrook, and Roberts) (2019). Newman (2020) expressed agreement with the idea that the classroom should include a variety of strategies addressing preschoolers' social, emotional, and behavioral development. Children have the opportunity to develop extra methods to connect to social and emotional skills in the classroom when they are given the opportunity to touch a variety of things, listen to a lesson being read, stomp or clap while counting out loud, and so on.

Ng and Bull (2018) performed research in which they investigated which kind of activities, sizes of groups, and methods of instruction were most beneficial when it came to adopting SEL. This particular study was a component of a much larger research endeavor known as the Singapore Kindergarten Impact Study (SKIP), which involved the participation of over 15,000 children between the ages of four and five and investigated the impact that early childhood education has on particular learning

standards. Researchers from Ng and Bull (2018) watched and filmed six preschool classrooms while the children in the classes ranged in age from four to five years old. The classrooms were studied throughout the course of a normal day. According to the findings of the research, the development of children's social skills takes place more frequently when the children are engaged in authentic activities, such as interacting with their peers or teachers, taking place in small groups, and being guided by the deliberate planning of the instructor (Ng & Bull, 2018). Authentic engagement is an excellent approach for young children to discover areas in which they need to enhance their social skills. However, small group settings also enable for instructors to give direct praise for the appropriate application of social skills. The implementation of social skills in the classroom was met with greater levels of success when teachers created classroom activities and scenarios in which preschoolers could put their newly acquired abilities to use. When preschoolers failed to pick up on social signs, the instructors were better able to reorient the kid and the class thanks to the smaller group environment.

To a large extent, social skills are based on the behaviors that individuals strive to perfect in order to successfully participate in a variety of different social contexts. These behaviors include things like withstanding peer pressure from individuals or groups, requesting assistance, and finding a resolution to conflict situations (Greene, 2003). In addition, a person's social abilities influence the degree to which they are accepted by their peers. Additionally, a person's emotional well-being and their capacity to form interpersonal relationships are indicators of their level of social adaptation. According to Gouley Brotman, Huang, and Shrout (2008), children who are sociable, cooperative, and friendly have a greater chance of succeeding in both the social and academic aspects of the school environment. On the other hand, children

who lack social skills often demonstrate behavioral difficulties (Langeveld, Gundersen, & Svartdal 2012). As a result of the fact that the researcher of the previously evaluated literature did not reveal the age group of the children who were the focus of the investigation, the participants of the present research were preschool preschoolers. In addition, the participants in this research were specifically classified into groups based on the preschools in which they were enrolled. That has both public and private implications. This research also looked at the methods used by preschool instructors in their lesson plans to help their preschoolers develop their social skills.

According to the Kindergarten Curriculum Guide (Sotiropoulou-Zormpala et al., 2015), free play is a period in the school schedule that is included in Greek kindergartens. During this time, the preschoolers interact with one another; make use of the equipment that is already present, and either plays freely in the yard or in the classroom, depending on the temperature and precipitation levels outside. The children get the chance to relax and further improve their physical, social, emotional, and cognitive abilities during this leisure period (Lee, Burgeson, Fulton, & Spain 2007; Pellegrini, 2006). Doliopoulou and Rizou (2012) argued that a significant proportion of teachers in Greek kindergartens confirm children's inability to initiate organized team games, which are the means through which social skills are developed. In addition, Doliopoulou and Rizou (2012) argued that aggressive behavior in preschoolers is a consequence of the modern lifestyle.

The researchers Ashkan, Sirous, and Taher (2013) investigated the effects of the story-based social skills training program on the aggressive behaviors of children. They discovered that the administration of the program resulted in a decrease in aggressive and maladaptive behaviors while simultaneously improving

communication skills. Children will discover new worlds via reading storybooks that are centered on children, that reveal snippets of children's life, and that have illustrations that encourage children to think. Children will be able to develop skills such as compassion, awareness, common courtesy, communication skills, and a love of nature and animals as a result of reading these storybooks (etinda, 2011). In addition, these storybooks will help children improve their ability to perceive and interpret information. Taking into account the significance of social skills training and the role that stories play in the lives of children, implementing a training program that is based on stories in the lives of children aged 5 to 6 will enhance their social skills, such as their ability to deal with challenging situations, come up with inventive solutions to problems, cultivate empathy, assist others, and work together.

The study that was evaluated provided the impetus for the researcher of the current study to explore whether or not instructors in preschools engaged learners in telling tales since story telling was one of the curricular activities.

A study was carried out in the United States by Lobo and Winsler (2006). The purpose of the study was to investigate the influence that a creative dancing and action program has on the development of social skills in Head Start preschoolers. For the purpose of the study, 21 children were chosen at random from a total of 40 children who came from families with low incomes to make up the experiment group, and 19 children served as the control group. The experimental group participated in a dancing program that consisted of sessions lasting 35 minutes twice a week for a total of eight weeks. The dancing program included topics such as body organs such as the hand, head, and finger; symmetric and asymmetric shapes; the relation of the organ with the body or interpersonal relationships; loco-psychomotor activities such as

walking, running, and jumping; sizes such as small and big; levels such as high and low; directions such as right, left, up, and down; temporal instructions such as fast and slow; conditions such as rough and smooth; and impositions such as strong and weak. A session will begin with a hello, followed by warming up with stretching, focusing on a brief tale, dancing improvisation, and cooling down. As a result of the research, it was found that there was a significantly positive difference between the children in the experimental group and the control group in terms of their internal and external behavior issues as well as their social skills. Because of this, the preschoolers' development of social skills was significantly bolstered by their participation in creative dance. Because the author of the study that was examined did not identify the learning level of the learners, the researcher who conducted the current research selected preschool learners. The author of the study that was examined primarily targeted preschoolers from low-income households, but the present research did not stratify learners based on economic status and instead classed them only based on the kind of school in which they were enrolled.

Guglielmo and Tryon'un (2001) conducted an experiment in which they examined the impact of social skill training integrated into the pre-school education program on the preschoolers who had such incompetence as social skill. As part of this experiment, some stories that involved the subjects of sharing and being in a group were told through puppets to the experiment group in sessions that lasted for 6 weeks. By observing the children and asking questions like "She/he shared her/his toy/material with other kids or not" and "She/he is in a group or not," the instructor and the helper assessed the preschoolers. At the conclusion of the research project, it was found that the children's social skills had improved during the course of the study. In the study, an experimental approach was used, in contrast to the descriptive surveys

methodology utilized in this research. However, the present researcher explored the degree of preschool learners' development of social skill, while the scholar whose work was evaluated focused on learners who lacked competence in social skill.

Maryam, Abbas, Minoo, Mostafa, and Mojtaba ((2019)) conducted a study with the goals of investigating the level of social skills in preschool children at home and in preschool and examining the association between children's social skills and their environmental and cultural backgrounds. In addition, the researchers wanted to determine whether or not there was a difference between children's social skills at home and preschool. 546 children who were attending preschools in urban areas of Iran were the subjects of a cross-sectional research that used a multistage cluster sampling approach. The investigation was carried out on the children. Questionnaires on demographics and social skills were sent to both instructors and parents in order to gather data. The findings indicated that females had higher social skills than boys did at home. This was the same regardless of age. In addition, the majority of the youngsters, from the point of view of both the parents and the instructors, have a reasonable degree of social skills. There was some agreement between the parents and the teachers about most aspects of the preschoolers' social skills. In addition, a statistically significant association was found to exist between children's social skill domains and the child's birth rank, father's age, father's job, teacher's age, teacher's education, teacher's experience, and preschool classroom in terms of the number of children in the classroom and the type of preschool classroom. Accordingly, it was observed that there was a reasonably minimal chance of issues with regard to one's social skills. For this reason, there should be a greater focus on the qualities of the family as well as the features of the instructor and the preschool center in order to develop children's social skills.

The preschool years are an essential time for a child's psychological and social development (Kramer et al., 2010 & Moore, et al., 2015). Young children learn the social skills necessary for successful performance, adaptation, education, and improvement in quality of life throughout their time in preschool (Birch; Ladd 2007 & Hosokawa & Katsura, 2017). Children of this age learn to communicate their wants and emotions, grow intellectually, and improve their social and personal abilities. They also get better at finding solutions to problems (Birch; Ladd 2007 & Hosokawa & Katsura, 2017) Inadequacies in social skills during this stage of development can result in internalizing and externalizing behavioral disorders, poor academic performance, inappropriate reconciliation in interpersonal relationships, educational and cognitive impairments, social isolation, and psychological problems in later life.

An appropriate preschool education may assist children in the creation and development of attitudinal, intellectual, physical, and psychomotor skills, as well as social, moral, and creative abilities that are necessary by a child before going on to the next stage of development. When children reach this age, one of the features that begin to develop is their capacity for social interaction (Dewi Wirya & Ujant, 2017; Setyaningsih & Wahyuni, 2018). Children who have a solid handle on their social skills will discover that they are able to adjust more easily, which will allow them to take full advantage of their youth and prepare them to be flexible in a variety of settings as adults (Dewi, et al & Psi, 2017). The study that was evaluated served as the impetus for the present investigation, which aimed to determine what the situation is like in preschools, in particular in Uasin-Gishu, as far as the pedagogical methods that are used in the curriculum to help preschoolers gain social skills.

Children need to be stimulated in a variety of ways throughout their education, and one of those ways is via games and other play activities. Through participation in various types of play, children's development may be fostered and enhanced to its fullest potential (Setyaningsih et al, 2018). The social, behavioral, cognitive, and linguistic development of young children is profoundly impacted by their time spent playing. It is something that applies to everyone and is essential to the normal development of society. Children are given less chances to play, which results in an increase in the number of societal issues (Daubert; Ramani & Rubin, 2018). In the framework of the development of children's social skills, play provides youngsters with the chance to learn how to connect with or engage with other people. Play may deepen a child's understanding of their surroundings and provide a risk-free setting in which they can experiment with new activities.

A research was conducted out in Turkey by Sergin and Giverts (2003). The purpose of the study was to conduct a literature review on the topic of fostering children's social abilities throughout the preschool years. Within the framework of this argument, a total of 20 experimental researches, of which 45% were conducted in Turkey and 55% were carried out in other countries, were investigated. As a result, it can be observed that programs designed to teach children social skills, such as those based on play, programs in which the family or the teacher is involved, programs that involve drama activities or story activities, cooperative programs, and project-based programs, were implemented for children during the preschool period. As a consequence of the findings of those researches, it was shown that education programs focusing on social skills were more successful than programs focusing on abilities such as assertiveness, aggression, and social adaptability. It is seen as essential to increase research aimed at bringing and improving social skills as well as

to extend effective social skill education programs. This is because the current research is embarking on what appropriate curriculum practices preschool teachers engage learners in so as to enable learners to acquire social skills. In this context, the reviewed work is the context in which the current research is being conducted.

Children will learn how to cooperate with one another and will aim to display appropriate behavior via play (Daubert et al. 2018). For children, particularly younger children who are not yet able to fully express themselves via words, playing may be a type of therapy. This is especially true for younger children. It has evolved into a mode of communication that youngsters utilize to convey their thoughts and feelings (Irvin, 2017). For instance, spending time playing in the backyard may help to build social skills while also fostering a feeling of community. In addition, kids will figure out how to rein in their impulsive behavior and either design or prepare a reaction that is better suitable to the given circumstances (Daubert et al., 2018). The author of the study that was reviewed did not disclose which specific play activities were being used in this circumstance. As a result, the researcher of the current study focused on the following as methods of teaching to enhance learners' acquisition of social skills: group activities, storytelling, and learners introducing themselves.

The stimulation that children get via games including puzzles is one more pedagogical method that has been used to aid in the development of children's social aspects. Researchers have investigated the effect that playing with puzzles has on the children's social development as well as their ability to think for themselves (Setyaningsih & Wahyuni, 2018). According to the findings, playing with puzzles has a meaningful effect on the emotional and social development of youngsters. The game teaches youngsters to work together, have patience while waiting for their time, and

be able to exercise good control over themselves and their peers. Children will not only grow physically, cognitively, and emotionally via the play-based activities that are centered on learning, but they will also enjoy themselves while doing so (Nachiappan et al., 2017). Because the author of the paper that was examined did not specify which kind of preschool was being discussed, the present research focused on both public and private preschools. Since the author of the study that was evaluated did not reveal the study region, the author of the present study chose to conduct their research in Kenya for this same reason.

The development of social skills in preschoolers is dependent on a number of fundamental abilities, including self-control, empathy, and language competence. And while they do include a knowledge of basic etiquette, such as knowing when it is appropriate to say "please" and "thank you," the most important skills are psychological, which means that in order for children to become socially adept, they need to learn a great deal about feelings and human nature. They need to learn how to deal with negative emotions such as anger and sadness; pay attention to the social cues around them; recognize what emotions other people are feeling; consider other perspectives and points of view; recognize when someone else is having difficulty and offer assistance to them; and pay attention to the social cues around them. Young children who have developed good social skills have a greater chance of being accepted by their contemporaries (Blandon et al 2010). It is more probable that they will achieve academic success, and it is less likely that they would have behavioral issues (Arnold et al 2012; Bornstein et al 2012). It is not explained in the work that was reviewed what the learners should be engaged in so as to enable them to acquire social skill. Because of this, the current study investigated how curriculum practices influenced the acquisition of social skills among other variables among preschool

learners in Uasin-Gishu County. In light of the fact that the development of a child's social skills often takes place during active play that makes use of the child's hands and fingers for the purpose of manipulation, there is a need for the creation and availability of appropriate material. The child's social skills are improved as a result of this activity since they are required to first observe, then manipulate the available learning tools, and then replicate what they have observed. Children do engage in critical observation of the learning materials that are presented to them, and as a result, they do eventually acquire knowledge and skills that are effectively acquired through observation, mental processing of the information seen, and finally modeling what they have observed. This assumption prompted the present researcher to investigate whether or not the preschools that were researched provided their preschoolers with the resources necessary to allow them to develop their social skills. This ability is required in order to be considered school-ready.

There have been a lot of empirical researches that suggest that there is a considerable association between children's academic results and their social skills. For instance, the results of a study administered to early childhood educators indicated that possessing strong social skills is essential for academic achievement. Children from low-income households who attended preschool and had a high level of social skill development had academic performance that was superior to that of their classmates. Numerous studies have demonstrated substantial connections between children's development of social skills in preschool and their academic ability in reading and mathematics in preschool and elementary school. These findings have been consistent across all of these different types of research (National Scientific Council on the Developing Child, 2005). Children's social and academic life may be significantly and favorably impacted, for the better, when they participate in preschool programs that

use sound pedagogical principles (Shauna & Susan, 2012). Acquiring social skills helps members of a community to work together cohesively, which in turn allows us to live our lives undisturbed and with less stress. When children are still young, the focus should be placed not on individual competitiveness but on collaborative efforts (Donkor, 2011). It was determined that the care given to children at a young age would provide the basis for the development of a person's particular values as well as their participation in social activities (Rutter, Giller, & Hagell, 2008). Children have the opportunity to acquire and practice the social skills that are suitable for their age in preschool. Youngsters who take part in preschool programs are given the chance to engage in social interaction with children of the same age (Justice, Petscher, Schatschneider & Mashburn, 2011).

An investigation on the most efficient means of providing pre-school education was carried out by the British equivalent of NICHD. This was a long-term research that started in 1996 and continued all the way through 2001. The research took a representative sample of 3,000 children from a variety of pre-school stakeholders and tracked those children from the beginning of pre-school (at age 3 or older) all the way through the transition into primary school and throughout the newborn years of primary schooling. The provision of quality early childhood education was the subject of this research project. It looked at the effect of curricular practices on the acquisition of social skills by learners, but it did not look at the influence that a learner's social skills had on their accomplishment in pre-school education since it ascribed that achievement to the learner's own social skills. This is one of the issues that is investigated in depth in this research. The research that was the subject of this review was carried out in Britain, not in Kenya. Because of this, we are unable to extrapolate

its results to the country of Kenya. The nation of Kenya will serve as the location for the investigation at hand.

The ability of preschool education programs to foster social development was investigated in depth by Thompson (2002) via research conducted in Mauritius. The sample consisted of youngsters, all of whom had been chosen at random from the general community living on the island of Mauritius (located off the southeastern coast of Africa). The children in the sample attended a preschool program that lasted for two years (from ages 3 to 5). Milk, juice, a hot meal with fish, chicken, or mutton, and salad were provided each day. The program included three components: (1) educational activities focusing on verbal and conceptual skills, visual-spatial coordination, memory, and sensation and perception; (2) nutrition (milk, juice, a hot meal with fish, chicken, or mutton was provided each day); and (3) two and a half hours of physical exercise each day. Adult-child ratios were 1:5.5. When compared with a control group of children who had undergone regular community care (adult child ratio of 1:30; no lunch or scheduled activity intervals, and a standard curriculum), improvements were shown which were sustained into adulthood. The preschool group had superior scores on measures of mental health and antisocial behavior at age 17 and reduced rates of criminal activity at age 23, compared to the control group. These advantages were most obvious for children with symptoms of malnutrition at age 3. The authors conclude that the combination of services is crucial, presumably because they result in permanent alterations in brain development. This highlights the necessity for strong curricular methods that pay attention to – among other things – learning of social skills. The evaluated research was done in a place far distant from Kenya where the present study is being done. The present investigation will be undertaken in Kenya owing to time and funding restrictions.

Preschools with strong curricular practices offer children, particularly those at risk, with skills that will aid them in their social transition to elementary school. Such preschools are designed in ways that enable children to build deep ties with instructors and foster pleasant interactions with classmates. These components have been related with better social outcomes for children (Rimm-Kaufmann, Pianta, and Cox. 2000). (Rimm-Kaufmann, Pianta, and Cox. 2000). The previous research related high quality preschools with social development whereas the present study focuses on the effect of curricular practices on learners' acquisition of social skills.

Gillian and Judith (2017) explored tactics utilized by one kindergarten teacher, Kyra, to establish a classroom where the relationships, play settings and environs worked synergistically to promote children's social and emotional abilities. The data is collected from a broader research, done in 2009, that employed qualitative techniques to assess how instructors were supporting kindergarten children's social and emotional development. Out of the eight participants from the initial research, Kyra's educational approach was determined to be unique in that it offered improved possibilities for the formation and consolidation of strategic processes that are needed for autonomous thinking and learning. It was observed that these possibilities were encouraged via a balanced supply of connections, play and settings. Collectively, these factors established an environment in which scientific and ordinary notions might relate. The children in this classroom were seen to display higher order thinking abilities more frequently and presumably more independently than the children in the other classes. The evaluated research integrated social and emotional skills while the present solely focused on the social skill development.

Athanasios, Vasilios, and Evridiki (2013) conducted an investigation of the social abilities of toddlers. The objective of the research was to evaluate the perspectives of parents about the influence of a physical education program known as the Early Steps Physical Education Curriculum on the development of children's social skills. Mixed method research using a 'concurrent triangulation technique' was the research design that was used for this investigation. On the basis of this study approach, the ESPEC assessment included participation from parents who provided both quantitative and qualitative data. Before and after the ESPEC was implemented, a survey called the "Social Behavior Instrument" (SBI) was given to 181 parents. Of those parents, 87 were from the control group and 94 were from the experimental group. Interviews were conducted with sixteen randomly chosen parents who had children in the experimental group for the purpose of gathering qualitative data. The findings indicated that there were no significant differences discovered between the control measures and the experimental measures for any of the 18 components of the SBI. The qualitative data offered a more insightful perspective on the development of children's social abilities than the quantitative data. The overall image, which was derived from the data, demonstrated that the installation of a physical education program (ESPEC) had a good influence and enhanced a variety of social behaviors and abilities of preschoolers. This was shown to be the case when looking at the big picture. This demonstrates that programs including physical education, with their laid-back attitude and topic matter, create a perfect environment in which social skills may be fostered. The findings of this research provide more credence to the idea that parental involvement in intervention programs may serve as a source of objective, trustworthy, and accurate external evaluation. A controlled experiment was carried

out by the researcher who was responsible for the study that was examined, while the present researcher relied on survey data.

Isika (2012) conducted research in Kenya to investigate the impact that play and learning materials have on a society's overall growth and development. Children aged three to four years old who were participating in the research and who lived at Langata Women Prison in Nairobi County, Kenya, were interviewed. The purpose of this research project was to analyze play and learning equipment and materials, as well as the role that these things play in the process of children's social development. The research also explored the contact that takes place between children and the adults who are responsible for their socialization while they are incarcerated. The researcher used a quasi-experimental design to gather information on the play and learning materials that were available, and to make judgments regarding the degree to which accessibility and use of play and learning materials influenced the process of social development of children living with their jailed mothers in prison. Specifically, the researcher was interested in determining the extent to which play and learning materials influenced the process of children living with their jailed mothers in prison. In addition to that, data on interactions was gathered.

Participants in the study were incarcerated moms, female convicts who did not have any children with them, prison guards, preschool instructors, and children aged three to four years old who lived in the prison community with their incarcerated mothers. A method of sampling that does not rely on probability was used in the process of selecting both the research location and the respondents who took part in the investigation. The imprisoned mothers, their children aged 3-4 years old living with them in prison, prison officers, and female prisoners who did not have children

accompanying them were chosen using both simple random sampling and stratified random sampling. Preschool teachers, on the other hand, were chosen on the basis of their qualifications and qualifications alone. There were three methods utilized to gather data, including an interview schedule for incarcerated moms and female convicts, two questionnaires—one for the prison guards and the other for the preschool teachers— and an interview schedule for male prisoners. The observation checklist was also used to verify what was really on the ground, such as the availability, adequateness, and usage of play and learning equipment and materials by the children, as well as the social skills that were shown when the children were interacting with one another. The findings indicated that certain play and learning resources, like as swings, sand pits, climbing and sliding ladders, and other equipment that are vital to the psychological and social development of children, were not accessible at the correctional facility. Bean bags, balls, ropes, flash cards, and counters were some of the available play and learning items, but they were insufficient.

Children whose moms were incarcerated did not make as regular use of the aforementioned resources as did children whose mothers lived outside of the prison. The absence of affection and warmth on the part of the adults responsible for the care of the children led to negative interactions between the adults and the children. The insufficiency of play and learning resources, as well as a lack of opportunities for children to utilize such items on a regular basis, may have a negative impact on the social development of children. Poor interaction can also have this effect. As a result, the researcher suggests that youngsters be provided with sufficient learning and play resources, as well as a diversity of those things. The chance for children to make regular use of the aforementioned items should be provided, and good contact

between children and the adults responsible for their care should be promoted. In the study that was examined, the participants were children who were housed in a correctional facility. The participants in the present research were preschoolers who attended either public or private preschools. The researcher in the present study made use of play materials, and those materials were taken from the work that was examined.

Waweru (2013) completed a research in Kenya. The objective of the research was to determine the impact that play materials had on the social and emotional development of preschool-aged children living in the Ngewa Zone of Kiambu County. The objectives included determining the kinds of play materials that are provided to preschool children in order to enhance their social and emotional development, determining the availability of play materials in preschools that are used to enhance children's social and emotional development, and researching the kinds of safety measures that are put in place on play materials in order to enhance preschool children's social and emotional development. This study made use of qualitative research methods, which were descriptive in nature and provided information via the use of words. The population that could be sampled consisted of ten preschools, ten instructors, and three hundred learners, and a simple random sampling method was used to choose responses from that group. Research tools such as questionnaires, interviews, and an observation guide were used throughout the study. The research concluded that the use of play materials aided in the development of learners' social and emotional competencies. The research that was examined intended to determine how learners' social and emotional abilities may be enhanced via the use of play items, while the present study solely explored the acquisition of social skills. The research that was examined simply associated play with social and emotional development;

however the present study explored on curricular practices and social skills among learners who were recruited from different kinds of preschools.

Chepindyo (2014) conducted research on the relationship between preschoolers' access to high-quality time and their development of social skills. The specific focuses of the study were the following: the role of parents in providing materials suitable for the acquisition of social skills for preschoolers; the role of space to facilitate the acquisition of social skills; and the effect of parenting styles on the social development of preschool children in Langata District, Kenya. All of these questions were asked of preschool children in Langata District, Kenya. According to the findings of the research, parents foster the development of social skills in their preschoolers by providing age-appropriate items for their children to play with other children in the neighborhood. They made an effort to engage in conversation and games with their offspring. On the other hand, they were unable to provide enough room for cooperative education. In addition, they did not play any significant part in ensuring that children were provided with role models for the required social skills. This has resulted in the parents being unable to fulfill their function in an effective manner, which has led to undesirable parenting practices that have had a detrimental influence on the acquisition of information and social skills. The researcher suggested that the government should review the policy that guides pre-school education on the provision of curriculum that caters to all of the pre-school interests, developmental aspects, and attitudes in all areas so that preschoolers can develop the appropriate skills and knowledge for social skills. This would make it possible for preschoolers to develop the right skills and knowledge for social skills.

Assist parents by supplying sufficient materials to enable practical manipulation and by making resources available at preschool to facilitate learning in a way that is both pleasurable and pertinent to the instructions given. In addition, it is essential that parents be educated about the importance of providing preschoolers with appropriate, adequate care that respects their child's rights to effective provision of materials, time, and allocation of adequate space to enable the child to acquire the desired social concepts and skills. Furthermore, it is essential that parents investigate other factors that may influence a preschooler's ability to acquire social skills. Because of this, there will be a significant decrease in the need for parents to keep their preschool-aged children indoors, depriving them of the opportunity to acquire sufficient social skills. The research that was examined aimed its attention towards parents, whereas the present study directed its attention on educators. Because the previous research did not specify which kind of elementary school the preschool preschoolers attended, the current investigation classified preschools according to whether they were publicly funded, privately funded, high-cost, or low-cost private preschools.

In Greece, a research project was carried out by Paschalio, Ourania, Katerinap, Semina, and Vasilis (2019). The objective of this research was to investigate the impact that participating in a program of organized, unstructured playtime had on the progression of children's social skills when they were in kindergarten and doing their recess outside in the schoolyard. The sample for this research consisted of fifty-two boys and thirty-eight girls between the ages of five and six. There were twenty-eight boys and thirty-two girls. The participants were given separate identities and assigned at random to one of two groups: the treatment group or the control group. The control group did not take part in any form of organized activity, but the experimental group did take part in a play-based program that lasted for four weeks. The preschoolers

were observed and their breaks were recorded on camera in order to compile the necessary data. The observations and recordings took place in the playground. The researcher rated each child's social skills using the Social Skills Rating System before and after they participated in the interventional programme. The coding of the children's actions was done using video recordings. The findings showed that there was a statistically significant difference between the degree to which preschoolers developed their social skills during breaks and the degree to which they participated in a structured program of playful activities in the schoolyard. This difference was seen in the preschoolers' ability to interact with one another. The research that was evaluated solely focused on the development of social skills during break time; however the present study studied the practices that are utilized in curriculum to promote a child's acquisition of social skills, which ultimately results in school preparation. The reviewed research was carried out in a different place from the one where the present study was carried out; therefore the two locations cannot be compared.

## **2.5 Curriculum Practices on Learners' Acquisition of Cognitive Skills**

The ability to think, investigate, and discover new things are referred to as cognitive talents. Children are better able to think critically about and make sense of the world around them if they have a solid foundation in information, skills, the ability to solve problems, and attitudes. The growth of a person's mind includes the development of their brain. The manner in which a youngster learns, gains information, and interacts with the world around him is a defining characteristic of a child's cognitive development. A child's achievement of certain developmental milestones results in the acquisition of a variety of different cognitive abilities, but all children, regardless of

their level of ability, may benefit from engaging in activities that encourage active learning. The best way for a teacher to encourage a child's development of cognitive skills is for the teacher to provide the child with play materials and time for play so that the child can investigate, observe, experiment, and manipulate things. The child should also be exposed to music and dance, as well as a new environment. Teaching and learning materials; help children grow cognitively, socially, and physically. This will assist the kid learn via exploration and enable them to gain new abilities (holistic development). The kid has to have access to the appropriate resources in order for the learning process to engage all of the child's senses. The children's thought processes are expanded thanks to these items (Njenga, 2007).

According to the findings of many studies, the early years of a person's life are the most formative for the development of cognitive abilities in children (Evans & Gruba, 2000). According to the State of the World's Children Report from 2003, a person's capacity to think, talk, learn, and reason are all developed within the first three years of life. The early years of a child's development are very important not only because they lay the foundation for human development but also because the experiences children are exposed to during that period have a lasting influence on childhood. The early years of a child's development are very important not only because they lay the foundation for human development but also because they lay the foundation for Programs that are effective in providing care and stimulation to young children create the groundwork for the development of a child's creativity, imagination, and capacity for independent living (Asenso-Boakye, 2005). Education beginning in preschool encourages cognitive growth, which results in improved school preparedness and a more seamless transition to elementary school (Berrueta-Clement., 1984).

According to research published by NACECE in 2003, the greatest amount of time that a youngster may remain focused on a single task is thirty minutes. Therefore, it is usually advised that prior to preparing for play activity, time should be dedicated for learning creative ideas. This will help learners to completely explore their learning environment and resources in order to acquire cognitive skills. This suggests that learners may improve their information retention by switching from one learning method to another based on the amount of time available to them or their preferences for the kind of knowledge that is imparted via creative activity (Felder, 2006). Effective social learning might be achieved if an adequate selection of social learning skills was matched with the amount of time that was made available to influence the level of involvement shown by learners. The interaction of different learning styles and other factors is likely to make the process of acquiring skills that are able to assist and enhance the process of acquiring social skills easier.

Combs (2001) suggests that teachers should expect preschoolers to have a lot of energy and to move about a lot in the classroom as they are attempting to get their hands on different items. On the basis of this, there is a need for both indoor and outdoor space in order to take into consideration the involvement of children whose learning styles differ. It is necessary to generate the trust that learners anticipate in order for them to be able to manage the learning materials that are offered by caring parents and preschool instructors in order to create the ideal learning environment for preschoolers (Johnson, 2002).

Jowett and Sylva (1986) conducted research in the United Kingdom. The research compared the outcomes of the first year of elementary school for two distinct groups of children: those who had attended a state preschool program with ample resources

and those who had participated in a parent-led, after-school playgroup. A semblance of an experiment was carried out. The sample consisted of ninety youngsters from working class families in the United Kingdom. The researchers had a hypothesis that children who attended preschools with more access to resources would be seen by their teachers to have a greater level of readiness for school "with a focus on learning." The findings showed that children who had attended high-quality preschools were involved in more meaningful and challenging activities during their first year of elementary school compared to children who had attended preschools with lower standards of education. Further findings revealed that, during "free choice" sessions in the reception class, graduates from high quality preschools participated more frequently than the other preschoolers "chose to participate in more educational activities, in contrast to the low quality preschoolers who spent more time engaging in play that did not require much effort.

A research titled "Long-Term Effects of Preschool Programs on Cognitive and School Outcomes," authored by Barnett (1996), was conducted. The purpose of the research was to determine the degree to which participation in preschool programs results in long-term advantages for children's cognitive development, sociability, and academic performance in later years. In order to investigate the long-term consequences of these initiatives, the research examined 36 previous studies that looked at both model demonstration projects and large-scale public programs. According to the findings, participation in preschool programs led to significant improvements in children's intelligence quotients in the short term, as well as significant improvements in academic performance, grade retention, placement in special education, and social adjustment in the long run. The data also demonstrated that not all programs were successful in producing these advantages, perhaps due to variations in the quality of

the programs. The only areas of cognition and education that were examined were the results of the research. The development of language, cognitive, social, and psychomotor abilities is what this research focuses on. Getting ready for school requires all of these talents.

Attendance in pre-school has been shown to have both short-term and long-term beneficial benefits on academic achievement, as stated by the Iowa School Board Foundation in the United States of America (2007). The panel observed that children who participated in preschool programs had a greater tendency to enter primary school with better cognitive skills, stronger reading abilities, and higher subject ability levels. Children who had participated in preschool had a significant advantage over children who had not done so in terms of their academic achievement. In addition to this, it was found that children who had participated in preschool programs had better literacy and academic success scores when they entered primary school. They entered primary school with more positive opinions regarding education than children who had not participated in early childhood programs prior to starting school (Ramey, 2000).

A large-scale research was carried out in the United Kingdom by Sammons, Sylva, Melhuish, Siraj-Blatchford, Taggart, and Elliot (2003). The study followed children who were attending preschool and were at least two years old. They had better cognitive outcomes (pre-reading, early number, and language) and superior social and behavioral skills than their peers without preschool experiences when they entered school; longer preschool attendance led to higher cognitive gains when entering school; and the cognitive gains that were gained from attending preschool were larger for children who were economically disadvantaged. In addition, Claessens, Duncan,

and Engle (2006) investigated the ways in which school age skills were connected to both children's prior academic accomplishments and the non-cognitive abilities they brought with them to kindergarten. The Early Childhood Longitudinal Investigation—Kindergarten Cohort (ECLS—K) provided the sample data for this study. The cohort consisted of children who were enrolled in kindergarten in 1998 and 1999. According to the findings of the OLS regression, the level of mathematical ability, reading comprehension, and attention skills possessed by children before to entering kindergarten were not indicative of their eventual mathematical accomplishments. In a similar vein, socioemotional abilities, with the exception of attention ability, were not shown to be predictive of fifth grade reading and math abilities. It was discovered that the improvements made in reading and mathematics scores throughout the years of pre-primary school were predictive of future reading and mathematics accomplishments. This was the theoretical rationale. The context for the reviewed research was different from the one that was used for the present study, which was done there.

In Presov, which is located in the Slovak Republic, Gmitrova and Gmitrov (2003) carried out their study. In a setting with children of varying ages, they investigated how the children's cognitive and emotional development was influenced by the various ways in which children organized their pretend play. The researchers watched 51 youngsters in classes with preschoolers of varying ages, all of whom came from the same general region and had comparable racial, cultural, and socioeconomic backgrounds. Children ranged in age from three to six years old. Children were between those ages. Between March 26 and June 12, 2001, a total of twenty-six observations were carried out. The researchers looked at two different types of pretend play: a) teacher-directed pretend play, and b) child-directed pretend play.

Neither kind was shown to have any significant differences. All of the preschoolers in the classroom were required to participate concurrently in order for the activity to be considered teacher-directed pretend play. The teacher was responsible for developing an organized lesson plan and taking on the primary leadership role in leading the play activity.

The term "child guided pretend play" refers to the free play that took place in a variety of little groups all across the classroom without any guidance from the instructor. The observations were carried out in each of the instructors' respective classes by two colleagues who had a similar educational history. For the purpose of data recording, a typing list that was constructed in accordance with the taxonomies of Bloom and Krathwohl was used. For the cognitive domain; researchers observed that when children participated in child-directed play groups, their cognitive behaviors greatly improved but their emotional behaviors dramatically declined. The research that was evaluated was carried out in a part of the world that was distinct from the region in which the present study was carried out. However, the present research explored on the other curricular practices than play that contributed to learners' acquisition of cognitive abilities. The reviewed study focused on the instructor and which form of play the teacher planned to aid the learner acquire cognitive skills. The author of the paper that was evaluated did not classify the preschools in the same way that the present researcher did.

Jan, Sanna, and Fredrick (2017) carried out research on the topic of preschool enrollment, the advancement of preschoolers through school, and their cognitive abilities in East Africa. In Kenya and Tanzania, our research focuses on the implications of attending preschool on a child's subsequent academic success and

cognitive development. The research used new information obtained from large-scale household surveys that were conducted to assess the reading and numeracy abilities of children. These surveys also gathered historical data on children's participation in preschool programs. Children who attend preschool are more likely to start primary school later, which causes them to lag behind their peers in terms of the number of grades they finish at younger ages. This phenomenon occurs in both nations. However, once they start school, they advance through the grades more quickly, and by the time they are 13 to 16 years old, they have finished about one and a half more months of school than their classmates of the same age who did not attend preschool. They also scored almost 0.10 standard deviations better on standardized cognitive tests, demonstrating that there were significant advantages to preschools in Kenya and Tanzania that lasted for a longer period of time. Since the previously examined study did not specify which kinds of preschools were being looked at, the new research looked at both public and private preschools. The research that was evaluated compared preschoolers from Kenya and Tanzania, but the present study primarily focused on preschoolers attending preschool in Kenya, and more specifically in Uasin-Gishu County.

The researchers Carneiro, Crawford, and Goodman (2006) looked into the factors that determine children's cognitive abilities as well as their social adjustment in Britain. Cognitive abilities are a component of non-cognitive skills. In the research, both cognitive and non-cognitive skills of the children were evaluated when they were 7 and 11 years old. Cognitive ability was evaluated based on the student's performance on standardized tests in reading, mathematics, copying, and drawing. The findings indicated that children from higher socioeconomic groups, such as professionals and managers, had greater cognitive and non-cognitive ability levels at the age of 7. In

addition, the level of education of the parents, the level of interest that the parents have in the education of their children, and the amount of reading that the parents do all have a favorable impact on the development of cognitive abilities in children. The studies that were evaluated looked at the connection between cognitive abilities and social adjustment, while the current research studied how the development of cognitive abilities affected a learner's preparedness for school.

Powell, Walker, Himes, Fletcher, and Grantham-McGregor (2004) conducted research in Jamaica and found that children who were randomly allocated to receive home-based early stimulation had large increases in both their cognitive development and eventual school performance. Using the "intention-to-treat" and "treatment-on-the-treated" effect methodologies, Berlinski, Galiani, and Gertler (2009) found the same thing to be true in Argentina. They discovered that an increase in the supply of preschool education led to an increase in the number of children attending preschool, which had a positive effect on the children's cognitive scores as well as their non-cognitive skills. Preschool education has resulted in an overall improvement in the academic performance of the preschoolers as well as an increase in classroom attention, effort, discipline, and engagement. In point of fact, for the same nation, building an estimator that takes into account the number of children in each family and instrumenting preschool attendance based on the region of residency and the year of birth. Attendance at preschool had a beneficial influence on the children's completion years of primary and secondary education, the research found. Accompanying this was a low incidence of dropout and repetition in each grade for the children who were treated, in comparison to the children who were not treated. The researcher was swayed in his decision to include the variable of school readiness as a result of the study that was examined.

A research was conducted in Chile by Liz and Josefina (2016). The purpose of this study was to investigate whether or not the kind of feedback that a preschool teacher provides to her preschoolers while they are in class had an effect on the children's ability to exercise metacognitive control. In order to achieve this goal, the instructors participated in collaborative learning sessions with the preschoolers and observed their conduct while providing comments. In this research, a cross-sectional, quasi-experimental design was adopted, and participants were split into two experimental groups and one control group. Participants' ages varied from 4.8 to 5.3 years old, and they all attended the same school on a consistent basis. This school was situated in La Pintana, which is a neighborhood in Santiago, Chile. Their teachers received training in either the giving of feedback on self-regulation or feedback on task and person performance. While preschoolers worked together on projects that were connected to the curriculum of Chile, teachers gave several sorts of feedback. A total of 18 different educational opportunities were captured on film and evaluated with the help of the SPSS and Video graph programmes. Differences of a statistically significant nature were found between the several groups of children who were given feedback. Preschoolers who were given feedback on their ability to self-regulate demonstrated a greater number of metacognitive control events. This was true both in terms of the total number of events as well as the number of events representing each of the three dimensions of metacognitive control (planning, monitoring, and evaluation).

At the preschool level, the existing evidence on the quality of early education in Chile indicates that there is a lot of room for improvement, particularly in relation to teaching practices that promote the development of children's thinking and cognition (Lien Foundation, 2012; Sun et al., 2011; Trevio et al., 2013). This is especially true in relation to teaching practices that promote the development of children's thinking

and cognition. In this respect, Strasser, Lisi, and Silva (2009) conducted our study pertaining to the utilization of classroom time in educational facilities in the metropolitan region that represented a variety of financing forms and socioeconomic levels. According to the findings of their study, more than half of each school day was spent in the classes that served as samples engaging in non-instructional activities. These activities included unstructured play (with no adult supervision), snack time, and behavior management. "The activities that we know to be essential in order for preschool education to have a positive impact on cognitive development and future scholastic performance are notoriously absent from the kindergarten school day in the sample," the authors conclude. "The activities that we know to be essential in order for preschool education to have a positive impact on cognitive development and future scholastic performance are notoriously absent from the preschool classroom" (Strasser, Lissi & Silva, 2009). The findings did not differ significantly based on the sources of money used or the socioeconomic standing of the preschoolers attending the various educational institutions that took part in the research. For their part, Sun et al. (2011) examined the outcomes of a country-level teacher evaluation that took place between 2006 and 2009, covering a total of 55,536 educators. They found that instructors, in general, had a substantial amount of difficulty maintaining successful connection with their preschoolers in a manner that would support the development of higher-level thinking abilities. Concerning the interaction quality indicator, which evaluated the efficacy of the questions the teacher asked to encourage learning as well as the effectiveness with which they made use of student interventions (responses or spontaneous comments), the authors note that: "in the classes filmed, most teachers are observed engaging in interactions with their preschoolers that do not encourage the development of thinking, and do not constitute a significant contribution toward

enriching their learning, whether or not they are aware of it." This is in reference to the fact that most teachers are observed engaging in interactions (Sun et al., 2011).

Based on this data, it was determined that teachers preferred to promote the mechanical execution of a method or the repeating of knowledge by asking questions that did not require them to elaborate on their research. A more recent research (Trevio et al., 2013) discusses the daily performance of educators who work in public schools that are considered to be high risk for preschoolers' academic success. This study is closely connected to teaching techniques in Chilean preschool education. The Classroom Assessment Scoring System (CLASS) 3 was utilized for the first transition level, which was pre-kindergarten. This system places an emphasis on the interactions that take place within the classroom as well as the manner in which teaching practices are organized along three domains: emotional support, classroom organization, and pedagogical support. The overall findings indicate that educators in Chile have a performance level that is somewhere in the middle when it comes to providing emotional support and organizing the classroom; to put it another way, Chilean educators are able to keep an acceptable level of classroom atmosphere and productivity. However, low-level performance was detected in the pedagogical support dimension, which is connected to the knowledge domain of certain teaching approaches. This was noticed in the pedagogical support dimension. In the same vein, the instructor has to pay a larger amount of attention to the preschoolers in order to connect with the preschoolers in a way that successfully promotes higher-level thinking abilities and cognition. This poor performance highlighted the fact that the instructors do not manage the usage of feedback as well as other components in an effective manner. According to the research that was discussed before, the quality of

feedback was defined as "the degree to which the teacher's feedback to the children focuses on increasing the preschoolers' learning and understanding."

Leseman, Rollenberg, and Rispen (2001) centered their investigation on cognitive co-construction in kindergarten on two distinct educational settings: child-directed free play and teacher-directed work sessions. These two settings were compared to one another. The goal was to observe and analyze the children's conduct as well as their social relationships as they were engaged in free play and labor sessions. The research was carried out in a town of moderate size in the western region of the Netherlands. Forty kindergarten preschoolers from seven classes across six schools participated in the study. Participants' first language was Dutch, and their ages ranged from less than 60 months to more than 60 months, with a mean of 53 months. During the course of one week, five or six target children from each classroom, as well as their teachers, if they were involved, were monitored with the assistance of a video camera and wireless microphones that were attached to the children in question while they engaged in free play and work lessons. For each of the youngsters who were the focus of the study, three cycles of observations were carried out utilizing video recordings that lasted for two minutes. Each kid was monitored for a total of six minutes, during which time they were both free to play and engaged in structured activities. The cognitive capacity of every kid who was the focus of the investigation was evaluated by a qualified assistant who, in a separate room, gave an unnamed test to each child individually. In addition, a questionnaire for parents was sent to their homes with the request that they fill it out in writing on their child's personality traits and socioeconomic background. The findings of the research revealed that children's conduct during play had a "generally greater cognitive distancing level" when compared to their actions during labor sessions. The researcher of the present study

was inspired by the results of the previous study to incorporate curricular practices as a variable in the investigation she was doing. The geographical regions in which the researches were carried out were distinct from one another.

Rao and Sun (2014) conducted a research with the objective of determining how, why, and under what circumstances preschool program interventions in developing-country settings are beneficial in boosting cognitive development. The major objective of the research was to identify the type(s) of preschool treatments that are efficient in helping children reach the usual developmental milestones of their age and that can be readily scaled up in a variety of different developing countries. The most important takeaways from the research were that preschool therapies have the potential to have a consistent and beneficial influence on cognitive development. The author of the research that was analyzed focused on poor nations; hence, the reason why the current study is being carried out in Kenya is because of this. The kind of preschools was the primary emphasis of both the research that was evaluated as well as the present investigation.

There is a dearth of evidence about how early childhood education influences a child's preparation for school and their later academic success. Early childhood education programs help youngsters develop essential intellectual skills that will serve them well throughout their educational careers (Cascio, 2004). The advantages of participating in rigorous early education programs of high quality help children's cognitive development, which, in the long run, leads to higher levels of academic accomplishment for such children when they reach later grades (Barnett, 1995; Kerol, 1998; Currie, 2001). Early childhood education throughout a child's third and fourth year of life is thought to improve academic performance at the time of enrollment in

school; however, the advantages of this kind of education are thought to diminish during the first and second years of formal schooling (Barnett, 1995; Gilliam & Zigler, 2001). These are evaluated, and their importance is ranked higher than that of particular abilities such as reciting the letters of the alphabet or counting numbers (Entwisle & Dauber, 1993).

Woldehanna (2012) conducted research in Ethiopia to investigate the impact of attending early childhood education on the cognitive development of children of preschool age. The researcher examined the cognitive development of youngsters in Ethiopia using the Peabody Picture Vocabulary Test (PPVT) and the Cognitive Development Assessment – Quantity (CDA-Q) Test. The data for both tests were gathered from the Young Lives Longitudinal Survey in Ethiopia. Techniques such as standard instrumental variable estimation, Wooldridge instrumental variable estimation, and propensity score matching were utilized by the researcher so that they could determine the degree of association that exists between attending preschool and the cognitive development of children who were five years old. The findings were consistent across all of these models, showing that participation in early childhood education was favorably related with children's cognitive development.

To be more specific, according to the findings of the propensity score matching study, children who had participated in preschool education had achieved scores that were 31.2% higher on the vocabulary test and 23.1% higher on the quantitative test than those of children who had not participated in preschool education. The development of cognitive skills was the primary emphasis of the research that was examined; however, the researcher did not specify the kind of preschool that the study's participants attended. This was the rationale for classifying private schools as either

high cost or low cost in addition to public schools in the recently conducted research. The researcher would have an easier time determining which sort of preschool best equipped its preschoolers to acquire cognitive skills if the pre-schools were categorized first.

A study was conducted in 2001 by Ellen Peisner-Feinberg, Margaret, Burchinal, Richard, Clifford, Mary, Culkin, Sharon, and Noreen. The purpose of the study was to determine the relationship between the quality of preschool child care and children's cognitive and social developmental trajectories through second grade.

After making adjustments for family selection factors related to child care quality and development, the population of interest consisted of 733 children who were studied longitudinally from the ages of 4 to 8 years as a function of the quality of their preschool experiences in community child-care centers. This was done over the course of four years. The findings of the study provided evidence to support the hypothesis that the quality of a child's early education has a small but significant influence on the child's patterns of cognitive and social-emotional development at least through the end of kindergarten and, in some cases, through the end of the second grade. Two characteristics of the quality of child care were shown to have varying influences on the growth and development of children. The observed classroom practices were related to children's language and academic skills, whereas the closeness of the teacher-child relationship was related to both cognitive and social skills, with the strongest effects for the latter. Observed classroom practices also had an effect on the children's ability to interact with others socially. For several outcomes, moderating effects of family characteristics were detected; this suggests that high-quality child care has a more profoundly favorable impact on children

whose families are more vulnerable to adverse outcomes. These findings provide additional evidence of the long-term influences of the quality of child-care environments on children's cognitive and social skills through the elementary school years. Additionally, these findings were consistent with a bio ecological model of development that took into consideration the multiple environmental contexts that the child experienced.

Tassew (2013) investigated how children's participation at early childhood education programs impacted their cognitive development throughout the preschool years. The researcher examined the cognitive development of children in Ethiopia using the Peabody Picture Vocabulary Test as well as the Cognitive Development Assessment-Quantitative Test. The data for both tests were gathered from the Young Lives Longitudinal Survey in Ethiopia. Techniques such as standard instrumental variable estimation, Wooldridge instrumental variable estimation, and propensity score matching were utilized by the researcher so that they could determine the degree of association that exists between attending preschool and the cognitive development of children who were five years old. The findings were consistent across all of these models, showing that participation in early childhood education was favorably related with children's cognitive development. To be more specific, according to the findings of the propensity score matching study, children who had participated in preschool education had achieved scores that were 31.2% higher on the vocabulary test and 23.1% higher on the quantitative test than those of children who had not participated in preschool education.

The ramifications of the findings were of the utmost importance and came at the perfect moment for the government of Ethiopia. Preschool education has been shown

to boost children's cognitive development; yet, governmental investment in this formative period of education is presently at an all-time low in the nation, and much of the responsibility for providing it falls on the shoulders of the private sector. As a consequence of this, the subsector is dominated by kindergartens that charge tuition, and children from low socioeconomic backgrounds have very few opportunities to attend this essential first stage of education. This suggests that the government needs to do more in this essential first stage of education. The research that was previously looked at was carried out in Ethiopia, but the present research was carried out in Kenya.

Muriu (2011) conducted research in Nakuru County, which is located in Kenya. This research was conducted with the intention of determining whether or not there is a connection between the cognitive abilities of pre-school children and the linguistic behavior of their instructors. Additionally, the cognitive abilities of the youngsters were evaluated according to age and gender. In this study, we used two different research designs. For the purpose of providing an explanation of children's cognitive performances, a quasi-experimental approach was used. For the purpose of investigating the verbal behavior of the instructors, an ex-post facto design was used. The Teaching (Set A) and Post-teaching (Set B) in modified CATM Tests were utilized to test the cognitive performance of youngsters. These examinations include topics such as color, form, size, and analogy, and they come in four different degrees of difficulty. An examination of the verbal behavior of educators was conducted using an ex post facto design in order to categorize their responses using modified FIAC categories. The population sample size for the research included 120 children in pre-schools who were chosen at random from a total of six pre-schools that had been purposefully selected for the study, as well as 12 pre-school instructors who were

chosen from the schools that were selected inside the Nakuru Municipality. The management types that were considered while choosing the pre-schools were private, religious, and municipal. For the purpose of the research, participants were purposefully chosen from each school category, consisting of four instructors, twenty boys, and twenty girls from each group.

The modified CATM Test, the adapted FIAC Observation Schedule, and the Teachers Questionnaire were the three research tools that were used in this study. Each youngster and the instructor had their own unique score sheet on which they entered their scores for the various instruments they played. The tabulation of frequencies, averages, ranges, and percentages were the primary types of descriptive data. The results were analyzed using a t-Test for two independent samples to test three hypotheses in order to discover whether or not there were significant differences in the cognitive performance of children on the modified CATM Tests. The significance of the relationships between children's cognitive performance and their teachers' categories of verbal behavior was investigated using the Spearman's rho ( $r$ ) Test at an alpha level of 0.5. This test was designed to test the null hypothesis that there is no significant relationship between the two. The calculation was done with the help of a Statistical Package for the Social Sciences (SPSS). The most important results from this research suggested that there was an increase in the level of cognitive performance shown by all of the children that participated in the modified CATM Set B. Children who performed well in Set A proceeded to do even better in Set B, demonstrating "Learning Potential" following the first exposure, practice, and scaffolding provided by the researcher during the Teaching Test. There was a statistically significant inverse association between the children's cognitive performance and the categories of indirect verbal behavior used by some of the

teachers. Lastly, there was a substantial positive association between children's cognitive performance and one of their teacher's categories of direct verbal behavior - "providing explanation." This category of direct verbal behavior was shown to be positively related to children's cognitive performance.

This research has implications on the link between children's cognitive performance and the categories of verbal behavior that teachers saw in the classroom. There was no correlation between the children's cognitive performance and the verbal behavior of either the Direct or the Indirect instructor. On the other hand, the findings demonstrated that children are able to increase their overall performance in cognitive development when they get instruction on an individual basis. The researcher did not compare and tie the variable cognitive acquisition to a child's gender or age in the present research, while the research did analyze the variable cognitive acquisition, which was taken from the study that was evaluated. The difference between the present research and the study that was reviewed is that the current research studied the curricular methods used by instructors and how those practices affected the acquisition of knowledge by their preschoolers. The research that was evaluated was carried out in Nakuru County, which is a county that is physically distinct from the county in which the present study was carried out.

## **2.6 A Summary of Knowledge Gaps**

This research conducted a literature review to investigate the differences in the pedagogical approaches used by public and private preschools in Uasin-Gishu County with regard to the level of preparedness of their preschoolers for elementary school. According to the findings of the study, factors that are included in the curriculum, such as instructional pedagogies and the availability of teaching and play materials,

have an impact on learners' preparedness for school. According to the work that was reviewed, the majority of research were conducted in study regions that were quite far away from where the current is being done. For example, Osborn and Milbank (1987) conducted research in the United Kingdom, while Jowett and Sylva (1986) also conducted research in the United Kingdom. This indicates that the results of these research cannot necessarily be extrapolated to the country of Kenya. In the county of Uasin-Gishu in Kenya, there is a pressing need to determine whether or not the instructional approaches have an impact on the degree to which preschoolers are prepared for school. Because of this particular factor, the present research will be conducted in the country of Kenya.

A survey of the relevant literature also reveals that instructional methods differ from one institution to the next. In general, children who attend preschools that have better curriculum practices are more prepared for elementary school than children who attend preschools that have inferior curriculum practices. None of the research that were looked at demonstrated any kind of comparison between the educational approaches used by public and private preschools. This research will attempt to determine whether kind of preschool—public or private—provides a more beneficial learning environment for children in terms of their preparedness for elementary school.

The majority of the research that were looked at employed a quasi-experimental design, however the present study will use a descriptive survey approach to compare the outcomes of public and private preschools. Other studies have concentrated on factors that are not relevant to the topic of this investigation. For instance, Muthwii (2002) investigated the attitudes, beliefs, and perceptions that parents have towards

language. The researcher was inspired to carry out a study on the effect of curriculum practices on learners' school preparedness between public and private preschools in Uasin-Gishu County based on the studies that were evaluated. This study will compare the two types of preschools.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter provides an overview on the procedures that were employed in answering the research questions, the research design, study site and location, target population, sample size, sampling techniques, research instruments, pilot study, data collection techniques, and data analyzing techniques.

#### **3.2 Research Design**

A design is like a blueprint because it helps the researcher figure out how to solve issues and it also serves as a guide through different phases of the study. A design is an essential part of the research process (Ogula, 2011). For the purpose of this investigation, a descriptive survey design was used. The descriptive research design involves using a range of qualitative and quantitative research methods to collect data that aids in accurately describing a research problem. It was preferable to use this design since it made it possible to gather data without altering the environment in which the participants are placed. In addition, Kothari (2004) notes that descriptive surveys are investigations that are focused on characterizing the features of a certain person or group. The design was also suitable since it enabled the incorporation of both qualitative and quantitative data into the analysis.

Methods included both quantitative and qualitative approaches, such as the creation of research questions, the acquisition of data, and the analysis of that data (Bryman, 2006; Teddlie & Tashakkori, 2009; Creswell & Clark, 2011). If the researcher used this strategy, rather than one of the other methods alone, they would have a better

chance of obtaining sufficient data to address their study questions (Creswell & Clark, 2011). It was acceptable since it boosted the reliability of the data acquired, so contributing to the overall robustness of the study (Denscombe, 2010). The researcher had no direct influence on the independent variables since they had already been manifested; therefore this design was used to gather qualitative data. This was done because the design allowed for the maximum amount of information to be collected (Denscombe, 2008).

The researcher was able to gather data on learners' school preparedness in public and private preschools in Uasin-Gishu County because to the descriptive design that was used for the study. This design was chosen because it has a wide range of applications (Creswell & Clark, 2011). Therefore, the researcher would benefit from gathering data from a variety of different samples.

### **3.2.1 Research Methodology**

Systematic Area Study Approach was developed by G.Z.F Beredy in 1964. Beredy in his book "Comparative Method in Education"(1964) used the interdisciplinary approach to systematically survey and analyzes education in different countries. The aim is to understand differences and similarities before borrowing and making any predictions. When using the systematic area study approach the following steps should be followed: problem identification, problem analysis, proposed problem solution and lastly specification of the context.

This research used a Systematic Area Study Approach to Comparative Education, which was consistent with the Descriptive Survey Design that was utilized. The information that was gathered was organized into groups consisting of public or

private preschools that had either similar or non-comparable characteristics. The parallels and contrasts between the two were exposed in this manner. In order to better depict the material that was being contrasted, we made use of charts, bar graphs, and illustrations. The purpose of the study was to acquire as much information as possible on the issue under investigation; hence it used both quantitative and qualitative research methodologies. Quantitative approaches would result in the generation of numerical data, which would then be converted into statistics that might be used. This allowed for the quantification of observations as well as the generalization of findings from a wider sample of the population of learners.

On the other hand, the qualitative paradigm focused heavily on the exploratory aspects of research. It was employed for the purpose of gaining a grasp of the instructors' underlying ideas. It would provide light on the effect that pedagogical approaches have on the learning of psychomotor skills, linguistic skills, social skills, and cognitive abilities by preschoolers. While the quantitative paradigm offered the concrete facts that was required to accomplish the study's goals. This approach was useful in gathering information for the suggestions to promote school readiness among preschool preschoolers in Uasin-Gishu County. Due to the fact that both methods had some degree of bias, it was beneficial to use both paradigms in order to complement one another. As an example, the objectivity of the quantitative technique helped to reduce the subjectivity that was connected with the qualitative method. Therefore, the results obtained from one method were confirmed by the results obtained from the second method.

The main aim of Systematic Area Study Approach is to understand the differences and similarities before borrowing and making any predictions. In this study; the

purpose was to comparatively investigate the influence of curriculum practices on learners' school readiness between public and private preschools in Uasin-Gishu County. By so doing, the researcher sought to bring out the differences and similarities in school readiness of learners of public and private preschools. This method assisted the researcher to find out the similarities and differences in curriculum practices of private preschools and public preschools. All these were done with the aim of informing the stakeholders who may want to borrow certain aspects from one category to another.

### **3.3 Study Variables**

There were two categories of variables; independent and dependent. The following subheadings were used to describe them in detail:

#### **3.3.1 Independent Variable**

According to the findings of this investigation, Curriculum Practices were determined to be independent variable.

#### **3.3.2 Dependent Variables start**

According to Oso and Onen's definition (2009), dependent variables are characteristics that describe the result whose fluctuation is being investigated. According to the findings of this research, learners' preparedness for school consisted of the development of the following characteristics: physical abilities, social skills, cognitive skills, and language skills. The proportion of learners in preprimary II who

had acquired the aforementioned characteristics as a result of meeting the assessment criteria would be used to make that determination.

In this particular research, school preparedness was evaluated based on:

- i. Acquiring psychomotor skills: These were evaluated based on whether or not the preschoolers were able to do the following tasks: balance (on one leg, skipping a rope), throw and catch a medium ball, kick and stop a soccer ball, turn and twist body parts; stretch, bend and shake. Independently navigated changes in the surrounding environment, such as stairs, barriers, uneven terrain, etc. Having an understanding of spatial notions such as "up" and "down," "next to" and "left" and "right," "in front of" and "behind," "over" and "under," "more" and "less," etc. Fingers by themselves (e.g. to point), He or she was holding a pencil (with a two or three finger grip), painted with paintbrushes and cut with scissors in the right manner (with the thumb on top).
- ii. The Acquisition of Social Skills: These skills were measured by determining whether or not the learners were able to tell uses of various body parts, name body parts, recognize work done by different people at school, name people found at home, tell work done by people at home, able to easily separate from their parents, ability to dance to music, ability to play freely with others; and ability to introduce themselves. How learners complied with requests to finish an activity when asked to, took-turns in small groups without assistance, and played cooperatively with other children.
- ii. The acquisition of language skills was evaluated based on whether or not preschool preschoolers were able to: answering questions after Listening to a story, identify all sounds in a classroom setting, articulate closely related

sounds; and respond to questions posed in a group setting; Talk clearly and in full sentences; Ensure that people outside the family understand what they want; Speak audibly and keep eye contact; and Listen without interrupting while others speak.

- iii. The acquisition of cognitive skills: they were evaluated based on the individual's capacity to properly write their own name (first in upper case, then in lower case, for example Sarah); Please include your complete name, address, and age; Recognize and replicate the four fundamental shapes: the circle, the square, the triangle, and the rectangle; identify similarities and differences between objects, match objects according to likeness and sameness, arrange objects to size in ascending up to 5 objects, Identified primary hues; tallied the number of items in a group totaling 10 or more; recollected nursery rhymes and melodies; an image with recognizable items was drawn, and the correct use of the various sketching instruments was shown (pencils, crayons, paints).

### **3.4 Location of the Study**

The purpose of this research was to give some insights into the complicated phenomena of the effect of pedagogical practices on the degree to which preschoolers are prepared for school. This might be accomplished by analyzing the level of academic preparedness of preprimary II preschoolers attending either public or private preschool in Uasin-Gishu County and determining the proportion of preschoolers who have reached that level. These divergent pedagogical approaches have contributed to the formation of this view (Wawire, 2007). According to Jebet and Rotich (2017), the county of Uasin-Gishu has a significant amount of waste. In Uasin-Gishu County,

35% of preschoolers who started class one in 2006 did not take the Kenya Certificate of Primary Education (KCPE) in 2013. This percentage was much too high in comparison to that of Nakuru County, where only had 23% of preschoolers who had started class one in 2006 not sit for the KCPE in 2013 (Jebet & Rotich, 2017). This waste was probably caused by preschoolers who started first grade before they were mature enough to handle the materials presented to them.

Only two out of ten preschoolers enrolled in Standard Two in Uasin-Gishu County were able to read a class one textbook, according to a study that was published by UWEZO (2016). This demonstrated that the level of literacy in Uasin-Gishu County was much lower when compared to that of other large cities like as Nakuru and Nairobi. An examination about the levels of literacy possessed by preschoolers attending public elementary schools in the county of Nakuru in Kenya was carried out by Chepchumba and Koros (2017). The investigation revealed that five out of ten learners in Standard Two had the literacy level required to read a textbook for Class 1. They contrasted this with the situation in Nairobi County, where seven out of ten learners in Standard Two were able to read a textbook for Class 1.

Uasin-Gishu County is one of the 47 counties of Kenya located in the former Rift Valley Province. Eldoret has the county's largest population center as well as its administrative and commercial center. "It lies between longitudes 34 degrees 50' east and 35 degrees 37' West and latitudes 0 degrees 03' South and 0 degrees 55' North. It is a highland plateau with altitudes falling gently from 2,700 meters above sea level to about 1,500 meters above sea level. The topography is higher to the east and declines gently towards the western border".

The county of Uasin-Gishu served as the location for the research. It had a total size of 3327.8 km<sup>2</sup> and a population that was predicted to be around 1163186 persons. Uasin-Gishu is divided into six smaller sub counties, which are named Soy, Turbo, Moiben, Ainabkoi, Kapseret, and Kesses respectively. Its northern boundary is shared with the county of Trans-Nzoia, its eastern border is shared with the county of Elgeyo Marakwet, its southern border is shared with the county of Baringo, and its western border is shared with the county of Kakamega. Its population density is 232 people per square kilometer (Baraza et al., 2017). The total number of preschools came to 193 for the public sector and 383 for the private sector. There are around 1821 preschool preschoolers enrolled in public preschools and 3836 preschool preschoolers enrolled in private preschools.

Table 3. 1: Target Population of the Study

<b>Population Category</b>	<b>Total number</b>
Public preschools	193
Private preschools	383
Preschoolers in public preschools	1821
Preschoolers in private preschools	3836
Sub-county QASO for preschools	6
Teachers in public preprimary II	193
Teachers in private preprimary II	383

### **3.5 Target Population**

Population is the entire aggregation of cases that meet a designated set of criteria (Polit & Beck 2004). It is therefore, cumulative of cases about which an investigator

seeks to generalize. The study targeted preprimary II learners in public and private Preschools in Uasin-Gishu County Kenya. The Quality Assurance and Standards Officers, Preprimary II teachers and Grade one teachers were also involved in the study.

### **3.6 Sampling Techniques and Sample Size**

#### **3.6.1 Sampling Techniques**

Because the group consisted of preschool preschoolers and instructors from both public and private schools, a method called stratified random sampling was utilized to collect data from it. According to Creswell (2005), while doing stratified sampling, researchers first split the population into sub-groups based on certain characteristics and then choose samples at random from within each of those sub-groups. This ensured that the sample included certain traits that the researcher needed to have in the sample in order to successfully complete the study (ibid). The use of stratification helped guarantee that each stratum was adequately represented in the sample relative to the overall population. The preschools might be broken down into public and private categories. According to Kerlinge (1986), sampling consisted of picking any part of a target population or universe and using that part as a sample of the whole population. There were a total of 576 preschools, 193 of which were public preschools and 383 of which were private preschools.

In order to determine the number of children in the sample, a random selection was made from 10% of the total number of preschoolers. This equates to 58 childcare centers for children (19 public preschools and 39 private preschools). 31 of the private preschools were more expensive than the others, while 8 were more affordable. According to Mugenda and Mugenda (2003), who claimed that when the target

population was large, all that was needed as a sample size was between 10 and 30 percent of the population, this was appropriate for the research. Regarding preprimary II teachers, a sample of ten percent of the entire population was taken. One hundred percent of the sub-county Quality Assurance Officers were represented in the sample. The respondents included all of the instructors of first grade classes in the preschools that were sampled and which also offered primary sections.

### 3.6.2 Sample Size

According to Kombo and Tromp (2006) and Kothari (2004), a sample is a collection of units picked from the universe to represent it. These units have been selected at random. Following is an application of Yamane Taro's formula for limited population, which was published in 1967.

$$n = \frac{N}{1 + N(e)^2}$$

Where: N- Total population (HHs) - 5657

e- Error of margin 0.05

$$n = \frac{5657}{1 + 5657(0.05)^2}$$

$$= 373.584 \sim 374 \text{ learners}$$

This was rationed as follows:

Preschool Type	Learners in target Preschool	Sample size per Preschool Type	Sample Size per Private Preschools Categories
Public	1821	$(1821/5657) * 374 = 120$	
Private	3836	$(3836/5657) * 374 = 254$	High Cost $(3070/3836) * 254 = 203$
			Low Cost $(766/3836) * 254 = 51$

In addition to the above table, all Sub-county Quality Assurance Officers; all (58) PPII teachers in the sampled preschools; and all Grade one class teachers in the sampled preschools that had a primary section were chosen as respondents.

### **3.7 Research Instruments**

This research used a total of five different instruments, including School Readiness Checklist for Learners, Focus Group Discussion for Grade One Teachers, Questionnaire for Preprimary II Teachers, Interview Schedule for Sub-county Quality Assurance Officers, and Observation Schedules for Usability of Learning/Teaching Materials.

#### **3.7.1 Observation Checklists**

The study used observation checklists in order to get first-hand information by examining the degree to which preschool preschoolers attending both public and private preschools were ready for school. The research assistants and the researcher themselves were responsible for administering the observation checklists, which were created depending on the goals of the study. The questionnaires and interview schedules helped to strengthen them (the observation checklists).

##### **3.7.1.1 School Readiness Checklist for Learners**

This instrument was used to determine whether or not the preschoolers were ready for the next level. The checklist had four sub-scales, and each one evaluated a different aspect of a child's preparedness for school. The cognitive dimension, the linguistic dimension, the social dimension, and the psychomotor dimension were the sub-scales

in question. Following an examination of a number of readiness exams and the NACECE curriculum, the researcher designed the instrument that was to be used.

One of the school preparedness tools under consideration is one that was created by Ngaruiya (2013). The School Readiness Rating Scale developed by Ngaruiya (2013) did not include cognitive and physical components. The authors argued that the cognitive factor was already implicit in the development of language abilities. This researcher believed that cognitive abilities were an essential component of school preparation and should be seen as a dimension of language skills. Nevertheless, the psychomotor component was also a significant one, despite the fact that it was often accorded less emphasis. These aspects had already been included into the School Readiness Checklist for Learners.

A strategy that was recommended by Benson and Clark and used in the creation of the School Readiness Checklist for Learners was a systematic approach (1983, in Creswell, 2012). This approach recommends that one has to determine the objective and target group which the tools seek to serve, then follow that up with a study of the relevant literature and writing the items in question. The last phase involves evaluating the tools using persons who had the same characteristics as those who were included in the research population. (For further information, see Appendix A)

### **3.7.1.2 Lesson Observation Checklist**

The researcher went around to several preschools and saw different teachers teach different subjects. This was done with the intention of providing the researcher with the means to reach conclusions on the availability and usefulness of teaching and learning activities as appropriate and required curricular practices. The activities of

teaching and learning that were scrutinized were those that related to the development of psychomotor, linguistic, cognitive, and social abilities respectively. In addition, the researcher would make use of the data from the Observation Schedule in order to determine the effect that curricular practice has on the preparedness of the learners. (See Appendix E).

### **3.7.2 Discussions in Small, Focused Groups (FGDs) - Teachers of first grade**

In order to obtain input from the teachers of Grade One in the schools that were chosen, Focused Group Discussions were used. We utilized focus group discussions (FGDs) to gather data on the degree to which children who attended public vis a vis private preschools were prepared for elementary school. Participants in FGDs are limited to a maximum of five individuals who were chosen due to the fact that they have commonalities in terms of their histories and experiences in terms of the duration of their service.

### **3.7.3 Questionnaire for Preprimary II Teachers**

A questionnaire has defined order (Kothari, 2005). The benefits of the questionnaire include a cheap cost, the elimination of interviewer bias due to the fact that responses were supplied in the respondents' own words, and the provision of sufficient time for respondents to offer responses (Kothari, 2014). As a result of these reasons, a questionnaire was employed in this research to collect information from preschool II instructors on the curricular practices i.e availability and use of learning/teaching materials. This instrument was broken down into four separate components. The first section, "Preschool Teachers' Demographic Information and the Acquisition of Reading Skills," was followed by "Acquisition of psychomotor Skills," "Curriculum

Practices," and "Section D," "Teachers' Kind of Training Influence on Teaching and Learning Activities." Section A focused on the preschool teachers' demographic information and the acquisition of reading skills. (For further information, see Appendix C).

#### **3.7.4 Interview Schedule for Sub-county Quality Assurance Officers**

During interviews, information, knowledge, and opinions would be gleaned from a predetermined set of questions that were put to each participant in the same manner. Interviews were conducted with each of the Sub-county Quality Assurance Officers in Uasin-Gishu County to collect the various perspectives they had. We utilized a set of questions that were not organized in any way. During the interviews, the interviewer would usually start the conversation, and the interviewee would reply to the interviewer's descriptions by answering questions. (See Appendix D)

#### **3.8 Pilot Study**

In order to determine the dependability of the research tools, pilot tests were conducted. This was done with respondents from Uasin-Gishu County who had participated in the survey but were not selected for the main study. The use of simple random sampling allowed for the generation of a sample size of six preschools, two of which were public preschools and four of which were private preschools. This sample size represents ten percent of the total sample size. One of the privately operated preschools was designated as having a low cost, while the other three were designated as having a high cost. According to Mugenda (2003), an appropriate sample size for a pilot research should range from 1% to 10% of the total anticipated sample. As a result, the school readiness checklist for learners was given to 19 preschool learners (6

from public and 13 from private preschools), the school readiness checklist for preprimary II teachers was given to 6 preprimary II teachers (2 from public and 4 from private preschools), and the questionnaire for grade one teachers was given to 6 teachers.

In order to evaluate the validity and reliability of the questions, the order of the possible answer possibilities was switched for the normal-scale questions. The choices made by the respondents were evaluated to see how suitable they were. It was determined whether or not all of the responders had the same level of comprehension of the questions by verifying them. Before the creation of the final tools, the standard amount of time needed to finish each tool would be recorded, and the total pilot test results would be analyzed and reviewed. If necessary, modifications would then be made in accordance with the findings of the tool review.

### **3.8.1 Validity of Research Instrument**

The degree to which a research instrument measures what it is intended to measure is what we mean when we talk about the validity of a test tool (Mbwesa, 2006). For the purpose of determining the validity of the instruments, this study used the triangulation methodology. When doing research, triangulation is the most effective method for showing concurrent validity (Campbell and Fiske 1959). For the purpose of this study, multiple approaches were taken to collect data. These included a school readiness checklist for learners, a school readiness checklist for preprimary II teachers, a questionnaire for teachers, a focus group discussion for grade one teachers, and an interview schedule for sub-county quality assurance officers. Because of this, regions that had been originally neglected by one method were able to benefit from the use of the other approach. The validity of the data acquired was ensured by using

a variety of methods for reviewing and rechecking it. According to Cresswell (2009), who said that the use of a multi-model approach to the process of data collecting prevented the potential of having inaccurate and untrustworthy data, this is what we have here.

The research used content validity to guarantee that the instruments measured exactly what it was that they were designed to measure. In this area, the supervisors checked the instruments to make sure that they correctly represented the characteristics that they were intended to assess (Mbwesa, 2006). The managers went over the questions that will be used in the evaluation. The answers that were erroneous were either edited or paraphrased. Because of this, the content validity of the tools was assured.

### **3.8.2. Reliability of Research Instruments**

According to Gall and Borg (2007), the concept of dependability relates to the degree to which other researchers may arrive at the same conclusions provided that they followed the same techniques. In this investigation, the dependability of the data was assessed by evaluating the degree to which the various components would produce the same outcomes. Connelly (2008) proposed that the sample size for a pilot research should be between 10 and 30 percent of the sample size that would be used for the main study. Therefore, research tools were pilot tested on a total of six different preschools (2 public preschools and 4 private preschools). Following the passage of one week, the same study instruments were used to collect data from the same set of respondents, and this time, the replies were manually assessed. The Cronbach reliability test was used in conjunction with SPSS version 22 in order to compute the research instruments' level of dependability.

### **3.9 Data Collection Procedures**

Data was collected in two stages as follows:

#### **3.9.1 Stage One: Administration of research tools**

The researcher visited the preschools sampled for familiarization and creating rapport with the respondents to explain the purpose of the study.

#### **3.9.2 Stage Two: data collection**

The next step was to conduct interviews with several sub-county quality assurance officers. The interviewees were asked to meet the researcher at their places of business at the predetermined times, and the researcher was there to conduct the interviews. Each session lasted for about thirty minutes, and the Sub County Quality Assurance Officers were given sufficient time to answer to the questions that were asked. The researcher then conducted an observation at public and private preschools to evaluate the children's level of preparedness for school. The observation was carried out by research assistants. The instructors of Preprimary II and Grade 1 were provided with about one week to fill the tools.

### **3.10 Data Analysis Procedures**

The procedure of analyzing the data required briefly summing up, classifying, and then sorting the raw data. The information that was collected was edited, and everything that had little importance was ignored (Mbwesa, 2006). After then, the information was structured in a way that was pertinent to the aims of the research. Analytical methods such as comparison analysis, theme analysis, content analysis,

and fast impressionistic summaries were utilized to examine qualitative data. Comparative analysis was also performed.

Counts and percentages of occurrences were reported as part of the descriptive statistics. The researcher was able to characterize a distribution of measurements by utilizing indices, which was made possible using descriptive statistics (Mugenda & Mugenda, 2010). The researcher was able to change the data into a form that was easier to handle, making it more straightforward to comprehend (Mbwesa, 2006).

The transcribed interviews were analyzed, and the observational notes were played again and listened to. Before beginning the coding process, the field notes were evaluated in readiness in connection to the responses for the preschool readiness checklist for learners and that for preprimary II teacher.

After that, the material was organized according to the types of preschools (public or private), and a preliminary analysis (modified from Creswell, 2009) was performed using the theoretical and conceptual framework works, research questions, and research techniques. The data served as the basis for the development of the subthemes.

### **3.11 Logistical and Ethical Considerations**

The following are the logistical and ethical considerations that were taken into account:

#### **3.11.1 Logistical Considerations**

After receiving permission from the department of Education Foundations, the researcher approached the Kenyatta University Graduate School in an effort to get

license. After that, the researcher made an appeal to the Kenyatta University Ethics Review Committee for permission on a moral level (KU-ERC). The National Commission for Science, Technology, and Innovation (NACOSTI) and the County Director of Education in Uasin-Gishu County were approached in order to get permission to conduct research in their respective jurisdictions. In the next step of the process, we requested and received authorization to carry out the study in preschools from their respective directors.

### **3.11.2 Ethical Considerations**

One of the ethical considerations that needed to be addressed was maintaining the respondents' privacy and confidentiality. It was made clear to the respondents that they were free to disregard any questions to which they did not desire to reply (Oso & Onen, 2005).

### **3.11.3 Care and Protection of Research Participants**

This research was conducted as part of the academic requirements for a Doctor of Philosophy degree in the Education Foundations department at Kenyatta University. The researcher complied with all of the universal ethical norms, such as showing respect for the people who participated in the study, being just, and being kind. After the researcher had provided an explanation of the goal of the study, they all of the participants were asked for their permission. The learners at the preschool level gave their approval via their instructors. There was no compulsion to take part in the research at any point. It was made clear to the participants that they had the option to quit participating in the research at any moment. The confidentiality of the data acquired from the field was maintained at all times.

#### **3.11.4 Protection of Research Participants' Confidentiality**

The respondents were given the assurance that the information they provided would be kept secret and used exclusively for the purpose of the study being conducted. In addition, in order to guarantee the respondents' privacy, they were instructed not to write their names on the study equipment.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

When referring to children, "school readiness" refers to the process through which they learn, acquire, and improve the abilities listed above. The cognitive, linguistic, psychomotor, and social domains are only few of the domains that may grow and advance via the acquisition of these abilities. These subtopics make up what are collectively referred to as the many dimensions or domains of school preparation. The purpose of this article is to provide a description of the ways in which curricular practices impact the development of psychomotor, social, cognitive, and linguistic abilities among preschool learners in Uasin-Gishu County. The following research questions are provided in conjunction with the corresponding results:

- i. In both public and private preschools, to what extent do pedagogical techniques in the classroom have an impact on the development of learners' psychomotor skills?
- ii. The impact of instructional strategies, such as curriculum, on the development of linguistic competence in children attending public and private preschools.
- iii. What kind of impact do teaching methods and classroom activities have on children's development of social skills in public and private preschools?
- iv. What kind of an impact do pedagogical approaches to the curriculum have on the development of preschoolers' cognitive abilities in both public and private preschools?

## **4.2 Demographic Characteristics of the Respondents**

This section provides an overview of the demographic characteristics of the people who participated in the research. The following information about the respondents was collected: gender, age, degree of education, years of work experience, and level of training. It was requested of the responders that they put down their gender. This was significant since it revealed the gender that is the majority of those participating in teaching at preschools. The age distribution was systematically recorded in the research. The age of the preschool instructors was recorded so that we could determine their degree of teaching experience. It seemed probable that very young instructors had less experience than their more seasoned colleagues. It was essential to learn the education level of the teachers because doing so would allow the researcher to evaluate whether or not the teachers were prepared to interpret and deliver the curriculum. Table 4.1 contains the results of the investigation.

**Table 4. 1: Demographic Characteristics of the Teachers**

DEMOGRAPHIC FACTORS		TEACHERS					
		PUBLIC		HIGH COST		LOW COST	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>GENDER</b>	Female	17	89	30	97	08	100
	Male	2	11	1	3	0	0
	<b>TOTAL</b>	<b>19</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>08</b>	<b>100</b>
<b>AGE</b>	20 – 29	4	21	1	3	6	75
	30 – 39	7	37	10	32	2	25
	40 – 49	5	26	11	35	0	0
	Above 50	3	16	9	29	0	0
	U.T	0	0	0	0	4	50
<b>TRAINING</b>	Certificate	15	79	18	58	4	50
	Diploma	4	21	7	23	0	0
	Bachelor's Degree	0	0	4	13	0	0
	Master's Degree	0	0	2	6	0	0
	1 – 5 years	2	11	2	6	8	100
<b>EXPERIENCE</b>	5 – 10 years	6	32	12	39	0	0
	11 – 15 years	7	36	11	35	0	0
	Over 20 years	4	21	6	19	0	0

According to Table 4.1, the vast majority of preschool instructors were female (94.8 percent), while male teachers made up just 5.2 percent of the workforce. The existence of gender imbalance is shown by these facts. Researchers Eccles and Wigfield (2002) found that the gender characteristics of instructors had an impact on the linguistic development of their preschoolers. This suggests that the gender of the instructor is an important factor in determining the extent to which preschoolers are able to express themselves. According to Laird (2011), female educators are more helpful, provide a more irrefutable classroom atmosphere, and are more likely to use learner-oriented pedagogies of teaching. According to the findings of Kueckeny and Valfortz (2013), preschoolers had more success learning languages when they were instructed by female instructors rather than male teachers.

According to the data shown in Table 4.1, just 11% of public preschool instructors were male while the remaining 89% were female. According to this data, the majority of educators working in publicly funded preschools are women. Only 3% of the instructors working at private high-cost preschools were male, while the remaining 97% were female. There was not a single male instructor working at a private low-cost preschool; all of the instructors were female. The disparity in the number of male and female teachers could be explained by the fact that a significant number of female teachers have a positive attitude toward teaching at lower level, in contrast to their male counterparts, who view teaching at this level as something that is reserved for female teachers. For example, Fenn (1978) observed that gender role stereotypes, which favor women, are a major impediment to providing men with chances in teaching at lower levels. It perpetuates the notion that working in preschools is mostly a job held by women and contributes to the perpetuation of this stereotype. Gisholm (2001) observed that in socio-cultural ideas, women are depicted to have maternal qualities, while males are portrayed as being harsh and impatient.

The same Table 4.1 discloses that 63.8% of the preschool instructors had Certificates, 19.0% had Diplomas, a quarter (6.9%) had Bachelors' Degrees, and 3.4% had Master of Education certification, while 6.9% did not have any professional credentials in education at all. These findings are in agreement with the claims made by Neuman and Roskos (1990), which state that an understanding of the elements that contribute to the improved school preparation of preschool preschoolers is essential to having an effective teaching career. This information demonstrates that a preschool teacher's level of education is an important factor in helping them understand the influence of

preschool contextual dynamics on the acquisition of psychomotor, social, linguistic, and cognitive skills among children who are enrolled in preschool programs.

In terms of their years of work experience, 11% of instructors in public preschools had worked for five years or less, 32% had worked for five to ten years, 36% had worked for 11 to 15 years, and 21% had worked for more than twenty years. When compared to high-priced private preschools, where just 6% of instructors had worked for five years or less, 39% had worked for five to ten years, 35% had worked for 11 to 15 years, and 19% had worked for more than 20 years, this statistic is much lower. Each and every preschool instructor working in private low-cost preschools has fewer than five years of prior classroom experience.

It is evident from the table that the majority of teachers working in public and high cost preschools had accumulated a significant amount of experience in terms of working with preschool learners. This is possibly the reason why the learners in these schools had acquired skills such as psychomotor; language; cognitive; and social. On the other hand, preschoolers attending private low-cost preschools were instructed by instructors with less than five years of professional experience. This conclusion indicated that the instructors did not have sufficient expertise when compared to those working in public preschools and preschools with high tuition fees. An experienced teacher in terms of work is able to adapt teaching and learning materials, which are key in the development of the abilities listed above.

The results of the survey indicate that young adults between the ages of 20 and 29 made up 21% of public preschool instructors, 3% of private high cost preschool

teachers, and 75% of private low cost preschool teachers. 37% of public preschool instructors were between the ages of 30 and 39, compared to 32% of high-cost private preschool teachers and 25% of low-cost private preschool teachers. 26% of public preschool instructors were between the ages of 40 and 49, compared to 35% of high-cost private preschool teachers and none of low-cost private preschool teachers. 16 of the public preschool instructors were above the age of 50, however only 29% of the private high cost teachers were and none of the private low cost teachers were. The discovery indicates that the majority of instructors who worked with young preschoolers in preschools were of a sufficient age to be considered youthful themselves. As a result, it was assumed that these teachers have the energy necessary to engage preschoolers in psychomotor tasks.

13% of preschool instructors working in private high-cost institutions had at least a bachelor's degree, while 6% had earned master's degrees in their field. There was not a single instructor in any of the public or private low-cost preschools who had completed any education beyond diploma programs. Untrained preschool instructors made about fifty percent of the staff at private low-cost preschools. According to the results, public and private high-priced preschools hired educators who had a high level of qualification, and as a result, these educators were able to correctly comprehend the preschool curriculum. In addition, at contrast to their contemporaries working in low-cost preschools, they were in a better position to carry out the educational program that was mandated by the ministry of education.

The researcher was interested in the demographic features of preschoolers attending public schools in addition to private institutions of varying levels of expense. Table 4.2 contains the results of the investigation.

**Table 4. 2: Demographic Characteristic of Learners**

GENDER	PUBLIC SCHOOLS		PRIVATE SCHOOLS			
			HIGH COST		LOW COST	
	f	%	f	%	f	%
MALE	59	49	99	49	27	53
FEMALE	61	51	104	51	24	47

According to the data in Table 4.2, the vast majority of the preschoolers who took part in the research were graduates of public preschools, whereas just 13.6% were graduates of private preschools. This was due to the fact that the county administration of Uasin-Gishu only registered a small number of private preschools that offered inexpensive tuition rates. Girls made up 51% of preschoolers enrolled in public preschools, while males made up 49% of those spaces. This indicates that gender representation among preschoolers was about equal. Girls made up 51% of the student body in private preschools with high tuition, while males made up 49% of the student body. Girls made up 47% of preschoolers enrolled in private low-cost preschools, while males made up 53% of the total student body. It's possible that the fact that there are more girls than there are boys in Kenya as a whole is the reason why there were more females than there were boys in each of the three distinct types of schools. Throughout the course of human history, there have been about 105 males born for every 100 girls born around the globe (Gillian & Judith 2017). According to

information provided by the World Bank, the worldwide gender distribution at birth consisted of 105 girls for every 100 males. However, this is not the situation in Kenya. Kenya had 98.76 males for every 100 females that gave birth in the year 2020, making the male to female birth ratio 98.76 to 100 (Kerry, 2020).

#### Teaching Methods Recommended for Competency Based Curriculum for PPII.

For the purpose of achieving learning goals, CBC requires that preschool teachers be competent in linking the criteria of the design with resources and the environment (KICD 2017). The areas of teaching techniques that are advised include role play, dramatization, and narrative since these approaches assist preschoolers to learn more effectively. They are able to be more creative and imaginative as a result of the approaches. The demonstration and practice approach involves the instructor carrying out an activity while the preschoolers watch and take notes in order for the preschoolers to comprehend what is required of them and how to carry it out. Experiments like lighting candles and boiling water are examples of activities that fall under the category of environmental activities. In situations when the equipment is insufficient or while teaching a new ability, the technique might be used instead. When using this strategy, preschoolers may be organized into smaller groups if necessary. The field study approach may be used anywhere, including inside the boundaries of the school's property and the surrounding community. Follow-up activities might take the form of group discussions if desired. The approach of question and response is used to stimulate the learners' thinking and reasoning abilities (Njenga, Kamau, Indire, Bara & Galgalo 2018).

#### **4.2 Curriculum practices on learners' acquisition of psychomotor skills.**

Learners are able to acquire both fine and gross psychomotor abilities via the use of psychomotor skills, according to KICD (2017). These skills are essential for the control and coordination of the various parts of the body. The three different activity areas include music, art, and the great outdoors. The discovery and cultivation of personal abilities, as well as an understanding of cultural legacy, will both be facilitated by participating in these activities. Learners should engage in the coordination of different body parts for movement, creativity, and relaxation; exchange art, music, and play materials and equipment for peaceful co-existence. In order to gain this ability, learners should participate in the coordination of various body parts.

The first goal of this study was to determine the extent to which various curricular methods in both public and private preschools impact the development of learners' psychomotor abilities. In order to accomplish this goal, instructors were asked, in the first section of the survey, to identify, using a four-point Likert Scale and with reference to the aspects, the availability of the playfields and play resources that their preschools possessed. The scale consisted of four different categories: none, few, sufficient, and abundant. The following criteria were used to evaluate the scores for the availability of materials: a score of none indicated that the material in question was completely unavailable, a score of few indicated that the material in question was available but not all learners could access it at the same time, a score of adequate indicated that there was enough of the material in question for all learners without any remaining, and a score of plenty indicated that there was more than enough of the material in question. Learners are more prepared for school as a result of the

availability of sufficient quantities of the aforementioned materials, which help them improve their psychomotor skills and hand-eye coordination. These are important aspects of the many different developmental stages that children go through, and they help contribute to a learner's overall school readiness. The researcher conducted an observation on the usability of the play facilities in order to promote the psychomotor skill. Additionally, the researcher established the size of the playground for each type of preschool in order to determine whether or not the play field was of the required size by the ministry of education. This was done in order to triangulate the results and determine whether or not the play field was of the required size. The following is an exhaustive analysis of the data that was collected.

The instructors were provided with a questionnaire (Appendix C) that would assist them in keeping a record of the various learning resources that are available. The information obtained from the questionnaire served as a backup for the data obtained from the observation schedule as well as the information obtained from the school preparation checklists for learners. The results of the analysis of the questionnaire's replies are shown below. The responses were divided into the primary four categories of plentiful, sufficient, few, and none respectively.

The purpose of Part 1 was to determine whether or not the different Preschool Categories have the essential elements for psychomotor skills. The findings are shown in the following table: This section aimed to analyze the differences and similarities between the different preschool categories regarding the availability of playfields and materials. In order to do this, we took into consideration playfields and play materials that are utilized regularly. These supplies included of things like balls, skip ropes, bean bags, sets of scissors, paints, and pencils, among other things.

**Table 4. 3: Availability of playfields and play facilities for psychomotor skills**

Materials	Public				Private High Cost				Private low cost			
	None	Few	Adequate	Plenty	None	Few	Adequate	Plenty	None	Few	Adequate	Plenty
Playfield	0(0)	0(0)	5(26)	14(74)	0(0)	0(0)	23(74)	8(26)	5(62.5)	2(25)	1(12.5)	0(0)
Balls	1(5)	3(16)	1(5)	14(74)	0(0)	2(6)	24(77)	5(16)	4(50)	3(37.5)	1(12.5)	0(0)
Skipping ropes	2(11)	4(21)	13(68)	0(0)	1(3)	12(39)	18(58)	0(0)	7(87.5)	1(12.5)	0(0)	0(0)
Bean bags	8(42)	5(26)	6(32)	0(0)	3(10)	13(42)	15(48)	0(0)	8(100)	0(0)	0(0)	0(0)
Pair of scissors	1(5)	2(11)	13(68)	3(16)	1(3)	9(29)	17(55)	4(13)	6(75)	1(12.5)	1(12.5)	0(0)
Paints and pencils	0(0)	3(16)	14(74)	2(11)	0(0)	0(0)	10(32)	21(68)	0(0)	3(37.5)	5(63.5)	0(0)

The purpose of the research was to determine, with regard to the accessibility of playgrounds and resources, what was available in the preschools. It was determined that the preschools that had appropriate and plentiful resources had reached the acceptable standards. When compared to private low-cost preschools, which had 62.5% of the studied preschools without playfields, public and private high-cost preschools reached acceptable levels of playfield availability. This is in contrast to private low-cost preschools. The "Public" and "High Cost Private" preschools that were visited featured playfields that were either adequate or plentiful (see table 4.3). (Gagen Getchell, 2006, Robinson et al., 2012) had shown that many preschools in poor countries lack suitable playfields for the development of psychomotor skills among learners. This conclusion contradicted the findings of (Gagen Getchell, 2006, Robinson et al., 2012). The author said that this was because of financial restrictions, which in turn had an effect on the quantity of play area that was accessible.

Young children have less possibility for their psychomotor development as a result of the lack of playfields in their communities. If we don't address the many requirements that children have for mobility, we deny them opportunities for experiences that are crucial to their overall intellectual, social, and physical development. The results were corroborated by the remarks made by first-grade instructors during focused group discussions. The primary reasons for a learner's inability to be ready for school were a lack of supportive preschool teachers in private low-cost and dynamic preschool settings. In addition, they are unable to have experiences that are essential for the social, intellectual, and physical development since there are not enough play materials and playfields available to them. (Teacher 5 on the 17th of January 2021)

When compared to Private High Cost Preschools, the majority of Public Preschools had acceptable (26%) and plenty (74%) of playfields. This is in contrast to the situation at Private High Cost Preschools, where enough (74%) and plenty (26%) playfields were available. Paints and pencils were present in sufficient quantities across the board for all types of preschools. In comparison to private low cost preschools, "Public" and "High Cost Private" preschools have reached acceptable levels of ball availability.

As shown in Table 4.3, the majority of preschoolers attending public preschools had access to a sufficient number (74%) of balls, while those attending private high-cost preschools had sufficient access (77%) of balls. On the other hand, learners attending low-cost preschools were not provided with any balls at all (50%) of the time. The upshot of the study is that children who attend preschools with low tuition may be behind their peers in the development of psychomotor skills. This group of preschoolers is at risk of having academic difficulties or of not engaging in an adequate level of physical exercise if they do not obtain the right amount of psychomotor skill development. According to Broncher and Joyes (2003), in the United Kingdom, the government has been in the practice of supplying learners with play resources like balls, which boost the holistic development of the preschoolers (Aliza and Rahety 2011). The United Kingdom's government holds the view that children are predisposed to be playful by their own nature, and that their initial experiences of experimenting with their senses drive them to play alone at first and then subsequently with others.

Paints and pencils were present in sufficient quantities across the board for all types of preschools. Learners in preschool get the most out of using paints and pencils since working with these materials improves their dexterity, coordination, and the strength of their grip patterns (Cantu, 2004). When compared to private low cost preschools, public preschools (68%) and private high cost preschools (58%), which both had acceptable levels of availability of skipping ropes, the private low cost preschools (87.5%) did not have any skipping ropes in their schools. However, compared to Private High Cost preschools, Private Low Cost preschools did not have enough levels of pairs of scissors. This was in contrast to Private High Cost preschools, which had appropriate levels. According to Suzanne (2005), the use of scissors by preschool learners has the potential to strengthen fine psychomotor abilities and assist hand-eye coordination. This is one of the benefits of using scissors. Freehand cutting is the most advantageous use of scissors because it gives preschoolers a choice, encourages the development of their own ideas, and creates an environment that is conducive to flexible thinking.

As a consequence of this, the findings suggest that private preschools with higher tuition fees had a greater quantity of play resources than public preschools did. This conclusion was reinforced by (Chow & Louie, 2013), who conducted a comparison research comparing privately owned preschools and publicly owned preschools with regard to the development of psychomotor abilities in young children. And the findings revealed clear instances of similarity in terms of quality. The author demonstrated that children who attended private preschools with high tuition rates had better day care circumstances and developed psychomotor abilities more quickly than children who did not attend such institutions.

It is impossible to place enough importance on the part that preschool education plays in building the groundwork for the development of psychomotor abilities. Children who have developed their psychomotor skills are able to not only walk and participate in physical activities, but also to read, write, and create works of art. Children who do not get the necessary amount of physical exercise or who do not have the opportunity to properly develop their psychomotor abilities may have difficulty succeeding in school. Not only do children who have developed psychomotor skills become better able to move about, but they also have the capabilities they need to engage with the environment around them. However, not all children reach their full potential in terms of psychomotor skill development. It's possible that this is because there aren't enough playfields or play materials. During the course of the interviews, one of the officials in charge of quality control stated:

When it comes to the development of psychomotor skills, not all preschool learners can live up to expectations. The reason for this is because there are many distinct preschool divisions. Learners in preschools that are well supplied with playfields and play materials are able to develop their psychomotor skills to their full potential, whereas the learners who attend preschools that are not well supplied with playfields and play materials fall behind in their psychomotor skill development. (On the 29th of March 2021, in the Soi Sub-County)

The developments of both psychomotor and intellectual abilities are eventually intertwined and contribute to each other (Linda, 2012). The manipulation of objects, which requires fine psychomotor abilities, is a crucial component in the acquisition of numeracy and mathematical expertise (Pegani & Messier, 2012). In addition, when

preschoolers have a solid command of their psychomotor abilities, they are better able to focus their attention on the more difficult academic skills that are necessary for reaching greater levels of early academic accomplishment (Cameron 2012).

The development of a child's psychomotor skills enables them to write, create art, pay attention, follow instructions, and remain focused throughout the school year; all of these abilities are included in the concept of school readiness. In order to determine whether or not children had gained psychomotor abilities, the researcher monitored preschool learners while they performed a variety of activities in a few distinct types of preschools (Private and Public). Activities such as climbing and sliding on playing toys, tossing and catching things, bouncing and kicking a ball, stretching and bending, and turning and twisting body parts were some of the ones that were evaluated. A comparison of the development of psychomotor abilities in children who attended public and private preschools is shown in the table that can be seen below.

Items were prepared for a questionnaire that the researcher used to triangulate the result. In this questionnaire, the researcher contrasted the number of learners who attended public and private preschools and had learned psychomotor abilities. A comparison between high-cost preschoolers and low-cost preschoolers was carried out for preschoolers attending private schools. The results are summarized in Table 4.4, which may be seen below.

**Table 4. 4: A Comparison of Frequency Distribution of Acquisition of Psychomotor Skills by School Type**

Acquisition of psychomotor skills	PUBLIC		PRIVATE			
	f	%	f	High Cost %	Low cost f	Low cost %
1. Can climb and slide on playing objects	116	97	173	85	31	61
2. Can throw and catch objects freely (balls, bean bags).	85	71	107	53	9	18
3. Can turn and twist parts freely.	101	84	124	61	11	21.6
4. Can bounce and kick a ball.	113	94	118	58	33	65
5. Can stretch, bend and shake well.	93	77.5	129	63.5	12	23.5

According to the data that is presented in table 4.4, 97% of learners in Public preschools were found to have acquired the skill of climbing and sliding on playing objects, while in Private High Cost preschools, 85% of the learners had acquired the same skills, and in Private Low Cost preschools, 61% of the learners had acquired the same skills. According to the findings, the children who attended public preschools performed much better than those who attended private preschools. In addition, during the sessions of Focus Group Discussion, instructors of preschoolers in grades one remarked that there were discernible disparities in the development of psychomotor abilities between preschoolers who attended private preschools and those who attended public preschools. The availability of play items in preschools was said to be the cause of the variation in the instructors' accounts of the phenomenon. The same results were repeated by a report of interviewed Quality Assurance officials, who were of the opinion that the provision of play materials such as balls, skipping ropes, bean bags, and other items such as these help the learning of psychomotor skills by learners. The findings were consistent with the sentiments expressed by teachers of Grade One during focus group discussions, which were as follows: "The majority of teachers in public preschools make good use of the

playfields and play materials at their disposal, as learners are frequently seen on playfields with the necessary play materials." (Classroom 2 Instructor, January 17, 2021)

According to the findings, children who attended public and private preschools with high tuition fees were much more adept at climbing and sliding on various play items than their counterparts who attended private preschools with lower tuition fees. One of the signs that a child's psychomotor development is progressing is when they are able to climb and slide on playing toys. The learners who attended public preschools had access to a greater number of playfields, which may explain why they seemed to have acquired this skill more effectively than those who attended private high-cost preschools. This is in comparison to both private high-cost and private low-cost preschools. The vast majority of Kenya's private preschools do not occupy as much area as the country's public preschools, which are often located inside public elementary schools with expansive playgrounds. The majority of preschools sit on relatively limited areas, which may be the reason why learners who attend low-cost pre-schools seem to be behind their peers in terms of climbing and sliding on playing items. The statement made by one of the interviewees, which may be seen below, lends weight to this position:

Because they lack the requisite playfields and play resources, private low cost preschool instructors do not engage their preschoolers in play activities. (Turbo Sub-County, on March 20th, 2021) [Turbo Sub-County]

The second explanation might be because, according to the data in Table 4.3, public preschools often have a surplus of balls in their facilities, and as a result, they are almost certain to make use of these balls.

According to the report from interviewed sub-county quality assurance officers, the primary reason for the good performance of learners in Public Preschools as far as psychomotor skills are concerned was that the majority of them (Public preschools) are attached to primary schools, and as a result, they have enough playgrounds for playing, which enhances the development of the aforementioned skills. This was found to be the case in the report. One of the responses that were given in response to a question that asked Sub-County quality assurance officers to comment on whether or not the variation in the availability of sufficient playfields across the various types of preschools accounts for the variation in the learners' acquisition of psychomotor skills was as follows:

"The development of learners' psychomotor skills is supported in preschools by an adequate number of playfields (Sub-County quality assurance officer)."

It is possible to draw the conclusion from the facts presented above that appropriate or plentiful playfield affects the development of psychomotor abilities in the Public. 71% of learners in public preschools had gained the competence of freely throwing and catching things (ball, bean bags), but only 53% of learners in high cost private preschools and 18% of learners in low cost private preschools had obtained the same skill. Learners at public preschools were also better able to spin and twist body parts, bounce and kick a ball, and stretch, bend, and shake effectively than learners in high-cost and low-cost preschools. This was compared to learners in high-cost and low-cost preschools. In addition, the quality assurance officers who were questioned showed that the children attending public preschools had access to a sufficient amount of play resources. The following comment was made by one of the people that were interviewed:

We have been to a number of public as well as private preschools during the course of our research. During the course of the lesson observation, we discovered that the majority of teachers working in public and private high-cost preschools employ a wide array of play items while teaching Physical Education to their preschoolers. However, the majority of instructors working in private low-cost schools do not have access to the required resources to employ during such courses. (Ainabkoi Sub-County, on March 11th, 2021) [Citation needed]

According to Table 4.4, 93 (77.5%) of learners in public preschools were able to stretch, bend, and shake well. This is in comparison to 129 (63.5% of learners) from private high cost preschools and 12 (23.5% of learners) from private low cost preschools. The preschoolers who attended public preschools performed the highest on this indication of psychomotor development. As was said in the introduction, this is likely due to the fact that these institutions provide a sufficient amount of space, both in terms of playfields and play items. In addition, it was obvious that preschoolers in public schools were able to easily move and twist different portions of their bodies, which is the primary reason why the activity of shaking did not present any difficulties for them. Learners in High Cost Private Preschools were found to be better at acquiring psychomotor skills because they had adequate play materials, whereas those in Low Cost Preschools were found to lag behind in performance of this activity. This finding was made after comparing learners from both sets of preschools. This conclusion is in agreement with Eke, Butcher, and Lee (2009), who discovered that the accessibility and use of play materials had direct effects on the psychomotor, cognitive, and social development of a kid. This discovery was further confirmed by (Shonhoff and Philips, 2000), who had shown that Play activities which increased a child's psychomotor development should be part of learning and teaching

in preschools. This finding was further supported by (Shonhoff and Philips, 2000). And it's possible that instructors at private preschools with high tuition were already aware of this. The authors went on to explain that teaching and learning based on play encouraged other abilities in children, such as healthy social development.

During the Focus Group Discussion for Grade One, the instructors noticed that preschoolers who attended private preschools had a different pattern of psychomotor development than those who attended public preschools. The majority of first-grade preschoolers who attended private high-cost preschools had worse scores on psychomotor skills compared to those who attended public preschools, according to the findings of the instructors who taught them. Learners attending low-cost preschools tend to have lower scores in psychomotor skills assessments.

The results of this indicator of the development of psychomotor skills show, in general, that the acquisition of psychomotor skills among learners is not only concerned with movement, but also provides children with the abilities needed to interact with the world (Batema, 2010). This is a fact that was well witnessed in both public and private high preschools. In addition, the availability of suitable playspace has an effect on the preparation of preschool preschoolers (Marcon, 1999; Phan & Malin, 2008; NASMLA, 2010). According to Walfogel (2012), as a consequence, public and private preschools in the United States have varying degrees of access to playground equipment, which contributes to a disparity in the level of school preparation experienced by their preschoolers. Regarding the indication of climbing and sliding on playing items, this is most likely the case for both publicly funded and privately funded high preschools. It became clear from the interviews that the accessibility of playfields and the children's participation in their usage had a

significant impact on the development of psychomotor abilities. One of the personnel responsible for quality assurance said that:

As a result of our frequent trips to a variety of preschools, we came to the realization that the preschools that, on the one hand, have sufficient playfields and, on the other hand, make efficient use of such playfields, are the most successful at increasing the learners' psychomotor abilities. (Moiben Sub-County, on March 15 in the year 2021)

Himmler (2007) provides further evidence that supports the results of the present research about the effect of instructional strategies on the development of psychomotor abilities. According to the findings of his research, there is a connection between the availability and use of curricular practices on the one hand, and the development of learners' psychomotor abilities on the other. The results are in line with the findings of the present research, which indicate that there is some variation in the development of psychomotor abilities between learners in public and private preschools. The findings are compatible with the findings of the current study.

A supplementary observation was carried out by the researcher to investigate the usability of play facilities in public, private high cost, and private low cost preschools with the goal of enhancing the learners' acquisition of psychomotor skills. The purpose of the researcher's visits to public and private preschools for the purpose of observing lessons was to determine the frequency with which the teachers (in each category) involved the preschoolers in manipulative activities. These activities included things like tossing the ball, skipping the rope, catching bean bags, and other similar activities. The early childhood educator who engaged all of her preschoolers in every activity in accordance with the requirements of the lesson had her class marked and monitored regularly (CO). On the other hand, the preschool instructor

who failed to engage her preschoolers in the required manipulative activities in accordance with the objectives of the lesson and who therefore received a failing grade for her class was never observed (NO). The preschool teacher's class was rated as occasionally observed because she engaged more than half of the preschoolers in her class in various manipulative skills but excluded other preschoolers. A preschool instructor's class was rated as seldom monitored because she only engaged a small fraction of her preschoolers in manipulative skill activities and left the vast majority of her preschoolers unattended for the most of class time. The findings were reported in the form of a percentage indicating the proportion of the total number of instances in a given category in which a certain item was spotted in a given class. The results are shown in the table to the right.

**Table 4. 5: Usability of Play Facilities**

Manipulation of play learning facilities	Public				Private High Cost				Private Low Cost			
	NO	RO	OO	CO	NO	RO	OO	CO	NO	RO	OO	CO
Balls	1(5)	3(16)	1(5)	14(74)	0(0)	2(6)	5(16)	24(77)	4(50)	3(37.5)	1(12.5)	0(0)
Skipping Ropes	2(11)	4(21)	13(68)	0(0)	1(3)	12(39)	18(58)	0(0)	7(87.5)	1(12.5)	0(0)	0(0)
Bean Bags	4(42)	5(26)	6(32)	0(0)	3(10)	13(42)	15(48)	0(0)	8(100)	0(0)	0(0)	0(0)
Paints and pencils	1(5)	2(11)	13(68)	3(16)	1(3)	9(29)	17(55)	4(13)	6(75)	1(12.5)	1(12.5)	0(0)

**KEY**

NO – Never Observed

RO – Rarely Observed

OO – Occasionally Observed

CO – Consistently Observed

Table 4.5: It was found that 14 instructors in publicly funded preschools (74%) and 24 teachers in privately funded high cost preschools (77%) regularly included their preschoolers in the manipulation of balls (kicking, bouncing and stopping the ball). When this was contrasted to private low-cost preschools, none of the instructors were seen regularly involving preschoolers in the manipulation of balls. This was one of the main differences between the two types of facilities. In preschools with low tuition costs, half of the instructors (four) never let the preschoolers participate in the handling of the balls. These data suggested that the majority of instructors working in public and high cost preschools engaged their preschoolers in ball manipulation activities such as kicking, bouncing, and stopping the ball more often than teachers working in private low cost preschools.

It was found that instructors at (68%) public and (58%) private high cost schools sometimes included preschoolers in manipulation of skipping ropes. This was done in relation to the use of skipping ropes. The use of jump ropes was not something that was either sporadically or routinely included into the curriculum of low-cost private schools. The discovery indicated that skipping ropes were present in both publicly funded and privately funded preschools with high tuition rates; yet, the children seldom utilized them.

The purpose of this study was to determine whether or not instructors were using bean bags in their classrooms with the preschoolers. According to the findings, educators at public preschools (32%) and private preschools with high tuition costs (48%) sometimes engaged their preschoolers in games involving the tossing and catching of bean bags. There was not a single instance of learners at private low-cost preschools being exposed to the usage of bean bags by their instructors. Overall, not a single

student in the low-cost school made use of bean bags. Perhaps this was due to the fact that there was no play equipment accessible.

The researcher conducted an observation on the practicability of using paints and pencils as a means of developing fine psychomotor skills in learners, and the observation revealed that teachers in 13 (68%) public and 17 (55) private high cost institutions involved learners in the use of paints and pencils. The finding indicated that children attending preschools with limited financial resources did not have access to paints. Since there was some usage in both publicly funded and privately funded preschools, this indicates that the resources were made accessible but not used to one hundred percent of their potential. According to the results on the accessibility of play facilities, both public and private high cost instructors were aware of the significance of having accessible psychomotor facilities available to their preschoolers. This finding is in agreement with that of Himmler (2007), who had confirmed that usability of psychomotor faculties is a desirable curriculum practice and that it influenced the development of psychomotor skills. The finding is in agreement with that of Himmler (2007) because it confirms that usability of psychomotor faculties is a desirable curriculum practice. In addition, the author emphasized the fact that there was a connection between the use of play materials and the development of learners' psychomotor abilities. The following observation was made by one of the people who were interviewed, which provided support for the findings:

We have been to a number of public as well as private preschools during the course of our research. During our observation of the sessions, we found that the majority of instructors at public and private preschools with high tuition fees employ a wide array

of play items while teaching Psychomotor Activities to their preschoolers. However, the majority of instructors working in private low-cost schools do not have access to the required resources to employ during such courses. (Ainabkoi Sub-County, on March 11th, 2021) [Citation needed]

According to Table 4.5, low-cost preschools did not involve the learners in the use of play materials because, as stated by one of the respondents, one of the following reasons:

Teachers at private low-cost preschools do not engage their preschoolers in play activities because they do not have access to the essential playfields and play resources. (Turbo Sub-County, on March 20th, 2021). (Linda, 2012) came to the conclusion that the use of play materials promoted the development of psychomotor abilities, and that this, in turn, led to academic performance. The result that we have comes to the opposite conclusion (Linda, 2012).

The researcher carried out an investigation via the use of observation to determine whether or not the preschools that were being investigated had the necessary amount of space available in accordance with the National Pre-Primary Education Policy Standard Guidelines 2018. Table 4.6 contains the results of the investigation.

**Table 4. 6: Size of the land per Preschool Category**

Public				Private High Cost				Private Low Cost			
less than ¼ acre	¼ an acre	½ an acre	1 acre and more	less than ¼ acre	¼ an acre	½ an acre	1 acre and more	less than ¼ acre	¼ an acre	½ an acre	1 acre and more
0(0)	0(0)	0(0)	19(100)	0(0)	0(0)	0(0)	31(100)	6(75)	2(25)	0(0)	0(0)

The National Pre-Primary Education Policy Standard Guidelines (2018) state that; the outdoor play area shall be large enough for the number of learners in the preschool to play and run around freely and safely (approximately 45 to 50 square feet per child). In addition, the National Pre-Primary Education Policy Standard Guidelines (2018) state that the outdoor play area shall be safe. On the other hand, the statistics in the table show that all 19 of the public preschools were located on land that was at least one acre in size, which indicates that the playgrounds were large and so provided sufficient room for children to play. 75% of the low-cost preschools inhabited an area of property that was less than a quarter of an acre, which was deemed insufficient for raising children. On the other hand, the high-priced preschools all occupied areas that were at least 1 acre in size. According to the National Preschool Education Policy Standard Guidelines for 2018, the following is the minimum acreage need for a preschool complex with a single stream of children:

Location	Recommended Acreage
Urban area	0.125 Acres
Rural High Density	0.25 Acres
Rural Low Density	0.5 Acres

It is possible for urban slums to be smaller than 0.125 acres given that they satisfy fundamental requirements about safe play space, sanitation, and health. The results shown in Table 4.6 were backed up by an interview report, which said that the availability and use of playfields had a significant impact on the maturation of psychomotor abilities. One of the quality assurance officers made the following observation: "From our routine visits to various preschools, we came to the conclusion that the preschools that have enough playfields on the one hand and make use of the same on the other are very effective on enhancing learners' psychomotor skills." [Citation needed] From our routine visits to various preschools, we came to the conclusion that the preschools that have enough playfields on the one hand and make use of the same (Moiben Sub-County, on March 15 in the year 2021)

#### **4.3 Curriculum practices on learners' acquisition of language**

Language is a vehicle of communication, as stated in the pre-primary curriculum design (2018). Learners are expected to participate in activities at the pre-primary level that improve their abilities to become active listeners and speakers in a variety of settings and to communicate their thoughts, ideas, and views in a clear and self-assured manner. In addition, preschoolers are expected to participate in reading and writing activities as a means of laying a solid basis for the reading and writing teaching that will be provided formally beginning in grade one. And once the learners have finished the pre-primary levels, they should be able to: develop appropriate listening skills from a variety of experiences in order to enrich their ability to communicate; express their own opinions, ideas, and feelings creatively, freely, and confidently in a variety of situations as they learn to appreciate others; participate in

conversation using appropriate verbal and non-verbal language in their everyday experiences; articulate letter sounds correctly in preparation for primary school.

The second objective was to investigate the impact that pedagogical approaches have on the development of linguistic competence in children attending both public and private preschools. The goal was accomplished by the researcher by comparing the number of preschoolers enrolled in the class to the number of materials discovered in the classroom that encouraged the competence. The following five tools for enhancing language abilities were taken into consideration: suggested narrative books, conversations, flash cards, hangings, and labeled things were tallied and compared with the number of learners who were enrolled in PPII. The researcher considered there to be sufficient resources if there was a greater quantity of tale books than there were preschoolers in the class. However, in cases when the number of preschoolers was the same as the number of tale books, it was deemed sufficient. On the other side, areas where there was a smaller number of preschoolers than there were storybooks were categorized as having few. None of them suggested that there were no volumes of stories accessible for preschoolers to read. The number of charts, flash cards, hangings, and other labeled things that dealt with a single idea was the defining factor for these types of materials. When we have many charts that deal with the same idea, the researcher identified it as having sufficient information. But in cases where we just had one chart dealing with one topic, we considered that to be sufficient. The researcher only noted a handful of the areas where the majority of the ideas were not supported by graphics. The response "none" indicated that there was not a chart accessible in the classroom at the time of the observation. The findings are shown in the following table:

**Table 4. 7: Availability of materials for language skills**

Materials	Public				Private High Cost				Private low cost			
	None	Few	Adequate	Plenty	None	Few	Adequate	Plenty	None	Few	Adequate	Plenty
Recommended Story books	1(5)	3(16)	10(53)	5(26)	0(0)	1(3)	21(68)	9(29)	3(37.5)	2(25)	2(25)	1(12.5)
Charts	0(0)	6(31.5)	12(63)	1(5)	0(0)	2(6)	26(84)	3(10)	5(62.5)	2(25)	1(12.5)	0(0)
Flash cards	2(10.5)	4(21)	13(68)	0(0)	0(0)	4(13)	27(87)	0(0)	7(87.5)	1(12.5)	0(0)	0(0)
Hangings	1(5)	2(10.5)	15(79)	1(5)	0(0)	3(10)	25(81)	3(10)	3(37.5)	2(25)	3(37.5)	0(0)
Labelled item	0(0)	11(58)	8(42)	0(0)	0(0)	1(3)	28(90)	2(6)	4(50)	3(37.5)	1(12.5)	0(0)

The story books, flash cards, hangings, and labeled artifacts in the classrooms were regarded to be the materials that were most effective in boosting language abilities. The story books were suggested by KICD. 53% of the studied public preschools had appropriate tale books, whereas 26% had many of them in their libraries. In contrast to the High Cost preschools, however, just 29% of the sample had an excessive amount of tale books while 68% of the sample had an appropriate amount. However, one of the quality assurance employees disclosed that despite the fact that public preschools own a sufficient number of story books that have been suggested by KICD, they do not provide a suitable amount of time for reading. (On the 29th of March 2021, in the Soi Sub-County)

According to Hassan and Mahkameh (2013), story books make every genuine circumstance in language learning in life palpable, and preschool learners realize that tales may be useful in the real world. This is important for language learning in the context of life. Preschoolers need a stimulating atmosphere in order to face the problems that are an inescapable part of their existence. Teachers who are skilled at encouraging preschoolers to read story books provide such an environment. These types of preschoolers learn how to deal with difficult situations via the use of stories. In a similar line, there are many other advantages to reading tales, such as the fact that they help preschoolers develop relevant listening, speaking, reading, and writing abilities. Other advantages include: The tales, which are based on notions from linguistics, offer grammatical elements, vocabulary, and speech in a manner that is compatible with understanding (Zacharias & Manara, 2011). It was shown that just 25% of low-cost private preschools offered enough tale books for their preschoolers.

Both publicly funded (63%) and privately funded (84%) preschools in the United States have sufficient numbers of charts for their preschoolers. Charts were important in a language classroom because they encouraged interactive behavior in the classroom and also fostered language acquisition by making the best use of the child's attention and providing information that was relevant to the child's language acquisition. Charts in a language classroom (Bohannon & Stanowicz, 2018; Farrar, 2019 &, Szagun 2016). 25 percent of private low-cost preschools were only able to enroll a few preschoolers. There were no charts in 62.5 percent of the private low-cost preschools.

Both low-cost (87%) and high-cost (68%) public preschools have sufficient quantities of flash cards. This is due to the fact that many educators use flashcards in order to enhance children's vocabulary (Nikoopour & Azemi, 2014). According to Erbey, Mclaughlin, Derby, and Everson (2011), flashcards are used in the classroom to instruct preschoolers on the sounds of letters, words, and numbers. However, none of the low-cost preschools that were inspected had flash cards that had been appropriately prepared. Because these teachers were not aware that learning to read using more than one method is fun and can increase learners' interest in reading, these teachers had not prepared flash cards adequately for their preschoolers, which was the reason why low cost preschool teachers had not prepared flash cards adequately. The sense of sight is enhanced by the use of visual media such as flashcards. This kind of media is a type of medium that displays graphical information in the form of symbols, numbers, concepts with words and pictures, etc (Herlina & Dewi, 2017). Playing games with flashcards may make for a jolly and stimulating environment. The youngster does not even aware that he or she is expanding their vocabulary while using the flashcard game approach to learn new words. Playing games with flashcards

is another way to bring preschoolers closer together, both with one another and with their instructors in preschool settings. Not only is the media approach between learners and preschool teachers one of the effective media in education, but it is also an approach to ensure that the learning process becomes meaningful learning for preschool learners. Additionally, the media approach between learners and preschool teachers is one of the most effective visual resources in education. It is anticipated that preschool preschoolers' capacities to initiate reading would enhance as a result of the incorporation of the flashcard game approach into the educational process (Umiyati & Zuhdi, 2014).

When compared to Low Cost preschools, Public preschools were shown to be superior in their use of Hangings to encourage language skill development. While 79% of the public preschools that were evaluated had acceptable hangings, none of the low cost preschools that were studied had any hangings at all. With 81% of high-cost private preschools having an acceptable amount of hangings, this group is the best in terms of its usage of hangings. When compared to both public and low-cost preschools, private preschools with higher tuition costs performed much better when it came to the availability of labeled objects in the classroom, which are an essential component of language learning. When compared to the 42% of public preschools that had sufficient labeled products, 90% of high-cost private preschools had them, but only 42% of public preschools did.

The findings, which were in accordance with Ambuko's (2013) findings on the availability of reading resources in language acquisition, demonstrated that a diversity of reading materials is highly important and inspiring to preschoolers learning the language. The resources for learning English reading include, but are not limited to, books from the library, a blackboard, photographs, tale books flash cards, a counter,

printed materials, charts, recordings, videos, photos, internet resources, and any and all resources based on technology (Namata, 2010; Andima, 2013). Reading teaching is dependent on the availability, use, and quality of relevant instructional resources that are utilized in the classroom by the instructors (Gauther & Lawson, 2004). In addition, educational resources help learners learn more effectively while also making the process simpler and more fun (Mubichakani & Koros, 2014). Only 12.5% of low-cost preschools had sufficient labeled things in their classrooms.

A learner's capacity to accomplish both receptive and expressive language is considered to be evidence of their language development. Learning how to listen to and comprehend spoken language is referred to as receptive language. When children are engaged in hearing and understanding tales and instructions that are read or spoken to them, they are making substantial progress in the area of receptive language development throughout the preschool years (Namata, 2010; Andima, 2013). When a kid goes to a new school, it is helpful for them to have a foundational understanding of the language and ideas that will be taught to them there. The development of children's expressive language entails teaching them how to talk and make use of words. This is of utmost significance in situations in which it is necessary for children to convey their desires, requirements, ideas, and emotions to the adults and other preschoolers in their classrooms.

According to the schedule provided by the school, the researcher attended both public and private preschools in order to observe several classes. We saw a total of at least four different classes, each of which included language activities, number work activities, literacy activities, and psychomotor activities. According to the PPII teachers' manuals, the lesson observation schedule was composed of statements, each of which suggested a different learning action that should be carried out by

preschoolers with the assistance of a teacher. A checkmark (✓) was used to denote what was noticed and what was not observed. In addition, there was an area for the observer to enter remarks about each activity or to make a note of any other actions that were pertinent. The statements on the learning activities were included in appendix A.

This instrument assessed results on a four-point scale that ranged from surpassing expectations to meeting expectations to approaching expectations to falling short of expectations. The student who was considered to have gained language skills was the one who was satisfying the expectations of the instructor.

The completed observation schedules served as the source of the data that was examined for the lesson observations. A tally was taken of the number of times each learning activity was ticked (indicated by a ✓) and then translated into a percentage of how often it was completed by preschoolers throughout the course of the class. These percentages were interpreted as an indicator of the level of accomplishment attained by the preschoolers in each preschool group during the course of their preschool education.

The researcher wanted to determine, with the help of preschool instructors, the number of preschoolers (in each group) who had achieved the desired level of proficiency in their language abilities. Learners in preschool were asked to: answer questions after listening to a tale; consistently listen attentively; recognize all of the sounds that letters make in the classroom setting; articulate sounds that are closely related; and consistently retain the letters of the alphabet. Learners in preschool who, after hearing a narrative, provided answers to comprehension questions earned a mark of "meets expectations" (MT). Learners who not only responded to the questions

posed after hearing a tale but also provided any further explanations were considered to have exceeded expectations (EX). Learners who demonstrated an ability to respond to a few questions after the presentation of a tale were deemed to be nearing expectations (APP). Learners who were unable to respond in any way to the questions that were asked after hearing a tale received grades that were below expectations (BE). It was determined that the preschoolers in issue had learned the aforementioned cognitive abilities if they had either fulfilled or beyond the standards set for them. When it came to continually listening carefully, identifying all of the sounds that each letter makes in the context of the classroom, articulating sounds that are closely linked, and remembering the letters of the alphabet consistently, the same approach was followed. The total number of preschoolers who had improved their language skills was tallied, and the proportion of preschoolers who fell into each group that had improved their language abilities was noted. Table 4.8 presents the results of the investigation.

**Table 4. 8: A comparison of frequency distribution of acquisition of Language by school type**

<b>Acquisition of Language skill</b>	<b>PUBLIC</b>		<b>PRIVATE</b>			
	<i>f</i>	%	<b>High Cost</b>		<b>Low Cost</b>	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
Answer questions after listening to story	64	53	199	98	7	14
Consistently listen attentively)	59	49	187	92	9	18
Identify all letter sounds in the classroom environment	67	56	168	83	6	12
Articulate closely related sounds /p/ and /b/, /t/and /d/, /v/ and /f/	73	61	180	89	2	4
Recall letters of the alphabet consistently	76	63	194	96	4	8

According to Table 4.8, 53% of learners in public preschools were able to answer questions after listening to a tale. This is in contrast to 98% of learners in high-cost preschools who were able to execute the same activity, while just 14% of learners in low-cost preschools were able to do so. According to the results shown in Table 4.7, the reason why learners in Private High Cost preschools were better may be because the High Cost preschools had appropriate resources such as story books, charts, and flash cards that enable learners in a classroom setting to acquire the skill more easily. The conclusion that can be drawn from this discovery is that teachers in public and private high cost schools were aware that at this level of preschools, preschoolers are supposed to be engaged in language activities that cater to the requirements of children in all four modes of language acquisition: listening, speaking, reading, and writing. However, if a learner is not well-grounded in the two oral language skills, the learner will find it difficult to read and write, and a learner's school readiness will not have been achieved at this level of learning. The finding may mean that teachers at low-cost private preschools often ignore the listening and speaking language modes in the classroom under the assumption that these skills are already developed.

Children's academic success in elementary school may be predicted based on their level of language development at the age of two years. A further consequence of the fact that learners in public and private preschools with high costs are able to answer questions after hearing a tale is that these learners have already established the capacity to pay attention to what is being spoken. Because previous research has shown that children who are able to easily talk about ideas concerning a story they have listened to are more likely to be able to read independently as they progress to higher levels of learning, which means that they will be ready for school when they

reach those levels of learning. This skill is important to children's school readiness because of this research (Smith, 1992).

Table 4.8 reveals that in comparison to the 18% of children who attended preschools with low costs, 49% of children who attended public preschools and 92% of children who attended preschools with high costs were found to listen attentively on a constant basis. According to this indication of language acquisition, the findings suggested that the preschoolers who attended the high-priced preschool were successful in meeting and exceeding their teachers' expectations. According to Fiechtner (2017), preschoolers who demonstrate patience while listening are able to quickly increase vocabulary and improve language abilities, and that this is the most important responsibility that instructors have in a classroom setting for pre-schoolers.

In the classroom setting, it was discovered that 12% of learners attending low-cost preschools were able to identify all letter sounds, whereas 56% of learners attending public preschools and 83% of learners attending high-cost private preschools were able to do so, according to the data presented in Table 4.8. As can be seen in Table 4.7, the reason why the preschoolers in the public and high-cost private preschools were able to meet expectations is because the walls of their classrooms were decorated with suitable hangings, in contrast to the fact that the preschoolers in the low-cost private preschools had nothing to hang on their walls. Hangings are a kind of instructional material that, if used well, may promote preschoolers' learning. Hangings are also part of the things that are utilized during the 'look and say' exercise. This activity plays a role in the process of teaching listening and speaking skills in formative classrooms and preschools. The hangings are an important component of

oral storytelling practices in a classroom. These activities help young preschoolers develop the capacity and spoken language skills that will eventually provide the groundwork for their reading comprehension and their ability to generate coherent writing.

All of the Quality Assurance and Standards Officers who were questioned agreed that the availability, condition, and sufficiency of teaching materials in preschools had an impact on the preschoolers' capacity to acquire language skills. One of the officers responsible for quality assurance and standards said:

"Children who are taught to read in preschool benefit from having access to a variety of instructional resources, including story books, charts, flash cards, hangings, and labeled items. This facilitates the development of their reading skills." This assists preschoolers in the development of appropriate reading abilities, the acquisition of new vocabulary, and the mastery of the right spelling of the words, all of which are fundamental components of being prepared for school. (Kapsaret Sub-County, on March 21 in the year 2021)

When questioned whether there is a difference in the availability of educational resources between public and private preschools, another Quality Assurance and Standards Officer said that:

"Owing to the high school fees that they charge, the majority of high-cost private preschools have more teaching resources than public preschools." "This is because they (high-cost private preschools) have more funds due to the fact that they charge higher school fees." (Moiben Sub-County, on March 15 in the year 2021)

According to Table 4.8, the majority of the children who attended expensive preschools had already acquired language abilities, followed by those who attended free public preschools. Learners attending low-cost private preschools had not yet attained a proficient level in language skills. When comparing the many preschool categories in Table 4.7, it was discovered that a few of the tools for fostering language skills varied greatly from one another. The majority of high-cost private preschools and public preschools with acceptable levels of adequacy in pedagogical resources for language development were ranked first and second, respectively. However, low-cost private preschools did not have sufficient tools for developing language skills in their classrooms. It is possible to draw the conclusion that the availability of visual aids like charts and flash cards has an effect on the language learning of preschool preschoolers.

When learners from learners from Low Cost Private and Public preschools were compared to learners from High Cost Private preschool learners, it was found that the High Cost Private preschool learners met expectations in this indicator. Another reason for this could be that the majority of High Cost Private preschools had adequate language learning materials such as flash cards, hangings, storybooks, and charts. According to Fiechtner (2017), learners may connect the language they already know to the language they are learning via the use of images, labels, objects, and real-world occurrences. In addition, the author believes that the curricular practices that are used in a preschool classroom have a significant part in the development of language skills in the preschoolers who are enrolled in a preschool classroom. Therefore, teachers need to make an effort to construct a solid foundation in the acquisition of language skills. This can be accomplished if language acquisition

strategies and practices are utilized frequently in order to broaden children's vocabularies, which will have a significant and long-lasting effect on a learner's readiness for school. According to the findings of several studies, preschools that are adequately supplied foster the development of linguistic abilities that have a significant impact on the future accomplishments of their preschoolers (Biemiller, 2006).

According to the research done on low-cost private preschools, the instructors at these institutions may not be aware that improved language abilities enable pre-school preschoolers to ask questions that help them acquire information and comprehend their surroundings (Vickers, 2010). One official responsible for quality assurance explained the challenges that low-cost private preschools face:

Inadequate playfields and language learning resources [recommended tale textbooks and instructors reference books]; improper interpretation of curriculum designs; unskilled personnel; a lack of competitive wage packages for teachers; insufficient classroom facilities for preschool preschoolers. The inability of preschool instructors to make the connection between improved language abilities and the capacity of children to ask questions that help them acquire information that assists them in comprehending their surroundings. (Moiben Sub-County, on March 15 in the year 2021)

According to the data that is shown in Table 4.8, only 61% of learners in public preschools were able to articulate closely related sounds such as /p/ and /b/, /t/ and /d/, and /v/ and /f/. This is in contrast to 89% of learners in low cost preschools who were

able to do so. The study suggests that children attending high-cost preschools are capable of correctly pronouncing words that include plosive and fricative sounds, which is in line with what was expected of them. Learners attending low-cost private preschools, on the other hand, were not, and Nelson, Welsh, Trup, and Greenberg (2011) found that delays in sound pronunciation among preschool children continued throughout adolescence. There is a possibility that this is the reason why the Uwezo assessment report (2010; 2011; and 2014) stated that two preschoolers out of every ten in class seven do not have the literacy abilities of class two. According to Nelson, Welsh, Trup, and Greenberg (2011), learners who attended low-cost preschools in Kenya were predominantly from low-income families. These learners had a high risk for low language skills, and a delay in gaining language skills hindered learners' progression from one grade of learning to another. Learners in Kenya who attended low-cost preschools in Kenya were predominantly from low-income families.

According to the statistics shown in Table 4.8, 96% of children attending high-cost preschools, 63% of children attending public preschools, and 8% of children attending private preschools can reliably remember the letters of the alphabet. When compared to learners attending Low Cost preschools, those attending Public and Private High Cost preschools were more likely to fulfill expectations than those attending Low Cost preschools. The result might be attributable to either the fact that language skills material was sufficient in high-cost private preschools as well as in public preschools, while very few language skills materials were provided in low-cost private preschools. The researcher found that the majority of preschoolers at both high-cost private preschools and public preschools participated in the learning process by employing charts, flashcards, hangings, storybooks, and labeled things. This was

established via observation. Learners attending private low-cost preschools, on the other hand, made very little use of the aforementioned educational resources, which contributed to the poor performance of preschoolers attending low-cost preschools.

In addition to this, the researcher observed preschoolers using language resources in a classroom setting to evaluate their effectiveness. In order for the researcher to validate the information supplied by the respondents, it was required for the researcher to do this. The materials were evaluated based on how well they could be used. This was done in order to assess whether or not the resources were being utilized in the classroom, as well as how they were being used. According to the explanation provided by Huitt et al. (2009), determining the efficacy and efficiency of a certain strategy to accomplish instructional goals is essential. In order to quantify the effectiveness of a learning experience, it is necessary to identify relevant indicators of learning. To achieve one's goals in the most effective manner, one must make the most of the resources at their disposal. The efficacy of the instruction was judged based on whether or not it was successful in eliciting the desired responses from the preschool preschoolers. The researcher observed the actions of the preschool instructors while the lessons were being taught as well as the engagement of the preschoolers in the activities as they engaged with the various resources that were available.

The purpose of this study was to determine how often educators in public and private preschools engage their preschoolers in language activities by making use of suggested tale books, charts, flash cards, hanging and labeled things. In addition to this, he sought to determine whether or not all of the preschool preschoolers in a

particular class were actively participating in the usage of the designated language resources for the purpose of acquiring language. The early childhood educator who engaged all of her preschoolers in every activity in accordance with the requirements of the lesson had her class marked and monitored regularly (CO). On the other hand, the preschool instructor who never engaged her preschoolers in the development of the desired language skills using the provided materials in accordance with the requirements of the lesson had her class marked but she never saw any of her preschoolers (NO). When more than half of the preschoolers in the preschool teacher's class participated in the designated language skills development activities, but some preschoolers were excluded, the preschool teacher's class was categorized as occasionally observed (OO). A preschool instructor who engaged less than half of her preschoolers in the use of the designated resources to acquire language and who instead disregarded the vast majority of her preschoolers had her class rated as seldom monitored (RO). The findings were reported in the form of a percentage indicating the proportion of the total number of instances in a given category in which a certain item was spotted in a given class. The information may be found in table 4.9 formatted as follows:

**Table 4. 9: Usability of Language Materials**

Using Learning materials	Public				Private High Cost				Private Low Cost			
	NO	RO	OO	CO	NO	RO	OO	CO	NO	RO	OO	CO
Story books	2(11)	4(21)	13(68)	0(0)	1(3)	8(26)	22(71)	0(0)	7(87.5)	1(12.5)	0(0)	0(0)
Charts	4(42)	5(26)	6(32)	0(0)	3(10)	13(42)	15(48)	0(0)	8(100)	0(0)	0(0)	0(0)
Flash cards	1(5)	2(11)	13(68)	3(16)	1(3)	9(29)	17(55)	4(13)	6(75)	1(12.5)	1(12.5)	0(0)
Hangings	0(0)	6(31.5)	12(63)	1(5)	0(0)	2(6)	26(84)	3(10)	5(62.5)	2(25)	1(12.5)	0(0)
Labeled items	0(0)	6(31.5)	10(51)	3(16)	0(0)	4(13)	19(61)	8(26)	2(25)	5(62.5)	1(12.5)	0(0)

**KEY**

NO – Never Observed

RO – Rarely Observed

OO – Occasionally Observed

CO – Consistently Observed

The findings of the classroom observation that were carried out in order to evaluate the practicability of the language materials are summarized in Table 4.9. In order for the researcher to validate the information supplied by the respondents, it was required for the researcher to do this. According to the findings shown in Table 4.9, the researcher found that educators in 68% of public preschools and 71% of private high-cost preschools sometimes included preschoolers in the reading of story books that were suggested. This was contrasted with private low-cost preschools, where it was noted that none of the instructors ever included the preschoolers in the reading of prescribed tale books. 7 out of 87.5 percent of instructors at low-cost preschools never engage the preschoolers in the reading of prescribed picture books or chapter books. In light of these data, one may deduce that the majority of educators working in publicly funded and privately funded preschools at higher costs engage their preschoolers in the reading of story books that come with specific recommendations. This conclusion was backed by a statement made by one of the Quality Assurance and Standards Officers who stated, "The capacity of preschool learners to read is strengthened when they are supplied with different reading resources such as Story books, Charts, Flash cards, Hangings, and Labeled object." This assists children in the development of appropriate reading abilities, the acquisition of new vocabulary, and the mastery of the right spelling of the words are the fundamental components of school preparation. (Kapsaret Sub-County, on March 21 in the year 2021)

It was found that instructors in 32% of public schools and 48% of private high cost schools utilized charts in their classes on occasion. This was in relation to the topic of utilizing charts. Charts were never utilized in any of the classes given by teachers at low-cost private schools. According to what was discovered, the suggested picture books and chapter books were utilized in the classrooms of public and private

preschools with high tuition fees, but they were not available in private preschools with lower tuition fees.

The purpose of this study was to determine whether or not instructors of preschoolers utilized flash cards to aid in the development of their preschoolers' language skills. According to the findings, educators in 16% of public and 13 of private high-priced preschools routinely included the usage of flash cards into their respective lesson plans and activities. In private low-cost preschools, not a single one of the instructors regularly used the usage of flash cards in the course of their courses.

The researcher carried out an investigation into the practicability of using hangings as a means of enhancing the language skills of preschool preschoolers. The findings of the investigation showed that preschool teachers in 5% of public and 10% of private high-cost institutions used hangings as part of their instruction. According to the results of the study, educators working in private low-cost preschools never regularly utilized hangings while they were leading their classes.

The researcher conducted an observation on the usability of Labeled items as a means of developing language skills of preschool learners. The observation revealed that teachers in 16% of public and 26 private high cost involved schools used Labeled items in the course of their teaching. In total, these schools had a high cost involvement. According to the findings, educators working in private low-cost preschools never consistently employed labeled materials in the context of their teaching. According to Ambuko (2013), who argued that on the subject of the use of reading materials in language acquisition that a range of reading materials is highly crucial and stimulating to learners, the results on Table 4.9 were in agreement with her assertions. Some of the resources for reading in English that might be utilized

included, but were not limited to, books from the library, a blackboard, photographs, narrative books flash cards, a counter, printed materials, charts, recordings, videos, photos, internet resources, and any other technology-based resources (Namata, 2010; Andima, 2013).

The following is what one quality assurance officer had to say in support of the conclusions about the inapplicability of language materials in low-cost preschools:

Inadequate tools for learning the language, such as suggested tale books and instructors reference books; poor interpretation of curriculum designs; unskilled personnel; a lack of competitive wage packages for teachers; insufficient classroom facilities for preschoolers. The inability of preschool instructors to make the connection between improved language abilities and the capacity of children to ask questions that help them acquire information that assists them in comprehending their surroundings. (Moiben Sub-County, on March 15 in the year 2021)

#### **4.4 Curriculum practices on learners' acquisition of Social skills**

According to KICD (2017), some of the curricular practices that may be employed in a classroom to build preschoolers' social skills include big or small group activities; preschoolers telling tales, exchanging goods, and participating in role plays; and so on. The third goal of the research was to determine the degree to which educators make use of the aforementioned curricular approaches in order to improve preschoolers' social skills. Group activities, learners introducing themselves to one another, learners sharing tales, and encouraging learners to exchange objects are the characteristics that are emphasized here. In order to accomplish this goal, questionnaires were sent to the various educators.

The purpose of this study was to determine how often preschool instructors really used the various teaching and learning activities that were identified. In addition to this, he wanted to determine whether or not teachers were encouraging their preschoolers to participate in group activities; whether or not teachers were encouraging their preschoolers to tell stories; whether or not teachers were encouraging their preschoolers to introduce themselves; and whether or not teachers were encouraging their preschoolers to share items. Never, sometimes, and always were the three options available on the scale. The answer "never" indicated that the learners in the class did not engage in the particular learning action that was being requested by the lesson. The phrase "sometimes" signified that some preschoolers participated in the learning activity in issue, but not all of them did so as was required by the lesson. "always" means that the particular learning activity in question was used by every student in accordance with the requirements of the lesson. A count was taken of the number of classrooms in which the learning activity was and was not observed, and a note was made of the proportion of the total that fell into each group. The findings of the analysis of the data gleaned from the questionnaires are shown in Table 4.10.

**Table 4. 10: Checklist for the use of teaching and learning Activities for social skills**

Teaching\Learning Activities	Public			Private High Cost			Private low cost		
	Always	sometimes	Never	Always	sometimes	Never	Always	Sometimes	Never
Group activities	11(58)	8(42)	0(0)	29(94)	2(6)	0(0)	1(12.5)	7(87.5)	0(0)
Learners telling stories	10(53)	9(47)	0(0)	25(81)	6(19)	0(0)	1(12.5)	6(75)	1(12.5)
Learners introducing themselves	14(74)	5(26)	0(0)	3(100)	0(0)	0(0)	2(25)	6(75)	0(0)
Encouraging learners to share items	13(68)	6(32)	0(0)	15(48)	14(45)	2(6)	4(50)	4(50)	0(0)

Teachers in public schools (at a rate of 58%) and private high-cost schools (at a rate of 94%) said that they always employ activities involving group work. The majority of private low-cost preschools, 87.5%, said that they sometimes participate in group activities. According to the results, instructors working at private high-cost preschools were more effective in their use of this curricular technique. The study suggests that educators working in private high-cost preschools were aware that group activities greatly benefited a learner's social development and that this increased learning. This is the consequence of the finding. The second explanation for this might be because instructors working in private high-cost pre-schools had access to a wide array of resources that they could use to engage pre-schoolers in activities that took place in groups. Group activities are vital in social skills development. According to research conducted by the National Scientific Council on the Developing Child (2005), there is a considerable correlation between the development of pre-schoolers' social abilities during preschool and their subsequent academic success. Instructors working at low-cost private preschools did not always include pre-schoolers in group activities. It is possible that this was due to a shortage of supplies for the teachers to utilize. This conclusion was in agreement with what Shauna and Susan (2012) had discovered which was that participation in group activities might have a large and long-lasting beneficial influence on the social and academic life of pre-schoolers.

The teachers at private high-cost preschools scored higher (81%) on the question of whether or not they always encouraged pre-schoolers to share personal narratives, whereas the teachers at public preschools scored lower (53%), indicating that they only sometimes encouraged pre-schoolers to share personal narratives. Teachers in private low-cost preschools said that they constantly engage their pre-schoolers in

telling tales. 12.5% of these teachers reported this. This finding may indicate that teachers in private preschools with high tuition fees are aware that telling stories gives pre-schoolers the opportunity to make connections with the real world, and that during this process, pre-schoolers have the opportunity to reflect on their own experiences and find possible connections with the scenarios that are presented to them in stories. According to Mello (2001), the use of storytelling in the classroom has an effect on the learners' ability to form and maintain healthy connections with one another. The author went on to demonstrate that storytelling has the potential to improve a learner's social competency by drawing their attention to topics such as exclusion and inclusion.

Storytelling to children in the preschool era fosters a physical and emotional connection between the learners and the story-teller. This is more evidence of the relevance of storytelling on the learning of social skills. Learners in preschool get their first taste of human connections in society via the medium of stories, which also teach them to identify socially acceptable, unacceptable, or opposite attitudes and behaviors. In addition, the youngster begins to acquire new experiences as a result of the verbal and visual inputs that are provided by the tales. Children will be able to realize their full potential as a result of reading books that have been carefully crafted, and this will contribute to their maturation into individuals who are self-aware and perceptive, rather than individuals who are unable to comprehend and question their surroundings prior to making decisions (Sever, 2012).

Instructors at public preschools (74% of them) and private preschools with high tuition costs (100% of them) consistently encouraged preschoolers to introduce themselves to the class, but teachers in private preschools with low tuition fees (25% of them) did so only sometimes. In light of this finding, one possible interpretation is

that educators working in public and private preschools with high tuition fees were more aware of the part that curriculum practices play in the development of social skills in learners than those working in private preschools with lower tuition fees. There is a significant gap in the quality of education provided by the three distinct types of preschools due to the fact that the majority of educators working in private low-cost preschools have not received any sort of formal training, in contrast to those working in public and private high-cost preschools, where all teachers are required to complete pre-service training prior to being hired.

To encourage learners to share items is an aspect of social being, but it was mostly practiced in 48% of Private High Cost preschools that were sampled as compared to Public preschools (68%), but it was practiced in 50% of instances in Private Low cost preschools. This is despite the fact that encouraging learners to share items is an aspect of social being.

The ability to interact well with others is essential for academic achievement. Preschool children from low-income homes who show a high level of learning of social skills perform better on academic assessments than their classmates who do not show this level of acquisition. Participation in a preschool program that employs sound pedagogical principles may have considerable and long-lasting beneficial effects on the academic and social lives of young children. The members of a society need to be able to work together cohesively in order for them to be able to live their lives undisturbed by conflict. In the early phases of a learner's development, there is less of a focus placed on individual achievement and more of an emphasis placed on collaborative work. It has been discovered that the care that is provided to children in

their formative years lays the groundwork for the formation of both an individual's values and their conduct in social settings.

The researcher attempted to determine the number of learners (per category) who had achieved mastery of the social skills, and they were aided in this endeavor by preschool instructors. Learners in preschool were questioned about their ability to recognize work done by different people in the school, as well as their ability to name people found at home, tell about the work done by various people at home, name body parts for the purpose of self-awareness, name people found at home, and name uses for various body parts. Learners in preschool who were able to identify all of their parts received a mark that indicated they met expectations (MT). The pre-schoolers who were able to correctly identify the most of their body parts but were unable to name a few were rated as nearing expectations (APP). Learners who were unable to identify the various components of their bodies received grades that did not meet the standards (BE). However, the pre-schoolers who were not only able to identify all of their bodily parts, but also to describe some of them, were considered to have exceeded expectations (EX). It was determined that the pre-schoolers had learned the aforementioned social competence if they either fulfilled the expectation or went above and beyond the requirement. The same method was used while dealing with identifying persons discovered at home, describing the job done by people found at home, and outlining usage of different body parts. The total number of pre-schoolers who had achieved the required level of social competence was counted, and the percentages of pre-schoolers who had achieved that level were recorded for each category. Table 4.11 presents the results of the investigation.

**Table 4. 11: A comparison of frequency distribution of acquisition of social skills by school type**

Acquisition of Social Skills	PUBLIC		PRIVATE			
	f	%	f	%	F	%
Name body parts for self-awareness	69	57.5	201	99	4	8
Tell uses of various body parts	58	48	197	97	9	18
Recognize work done by different people in the school	60	50	178	88	7	14
Name people found at home	67	56	186	92	14	27
Tell work done by people at home	71	59	200	98.5	8	17

According to the data shown in Table 4.11, 201 (99%) of learners in private high cost pre-schools, 69 (57.5%) of learners in public pre-schools, and 4 (8%). of their counterparts in private low cost pre-schools were able to identify body parts for self-awareness. Learners at private high-cost pre-schools were able to successfully complete the assignment because their instructors make extensive use of hangings in the classroom, which assists the preschoolers in remembering the material. The naming of a child's various body parts is a vital component of their development since it helps them in the process of acquiring language as well as other cognitive and physical skills. The preschool years are an essential time for a child's psychological and social development (Kramer et al 2010 &, Moore, et al 2015). Young children learn the social skills necessary for successful performance, adaptation, education, and improvement in quality of life throughout their time in preschool (Birch; Ladd 2007 & Hosokawa & Katsura, 2017). Children of this age learn to communicate their wants and emotions, grow intellectually, and improve their social and personal abilities. They also get better at finding solutions to problems (Birch; Ladd 2007 & Hosokawa & Katsura, 2017) Inadequacies in social skills during this stage of

development can result in internalizing and externalizing behavioral disorders, poor academic performance, inappropriate reconciliation in interpersonal relationships, educational and cognitive impairments, social isolation, and psychological problems in later life.

Another reason why teachers should encourage children to name body parts is that doing so helps children develop an appreciation for their body as well as a confidence in themselves, which in turn motivates them to achieve new heights in school readiness. Body learning helps children develop an appreciation for their body as well as a confidence in themselves, which in turn motivates them to achieve new heights in school readiness. In terms of naming body parts, preschoolers who attend private and public high cost pre-schools fare better than those who attend the other two types of pre-schools due to the fact that they participate in activities that aid in the development of psychomotor skills. These activities include freely throwing and catching objects, climbing and sliding on play objects, turning and twisting body parts, and so on (see Table 4.3). When preschoolers participate in activities like these, they eventually come to realize that the human body is a tool kit for discovery and that each part of the body plays a different role in carrying out a specific activity; this is the reason why it was so simple for them to name the various parts of the human body.

Learners in private high cost pre-schools, 197 (97%) of them, and learners in public pre-schools, 58 (48%) of them, were able to tell uses of various body parts, in contrast to only 9 (18%) learners in private low cost pre-schools. Learners in public pre-schools were able to tell uses of various body parts. The preschoolers who attended expensive private schools already had the knowledge necessary to identify the male

body parts, which is one reason why these preschoolers performed better. Another explanation might be that, on the whole, they had reached the level of linguistic proficiency that was mentioned before. Because of their proficiency in the language, they were able to openly express themselves in contrast to children who attended private low-cost or public pre-schools.

According to the data that is presented in Table 4.11, fifty percent of preschoolers learning in public pre-schools, eighty-eight percent of preschoolers learning in private high-cost pre-schools, and fourteen percent of preschoolers learning in private low-cost pre-schools were able to recognize work done by different people in the school. The capacity to identify persons located at home was shown by 186 (92%) of learners attending private high cost pre-schools, 67 (56%) of learners attending public pre-schools, and 14 (27%) of learners attending private low cost pre-schools. According to Shauna and Susan (2012), good curriculum practices had a positive impact on a child's ability to acquire social skills. As a result, the learners who attended private high-cost pre-schools were able to meet the expectations set for them in terms of their level of social skills. The reason for this is that the schools in which these learners were educated had good curriculum practices.

The development of children's social skills paves the way for a lifetime of healthy interactions across the board. This benefits the children in all part of their lives. Having the ability to interact with other people successfully is essential for functioning in society. Lesson observations were conducted to discover the types of teaching and learning activities that were being used with the purpose of determining the function that instructors have in the development of social skills among preschool-aged children. The researcher sought to know whether or not learners participated in

group activities, whether or not they were given the chance to tell tales or introduce themselves, and whether or not they were encouraged to exchange objects.

During the course of the researcher's travels to public and private preschools for the purpose of observing classes, the researcher's goal was to determine the extent to which instructors engaged their preschoolers in activities designed to foster social development. Group activities may include things like telling tales, introducing one another, and sharing; and there may also be other activities. The early childhood educator who met the requirements of the lesson by ensuring that all preschoolers participated in the learning process by sharing tales had her class graded and monitored regularly (CO). On the other side, the preschool instructor who never had her preschoolers participate in the educational process by telling tales received the grade Never Observed for her class (NO). In which the preschool teacher engaged more over half of the preschoolers in educational activities through telling tales, yet her class was only seldom seen (OO). A preschool instructor who engaged less than half of her preschoolers in educational activities by telling tales, but who ignored the vast majority of her preschoolers and left them unattended earned a grade of "rarely observed" for her class (RO). The findings were reported in the form of a percentage indicating the proportion of the total number of instances in a given category in which a certain item was spotted in a given class. Table 4.12 presents the results of the investigation.

**Table 4. 12: Extent to which Teachers Promote Learners’ Social Skill Acquisition**

Learners’ Involved In Teaching/Learning Activities	Public				Private High Cost				Private Low Cost			
	NO	RO	OO	CO	NO	RO	OO	CO	NO	RO	OO	CO
Group Activities	1(5)	3(16)	13(68)	2(10.5)	0(0)	10(32)	18(58)	3(10)	7(87.5)	1(12.5)	0(0)	0(0)
Learners Telling stories	4(42)	6(32)	8(42)	1(5)	3(10)	13(42)	15(48)	0(0)	8(100)	0(0)	0(0)	0(0)
Learners introducing themselves	1(5)	2(11)	13(68)	3(16)	1(3)	7(23)	19(61)	4(13)	6(75)	1(12.5)	1(12.5)	0(0)
Encouraging learners to share items	0(0)	6(31.5)	12(63)	1(5)	0(0)	2(6)	26(84)	3(10)	5(62.5)	2(25)	1(12.5)	0(0)

**KEY**

NO – Never Observed

RO – Rarely Observed

OO – Occasionally Observed

CO – Consistently Observed

According to the information that is presented in table 4.12, the researcher noticed that in public preschools, only 13 (68%) of the learners were occasionally involved in the group activity. This is in contrast to the high cost private preschools, where 18 (58) of the learners were occasionally involved. It was noticed that 7 (87.5% of preschoolers) of those attending private low-cost preschools were not participating in any group activities. According to the findings, educators at low-cost private schools seldom include preschoolers in group activities, and as a result, preschoolers fall behind in the learning of the skill. However, according to D'Angelo et al. (2007), all learners, regardless of the school setting, need develop social skills in order to connect successfully with the school environment and thus be ready for school.

A participant observation was carried out by the researcher in order to determine whether or not instructors encouraged preschoolers to share tales in order to improve their social skills. The observation made a comparison between public, private high cost, and private low cost preschools, and the following are the findings: the instructors in 8 (42%) public and 15 (48) in high cost private preschools sometimes included learners in telling tales. It was discovered that instructors in eight (ten percent) of low-cost preschools never engaged their preschoolers in story-telling activities. This study indicated that instructors in both public and private high cost schools were aware that telling stories was crucial for the development of social skills in preschoolers. According to Sever (2012), who established that well-constructed literary works will enable children to reach their potential and will contribute to their upbringing as conscious and perceptive individuals rather than individuals who fail to comprehend and question the situation before making decisions, the finding was consistent with what Sever found. The researcher used observation to do a comparison between the three different types of preschools in order to determine

whether or not children were given the opportunity to introduce themselves. The following are the findings: instructors at 13 (68%) public and 19 (61%) private high priced preschools encouraged preschoolers to periodically introduce themselves. In 75 out of 675 private low-cost preschools, teachers never once encouraged their preschoolers to introduce themselves to the group. The discovery suggested that teachers in public and private preschools with higher tuition were aware that when preschoolers introduced themselves to their peers, they became more comfortable speaking to one another and, as a result, more sociable. On the other hand, teachers in private preschools with lower tuition did not implement this curriculum practice into their lessons.

According to the data shown in table 4.12, educators in 12 (63%) and 26 (84%) of the private high cost preschools sometimes encouraged their preschoolers to share objects from their classrooms. When this was contrasted to the 12.5 percent of private low-cost teachers, there was just one who encouraged her preschoolers to exchange goods. It was deduced from the observations that instructors working in public and private preschools that charge high tuition were more likely to urge their preschoolers to share objects, in comparison to teachers working in private preschools that charge lower tuition.

#### **4.5 The impact of learner-centered curricular methods on the development of cognitive skills**

In order to effectively teach cognitive skills to children in preschool, teachers must encourage their charges to stack blocks, participate in construction activities, and play with cardboard boxes. The learners may also try their hand at some simple memory games and jigsaw puzzles. These exercises assist to develop mental processes that

promote logical and critical thinking, precision, and problem solving, all of which are crucial building blocks for primary school preparedness. [Citation needed] [Citation needed] During the early years of education, these activities also facilitate the learner's growth and learning of fundamental number, categorization, and measuring abilities (KICD, 2017). The fourth goal was to investigate the role that pedagogical techniques have in the development of children's cognitive abilities when they are enrolled in both public and private preschools. In order to accomplish the goal, the instructors were questioned about the availability of resources inside their schools that encouraged the development of the talent.

Talking compounds, sign posts, counters, blocks, and shapes were the four different types of materials that were taken into consideration for cognitive development. The researcher considered there to be an adequate quantity of sign posts when there were numerous of them that dealt with the same idea. However, in cases where there was just one sign post dealing with one particular idea of cognitive ability in the preschool, teachers deemed it to be sufficient. On the other hand, if the sign posts that were present at a given preschool did not cover all of the ideas that were being addressed, then it was characterized as having few. The absence of any indicated that there were no sign posts around at the time of the visit. When considering talking compounds, the same overarching defining concept was used.

When it came to counters, blocks, and shapes, the determining factor was the amount of things available in comparison to the total number of preschoolers. The researcher considered there to be enough of counters whenever there was sufficient quantity for each student in a specific preschool to use for counting. However, in a preschool setting where each student had exactly the right number of counters for counting,

"enough" was determined to have been reached. In a preschool setting where preschoolers were working together to count objects using shared counters, the researcher only marked a handful. Learners at that specific preschool did not have access to any counters, thus they could not practice their counting skills. When working with forms and blocks, the same defining concept was used in both contexts. The findings are summarized in Table 4.13, which may be seen below.

**Table 4. 13: Availability of materials for cognitive skills**

Materials	Public				Private High cost				Private low cost			
	None	Few	Adequate	Plenty	None	Few	Adequate	Plenty	None	Few	Adequate	Plenty
Talking compound	2(10.5)	12(63)	4(21)	1(5)	1(3)	5(16)	18(58)	7(22.5)	3(37.5)	5(62.5)	0(0)	0(0)
Sign posts	0(0)	7(37)	12(63)	0(0)	0(0)	1(3)	17(54)	14(45)	1(12.5)	7(87.5)	0(0)	0(0)
Counters (sticks bottle tops)	0(0)	6(31.5)	10(53)	3(16)	0(0)	4(13)	19(61)	8(26)	2(25)	5(62.5)	1(25)	0(0)
Blocks and shapes	1(5)	8(42)	10(52)	0(0)	0(0)	2(6)	23(72)	6(19)	2(25)	6(75)	0(0)	0(0)

The following types of materials were sought after: talking chemicals, sign posts, counters such as sticks, bottle tops, blocks, and forms. When compared to public preschools, high-priced private preschools were found to have 22.5% abundant and 58% acceptable talking compounds, but just 21% of public preschools had adequate talking compounds. The acquisition of social skills is an essential developmental process through which children learn to act and respond appropriately in social interactions and to form and maintain healthy relationships with others. Teachers in private high cost preschools were aware that it was prudent to avail cognitive skills materials and facilities because the acquisition of social skills is an essential process by which children learn to act and respond appropriately in social interactions and to form and maintain healthy relationships with others (Ogden, 2015). School becomes a crucial venue for children to acquire and develop cognitive abilities as they grow and progressively improve their capacity for doing so during the course of their childhood. It was discovered that none of the low-cost private preschools offered enough or lots of talking compounds. Neither did any of them. When compared to public preschools, high-priced private preschools only had suitable sign posts 54% of the time, while public preschools had 63% of the time. Comparatively, 61% of private high-cost preschools had an acceptable quantity of counters, whereas only 53% of public preschools did. Private preschools tend to charge higher tuition rates. A sufficient number of counters were present in 75% of the low-cost private schools.

The early years of a child's development are very important not only because they lay the foundation for human development but also because the experiences children are exposed to during that period have an influence that lasts well into childhood. The early years of a child's development are very important because of both of these reasons. Care and stimulation programs that are effective in the early childhood years

provide the groundwork for a child's future capacity for creativity, imagination, independence, and even survival. The first few decades of a person's life are crucial to the maturation of their brain and intellect.

The first three years of a person's existence are crucial to the development of their cognitive, linguistic, educational, and rational capacities. Preschool education helps improve cognitive growth, which in turn makes children more ready for school and makes the transition to elementary school easier. Learners in both public and private pre-schools were found to have learned cognitive skills in the following ways, as will be described in the following paragraphs. Learners were considered to have developed a cognitive skill when they were able to meet expectations, learners were considered to have somewhat developed the skill when they were able to approach expectations, and learners who had not developed the skill were considered to be performing below expectations.

The researcher attempted to determine the number of learners (per category) who had achieved mastery of the psychomotor abilities, and they were aided in this endeavor by preschool instructors. Learners in preschool were tasked with determining the similarities and differences between various items, matching objects based on their resemblance or sameness in the environment, pairing objects that were connected to one other, and arranging objects according to size in an ascending fashion. Learners in preschool who were able to see parallels between different things were considered to have met expectations (MT). Learners who were able to recognize not just the similarities but also the distinctions between the items received a grade that was above and above what was expected of them (EX). Learners who were able to recognize some similarities between the items but missed a few were considered to be

nearing expectations (APP). Learners who were unable to find any similarities between the items they were comparing received grades that were below expectations (BE). It was determined that the preschoolers in issue had learned the aforementioned cognitive abilities if they had either fulfilled or beyond the standards set for them. When dealing with matching things according to similarity or sameness, pairing objects connected to each other, and arranging objects according to size, the same process was used. The total number of preschoolers who had achieved the cognitive skills was counted, and the proportion of preschoolers who had achieved that goal within each category was noted. The results are shown in the table which can be seen below.

**Table 4. 14: Learner's acquisition of cognitive skills in public and private pre-schools**

<b>Acquisition of Cognitive Skills</b>	<b>PUBLIC</b>		<b>PRIVATE</b>		<b>Low cost</b>	
	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>
Identify similarities and differences between objects (shapes, colour, texture, size)	11	58	22	71	2	25
Match objects according to likeness, sameness in the environment	9	47	21	68	3	37.5
Pair objects related to each other to (sameness, likeness, use, type)	12	63	25	81	2	25
Arrange objects according to size in ascending up to 5 objects.	7	37	24	77	1	12.5

According to the information that was provided in the table that was located above, 71% of children who attended private high-cost preschools, 58% of children who attended public preschools, and 25% of children who attended private low-cost preschools were able to distinguish between objects' similarities and differences (shapes,

colour, texture and size). It is possible that the private high cost learners were instructed in sorting and classifying at an earlier point in their education. This is a fundamental activity that is practiced in the classroom by pre-school teachers. As a result, the private high cost learners were found to have met expectations in this activity. Children get a better understanding of the concept of comparison and contrast by practicing it via the activity of sorting. This kind of thinking lays the groundwork for future mathematical ideas and even activities that are performed on a daily basis. Learners in private high-cost pre-schools may also have performed better in this particular activity when compared to those in public and private low-cost pre-schools due to the fact that the private high-cost pre-schools have the financial resources necessary to purchase materials that can be utilized by their teachers during instruction. These supplies contain various colors as well as manila sheets on which instructors may design a variety of shapes. The reason for this could be that learners who attend private high cost pre-schools are those who come from middle class levels of society. In these homes, you will find that there are a variety of toys for them to play with, and as a result, they develop the skill of sorting from the very beginning, which is a foundation for a learner's ability to identify similarities and differences between objects. It is possible to draw the conclusion from this data that preschoolers who attend private low-cost pre-schools have a harder time than preschoolers who attend public pre-schools when it comes to the activity of recognizing similarities and differences between different types of things. This is because their classrooms do not have an abundance of teaching and learning resources that instructors may utilize to instruct the activity; more proof of this can be seen in the absence of supplies around the campus (talking compounds).

When compared to learners attending public preschools, the number of learners attending private high-cost pre-schools who were able to recognize similarities between items was much higher. When compared to other types of preschools, private low-cost preschools have a much less number of preschoolers participating in an activity at any one time. Learners who attended private high-cost preschools were better at acquiring cognitive skills because they were exposed to activities that required them to use counters, such as sticks and bottle tops, as well as blocks and shapes during their classroom instruction. This was one of the reasons why these learners performed better overall. According to Spearswerling (2006), who demonstrated that in order for young children to be able to recognize that things are similar, they need to be involved in a range of activities such as counting real objects, our conclusion is in accordance with their findings. They are able to improve their learning prospects as a result of these things. According to the findings of the researcher, the preschool preschoolers in both the public and private low-cost programs were not given the opportunity to participate in the use of real objects, such as counters, in the classroom. This explains why the preschoolers were able to correctly identify similarities between different objects.

However, children of learning ages may develop their cognitive abilities by participation in activities such as number work, environmental activities, and language activities. Because they encourage active participation in the educational process, cognitive skills are an essential component of a child's preparation for school. The purpose of this study was to determine how often instructors in public and private preschools engage their preschoolers in activities that aid in the development of cognitive abilities by making use of counters, blocks, and shapes. In addition to this,

he sought to determine whether or not all of the preschool preschoolers in a particular class were actively participating in the use of the selected cognitive resources for the purpose of acquiring cognitive abilities. The early childhood educator who engaged all of her preschoolers in every activity in accordance with the requirements of the lesson had her class marked and monitored regularly (CO). On the other hand, the preschool instructor who did not engage her preschoolers in the development of their cognitive abilities by making use of the resources that were provided in accordance with the objectives of the lesson did not have her class evaluated or watched (NO).

When the preschool instructor engaged more than half of the preschoolers in her class in the use of the designated cognitive skills development resources but excluded certain preschoolers, her class was categorized as occasionally observed (OO). A preschool instructor who engaged less than half of her preschoolers in the use of the designated resources to gain cognitive abilities, but who neglected the vast majority of her preschoolers was given a grade of "rarely observed" for her class (RO). The findings were reported in the form of a percentage indicating the proportion of the total number of instances in a given category in which a certain item was spotted in a given class.

The following table 4.15 is a presentation of use of cognitive skills Materials. By public, private high and private low cost schools.

**Table 4. 15: Use of Cognitive skills Materials**

<b>Manipulation of learning Materials</b>	<b>Public</b>				<b>Private High Cost</b>				<b>Private Low Cost</b>			
	<b>NO</b>	<b>RO</b>	<b>OO</b>	<b>CO</b>	<b>NO</b>	<b>RO</b>	<b>OO</b>	<b>CO</b>	<b>NO</b>	<b>RO</b>	<b>OO</b>	<b>CO</b>
Counters (Sticks, Bottle tops)	1(5)	2(11)	13(68)	3(16)	1(3)	7(22)	20(65)	3(10)	6(75)	1(12.5)	1(12.5)	0(0)
Blocks and shapes	0(0)	6(31.5)	11(58)	2(10.5)	0(0)	2(6)	26(84)	3(10)	5(62.5)	2(25)	1(12.5)	0(0)

**KEY**

NO – Never Observed

RO – Rarely Observed

OO – Occasionally Observed

CO – Consistently Observed

According to the findings presented in Table 4.15, the researcher found that educators at three (16%) public preschools and three (10) high-cost private preschools routinely engaged preschoolers in the use of counters. When this was contrasted to private low-cost preschools, none of the instructors were seen regularly including preschoolers in the usage of counters. This was one of the main differences between the two types of facilities. 75 percent of instructors in low-income preschools never engage their preschoolers in the reading of suggested picture books or chapter books.

It was noticed that instructors at two (10.5%) public and three (10%) private high cost schools regularly employed blocks and shapes in the course of their courses. This was in relation to the topic of employing blocks and shapes. There was never a consistent usage of blocks and shapes in any of the classes that were given at private low cost schools. The discovery indicated that educators working in public and private preschools with high tuition fees were aware of the fact that cognitive development in preschoolers occurs when they are presented with experiences that stimulate open-ended inquiry and creative use of a range of materials. When looking for resources to use with children, instructors should prioritize finding things that can be handled or watched by the preschoolers. Children, for instance, will learn to create knowledge about the characteristics of various items. When kids are given building blocks of varying sizes, shapes, and colors, they are able to engage in activities like as sorting, comparing, and building. In addition, children who are still in preschool should be allowed access to materials that stimulate creative thinking. Utilizing one's imagination in order to come up with novel solutions to issues or draw fresh conclusions is an example of inventive thinking. A good illustration of this would be giving children in preschool bottle caps (Kerry 2020).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under each research objectives.

#### 5.1 Summary of Research Findings

This part presents a summary of the research results based on the goals of the study that were determined at the beginning of the section.

##### 5.1.1 The impact of pedagogical techniques on preschoolers' ability to acquire psychomotor skills

According to the first research objective, more learners in public preschools had acquired the ability to climb and slide on playing objects as compared to learners in private high cost preschools; but learners in private low cost preschools were the least in the acquisition the same skills. This indicated that preschoolers attending public preschools exceeded the expectations while those attending private preschools with high tuition fees were meeting expectations, but preschoolers attending private preschools with lower tuition fees were approaching expectations. Despite the fact that somewhat more than half of the learners at Private Low Cost Preschools have the ability to climb and slide on playing items, the total number of such learners was still rather low.

In addition, the study found that more public preschools had plenty of playfields as compared as to private high-cost preschools. There was a significant difference between the two types of preschools in terms of the availability and utilization of playground and play Materials. None of the private low-cost preschools offered enough outside play space for the children. According to the findings of the research, public preschools had access to plenty of balls while private high-cost preschools had access to enough of balls. None of the private low-cost preschools had enough balls for all of the children.

In the activity of freely rotating and twisting body parts, the children who attended public preschools performed much better than those who attended private high-cost preschools or private low-cost preschools. This was the case across all three types of preschools. According to the results, children who attended public preschools performed much better in the skills of stretching, bending, and shaking well when compared to children who attended private preschools with either high or low tuition costs.

### **5.1.2 The Impact of Curriculum Practices on Preschoolers' Ability to Acquire Language Skills**

It was shown that preschoolers who attended private preschools with higher tuition fees were superior to those who attended public preschools and private preschools with lower tuition fees in terms of their ability to respond appropriately to questions after the reading or hearing of a tale. According to the results of the research, children attending private preschools with higher tuition fees were found to consistently listen attentively, in contrast to the children attending public preschools. Children who

attended private low-cost preschools fell short of the standards that were set for them as compared to the other two categories.

It was found that the highest number of learners in private high-cost pre-schools were able to identify all letter sounds in the classroom environment while an average number of learners in public preschools were able to do the same. This was in comparison to the small percentage of learners in low-cost pre-schools who were able to do so. That was due to the fact that there were sufficient hangings for high-cost private schools, but low-cost pre-schools did not have any hangings at all on their classroom walls. Hangings are a kind of teaching tool that, when used well, may encourage and facilitate learning. The hangings are an important component of oral storytelling practices in a classroom. These practices help preschoolers develop their capacity and spoken language skills, which, over time, provide the groundwork for reading comprehension in younger preschoolers as well as the ability to generate coherent writing.

The findings indicated that the majority of children attending public and private high cost preschools were able to articulate closely related sounds such as /p/ and /b/, /t/ and /d/, and /v/ and /f/, whereas only a small percentage of children attending low-cost preschools were able to do so. The findings of the research indicated that the majority of children attending private pre-schools with high tuition fees and public pre-schools could consistently remember the letters of the alphabet, in contrast to the tiny number of children attending private preschools with low tuition fees.

When it came to the provision of resources for language skills, most high-cost preschools had sufficient story books, followed by public preschools. Just a marginal number of learners in low-cost private preschools offered enough tale books for their

preschoolers. In terms of the charts, an average of public preschools had an acceptable amount of them, but the majority of private high-cost preschools did. Only a marginal number of private low-cost preschools were acceptable in terms of availability of charts. A good number of publicly funded preschools were sufficiently equipped with hangings, but none of the low-cost preschools had any hangings at all. Most high-cost private preschools had an acceptable number of hangings, making them the group that made the most effective use of hangings overall. When compared to Low Cost preschools, Public preschools were shown to be superior in their use of Hangings to encourage language skill development. The least number of low-cost preschools had sufficient labeled things in their classrooms.

### **5.1.3 The Impact of Instructional Practices on Preschoolers' Capacity to Acquire Social Skills**

According to the findings, the highest number of teachers in private high-cost preschools always engaged learners in group activities; this was followed by teachers in public preschools who always engaged learners in group activities. This finding contrasts with the fact that most teachers in private high-cost pre-schools always engaged learners in group activities. Learners attending private low-cost pre-schools were only involved in group activities by a negligible fraction of the teaching staff. The relevance of this study is that educators working in private pre-schools with high tuition fees were aware that group activities greatly affected the social development of learners, and that this increased learning.

According to the findings, there was a significant difference in the percentage of instructors who engaged their preschoolers in storytelling between public and private preschools. Public preschool teachers engaged their preschoolers in storytelling at a

more than their low-cost private preschool counterparts. This finding indicated that teachers in private high-cost pre-schools were aware that the use of stories enabled learners to make connections with their reality. Furthermore, during this process, learners may reflect on their own personal experiences and, as a result, make possible links with the situation that the stories may present to them.

According to the data, all learners who attended private preschools with high tuition costs were able to introduce themselves, but an average number of learners who attended public preschools were guaranteed to do so. No child who attended a private low-cost preschool ever introduced him or herself to the teacher. When compared to their counterparts in private low cost pre-schools, the teachers in public and private high cost pre-schools were more likely to be aware of the role played by curriculum practices (teaching and learning activities) in a learner's acquisition of social skills. This could mean that public and private high cost pre-schools have higher standards for their teaching staff.

#### **5.1.4 Curriculum Practices on Learner's Acquisition of Cognitive Skills**

It was found that high-cost private preschools had excess number of items on talking compounds, whereas public preschools only had adequate items on the same. It was discovered that none of the low-cost private preschools offered enough items on talking compounds. When compared to public preschools, an average number of high-priced private preschools had suitable sign posts, while the highest number of public preschools had the same.

Comparatively, the highest number of private high-cost preschools had an acceptable quantity of counters, whereas an average number of public preschools did.

## **5.2 Conclusions**

In comparison to public and private high cost preschools, the majority of low cost preschools were found to sit on inadequate pieces of land and had insufficient playfield space, according to the findings of the research. When compared to public and private high cost preschools, low cost preschools lacked sufficient play items for the development of psychomotor skills. This was a problem in low cost preschools. The findings of the research indicate that the availability of playfields and play materials, as well as the usage of such resources by learners, has an effect on the learning of psychomotor abilities in preschool learners. According to the findings of the research, children who attended public preschools were better able to develop psychomotor skills than those who attended private high-cost preschools. According to these results, the practices of the curriculum seemed to have an impact on the development of psychomotor abilities by preschool learners.

According to the findings of this research, less than fifty percent of preschool learners attending low cost preschools in the study region have not gained appropriate language skills when compared to learners attending private preschools with high costs and learners attending public preschools. It was determined that low-cost preschool learners had less access to language learning resources than either public or high-cost preschool learners. This was shown to be the case when comparing the three groups. The research came to the conclusion that teachers at private preschools with higher tuition fees were better at including their preschoolers in the usage of language resources than those working in public preschools with lower tuition fees. According to the findings of the research, the availability of language resources and the usage of those materials by learners have an effect on the development of language skills

among preschool learners. According to the findings of the research, children who attended upscale private preschools were better able to acquire language skills than those who attended public preschools. According to these results, the activities included in the curriculum seemed to have an effect on the development of language skills by preschool learners.

According to the findings of the research, the majority of educators and preschoolers in private preschools with high tuition fees always engaged in a diverse range of teaching and learning activities to a larger extent than did educators working in public preschools. A very tiny fraction of instructors at private low-cost pre-schools used a wide array of instructional and curricular activities with their preschoolers. As a result, the findings of the study led the researchers to the conclusion that teaching and learning pedagogies contribute much more to the development of social skills.

When compared to Public Preschools, the majority of Private High Cost Preschools were determined to have enough resources for Cognitive Skill Development, according to the findings of the research. It was shown that only a minuscule fraction of private low-cost preschools have necessary resources for cognitive development in their classrooms. When compared to public and private high-cost preschools, low-cost preschools lacked sufficient cognitive resources for the development of cognitive abilities. This was a problem in low-cost preschools. According to the findings of the research, children who attended upscale private preschools were better able to develop cognitive abilities than those who attended public preschools. The findings of the research indicate that the availability of cognitive resources and the use of those items by learners have an effect on the learning of cognitive abilities in preschool learners.

According to the findings of the research, therefore, curricular practices do impact the development of cognitive ability in preschool preschoolers.

### **5.3 Recommendations for the Study**

The following are some of the suggestions that were made in the study:

#### **5.3.1. Preschool Managers**

The early years of education are crucial to the growth and development of the children who attend. This stage of schooling lays the groundwork for the effective development of psychomotor abilities further on in one's education. To ensure that this is accomplished, there must be availability of sufficient playfields and play materials for the development of psychomotor skills in preschool learners. This is especially important for children in the early years of education. Learners in preschool will be able to develop their psychomotor skills as they engage in play with various play materials on playfields thanks to this. In order to accomplish this goal, it is possible to educate parents about the need of supplying preschools with sufficient playfields and play supplies by holding Annual General Meetings.

According to the findings of the study, administrators of private preschools offering low-cost education should carefully consider whether or not to acquire the resources necessary to provide their teachers with the tools they need to actively engage preschoolers and encourage the development of psychomotor skills. According to the findings of the research, the administrators of preschools are encouraged to develop strategies for the collection of resources in order to allow them to provide their classes with adequate learning materials and psychomotor abilities.

Due to the fact that many of these preschools use high school graduates as instructors, the research also suggests that stakeholders in low-cost preschools should consider employing teachers who have had prior training.

### **5.3.2. Curriculum Support Officers**

The other recommendation was that the curriculum support officers and the Quality Assurance Officers should inspect preschools together in order to discourage the mushrooming of preschools, particularly those that sit on small space. This is due to the fact that learners in formative levels of learning, such as preschoolers, require sufficient space for playing. They should also urge instructors to employ locally available improvised items to engage preschoolers in a variety of play activities such as balls, ropes, and bean bags.

### **5.3.3. Quality Assurance Officers**

According to the findings of the study, the officer in charge of early childhood education within county governments should plan for in-service trainings for preschool teachers. These trainings should give teachers the opportunity to update the teaching abilities they obtained while participating in preschool pre-service training courses. The study found that teachers in private high cost pre-schools were aware that group activities significantly influenced a learner's social acquisition and that this enhanced learning. In contrast, the study found that teachers in private low cost pre-schools did not always engage learners in group activities, possibly because they lacked the material to use in such activities. According to the findings of the research, it is recommended that officers from the Directorate of Quality Assurance should make frequent visits to preschools. Doing so will enable them to interact with the

teachers and, as a result, advise them on the most effective curriculum practices to implement in order to facilitate the development of learners' social skills.

### **5.3.1. Preschool Teachers**

According to the findings of the research, educators should avoid reading children's tales that are often included in the newspaper Sunday Nation. These cut outs may be put to use in putting together a class library or a story corner for the class.

## **5.4 Recommendations for Further Research**

The research suggests the following:

Additional research should be carried out to determine how the characteristics of teachers, such as gender, age, years of teaching experience, and professional qualifications, influence the acquisition of psychomotor, cognitive, linguistic, and social skills in preschool learners.

Additional research has to be done on the influence that preschoolers' social and economic backgrounds have on their preparation for school.

Considering that the present research was only undertaken in the county of Uasin-Gishu, it is possible that a study very similar to this one may be carried out in other counties in Kenya. This would provide stakeholders with a clearer image of what goes on in other counties.

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**APPENDIX B: FOCUSED GROUP DISCUSSION FOR GRADE ONE TEACHERS**

1. Do you admit learners from public or private preschools? (Probe for any preferences if any. If there isn't any preference, find out the reasons.)
2. Do you keep records for the learners you admit in Grade one? (Probe for the differences among learners from different categories if any)
3. Do you track the progress records for the learners you admit in Grade one? (Probe for the differences among learners from different categories if any)
4. Do you receive any supervision or inspection in the cause of performing your duties? (Probe for who does it, frequency, is it adequate and areas covered)
5. Have you noticed any differences (in terms of progress) between learners from private and public preschools? (probe for the differences if any)
6. How do you assess the school readiness for learners joining class one? (Probe for methods and content of assessment. Also probe for the reasons for the given methods and content of assessment)
7. Do you think teaching pedagogies influences preschool learners' social skills development? (Probe for the reasons)
8. In your view, what constitutes a school ready child? (Probe for indicators of school readiness)

## APPENDIX C: QUESTIONNAIRE FOR PREPRIMARY II TEACHERS

a) Preschool type: Public  High Cost  Low Cost

b) Gender: Male  Female

c) Age group 20-29  30-39  40-49

50 and above

d) Training UT  Certificate  Diploma

Bachelor's Degree  Master degree

e) Experience: 1-5yrs  5-10yrs  11-15yrs  Over  
20yrs

### C1: AVAILABILITY OF MATERIALS CHECKLIST FOR PSYCHOPSYCHOMOTOR SKILLS

Indicate by ticking in the appropriate box the availability of the materials

<b>MATERIALS</b>	<b>NONE</b>	<b>FEW</b>	<b>ADEQUATE</b>	<b>PLENTY</b>
	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
Playfields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skipping ropes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bean bags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pair of Scissors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paints and Pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## C2: AVAILABILITY OF MATERIALS FOR LANGUAGE SKILLS

Indicate by ticking in the appropriate box the availability of the materials

MATERIALS	NONE	FEW	ADEQUATE	PLENTY
	(4)	(3)	(2)	(1)
Story books	[ ]	[ ]	[ ]	[ ]
Charts	[ ]	[ ]	[ ]	[ ]
Flash Cards	[ ]	[ ]	[ ]	[ ]
Hangings	[ ]	[ ]	[ ]	[ ]
Labeled Items	[ ]	[ ]	[ ]	[ ]

## C3: CHECKLIST FOR THE USE OF TEACHING AND LEARNING ACTIVITIES FOR SOCIAL SKILLS

Indicate by ticking in the appropriate box how often you use each of the following teaching and learning activities

TEACHING & LEARNING ACTIVITIES	ALWAYS	SOMETIMES	NEVER
Group Activities	[ ]	[ ]	[ ]
Learners telling stories	[ ]	[ ]	[ ]
Learners introducing themselves/friends	[ ]	[ ]	[ ]
Encouraging learners to share items	[ ]	[ ]	[ ]

## C4: AVAILABILITY OF MATERIALS CHECKLIST FOR COGNITIVE SKILLS

Indicate by ticking in the appropriate box for the availability of the materials

MATERIALS	NONE	FEW	ADEQUATE	PLENTY
	(4)	(3)	(2)	(1)
Talking compound	[ ]	[ ]	[ ]	[ ]
Sign Posts	[ ]	[ ]	[ ]	[ ]
Counters (e.g Sticks, bottle tops)	[ ]	[ ]	[ ]	[ ]
Blocks and Shapes	[ ]	[ ]	[ ]	[ ]

## **APPENDIX D: INTERVIEW SCHEDULE FOR SUB-COUNTY QUALITY ASSURANCE OFFICERS**

I understand the purpose of this interview with Mr. Wanjala Justus is to facilitate his PhD study in Educational Foundation at Kenyatta University. I have been informed of what the interview entails and the purpose of the research. I also understand that participation is voluntary and that there are no penalties attached in case I withdraw from the interview at any stage. I have also been assured of the confidentiality in handling all the information shared and my real name will not be used when writing the report. I therefore give consent to participate.

- 1) Generally, comment on the availability of play ground in public preschools in Uasin-Gishu County (Probe on the size and the implications to learners' school readiness)
  
- 2) Comment on the availability of play ground in private preschools in Uasin-Gishu County (Probe on the size and the implications to learners' school readiness)
  
- 3) Generally, comment on the availability of play materials in public preschools in Uasin-Gishu County (Probe on the number and the implications to learners' school readiness)
  
- 4) Comment on the availability of play materials in private preschools in Uasin-Gishu Count County (Probe on the number and the implications to learners' school readiness)

5) Do teachers in preschools in Uasin-Gishu County have any training? (Probe for the kind professional training and if the said training vary for preschool teachers between public and private)

6) Please describe the availability, condition and adequacy of the play and teaching materials in preschools? (Probe for numbers ratio per student for the following materials:

- a. Balls
- b. Bean Bags
- c. Story books
- d. Pairs of Scissors
- f. Others.

7) Do materials in (6) above vary between public and private preschools? (Probe on variations if any)

**APPENDIX E: OBSERVATION SCHEDULE FOR USABILITY OF SOCIAL SKILLS TEACHING AND LEARNING ACTIVITIES**

<b>Learners' involvement in Teaching/Learning Activities</b>	<b>NO</b>	<b>RO</b>	<b>OO</b>	<b>CO</b>
Group Activities				
Learners Telling Stories				
Learners Introducing Themselves				
Encouraging Learners to Share Items				

**KEY**

NO – Never Observed

RO – Rarely Observed

OO – Occasionally Observed

CO – Consistently Observed

**APPENDIX F: OBSERVATION SCHEDULE FOR USABILITY OF  
PSYCHOPSYCHOMOTOR TEACHING AND LEARNING FACILITIES**

<b>Manipulation of learning facilities</b>	<b>NO</b>	<b>RO</b>	<b>OO</b>	<b>CO</b>
Balls				
Skipping ropes				
Bean bags				
Paints and pencil				
Recommended story books				
Charts				
Flash cards				
hangings				
Labeled items				
Counters (e.g sticks , bottle tops)				
Blocks and shapes				

**KEY**

NO – Never Observed

RO – Rarely Observed

OO – Occasionally Observed

CO – Consistently Observed

**APPENDIX G: LESSON OBSERVATION SCHEDULE USABILITY OF  
COGNITIVE SKILLS LEARNING AND TEACHING MATERIALS**

Usability of cognitive skills teaching and learning materials				
	NO	RO	OO	CO
Counters (Sticks, Bottle tops)				
Blocks and shapes				

**KEY**

NO – Never Observed

RO – Rarely Observed

OO – Occasionally Observed

CO – Consistently Observed

**APPENDIX H: LESSON OBSERVATION SCHEDULE FOR TEACHING AND  
LEARNING ACTIVITIES FOR LANGUAGE SKILLS**

<b>Using Learning materials</b>	<b>NO</b>	<b>RO</b>	<b>OO</b>	<b>CO</b>
Story books				
Charts				
Flash cards				
Hangings				
Labelled items				

**KEY**





NO – Never Observed

RO – Rarely Observed

OO – Occasionally Observed

CO – Consistently Observed

# APPENDIX I: NACOSTI RESEARCH PERMIT

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: <b>952166</b>	Date of Issue: <b>23/October/2020</b>
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Mr.. Justus Wanjala Khamala of Kenyatta University, has been licensed to conduct research in Elgeyo- Marakwet, Uasin-Gishu on the topic: INFLUENCE OF CURRICULUM PRACTICES ON LEARNERS' SCHOOL READINESS: A COMPARISON OF LEARNERS IN PUBLIC AND PRIVATE PRESCHOOLS IN UASIN-GISHU COUNTY, KENYA for the period ending : 23/October/2021.</b>	
License No: <b>NACOSTI/P/20/7210</b>	
<b>952166</b> Applicant Identification Number	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
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