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Research Article

Correlates of factors influencing learning outcome of early childhood development pupils: Uganda sample

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Abstract

The study dealt with factors influencing learning outcome of ECD pupils in selected districts of West Nile Region. The study used triangulation, in that descriptive, interviews and linear regression were used. The population of the study was 52 and the sample size census was used. The results revealed a low mean for teacher factors (mean = 2.41; SD = 0.36); a low mean for learner's factors (mean = 3.21; SD = 0.54); a low mean for school factors (mean = 2.44; SD = 0.56). It further revealed that home factors had a high mean (mean = 3.21; SD = 0.59) and cultural factors had a high mean (mean = 3.04; SD = 0.52). The study discovered a low mean (mean = 2.46; SD = 0.46) for cognitive domain; a low mean (mean = 2.50; SD 0.54) for psychomotor domain and a low mean (mean = 2.28; SD = 0.50) for affective domain. The null hypothesis was rejected with p-value respectively 0.003, 0.004 and 0.000 and the hypothesis which stated that there is no significant influence of home and cultural factors on learning outcome of ECD learners was rejected with p-value respectively 0.001 and 0.000. Teacher, school, learners, home, and culture factors have bearing on the cognitive, psychomotor and affective learning outcome. of the cultural leaders should be reminded (ECD) learners. Those factors influenced the learning outcome, especially the home and culture. Hence, home and cultural leaders should be reminded on their role to support early childhood development learners for better learners' outcome.

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Introduction

The Study in early childhood development (ECD) reveals that it is a significant phase in the existence of human being Young, 2000). This is because investment in ECD yields surprising returns that surpass the returns on most investments, be it in private or public (Rolnick & Grunewald, 2003). Also, investment in ECD is investment in human capital (Heckman & Masterov, 2004), which raises overall economic success for families, communities, and the nation at large (Calman & Tarr-Whelan, 2005).

Factors influencing learners' success and educational results are multilayered, complex, and interrelated. pupils' personal qualities and skills, their social connections with mates, teachers, and their families, and larger familial and social structures (e.g., socioeconomic status, school quality, community challenges) all affect student learning to a certain degree (Bertolini 2012). For example, risk factors related with students' families such as poverty, familial conflict, or meager parental management and with the community at-large such as crime, violence, or limited public resources can harmfully influence pupils' learning. Relatively, school-based protective factors like efficient teachers and the provision

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of academic, social, and emotional help can positively impact student learning probability and Protective Factors, (University of Minnesota, 2017).

The pupils' learning outcome plays an important role in producing the best quality graduates who will become great leaders and workforce for the country thus responsible for the country's economic and social development (Ali etal. 2009). Educators, trainers, and researchers have long been interested in exploring variables contributing effectively to the quality of pupils' learning outcome. These variables are inside and outside the school that affect pupils' learning outcome. These factors are related to pupils, family, school, and peers (Crosnoe, Johnson & Elder, 2004).

In Uganda, despite marked progress in increasing access to education in recent years, Uganda has not fully met its commitments under the Education for all goals. The improved national average figures conceal stark contrasts between the different districts and wealth classes of Uganda. In addition, there has been an intensive policy and resource focus on primary education at the expense of early childhood development, adult literacy and vocational and other training for young people. Even in primary education, the high investment has not translated into learning outcomes; too many children in Primary 3 to 7 are unable to complete Primary 2 level work (Uwezo Report, 2016).

The data shows that 64% of mothers of children with poor learning outcomes have primary education or below, while 24% of mothers have no education at all. Given these figures and the low availability of adult literacy programs, the data indicate that the Education for All Goals on adult literacy and lifelong learning are not being met. In addition, the data point to a relationship between mothers' and their children's literacy: Half of children whose mothers can read a Primary 2 level story can read the same story whereas 36% of children whose mothers cannot read the story can themselves read it (Uwezo Report, 2016).

Despite the above studies, none had been done in the West Nile Region to find out about pupils' poor learning outcome. Skinner (1945) advised that for proper learning to take place, learning experiences should be guided and appropriately controlled. This means, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

Statement of the Problem

When it comes to learning outcomes, the story is similar; In Eastern, 21% of Primary 3-7 pupils can read a Primary 2 story and do Primary 2 level division, compared to 41% in Central; In private schools, 31% of children can read a Primary 2 story (in English?) and 36% can do Primary 2 division. In Government schools 12% have basic English literacy skills and 23% have basic numeracy skills. Girls and boys tend to perform similarly in literacy and numeracy across all grade levels.

Several factors affected the pupils' learning outcome. These factors could be grouped into two broad categories as in school and out school factors. After the ECD educational policy became practical, several schools have been reported to have low learning outcomes in Uganda generally and West Nile in particular.

This is the underlying reason that initiated the researchers to conduct this study.

Objective of the Study

To investigate the correlation of factors influencing learning outcome of pupils in selected districts of West Nile Region, Uganda.

Specific Objectives

To examine the factors influencing learning outcome of ECD pupils.

To find out the home and cultural factors in the selected district of West Nile region Uganda.

To find out the level of learning outcome of ECD pupils.

To establish the influence of factors influencing learning outcome on learning outcome of ECD pupils.

To establish the influence of home and cultural factors on the learning outcome of ECD pupils.

Hypothesis of the Study

Teaching factors, learner's factors and school factors have no influence on learning outcome of ECD pupils

Home and cultural factors have no influence on learning outcome of ECD pupil

Scope of the Study

The study was conducted in the West Nile Region of Uganda.

The study involved the investigation of how teacher factor, learner factor and school factor influence ECD pupils' learning outcome in selected districts of West Nile region in Uganda.

Significance of the Study

This study would help the West Nile Region in the education office, ECD and schools by providing clues on measures and strategies devised to overcome challenges on factors that affect ECD pupils' learning outcome in schools.

Theoretical Framework

This study adopted Urie Bronfenbrenner's ecological systems and Bloom's Taxonomy learning domains theories.

Bronfenbrenner believed that a person's development was affected by everything in their surrounding environment. He divided the person's environment into five different levels: the microsystem, the mesosystem, the ecosystem, the macrosystem, and the chronosystem. In addition, he developed the ecological systems theory to define and understand human development within the context of the system of relationships that form the person's environment. This theory helps us understand why we may behave differently when we compare our behavior in the presence of our family and our behavior when we are in school or at work

The ecological systems theory holds that we encounter different environments throughout our lifespan that may influence our behavior in varying degrees. These systems include the micro system, the mesosystem, the ecosystem, the macro system, and the chronosystem.

It is also believed that when teachers, school, learners, home factors are well manipulated then the Bloom's Taxonomy, a theoretical framework for learning can positively influence the good learning outcome of pupils through three identified domains of learning: cognitive, affective, psychomotor (Pandey 2017).

Method

The study was carried out in the West Nile Region in Uganda. This study employed qualitative and quantitative research type with descriptive-correlation research design.

Participants

The target population of this study was 52 teachers from West Nile Region in Uganda constituted of Arua, Koboko and Yumbe districts being homogeneous. This study sample size was 52 respondents. The researcher used a census to come up with the sample size.

Table 1. Demographic Characteristics

Items	Description	f	%
Gender of the Teachers	Male	13	25.0
	Female	39	75.0
Number of Years Worked with the School	1 - 5 Years	11	21.2
	6 - 10 Years	41	78.8
Qualification Completed	Bridging	40	76.9
	One Year Certificate	6	11.5
	Two Years Certificate	2	3.8
	Proficiency	4	7.7
Marital Status	Single	5	9.6
	Married	47	90.4
Number of Children	None	16	30.8
	1	15	28.8

	2	5	9.6
	3	2	3.8
	4 and Above	14	26.9
Age Bracket	20 - 25 Years	2	3.8
	26 - 30 Years	6	11.5
	31 – 34	22	42.3
	35 - 39 Years	14	26.9
	40 - 45 Years	8	15.4
Salary Scale per Month	50,000 - 80,000	19	36.5
	81,000 - 100,000	4	7.7
	101,000 - 130,000	29	55.8

N = 52 Sources: Primary Data

Gender of the Respondents

The results from Table 1. revealed that the majority of the respondents were female 39 (75.0%) while male respondents were only13 (25.0%).

Number of years worked with the school

Table 1 revealed that the majority of the respondents have worked for 6 – 10 years 41 (78.8%) followed by those who have worked for 1 – 5 years 11 (21.2%).

Qualification Completed

Table 1 revealed that the majority of the respondents have gone through bridging 40 (76.9%) followed by those who went through a one-year certificate 6 (11.5%) next were those who had proficiency level 4 (7.7%) and lastly those who had two years certificate 2 (3.8%).

Marital Status

The findings in Table 1 revealed that the majority of the respondents were married 37 (71.2%) whereas those who were single were only 15 (28.8%).

Number of Children

Table 1 revealed that majority of the respondents have no children 16 (30.8%) followed by those who have 1 child 15 (28.8%) next were those who have 4 children and above 14 (26.9%) followed by those who have 5 (9.6%) and lastly those who have 2 children (3.8%).

Age Bracket

The findings indicated that majority of the respondents where in the age bracket of 31 – 34 years 22 (42.3%) followed by those who were in the age bracket of 35 – 39 years 14 (26.9%) next were those who were in the age bracket of 40 – 45 years 8 (15.4%) followed by those who were in the age bracket 26 – 30 years 6 (11.5%) and lastly those who were in the age bracket of 20 – 25 years 2 (3.8%).

Salary Scale per Month

Table 1 finally revealed that majority of the respondents have a salary scale of 101,000 – 130,000 Ugs 29 (55.8%) followed by those who have a salary scale of 50,000 – 80,000 Ugs 19 (36.5%) and lastly those who have salary scale of 81,000 – 100,000 Ugs 4 (7.7%).

Data Collection Tools

The research was carried out with the use of the questionnaire. The instrument was considered valid according to Amin 2005 since the content validity index (CVI) was above 0.60 (0.768) based on.

Results and Discussion

Factors Influencing Learning Outcome of ECD Pupils

Table 2. Teacher Factors

Teacher Factors	$\bar{X}$	SD
The teacher pupil ratio is 1:50	2.17	0.23
The teacher pupil ratio is 1:20	2.59	0.22
Teachers lack knowledge of interpreting the current learning framework	2.07	0.76
School use their own curriculum apart from the current leaning framework	1.34	0.90
Many of the directors (Proprietors) who supervise the ECD teachers lack adequate supervisory knowledge in ECD	2.88	0.16
Teachers lack skills in constructing and using instructional materials	2.07	0.70
Teachers lack the skills of using computers	2.53	0.21
Teachers use well, the proper assessment procedure for the ECD learners	3.28	0.57
Teachers teach the learners below 3 years of age together with other learners of 3 years and above	2.98	0.07
The co-teacher's system helps to complete all the activities scheduled for the day	2.90	0.05
Many teachers mistreat learners in a way of corporal punishment	1.80	0.13
Aggregate Mean and Standard Deviation	**2.41**	**0.36**

N = 52 Sources: Primary Data Legend 1: 1.00 – 1.74 (Very Poor), 1.75 – 2.50 (Poor), 2.51 – 3.26 (Good), 3.27 – 4.00 (Very Good)

Table 2 shows a low mean (aggregate mean = 2.41; Standard Deviation = 0.36). The finding is in line with the literature where it was stipulated that there are those which are related to pupils, family, school, and peers (Crosnoe, Johnson & Elder, 2004).

Table 3. Learner Factor

Learner Factors	$\bar{X}$	SD
Learners are brought to school when they are between the age of 3 - 6 years	3.03	0.86
Some learners are brought to school at the age of 3 years old	3.28	0.53
Learners attend school regularly	2.75	0.81
Learners' health contributes to their daily attendance	3.78	0.41
Lack of regular attendance is due to distance from home	2.84	0.21
Learner's progress is due to competition of their class activities	3.60	0.47
Aggregate Mean and Standard Deviation	**3.21**	**0.54**

N = 52 Sources: Primary Data Legend 1: 1.00 – 1.74 (Very Poor), 1.75 – 2.50 (Poor), 2.51 – 3.26 (Good), 3.27 – 4.00 (Very Good)

Table 3 points out a high mean (aggregate mean = 3.21; Standard Deviation = 0.54). Similarly, Kundu and Tutoo (2000) believed that there are factors which are the most significant primary factor that influence and shape children's attitudes, personality and behavior patterns that lead to good performance/ learning outcomes at schools.

Table 4. School Factors

School Factor	$\bar{X}$	SD
The classroom size is too small to accommodate the lecturers	2.57	0.03
The school lack indoor play center materials	2.63	0.81
The lack of outdoor play equipment	2.21	0.03
The classes have a conducive learning environment	2.94	0.91
The classrooms are well ventilated	2.34	0.71
The classrooms have safe environment for the learners	2.42	0.60
The classrooms have seating materials	2.34	0.76
The school is well fenced for safety	2.90	0.08
A well-defined neat and clean environment	2.42	0.66
Schools have provided caregiver guides to help the teachers interpret the framework	2.34	0.88
Schools have provided computers to teachers	1.61	0.03
School provides first aid kits	2.17	0.90
School has information file for each child	2.92	0.94
Aggregate Mean and Standard Deviation	**2.44**	**0.56**

N = 52 Sources: Primary Data Legend 1: 1.00 – 1.74 (Very Poor), 1.75 – 2.50 (Poor), 2.51 – 3.26 (Good), 3.27 – 4.00 (Very Good)

Table 4 indicates a low mean (aggregate mean = 2.44; Standard Deviation = 0.56). The statistical findings showed that school factors influencing the learning outcome of ECD pupils is low in selected districts of West Nile region, Uganda. This was observed that school facilities were not adequate to help improve the psychomotor domain. In addition, the majority of teachers as per the interviews made, indicated that teachers had not finished their certificated course for teaching ECD level. This may imply therefore strategies of promoting the cognitive domain could be sufficient. Long distances and frequent illnesses among the learners and unaffordable school fees contributed to their poor learning outcome. Thus, the low performance among the learners in the West Nile Region.

Table 5. Home and Cultural Factors in Selected District of West Nile

Home Factor	$\bar{X}$	SD
Learners are provided with basic meals at home	3.07	0.62
Parents provide uniforms to the learners	3.36	0.56
School materials like pencils, books, etc. are provided to the learners by parents	3.44	0.21
Learners' health is well catered for by the parents	3.13	0.90
Some parents mistreat their children at home	3.05	0.69
Aggregate Mean and Standard Deviation	**3.21**	**0.59**
Cultural Factor		
Men tend to neglect their responsibility of caring after their children basing on their culture	3.00	0.94
Women are supposed to look after children and care for the home culturally	2.78	0.16
Many men abandon their home in presence of going away to look for green pastures	3.36	0.48
Aggregate Mean and Standard Deviation	**3.04**	**0.52**
Total Mean and Standard Deviation	**3.12**	**0.55**

N = 52 Sources: Primary Data Legend 1: 1.00 – 1.74 (Very Poor), 1.75 – 2.50 (Poor), 2.51 – 3.26 (Good), 3.27 – 4.00 (Very Good)

Table 5 indicates a high mean (aggregate mean = 3.21; Standard Deviation = 0.59) for home factors and a high mean (aggregate mean = 3.04; standard deviation = 0.52) In addition, culture contributed significantly because some female teachers were teaching against the will of their husbands who wanted them at home taking care of the children or even

to respond to the needs of the husband when necessary. Some were battered. The very husbands expected the wife to shoulder what was to be his responsibilities.

Level of Learning Outcome of ECD Pupil

Table 6. Learning Outcomes

Cognitive Domain	$\bar{X}$	**SD**
Children can identify body parts	2.53	0.50
Children can orally count 1 – 10	2.65	0.48
Children can identify left – right	2.13	0.52
Children can tell a five-sentence story	2.17	0.38
Children can sing a song	2.82	0.38
Children can hold crayons	2.75	0.43
Children can follow a pattern	2.19	0.56
Children can follow a simple direction	2.46	0.50
Aggregate Mean and Standard Deviation	**2.46**	**0.46**
Psychomotor Domain		
Children can draw simple pictures	2.57	0.63
Children can perform finger painting	2.34	0.48
Children can do potato printing	2.84	0.45
Children fix a jigsaw puzzle	2.92	0.65
Children can build using blocks	2.28	0.60
Children can sort out different numbers	2.50	0.50
Children can paste patterns of a circle, rectangle to for pattern	2.13	0.52
Children can string beads	2.46	0.50
Aggregate Mean and Standard Deviation	**2.50**	**0.54**
Affective Domain		
Children can string beads and make a pattern	2.03	0.62
Children can model clay and model different items	2.44	0.50
Children can role play their parent, home people	2.15	0.36
Children can role play their teachers	2.34	0.48
Children can role play their nurses	2.38	0.49
Children can role play policemen	2.23	0.58
Children can role play being a driver	2.44	0.50
Aggregate Mean and Standard Deviation	**2.28**	**0.50**
Total Mean and Standard Deviation	**2.41**	**0.50**

N = 52 Sources: Primary Data Legend 1: 1.00 – 1.74 (Very Poor), 1.75 – 2.50 (Poor), 2.51 – 3.26 (Good), 3.27 – 4.00 (Very Good)

Table 6 indicates a low mean (aggregate mean = 2.46; Standard Deviation = 0.46) for cognitive domain; which was shown through the inability of learners to follow and understand simple patterns. Also, a low mean (aggregate mean = 2.50; standard deviation 0.54) for psychomotor domain which was due to the inadequacy of school facilities. And a low mean (aggregate mean = 2.28; standard deviation = 0.50) for affective domain which may be due to corporal, and negative words used insulting a child failing both at school and at home. The study as shown in table 6 demonstrated that the

cognitive participation level of learners was low due to the obvious factors mentioned of lack of play area, adequate teaching aids in the classroom.

Influence of factors Influencing Learning outcome on of ECD Learners

Table 7. Influence of Factors on Learning Outcome

Coefficients					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-7.014	18.427		.705
	Teachers Factors	.633	.252	.503	.003
	Learners Factor	1.884	.624	.525	.004
	School Factors	.764	.160	.634	.000
a. Dependent Variable: Learning Out Come					

Sources: Primary Data N =52

It was established that teacher's factors obtained a Beta value of 0.503 or 50.3% with a p – value of 0.003 implying that there was a significant influence of teacher's factors on learning outcome of ECD pupils. Issues related to teachers, such as education background, teachers' welfare, salary, and family related problems, influenced averagely (53%) the learners' learning outcomes. Moreover, learners' related factors influenced learners' learning outcome to an extent of 52.5 % which might have been the sickness, absence due to long distances and school fees lack of proper motivation in the psychomotor, affective, and cognitive domains. In addition, school factors influenced

Moreover, learner's factor indicator influenced learning outcome of ECD pupils with a Beta value of 0.525 or 52.5 % with a p – value of 0.004 which is less than the significant value of 0.05 implying that there was a significant influence of learner's factors on learning outcome of ECD pupils.

Lastly, the results in Table 7 revealed that school factors obtained a Beta value of 0.634 or 63.4% with a p value of 0.000 implying that school factors influence more learning outcome of ECD pupils than teacher's factors and learner's factors in west Nile region of West Nile region in Uganda.

This may imply also that the hypothesis which stated that there is no significant influence of factors influencing learning outcome of ECD pupils on learning outcome of ECD learners was rejected on basis of all the factors that is teacher factors, learner factor and school factor with p-value respectively 0.003, 0.004 and 0.000.

The findings are in line with the literature of Mugisha (1991) in some selected schools in Kampala District on causes of pupils' poor performance revealed that attitudes of children, school factors and teacher's factors positively or negatively influence their performance in schools. However, the west Nile region is also challenged by inadequate school facilities appropriate to the early childhood education program.

Influence of Home and Cultural Factors on Learning Outcome ECD Pupils

Table 9. Influence of Home and Cultural Factors on Learning Outcome

Coefficients					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-8.014	16.437		.655
	Home Factors	.688	.287	.693	.001
	Cultural Factors	.864	.270	.744	.000
a. Dependent Variable: Learning Out Come					

Sources: Primary Data N =52

It was found out that home factors obtained, and cultural factors influenced the learning outcomes of the ECD learners with Beta values of 0.693 or 69.3% and 0. 744 respectively with a p – value of 0.001 implying that there was a significant influence of home factors on learning outcome of ECD pupils. And home factors obtained a Beta value of influenced the learning of pupils to

Moreover, the results in Table 9 revealed that cultural factors obtained a Beta value of 0.744 or 74.4% with a p – value of 0.000 implying that cultural factors influenced most the learning outcome of ECD pupils While than home factors influenced the learning outcomes of learners at 69.3 % in the same region. The interviews confirmed the issues showing that parents and cultural leaders do not discuss much on the importance of ECD schooling. It was therefore established that cultural members, especially men, attached little less value on education at that level, wondering why a child should spend school fees at that age.

Conclusion and Recommendations

The study concluded that, teacher factor, learner Factor, School Factor teacher, home factors Cultural factors influencing learning outcome had a low mean; learner's factors influencing learning outcome had a high mean; and school factors influencing learning outcome had a low mean. It also concluded that home factors had a high mean and cultural factors had a high mean. It further concluded that cognitive domain, psychomotor domain, and affective domain had a low mean. The null hypothesis was rejected on the basis of all the factors: teacher factors, learner factor and school factors at values respectively of 0.003, 0.004 and 0.000 respectively. In addition, the intervening variable such as family and cultural values influenced significantly at P values of .001, .000 respectively. Finally, the hypothesis which stated that there is no significant influence of home and cultural factors on learning outcome of ECD learners was rejected on the basis of all the factors that are home factors and cultural factors with p-value respectively 0.001 and 0.000 respectively.

- Teachers should be reminded of the areas that promote cognitive, affective, and psychomotor domains for their learners. Teachers should as well complete their education to acquire proper competencies and skills to impart information worth early childhood development.
- Parents should be informed well of their role to fully support the learners in terms of food, discussing with learners and giving them required materials by the school for better outcomes. Finally cultural leaders together with the government conduct workshops and seminars with cultural members or communities on the importance of supporting the learning of their children by putting away any cultural values that hinder the child's education. Families should also stop corporal punishments to children because they increase fear and contribute to slowing learning among learners.

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