Assessment of the Influence of Teaching Methods on Learners Preparedness for Primary Education in Kenya

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ABSTRACT

The purpose of this research was to compare and contrast the efficacy of different teaching methods in preparing pre-primary school students for success in elementary school. Participants in the study included Curricula Support Officers (CSOs), Section Heads, Early Childhood Development and Education (ECDE) center administrators, and educators. The study took a descriptive survey approach. The sample size of 215 was determined by Yamane's (1967) formula and was reached by the use of a systematic sampling technique. Focus group discussions (FGD), questionnaires, and in-depth interviews were all used to compile the data. Quantitative data was analyzed using descriptive statistics, and the results were presented in tables, while qualitative data underwent content analysis and was presented narratively. Parametric and non-parametric tests were utilized in inferential statistics, and a 5% significance threshold was applied in a logistic regression analysis to assess the null hypothesis. The Shapiro-Wilk and Kolmogorov-Smirnov tests were used to check for normality. Since the calculated p-value of 0.042 was less than the required significance threshold of 0.05, the null hypothesis was rejected, suggesting that teaching practices had a sizeable impact on students' readiness for academic success. These results can be used by the County Government to provide better Early Childhood Development (ECD) programs. The National Government can use this information in policymaking and regulation to better track and control schools, which will improve students' readiness for the classroom. The results of this study may prove useful to teachers because they provide a variety of suggestions for improving the educational preparation of their students through ECDE programs.

Keywords: Teaching Methods, Curriculum Implementation, Learners' Preparedness

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I. INTRODUCTION

Early childhood education and care is of the utmost importance since it lays the foundational groundwork for future accomplishments in academic, professional, and personal realms (United Nations International Children's Emergency Fund [UNICEF], 2019). This makes it one of the most crucial periods of a person's life. Children's verbal, social-emotional, and cognitive abilities make great strides forward during the preschool years. This growth continues into early elementary school. As a consequence of this, giving high-quality early education settings priority becomes very necessary. According to Likhar et al. (2022), early interventions in childhood should concentrate on fostering growth in four important facets of a child's development: the physical, the cognitive, the linguistic, and the social and emotional. The attainment of this objective is contingent on the correct implementation of the pre-primary curriculum (Bautista et al. 2016).

The effectiveness and pertinence of early years' education, despite its numerous advantages for students, is subject to skepticism. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2018a), there exists an estimation indicating that a considerable proportion of youngsters are unable to fully realize the potential benefits of schooling. This phenomenon can be attributed to the enrollment of youngsters in formal educational settings prior to their complete readiness for such environments.

In order to maximize the potential of young children, pre-primary programs typically employ a holistic approach to introduce them to integrated instruction, with the goal of fostering their cognitive, physical, social, and personal development (Kenya Institute of Curriculum Development [KICD], 2017). Teachers also play a crucial role in facilitating the development of many skills necessary for academic readiness and successful transition into primary

education (Dunlosky et al., 2013). This encompasses all the necessary provisions and programs aimed at supporting the holistic development of children, including aspects such as health, nutrition, safety, early learning opportunities, and responsive caregiving (UNICEF, 2019). In light of this, the objective of this study was to assess the utilization of the selected pedagogical strategies in promoting learners' readiness for primary education

II. LITERATURE REVIEW

According to the World Bank (2021), an estimated 250 million children under the age of five in low- and middle-income countries are unable to reach their fundamental developmental capabilities. This trait can be associated with various factors, including the individual learner's attributes, the availability of resource materials and facilities, the teacher's characteristics, interest groups, the school environment, culture and ideology, as well as instructional supervision and assessment.

A survey conducted in the United Kingdom found that, approximately 50% of children who enrolled in elementary schools were not adequately prepared for school. The primary issues identified were a deficiency in social skills (79%), delayed speech (78%), inadequate self-help abilities and resilience (69%), insufficient reading skills (58%), subpar writing proficiency (56%), and a deficit in numeracy skills (55%) (O'Kane, 2016). These skills align closely with those widely recognized as important for children in this age group. The analysis highlights a deficiency in the professional competencies of teachers in effectively managing learners, despite the presence of enhanced infrastructure.

Pratham (2010) in India found that 47% of fifth-grade students were unable to comprehend a narrative typically taught in second grade. According to Kremer, et al. (2013), a significant proportion of third-grade adolescents, specifically 31%, exhibited difficulties in perceiving written words.

Similarly, in the context of the Dominican Republic, Berlinski and Schady (2015) found that a substantial majority, specifically 75%, of third-grade children struggled with basic developmental challenges. The suboptimal execution of the curriculum in the Early Years Education (EYE) centers has been ascribed to inadequate teacher quality. According to the World Bank (2021), it has been revealed that the percentage of primary school teachers who have had formal training is at 70%.

Developing countries have implemented the Integrated Child Development Services program, which encourages states to enhance the educational status and holistic development of children. In Ghana, pre-primary enrollment rates are among the highest in the region. In certain peri-urban communities in Accra, the enrollment rate reaches as high as 94% (Bidwell & Watine, 2014). Although there is a high level of access, the quality of the available resources is insufficient. Irrespective of the efforts made by public authorities, a recent study conducted by Nyatsikor et al. (2021) revealed that approximately 32.6 percent of Ghanaian children in Early Childhood Education (EYE) fail to meet the benchmark for school readiness in terms of fundamental literacy and numeracy skills. This deficiency can be attributed to inadequate curriculum implementation, which is associated with the presence of unqualified teachers.

In Uganda, approximately 70%, between the ages of 3 and 5, commence their primary education without adequate preparation, amounting to over 3.6 million individuals (World Bank, 2021). According to a recent study conducted by Uwezo (2021), only 33% of children in grades P3-P7 demonstrate the ability to read and comprehend a basic tale at the P2 level. Moreover, it has been observed that children who did not attend pre-primary education were more than twice as likely to repeat Grade 1 throughout their elementary school years (UNICEF, 2019). The occurrence of repetition has been found to be associated with a loss of instructional time as a result of inadequate instructor proficiency (Uwezo, 2021).

Research conducted in Tanzania has found that the Competency-Based Curriculum (CBC) has not been successfully implemented in the majority of schools in the country, despite its nationwide introduction (Komba & Mwandaji, 2015). According to Hipolite (2019), there was a deficiency in instructors' understanding of how to effectively incorporate the various components of the new curriculum into their instructional practices. The report from Tanzania suggests that a lack of consistent training for educators to equip them with the necessary knowledge and skills about the new curriculum can hinder the effective implementation of the curriculum in schools.

Around 14% of Kenya's overall population, which amounts to 6.7 million individuals, consists of youngsters ranging from 0 to 5 years of age (World Bank, 2021). According to research conducted by Uwezo (2020) in eight areas of Kenya, it was found that 84% of children aged seven years and younger across the country have successfully completed the pre-primary education curriculum and subsequently registered in grade one. Regrettably, according to the Uwezo report of 2020, a significant proportion of students in grade one throughout various regions in Kenya struggle with letter identification. Specifically, the data reveals that 9% of students nationally, 3.8% in the central region, 7.5%

in both the Coast and Eastern regions, 1.7% in Nairobi, 15.8% in both the North-Eastern and Western regions, 10.9% in Nyanza, and finally 11.7% in the Rift-Valley region face challenges in this area. This finding suggests that the western region, namely Hamisi Sub-County, is the top-performing region in terms of literacy skills, while the northeastern region struggles with learners' ability to identify letters, despite having completed pre-primary education. This finding indicates that students are transitioning from pre-primary to primary education without attaining the expected level of skills and knowledge.

III. METHODOLOGY

The study utilized a descriptive survey research approach to explore the impact of teaching strategies on learners' preparedness for school in Vihiga County, Kenya. The target population included 452 individuals, comprising 200 Early Childhood Development and Education (ECDE) instructors, 130 center-in-charge personnel, 116 Section Heads, and 6 Curriculum Support Officers (CSOs). The sample size of 215 participants was determined through purposeful sampling using Yamane's approach. Multiple data collection tools, namely focus groups, interview schedules, and questionnaires, were employed to gather a comprehensive understanding of how instructional strategies influence students' readiness for formal schooling. The instruments underwent pre-testing to ensure efficacy, relevance, and clarity, with necessary adjustments made for improved validity and reliability. Quantitative data analysis employed descriptive statistics, presenting results in tabular form, while qualitative data underwent content analysis to identify key themes and patterns derived from focus groups and interviews.

IV. RESULTS & DISCUSSIONS

4.1 Effect of Teaching Methods in promoting learners' readiness for primary education.

The objective of this study was to assess the efficacy of the educational practices in enhancing students' readiness for basic school. The results are outlined below.

4. 1 Efficacy of Integrated Technology

The results, as presented in Table 1, demonstrate the efficacy of integrated technology. The findings show that a substantial majority of participants, namely 126 individuals (84%), indicated their dissent with regards to the accessibility of educational technological tools. In a similar vein, a majority of 132 participants, accounting for 88% of the total, expressed disagreement with the proposition that key screens exhibit effective design and facilitate smooth transitions between different tasks for students. Out of the total sample size, 132 individuals, accounting for 88% of the participants, expressed disagreement with the evaluation that visuals possess substantial meaning and lack excessive embellishment. Similarly, an equivalent number of respondents disagreed with the notion that students find it easy to complete specified activities. Regarding interactivity, the majority of respondents, namely 135 individuals constituting 90% of the sample, expressed disagreement with the notion that integrated technology exhibits intelligent interaction. Similarly, an equivalent proportion of respondents, also 135 individuals representing 90% of the sample, expressed disagreement with the commendability of the operating speed. Furthermore, a significant majority of 132 individuals, accounting for 88% of the total respondents, expressed their disagreement with the inclusion of feedback loops. The survey results revealed that a majority of respondents, specifically 90% or 135 individuals, expressed disagreement with the item pertaining to technologies that offer both information and training. The potential of technologies to effectively engage students was a subject of debate among 135 participants, accounting for 90% of the total respondents. Furthermore, a majority of 135 participants (90%) indicated their dissent towards the notion that technology adequately facilitates the educational needs of students with diverse learning styles. In conclusion, a majority of 134 respondents, accounting for 89% of the total, expressed disagreement with the claim that technology sufficiently equips students with essential life skills.

Table 1
Efficacy of Integrated Technology

Integrated technology	1	2	3	4	5
i) Educational technology tools are accessible.	4(3)	4(3)	16(11)	95(63)	31(21)
ii) Key screens are well designed and pupils can move from one activity to another.	5(3)	5(3)	8(5)	54(36)	78(52)
iii) The graphics are meaningful and not fancy.	5(3)	4(3)	9(6)	80(53)	52(35)
iv) It is easy for pupils to exit specific tasks.	3(2)	7(5)	9(6)	52(35)	79(53)
v) It is intelligent interactivity.	5(3)	4(3)	7(5)	100(67)	34(23)
vi) The operation speed is recommendable.	3(2)	4(3)	8(5)	50(33)	85(57)
vii) Feedback loops are provided.	3(2)	6(4)	9(6)	87(58)	45(30)
viii) The tools are providing information together with instruction.	3(2)	6(4)	6(4)	86(57)	49(33)
ix) Pupils are meaningfully engaged by the tool	3(2)	4(3)	8(5)	49(33)	86(57)
xi) The technology is helping pupils with different learning styles.	3(2)	7(5)	5(3)	89(59)	46(31)
xii) The technology prepares pupils with life	2(1)	2(1)	13(9)	48(32)	85(57)

The findings from the conducted interviews revealed that the Kenyan government, specifically the Ministry of Education, has acquired digital devices such as laptops and tablets in order to augment technology initiatives. Nevertheless, the utilization of these gadgets is not being properly employed to attain the specified objectives. Early Childhood Development and Education (ECDE) institutions that are associated with primary schools possess a distinct advantage in utilizing these gadgets, whereas private and feeder schools do not possess an equivalent opportunity. It is imperative to emphasize that a considerable portion of early childhood development and education (ECDE) teachers exhibit a deficiency in their proficiency with information and communication technology (ICT). The Curricula Support Officer (CSO) placed significant emphasis on the following point:

> When I visited some primary schools, I realized that the ICT gargets are not shared with the ECDE section. Due to lack of competency in usage, some school heads have locked them in their cupboards. Access to these gargets is quite difficult. Some heads have even leased them to prestigious private schools at the expense of their own public schools (CSO2, Male, Age 48)

On the other hand, findings obtained from Focus Group Discussions (FGD) pertaining to the incorporation of technology indicated that early childhood development and education (ECDE) instructors demonstrate a deficiency in their ability to proficiently employ digital devices for instructional purposes. In addition, elementary school educators refrain from authorizing the use of such gadgets, as they express concerns regarding the absence of accountability on their own behalf. One particular educator emphasized that:

> We could love to use these devices but we do not know how to use them, we have not been in-serviced as our counterpart in primary section. In case we go and borrow them to give to our kids we are denied, even if you are given, if it breaks you are forced to repair, so we are afraid of asking for them. We rather just teach theoretically to maintain peace in our centre (Teacher 8, Female, Age 40).

The aforementioned findings provide clear evidence that the successful integration of technology in Hamisi sub-county throughout the execution of the Early Childhood Development and Education (ECDE) curriculum is lacking. The lack of sufficient preparation may potentially result in early childhood development and education (ECDE) learners advancing to grade one without the requisite readiness to effectively engage with the academic curriculum. This finding agrees with the finding by Undheim (2022) who underscored the importance of possessing information regarding the integration of technology within educational settings.

4. 2 Efficacy of Child-Centred

The results, as presented in Table 2, show the efficacy of child-centered education. The results demonstrate that a significant proportion of the participants, precisely 88 individuals (59%), expressed disagreement with the proposition that students actively participate in demanding and practical learning activities. Similarly, a significant majority of 90 individuals (constituting 60% of the total sample) voiced their dissent towards the exhibition of overt skill instruction, encompassing the pedagogical practices of imparting critical thinking abilities, problem-solving techniques, evidence evaluation, argument analysis, and hypothesis generation to students. In addition, a significant proportion of participants, specifically 90 individuals representing 60% of the sample, expressed disagreement with the assertion that students are

provided with the chance to engage in introspection regarding their learning experiences and methodologies. Similarly, a slightly higher number of participants, specifically 93 individuals accounting for 62% of the sample, disagreed with the notion that students are afforded a degree of autonomy in shaping their own learning journey. The survey participants reported a perceived deficiency in collaboration, with 90% expressing this sentiment. Additionally, a majority of 88 individuals (59%) disagreed with the notion that the dignity of the child is sufficiently taken into account.

Regarding the procedures, a notable majority of 93 individuals, accounting for 62% of the total sample, expressed disagreement with the notion that evaluation procedures are consistently ongoing and that corrective actions are gradually applied. In a similar vein, a majority of 91 individuals, accounting for 61% of the respondents, expressed their disagreement with the notion that learning experiences are intentionally structured to effectively challenge children within their zone of proximal development. Furthermore, a majority of participants, specifically 85 individuals representing 57% of the sample, expressed disagreement with the notion that learners are offered substantial options in terms of both subject matter and methods of showcasing their knowledge and abilities. Similarly, a slightly higher number of respondents, specifically 88 individuals accounting for 59% of the sample, disagreed with the assertion that educational settings foster the creation of real-world and authentic learning opportunities. These findings run counter to the conclusions that were presented by Kyriacou (2009), who maintained that education ought to be interactive and interesting from the learner's point of view.

Table 2
Efficacy of Child-Centred

Child-centered	1	2	3	4	5
i) Pupils are engaged in the hard, messy work of learning.	8(5)	33(22)	21(14)	73(49)	15(10)
ii) There is a demonstration of explicit skill instruction. (i.e., pupils are taught how to think and solve problems)	5(3)	22(15)	34(23)	25(17)	64(43)
iii) Pupils are given an opportunity to reflect on what they are learning and how they are learning it.	8(5)	32(21)	20(13)	67(45)	23(15)
iv) Pupils are given some control over learning process.	4(3)	20(13)	33(22)	33(22)	60(40)
v) Collaboration is encouraged.	10(7)	30(20)	20(13)	59(39)	31(21)
vi) The dignity of the child is unheeded.	4(3)	28(19)	29(19)	35(23)	54(36)
vii) Evaluation procedures are continuous and remedial measures instituted in progressive manner.	4(3)	28(19)	26(17)	61(41)	31(21)
viii) Learning experiences are designed to challenge children in their zone of proximal development.	6(4)	23(15)	30(20)	37(25)	54(36)
ix) Learners are provided with meaningful choices about what to learn and how to demonstrate their knowledge and skills.	8(5)	28(19)	28(19)	51(34)	35(23)
x) Real-world and authentic learning experiences is created.	10(7)	21(14)	31(21)	40(27)	48(32)
xi) The child develops an understanding of self and the surrounding world.	11(9)	27(18)	24(16)	52(35)	38(25)
xii) The child is able to make decisions and solve problems.	9(6)	20(13)	31(21)	40(27)	50(33)
xiii) The child is able to develop confidently and independently.	7(5)	28(19)	23(15)	53(35)	39(26)

4. 3 Efficacy of Play-Way Method

The results, as presented in Table 3, show the efficacy of play-way method. The findings indicate that a considerable segment of participants, precisely 93 individuals (equivalent to 62% of the sample), and expressed disagreement with the notion that play holds educational significance. In a similar vein, a significant majority of 93 individuals, accounting for 62% of the respondents, expressed disagreement with the notion that play is characterized by joy and amusement. These individuals emphasized the belief that children acquire knowledge most effectively when engaged in activities that are both enjoyable and pleasurable. Furthermore, a significant majority of participants, namely 93 individuals accounting for 62% of the sample, indicated disagreement regarding the concept of play being iterative. Similarly, 92 participants, constituting 61% of the sample, disagreed with the idea that plays being socially engaging. A further 91 respondents, accounting for 61% of the total, expressed disagreement with the notion that play is actively engaging. Similarly, 88 respondents, representing 59% of the total, disagreed with the idea that plays are daring and hazardous. These findings underscore the capacity of children to delve into unfamiliar or novel topics through play. Furthermore, a significant majority of participants, specifically 95 individuals accounting for 63% of the sample, expressed disagreement with the notion that play possesses communicative qualities. Similarly, 88 participants, constituting 59% of the sample, disagreed with the idea that plays are symbolic. Finally, a significant proportion of

participants, specifically 96 individuals (equivalent to 64% of the sample) and 94 individuals (equivalent to 63% of the sample), expressed disagreement with the notion that play possesses therapeutic qualities and is undertaken willingly.

Table 3
Efficacy of Play-Way Method

3. Play-based	1	2	3	4	5
i) The play is educationally meaningful.	8(5)	33(22)	16(11)	70(47)	23(15)
ii)The play is joyful and fund (children learn through experiences that are fun and joyful)	4(3)	23(15)	30(20)	32(21)	61(41)
iii) The play is iterative.	7(5)	31(21)	20(13)	64(43)	28(19)
iv) The play is socially interactive.	4(3)	19(13)	35(23)	27(18)	65(43)
v) The play is actively engaging.	5(3)	30(20)	23(15)	53(35)	39(26)
vi)The play is adventurous and risky (children are able to explore unknown or new concepts)	8(5)	34(23)	19(13)	65(43)	24(16)
vii) The play is communicative.	6(4)	25(17)	24(16)	33(22)	62(41)
viii)The play is symbolic (children tests out roles, feelings, behaviors, relationships to make sense of them)	7(5)	25(19)	29(27)	59(39)	30(20)
ix)The play is therapeutic (relieve stress and work through different emotions and experiences)	3(2)	20(13)	30(20)	35(23)	62(41)
x) The play is voluntary.	6(4)	29(19)	21(14)	58(39)	36(24)

From the interviews conducted, the respondents had dissenting views on how play-based pedagogy is being conducted in schools. One of the CSOs said that:

> *ECDE teachers are not quite aggressive when it comes to play-based. Most of the time, pupils are allowed to be alone doing their own plays which is not directly linked to educational. Centres that are attached to primary schools, we have a conflict arising between older pupils and pre-schoolers. Their play materials are easily snatched away and some of these teachers cannot help at all. Some teachers do not have the capacity to innovate the current motivational plays which can stimulate learners and cause learning* (CSO 3, Male, Age 48).

From the FGD, it was established that, in the endeavor to adapt effective play, teachers are challenged by inadequate infrastructure. One of the teachers said that:

> *The field of my school is too small and rocky hence quite unsafe to fully support play. Most of the activities are done indoors which is not conducive* (Teacher 6, Male, Age 40).

A close inspection of the table reveals that the requisite components for success in implementing a play-based teaching method, as outlined in the research tools, have not been realized in the Hamisi sub-county. According to Diamond et al. (2007), this shortcoming may affect students' ability to make a smooth transition. Their studies have demonstrated that kids in play-based learning environments improve in areas like self-control, adaptability, and working memory.

4. 4 Efficacy of Direct Instruction

The study sought to find out the efficacy of direct instruction. According to Table 4, a large number of respondents (117, or 78%) disagreed with the claim that direct instruction is individualized for students. Similarly, 117 respondents (78%) disagreed with the statement that teachers show an awareness of students' abilities and weaknesses. The majority of students, 118, also did not think that their teachers properly set the environment for learning or that they effectively modeled the intended learning outcomes through clear explanations and examples. In addition, 126 (84% of respondents) disputed that teachers brought the class to a conclusion by highlighting what was covered, while 111 (74%) disagreed that teachers actively monitored and engaged children with assigned learning tasks.

When asked about whether or not teachers help their students learn, 115 respondents (77%) said no, and 118 respondents (79%) said no, when asked whether or not teachers accurately evaluate their students' development. Finally, 112 (75%) respondents disagreed that scripted lesson plans are readily available, and a sizable majority (124, 83%) respondents also disagreed that adequate pace is in place.

Table 4

Efficacy of Direct-Instruction

4. Direct-Instruction.	1	2	3	4	5
i) The instruction is tailored to learners needs.	4(3)	4(3)	24(16)	83(55)	35(23)
ii) The teacher demonstrates an understanding of the strengths and challenges of the learners.	2(1)	5(3)	26(17)	63(42)	54(36)
iii) The teacher set the stage for learning.	4(3)	3(2)	24(16)	81(54)	38(25)
iv) The teacher model the expected learning outcomes by providing clear explanations and examples.	1(1)	7(5)	24(16)	67(45)	51(34)
v) The teacher monitors and engages pupils with assigned learning tasks.	2(1)	3(2)	34(23)	58(39)	53(35)
vi) The teacher brings the lesson to a conclusion by highlighting what was covered.	3(2)	3(2)	33(22)	57(38)	54(46)
vii) The teacher provides learning tasks that are independent of teacher's assistance.	4(3)	2(1)	29(19)	73(49)	42(28)
viii) The teacher assesses pupils' progress.	2(1)	6(4)	23(15)	62(41)	57(38)
Ix) Scripted lesson plans are provided.	2(1)	3(2)	33(22)	67(45)	45(30)
x) There is appropriate pacing.	4(3)	3(2)	19(13)	76(51)	48(32)

The qualitative data corroborated these results by showing that the standard educational procedures in use at the ECDE facilities in the Hamisi Sub-County were unsatisfactory. Focus Group Discussions revealed that teachers generally adopted teacher-centered approaches (Direct-Instruction), citing issues such as overcrowded classes, limited instructional resources, students sharing classrooms, and a shortage of trained teachers. While their primary school counterparts received training through the TUSOME and CBC programs, preschool teachers have less exposure to professional development opportunities and are less familiar with learner-centered pedagogies. For example, the following quote illustrate the views of classroom teachers:

> *I teach using non-participatory strategies. I write alphabets, words and sentences on the blackboard and I guide them on reading as a whole class thereafter if time allows, I pick one by one to read a letter or say sounds written on the blackboard. The number of children in my class is 120 children and I am also teaching Grade one at primary school. The Head Teacher informed us to use learner-centred pedagogy but it is hard to apply it due to the poor teaching and learning environment and no orientation has been taken on how to use the new strategies* (Classroom teacher, Female, age 42, an urban centre/FGD).

In addition, the researcher interviewed Curriculum Support Officers to get their views regarding the efficacy of pedagogical strategies as utilized in the classroom situation. They reported the situation in the classroom context was alarming with big classes with some having untrained teachers, and limited professional development. The following quote illustrates CSOs' views:

> *Teachers still use the traditional way of teaching; children were limited in demonstrating their abilities through activity-based play. Instead, teachers taught through teacher-centred pedagogies which were not friendly to children's learning and development. In this situation it may become difficult to identify the individual talents of children as they have no chance to reveal them. Child-centred pedagogy has the potential for promoting children's creativity, problem-solving skills, critical thinking skills, learning dispositions as well as socio-emotional development skills* (Male CSO, age 52/Interview).

Given the facts presented above, it is quite clear that ECDE teachers in the Hamisi Sub-County are failing to effectively apply the curriculum in the ECDE centers located there. According to Renard (1996), this inefficiency has had a negative influence on the efforts put forward by numerous stakeholders in the preparation of ECDE learners for the transfer to primary school.

4. 5 Inferential Statistics

The study aimed to evaluate the effectiveness of selected pedagogical strategies in fostering learners' readiness for primary education. The research framed the following null hypothesis, tested at a significance level of 0.05:

Ho: The utilization of selected pedagogical strategies has no statistically significant effect on ECDE learners' readiness for primary education.

The results of this hypothesis test are presented in Table 5.

Table 5a

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	133.109[a]	.553	.635

Table 5b

Classification Table

			Predicted		
			Basic literacy skill		
	Observed		Learner not ready for school for failure to demonstrate basic literacy skills	Learner readiness for school after demonstration of basic literacy skills	Percentage Correct
Step 1	Basic literacy skill	Learner not ready for school for failure to demonstrate basic literacy skills	0	33	.0
		Learner readiness for school after demonstration of basic literacy skills	0	117	100.0
	Overall Percentage				78.0
a. The cut value is .500					

Table 5c

Variables in the Equation

		B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Quality of inputs, teacher attitude, school context and policy issues	.317	.204	2.403	1	.012	1.372	.920	2.048
	Utilization of the selected pedagogical strategies	.128	.069	3.489	1	.042	1.137	.994	1.300
	Constant	-.647	.959	.456	1	.500	.524		

Table 5a presents the model summary for a logistic regression analysis conducted to assess the impact of the utilization of selected pedagogical strategies and intervening variables (quality of inputs, teacher attitude, school context, and policy issues) on basic literacy skills. The results indicate that the model was statistically significant, with a -2 log likelihood of 133.109, Cox & Snell R Square of .553, and Nagelkerke R Square of .635, explaining 63.5% of the variance in basic literacy skills.

Table 5b provides a classification table, illustrating the observed and predicted outcomes. The model correctly classified 78% of cases, distinguishing between learners not ready for school (due to a failure to demonstrate basic literacy skills) and those ready for school after exhibiting basic literacy skills.

Table 5c displays the variables in the equation, presenting regression coefficients (B), standard errors (S.E.), Wald chi-square values, degrees of freedom (Df), significance levels (Sig.), and odds ratios (Exp(B)). The logistic regression model includes the utilization of selected pedagogical strategies and intervening variables.

The logistic regression coefficients for the utilization of selected pedagogical strategies and intervening variables are .128 and .317, respectively. These coefficients represent the increase in odds of learner readiness for school after demonstrating basic literacy skills associated with each unit increase in the corresponding variable. The results indicate that both the utilization of selected pedagogical strategies and intervening variables are statistically significant predictors of basic literacy skills, with p-values of .042 and .012, respectively.

In conclusion, the study rejects the null hypothesis that the utilization of selected pedagogical strategies has no statistically significant effect on ECDE learners' readiness for primary education. The results suggest that the inclusion of intervening variables enhances the likelihood of learner readiness for school after demonstrating basic literacy skills.

V.CONCLUSION & RECOMMENDATIONS

The findings of the study indicate that the teaching methods employed in the centers were found to be ineffective. The consequences of this phenomenon are experienced by students as they transition to the first grade without having acquired fundamental literacy abilities. This issue is also attributed to the teachers' inability to choose suitable pedagogy and employ it effectively. Based on the aforementioned observations, the further recommendations are thus put out.

It is recommended that teachers undergo in-service training and sensitization workshops to enhance their understanding and proficiency in effectively preparing and utilizing professional documents, employing pedagogical strategies, utilizing learning resources, and implementing assessment strategies to optimize the learning process. Furthermore, it is imperative for the government to ensure that pre-service teachers receive comprehensive training and are equipped with the necessary literacy ready skills and knowledge.

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