

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**POLICY AND PRACTICE OF PRESCHOOL EDUCATION IN
OROMIA REGIONAL STATE: THE CASE OF BORENA
ZONE KINDERGARTENS**

**BY
NIGUSSIE GEMECHU**

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ABBREVIATIONS

CMEC	Canadian Ministry of Education Council
CSA	Central Statistical Authority
ESDP	Education Sector Development Program
IDRC	International Development Research Center
MOE	Ministry of Education
NGO	Non Governmental Organization
OEBPPS	Oromia Education Bureau Planning and Project Service
REB	Regional Education Bureau
TGE	Transitional Government of Ethiopia
UNCRC	United Nations Convention on the Rights of Child
UNESCO	United Nations Education, Scientific and Cultural Organization
WEO	Woreda Education Office

ABSTRACT

The quality of experiences in the early years, impacts on the quality of later life. The initial life experiences may enhance or retard future development. By providing essential skills and experiences, preschool education, lays a firm foundation for children to develop fully in all aspects as competent and responsible citizens. As a result, the issue was so considered in education and Training Policy of Ethiopia to address the needs of preschool children. In Oromia, the policy has been adopted and serves as cornerstone to guide basic issues that preschool education should address in the region. The main objective of this study was, therefore, to analyze the policy and practice of preschool education in Oromia Regional State by taking the case of Borena Zone to suggest some possible means and ways for further improvement. To conduct the study, descriptive survey method was employed. Eleven Kindergartens were selected on the basis of sponsorships using stratified sampling. Accordingly, the data sources were kindergarten teachers, directors, classrooms, and outdoor play areas. Besides, pertinent experts from zone, town administration, Woreda education offices, and parents were also used as data sources on purposive basis. Further, relevant regional and national education policy documents were used as cornerstone references of information. Questionnaire, observation, interview, Focus Group Dissection (FGD) & Document analysis were used as instruments in data collection. Quantitative data were analyzed using percentage and descriptive statements coupled with the summary of qualitative data. The study found out that the objectives of the curriculum lack focus to address the development of the children, the relevance of the contents to meet the growing needs of children was found to be low, essential indoor and outdoor equipment and materials and instructional materials were inadequate, scarce of assistant teachers and lack of in-service training, low of parent participation in kindergartens activities and very limited and insignificant supportive services of government to kindergartens. Conclusively, the status of preschool education was no implemental and found as pointed out in the national policy and regional standards. Hence, updating the curriculum supplying essential equipment and materials providing in-service training, strengthening the bond between parents and kindergartens, rendering necessary supportive services, and follow up by pertinent bodies to improve the status of preschool education in kindergartens were suggested. Further investigation in other setting was also recommended.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

The development of human resource is a basic requisite for nation building. Children constitute the most important base of human resources endowment. This realization has generated immense interest and creative thinking in the field of child development and education. Children need worthwhile skills and experiences to become competent and responsible citizens that benefit themselves, their parents and the country at large. This calls for an organized and meaningful education (Chowdhury & Choudhury, 2002:89).

Pre-school education is a crucial stage in the life span of human beings needing care and proper influence (Mialarent, 1976). Because this is the stage at which rapid physical and mental development takes place. Bloom (1964) suggested that there is also much development in the intellectual growth in the first four or five years of life as the next thirteen years. The out here also explained that one third of the child's school attainment potential has been determined by the time she/ he enters primary schools.

In addition, according to Suivant (2006) early learning experiences are crucial to the future well-being of children, and establish the foundation for the acquisition of knowledge and skills that will affect later learning and behavior.

✓ Miller and Mc Dowelle [1993:73) suggested that from an economic perspective, preschool education can reduce overall costs to schools and society. It can reduce; retention in grades, dropping out of schools, placement in special education, delinquency rates, and expenditure on welfare and social services.

As a result, preschool education becomes a point of common concern in both developed and developing countries. Assumptions about its importance have

led to rapid expansion of preschool institutions and in quality of facilities and services (Olatunji, 1990:130). Accordingly, in Europe (Germany, Britain, Austria, Sweden, France. etc) and the united state of America it took significant step forward in 1800's, where as, in developing world mainly in sub-Saharan African countries it is of recent origin (Husen and Postlethwaite, 1995).

Similarly, the establishment of preschool education in Ethiopia, the first preschool education in modern sense was established in Dire-Dawa in 1908 by the Embassy of France to provide necessary child care for the children of Ethio-France rail line workers (Bizunesh, 1983:4). Following this, other preschools were established in other parts of the country by religious organizations, foreign communities and private sectors.

However, the socialist revolution of 1974 E.C was a turning point in the history of childhood education in Ethiopia (Demeke, 2007), due to budget constraints and priorities to primary and secondary education, the impact and coverage of the preschool education program was very low up to 1994 (UNCRC, 1995:28).

At present, the issue of preschool education in the country is viewed as a component of a comprehensive service program for children. These can be seen from the government's emphasis in education and Training policy (TGE, 1994) under article, 3.2 sub-articles 3.2.1 which states: "kindergarten will focus on all round development of the child in preparation for formal schooling". Further, article 3.5 and sub-article, 3.5.3 also states, "The language of teacher training for kindergarten and primary education will be the nationality language used in the area".

Likewise in Oromia, the Education and Training policy (TGE, 1994), has been adopted and serve as a cornerstones to guide basic issues that preschool education should address in the region. Accordingly, the region has set minimum standards that preschool program must meet in order to achieve

the intended regional goals and profiles set in the policy. It is expected that this regional policy is adopted and practiced in all zones of the region. This investigation is made to examine the extent to which the policy with respect to preschool education had been practiced in the region, by focusing on Borena zone.

1.2 Statement of the Problem

The quality of experiences in the early years, will impact on the quality of later life. The initial life experiences may enhance or retard future development (IDRC, 1983:83).By providing a wide range of educational experiences to young children, preschool education, builds background experiences that will promote the later attainment of academic, social, and life skills. It can enhance both personality development, and positive attitudes towards learning. Hence, preschool education aims at all round development of children and intends at preparing for life ahead [Butler, 2001:553].

More specifically, according to the Encyclopedia of America (2006:444), the purpose of the kindergarten year for many children will be providing the first opportunity to learn and live successfully in a group setting, sharing the attention of an adult, self-discipline, self-reliance, and coping skills, developing the use of language as a satisfying means of communication and expression, nurturing creative talents, improving body management and to comprehend the world around them. This shows as that the provision of preschool education helps the development of children's social, emotional, physical and academic development and it is a base for their success in their future education and the world of work.

In Ethiopia the demand for preschool education has increased due to the growing recognition that the program can contribute to all aspects of children's development who are the future citizens of the country. Consequently, the issue of preschool education was given important place in the Education and Training Policy of the country to address the needs of

preschool children. As indicated in the document of ESDP-II (MOE, 2002:9) and ESDP-III (MOE, 2005:36), the government's critical role in this sub sector is developing the curriculum, providing technical assistance in supervision, setting standards, for facilities, and issuing licenses for private sector, NGOs and the community.

Currently, due to increasing public demands for preschool education and involvement of private sectors, communities and NGOs, the number of kindergarten which was 1497 with 153,780 enrolled number of children in 2004/5 MOE [2005:5], rose to 2313 kindergarten and 219,068 children in 2006/7 [MOE 2006:20].

Similarly, when the specific situation of Oromia region is seen, the number of kindergarten and enrolled number of children which was 418 and 43,103 in 2004/5 respectively ESDP-III [2005:7], was increased to 711 kindergartens and 59,284 children in 2006/7 [MOE, 2006:20].

Based on the National policy, in Oromia, preschool education is acknowledged to benefit as the first children aged four to six. It aimed to the development of social, intellectual, emotional and physical, and to promote children's success in the primary grades (OEBPPS, 2003:3). Accordingly, to meet the intended regional goals and profiles set in the policy, the region has set standards that serve as a benchmark for the success of the program. The standards describe the sphere of curriculum, quality of indoor and outdoor learning environments, materials and equipment of minimum essentials, professional requirements of teachers, parental involvement, and government supportive services required to lay a sound foundation for preschool children. Hence the extent of practice in the institutions can be judged against the standards set by the region.

Also in Borena zone, regionally adopted policy there by standards have been used to run preschool education. Therefore, the analysis of the current practice of preschool education in the region in general and the zone in particular might be an important source of knowledge and direction for further improvement of the situation. As such, one of the major issues that initiated the researcher is to investigate the extent to which the policy has been practiced in Borena zone kindergartens.

To this end, the following research questions were proposed:

1. To what extent has the curriculum been implemented in the kindergartens as recommended in the policy?
2. How adequately are the classrooms, outdoor space, materials and equipment organized in the kindergartens to meet the policy requirement?
3. To what extent are kindergarten teacher competent to teach at their level?
4. How is the parent-school relationship in the kindergartens in light of facilitating the teaching-learning process?
5. What role does the government play to enhance education in the kindergartens?

1.3 Objectives of the Study

General Objective:

The study was intended to analyze the policy and practice of preschool education in Borena Zone of Oromia Regional State.

Specific Objectives:

- To investigate the extent to which the curriculum has been implemented in the kindergartens as recommended in the policy.
- To identify the adequacy of indoor and outdoor spaces materials and equipment as well as its organization in the kindergartens in relation to the policy demand.

- To examine professional competence of teachers in the kindergartens against the policy requirement.
- To find out the extent to which parent- school relationships has been maintained to assist children's learning as stated in the policy.
- To point out supportive services that the government offered to enhance education in the kindergartens.
- To suggest some possible means and ways for further improvement of the practice of preschool education in the zone understudy.

1.4 Significances of the Study

The findings of the study would be significant in the following ways.

1. To improve the quality of services offered to children attending in the kindergartens.
2. To increase the awareness of sponsoring agencies to equip kindergartens with essential human and material resources required to effectively run kindergarten education.
3. To strengthen the collaborative and interactive efforts and responsibilities of teachers, parents, and the community to assist children's learning
4. To enhance the awareness of different levels of education offices, mainly woreda education office to ensure that minimum levels of program quality were maintained in kindergartens.
5. To serve as a springboard to conduct further research in the area of preschool education in the region as a whole.

1.5 Delimitation of the Study

The study would have been more fruitful if it embraces all preschools found in Borena Zone. But such a large scale study requires much resources, time and manpower so for the matter of manageability the study was confirmed to 11 in number from the total 24 kindergartens in the Zone by using stratified sampling. In addition, the study was delimited to the extent of curriculum

implementation, adequacy of classroom, and outdoor spaces, materials and equipments, adequacy and professional competence of teachers, parent-school relationship and government supportive services in the kindergartens.

1.6 Limitations of the Study

Although, kindergarten education has been practiced in various zone of Oromia Regional State, this study was conducted in Borena zone. Hence, the results could not be generalized to all kindergartens in the region. Therefore, this was the major limitation of the study.

1.7 Operational Definition of Key Terms

Children: refers to young people, boys or girls under the age of seven who enrolled in the kindergarten program.

Equipment: refers to all facilities that are expected to promote the child's physical, intellectual, social, and emotional development.

Indoor Equipment: refers to materials such as chairs, tables, shelves, etc.

Indoor Materials: refers to materials such as puzzles, books, pull toys, play cards, building sets, etc.

Instructional Materials: refers to syllabus, teacher's guide and student's text book.

Kindergarten: refers to an educational program serving children aged four to six.

Outdoor play Equipment: refers to materials such as swinging, merry-go-round, slide, balance, etc.

Outdoor Play Materials: refers to materials such as footballs, skipping ropes, tricycles, car tires, etc.

Policy: judgments derived from some system of values and some assessment of situational factors, operating within institutionalized education as a general plan for guiding decision regarding means of attaining educational objective.

Practice: putting the policy on to implementation in order to bring significant positive changes to the country and the society as a whole.

Preschool Education: education of children between the ages three to six, carried out in the formal institutions before they join primary schools.

1.8 Organization of the Study

This study was organized in five chapters. The first part of the study was introduction containing the background, statement of the problem, basic questions, general and specific objectives of the study, significance of the study, delimitation, limitations, and operational definition of terms. The second chapter deals with the review of related literature that provides a basic framework for the study. The third chapter treats, the design and methodology employed to conduct the study, which includes the design of the study, data sources, sample size and sampling technique, data collection instruments, the validity and reliability of instruments, data collection procedures, and method of data analysis and presentation. The fourth chapter provides; data presentation, analysis, and discussion. Finally, chapter five presents brief summaries of the findings and conclusions followed by possible recommendations.

CHAPTER TWO

2. Review of Related Literature

Many philosophers, educators, psychologists and child development specialists have exerted much effort in devising appropriate means and ways of providing organized education for preschool children. Thus in this review, literature that is pertinent to the study will be presented so as to provide an insight into major aspects of preschool education.

2.1 Brief Overview of Preschool Education

2.1.1 Historical Roots of Preschool Education in Global and Ethiopian Context

All societies have specific approach to raising and educating young children. The desire for organized education outside the home has a long historical tradition. According to Husen and Postleth cited in the encyclopedia of education (1994:4666) the desirability of organized preschool education dates back to the age of early Greek educational that thinkers such as Plato (427-347 B.C) who emphasized that children under the age of six should be taken from their home and educated in a properly prepared educational environment under the guidance of trained teacher.

Comenius (1592-1670) also maintained that systematic education of children should begin early and advocated establishing of "Mother school" in 1657 for the first six years of age children (Encyclopedia of America 2006:554).

In addition to this, Rousseau claimed that children should be educated at an early age since early experience serves as a base for later education. He also advocated that direct experience, practical activity and learning by doing (Alkin, 1992:352, widmer, 1970:52).

Early childhood education, as distinct form of education, was essentially non-existent prior to the 1800s. In fact, it was only during the 1800s that people began to think of on special attention and children as anything more than

“small adults” and to recognize that they need and thrive up consideration (McCarthy, Melodie A. 1980:3).

Accordingly, German educator named Frederich Froebel by opening the first kindergarten in 1837, created a profound change within the emerging field of early childhood education (Chowdhury and Choudhury, 2002:99). Kindergarten is a German word which means the “children’s garden” i.e. a place where children are cultivated where by schools are regarded as a garden and the teacher as a gardener and the children as a plants (Aggarwal, 1996:209).

To this end, it is important to note that preschool education has unique history in each country. It is relatively new and has short history in many African countries. In Ethiopia, it has a very short history, though traditional church education has historical contribution to education of young children who had access to church education aged four to seven (Kurian, 1988:379). In modern sense, preschool education in the country is of recent development. It started in 1908 by the embassy of France in Dire Dawa (Aregash, 2005:6). Then, a number of private preschool attached to the then existing education were institutions such as English school, the German school and the like started, giving services for children of rich parents in Addis Ababa. But, preschool as a general community services began in August 1963 E.C, with few pilot projects established in the major towns of the country under the ministry of National Community Development and Social Affairs (MNCDSA, cited in Demeke, 2007).

The socialist revolution of 1966 E.C was a turning point in the history of childhood education in Ethiopia (Demeke, 2007). The author also explains that in 1973 E.C, an independent commission called Ethiopian Children Commission was established with a task of caring and educating Ethiopian children.

Currently, due to increasing public demands for preschool education and involvement of the private sector, the communities and NGOs, the number of kindergarten which was 550 in 1993 UNCRC [1995:27], rose to 2313 kindergartens in 2006/7 MOE [2006:20]. Similarly, in Oromia Regional state the number of kindergarten which was 418 in 2004/5 ESDP-III [2005:7], 711 kindergarten in 2006/7 [MOE,2006:20].

In general, significant progress has been made in increasing access and coverage for preschool education in the country as well as in the region.

2.1.2 The Importance of Preschool Education

Many research evidences have shown that preschool education has a very positive impact on the social, Physical, emotional and intellectual development of young children that lasts well in to adulthood. It gives emotional strength, provides health self-concepts, increase intellectual achievement and physical wellbeing of children (Andreski and Nichollas, 1997:10).

Research findings by Modak and Dakshayani (1970), cited in Chowdhury and Choudhury (2002:160), Confirm that preschool education enhances school achievement and adjustment in children who have the benefit of preschool experience are in better position in the formal schooling, their educational achievement tends to improve, the charges of dropping out of school are reduced, and stand better adjusted in primary school.

A similar study by Widmer (1970:71), summarized as the value of preschool education for the child in terms of future success are: the teamwork between home and school, which is encouraged, helps to make the child's beginning of school experience an easier one; general adjustment to school is facilitated by the gradual transition between home and school stressed in the activities and focus of the kindergarten; the formation of favorable attitudes toward the educational program and school is encouraged; personality development and

social adjustment furthered by experiences and guidance in- group living and learning and the encouragement of the child's total development physical, intellectual, social and emotional is an aid to his further growth and development.

Further research, by the well - known Preschool Project (Schweinhart and Weikart, 1993), found that pre- schooled children become more successful and contributing adults than who did not have preschool programs. Those who had preschool education had higher earnings ,higher home ownership, more schooling, less social support, fewer arrests and fewer special education placements (CMEC,1998:5).

ESDP II states that the provision of early childhood education plays a positive role all the learning potential of the children. A comprehensive pre school program focusing on cognitive as well as physical and health needs of the child , enhance it ability to per form and increases the survival rate of the child in the primary school (MOE 2002:8). Similarly, in ESDP-III stated that pre-primary edùcational opportunity has significant importance since it introduce children to basic learning skills that are needed in primary schools; enhance their chances of success in the education system; it believed that incidence of repetition and dropout in lower grade of primary schools would decline and increasing the quality of education [MOE, 2006:38].

In general, many studies have shown the paramount values of preschool education and the prominent roles that it plays in the life of children. It fosters social, emotional, intellectual and physical development of preschool children. Above all, it lays a firm foundation for children who are the future citizens of the country to benefit themselves, their parents, and the society at large.

2.1.3 Aims of Preschool Education

The available reports indicate that the aim of preschool education depends to some extent on the ideological and theoretical perspectives on young children

held in particular countries. However, the Scotland Organization for Education Development (SOED, 1994), has identified the general aims of preschool education in the world. These are: to provide a safe and stimulating environment in which children can feel happy and secure; to encourage social, emotional, intellectual and physical development of children; to encourage positive attitudes to self and others, and develop confidence and self-esteem; to encourage children to explore, appreciate and respect for their environment; to provide opportunities to stimulate interest and imagination and to extend children's abilities to communicate ideas and feelings in a variety of ways.

The aim of preschool education in Ethiopia is also not an exception to the world. Hence, the New Education and Training Policy (1994) set forth the aim of preschool education in the country as all round (social, emotional, intellectual and physical) development of the child in preparation for formal schooling. Based on this aim, the general objectives of preschool education adopted in Oromia Regional state are: to provide an informal education geared towards developing the child's mental capabilities and his physical growth; to make it possible for the child to enjoy living and learning through play; to enable the child to build good habits for effective living as an individual and a member of a group; to enable the child to appreciate his cultural back grounds and customs; to develop the child's imagination, self-reliance and thinking skills and to enrich the child's experience so as to enable him/her to cope better with primary school life. (MOE, 1987E.E:4).

To sum up, preschool education aims at all round development of the child physical, social, emotional and intellectual development. It inculcates in the child's good health habits, proper attitudes, desirable social skills, emotional stability and maturity, creativity, aesthetic appreciation and scientific outlook to cope better with life and learning ahead.

2.2 Curriculum for Preschool Education

Even though the importance of pre-school education is doubtless, there are questions focusing on what the children are learning, how they are learning and where they are learning (Christine and Jill, 1999:126). In a rapidly changing contemporary world, it is difficult to precisely decide in nature of experiences that pre-school must provide. However, some pre-school educators believe that the content of pre-school curriculum need to be relevant, have meaning for the child and wholly child centered (Bruce, 1997:263).

According to Miller and McDowelle (1993:35) quality pre-school education curriculum reflects organized central themes and integrated areas of development; designed accommodate a broad range of abilities and personalities; employs sound and consistent assessment and documentation procedures; integrates objectives, methods, materials as well as implemented by teachers those who have training and experiences.

Chowdhury and Choudhury (2002:116-117), viewed preschool curriculum in specific and broader ways. According to these authors, conventionally curriculum means a carefully planned set of lessons to be taught and learn or set of learning opportunities to be presented in certain way. In this sense, curriculum is seen specifically in details with clear goals, concrete and measurable objectives, a set of requirements for teacher training, a rationalized educational philosophy and methods for evaluation.

2.2.1. The Contents of Preschool Curriculum

According to Neaum and Tallack (1997:4) the content of preschool curriculum should be rich, stimulating and allow children to be well prepared for the life and learning ahead. As noted by Heffernan and Todd (1960:71; 1964:155), preschool curriculum should enable the child to make the best adjustment to life and extend his experience. The child's in school experience must reinforce

his out of school experience and need to prepare him for a future life out of school and for fuller life in later years.

Husen and Postlethwaite (1994:4669) explained that preschool experiences are organized around certain areas of learning like aesthetic and creative, languages, mathematics, social science, natural science and physical education.

The aesthetic and creative experiences help to develop attitudes, and emotional responses, which significantly influence the quality of children personality growth and their progress toward self- realization and maturity (Leavitt, 1958:189). The language and literacy experiences of preschool curriculum have a profound and lasting effect on the social and academic lives of preschool children (wilson. 2000:25).

Through mathematical experiences, children will develop their knowledge of numerical operations, spatial concepts, patterns, relationships, sequence and temporal awareness (Boroody, 1988:30). The social science experiences of the curriculum help children to develop social attitudes, skills and concepts of good citizenship to participate in a culturally diverse, democratic society and increasingly interdependent world (Charney, 1997:38).

The natural science experiences of preschool curriculum help children to develop the beginnings of scientific attitude, skills in observing nature, and reporting accurately (Heffernan and Todd, 1960:166). It promotes an awareness of the environment and human responsibility for its care (Althouse, 1988:35). Physical education promotes the development of manipulative and motor skills, physical control, coordination and mobility. It establishes positive attitudes towards a healthy and active way of life (Hespe, 2002:21; Neaum and Tallack 1997:4).

Generally the content of preschool curriculum is expected to be relevant , broad and balanced to provide opportunities that can address the social,

emotional, physical, intellectual needs of preschool children so that they can better prepared for the life and learning ahead.

2.2.2. Teaching Methods in Preschool Education

A great variety teaching methods are used in different countries of the world and even in the same country. For instance, the influence of Montessori is observable in India, Columbia and USA. Froebel's idea appears to be quite marked as methods chosen; in Australia, Greece, Peru and Britain. And, so many other methods are also used (Hunt, 1985:148).

According to Isenberg and Jolongo (1993:329], the use of teaching methods should be based on better understanding of the children's present needs and abilities to prepare them for the future life career. Hence, they state that:

Teaching methods used in preschool education should enable children; how to learn, how to cope with change, how to build and evaluate a body of knowledge that will evolve throughout their life and how to adapt to a changing work of environment.

As a result the authors recommend the use of learning by doing, play, discussion, questioning, field trips and role-playing .Learning by doing leads preschool children to grow in many ways through meaningful experimentation, observation and wide experiencing (Wills and Stegeman, 1954:78). In addition, discussion or informal conversation can increase the child's ability to communicate, to listen with interest and respond to the ideas of others, and build concepts based on other ideas. The use of questioning method; develops the child's scientific attitudes, skills, and the ability to make generalization. Field trips provide new insight, deeper understanding, expand their knowledge of the world and grow in the ability to make detailed and accurate observations. The use of role-playing is important for enlarging children's earlier interest, to express ideas of interest to him-self and to listen and understand what others say (Todd and Heffernan, 1960:150).

As a whole, in helping children to develop scientific knowledge, attitudes and skills preschool teachers are urged to use developmentally appropriate and

varied teaching methods as much as possible. The Values in terms of social adjustment, self-realization, acceptance, broadening social and scientific outlook are far reaching.

2.3.3. Assessment and Record Keeping in Preschool

Education

Assessment can be defined as the process of gathering information for the purpose of decision- making (Miller and McDowelle, 1993:122). Assessment in preschool education is a continuous process through which progress toward goals in wholesome knowledge, attitudes, interests, ways of behaving; habits of work and play are measured in terms of desired changes in the behavior of the children. It entails a growing knowledge of young children in general and all of the individuals within a group. It is on this basis, that the preschool teacher decides what guidance should be given and what the next experiences should be (Leavitt, 1958:314)

Hespe (2002:9) also argued that assessment of young children should be an ongoing process which includes identifying, collecting, describing, interpreting and applying indoor and outdoor based evidence of early learning in order to make informed worthwhile decisions. This evidence may include records of children's conversations. Drawings and constructions, peer relations, participations and anecdotal notes describing their behavior. Thus, careful assessment can increase teacher's understanding of children's progress, assist in identifying the needs of the children and enhance teachers' ability to reflect in education program.

Neaum and Tallak [1997:73] indicate the record keeping is important to build up a picture of individual child, to monitor individual progress, to plan for the future progress and communicate achievements and progress to parents. Furthermore, McCarthy [1960:360] confirmed that anecdotal record is one of the most widely accepted methods of gathering information about young children in preschool.

According to Chowdhury and Choudhury [2002:147], record help the teacher to know child's family background, home environment, development history, health conditions, needs and abilities of the child. To this end, the authors further explained the important of reports and record keeping in preschool in understanding the individual child; in assessing the child's rate of development; in curriculum planning; in guiding the teacher to achieve the goals of preschool education and as available resources for the researchers. Hence, to keep all the information about the child and their background, preschools need to maintain different records like personal record of child, home background of the child, health records, attendance records, house visit records, parent-teacher meeting records, records of admission form and progress reports of the children.

2.2.4 The Role of Play in Preschool Education

Over the years, theorists, researchers and educators have long emphasized the central role of play in young children's learning and expect play as an integral part of preschool curriculum. Even though, definitional differences still exist, most play scholars agree that play is voluntarily and intrinsically motivated, symbolic and meaningful, active and pleasurable activity of the child (Isenberg and Jalongo 1993:31). Thus, the importance of enjoyable, Play based activity as a foundation of early learning stated by Froebel cited in Bennett et al , (2001:171) says the following "play is the purest , Most spiritual activity of the child and gives joy, freedom, contentment, inner rest and peace in the world. It is the source of all that is good."

Similarly, Strong advocators of play such as Susan Isaacs (1933) and John Dewey (1938) cited in Isenberg and Jalongo (1993:34), also believed that children learn about themselves and their world though play. Play contributes to all aspects of children's development- physical, emotional social and intellectual. Play helps them make sense of their world, develop new concepts and refine others, take risks, increase social skills, obtain

emotional support, release tension and take responsibility for their own learning.

Further, Play enables children to construct meaning for experience and can further cognitive development, promotes social adjustment and adaptation (Lambert, 1960:22). Play is not only a way of learning but it is also a test of skills, attitudes and understanding of already acquired. The school can use play to assess the child's attitudes, skills and understanding in the play grounds (Chowdhury and Choudhury, 2002:127).

To sum up, play has many benefits for children's; earning in addition to the exercise it affords. It gives children a sense of self- realization; serve as emotional release further cognitive development and an important socializing force. Hence, play promotes the physical, emotional, social and intellectual development of preschool children.

2.2.5. Medium of Instruction in Preschool

In order to motivate children and enable them to express their views clearly and to grasp concepts properly, pre school education should be conducted in their mother tongue. Supporting this, UNESCO (1953:11) statement asserts that "It is axiomatic that the best medium of teaching a child is her/his mother tongue."

According to MOE (2002:36) learning in mother tongue enables the students to understand lessons easily and avoids problems associated with language barriers reinforces identify and enables its user quality of education and increases student's classroom participation.

Similarly concerning the impact of instructional language Bruce (1997:121-123) explained that school using different language other than home language affect the implementation of curriculum; because presenting information in a new language is to impose a burden that results in slow cognitive development of the child supporting this, Gutierrez (1993:86) noted that:

Education children in their second language other than mother tongue restricts student's opportunities to develop emergent understanding of more comprehensive view of literacy.

In addition to this, McCarthy (1980:50) indicates that spoken and written language does three things for children:

It allows them to communicate and store information beyond the capacity of their memory stores. It facilitates their thinking by providing a system of symbols and rules relating those symbols to one another.

Thus, language and thinking stimulate one another and are intertwined in an essentially supportive manner and also language reflects where and with whom one lives and not how intelligent one is, Furthermore, Gfeller (1998:193) mentioned that when the language of instruction is different from the mother tongue or home language the level of cognitive development and the level of language proficiency do not match subject content may be neglected for the sake of language acquisition.

To sum up, education presumes exchange of ideas between teachers, students and members of the school community Thus, to make the learning and teaching process interactive children have to be taught in their mother tongue.

2.3. The Organization and Management of Preschool

Education

2.3.1. Preschool Classroom Management

2.3.1.1. Group Size and Teacher-Child Ratio

One of the issues of central concern to preschool program is the group-size and the ratio of teachers to children in the classroom. Group size, which refers to the number of children within classroom, may contribute to overcrowding or under crowding in educational program. It also affects classroom dynamics by increasing or decreasing the number of children the teacher is guiding, and children's interactions with each other. All may enhance or retard children's opportunities to learn (Zirpoli, 1995:2).

The standard for group size and teacher – child ratio may vary from country to country and related to developmental level of children. However, many research and practice in early childhood education found that small group size and low teacher-child ratio have more advantages for children’s learning. According to Kuppswamy (1980:42), the kind of experiences a child has in the preschool depends on a number of children in the group and the teacher-child ratio. Thus in order to promote first –hand experience, close interpersonal relation between children and teachers and provide for individual attention to each child, small group size and low teacher –child ratio is required.

Similarly, Zirpoli (1995:2), argue that small group size can have benefits to promote children’s attending and engagement in tasks, facilitates their social interactions and fosters independence as well as feeling of competence. It provides a pleasant atmosphere for both children and teachers. Decreases the likelihood of occurrences of misbehavior, and increases opportunity for practice and learning across different activities. While large class size limits learning opportunities create tensions, and foster social aggressions.

To this end, it is generally accepted that the standard for group size within classroom and the teacher-child ratio should not be more than twenty for the five and six year olds and less for the three and four year olds. There should be at least two teachers supervising the children at all times (Chowdhury and Choudhury, 2002:146, and Leacitt 1958:56).

As a whole, group size and teacher- child ratio is one of the most critical factors in preschool education. It is an indicator of the amount of individual attention available to each child and his learning. Thus, it must be kept as much as possible low to optimize children’s learning in preschool program.

2.3.1.2 Classroom Arrangements

Classroom arrangement refers to systematically organizing every aspect of classroom for children’s learning. The principle of classroom arrangement in

preschool education is derived from evidence that classroom ecology can affect a child behavior. A well arranged classroom tends to increase the probability that appropriate behaviors will occur. Hence, effective classroom arrangement strategies are those which result in positive changes in behavioral, communicative, cognitive, social and emotional aspects of preschool children (Zirpoli, 1995:1).

Carefully arranged classroom is flexible, interest centers are provided, transitions are well managed, and routines are established to meet children's need. Materials are accessible and easy to use. The spacing of furniture, the size and type of equipment, shelves and windows are related to the everyday lives of children. When materials and equipment are well arranged to suit children's need, it enhances children's sense of ownership in the classroom and encourages creative problem solving. It enables the teacher to observe and monitor children's behavior. In this way, the teacher facilitates behavior that support program goals and redirect those behavior that do not (Isenberg and Jalongo, 1993:180).

Further, Beaty (1988:57), argue that carefully arranged classroom influence everyday lives of children at school and the quality of later life. Well arranged classroom will help children to develop self-confidence and to become self-directed in their present and later learning activities. Particularly, activity centers i.e. the area in the classroom devoted to a particular activity need to be carefully designed and equipped sufficiently with a variety of equipment and materials that can promote active learning planning decision making problem solving and interactions. The centers need to include provision for activities in the educational areas of creative and arts, Languages, mathematics, social and natural science (Isenberg and Jalongo, 1993:182).

To this end, it is worth mentioning that preschool classroom has adequate space. Although, there is no ideal size agreement the room space to be used for indoor activities, it must be suitable size and arranged so as to permit

good program planning activities and supervision. The indoor playroom must have clean and sufficient floor area available for play occupied only by children's materials, and equipment (Todd and Heffernana, 1964:108).

In general, it is evident that classroom space and the way materials and equipment are arranged affect the quality of children's learning. As a result, preschool classroom should be properly arranged so that children can have opportunities to actively involve in their own learning and develop the desired behavior.

2.3.1.3. Classroom Equipment and Materials

Educators have stressed the fact that children work learn and think with materials and equipment more easily and naturally than with abstraction .It is therefore, a distinct advantage if the kindergarten can be well equipped with materials and equipment which are suitable to the a grand development level of children (Foster and Headley, 1959:81).

Equipment and materials make the bone of preschool educational program. It gives children first - hand experiences. Hence to promote children's social, emotional, intellectual and physical development it is necessary to provide appropriate equipment and materials for a variety of activities. It should be wide ranging with natural and manufactured objects (Bruce, 1997:58).

According to Isenberg and Jalongo (1993:217), among the major categories of materials of great significance for preschool children include skill and concept materials (simple card games, books of various types and Puzzles); gross motor materials (balls, pull toys, riding toys etc); manipulative materials (building sets, markers, pencils, scissors, etc); construction materials (blocks, building sets, and wood working materials); self expressive materials (dolls, dress -up clothes, housekeeping toys, musical instruments, and puppets) and natural materials (sticks, leaves, rocks, sand, mud, water, etc).

Of indoor equipment, chairs must be of such weight and design that can be carried easily and safely about the room by children. It should permit the child to sit comfortably in relaxed position. Tables, which are square and wide enough to allow children to work opposite each other, encourage conversation and appreciation of the work of others required child- sized and open shelves make it easy for children to have toys and books they need when they need them (Christine and Jill, 1999:60 Todd and Heffernan, 1964:124: Foster and Headley, 1959:82).

To this end, it is worth mentioning the way materials and equipment are set out the range and variety offered the way teachers help children to learn how to use and take care of are all vital all development of children (Bruce 1997:115).

To sum up, indoor equipment and material make the bones of preschool education .As a result, it is essential that these are readily available for preschool children in a great variety and quality in relation to age and number of children to meet their diverse needs and support their overall development.

2.3.2. Preschool Outdoor Organization

In preschool program, the organization of indoor is important but no kindergarten program is complete without taking in account the outdoor organization. Both indoor and outdoor together make a total learning environment, which caters for every child's interests and provides materials and equipment appropriate for the level of development of each and every child (Curtis, 1998:111).

According to Baldock [2001] cited in Garrick [2004:12] outdoor environments afford rich opportunities for preschool children not easily provided indoors. To Baldock, the child's early experience of exploring outdoor spaces may be critical to the development of various domains of children, since it provides

children with greater opportunities for independence than more adult controlled indoor space.

Similarly, Wills and Stegeman (1954:113), point out that outdoor activities promote social, physical, intellectual and emotional development of children not easily possible indoors. For this reason, the authors recommend the outdoor equipment which is varied, adequate and challenging within the range of children's ability to individual and group activities. Besides, it is wise to select equipment and materials that lend themselves both to cooperative and individual activities in view of children's ages, interests and durability as well. In line with this idea (Read, 1951:36) States:

By providing sufficient equipment and materials, which have been carefully selected, and by offering adequate arrangements for their use, the kindergarten helps ensure a rich outdoor environment for children which stimulates physical, intellectual, social and emotional growth.

Further, in order to facilitate children's learning, there are a number of requirements of outdoor organization. Among these, for Widmer (1970:124), adequate space is of prime importance. The space available needs to encourage large muscle activities such as jumping, running, climbing, rolling, swinging, so enjoyed by and beneficial for fast growing youngsters. There is also equipment of minimum essentials. These include: slides, merry-go-round, wheel, toys, swings, boards, sandbox, climbing frames, tricycles, balance bars, wagons, etc (Gray, 1966:16). Above all, the outdoor space and playground must be safe and secure for the children to play freely. It should be free from nails, rocks, broken parts, end edges, and glass pieces. The area should be fenced, drained, and surface materials and equipment should be appropriate and well arranged for the activities in the area (Curtis, 1998:112, Foster and Headley, 1959:195).

In general, the value of outdoor organization in preschool program is not questioned. Adequate outdoor organization can play a crucial role in helping children to develop the social, intellectual, emotional and physical

competencies associated with preschool provision. Thus, it needs very careful attention like indoor organization.

2.3.3 Professional Competence and Roles of Preschool

Teachers and Leaders

The crucial role of leadership the preschool teacher plays in shaping the attitudes, skills and learning of children makes the teacher a key person to the success of preschool program. The preschool teacher works with children who have a variety of abilities, interests, problems and cultural backgrounds .To meet these diversities; the teacher should be academically well trained and qualified. Mainly, training in early childhood education is child development, child psychology, and in organizing better physical and psychological environments to young children. In addition, the teacher must strive and be able to update the skills and competence through experiences, in- service training and supervision (Chowdhury and Choudhury, 2002:144).

Similarly, Miller and McDowelle (1993:112), further explained, the need for basic knowledge in the area of health and nutrition, pedagogy, curriculum development, handling of interpersonal and inter group relations with children, parents, specialists and colleagues. On the same vein, Woodfield (2004:98) stressed the fact that preschool teachers need to have knowledge and understanding of all aspects of child development including theories and approaches to learning; how to combine and apply pedagogic knowledge and understanding; multi- sensory learning and teaching approaches for young children and safety issues and application in practice.

In addition to this, the contents of preschool teachers should include courses that help to develop basic knowledge of human growth, development, health and nutrition; school, parent, home and community relationships; curriculum content methods of teaching; materials and equipment experiences and resources; and administration and organization of school [Masguarita and Cohen, 1984:15].

Further, Foster and Headley (1959:48), have also outlined a comprehensive lists of desirable attitudes and traits that a preschool teacher ought to have in addition to professional knowledge and competence. Among the lists the teacher should be: cooperative, alert, charitable, courageous, democratic, honest, fair, just, kind, patient and tactful. Added to the lists, Lambert (1960:131) also placed much emphasis on general level of intelligence, physical health and emotional stability of the preschool teacher.

Specifically, Chowdhury and Choudhury [2002:146] explained that the preschool teachers should be: at least 18 years old-mature enough to handle young children; healthy enough to perform all duties; willing and able to carry out the activities required by the curriculum; able to work with children without using physical or psychological punishment; willing and able to increase her skills and competence through experiences training, and supervision; academically well trained and qualified and enthusiastic and enjoy being with the children- relax and smile.

Regarding the training duration and qualification of preschool teacher it varies from country to country. The training ranges from two or more years in diploma and degree levels to less than one year in certificate. For instance, in France the training lasts for two years. In Sweden, two years plus preliminary practical work in school. In Norway the training lasts for two years with eighteen months in-service training. In Holland the training lasts for three years (Tessa, 1971:91).

In Ethiopia, the training of preschool teachers lasts for ten months at certificate level by offering courses that include preschool pedagogy, child psychology, nutrition, mathematics, language, methods of teaching, skill of children language development, social study, music, art, and physical education (MOE, 1988E.C:16).

Regarding the preschool leaders, the standard adopted in the region justify the fact that a teacher with better performance and experience in the kindergartens serve as a director in addition to his/her teaching duties and responsibilities just like the rest regular teachers [MOE, 1987 EC:10].

As whole, the roles of early year's educator are so diverse. The task of teaching is challenging and directed to influence the lives of children. Thus, adequate number and professionally qualified teachers are very decisive in preschool education. In addition, updating the knowledge, skills and experiences through in-service training in the field is so essential.

2.3.4 Preschool-Parent Relations

One of the essential for educational advance is a closer partnership between the two parties i.e. school and parents to every child's education [Curtis, 1998:134]. For effective pre schooling, parent school relationship that aims at creating better physical and psychological environment for children's optimum growth and development is essential. Thus, the role of parents in pre-school education can never be underestimated since they are the first teachers to lay the functions for preprimary education (Chowdhury and Choudhury, 2002:172).

Different studies show that children perform better in school if their parents are involved in their education (Butler, 2001:554; McCorthy, 1989:212). Having regular and good communication and partnering between teachers and parents is essential for consistent positive experiences at both home and school (Sadeed, 2004). Parental involvement in school helps to avoid consisting behavior between homes and school and minimize confusion for children if gives opportunity for the teacher to understand the child more and better and able to work together effectively (Robinson 1996:63). Similarly Eldridge(2000) cited in Fitzgerald (2004:6) indicates that when parents and teachers work together in any years settings, the results have positive impact on the child's development and leading in increasing achievements and

better attendance in improving attitude to learn and less behavioral problems.

Furthermore Winberger cited in Curtis (2003:142-143) confirmed that parents play a prominent roll in children literacy development by providing resources and opportunities for access to print by acting as models for literacy practices and invents in which they engaged with their children. Through participation parents can form clear picture of the process of child development and can learn to support and work more effectively with their own children at home to this effect Sadek (1996:6) indicates that parents should be recognized and respected as children's first and continuing educator and consulted as partner in any decision making process related to their children's education.

In addition to this, Seigel (2002:4) pointed out that both parents and the school needed to share common perception and responsibilities about the child. Mutual involvement, accountability and cooperation as well as reciprocal communication system are very important.

Similarly, Choedhury and Chuudhury (2002) explained that the home school or parent- teacher relations help to create: what children are like; better understanding with regard to what is pre school education; an opportunity for parents that to meet other parents and learn from their experiences and understanding of the new techniques of child training practices.

The authors further explained that home and school are the two worlds for Pre School, children, where total development takes place. They must work together for better understanding of each other, guiding the children cooperatively for more improved welfare of them.

When the teacher works through parents, she/he can create a healthy, secure and favorable environment for the child in the Pre School. Parent school relationship can be improved through home visits; parents interview .

and meetings parents' participation in school programs, developing materials for parents and parents counseling by pre school teachers.

Along with these, maintaining written diary for each child to communicate with parents is essential any message or information regarding the child's progress in the school to be given to the parents can be written in the diary and sent to home with the children. The parents can return the diaries noting the information.

More over , news letter is an excellent written material for keeping the parents in formed about what children are doing in school, new trends in education of young children, what parents are doing relating to the work of school, special events, parent teacher meetings and what is going on generally in the various class rooms (Todd and Hefternan, 1964:546)

Apart from their role as educators at home, parents can participate in pre school education in various ways. They can be employed as paid personnel, can have voice in decision concerning per school education programs and considered as resources in the education process.

2.4. The Role of the Government in Facilitating Preschool Education

Government involvement in preschool education has usually been motivated by public interest in providing adequate welfare for young children, facilitating the labor force participation of women, and increasing the level of investment in human capital (Husen and Postlethwaite, 1994:4662). However, the roles of government in preschool education vary considerably from country to country. In many underdeveloped countries, government does not provide preschool education. While, in developed countries the provision of preschool education by government recently introduced after they achieved universal primary education (MOE, 2002:77).

For instance, in France the government runs preschool education in the same way as elementary school system (Tessa, 1971:45). But in Kenya, preschool education is provided by private bodies, religious and non-governmental organizations (IDRC, 1983:87). In India, private bodies and autonomous governmental organizations provide preschool education. In all cases, the government effort is focused mainly to certain strategic areas such as training of teachers, evolving suitable teaching techniques, production of teaching materials, provision of supervision, ensuring standards, controlling and evaluating (Chowdhury and Choudhury, 2002:163-164).

Likewise, In Ethiopia as explained in ESDPIII, Government plays to encourage the private sector, NGOs and Communities to organize and provide early childhood education, as it is the basis for nurturing active and responsible citizens, review and revise curriculum, provide technical assistance in supervision, teacher training and other programs [MOE,2006:39].

Generally, even though the extent of government involvement in preschool education considerably vary from country to country, it is possible to say that government can play important roles in policy and curriculum development, standard setting, controlling and evaluating, training of teachers, and supervision to improve the quality of services rendered to children in preschool program.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Design

In order to get relevant and sufficient information on research problem, descriptive survey method was employed as an appropriate methodology. The method was selected because it enables the researcher to investigate adequately the current practice of preschool education in the zone so that the intended purpose would be achieved.

3.2 Data Sources

For achieving the objectives of this research study, the main data were gathered from kindergarten teachers, directors, parents, and pertinent experts from zone and woreda education offices. In addition, kindergarten classroom and outdoor play areas were used as a source to secure relevant data. Moreover, relevant national and regional education policy documents were used as cornerstones of information for the study.

3.3 Sample Size and Sampling Technique

In Borena Zone of Oromia National Regional State, there are 13 woreda and one town administration. According to the data of Borena zone education office planning and project service (2001.EC), there are 24 kindergartens in the zone. The kindergartens were sponsored by private individuals, non-governmental organizations (NGOs) and public. Based on the sponsoring; 15, 7, and 2 were private, NGOs and public respectively as shown in table 1 below.

To select the sample kindergartens, the lists of kindergartens were prepared and stratified by sponsoring (private, NGOs & public). Using stratified sampling, 7, 3 and 1 kindergartens were selected from privates NGOs and public respectively. Thus, a total of 11 kindergartners were used as a source of data randomly selected from each stratum by lottery method. These

kindergartens were account for 46 percent of the total preprimary schools in the zone. Accordingly, all teachers including directors in the sampled kindergartens were used as a source of data by availability sampling technique. Because the sample units are manageable that enables the researcher to include all the members of the population as a research participant. Thus, a total of 48 respondents (40 females and 8 males) which account for 47 present of the total kindergartens teachers in the zone were made to fill the questionnaire, so that the needed information would be fully obtained.

In order to get informants, purposive sampling was used. Thus, one zonal and three woreda levels education office experts (all males) and eleven directors (eight males & three females) were selected for interview due to their close duties and responsibilities they hold in the area. Ten parents (six male and four females) from two kindergartens (private & NGOs) were also selected for Focus Group Discussion (FGD) to strengthen the data collected on purposive basis.

Table 1: Summary of Population and the Number of Samples Taken

Sponsorship	Total number of				Number of samples taken			
	Kindergarten	Teachers			Kindergartens	Teachers		
		M	F	Total		M	F	T
Private	15	10	56	66	7	5	21	26
NGO	7	3	26	29	3	2	17	19
Public	2	1	6	7	1	1	2	3
Total	24	14	88	102	11	8	40	48

3.4 Data Collection Instruments

Both quantitative and qualitative instruments of data collection were used for the study. These consisted of questionnaires, observation, interview, Focus Group Discussions and document analysis.

3.4.1 Questionnaires

The questionnaire was prepared to obtain necessary information for the study. The questionnaire was prepared for all teachers and directors in the sampled kindergartens. Also the questionnaire was the same for teachers and directors. Because the standard adopted in the region justify the fact that a teacher with better performance and experience in the kindergarten serve as a director in addition to his/her teaching duties and responsibilities just like the rest regular teachers[MOE, 1987Ec:10]. Beside, the questionnaire was prepared in English and translated in to Afan Oromo to administer uniformly to all respondents.

The questionnaires have two parts. The first part contains some necessary personal information of the respondents like sex, age, educational standard, years of service as a teacher and director in the kindergartens part two contains close and open-ended questions which related to the problems.

To satisfy the needed for confidentiality, respondents were not asked to put their names on the questionnaire. Instead, they were kindly requested to indicate their sex, age, qualification and years of service so far as background information was concerned.

3.4.2 Observations

Observations were used to obtain supplementary data for the study. Direct observation was conducted both in the classrooms and outdoors. The aim is to draw pertinent data from classrooms and outdoor play areas that supplement the questionnaires and can assist comparisons with the standard adopted in the region and zones. Accordingly, in the classrooms the use of teaching methods, materials, assessment procedures, interactions and classroom organizations were observed. In the outdoor, play ground, supply and arrangements of play materials and equipment as well as safety aspects were observed in all sampled kindergartens. For the purposes of observations, checklists were prepared.

3.4.3 Interviews

Interviews were also held with the zone and woreda education office experts, and kindergarten's directors to collect additional information by using guided interview questions. The interview guides were the same for education office experts and kindergarten directors in order to cross check the reliability of information obtained for the study.

Finally interviews were conducted in Afan Oromo and Amharic based on respondents interests and willingness. The interviews were documented by taking notes alone due to financial constraints to have a tape recorder.

3.4.4 Focus Group Discussion (FGD)

According to Wellington (1996: 59-69) making a discussion among individuals or more than two participants may provide individuals mind to generate more ideas and to make an exhaustive argumentation among each other. Therefore, in addition to the interview, FGD among members of small group make up of perhaps six to ten individuals have been considered as a good instrument to obtain useful information. In addition FGD helps to understand issues with consensus and variation among the members of the discussion. In line with this Wamahu and Karugu (1995:122) stated that focus group discussion are best suited for obtaining data on group attitudes and perceptions by initiating members for active discussion. In this regard, 10 parents were invited for FGD from 2 categories of kindergarten [5 from private and 5 from NGOs].

3.4.5 Document Analyses

Document analyses are important and relevant source of qualitative case studies. That means document sources could serve a useful purpose in yielding information that is important in explaining social or educational practices (Best and Khan, 1993:191-193). Based on this, documents of the two woredas and one town administration sampled kindergartens such as personal record of child, health record, attendance, parent-teacher meeting

record, and house visit record were reviewed and used as the sources of data for the study.

3.5 The Validity and Reliability of Instruments

The instruments for data collection were initially developed based on the review of related literature in order to achieve its validity in securing relevant information for the study. The instruments which were prepared in English language, was given to expert in English so as to check the grammatical clarity of the items. Then, it was shown to the advisor in order to comment on their appropriateness to gather relevant information for the research.

Certain modifications and amendments were made based on the comments obtained from the advisor. After this, the questionnaires were translated in to Afan Oromo.

In order to check the reliability of the instruments, pilot test was carried out in two selected kindergartens. Then after, the times were seen carefully to check if they need any modifications. To this end, four questions from the questionnaires were modified, two were cancelled and one new question was added. After making the necessary modifications, the instruments were retyped and administered.

3.6 Data Collection Procedures

The data collection procedures were with letter written from zone education office to sampled kindergarten's woreda and also from woreda education office to the sampled kindergartens so that the conducted personnel would cooperate in the process of data collection. All the concerned in each woreda were informed about the objectives of the study by the researcher.

Later, questionnaires were distributed to respondents in face-to-face situation by the researcher to avoid refusals and the omission of question papers distributed, and clarifies points if additional explanations regarding how to respond when required. Before conducting interviews and observation

appropriate arrangements were also made. More over, the respondents were assured that their responses were kept confidential. They are also assured that they would not be held responsible for the research outcomes.

3.7 Method of Data Analysis

In this study both quantitative and qualitative analytical procedures were employed. The data obtained through structured questionnaires were presented in tables, analyzed using percentage and descriptive statements. In addition, the information obtained from observation, interview, Focus Group Discussion (FG.D) and document analyses were summarized qualitatively.

CHAPTER FOUR

4. Data Presentation, Analysis and Discussion

In this chapter, the collected data were presented and analyzed in the way to achieve the research objectives through answering of the basic research questions. As mentioned in the methodology part, the data were collected from pre-school teachers, principals, WEO experts, ZEB expert, children's parents, pre-school indoor and outdoor environments. The collected data from different sources were organized, presented, and analyzed sequentially in a way to answer each research questions of the study. The data collected through close-ended questionnaires from teachers and principals were presented in tables for each case, and analyzed using percentage followed by relevant discussions. The numerical values that appear in percentage were calculated to the nearest whole numbers. Besides, qualitative data obtained through observations using checklists, Interview guides, Focus Group Discussions [F.G.D] and Document Analysis were used to supplement and explain quantitative data when ever necessary.

4.1 General Characteristics of Respondents

In order to assess the characteristics of the respondents, items related to their sex, age, educational standard and professional experience as teacher in the kindergartens were made a part of the questionnaire. A detail of these results are summarized in the table 2 below.

Table 2: Characteristics of Respondents

Item	Alternatives	Respondents in		Total respondents in	
		No	%	No	%
Sex	M	8	17	48	100
	F	40	83		
Age	Less than 18 years	-	-	48	100
	18-27 years	39	81		
	28-37 years	8	17		
	38 and above years	1	2		
Educational standard	Less than grade 10	-	-	48	100
	Grade 10	3	6		
	10+2	24	50		
	10+2	6	12		
	Grade 12	2	5		
	12+1	6	12		
	Diploma and above	7	15		
Professional experience	0-5 years	33	69	48	100
	6-10 years	12	25		
	11 and above year	3	6		

As shown in the first item of table 2, the majority of teacher respondents 40 (83%) were females while 8 (17%) were males. This indicates that the great majority of teachers in the studied kindergartens were females.

As to the sex of KG teachers, the standard adopted in Oromia (MOE, 1987 E.C:15), indicates the preference of female teachers in the kindergartens education. It also appears that female teachers can play motherly roles in teaching children in the kindergartens. In addition Aggrawal (1996:219) confirm that a need to entrust the education at the pre-primary to women teachers who are considered to be more suited to the task of instruction at this stage. Hence, it is possible to deduce that, there is a positive influence on children's learning since the majority of teachers in the studied kindergartens were females who are able to give motherly love for children.

The second item in table 2 shows the age of respondents, where majority of them 39 (81%) were in the range of eighteen to twenty seven years while 3 (17%) were in the range of twenty eight to thirty seven years. The remaining two present (2%) were thirty eight and above years old. None of the respondents were below eighteen years. This indicates that, the age of teachers in the studied kindergartens ranges from eighteen to the first thirty which is an active working age. Certain evidences show that children are interested in active adults to express their needs, feelings, fears, problems etc. Supporting this idea, Chowdhury & Choudhury (2002) point out those preschool teachers should at least 18 years old matured enough to handle the young children. This, it could be said that the current status of age of teachers in the studied kindergartens seems beneficial to preschool children.

The third item in table 2 reveals the educational standard of respondents. Accordingly, 25 (52%) have 10+1 and 7 (15%) diploma and above educational standard. The rest, 6 (12%), 5 (10%), 3 (6%), and 2 (5%), have 12+1, 10+2, completed grade ten and grade twelve respectively. This demonstrates, all teachers have either completed grade ten or have the above educational standard.

A number of evidences show that the quality of teachers determines to a high degree the excellence of preschool education program. One of the requirements is that teachers must meet at least minimal educational standards for their specific tasks (Decker and Decker, 1988 204).

Hence, in the studied kindergartens, the majority of teachers have better education in relation to the standard adopted in the region which requires a minimum of grade ten complete. This might have positive impact on children's learning.

The fourth item in table 2, presents the educational experience of respondents as a teacher in the kindergartens. In this regard, the majority of respondents 33 (69%) have an experience from zero to five years. The

remaining 12 (25 %), and 3 (6%) have served from six to ten and above ten years respectively. Thus, significantly high proportions of teachers in the studied kindergartens have served from zero to five years in the kindergartens.

According to Fuller (1991:280), the possession of a fair number of years of teaching experiences would put teachers in a position to employ different techniques of teaching, to identify learning difficulties in their students, and give remark about their different attributes. In support of this, Heffernan and Todd (1964:4) indicated that, rich professional experience of teachers enables them to practice different teaching skills, to integrate new knowledge and skills with current practice in kindergarten. Hence, based on scholars view and the collected data, it would be possible inter that, the great majority of teachers in the studied kindergartens and least or limited teaching experience which in turn may result in the improper implementation of preschool education program.

4.2. The Extent of Curriculum Implementation in the Kindergartens

In order to find out the extent to which the curriculum implementation in each studied kindergartens different questions related to objectives, contents, instructional materials, methods of teaching, preparation and utilization of teaching aids, record keeping system, assessment techniques and problem encountered were raised to the respondents and the results are analyzed as follows.

4.2.1 The Main Objectives of the Curriculum in the Kindergartens

Respondents were asked to identify the main objectives of the curriculum in each kindergarten. They were given a chance to identify the main objectives of preschool curriculum from the given four option develop (social, intellectual,

physical & emotional development).The results are summarized in Table 3 below.

Table 3: The Main Objectives of the Curriculum in the Kindergarten

Objectives of the curriculum	Respondents	
	No	%
Social development	28	58
Intellectual development	44	92
Physical development	11	23
Emotional development	26	54

As shown in Table 3 above, the great majority of respondents 44 (92%) in the studied preschool agreed that the main objectives of pre-school curriculum is intellectual development followed by social development 28 (58%). Less number 26 (54%) and 11 (23%), of respondents selected emotional and physical development respectively. This shows that intellectual and social developments of children were more targeted at in most pre-schools. Whereas, emotional and physical developments of children are least emphasized.

Besides, the interview conducted with kindergarten directors, made clear that greater attention given to the intellectual and social development of children than the rest. The evidence given was to prepare children for primary education.

It is clear that, the main objectives of preschool curriculum are children's cognitive, social, physical and emotional development, which goes in line with the views of scholars (Chowdhury and Choudhury, 2002). More over, the New Education and Training Policy (1994) set forth the objectives of preschool education in the country as all – rounded (social, emotional, intellectual and physical) development of the child in preparation for formal schooling. Based on the policy, the standard adopted in Oromia (MOE, 1987 E.C:4) set the

objectives of kindergarten education in the region as all round development of the child and promotion of children's success in primary grades. The objectives of kindergarten education should not be limited or narrowed to intellectual and social development alone to prepare children for primary education. Such emphasis may be academically effective but may constrain the child's development in emotional and physical areas. Thus emphasis to all areas will provide rich experiences in living and learning.

Therefore, based on the results it would be possible to realize that the objectives of the curriculum lack focus on physical and emotional development of children. The lack of balance to address the social and emotional development of children in the studied kindergartens, might lead to lack of harmonious development children's personality.

4.2.2 Relevance of the Contents of Kindergarten's Curriculum and its Relation to the Realities of Environment

Respondents were asked to identify the degree of relevance of the contents of kindergarten's curriculum and its relation to realities of environment for children's all rounded development. There options (high, medium and low) were given from which respondents could select and the results are revealed in table 4 below

Table 4: Relevance of the Contents of Kindergarten's Curriculum and its Relation to the Realities of Environment

No	Item	Respondents					
		High		Medium		Low	
		No	%	No	%	No	%
1	Relevance of the curriculum content	15	31	28	54	5	10
2	Relatedness of curriculum content to the realities of environment	17	35	11	23	20	42

As shown in the table 4 above, the great majority of respondents 28(58%) in the studied KGs agreed that, the content of the curriculum was medium. Small number of respondents 15 (31%), and 5 (10%), said the relevance was high and low respectively. Based on the responses obtained, the relevance of the contents to prepare children for learning a head in most of kindergartens was medium.

To obtain additional evidence, kindergarten directors and woreda education office experts were interviewed. The majority of interviewer held different views. They said that the contents of the curriculum lack revision and updating. Besides, they expressed the lack of focus of the contents on problems, interests, abilities and developmental level of children.

From the modern educational point of view, the content of the curriculum is the means through which the natural tendencies of the child are given stimulation and selective direction toward the activity which will fit the learner to live his/ her life in most effective way (IDRC, 1983:5). Relevant contents have meaning for the child. It opens the door to new interests and enriches already existing ones. It addresses the academic needs of children by providing learning experiences that in riches all round development of children. It also enables teachers to guide children's learning within natural framework of interest and purposeful engagement (Miller and Mc Dowelle, 1993:85- 110).

Like wise, in Oromia the standard setting adopted (MOE, 1997 E.C:5) recommended, the contents of the curriculum that respond well to children's age, abilities and problems.

In general, in the studied kindergarten, the contents of the curriculum were neither revised by concerned body, nor up-dated by teachers. There fore based on responses obtained from directors and educational office experts it would be possible to conclude that the relevance of the contents to meet the

growing needs of children so that they get prepared for learning a head was found to be low in the studied kindergartens.

As shown in table 4 above, most of the respondents 20 (42) argued that the degree to which the contents were based on the realities of children's environment was low. Small portion of respondents 17 (35%), and 11 (23%) said high and medium respectively.

Furthermore, the interview conducted with kindergarten directors concerning the degree of contents relation to realities of environment, they said that there is no any relation the contents to realities of environment. For instance the name of persons which given in the some text book different kinds of the fruit name and pictures are not related with our environment and cultures

According to John Dewey, sited in Lambert (1960:8) child's development is the sum of total of his reaction to the environment in which he/ she lives. To enable the child to make full adjustment in life, the kindergarten experience should be based on the child's environments to become members of the society, and the school for children becomes a community. Contents that are selected directly from children's environment most likely have more relevance to the life of children as they are concrete and real for them (Tassoni, 2004:43).

In the studied kindergartens, the lack of contents from the realities of children's environment and their daily life experience would have significant draw-back on children's competences, initiatives, and opportunities to cope with both individual and community problems to be solved and life to be lived ahead. Hence, based on the responses obtained, it could be said that they degree to which the contents was based on the realities of children's environment to prepare them for future life was found to be low.

4.2.3 Content Organization in to Areas of Learning

Respondents were asked to identify the area of learning in to which the content of the curriculum was organized in each kindergarten to lay a firm foundation for later life & learning. The respondents were allowed to select one or more areas of learning from the options provided. The results are depicted in the table 5 below.

Table 5: Contents Organization into Areas of Learning

Organization of the content	Respondents in	
	No	%
Aesthetic and creative	27	56
Environmental science	29	60
Mathematics	19	40
Language	39	81
Physical education	9	19

As indicated in table 5 above, the great majority of respondents 39 (81%), selected language followed by environmental science 29 (60%). Some respondents 27 (56%) selected Aesthetic and creative. Small number of respondents 19 (40%), and 9 (19%) selected mathematics and physical education respectively. This demonstrates that the contents of learning in the studied kindergartens were mainly organized around languages and environmental science. Where as, contents organization in the areas of mathematics and physical education were low.

The standard adopted in Oromia (MOE 1987 E.C: 5 and 7). Out line the organization of kindergarten curriculum contents in to the areas of languages, environmental science, mathematics, aesthetic, and creative as well as physical education in a well- balanced manner. These areas are believed to promote all round development of preschool children and contribute for their success in primary grades.

It is important to note that kindergarten curriculum which helps children to cope with future life and learning, emphasizes the use of and interrelations among the various areas of learning. However, in the studied kindergartens, greater emphasis was placed languages and environmental science. When kindergartens are much concerned with the teaching of specific subjects, it may lead to lack of building background experiences that will promote the attainment of academic, social and life skills.

As a result, based on the responses obtained, the content of the curriculum lack a broad base on organizing experiences and activities with exposure to a variety of areas to build a firm foundation for late knowledge, attitudes and skills of children in the studied kindergartens.

4.2.4 The Most Commonly used Teaching Methods in the Kindergartens

In the studied kindergartens respondents were provided with the list of teaching methods and allowed to indicate one or more the most commonly used. The results are shown in table 6 below

Table 6: The Most Commonly Used Teaching Methods in the Kindergartens

Teaching methods	Respondents in	
	No	%
Explanation	30	63
Questions and answer	35	73
Discussion	12	25
Play	35	73
Field trip	8	17
Learning by doing	21	44
Role playing	15	31

As shown in table 6 above the majority of respondents 35 (73%), indicated question & answer and play based instruction equally, followed by explanation 30 (63%). Some respondents 21 (44%), indicated learning by doing. Small number of respondents 15 (31%), 12 (25%) and 8 (17%) indicated role playing, discussion and field trip respectively. This shows that playing based instruction, question and answer and explanation were the most commonly used teaching methods in most of the kindergartens. Whereas, the rest methods were rarely used.

However, during the observation the researcher confirmed that, in all visited classrooms the application of direct teaching that focuses on explaining, reading, telling, and showing numerical numbers, letters, and pictures on the blackboard was used dominantly than other methods.

Several studies have shown that in implementing the preschool curriculum methods emphasizing child directed activities are more effective than those teacher directed instruction. Education in preschool is not about imparting facts rather it is about listening, guiding and helping each child to make sense of real world (Paciorek and Munro, 1999:83). It is based on better understanding of what children can do. To adopt interactivities to the need and helping he/she learn with satisfaction (Tassoni, 2002:1).

Similarly, the standard adopted in the region (MOE, 1987 E.C:4) point out that play, work, and other child-directed methods as the main medium of education for all round development of children in the kindergartens.

Hence, the use of child directed methods like play, discussion, role-playing, fieldtrip and learning by doing provide opportunities for first-hand experiences, activities, discovery, exploration, experimentation, and multi sensory approaches. These methods promote independence, cooperation, responsibility, consideration, tolerance and respect for the right of all others.

On the other hand, in most of the studied kindergartens, teacher directed attempt dominate rather than child-initiated learning that is the basis of child development curriculum approach. Thus, based on the responses obtained, it would be possible to say that current more reliance on question and answering and explanation methods more of teachers directed in the studied kindergartens, less guarantee the proper implementation of the curriculum.

4.2.5 Utilization and Preparation of Instructional Materials by Teachers

In order to determine the degree of teaching materials utilization & preparation by teachers, respondents were asked. They were given option (high, medium and low) from which to decide. The results are summarized in table 7 below

Table 7: The Degree of Instructional Materials Utilization and Preparation by Teachers

Item	Respondents					
	High		Medium		Low	
	No	%	No	%	No	%
Utilization of Instructional Materials by Teachers	25	52	19	40	4	8
Teachers' Effort to Prepare Instructional Materials	17	35	24	50	7	15

As shown in table above, half of the total respondents 25 (52%) replied that, the extent of instructional materials utilization by teacher was high. The remaining small number of respondents 19(40%) and 4 (8%) indicated as a medium and low respectively. This implies that, the extent of instructional materials utilization by teachers was high in the studied kindergartens.

However, the responses from the interviewed directors and the direct observations of the researcher confirmed acute shortage or absence of essential curriculum materials such as syllabus, teachers guide and other related teaching aid materials. The utilization of appropriate teaching materials support children's self initiated learning creates interest and imagination and enhances proper implementation of the program. On the contrary, the lack of these essential teaching materials might make teachers to rely on their personal view in setting objectives and selecting contents, methods of teaching and assessment techniques.

Hence, based on the results shown in table 8, it would be possible to conclude that, teachers more rely on the utilization of readily available materials than preparing by their own from locally available materials. It could also be possible to inter that, preschool education in the visited kindergartens rely on personal wish of teaches due to lack of or acute shortage of essential instructional materials.

As depicted in table 7 above, the majority of respondents 24 (50%) indicated that, the extent of instructional material preparation by teachers from locally available materials was medium. The remaining 17 (35%) and 7 (15%) replied high and low respectively. This implies that, the majority of teachers are medium to prepare instructional materials from locally available raw materials in the studied kindergartens. Similarly, the researcher observed that, in the sampled kindergartens acute shortage or total absence of instruction materials and teachers' dependency on picture reading, letter naming, and word formulation from letters, practicing simple arithmetic by writing on the blackboard. Thus, based on the direct observation made by the researcher and responses obtained from the interviewed directors, the extent of preparation of instructional materials from locally available raw materials by the teacher was need attention in the studied kindergartens.

4.2.6 Most Commonly Used Assessment Techniques

Respondents were asked to identify the most commonly used assessment techniques. They were given the list of assessment techniques from which to select one or more. The results are summarized in table 8 below.

Table 8: The Most Commonly Used Assessment Techniques

Assessment techniques	Respondents	
	No	%
Test	30	63
Observation	18	38
Class participation	38	79
Daily attendance	26	54
Pupil practical activities and assignment	23	48

As depicted in table 8 above, the great majority of respondents 38 (79%), selected class participation as the most commonly used assessment technique followed by test 30 (63%) respondents. The remaining number of respondents 26 (54%), 23 (48%) and 18 (38%) selected, daily attendance, practical activities and assignment and observation respectively.

This indicates that class participation was the most commonly assessment technique followed by test. In contrast, writing and drawing work of children and particularly observation were the least used techniques of assessment in most of the studied kindergartens.

Evidences show that assessment of young children should be based on continuous observation both in the classroom and outdoor environments. It should be an ongoing process rather than a single paper-and-pencil test. It should look at children's activities, attitude and efforts than mere presence in the classroom (Isenberg and Jalongo, 1993:319). A multi source and a multi measure assessment will provide a more valid and comprehensive picture of

the child. It also provides continuous feedback between teachers, children and parents. Particularly, observation with a clear focus and purpose is more rewarding to identify particular needs, strengths and weaknesses of children (Neaum and Tallack, 1997:71).

In addition, more reliance on test, daily attendance and class participation, provide partial information about children's performance. It never takes into account the activities of young children, which are equally important in the outdoor environment. As a result, it lacks validity and reliability to identify the interests, needs, and problems of children so that appropriate indoors and outdoors activities to individuals and groups of children, will be planned and provided.

Therefore, based on the response obtained, it could be said that appropriate assessment techniques that provide complete picture of children both in the classroom and outdoor environments were not used in most of the studied kindergartens.

4.2.7 Most Commonly Used Children's Record Keeping System

In order to know the most commonly used record keeping system in the studied pre-school; respondents were asked about record keeping system used by them. Respondents were given options to select one or more possible answers. The results are summarized in Table 9 below

Table 9: Most Commonly Used Children's Record Keeping System

Types of record	Respondents in	
	No	%
Personal record of the child	12	25
Admission	22	46
Daily attendance	45	94

Table 9 revealed that 45 (94%) of the respondents commonly used daily attendance, 22 (46%) of them replied that they commonly used admission record and 12 (25%) of the respondents that they use personal record of the child. This implies that the most common recording used in pre-schools was daily attendance followed by admission record.

Furthermore, the document analysis carried by the researcher confirmed that in all the studied kindergartens, there were attendance and admission record. In addition to this in most of the studied pre-schools rosters used to record children's results.

Appropriate record keeping is used as a reference to know the progress, strength and weakness of the individual child and helps teachers to assess their teaching methodology. In support of this, Curtis (1998) indicates that, continuous record with brief description about the children's performance both indoor and outdoor from year to year provide valid information about the child.

Therefore, based on the above given information it would be possible to conclude that appropriate record keeping system that can show individual child's academic performance and progress, family background, developmental history health status, needs abilities of the child were not used & kept properly.

4.3 Adequacy of Classroom and Outdoor Space, Materials and Equipment, as well as its Organizations

In order to identify, the adequacy of classroom and outdoor space, materials and equipment, as well as its organization in the kindergartens, respondents were requested to judge the adequacy. Accordingly, they were given pertinent items with options from which to judge (optimal, adequate, some what adequate, inadequate and not available). The option, optimal and non

existent were not selected by any respondents thus never analyzed. The results are presented and analyzed as follows.

4.3.1 Adequacy of Classroom Space, Materials and Equipment and its Organizations

Respondents were asked to judge the adequacy of classroom space, materials, and equipment as well as its organizations. The results are shown in the table 10 below.

Table 10: Classroom Conditions

Item	Responses									
	Optimal		Adequate		Some what adequate		Inadequate		Non Existent	
	No	%	No	%	No	%	No	%	No	%
Space provided for child			10	21	25	52	13	27		
Organization of activity center			18	38	2	5	24	50		
Supply of materials in the centers			15	31	6	12	27	56		
Arrangement of materials			25	52	8	17	15	31		
Access for utilizations			34	71	3	6	11	23		
Child sized of Table, chairs and shelves			25	52	12	25	11	23		

The first item in table 10 above reveals classroom space provided per child. Then, more than a half dents 25 (52%), judged classroom space provided per child was somewhat adequate. The remaining number of respondents 13 (27%); and 10 (21%) said inadequate and adequate respectively. This shows that somewhat adequacy of classroom space provide per child in most of the studied kindergartens.

The observations shows that, in most studied kindergartens, averagely 43-53 students were found in a class (see appendix F). Due to this, children were crowdedly sitting in a small room which was below the standard. In most observed kindergartens there were three students on a single desk. Besides, majority of the classes were not built for the purpose of preschool education. However, in few NGOs and private kindergartens the situation was somewhat adequate. The classrooms were large enough to accommodate the standard number of children. In the observed classes there were two pupils on a single desk and in some schools each individual child had his/her own chair.

Review of research findings for classroom space, suggests that in crowded classroom children always feel discomfort and lack freedom of choice for every activity. It hinders free movement, effective use of time and methods (Mizel, 1982:11). The classroom space for young children should provided access to, and direction for learning centers and materials that foster creating, experimenting, and working with friends. Adequate space facilitates social interaction among peers and the teachers provide more learning opportunities, reduce tensions and social aggressions (Garrick, 2004:65). Further, the standard adopted in the region (MOE, 1987 EC:9) recommend 63 square meter class room sizes for forty (40) children and 1.55 square meter space for each child.

In the studied kindergartens, the classroom space provided per child was under sized resulting in crowded class either due to large number of children in each class above the standard or small size of classroom below the standard to accommodate children. Hence the kindergartens classroom couldn't meet the standard.

Therefore, it is evident to say that the classroom space under which both teachers and children work, greatly affects the success of the objectives of the program. Likewise, based on the observation, mot of the studied kindergartens were unable to provide appropriate classroom working space

for the group of children attending. This affects the proper achievement of the objective of the program in the studied kindergartens.

Regarding the organization of activity centers or corners in the classroom, table 10 indicates, half of the respondents 24 (50%), Judged the organization of activity centers as inadequate. The rest number of respondents 18 (38%), and 2 (5%), judged as adequate and some what adequate respectively. This reveals that the organization of activity centers in the majority of studied kindergartens was inadequate. Related to the organization of activity centers, table 10 as depicts the inadequacies of the supply of materials in the centers. For majority of respondents 27 [56%], judged the supply as inadequate. The rest respondents 15 (31%), and 6 (12%), judged it as adequate and some what adequate respectively. This indicates the inadequacy of supply of materials in most of the activity centers in the studied kindergartens.

The researcher also witnessed the fact that in all kindergartens, there were no clearly defined activity centers. Material of all sorts such as literary, manipulative, construction, aesthetic, creative, and natural materials were lacking. The only available materials, such as limited number of charts, and small mounted pictures hang-up or posted on the all. The habit of collecting natural objects easily available from local environment was minimum. Interviewed directors were also agreed with this idea.

It is clear that activity centers are important features of preschool classroom. It provides variety of experiences and learning opportunities for young children. The centers are the source of so much imaginative play, a place to explore experiment, discover, solve problems and use various materials and equipment (Curtis, 1998:104).

Likewise, the standard adopted in the region (MOE 1987 EC: 10), recommend different activity centers for science, social science, languages, mathematics, music, art, and craft. These centers are expected to be equipped with a great

variety of indoor toys, literary materials, building blocks, art, music and natural specimens who have a capacity to provide wide opportunities for children to activity involve in their own learning.

Indeed, the use of carefully resourced activity centers in the classroom promotes the attainment of the objectives of the program. On the contrary, the lack or absence, as in the studied kindergartens, undoubtedly, can retard or inhibit the attainment of objectives of the program as recommended.

In general, based on the results, it would be possible to infer that the organization of activity centers and the supply of materials and equipment in most of the kindergartens were inadequate.

The fourth item of table 10 above, show that more than half of respondents 25 (52%) indicated the arrangement of the available materials and equipment in the classroom was adequate. Were as the rest respondents 15 (31%), and 8 (17%), judged it as inadequate and some what adequate respectively. This shows that the available materials and equipment in more of the studied kindergartens classroom were arranged properly. Related to an orderly arrangement of materials and equipment, item fifth of table 10 also reveals, access to the utilization of the available materials and equipment, the majority of respondents 34 (71%), judged it as adequate. The remaining small numbers 11 (23%), and 3 (6%), of respondents were judged it as inadequate and some what adequate respectively. This shows access to the utilization of the available materials and equipment in most of the studied kindergarten was possible.

It was also observed by the researcher that the scarcely available literary materials, toys, and equipment were arranged by types of activity, concepts, and sequentially. These were placed at one corner of the room with one shelf in separated column. Chairs or benches and tables were arranged in rows, even though free movement seems difficult.

Educators have positive evidences, that proper arrangement of materials and equipment can provided organization and structure, which will maximize learning opportunities for children in the classroom. Well-arranged classroom encourage children's independence and self help which is a fundamental goal of preschool education (Miller and McDowelie, 1993:85).

In spite of all problems of adequacy of classroom materials and equipment observed, most of the studied kindergartens have been found adequate concerning the arrangement of the available materials. The available materials and equipment were visible and accessible to children for use and return unaided. This seems helpful, for children and easily access to materials and to choose and use them.

Therefore, based on the responses obtained, it could be possible to realize that, if an attempt made to arrange the available materials and equipment is supplemented with the provision of a variety and adequate resources, the results seem to have for reaching positive influence for children's attending in the studied kindergartens.

The last, but not the least worth considering in classroom organization was the availability of child sized tables, chairs/ benches shelves. Item six of table 10, depicts were more than half of respondents 25 (52%), judged tables, benches, and shelves as adequate. The rest 12 (25%), and 11 (23%), respondents were noted that some what adequate and inadequate respectively. This shows, in majority of the studied kindergartens, chairs / benches, tables and shelve were adequate.

Besides, it was observed by the researcher, that in most of the private and NGos kindergartens, benches, tables were appropriate in relation to developmental levels of children and comfortable for use. In most sampled kindergartens, individual's chairs were provided, light enough in weight and

tables comfortable for group work as well as shelves of proper height to be served children. Exceptions were noted in some kindergartens where benches and tables were not appropriate in relation. A single bench was shared among three or four children that were supposed to accommodate two children.

Many studies have shown that kindergarten children should be provided with tables, chairs and shelves of height and weight. Equipment used should be to the size of children so that they participate in the life that goes on in the classroom activity (Christine and Jill, 1999:125). The chairs/ benches should permit the child to sit comfortably in relaxed position child-sized shelves enable children to serve themselves with materials available (Wills, and Stegemen, 1954:41).

It is safe to say that tables, chairs and shelves must be selected to meet the needs of kindergartens children. They must afford an opportunity for children to sit and work comfortably.

Therefore, based on the responses obtained, it could be possible to realize that, if an attempt made to proved the availability of child- size tables, benches/ chars and shelves is supplemented with the appropriate number of children in the classroom and classroom space, the results seem to have far reaching positive influence for children's attending in the studied kindergartens.

4.3.2 Organization of Outdoor Space, Materials and Equipment and its Organizations

Without taking in to account of the outdoor organization not preschool education operate its complete function. Thus, respondents were asked to judge the adequacy of outdoor space, materials, and equipment and its organization in the studied kindergartens. The results are summarized in table 11 below.

Table 11: Outdoor Facilities

Item	Responses					
	Adequate		Some what adequate		Inadequate	
	No	%	No	%	No	%
Out door space and playground provided for child	23	48	10	21	15	31
Safety conditions of play ground	16	33	7	15	25	52
Supply of play equipment and materials	11	23	10	21	27	56
Selection of play equipment	23	48	5	10	20	42
Arrangement of play equipment	36	75	2	4	10	21
Durability of play equipment	33	69	-	-	15	31

Regarding provision of outdoor space and play ground, first item of table 11 indicates, the majority of respondents 23 (48%), judged outdoor space and playground as adequate. Where as, the remaining number of respondents 15 (31%), and 10 (21%), judged it as inadequate and some what adequate respectively. The response obtained show that outdoor space and play ground were adequate in most of the studied kindergartens.

In contrast, as observed by the researcher, from eleven sampled kindergartens, seven in number (five private, one public and one NGO), the available outdoor space and play ground was very much limited. Only the remaining [one private and three NGOs] kindergarten were provided somewhat adequate outdoor space and play ground. Further, directors were interviewed and explained the reason for inadequacy of outdoor space, and play ground was due to lack of cooperation from the concerned body to provide them.

Relation to this, the second item of table 11, reveals the safety conditions of play ground. The majority of respondents 25 (52%), Judged its safety as

inadequate. Where as the remaining number of respondents 16 (33%), and 7 (15%), judged it as adequate and some what adequate respectively.

In addition, as observed by the researcher, except four exemplified kindergartens (three NGOs, and one private) whose safety conditions were adequate; in most kindergartens poor that is full of broken parts, stones sandy, dust, end edges and other unnecessary materials which are dangers for the welfare of the children

Various research evidences show that outdoor space and play ground can provide many play possibilities. Play in outdoor encourages children to share equipment and ideas, promotes creativity, and stimulates languages and communication skills, and discussion about life experiences. Adequate and safety play grounds also provide more opportunities for children to jump, run, climb, roll and swing that promote the physical social, emotional and intellectual development of children. In contrast, the space that is crowded and lack safety, limits learning opportunities; create tensions, injury and foster social aggressions (Heffernan and Todd, 1960:51, Garrick, 2004:66).

Similarly, the standard adopted in Oromia (MOE, 1996 E.C:1) indicates play as the main medium of educating preschool children and recommend adequate and safety area to enhance the development of children in the kindergarten. Such being the case, the lack of adequate outdoor space and play ground as well as its safety, as in most of the studied kindergartens, limit children's opportunities to investigate and explore their environment; to learn to live with peers, to interact freely with materials and equipment available.

Hence, based on the observation and data obtained from the respondent's results, it is possible to deduce that most of the outdoor space and playground as well as its safety conditions found to be inadequate in the studied kindergartens.

Item four of table 11 also indicates where the majority of respondents 23 (48%), Judged the selection of outdoor play materials and equipments as adequate. While, the other respondents 26(42%); and 5 (10%), Judged it as inadequate and some what adequate respectively. This shows that the selection of outdoor play equipment and materials were adequate in most of the studied kindergartens.

It was also observed by the researcher that the scarcely available outdoor play equipment and materials were conducive, to be used by children due to their size. There were placed on appropriate places for being utilized.

Therefore based on the responses obtained, it would realize that, if an attempt made to select the outdoor play equipment and materials is supplemented with the supply, the results seem to have far reaching positive influence for children's attending in the studied kindergartens.

In item five of table 11, respondents were asked to judge the adequacy of the arrangement of the available outdoor play materials and equipment. Accordingly, 36 (75%), 10 (21%) and 2 (4%) of the respondents revealed that the arrangement of the available Outdoor play materials and equipment was adequate, inadequate and some what adequate respectively. This implies that the majority of teachers were committed to the arrangement of the available outdoor play materials and equipment was adequate.

Direct observation of play ground by the researcher; also justified the scarcely available outdoor play materials and equipment were paled in such away that it could allow both individual and group play.

Concerning durability of the available out door equipment, table 11 shows the great majority of respondents 33 (69%), judged the durability as adequate. In contrast, the rest number of respondents 15 (31%), said inadequate. This shows that the durability of the available outdoor equipment was adequate in the studied kindergartens.

Beside, it was also observed by the researcher that the durability was found to be adequate for the fact that the equipment were made from highly durable raw materials like metal. They were also maintenance free equipment.

It is known that the arrangement and durability of outdoor play materials and equipment can stimulate play. When each item is durable children can use it with out fear for longer time. When equipment is placed and properly arranged, children can play without interfering with other play group. In addition, proper arrangement can make possible for the teacher to give help when help is needed and carryout effective supervision.

Therefore, based on the results, it could be possible to realize that the arrangement and durability of the available outdoors play materials and equipment were found to be adequate in most of the studied kindergartens. Thus, it seems advantageous for children to engage in play with the available equipment that would enhance to realize their play potential.

4.4 Adequacy and Professional Competence of Teachers in the Kindergartens

In order to examine the adequacy and professional competence of teachers in the kindergartens, respondents were asked questions related to issues. thus, the results are summarized as follows.

4.4.1 Preparedness of Teachers for Kindergartens

Respondents were asked about training of teachers, the duration of teachers training, adequacy of courses attended during training, the language of training, and opportunity in-service training. The results are analyzed as follows in table 12.

Table 12 Preparedness of Teachers for Kindergartens

No	Items	Alternatives	Respondents	
			No	%
1	Have you been trained for kindergarten education?	Yes	43	90
		No	5	10
2	Duration of training	a. Three month	2	5
		b. Six month	1	2
		c. 10 months	35	81
		d. More than 10 months	5	12
3	The adequacy of courses taken by the KG teachers	a. High	39	91
		b. Medium	3	7
		c. Low	1	2
4	Language of training	a. Afan Oromo	21	49
		b. Amharic	18	42
		c. English	4	17
5	The interval you have got in-service training on kindergarten education to develop your profession	a. Tow time in a year	10	21
		b. One time in a year	13	27
		c. one in two years	11	23
		d. I have not got till now	25	42

The first item as revealed in table 12, majorities of the respondents 43 (90%), trained for kindergarten education. The remaining number of respondents 5 (10%) had no training. This reveals that most of the teachers in the studied kindergartens were trained as a teacher in the kindergarten education.

Related to this, the second item in table 12 shows the duration of the training the respondents were asked to indicate. Thus, 35 (81%) of the preschool teachers were trained for ten months and 5 (12%), 2 (5%) and 1 (2%) were trained for more than ten months, 3 moths and 6 months respectively. This indicates that most of the teachers in the studied kindergartens have trained for ten years.

Adequately trained teachers are crucial to ensure quality of education. Evidences show that, the training duration of pre-school teachers varies from

country to country. Tessa (1971) explains that the training of preschool teachers ranges from two years or more in diploma and degree levels to less than one year in certificate.

The standard set by the MOE (1994:16) in the kindergarten education for ten months and certified. As indicated in Woodfield (2004:98), preschool teachers need to have knowledge and understanding of all aspects of child development including theories and approaches to learning.

Hence, based on the evidences obtained it could be possible to conclude that, the training seems fair to teach pre-school children or most of the teachers in the studied kindergartens had training or their training was adequate.

As indicated in the third item of Table 12 respondents were asked to judge the adequacy of courses taken during their training for all- rounded tasks of the current practices in the kindergartens. Accordingly, 39 (91%) 3 (7%) and 1 (2%) of the respondents replied that the courses they took during the training was high, medium and low respectively.

Teachers of young children must have education that influences early childhood experiences in all aspects of human development. The experience should include; understanding to philosophical, psychological, and sociological foundations of early childhood education; human growth and development with major emphasis on the early years of life; healthy and safety; the nature of teaching and learning; curriculum and methods; and handling of interpersonal and inter-group relations with children, parents, specialists and colleagues (Deighton, 1971:141). The teacher should also possess the knowledge of detailed planning, assessment and record keeping, materials and equipment preparation and utilization, as well as careful organization of classroom and outdoor environment (Lee, 1990:161).

Hence, based on the response obtained, it would be possible to deduce that the courses that the teachers had taken during their training were adequate for all- rounded activities in the kindergartens.

In the fourth item of table 12, respondents were asked about the medium of instruction they have been trained in. As the table shows, respondents 21 (44%), 18 (38%), and (10%) were trained in Afan Oromo, Amharic and English respectively. However, from the total [90%] of trained teachers, less than half [44%] of teachers were trained in regional language.

Regarding the language of teachers training, the education and Training policy (TGE, 1994), states:

“The language of teachers training for kindergarten and primary education will be the nationality language used in the area” (Article 3.5 and sub article 3.5.3).

This has been adopted in the region to address the task of teacher training for kindergarten education as well.

There fore, the majority of teachers in the studied kindergartens were not trained in the regional language (Afan Oromo). This could be effect for better teaching- learning process in line with the National as well as Regional stated standards.

The fifth item in Table 12 reveals the interval of pre-school teachers which have got in-service training on pre-school education to develop their profession. All the respondents were asked on this issue and the majority of respondents 25 (52%) replied that they did not get until now.

The remaining 13 (27%), 11 (23%) and 10 (21%) of the respondents answered that they got once in a year, once in two years and two time in a year respectively. This indicates that, the majority of teachers in the studied kindergartens did not take any in-service training or refresher courses to develop their profession on preschool education. Furthermore, the interviewed woreda education office experts and directors also confirmed the

absence of in-service training for pre school teachers either by sponsoring body or government.

In service training is very important both for qualified and unqualified teachers to up date their knowledge, to equip them with better and modern methods of teachings, and to build self confidence that helps them to carry on a sound program of kindergarten education.

In line with this, Neaum and Tallack (1997:55) indicated that in-service training for kindergarten teachers will help to look critically at their own practice and identify strengths and weakness in it along with ways of moving forward.

However, in the studied kindergartens teachers were deprived of access to in-service training that helps them to upgrade acquaint themselves with dynamic knowledge and innovations in education.

There fore, based on the evidences obtained, it would be possible to conclude that the great majority of teachers did not get the chance for in-service training or refresher courses in the studied kindergartens.

4.4.2 Suitability of number of children to provide individual help

Respondents were asked to judge the suitability of number of children in the classroom to provide assistance to each child according to his/her abilities, interests and maturity level. The results are summarized in the table 13 below.

Table 13: The Suitability of Number of Children in the Classroom

Item	Respondents					
	High		Medium		Low	
	No	%	No	%	No	%
The Suitability of Number of Children in the Classroom	29	60	16	33	3	6

Table 13 shown that, majority of the respondents 29 (60%) indicated the number of children in their classroom was high to assist each child according to his/ her interest and abilities. The rest 16 (33%) and 3 (6%) respondents noted that medium and low respectively. This indicates that in the studied kindergartens the number of children in the classroom was convenient to provide individual help for each child.

However, what particularly observed by the researcher as well as seen from children section ratio and the responses given by respondents were incongruent. As observed by the researcher, from eleven sampled kindergartens, it was only in limited kindergartens that the number of group size on average ranges from 20-26 children. In the rest of the studied kindergartens the number of children on average was from 43-53 (see appendix F).

Research evidences show that preschool education programs make greater contributions when size is small and when there are enough teachers attend properly to the children. When teacher- child ration is high the teacher may not longer be able to give each child the time and attention that the child needs (Firzgerald, 2004:200). In fact, the standard for group size and teacher-child ratio may vary related to the age level of children. However, it is beneficial when the number of children should not more than twenty for the five and six year olds and much less for the three and four- years old. There should be at least two teachers supervising the children at all times (Chowdhury and Choundhury, 2002:146).

In similar manner, the standard setting adopted in the region (MOE, 1987 E.C: 9), recommend a group size of 40 children with one teacher and one assistance teacher both of who are expected to be trained in kindergarten education.

On the contrary, in most of the studied kindergartens, teachers were inadequate. There was limited assistance teachers assigned. As it can be understood from the appendix F easily, from the all sampled kindergartens, except one assigned adequately, two of them each were assigned two assistance teachers; two of them each assigned one assistant teachers and the remaining six sampled kindergartens were no assistance teachers assigned.

Based on the results, it would be possible to infer that there was a shortage of teachers for the group of children attending in the kindergartens. The shortage of kindergarten teachers might limit children's learning opportunities, attending and engagement in tasks, social interactions, safety, and the achievement of the intended objectives of education in the studied kindergartens.

4.5 Preschool- Parent Relations

In order to know parent- school relationships in pre-schools, respondents were asked about issues related to the degree of parent involvement in kindergartens, the extent of teachers recognition to establish respectful partnership with parents, the degree of parents acceptance to the invitations of the preschool and commonly used means of communication of parents to participate in pre-school education.

4.5.1 Issues Related to Parent- School Relations

Research clearly indicates that school become well when there is a strong connection with parents as part of the learning community. In this sub topic respondents were asked to assess the parent school relationships. The results are summarized as follows.

Table 14: Issues Related to Parent-School Relations

No	Items	Alternatives	Respondents	
			No	%
1	Parents' involvement in your kindergarten to enhance children's performance	a. High	18	38
		b. Medium	24	50
		c. Low	6	12
2	Most commonly used means of communication to encourage parents participate	A forum for parent education	8	17
		Meeting and discussion	34	70
		Telephone calls	28	58
		Parent visits	21	44
		Conferences	2	4
		Written letters	36	75
		Children's circulating books	16	33
Verbal message	26	54		
3	The teachers' recognition to establish respectful partnership with parents	a. High	35	73
		b. Medium	8	17
		c. Low	5	10
4	The degree of parents' willingness to the invitation of the pre-school	a. High	17	35
		b. medium	26	54
		c. low	5	10

The first item of table 14 is related to the degree of parents' involvement in pre-school to enhance children's learning. Accordingly, 24 (50%) of respondents noted that the degree of parents involvement in the kindergartens to enhance children's learning was medium. On the other hand, 18 (38%) and 6 (12%) of them reported that parent involvement in pre-school was high and low respectively. This indicates that the parent involvement in the studied kindergartens was moderate.

Focus group discussion of pre-school children's parents confirmed that the parent involvement in the kindergartens was weak. Regarding this issues, majority of FGD participants had said. "Due to our work condition we have hardly contact with child teacher at school".

Similarly the other of the FGD participant- parents commented:

We are not clear with the kindergartens program. We though, once kindergarten admitted children every responsibility was the duty of the teacher.

Besides, most of the interviewed directors pointed out:

Regarding parent participation, there is a problem both with parents and kindergarten teachers. In parent side, most of them, who are awarded of the importance of KG kindergarten, do not want to involve and take responsibility and leave every thing on the shoulder of kindergarten teachers. On the teacher side undeniably, there are also teachers who do not involve and encourage parents to participate in their children's learning.

(January 22/2011)

Parents' involvement in pre-school is crucial for the children's better performance. As noted by Suivant (2006), children perform better in kindergarten if their parents are involved in their education, which implies the goal of preschool program could not be achieved if we cannot take parents into consideration. In line with this, Chowdhury and Choudhury (2002:172) explain that home and schools are two worlds for preschool children, which total development takes place. Parents and teachers must be work together for better understanding of each other, guiding the children cooperatively for more improved welfare of them. This however, was moderate the studied pre-schools.

As revealed in item two of table 14 above, most of the respondents 36 (73%), and 34 (70%) indicated written letters and meeting and discussion respectively. Telephone calls and verbal message were indicated by 28 (58%), and 26 (54%) of the respondents respectively. Small number of respondents 21 (44%), 16 (33%), 8 (17%), and 2 (4%) indicated parent visits, children's circulating books, a forum for parent education and conferences respectively. The responses indicated that written letters and meeting and discussions were the most commonly used means of communication in most of the sampled kindergartens. In contrasts, parent visits, children's circulating

books a forum for parent education and conferences were the least used means of communication for parents to participate.

As to many of the interviewed directors, the only available means of communication with parents were attendance at semester and at the end of the year. In these meetings, due to time constraints and other reasons, parents were often rushed and enforced teachers passing on information. This leaves little room for discussion or debate and made communication one directional and less effective.

Studies have shown that effective means of communication between parents and kindergartens is essential to exchange information and develop links in ways that values and respects the contributions of the children, their family and the setting (Fitzgerald, 2004:7). Maximum returns in the program require various channels through which information is exchanged. Among these, parent education is said to be an excellent strategy to maintain parents' confidence, increase their knowledge of child development and help cope with school activities at home. Besides, parental visits provide parents' with information, cognitive activities and materials to use with their children. In addition, the use of children's circulating books to communicate daily with parents help to keep parents informed about day-to-day practices and give information about program procedures. Further, conferences regular meeting and discussions provide valuable opportunities to exchange clear and concrete information about the program (Decker and Decker, 1988:133, Fitzgerald, 2004:34).

Therefore, based on the results, the means of communication used in most of the studied kindergartens, for parents to participate were found to be less effective. It never invites parents to play a direct role in the education of their children.

The third item of table 14 above, most of the responses 35 (73%), said teachers' recognition and equality to establish respectful partnerships with parents was high. Small number of respondents 8 (17%) and 5 (10%) it as medium and low respectively. This shows that the great majority of teachers show recognition and equality to establish respectful partnership with parents.

In order to promote mutual involvement, accountability and mutual gains teachers and parents need respect each other children can only benefit when each partner respect and recognize to the other. Trust and respect are essential to build collaborative and interactive partnerships between teacher and the parent. This partnerships promote the sharing of ideas and learning from each other to benefit children both to day and the future (Beaty, 1988:23).

Hence, based on the results it would be possible to conclude that, teachers' recognition and equality to establish respectful partnerships with parents was high in the sampled kindergartens. But it should not be supported by good means of communication and encouraging parents to participate in their children's learning.

The forth item of Table 14, the pre-school teachers were asked to rate the degree of parents' acceptance to the invitations of the pre-schools. Accordingly, 26 (54%) of the respondents replied that the degree of parents acceptance to the invitations of preschools were medium. On the other hand, 17 (35%), and 5 (10%) of them noted that the parents acceptance to the invitation of the pre-schools were high and low respectively. This data confirms that the parents' acceptance to the invitation of the pre-schools was medium in the studied kindergartens. Supporting this idea, FGD participant parents said, "We are interesting for invitations of preschool programs, but since most of the time they call us at we schedule our own works."

(January 15/2011)

Therefore, based on the results, it could be said that, most parents medium to welcome the invitations made to them in the studied kindergartens.

Regarding the involvement of parents in the management body of the kindergartens, most of the respondents 30 (63%) replied that there was parental participation in the management aspects of the kindergartens. Whereas, small number of respondents 18 (37%), replied the existence of parental participation.

The responses revealed that in most of the studied kindergartens, there was parental participation in the management aspects of the kindergartens.

As it has been analysis from the existing document there are merely the names of the so called means of the management. The document depicts no teacher-parent meeting records. Moreover, as revealed in item 2 above, about means of communication with parents, most of the respondents [75%], indicated written letters were used as means of communication. This implies that minimum opportunities for brief and concrete personal exchange of ideas that could invite parents to play a direct role in the education of their children.

Hence, based on the evidences obtained it could be possible to conclude that, there was a severe shortage of parents participation in the management aspects of many kindergartens.

4.6 The Role of Government in Facilitating Preschool Education

In order to assess the government role to enhance preschool education in kindergartens, different questions related to the supportive services provided by the government were raised to the respondents and the results are presented and summarized in table 15 below.

Regarding this, the interviewed zonal education office expert said:

Before three years the control of preschool education; checking the fulfillment of desirable facilities and materials, issuing of license and conducting supervisory activities were carried by zone education. But from 1999 E.C onwards all the activities that were carried by zone were totally transferred to woreda education.

[January 22/2011]

From the response of the interviewee, it is clear that there was a shift made regarding supervision of kindergartens. However, one of the interviewed woreda education office experts pointed out that:

Most of the time, we supervise kindergarten at the beginning academic year to obtain data related to number of teachers, children, sections, and available materials including facilitates. Since there are no curriculum materials in our office, no one of the woreda education office experts is clear with what types of subjects that preschool children should learn, methods of teaching and assessment techniques used.

January 29/2011

As indicated in Oromia State ESDP-III (2005:6), private sectors, NGOs and the community are encouraged to invest in the development of pre-primary programs and services while the government plays the crucial role in setting standard, developing the curriculum, designing the system of teacher training, providing supervision services and issuing licenses for the institution. This being the case, the attention given and supportive services offered to preschool education by the pertinent government bodies in the zone under study was insignificant.

Therefore, it is possible to conclude that, necessary effort and support were not made to enhance preschool education by the government in the studied kindergartens.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary

Various research evidences have shown that preschool education has a very positive impact on the social, physical, emotional and intellectual development of young children that lasts well into adulthood. Children who have preschool experience are much more receptive to formal schooling, their educational achievement tends to improve, and the chances of their dropping out of school are reduced and also provide the guidance and understanding of adults and opportunity to mix with other children. Hence, preschool education institutions, which have adequate and well-trained teachers and adequately equipped with the necessary materials and facilities, are proved to lay the foundation for children's later development.

Taking this in to account; the main objective of this study was to asses the implementation of the new policy of preschool education and current practice in Borena Zone of Oromia regional state.

In-order to meet this objective, the study was guided by the following five basic research questions:-

1. To what extent the curriculum has been implemented in the kindergartens as recommended in the policy?
2. How adequacies are the classrooms, outdoor space, materials and equipment organized in the kindergartens to meet the policy requirement?
3. To what extent are kindergarten teacher competent to teach at their level?
4. How is the parent-school relationship in the kindergartens in light of facilitating the teaching- learning process?
5. What role does the government play to enhance education in the kindergartens?

In brief the following findings have been documented in response to the five basic research questions formulated under the statement of the problem.

The extent of curriculum implementation in the studied kindergartens found to be low. Because, the findings disclosed: the objectives of the curriculum lack focus to address the emotional [54%], and physical development [23%] of children in the kindergartens. The relevance of the contents to meet the growing needs of children so that they get prepared for learning a head [58%] was found to be medium in the studied kindergartens. The degree to which the contents were based on the realities of children's environment to prepare them for future life [41%] was found to be low. The contents of the curriculum lack a broad base of organizing experiences and activities in mathematics [40%], and physical education [19%] areas to build a firm foundation for later attainment of academic, social and life skills. As to instructional methods; and questions and answer each equally [73%] and explanation [63%], were the most commonly used. Where as learning by doing [44%], role playing [31%], discussion [25%], and field trip [17%], the least used that was the basis for child development curriculum approach. The degree of instructional materials utilization was high for the majority of teachers [52%] used the available materials in the kindergartens. The extent of instructional materials, preparation from locally available raw materials by teachers to overcome the acute shortage was found to be medium [50%]. As to the assessment techniques; class participation [79%], and test [63%] were the most commonly used. Where as, Pupil practical activities and assignment [48%], and observation [38%] was the least used that would fit the nature of young children and provide a complete picture of children both in the classroom and outdoor environments.

Regarding the classroom, outdoor space, materials and equipment, as well as its organization, the findings of the study disclosed that: more than half [52%] of respondents were judged some what adequate classroom space provided

per child. The organization of activity centers [50%] and the supply of materials in the classroom [56%] were found to be inadequate. Appropriate (child sized) tables, chairs/ benches, shelves for the group of children attending in the kindergartens were found to be adequate [52%]. 48% of respondents agreed about the adequacy of outdoor space and ground but was disproved by the researcher's observation. The arrangement of the scarcely available out door play materials and equipment [75%] and durability of out boor play equipment [69%] were found to be adequate. The safety conditions of play ground 52%, was found to be inadequate. The supply of out door play materials and equipment [56%] was found to be inadequate.

About professional competence and roles of preschool teachers and leaders, the study shows that. Majority [90%] of the sampled preschool teachers in the visited kindergartens are trained in preschool teaching. 81% of the preschool teaches were trained for ten months. Respondents (44%), (38%), and (10%) were trained in Afan Oromo, Amharic and English respectively. However, from the total [90%] of trained teachers, less than half [44%] were trained in regional language. The courses that the great majority of teaches [91%] had attended during their pre-service training were high to build a firm theoretical and practical foundation required in kindergarten education. The majority of pre-school teachers 52% do not have in-service training to improve or up-date their professional skills and expertise to work effectively in the kindergartens. Assistant teaches were not adequate in the most visited kindergartens. The vast majorities of teachers were females 83%, in active working age and meet the minimum educational standards for kindergarten education.

Concerning the extent of parent- school relationships to assist children's learning, the findings of the study indicates that: half [50%] of the teachers respondents noted that the degree of parent involvement in the pre-school to enhance children's performance was medium. The most commonly used means of communication for parents to participate in the affairs of

kindergartens were written letter [75%], and meeting and discussion [70%], that minimum opportunity for brief and concrete personal exchanges of ideas in face-to face situations. Where as, parent visits [44%], children's circulating books [33%], a forum for parent education [17%], and conferences [4%], were the least used; that could invite parents to play a direct role in the education of their children. Most of the respondents [73%] noted that teachers' recognition to establish respectful partnership with parents was high. But, they lack strong sense of initiatives, commitment and responsibilities to form and strengthen them partnerships over coming numerous/ challenges. More than half [54%] of the respondents reported that the degree of parents' acceptance to the invitations of the kindergartens was medium.

Regarding the government supportive services to enhance education in the kindergartens found to be very minimal and limited. Because: the findings disclosed that the majority of studied kindergartens were lack essential support [58%], from the government particularly from woreda education office. Respondents [63%] replied supervision were the most supportive service provided to them from woreda education office. However, the supervision provided to preschools was limited to once in a semester, and that focuses on administrative purposes than on teaching- learning process.

5.2 Conclusions

Based on the major findings of the study in Borena Zone kindergartens the following conclusions are drawn:

The curriculum was not implemented as recommended in the policy because; the objectives of the curriculum were unable to address all domains of children's development. Besides, the contents lack relevance and broad base of organizing experiences in various areas of learning to prepare children for life and learning ahead. Further, appropriate instructional methods, materials, assessment techniques, and record keeping systems that guarantee the proper implementation of the curriculum were not employed.

Classroom and outdoor materials and equipment that can be used for classroom instruction and outdoor play were inadequate. More specifically, both indoor and outdoor spaces, as well as its safety conditions were neither inadequate nor suitable to meet the requirements. Hence, it could never meet the minimum standards set by the region.

Most teachers of the visited kindergartens have trained in the preschool teaching and which have included the necessary courses as well as lasts the required duration of the training. However, only limited number of teachers was trained in regional language. Further opportunities for in-service training were very limited. Above all, assistant teachers were inadequate.

The relationship between parents and kindergartens was not strong enough to create a partnership for the purpose of improving the preschool performance and the development of children. Most parents, due to their work conditions, they have hardly contact with child teacher at school. The others lack clear awareness about the objectives and activities of kindergarten education. On the teacher side undeniably, there are also teachers who do not invite and encourage parents to participate in their means of communication to work with parents were not a well established features of most kindergartens. As a result, the kindergartens fail to promote effective partnerships with parents as recommended in the policy

Governmental roles and supportive services to enhance the pre-school education in the studied area were very limited and inadequate in relation to what recommended in the policy of the preschool education and this strongly affects the practices of kindergarten education.

5.3 Recommendations

On the basis of the findings of the study the following recommendations are forwarded to improve the current practices of preschool education, and to achieve the intended objectives in Borena Zone kindergartens.

1. The content of preschool curriculum is expected to be relevant , broad and balanced to provide opportunities that can address the social, emotional, physical, intellectual needs of preschool children so that they can better prepared for the life and learning ahead. In contrast, in studied kindergartens, it should be possible to conclude that the relevance of the contents of curriculum to meet the growing needs of children so that they get prepared for learning a head was found to be low. Therefore curriculum revision and up-dating which aimed at improving the relevance of the curriculum to prepare children for learning and life ahead should be made by Regional Education Bureau.
2. The organization of both classroom and out door space, materials and equipment, an important part in helping children to acquire the skills and competencies associated with preschool provision. Therefore, keeping the requirements in view, the sponsoring agencies should provide the minimum requirements of space and safety conditions, and equips the kindergartens with adequate and appropriate materials and equipment before commencing the work.
3. As explained in ESDP III, cluster-based local in-service training is one way to improve the professional competency of teachers. So, the sponsoring agencies and woreda education office should jointly organize ongoing workshops, seminars, conferences, and experience sharing program to equip them with new approaches of pre-school education. In addition to this, arranging one Cluster Resource Center (CRC) at woreda or town administration level, and sharing experience on methods of teaching, assessment techniques, record keeping, teacher student interaction, parent- teacher relation etc in

collaboration with Regional Education Bureau and other relevant stakeholders.

4. In addition to MOE and UNESCO statements, practical evidences assert that teaching children in their mother tongue enables them to express their views clearly, to grasp concepts properly and motivates them to learn. However, the study confirmed that most of the children were forced to learn with out mother tongue. Thus, concerned body should strictly follow and take corrective measures in collaboration with parents and kindergarten sponsoring agencies.
5. Effective parent-school relationship is one of the major features of preschool education. Opportunities for children's learning are strengthened as the coopration among the parents, school and community is acknowledged and respected. Therefore, to strengthen the bond between parents and kindergartens: emphasis on community oriented and greater parental participation should be adopted in the kindergartens; effective strategies for working parents based on the realities of local environment should be employed by the kindergartens; effective means of communication like parent education, parental visits and children's circulating books should be employed by the kindergartens; Woreda Education Office should provide strong supportive services in raising the awareness of the community, placing on the agenda those parents, communities, and schools are an integral part to work cooperatively for ultimate sources of kindergarten education.
6. Even though the expansion of preschool education is left for communities, private and NGOs, government body support and follow up should not be kept a side. Government has to discharge its responsibilities as stated in the policy, in developing relevant curriculum training teachers, distributing curriculum materials, setting standards and follow up should be provided to kindergartens by

woreda education office in order to alleviate their problems as much as possible.

7. Finally, it is recommendable further studies be conducted so as to uncover problems and come up with possible solutions with regard to the implementaton.

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Appendix- A
Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

Questionnaires to be filled by kindergarten teachers and directors

Objectives of the questionnaires:-

The main objective of this questionnaire is to collect data regarding the extent to which the policy with respect to preschool education is implemented in Borena zone kindergartens so that the result could assist to make further improvements. Thus, your direct participation in filling the questionnaires has been found essential and determinant. So, kindly requested to provide information needed objectively and honestly. It is assured that the collected data will be kept confidential and used for research purpose only.

Thank you very much!

Direction

1. Don't write your name.
2. After reading the questionnaires, put a "√" mark in the appropriate box that corresponds to your choice.
3. For the questions having no alternative response, you are requested to give a short and precise response, in the lines provided.

Part One: Background Information

- 1.1 Name of the kindergarten _____
- 1.2 Woreda _____ Town _____
- 1.3 Sponsoring body: Public private
Non-governmental organization
- 1.4 Teacher's age _____ years
- 1.5 Sex: Male Female
- 1.6 Educational standard _____
- 1.7 Professional experience (total years of services as teacher in the kindergarten):
- a) 0-5 years c) 11 and above years
- b) 6-10 years

Part Two

2.1 The extent to which the curriculum is implemented in the Kindergarten

1. Which of the following are the main objectives of the kindergarten curriculum? (one or more answer is possible)
- a) Children's social development
- b) Children's intellectual development
- c) Children's physical development
- d) Children's emotional development
2. The relevance of the content of the curriculum to prepare children for learning a head is:
- a) High b) Medium c) Low
3. The degree to which the content of the curriculum is related to the Realities of the children's environment:
- a) High b) Medium c) Low
4. In which areas of learning do you think that the content is organized? (More than one answer is possible).
- a) Aesthetic and creative b) Environmental science

c) Mathematics

d) Language

e) Physical education

5. Which of the following teaching methods are most commonly used in the kindergarten? (One or more answer is possible)

a) Explanation

e) Field trip

b) Question and answer

f) Learning by doing

c) Discussion

g) Role playing

d) Play

Others specify _____

6. The degree of instructional materials utilization by teachers in the Kindergarten is:

a) High

b) Medium

c) Low

7. The extent of instructional materials preparation by teachers from Locally available raw materials in the kindergarten are:

a) High

b) Medium

c) Low

8. Which of the following assessment techniques is the most commonly used in the kindergarten? (One or more answer is possible)

a) Test

d) Daily attendance

b) Observation

e) Children's writing & drawing work

c) Class participation

9. Indicate the most commonly used children's record keeping system in the kindergarten? (One or more answer is possible)

a) Personal record of child

b) Admission record

c) Daily attendance

d) Others specify _____

10. What comments, suggestions or recommendations you would like to give for further improvement in the implementation of the curriculum? _____

2.2 Adequacy of classroom and outdoor spaces, materials and equipment as well as its organization in the kindergarten

No	Item	Optimal	Adequate	Somewhat Adequate	Inadequate	Non-existent
1	Classroom space provided per child					
2	Organization of activity centers / corners in the classroom					
3	Supply of necessary materials and equipment in the corner					
4	An orderly arrangement of the available materials and equipment in the classroom					
5	Easy access to materials and equipment utilization in the room					
6	Availability of child-sized tables, chairs/ benches and shelves					
7	Outdoor space and play ground provided for child					
8	Safety condition of play ground					
9	Supply of play materials and equipment					
10	Selection of play materials and equipment					
11	Arrangements of play materials and equipment					
12	Durability of play materials and equipment					

2.3 Adequacy and professional competence of teachers in the Kindergarten

1. Have you been trained in kindergarten education?

- a) Yes b) No

If your answer for question No. 1 is yes, please answer the following questions (Q₂-Q₆).

2. For how long have you been trained?

- a) Three months c) Ten months
 b) Six months d) More than ten months

3. To what extent the courses you had taken during training is adequate to your all round task in the kindergarten?

- a) High b) Medium c) Low

4. If your answer for question Number 4 is "low", why? _____

5. What language you have been trained to educate children?

- a) Afan Oromo b) Amharic c) English d) No

6. If your answer for question No.6 is No, why? _____

7. The interval you have refreshment courses on preschool education to develop your profession is:

- a) Two time in a year
b) One time in a year
c) One in two years
d) I have not got till now

8. If your answer for question No 7 is "not have", why? _____

9. To what extent the number of children in your classroom suitable to assist each according to his/her abilities?

- a) High b) Medium c) Low

10. If you have additional comments, suggestions or recommendations regarding adequacy and professional competence of teachers

2.4 The Extent of parent-school relationship to assist children's learning

1. What is the degree of parent involvement in your preschool to enhance children's performance?

a) High b) Medium c) Low

2. Check the most commonly used means of communication for parents to participate. (More than one answer is possible)

2.1 A forum for parent education

2.2 Meetings and discussions

2.3 Telephone calls

2.4 Parental visits

2.5 Conferences

2.6 Written letters

2.7 The use of children's circulating books

2.8 Verbal message

Others specify _____

3. How do you explain teacher's recognition to establish respectful partnership with parents?

a) High b) Medium c) Low

4. If your answer for question Number 3 is low, why?

5. What is the degree of parent's acceptance to the invitations of the preschool?

a) High b) Medium c) Low

6. If your answer for question Number 5 is "low", why?

7. Are parents a member of the management body of the kindergarten?

a) Yes b) No

8. If your answer for question No. 7 is No, why? _____

9. If you have additional comments, suggestions or recommendations
Regarding parent-school relationship to raise here _____

**2.5 The support of government to enhance education in the
Kindergarten**

1. Does the woreda education office provide supportive services to the
kindergarten?

a) Yes b) No

2. If your answer for question number 1 is yes, please mark in the
appropriate box the sort of support. (More than one answer is possible).

2.1 Pre-service training of teachers

2.2 In-service training of teachers and directors

2.3 Curriculum development

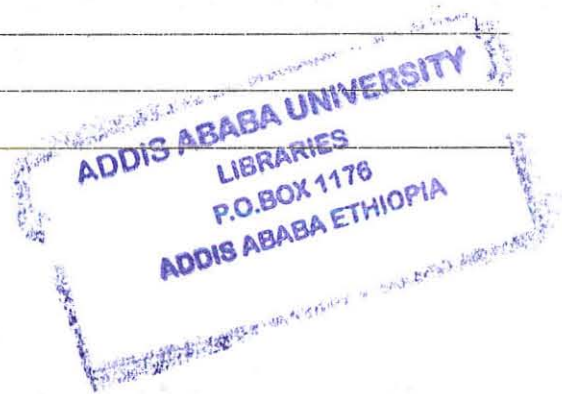
2.4 Providing teaching materials

2.5 Supervision services

2.6 Setting standards

3. Mention other supportive services that the woreda education office
offers to the kindergarten

4. If you have additional comments, suggestions or recommendations you
would like to give regarding woreda education office support to enhance
education in the kindergarten? _____



Appendix- B

Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

Classroom and Outdoor Observations Checklist

Name of kindergarten _____ Date of observation _____

1. A checklist for implementation of the curriculum in the classroom

No	Item	Clearly evident	Partially evident	Needs attention
1	Teaching-learning activities are organized around central themes			
2	Individual and cooperative works or activities are emphasize			
3	All children's are included equally in all activities to the best of their interests			
4	The teacher uses different strategies to guide children's learning			
5	The teacher lovingly guide children, show respect, and cooperation			
6	The classroom runs smoothly with order and clear purpose			
7	Different kinds of assessment procedures are employed			
8	Records are kept for each child			

2. Checklist for the Availability of Some Basic Policy Materials in Each Kindergarten

No	Material	Available	Not available
1	Education and Training Policy		
2	Preschool Standards		
3	Guideline for Preschool Education		
4	Guideline for Education Children with Special Needs		
5	United Nations Convention on the Right of the Child		
6	Curriculum		
7	Syllabus		
8	Teacher's Guide		

3. Checklist for Classroom and Outdoor Spaces, Materials and Equipment Organization in Each Kindergarten

No	Item	Clearly evident	Partially evident	Needs attention
	1. Classroom Aspects			
1.1	The classroom space provides an orderly arrangement of well defined work areas			
1.2	The centers are well equipped with necessary materials and equipment according to specific purpose			
1.3	Children's books, toys, and work are displayed at child eye-level			
1.4	Materials and equipment are accessible, easy to use and invite self-Servicing approach			

1.5	The arrangement enhance the use of materials, methods and time			
1.6	Tables, chairs/ benches and shelves are all child-sized and comfortable to use			
1.7	The classroom is clean, pleasant and stimulating			
1.8	The windows, doors, walls and decorations are all suitable			
	2. Outdoor Aspects			
2.1	Adequate outdoor space is provided per child			
2.2	The space is safe and secure			
2.3	The supply of play materials and equipment provide ample opportunity for play			
2.4	Play materials and equipment are selected to suit children's development level			
2.5	Play materials and equipment are durable			
2.6	The arrangement of play materials and equipment enhance children's individual and cooperative play activities			

4. Checklist for Adequacy of Materials in the Activity Centers

No	Materials	Optimal	Adequate	Some what Adequate	Inadequate	Not available
4.1	Literary materials (various books)					
4.2	Construction materials (block, building sets, etc)					

4.3	Self-expressive materials (toys, musical instruments, dress up clothes, dolls, etc)					
4.4	Exploratory materials (Puzzles, matching games, playing cards, etc)					
4.5	Manipulative materials (markers, pencils, etc)					
4.6	Natural materials (leaves, sand, rock, water, etc)					

5. Checklist for the Availability of Some Basic Outdoor Play Equipment

No	Equipment	Functional	Dysfunctional	Not Available
1	Balance			
2	Merry-go-round			
3	Swinging			
4	Slide			
5	Climbing frame			
6	Crawling tunnels			
7	Tricycle			

6. Number of teachers, children and sections in the kindergarten

- a) Total number of teachers _____
- b) Total number of children _____
- c) Total number of section _____

Appendix-C
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

Interview guides Objectives:-

The main purpose of this interview is to collect information regarding the extent to which the policy with respect to preschool education is implemented in Borena Zone kindergartens. Thus, your direct participation has been found essential and you have been selected for the interview. So, kindly requested to provide information needed objectively and honestly. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

Interview guide for zone and woreda education office preschool education experts and kindergarten directors

1. What do you think that the main objectives of the kindergarten education?
How far do you think that the content of the curriculum is adequate to realize the objectives?
What sort of problems do you think that the kindergarten face in its implementation?
What alternative solutions do you suggest for further improvement?
2. How far do you think that materials and equipment are adequate in the kindergartens?

What impact do you think that the adequacy or shortage has on the effective attainment of the objectives of the program?

What sort of possible solutions do you suggest for further improvement in this regard?

3. How could you explain the adequacy and professional competence of teachers in the kindergartens?

What opportunities do you think that teachers have to improve their professional competencies?

What do you recommend for further improvement?

4. How is the situation of parent-school partnership to assist children's learning?

How far do you think that parents have clear awareness about each objectives of the kindergarten education?

To what extent do you think that the parents involve in the management aspect of the kindergartens?

What alternative strategies do you suggest for further improvement?

5. What sort of supports do you think that the woreda education office provides for kindergarten education?

How well do you think that the supports meet the needs of kindergartens?

What possible solutions do you suggest for further improvement?

6. If you have any other comments, suggestions or recommendations for further improvement of the practice of preschool education in the kindergartens?

Thank

Appendix-D
Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

**Guiding Questions Prepared for Focus Group Discussion Held With
Kindergartens Children's Parents**

Is there parents and kindergarten partnership to assist children's learning?

If yes,

- How far do you think that parents have clear awareness about the objectives and activities of kindergarten education?
- To what extent do parents have knowledge and understanding why and how to help their children?
- How is daily information about children shared?
- How does the kindergarten build parent's trust and confidence that enables two-way exchange of information? How well these meet the needs of children?
- To what degree do you think that parents participate in management aspect of the kindergarten? Why?
- If No, Why?
- What are the major constraints that hinders the partnership?
- What alternative strategies do you suggests tackling these constraints?
- In general what comments, suggestions or recommendations you would like to give?

Thank you!

Appendix- E

Addis Ababa University

School of Graduate Studies

College of Education

Department of Educational Planning and Management

Check List for Document Analysis

Name of selected kindergarten _____

Date _____

	Items	Adequate	Inadequate	Non existent
	Personal record of the child			
	Home background of the child			
	Health records			
	Attendance			
	House visit records			
	Parent-teacher meeting records			
	Progress records of the child			

Thank you!

Appendix- F
Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

List of Sample Kindergartens, Sponsoring Agencies, Number of Sections, Total Number of Teachers, Number of Children, Availability of Assistant Teachers, and Student-Section Ratio

No	Name of Kindergarten	Sponsorship	Number of section	Total number of teacher	Number of student	Student -section ratio	Number of available assistant teacher
1	Brihan	NGO	3	4	159	1:53	1
2	Bulchinsa Magala	Public	3	3	122	1:41	-
3	Muluwengel	NGO	3	3	78	1:26	-
4	Nakene	Private	3	3	145	1:48	-
5	Raiy	Private	3	5	130	1:43	2
6	Sinaye	Private	3	3	162	1:54	-
7	Abdi Bori	Private	6	8	308	1:51	2
8	Abrasa	Private	3	3	70	1:23	-
9	Adventist	NGO	4	8	175	1:44	4
10	Kanan	Private	3	4	59	1:20	1
11	Medianalem	NGO	4	4	197	1:49	-
Total		11	38	48	1605		10

Appendix-G

Universiitii Finfinneetti

Mana barumsaa Digrii 2ffaa

Koolleejjii Barnootaa

Dippaartimantii Karooraa fi Bulchiinsa Barnootaa

Gaaffannoo Dura Bu'ootaa fi Barsiisota Olmaa Daa'immaniitiin Guutamu

Kaayyoo Gaaffiiwwanii:-

Kaayyoon gaafannoo kanaa Imaammanni Barnootaa olmaa da'immaanii biyyattii keessa diriirfame Godina Booranaa keessatti hammam hojii irraa olaa akka jiru ragaa sassaabuu fi bu'aa isaas caalaatti fooyyessuudha. Kanaafuu isin gaaffiiwwan dhiyaatan kana guutuun baay'ee murteessaa yoo ta'u ragaa barbaadamu ifaa fi amantummaan akka guuttan kabajaan gaafadha. Icciiitiin ragaa kanaa kan eegamuu fi qo'annoo kanaaf qofa kan tajaajilu dha.

Baay'iseen Isingalateeffadha

Qajeelfama

1. Gaafannoo irratti maqaa keessan barreessuun hinbarbaachisu
2. Gaaffiiwwan erga dubbistanii booda deebii filattan sanduqa keessatti mallattoo " < " tiin fayyadamaa.
3. Gaaffiiwwan filannoo hinqabneef bakka duwwaa qophaa'e irratti deebii gabaabaa fi ifa ta'e barreessaa.

Kutaa 1^{ffaa}:- Ragaa Waliigalaa.

- 1.1. Maqaa Olmaa Da'immanii _____
- 1.2. Aanaa _____ Magaala _____
- 1.3. Abbaa olmaa da'immanii :- Ummata Dhuunfaa Mitimootummaa
- 1.4. Umrii Barsiisaa/tuu/ _____
- 1.5. Saala : Dhiira Dubra
- 1.6. Sadarkaa barnootaa barsiisaa/tuu/ _____
- 1.7. Tajaajila barsiisaan olmaa da'immanii keessatti barsiisummaan qabu
A/ Wogga 0-5 B/ Woggaa 6-10 C/ Waggaa 11 fi sanaa oli

Kutaa 2^{ffaa}

2.1. olmaa da'immanii keessatti hojiirra oolmaa sirna barnootaa ilaalchisee:-

1. Kanneen armaan gadii keessaa kaayyoo ijoo sirna barnootichaa kan ta'e kami?
(Deebii tokkoo ol filachuun nidanda'ama)
A/ guddina hawaasummaa da'immanii
B/ Dagaagina sammuu da'immanii
C/ guddina qaamaa da'immanii
D/ guddina ilaacha da'immanii
2. Qabiyyeen sirna barnootichaa da'imman barnoota iddileetiif qopheessuu irratti faayidaan isaa a/ ol'aanaadha b/ jiddu galeessa c/ gadi aanaadha
3. Qabiyyeen sirna barnootichaa jiruu da'immanii fuulduraatiif qopheessuu irratti walitti dhufeenya qabatama naannoo waliin qabu
a/ Olaanaadha b/ Giddu galeessa c/ Gadi aanaadha
4. Qabiyyee barnoota kamitu qophii gahaa qaba isinitti fakkaata?
(Deebii tokkoo ol filachuun nidanda'ama)
a/ Isteetikii fi sirna uumuu
b/ Saayinsii naannoo
c/ Herrega
d/ Afaan
e./ Jabeenya qaamaa

5. Kanneen armaan gadii keessaa yeroo bay'ee malli barnootaa itti fayyadamtan kami?

(deebii tokkoo ol filachuu nidanda'ama)

a/ Ibsuu

e/ Ilaalchaan

b/ Gaaffii fi deebii

f/ gochaan barachuu

c/ Maree

g/ Tapha dhuunfaatiin

d/ Tapha

h/ kan biraa yoo jiraate haaibsamu _____

6. Olmaa da'immanii keessatti barsiisonni itti fayyadaminsa meeshaalee barnootaa ilaalchisee:

a/ ol aanaadha

b/ jiddu galeessa

c/ gadi aanaadha

7. Barsiisonni wantoota naannootti argaman irraa meeshaalee deeggarsa barnootaa hojjetanii itti fayyadamuu ilaalchisee:

a/ ol aanaadha

b/ giddu galeessa

c/ gadi aanaadha

8. Kanneen armaan gadii keessaa yeroo bay'ee malli ittiin da'imman madaaltan isa kami? (Tokkoo ol filachuun nidanda'ama)

a/ yaalii kennuu

d/ guyyaa guyyaan dareetti argamuu

b/ Ilaalchaan

e/ barreeffamaa fi fakkii daa'immanii

c/ Hirmaanaa dareetiin

f/ kan biraa yoo jiraatan ibsaa _____

9. Kanneen armaan gadii keessaa yeeroo baay'ee halli qabiinsa ragaa barattootaa itti fayyadamtan isa kami? (tokkoo ol filachuu nidanda'ama)

a/ Galmee seenaa guutuu

b/ Galmee barataa

c/ Galmee to'annaa guyyaa barataa

d/ kan biraa yoo jiraatan ibsaa _____

10. yaada sirna barnootichaa nigabbisa jettanii yaaddan yoo jiraate

2.2. Gola barnootaa, haala mooraa , meeshaalee adda addaa guuttamuu fi gurmaa'ina isaanii ilaalchisee

Lakk	Qabxiilee	Baay'ee gahaadha	Gahaadha	Hanga ta'e gahaadha	Gahaa miti	Gonkuma hinjiru
1	Tokkoon tokkoo barataa bakki taa'umsi isaanii					
2	Gola keessatti gurmaa'ina roгаа					
3	Rogni hunduu meeshaalee barbaachisaan guutamuu isaa					
4	Meeshaaleen gola keessatti argaman seeraan gurmaa'uu isaanii					
5	Meeshaaleen gola keessatti argaman salphaatti argamuu fi itti fayyadamuu danda'uu irratti					
6	Teessoon, minjaallii fi shalfiin qaama daa'immanii wajjin madaalamee hojjetamuu isaanii					
7	Daa'immaniif akka tolutti ta'ee dirreen taphaa qophaa'uu isaa					
8	Dirreen taphaa balaa geessisuu irraa walaba ta'uu isaa					
9	Meeshaaleen taphaaf ta'an guutamanii dhiyaachuu isaanii					
10	Meeshaaleen taphaa ijoolleef kanta'an ta'uu isaanii					
11	Meeshaaleen taphaa iddoo isaanii irratti gurmaa'uu isaanii					
	Climina meeshaaleewwanii ilaalchisee					

2.3 Baay'inaa fi Ogummaa Barsiisota Oolmaa Daa'immanii ilaalchisee:

1. Leenjii ogummaa barsiisummaa oolmaa da'immani fudhattanii jirtuu?

a/ eeyyeen b/ Hinfudhanne

Deebiin gaaffii 1ffaa "eeyyeen" yoo ta'e kanuma irratti hundaa'aatii gaaffii lakkoofsa 2ffaa hanga 6ffaa jiraniif deebii kennaa

2. yeroo hagamiitiif leenjifan?

a/ ji'a sadi c/ ji'a kudhan
b/ Ji'a jaha d/ ji'a kudhanii oli

3. Koorsiin Leenjii irratti fudhattan olmaa da'immanii barsiisuuf quubsaa ta'uu isaa ilaalchisee

a/ olaanaadha b/ giddu galeessa c/gadi aanaa

4. gaaffiin lakkoofsa 3ffaa irratti gaafatameef deebiin "gadi aanaa yookin baay'ee gadi aanaa" yoo ta'e maaliif?

5. Da'imman barsiisuuf afaan ittiin leenjitan

a/ Afan Oromo b/ Amaariffa c/ Ingiliffa d/ hinleenjine

6. Gaaffii Lakkoofsa 5ffaa irratti gaafatameef deebiin keessan "hinleenjine" yoo ta'e maaliif?

7. Ogummaa barsiisummaa fooyyeffachuuf leenjii hojii irraa si'a meeqa fudhattan?

a/ waggaa si'alama c/ waggaa lamatti si'a tokko

b/ waggaa si'a tokko d/ argannee hinbaaknu

8. Gaaffii Lakkoofsa 7ffaa deebiin keessan "argannee hinbaaknu argannee hinbaaknu" yoo ta'e maaliif?

9 Lakkoofsi barataa gola keessatti argamu tokko tokkoo barataaf deeggarsa kennuuf mijaawaa ta'uu ilaalchisee

a/ olaanaadha b/ giddu galeessa c/gadi aanaa

10. Baay'inaa fi ogummaa barsiisaa ilaalchisee yaada yoo qabaattan

2.4. Walitti dhufeenya Maatii fi oolmaa da'immanii ilaalchisee:

1. Da'immaniif deeggarsa barumsaa gochuuf maatiiniifi manni barumsichaa walitti dhufeenya qababan ilaalchisee

a/ Olaanaa b/ giddu galeessa c/gadi aanaa

2. Olmaan da'immanichaa malli walitti dhufeenya maatiif fayyadamu isa kami?
(tokkoo ol filachuu nidanda'ama)

2.1 Barumsa Maatii

2.2 Walgahii fi maree

2.3 Bilbilaan

2.4 Daawwannaa maatii

2.5 Konfiransii

2.6 xalayaa barreessuun

2.7 Kitaaba barata keessatti barreeffama walii erguu

2.8 Ergaa afaanii

2.9 Kan biroo yoo jiraatan ibsaa _____

3. Barsiisonni barbaachisummaa maatii hubachuun walquunnamtii kabajaa fi waliqixxummaa irratti hundaa'e gochuu ilaalchisee

a/ olaanaadha b/ giddu galeessa c/gadi aanaa

4. Gaaffii Lakkoofsa 3ffaa deebiin "gadi aanaa yookin baay'ee gadi aanaa" yoo ta'e maaliif?

5. Maatiin waamicha olmaa da'immanii irraa godhamuuf fudhachuun deebii gaarii kennuu ilaalchisee

a/ olaanaadha b/ giddu galeessa c/gadi aanaa

6. Gaaffii Lakkoofsa 5ffaa deebiin "gadi aanaa yookin baay'ee gadi aanaa" yoo ta'e maaliif?

7. Maatiin qaama bulchiinsa oolmaa da'immaniitii?

a/ eeyyen

b/ miti

8. Gaaffii Lakkoofsa 7 deebinn “miti” yoo ta’e maaliif?

9. walitti dhuteenya maatii fi oolmaa da’immanii ilaalchisee yaada yoo qabaattan

2.5. Barumsa olmaa da’immanii ilaalchisee deeggarsa qaama mootummaa

1. Waajirri barnootaa aanaa oolmaa da’immanichaaf deegarsi godhu nijira?

a/ eeyyen nijira

b/ hinjiru

2. Gaaffii Lakkoofsa 1ffaa deebinn “eeyyeen” yoo ta’e gosa deggarsicha mallattoon agarsiisi (Deebii tokkoo ol filachuu nidanda’ama)

1. Barsiisotaaf Leenjii hojii duree kennuu

2. Barsiisaa fi dura bu’aaf leenjii hojiirraa kennuu

3. Qophii sirna barnootaa gochuu

4. Meeshaalee deeggarsa barnootaa kennuu

5. deeggarsa superwiizniinii kennuu

6. safartuu Istaandaardii qopheessanii kennuu


3. Deeggarsi kanaa alaa yoo jiraate haatarreeffamu

4. Deeggarsa wajjira barnootaa aanaa ilaalchisee yaada kennuu barbaaddan yoo jiraate kanaa gadittibarreesaa

Declaration

The undersigned, declare that this thesis is my original work, and that all sources of materials used for this thesis have been duly acknowledged.

Name Nigussie Gemechu

Signature 

Place Addis Ababa University

Date of Submission 3/10/2003

