

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**Evaluation Of Kindergarten Curriculum
Implementation In East Shoa Zone**

By

Amelework Hawas

**Addis Ababa University College Of Curriculum And Teachers
Professional Development Studies**

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ADDIS ABABA UNIVERSITY
GRADUATE SCHOOL**

*Augst, 2007
Addis Ababa*

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SCHOOL OF GRADUATE STUDIES**

**Evaluation Of Kindergarten Curriculum
Implementation In East Shoa Zone**

**A Thesis Presented To The School Of Graduate Studies Of
Addis Ababa University In Partial Fulfillment Of
Requirements Of Master Of Arts In Curriculum And
Instruction**

By

AMELEWORK HAWAS



*August 2007
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By
AMELEWORK HAWAS

College Of Education
Department Of Curriculum and Teachers Professional
Development Studies

Approved By Board of Examiners

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External Examiner

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4. Akalemold Tshete
Internal Examiner

Z
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Amelework Hawas

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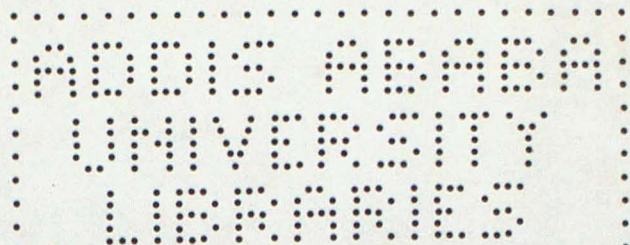
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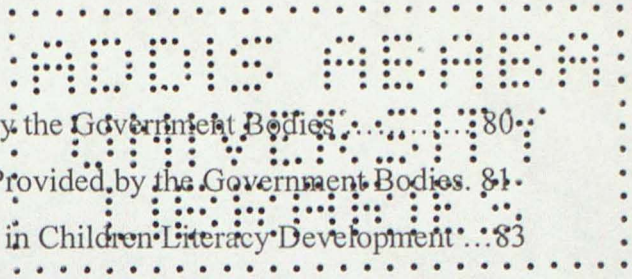


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ACCRONYMS

ESDP: Education Sector Development Program.

MOE: Ministry of Education.

NGO: Non-Governmental Organization.

OEB: Oromia Education Bureau.

TTI: Teacher Training Institution.

TTC: Teacher Training College.

ABSTRACT

The main purpose of this study was to evaluate the implementation of kindergarten curriculum with specific reference to East Shoa Zone. To this end, descriptive survey method was employed in order to achieve the purpose of the study. Sample kindergartens were selected on the basis of stratified sampling method. Hence, fifteen kindergartens were used as source of data selected using simple random sampling from each stratum. Moreover, 63 teachers and 15 head teachers, 143 parents, 4 Woredas, 1 Zonal and 1 Regional experts working as experts of kindergarten and special need education and 10 students were selected and used as a source of data for this study. In addition to consultation of various documents from relevant sources, data were gathered from teachers, head teachers, parents, students and Education official working as "kindergarten and special need Education" at all levels using data collecting instruments: Questionnaires, structured and un-structured interviews and observation. The data obtained were analyzed through percentage and one-way ANOVA version 13 in table form. Findings made clear that the curriculum was not effectively implemented. The trend of practicing teacher centeredness during classroom activities and educating children through the language they are not fluent result to the less effectiveness of the implementation of curriculum. Inadequate size of the classroom and outdoor play ground, materials and equipments, poor training background of teachers, absence of assistant teachers, limited parental involvement in children literacy development and insignificant supportive service from the Government bodies were identified as factors that hinder the implementation of curriculum. Hence, it is suggested that a joint effort of the Education Official at all levels; the parents and the sponsors have been invaluable in order to improve the implementation of the curriculum. In addition, experts at all level must support with the technical know how they have, and create collaborations with factories and service rendering institutions, so as obtain extra or salvaged materials which are necessary for the implementation of curriculum in kindergarten.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

One may not doubt the fact that pre-school education is valuable in light of later schooling adjustment and all areas of child development. It is also the foundation to lay a sense of importance in a social world. According to Boren and Pickett (1954:8) pre-school education seeks “ to cultivate proper habit of living to develop social cooperation and individual responsibility to stimulate initiative and resourcefulness and to develop the ability to solve the daily problems of group life.”

Scholars such as John Pestalozzi (1746-1827), Frederich W. Froebel (1782-1852), and Maria Montessori (1870-1952) indicated that good kindergarten for children below seven years laid the foundation for their later development. A good kindergarten is characterized by its appropriate and adequate facilities, materials, well-trained teachers and well – prepared curricular materials. At early age children’s receptivity to new influences and capacity to learn are at their optimal point. They acquire important skills, knowledge and attitude that will affect the future participation in a society. According to Decker and Decker (1988:207) “ it is revealed that there is a growing conviction that child’s early years are of great importance to his later development. They further noted that since early life experience influences later development, the quality of early child hood experiences is felt to determine, to a great extent, how effective later development should be. Kindergarten education is vital in later school adjustment of the child. In connection to this, Deck ender and close (1990:38) stated that: -

Students in kindergarten programs will develop a positive attitude towards learning, and the ability to function independent if. Moreover they develop the abilities to listen and understand others, give meaning to what they observe, feel, think, hear, taste and smell and participate in activities which encourage self – expression.

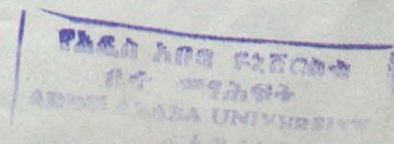
Young children are active, curious and wanting to make things. The quality and success of their learning depends on their being in an environment which stimulates them to explore

and find out, and which gives them the means of expressing in a diversity of ways they learn, feel and imagine. Thus, the environment in which education is provided at this age enhances or hampers the development of attitude, habits and values of the children.

Children education in its very essence necessitates the coming together of people, material, appropriate strategies of instruction and program into a cohesive unit so as to achieve its aim. Particularly teachers, directors and school administrators play a significant role for kindergarten curriculum implementation. If those members respond to influences other than the intentions of the developers, then even the most carefully planned and supported curriculum is unlikely to be implemented as intended (Adams cited in Fullan and Pomfrate, 1977:335-336).

The success of children education is highly dependable up on the quality of the teachers planning and implementation. The research conducted on classroom management of preprimary and primary education indicates that the planned program has been implemented effectively if teachers have planned ahead and develop in advance clear notions of acceptable student behavior (Dopyera and Dopyera, 1992:21). If teachers do not understand and accept what is wanted, or if they are not willing to make a genuine commitment for program success, implementation will be hampered. In light of this, the teacher and the expert have to evaluate to what extent the program has been effectively implemented or hampered to achieve the goal.

Implementation and evaluation are important part of curriculum studies. In line to this Shindu and Omulando (1992:198-200) noted that curriculum evaluation focuses on the objectives, consistency between exposed and the content of the instructional materials and the accuracy, coverage and significance of content. Also they expressed evaluation of curriculum implementation as the question of to what extent the planned curriculum is put into practice or use. Hence, the two concepts seem to be distinct, but interrelated activities. Curriculum evaluation focuses on the internal structure of the curriculum plan itself, while evaluation of curriculum implementation focuses on the practicality of the curriculum.



Because of this the results obtained through evaluation of curriculum implementation are the sole indicators of the test of curriculum plan.

With this understanding of implementation we shall have a look at the importance of evaluating the implementation of kindergarten curriculum.

In Ethiopian situation, the first modern pre-school was established in Dire Dawa in 1908 by the Embassy of France to provide necessary child care for the children of Ethio French rail way line workers (Bizunesh 1983:4). Following this, other pre schools established in other parts of the country by religious organizations, foreign communities and private organization. However, until 1994, its coverage was very low (Bizunesh, 1983:5).

At present more attention is given by the government to enhance the access of kindergarten education by encouraging private organizations, NGOs and communities. This led to an increase in kindergarten schools at a fast rate from year to year. As indicated in the document of ESDP III MOE (2005:7) in 1996/97 the number of kindergartens in Ethiopia was 744 and 80,835 children were enrolled in the institutions. This number of kindergarten increased to 1408 and the number of children grown to 151,43 in 2004/05.

Similarly, it was indicated in ESDP III of Oromia Region that 30,665 children were engaged in 298 kindergartens in 2000/01 and this number of children increased to 43, 103 and 4318 kindergarten in 2004/05 (OEB2005:7).

The east Shoa Zone is one of the 25 Zones in the Oromia Regional State located at eastern part of the region and its capital is Adama, which is 98 kms from Addis Ababa. As the information obtained from east Shoa Zone education office the Zone has eleven Woredas and the number of kindergartens is 54 and 6133 children are enrolled in the year 2006/07. Thus, this study is conducted on 15 kindergartens of the East Shoa Zone aiming at identifying the problems that influence the implementation of kindergarten curriculum in the Zone.

1.2 Statement of the Problem

Many of the faultiness in adult life, many of the poor adjustments made by individuals to their environment are due to faulty training or lack of opportunity for self – expression and self development in the early years of child hood (Boren & Picket, 1954:12). This means early child life experience either enhance or retard the future development. Therefore kindergarten must be a place which provides security and warmth, together with a range of developmental opportunities that include the chance to be with other children, individual attention to each child's strength and needs and activities designed to promote physical, social, emotional and intellectual development. To ensure these opportunities kindergartens need to have a clean, pleasant and well – designed building properly organized materials and facilities for indoor and out door activities and competent teacher who can create conducive environment to implement curriculum (Chowdhury and Choudhury, 200: 137-139, Tallack 1997: 13) .

The government of Ethiopia States in education and training policy (TGE, 1994) that “kindergarten will focus on all-round development of the child in preparation of formal schooling “. Along with this, based on its 1994 “ Education strategy” set the quality of learning environment of kindergarten and declared the preparation of curriculum for preprimary program. Based up on this national policy, syllabuses of kindergarten education were developed in 1996/97 by the ICDR. Similarly, the Oromia Regional government set the quality of indoor and out door learning environment, materials and equipment, professional requirements of teachers, instructional methods used, parental involvement and support provided by the education experts to implement the curriculum effectively. In addition, Education Bureau prepared syllabuses for the Region in 2001/02

However, the implementation of curriculum in the kindergartens can be judged from what has been observed is ineffective. This is because the information obtained form parents of kindergarten children shows that the education given in kindergarten was poor in quality. Moreover, no recent and direct study on the implementation of curriculum has been made up to now except for some points raised in relation to the instructional

aspects of the curriculum (Gezahegn, 2005, Temesgen, 2006). Indeed, Bizunesh has conducted her research in the evaluation of kindergarten curriculum implementation in Addis Ababa. The research findings made by Bizunesh indicated that the learning environment (the physical set up of the kindergartens in general and the classroom in particular) was not conducive for implementation of curriculum ; basic facilities and equipments were considerably lacking and teachers had no training to teach in kindergarten (Bizunesh , 1983:50-54). But, since it was done 25 years ago, the research result cannot show the current picture of curriculum implementation in the country. Hence, it appears timely and crucial to conduct research to evaluate how far the kindergarten curriculum has been implemented and to identify the problems encountered in to practice.

East Shoa Zone was selected to conduct this research because it is the working place for the researcher and has access to get necessary data for this study.

1.3 Objective of the Study

The main objective of this study is to evaluate the implementation of kindergarten curriculum and to identify the problems that hinder the proper implementation of the curriculum in East Shoa Zone.

Specific Objectives

- ❖ To assess whether teaching methods used match with the specification of the syllabus
- ❖ To assess the learning environment of the kindergarten for adequacy of the implementation of curriculum
- ❖ To examine the professional competency of teachers in teaching children
- ❖ To find out the extent to which parents are involved to enhance their children literacy
- ❖ To point out supportive services that the government offered for the implementation of curriculum

- ❖ To suggest some possible ways for further improvement of the curriculum implementation in the Zone understudy.

1.4 Research Questions

Based up on the above objective, the research is expected to answer the following basic questions:-

1. What are the factors that affect the proper implementation of curriculum?
2. Is there a difference between teachers and parents in their perception about the level of involvement of parents in children education?
3. Is there a difference between teachers and parents in their perception in the reasons that hinder the involvement of parents in their child education?

1.5 Significance of the Study

Evaluating the implementation of kindergarten curriculum is very important part of educational process to obtain evidences for the purpose of improving the shortcomings. Hence, this research would be significant in the following ways:

1. To suggest some possible measures to all government bodies of (Woreda, Zone and Region) so as to improve and facilitate the quality of kindergarten curriculum implementation.
2. To increase the collaborative and interactive efforts of sponsoring agencies, teachers, parents and the community to assist children's learning.
3. To serve as a base for further research on the area of kindergarten education.

1.6 Delimitation of the Study

There are fifty-four kindergartens in east shoa Zone in the year 2006/07. In order to have a clear picture of curriculum implementation in kindergarten of the Zone it requires including all these kindergartens in the study. However, it was difficult to include all in the study due to the fact that they are dispersed in the Zone and shortage of time. Hence this study was restricted to 15 kindergartens in the Zone. In addition though there are a number of variables that affect the implementation of curriculum, this study focuses only

on the in and out door spaces of the kindergarten, availability of in door and out – door materials and facilities, medium of instruction, methods used in teaching children, parental involvement and supervisory service provided by the government bodies.

1.7 Limitation of the Study

Though there are a lot of reading materials on preschool education, the absence to the Ethiopia context limits the size of the literature. Partly, experts from Woreda, Zone Region and parents of kindergarten children were un willing to be recorded. Shortage of time also limits the depth of the study.

1.8 Organization of the Study

The study consists of five chapters. The first chapter deals with the introduction of the study, which also contains the background of the study, the statement of the problem, significance of the study, limitation, of the study and operational definitions of some important terms. The second chapter deals with the literature review that provides a basic framework for the study. The third chapter focuses on design, model of frameworks used for the study. The fourth chapter treats the data collected through different tools i.e. analysis and interpretation of data was presented in this part. Summary, conclusion and recommendations are organized under chapter five while bibliographical citation and relevant appendices are toward the end of the research work.

1.9 Operational Definition of Terms

Kindergarten Children: - refers to young boys or girls who are from age 4-6

That are enrolled in the kindergarten program (MOE, 1987:4).

Curriculum Materials: - involves the syllabus, text books and children books.

Effectiveness of Implementation:- it is the actual use of the 2001/02 planed

Curriculum by the teachers so that it is congruent to the implemented.

Equipment: - refers to all facilities such as tables, chairs, out door play equipments, etc... that are expected to promote the child's Physical, intellectual, social and emotional development.

Factors of Curriculum Implementation:- refers to variables such as teaching –learning process, learning environment of the kindergarten, professional competency of teachers and technical support provided from the government bodies.

Kindergarten:- refers to a school or an institution sponsored by community or Kebele, private, Missionary or non governmental organization for young Children between the age of four and six before primary school of first grade.

Materials:- Less expensive items such as toys, games, books etc , which provide opportunity for physical, intellectual social and emotional development of Children.

Syllabus Implementation:- it is the process of putting the design and Specifications of the 2001/02 syllabus prepared by the Oromia regional State in to the actual teaching-learning environment.

Sponsoring Agencies:- refers to private, community and religious or NGOS that fund kindergarten program.

CHAPTER TWO



2. Review of Related Literature

Various theories emphasize that organized education provided for preschool children is the base for their future life. To this end quite considerable recommendations have been forwarded regarding the implementation of kindergarten curriculum through organized program. In this review, the expected literature that is relevant to the study will be presented so as to provide an insight to the readers some of the basic aspects necessary for the implementation of kindergarten curriculum.

2.1 Historical Development of Kindergarten Education

One of the most important histories in the early childhood education was the establishment of kindergarten education. As noted by White and Coleman (2000:37), "Until 19th century, education for children was not recognized as separated from adult education". It was first established and recognized as institution by German philosopher and educator, Frederich Froebel, in 1840 G.C. According to him, the word kindergarten means "a child garden" and an institution where children should be allowed to choose activities of interest to them (Ibid: 37).

Frederich Froebel, named as the father of kindergarten, was influenced by the idea of Comenius and Rousseau. He was considered as the first great organizer of the ideas and much of the practice relating to early childhood. His idea regarding children education was highly modern. He believed that children were social beings, that activity was the basis for knowing and play was an essential part of the educational process (Bruce, 1987:17; Christensen & Mora Vick, 1987:13) Moreover, he believed that a child was not passive where we deposited knowledge. As to him, play is serious and deeply significant for children education. He also contended that teachers have to assist children in their education to develop the positive impulses that come from within.

The European pre-school educational system was influenced by the Froebel's methods. The German immigrants in the middle of the 19th century established the first kindergarten in the United States of America. As stated by Woodill (1992:4) "the kindergarten is now an established part of American education, and various types of play are incorporated in to current theories of early childhood education and progressive schooling ". This idea also extended before world war I to the rest of the world, such as to England.

There were also other educators who contributed a significant effort in childhood education. Maria Montessori (1870-1952) the first women physician in Italy viewed educating children as assisting the psychological development of children rather than as teaching per se (Monighan, 2005:16). She also noted that children learn best through their own spontaneous activity and that these experiences should take place in a planned environment. Accordingly, the structured environment, materials and experiences help children to learn and explore the world using all of their senses as the base for their learning. Montessori believed that providing useless assistance for children formed the root of all future repression. As to her, teachers of children operated on three principles: a carefully prepared environment, an attitude of humility and respect for children's individuality.

Other educators were John Dewey (1859-1952) and G. Stanley Hall (1844-1942) who contributed to the development of pre-school education. As indicated in Monighan (2005:12), " they believed in providing children with opportunities to learn from real objects and productive experiences formerly provided at home. Moreover, the role of the teacher was to provide a carefully prepared environment and draw on careful observation of children's play to ask questions and provide extensions that would integrate the child's understanding of experiences across several subject areas".

In Ethiopian context, early child-hood education came in to existence with the establishment of the church itself in about 4th century (Amare 1967:1-4). The main

objective of educating young children was to perpetuate the church's service to spread and diffuse the Christian Faith and to preserve the tradition. Therefore, one can say that traditional church education plays a significant role and the base for the pre-school young children education in Ethiopia. However, despite such a long experience, Modern pre-school education was started in the country during the beginning of 20th century. It was first established in 1908 by the embassy of France in DireDawa to provide necessary childcare for Ethio France railway line workers (Bizunesh, 1983). In general, the establishment of modern preschool education in Ethiopia has a very short history.

2.2 Curriculum Implementation

Different scholars have defined the concept of curriculum implementation in different ways. However all of them lead to related meaning. A definition given by Shindu & Omulando (1992:222) indicates: "it is the stage when the curriculum plan is translated in to reality through instruction in order to achieve the prescribed objectives." Fullan and pomfret (1977) in Marsh (2004:65) define implementation as "the actual use of a curriculum syllabus, or what it consists of in practice". Keith Leithwood in Derebssa (2004:241) defined it as "a process – involving the reduction of differences between existing practices and practices suggested by innovators or change agents". Similarly, Fullan (1991:65) describes implementation as "a process that consists or putting in to practice of an idea, program, or set of activities and structures new to the people attempting or expected to change."

The above definition in general reveals that implementation is a process of putting the planned curriculum in to practice and is the performing stage of developed curriculum. It is viewed critically since it is the means of accomplishing desired objectives set up.

On the other hand, Ornstein and Hankins (1998:291) viewed implementation as "a separate component in the curriculum action cycle" they further describe that curriculum implementation is the next extensive step once a curriculum has been developed and piloted." To implement the planned curriculum the interaction process

between those who have developed the program and those who are charged to deliver occurred. Moreover, successful implementation of curriculum results from careful planning, which in turn focuses on people program and organization. Pratt (1980:437) also reveals that the task of implementation will be greatly facilitated if the organization and design stages have been carefully executed and teachers have been consulted during the needs assessment. In other words, implementation occurs if the behavior of all players in the curriculum game must be addressed properly. Curriculum developers, administrators, principals, teachers and supervisors must be clear about the purpose, the nature and the real and potential benefit of the innovation.

According to some writers implementation is not an easy task. Dervegt and Knap (1990:191) noted that implementation is "a complex, concrete and fragmented nut and bolts" affair involving a series of discrete activities through out the school. It may require contracting with many scholars, teachers and students while curriculum development is usually carried out at a single developed center by a relatively small team. Lewy (1977:76) expresses the problems and the complexity of implementation by saying that "the voyage from the first identification of students need to eventual learner achievement is often stormy, but more good curricula sink without trace on the shoals of implementation than at any other point."

From the above writers' remark we can see that compared to other curriculum aspects, implementation is a complex process where the real classroom situation confronts. This is because it involves teachers, students, administrators and other concerned bodies indirect contact with the innovative concepts. Furthermore implementation requires a great deal of materials and manpower.

To sum up, the ideas cited in the above stress on the need for committed and knowledgeable teachers, program arrangements and organizational structures as important part of implementation. Thus, close coordination of people, program and organizational structures are crucial for the effective curriculum implementation.

2.3 Evaluation of Curriculum Implementation

In the area of research there is confusion in the concept of curriculum evaluation and evaluation of curriculum implementation. In order to handle the specific education phenomena under study, clarification of these two concepts is crucial. Regarding this, Talmage and Scriven cited in Ornstein and Hankins (1998:320-322) refer curriculum evaluation as the study of the curriculum plan separately. It focuses on the fundamental characteristics of curriculum document rather than its implementation. The main focuses to be examined in curriculum evaluation are those of the adequacy of objectives, consistency between the objectives and the contents of the instructional materials and the accuracy, coverage and significance of content. While in evaluation of curriculum implementation whether the designed curriculum is put in to practice or use is examined. In other words, unless evaluation of curriculum implementation conducted it is difficult to know whether or not the planned curriculum is being implemented as planned and the prescribed goals and objectives are attained. This indicates that curriculum evaluation and evaluation of curriculum implementation are two different but interrelated activities.

People are conducting evaluation to know whether the implemented curriculum matches with intended. Evaluation of curriculum implementation focuses on discovering whether the curriculum as designed, developed and implemented in producing or can produce the desired results (Ornstein and Hankins, 1998:320). Moreover, they indicated that evaluation of curriculum implementation help to identify the strength and weakness before the curriculum implementation and the effectiveness of its delivery after implementation.

The focus of evaluation varies from individual to individual. Some may focus on the outcome and other on the process still other tend to focus on the antecedents of implementation depending on the perspective they adhere to. Pratt described the aspects to be evaluated are numerous such as: the aims and objectives need logistics organizational change efficiency (1980:417). It is beyond a researcher to collect all

aspects of the program. As to him, the effectiveness and acceptability of a program should be evaluated because for the program to be effective, it must be acceptable by all members namely by students, teachers, principals and administrators.

Regarding the emphasis given to the curriculum implementation evaluation two contrasting views seem to prevail (Lang, 1974:20-23). The first one is the behavioral objective model on which the focus is on the measuring of the extent to which such changes had taken place, consistent with the previously defined objects of the educational programs while the second model is process – oriented evaluation. The objective model was conceptualized by Tyler's although Bloom (1956) and Krathwohl et al. (1964) had contributed to the refinement of this approach.

As indicated in McCormick and James (1990:175-176) since the objective model focus only on the intended out come which lead to neglect equally important and at times even more important outcomes that were unintended is likely to be educationally weak. Moreover, the evaluators are unable to cover the antecedent conditions, which in turn resulted in incapable the diagnosis of reasons why a curriculum has succeeds or failed. Thus, educators like Kliebard (1970), Popham (1975) and Jenkins (1976) in Njabili (1999:41) criticized the model for its assumption that learning experiences can be selected and organized has been rejected, the notion that philosophy of education can be used to screen objectives, doubts the worthiness of an evaluation that only checks on the attainment of stated objectives without considering the contribution of other elements which together constitute the curriculum. Furthermore, the model has been focus on linearity.

In light of this, a number of evaluation models were developed focusing on different aspects of a program to be evaluated. One of the models is the goal-free evaluation model. Scriven (1967) cited in Njabili (1999:42) pointed out that in "goal-free or process model the objectives should be evaluated with regard to the criteria of relevancy, learn ability and attainability." Evaluation are not directed towards intended and expected out

comes, but concerned to improve the activities of the teaching learning process. Anderson, Ball and Murphy (1981:178) also noted that the model makes little sense to perpetuate a distinction between intended and unintended outcomes since the final appraisal should focus on importance and value, not intention; and it may be misleading and mischievous to give special attention to one type of effect in an evaluation effort merely because it was anticipated in advance as a goal. Furthermore, they noted that in evaluation of a proposal, appropriate emphasis is given upon goal not in evaluating a process or product.

Accordingly, Anderson, Ball and Murphy (1981:179) conclude by saying that :-

In goal – free evaluation model considering goals are unnecessary because it is possibly contaminating step. Instead the model proposes the evaluation of actual effects against... a profile of demonstrated needs in the area of education under consideration. In this regard the data mainly focus on actual effects to evaluate the importance of these effects in meeting educational needs.

Other models were also developed focusing on different aspects of the program to be evaluated one of the models was Stufflebeam model. Stufflebeam as cited in Njabili (1999:45) propose four types of evaluation: context evaluation, input evaluation, process evaluation, and product evaluation or CIPP Model. The model resembles to Tyler's attainment model in that it involves operationalizing the objective, emphasizing in comparing the objectives with predetermined standards.

The other evaluation model originated by Provas is slightly that related to Stufflebeam's evaluation model, is the discrepancy model. Anderson, Ball and Moraphy (1981:129) noted that Provas model focuses primarily on a comparison of "program performance with expected or designed program" and second, among many other things," a comparison of client performance with expected client outcomes". They further noted that the model involves the comparisons between "realities" and some "standard or standards". The result of the evaluation is used to change the program standard or the

43 x 0.2
10

816
10

performance. The Provus' evaluation model focuses more on both aspects of the implementation process and the product in contrast to the behavioral model.

The other evaluation model is the stake countenance Model developed by Robert E. Stake (1969). Stake as cited in Mc Cormick and James (1990:178) recommended the countenance model with emphasis on three general variables:- antecedent data (conditions existing prior to teaching / learning of the programs); transaction data (data covering the encounters and negations) ; and outcomes (data covering intended and unintended) . Stake further argues that congruence indicated only the degree of matching and not the validity or value of out comes. So the model also requires contingency. That is " the relationship among the variables in the three categories " (Ibid, 178). The relationships among variables are evaluated as to whether or not the outcomes are the result of transactions McCormick & James (1990:178) generalized the stake's

Evaluation model by the figure below: _

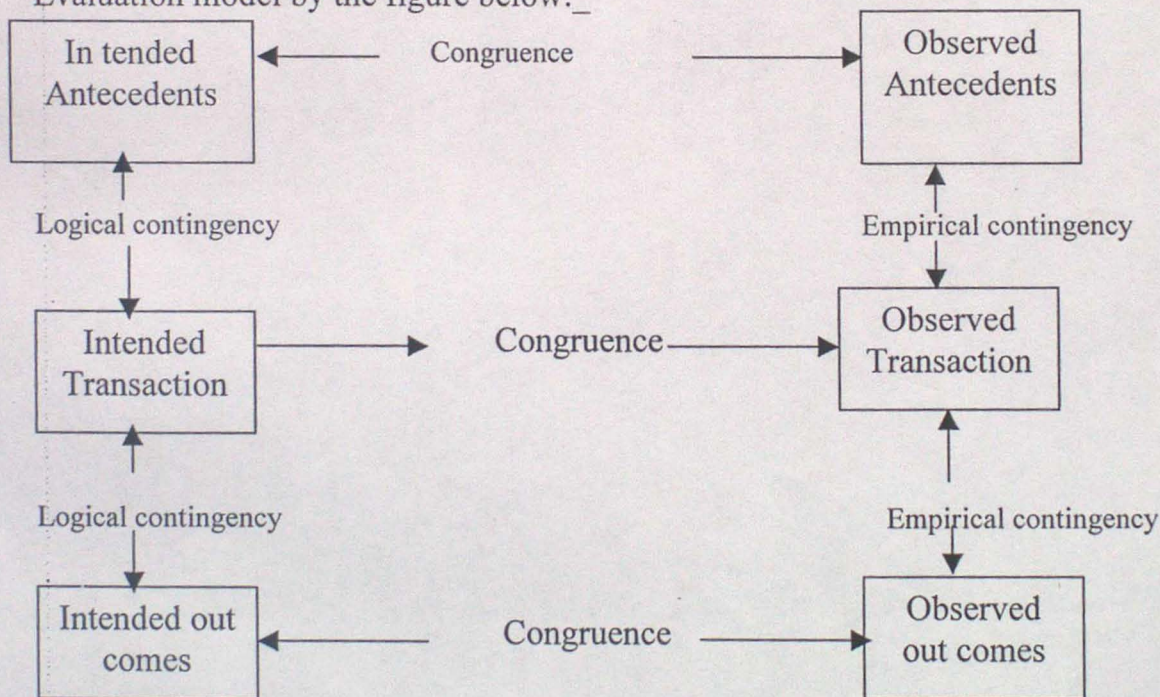


Figure 1. A Representation of processing Descriptive Data. (Margarita and Cohen, 1984:15; stake, 1967: 533 in McCormick & James 1990:178).

Stake's notion of congruence concerns the relationship between intents and observation. The data analysis involves how well what actually observed is related to what was intended. Observed transactions can be compared with the transactions that were planned. Observed outcomes can be evaluated against intended outcomes and actual prior conditions with those that had been compared. Stake's model briefs us that the evaluation of antecedents focuses on appraisal of the inputs of the particular innovation in terms of students and teacher's characteristics; curriculum content, instructional materials school organization and community content. Evaluation of transactions includes communication flow such as teaching methods role relationships and time allocation whereas evaluation of the outcome includes student's achievement and attitudes developed as a result of the process.

To sum up, the two contrasting views of curriculum implementation mentioned above are objective based educators and educators grouped under the umbrella of the process oriented evaluation approach though the later group of educators Staufflebeam and Stake grouped under the same umbrella they have some minor differences in the area of emphasis given to each variable.

2.4 Requirements for Kindergarten Curriculum Implementation

2.4.1 Indoor Space

Teachers cannot teach effectively in the atmosphere that is not free from the restrictions of automated and ill-designed classrooms. Children are also feeling emotionally unsafe and unrelaxed to explore and move around freely if there is not enough space. Therefore, large unobstructed room for the indoor activity is very important in the kindergarten. Lambert (1960:34) noted that, "rooms of young children should be separate from that of the upper grades". Easily cleaned and supervised toilet facilities, which are closed, to classrooms are also desirable features.

Regarding the adequacy of indoor space, Gans Steindler and Almy (1952:352) noted that "in schools where there is adequate space and storage the varied activities go on without

friction and all the materials can be tidied away and kept dust-free and orderly.“ On the other hand, where space is restricted, impromptu partnering of any kind occurs less often than when children circulate more freely in the block area (Procchner, 1992:16). In line to this, Hefernan (1960:54) recommended “thirty-five square feet” for ten children in the area exclusive of the space occupied by lockers and storage cabinets. Supporting the above idea, Foster and Rogers suggest that regardless of the number of children’s activity room should be a minimum of nine-hundred square feet of clear floor space, exclusive of rest rooms, dining area, and separate napping area (Foster and Rogers cited in Decker and Decker, 1988:250). In Ethiopia 63 square meters area recommended for forty children. The share of an individual child has been 1.55 square meters (MOE program, 1994:9). Apart from the need for plenty of space the classroom has to be well organized, aesthetically pleasing and comfortable for children. As indicated by Boren and Pickett (1954:33) classrooms should be well – lit and well ventilated with ample window space, direct access to a playground and water facilities. Furthermore, floors should not be highly polished or waxed so that many young children may not fall easily when engaged in the activities. Moreover, dining room, napping room and office are necessary.

In general, it is evident that classroom space affects the quality of children’s learning. Therefore, per-school classrooms should be enough so that children can have opportunity to actively engage to their own learning and develop the desired outcomes.

2.4.2 Outdoor Space

Children are learning all the time, not just when they are in the classroom. The out door space, therefore, is important since many of the skills and competences which develop during those early years are learned from the out door natural environment. Curtis (2003:111) asserted that children would gain more from digging in the gardens and watching worms and insects than they will from looking at pictures. Therefore, the areas located outdoors can be the source of science, mathematics, language development and

creative activities. A wide range of activities in kindergarten carried on out of door. Christensen and Mora Vick express the activities such as painting listening to music and stories building with large block gardening, taking walks to observe natural soil, rocks, animals, plants, and etc... are carried out in outdoor space (1987:60).

To meet the needs of different activities in the out door environment, Decker& Decker (1988:267-268) and Stegman (1953:110) suggested that, the space must be safe, proper arrangement of equipment; appropriate surfacing and adequate supervision help mitigate danger. Curtis (2003) also emphasized that the outdoor space must be safe and secure with ample space for the children to play freely, preferably with trees, flat grass and bush where children can hide and seek and play in the mud. Furthermore it has to be accessible and adjoin to the kindergarten room free from any accident hazards so as to do the activities.

In general, a well-prepared physical environment of outdoor should have a relaxed calm atmosphere so that the children can develop fully the skills and competencies appropriate to this age.

2.4.3 Group Size and Teacher Child-Ratio

Class size is important factor that hinder or enhance proper implementation of curriculum. By comparing the classroom with small and large number of students, Marsh (2004:182) stated that “ in the classroom where the number of children is small, the teacher has more time to guide and observe individual children and that interaction between the teacher and students can be increased”. This means in the class room where the number of children is less than 20, it generates substantial gains for the students and those extra gains are greater the longer the students are exposed to various activities. On the other hand, Christensen and Mora Vick (1987:137) expressed that, “ many children are disadvantaged with crowded class as they are deprived of space, privacy and time for exploration, interaction and discussion.” Regarding teacher-child ratio, another important issue is the number of teachers assigned in a class. Various educators indicated

that two teachers are better to implement the curriculum properly because when there are two adults available, one can introduce and supervise a given activity with those children who are interested in it while the other teacher supervise and works with those who are not (Mc Carthy and Houston 1980:194). Furthermore, despite the fact that having low teacher-child ratio is expensive, they recommended that twenty or twenty- four children with two teachers are acceptable for effective curriculum implementation. As regards of teacher-child ratio in Ethiopia as well as at Regional level the standard is 2:40 (MOE, 1887:15).

2.4.4 Materials and Equipments for Kindergarten

Heffernan and Todd (1964:108) define kindergarten equipment and facilities as to “all materials that are necessary to develop physical social emotional and intellectual aspects of the children. Kindergarten children require variety of equipment and facilities which are selected to meet the needs of a child.” It also challenges children to make independent choices, encourages them to think about activities in novel ways, experimentation and cuts down on disagreements over sharing during learning. Boren and Picket (1954:17) suggested that every room used by kindergarten should contain child sized furniture table and chairs that are important for children to sit and work at puzzles, games and others that is necessary for children to develop new skills using real tools and real world.

According to Christensen and Mora Vick (1987:162) and Monigham (2005:32) Kindergarten classrooms require various furnishing equipment and materials that are necessary to support the classroom activities and respond to the needs of the children. They categorize these materials as natural materials, active-play equipment, construction materials, and manipulative materials, dramatic- play materials, art materials, cognitive materials and books.

Natural Materials:- includes sand , clay, water and other materials. It helps to develop children’s sensory experiences and facilitate an opportunity to learn about mathematical

concepts (Christensen & Monavick, 1987:163) cooperative and imaginative play is fostered as children work together with these materials.

Active play Equipments:- sturdy wooden boxed planks, cartons, card board and natural structures such as logs trees boulders , rocking toys , and wagons tricycles referred as active play materials (Christensen & Mora Vick, 1987:163; Monigham, 2005:32) . These materials facilitate children develop and explore their physical limits, creativity and learn many spatial concepts such as up, down under and over. In addition, the activities that develop large muscles of arms and legs promoted through using these materials.

Construction Materials:- includes wooden blocks, small dolls toy cars , trucks, human and animal figures that provide the opportunity to promote social cooperation and creativity (Christensen & Mora Vick, 1987:163; Monighan 2005:32). Basic mathematical concepts such as counting measurement comparisons, science such as gravity, predications and construction projects like buildings bridges, towers, and highways are easily introduced using construction materials.

Manipulative Materials:- includes puzzles , beads and peg boards (Ibid:163) . These materials are important to develop the skill of writing and to expose them to understand the concepts such as color, size and shape which help to identify and recognize letters and words.

Art Material:- such as paper of different sizes and for different uses , pastels and crayons, paints of different kinds, brushes of different sizes , pencils and markers, glue and tape and others (Christensen & Mora Vick, 1987:163; Monighan 2005:164). These materials encourage children to develop their creative expressions, problem solving physical and sensory development.

Dramatic Play Materials:- includes props and dress up clothes for different kinds of work and play from different cultures at different ages for both sexes . These materials

allow children to express their feelings about their own life experiences. Moreover, it provides opportunities to learn the skills of putting on clothes with buttons and zippers and the management of relationship.

Books:- includes easy-read books, maps, Dictionary, historical books, note books, reflective journals, news papers and others. These materials are important to develop the joy of reading and motivated to read. It promotes opportunities to hear stories and to see adults using and enjoying books.

The outdoor equipment should provide children with a wide variety of opportunities for active physical experience. In this respect, Chowdhury and Choudhury (2002:138-140) indicated that the outdoor play equipments facilitate the intellectual and language development and science experience of children. These authors recommend the outdoor equipment which is varied, adequate and challenging within the range of children's ability to individual and group activities. The equipments include swings, slides, climbing frames balancing board, tires, balls, merry-go-rounds wheel, toys, sand box, etc... (Ibid, 2002:140)

At any rate, the well-equipped indoor and outdoor environment will provide suitable opportunities for corporate activities of realistic kind, which help children to acquire the skills and competencies associated with kindergarten education. In addition, it motivates the teacher to guide and help children and facilitate the situation to implement the curriculum effectively.

2.4.5 Professional Competency and Roles of Teachers

2.4.5.1 Training and Experience of Teacher

The teacher of young children has a great responsibility in helping children to become a part of social world. According to Christensen and Mora Vick (1987:46) a teacher of kindergarten is expected to provide children with a sense of psychological comfort and security, organize and maintain an environment in which children live and learn, plan for

daily activities that are part of broader curriculum design and mediate relationship between children.

In older days, mothers were simply accepted as teachers of young children. However, as time passed by and as it was realized that teaching young children requires knowledge, skill, sensitivity and creativity, and thus the trend of giving at least 4 to 5 weeks course becomes a reality. Regarding the importance of training for kindergarten teacher, Heffernan and Todd (1964:4) indicted that because teachers markedly influence the lives of children in their critical as well as formative year, special training is necessary. They have called for a special training of preschool teachers for the fact that the profession requires a happy and creative, intelligent and energetic teacher to serve in the program.

Scholars emphasize the importance of special kind of training for kindergarten teachers, which emphasize on developmental learning and a background of understanding of children and the entire program of early childhood education. According to Gore and Koury (1964:21) “ the teacher of kindergarten children ought to be a graduate of an officially recognized four – year college with major work in early elementary education, completed either at the graduate or postgraduate level”. However, as manifested by Dereje (1994:29), though there is a common understanding that per-school teachers have to have a sound training, certification at this level particularly teachers varies from institutions to institutions, countries to countries and above all from one agency to another. As indicated in the survey of teacher training programs related to early childhood education in the United States of America most states require a four-year professional program for certification in early childhood education. A few states have developed a five – year program (Feeny, et al, 1987:31-32). Moreover, the general requirements for early childhood certification in these states are:-

- ❖ Between twenty-four and thirty semester hours of professional education course, including introduction of early childhood education, history and philosophy

- ❖ Approximately sixty semester hours in the area of physical and biological sciences, language and literature, mathematics, the social and / or behavioral sciences, and humanities.
- ❖ At least three (or five - eight in some states) semester hour of student teaching in an early childhood education program and additional student teaching in a primary or intermediate level or grade.
- ❖ Course electives in the areas of psychology of the exceptional child, abnormal psychology, of learning, mental hygiene, parent/community relationships, linguistics, nutrition, speech correction, and school administration and/or supervision (Decker and Decker, 1988:183).

The professional training in kindergarten education includes courses to develop basic knowledge of human growth, development and nutrition, school parent, home and community relation ship, curriculum content methods, materials and equipment experiences and resources, current problems, history, and philosophy of education, and the administration and organization of schools (Marguarita and Cohen, 1984:15).

Besides, a survey made by UNESCO on the current situation of early childcare and education in the world indicated that in Canada and Finland require four- year and six – year of professional training respectively in early childhood education (2005:49-52). In the research study of Dereje (1994:31) also indicated that Kenya and Zambia give six months and nine months to two – years of training to certify as a pre – schoolteacher respectively.

Regarding the training of pre –school teachers in Ethiopia, one – year or ten months of professional training for certification in kindergarten is required (OEB, 1997:14) the courses given by the institution comprises pre-school pedagogy, child psychology nutrition, mathematics, language, method of teaching, skill of children languages development , social study, music, art and physical education (Ibid :10) .

In-service training for kindergarten teacher also significant since knowledge is changing rapidly. The use of these supplementary programs helps the teacher to accomplish the varied tasks effectively. The orientation courses vary from countries to countries. However, most in service trainings range from two weeks to two years being arranged in every year (Decker and Decker, 1984:219). But, as regards to Ethiopia the in service training is given for 45 days (MOE, 1993:6).

Having experience in teaching children has an important factor for the effectiveness of curriculum implementation. As noted by Heffernan (1960:11) an experienced teacher identifies children with developing skills and acquiring important ideas. The need for more guidance in developing important ideas helps to grow new skills, knowledge and disappearance of negative behavior. It is through experience that the teacher gains confidence in her own ability and learn the methods with which she is most successful. Therefore, experienced teacher has the capacity to plan her work with the group so as to meet individual children needs.

In general, the professional education and experience of the teacher is a critical factor for kindergarten curriculum implementation. It is what goes in and out side of the classroom that finally affects children learning which is the final result of implementation. Thus unless teachers are helped to develop new lesson, content and new teaching skill through pre and in service training, it is difficult to implement the curriculum effectively.

In addition, McDonald (1987:10) noted that the extent to which a curriculum is implemented as planned depends upon the extent to which teachers are clear about, and the degree to which they competent to perform it. This means teachers can not teach what they do not know. The teacher's instructional plan and a curriculum plan may not connect if a teacher neither understands nor accepts the basic assumptions of the curriculum. Therefore, the role of the teacher is recognized as being critical to the success of the curriculum implementation. In other words the aim and objectives of the

curriculum cannot be achieved unless the teacher implements it in the way in which it was intended to be implemented.

2.4.5.2 Personal Attributes of Kindergarten Teachers

The personal characteristics of the teachers are determinant of the quality and effectiveness of the early childhood curriculum. The teacher makes the world a better place for better people. Christensen & Mora Vick (1987:67) explain that the extent to which the teacher has the capacity to be authentic, open, self-aware, caring and genuinely respectful of others is one of the most essential aspects of the ability to nurture children and support the children.

Any program can be enhanced or diminished by the personal attitudes of the teacher. As stated by Boren and Pickett (1954:29) "the way in which a teacher corrects a child, how she asks for work, how she feels about him as a person, affects how he in turn feels about him." Whatever the teacher does in the classroom, through her manner of reacting to the mistakes of the children can go on building and growing or the feeling that mistakes are unhappy incidents indicative of failure in schoolwork and their personal lives. No matter what kind of curriculum model was followed the involvement of the teacher and his/her implementation of the curriculum were fundamental to the success of the outcome.

The attribute of a kindergarten teacher is a critical factor in the success of the program for she / he is a key person in creating the emotional climate for the children. As indicated by Hefernan and Todd (1964:78) the teacher of young children must be one who "enjoys all children, respects them, believes in them and can be warm and understanding how to teach kindergarten children."

Regarding the characteristics of a good teacher, Hildebrand (1971:67-69) summarizes the following points:-

- ❖ Can instill in children a desire for learning and encourage them to become independent learners.

- ❖ Beliefs in herself and in her ability to cope with her responsibility.
- ❖ A happy individual on and off the job.
- ❖ Believes that both children and parents are basically good.
- ❖ Believes that children can learn and that through the efforts of all, they will learn.
- ❖ Empathize or feel with the parents and children with whom she works.
- ❖ Can adapt information to the young child's level.
- ❖ Understands the implications of education the child in democracy as opposed to education in authoritarian society.
- ❖ Strive to mold all her skill and knowledge in to teaching style that is comfortable and unique.

In addition, a capacity for love of children is an essential characteristic of kindergarten teacher. Since kindergarten children learn rapidly through imitation, they need a teacher who can guide them without boredom. Christensen & Mora Vick (1987:67) noted that the teacher who does not love children insist that young children sit quietly for long periods of time working at abstract tasks like work book, or allow them to run in a messy and disorganized classroom that did not provide enough order and stimulation for them to learn.

In general, personal attribute of kindergarten teacher either enhance or diminish the implementation of curriculum as intended.

2.5 Methods of Teaching – Learning In Kindergarten

The main concern of kindergarten school program is to develop the mental, physical and psychological make up of children and to acquaint them to social life and practices in their communities. To achieve the program goal involving children to play activities is very vital.

Almost all scholars of the level agreed that play is the first and most appropriate mode of instruction in kindergarten (Tallack, 1997:19; Boren & picket, 1964:13; Curtis, 2003:115; Froebel cited in Johnson, 1987:4; Christensen & Moravick, 1987:206; Mc

Carthy & Houston, 1980:240). Play enables children to get access to information processes in a meaningful way. Moreover, through play children gain physical, cognitive, language, emotional, social, cultural and behavioral benefits. According to Tassoni (1998:172-182) children's play is often put in to four categories: creative plays, physical play, pretend play and manipulative play.

Creative Play:- allows children to express themselves using materials rather than words it facilitates children to identify properties of materials as well as give them the chance to use language and develop fine physical skills.

Pretending Play:- is also known as imaginative play because children act out what they see and feel using words. In pretend play, children talk to toys or objects and make up games using characters. This type of play helps children to develop language and communication skills.

In physical Play:- children's body muscles, stamina and coordination of their movement develop space and gives them confidence.

Manipulative Play:- is also called as construction play. Through engaging children in manipulative play, they can develop the ability to build or fit equipment together. Moreover; children develop their fine manipulative skill as well as their gross motor movement.

Teachers facilitate children's development and learning by providing an environment in which children are free to play with each other and with a wide range of carefully selected materials. Moreover, the teacher should help children to structure and extend their play when teacher's joining in children's play, learning discovery and creativity may appear naturally and in a well motivated manner, free from the debilitating constraints of imposed learning context. Moreover, it helps children to know that play is viewed by the teacher as an important activity and encourages those children's who have not yet started playing with another children.

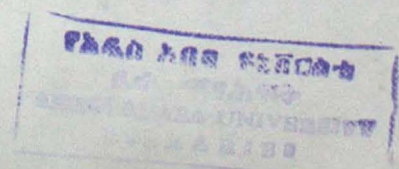
Children's play also extend when teachers take initiation. A teacher can take initiation by showing children a new process skills or ideas since children pace of picking up on a piece of information vary, the teacher has to observe and take initiatives in order to minimize the gap.

According to Christensen and Mora Vick (1987:207) teachers are planned and organized the activities in to three forms:- one to one activity, small group activity and large group activity . In one to one activity, the plan of education pays attentions to the child's learning process and interests to engage children in learning dialogue. This method of organization allows the teacher to observe the activities carefully and help to modify based up on the child's response. Moreover, teachers are able to assess children's knowledge and skills effectively (Ibid: 208). Small group activities help to facilitate to teach concepts and enhance interaction between children. According to Christensen & Mora Vick (1987:208) by engaging children in small group activities, children acquire the ability to listen and talk in a group and solve problems, make decision democratically to take the leadership and following roles and to accept responsibility for the out comes of their decisions. The teacher organizes children in a large group of activities when all children are involved in similar activities. This method of organization also helps the teacher to share common information for the whole class.

Children arrive at school with different backgrounds and experiences and at different stages of development. To give each student the best possible start, it is essential that kindergarten programs provide a variety of learning opportunities and instructional experiences. The following are the summary of instructional experiences adopted form the scholars mentioned earlier:-

Brainstorming

This method can be used in small or large group activities and encourages children to focus on topic and contribute to the free flow of ideas By posing a question or a problem, or by introducing a topic, the teacher establishes warmth and encouraging environment



for all students to participate and initially listening to what others say to express ideas and adjust their previous knowledge of understanding, accommodate new information and increase their levels of awareness. This method is an open sharing activity, which teaches acceptance and respect for individual difference in their knowledge and their language abilities. For the effectiveness of this method, teachers should print the main words or phrases forwarded by the students on a chalkboard or chart while students observe, add his/her idea and acknowledge and praise for their contributions.

Categorizing

In this method the activity focuses on grouping concrete objects or ideas based up on the criteria by which objects or ideas are to be grouped in their common features or relationships among all members of that group. The method enables the children to see patterns and connections and to share existing knowledge and experiences. Moreover, it helps to develop student's abilities, extend their thinking and experiences. Moreover, it helps to develop student's abilities, extend their thinking and understanding by requiring them to manage new information.

Choral Speaking

Choral speaking refers to experiences in which students recite passages from memory. Since the activity involved students in oral interpretation of literature, it allows them to deepen their understanding and enjoyment of literature by practicing with element of voice (tempo, volume, pitch, stress and juncture) movement and gestures within a supportive environment.

Children's are supported to translate poems and stories by exploring the elements of voice and movement. The method can be implemented if and only if the teachers are able to select story that consider children's interests and performances or classroom poems.

Conferences

This method provides an opportunity for students and teachers to discuss on a future plan and learning experiences. It helps the teachers to know about students and their learning difficulties so as to guide students in more challenging activities.

Cooperative Learning

In cooperative learning, children's are organized in pairs and working together to complete a task. It is the best method of teaching in kindergarten. The teacher structured the task in such a way that involvement of each member contributes to complementation of the task. Success is based on the performance of the pair rather than on the performance of each individual. The method emphasizes interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners. Moreover, the method enhances student's respect for and understanding of individual differences in the ability, interest and needs.

To implement the method effectively, the teacher should have to organize students in a heterogeneous pair. This is to say that students of varying abilities, cultural and linguistic background should have grouped in a pair. The teacher structures the activities in such a way that the involvement of each member is necessary to complete the task.

Discussion

Is an oral exploration of a topic, object, concept or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Teachers encourage and accept student's questions and comment without judgment and clarify understandings by paraphrasing difficult terms and stimulate the exchange of ideas. The method promotes positive group interaction and conversation. To implement the method guided discussion begins with teacher – posed questions that promote the exploration of a particular issue or topic. Also open-ended question posed by a teacher or student stimulates the activity.

Illustrating stories

By illustrating particular events or sections of a story students can improve their comprehension and interpretation of the selection. Children's employ personal understandings and responses when they visually depict story characters, settings, events and objects.

Letter Writing

This method introduces kindergarten children to the use of writing to communicate with others. It encourages them to use conversational language in written language.

Making Books and Charts

Children's ideas may come from stories read in classes, life experiences of topics of the study. The students contribute the language in the printed text and any illustrations. The method helps to record children's ideas, stories and reports about character, events and experiences in collaborative books and charts.

Reading Environmental print

The method helps students and teachers explore print materials that are readily available in the immediate environment. Children are encouraged to collect environmental print materials that are related to specific themes of study, interests, experiences and community events.

To conclude, the major question in the kindergarten is how to organize and support learning in a way that results in the best possible outcomes for the largest number of children. To this end, the instructional method should select on the basis of children's needs and abilities. To a greater or lesser extent depending on the classroom, every kindergarten children must learn to sit quietly, to listen attentively to perform activities both individually and in group, to share the materials, and to treat each other respectfully and to share experiences and knowledge. But, this does not mean that children are required to sit for long period of time without some change in activity. It is the

responsibility of the teacher to ensure the best environment for the children so as to accomplish the activities successfully.

2.6 Assessment Techniques in Kindergarten

In kindergarten, assessment is continuous process aimed at improving children learning. According to Tassoni (1998:172) continuous assessment is a more formative means of assessing learners that gives an opportunity for them to improve their performance. He further argued that it is a way of finding out what pupils know, understand and can do so as to promote learning. It is used as a process of gathering and integrating information about learners shifting from a judgmental role to a developmental role.

Bruce (1997:193) also asserted that assessment of children is an approach that aims at assessing those attributes, which cannot be measured through one-attempt written test. it includes records of a child conversation, drawings and constructions, peer relations, participations and anecdotal notes describing their behavior. It gives an opportunity for teachers to identify children problems in learning and set programs for remedial actions. In assessment teachers are expected to note the learners' progress through a series of learning experience based on the learning that occurred in the classroom and out door (Leavitt 1958:314). This means the teacher makes judgments on mastery of skills and knowledge when children are involved in more practical activities.

At any rate, continuous assessment is an important aspect in kindergarten to evaluate whether the planned curriculum is effectively implemented or not this is because it gives an insight in to the performance of individual child, evaluate their progress and identify constraints.

2.7 Instructional Language in Kindergarten

Children in their early days at school are in a situation of emotional imbalance due to the break between a secure family environment and alien world. Regarding the impact of instructional language, Bruce (1997:121-123) contended that schools using different language other than home language affect the implementation of curriculum. This is

because presenting information in a new language is to impose a burden that results in slow cognitive development of the child.

The practice of using other language in kindergarten limited children active participation in various activities. According to Gutierrez (1993:86) “ educating children in their second language other than mother tongue restricted students opportunities to develop emergent understandings of a more comprehensive view of literacy as well as to appropriate the social knowledge needed to understand the communicative contexts of the early child hood classroom and the rules and roles of participation”. He further noted that, children who learn with second or third language face difficulty in understanding the function of literacy and the ways literacy can mediate their learning across a variety of academic contexts.

Regarding the impact of using different languages other than mother tongue in children education, Gfeller (1998:193) noted 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.

Children have the right to learn with their mother tongue. UNESCOs statement indicated, “it is axiomatic that the best medium of teaching a child is his/her mother tongue”(1953:11). To reject a child’s language in the school may label the child at risk in functional language competency. In support of this idea Saracho (1986:53-60) noted that:

When young children first enter school may find that their home language and culture differ from the one found in school and in books and used by teachers, students may become confuse as a result of the drastic difference they experience between the two language and culture and may pretend that their language and culture are the same as the schools denying their own language and culture.

To conclude, educating children using their mother tongue help to develop their personality in the socio cultural aspect of life and inculcate in to the society how to

enable the child to take part in the active life of the people. Gfeller (1998:19) noted that using the first language in school allows positive transfer between the previous acquisition of language and general knowledge and the new (written) code. She further indicated that for there is an overlap between meaning, the language structure and use children can use their language skills and the knowledge about their world that they acquired before entering school in whatever method's used to teach literally.

2.8 Family Role in Kindergarten Education

Children's need cannot be adequately met if we cannot take families in to consideration. It is through the home context that school be meaningful or not to a family for the child. The family offers a model for identification a source of protection and target of attachment a setting in family. The parents particularly mothers play a significant role in children's education. As indicated by Curtis (2003:133) "mothers educate their children systematically through story telling and rhyme". They told animals and cultural stories at "bed time" to her children, which have a direct relation to success in living (Wills and Stegeman (1954:305). Bedtime stories select wisely so as to allow for the wholesome development of interests attitudes adventures, imagination and understandable concepts of living. In addition, parents told to their children about their own personal history and their place within the family. According to Tassoni (1998:212) " being with their parents children learn about language, culture and beliefs of their parents, which gives them a sense of belonging and stays with them for their lives". Further more, they learn skills hobbies that may help them for their future life.

Regarding family involvement in children education, McCarthy and Houston (1989:212) noted that children perform better in their education if their parents are involved. There are a number of ways in which family can be involved in their children's education. The most important one is participating in children's literacy skill development. Weinberger as cited in Curtis (2003:142-143) viewed in his study that parents play a prominent role in children's literacy development by providing resources

and opportunities for access to print by acting as models for literacy and literacy practices and event in which they engaged with their children. Compared to non-preschool parent, parents of children who participated in preschool activities had higher occupational aspirations for their children, more satisfaction with their children performance.

Through participation parents can form a clearer picture of the process of child development and can learn to support and work more effectively with their own children at home. Robinson (1996:63) further emphasized that parental involvement in school may help to avoid conflicting behavior between homes and school and minimize confusion for the children. It gives opportunity for the teacher to understand the child more and better able to work together effectively. Also Heffernan (1960:377) viewed that, when parents come to the kindergarten to observe some particular aspects of child behavior and have an opportunity to discuss their observations after wards, the teachers learn what parents are really thinking about.

However, there are several reasons that parents hesitate to participate in children's education. Some of the reasons that are indicated by Dood and konzal (2002:13-30) are:-

- Most families have full or part time jobs and thus they have no time to attend schoolwork.
- Families may not have know-how about the importance of participating in children's education.
- Some parents may expect that teaching children is the responsibility of the school and not theirs.

In general, all the aforementioned educators agreed that parental involvement in children education is the base for social, physical and intellectual development.

2.9 Follow Up and Supervision of Kindergarten Programs

Follow up of kindergarten program is an indispensable mechanism to monitor the program and to eventually realize the desired goals. It is through continues follow up and evaluation results that the body that formulated the policy guide can be provide with adequate written or verbal explanations and reasons to promote the execution of the program (Decker and Decker 1984:26).

McCarthy and Houston (1980:191) observe that “if there are continuous and reliable follow up and evaluation results, the licensing department will see to it that preschool institutions have meet standards such as health service, staff qualifications, building codes, teacher-child ratio, equipment and facilitates for the program”. Moreover, the kindergarten programmer has to be operating on a planning model where the follow up and supervision plays a significant role to identify the problems that hinder the effective implementation of curriculum and to suggest the solution to overcome the problems.

According to Harrison (1968:12) “follow up program’s by pertinent bodies at various levels preserve the good start hope and opportunity of optimal development of education”. Teachers can experience success in teaching respect of fellow professionals, senses of belonging a sense of being needed as opportunity to cooperate a chance to grow and develop personality and professionally and environment in which to be happy by doing productive and essential work.

Like wise, as indicated in the supervision manual of Oromia Regional Education Bureau, follow up and supervision by various government bodies at various levels “ enhance the betterment of curriculum by providing the necessary technical support for the teacher in the area of instruction and create supportive environment for teaching learning process “ (1993:8-9).

Thus, educational follow – up and supervision helps the government to obtain feedback to improve their program contents. To create mechanisms to provide supervisory service is indispensable for the effective curriculum implementation.

CHAPTER THREE

3. Research Design and Methodology

Among the various research methodologies, descriptive survey method was found to be appropriate for this study. This is because the method enables to examine the present situation and identify some of the major problems in implementing the curriculum.

3.1 Theoretical Framework of the Study

Among the various evaluation of curriculum implementation models, Stake's "Congruence Contingency Evaluation Model was adopted for the study due to its suitability to the nature of the study. Regarding the model of curriculum implementation evaluation, Stake (1967:533) in McCormick & James (1990:17) distinguishes three aspects of the educational process which may relate to out comes:-

- I. Antecedents, that is "any condition existing prior to teaching and learning which may relate to outcomes, for instance, environmental factors, school procedures or pupil's interests or prior learning's.
- II. Transactions, such as the interactions that occurred between teachers and pupils, pupils and pupils and curriculum materials and tasks, or pupils and the physical social and educational environment.
- III. Out comes, which are to be interpreted in the widest sense to include out comes that are immediate and long-range, cognitive and co-native, personal and community wide.

The model brings into focus both the intended features of a curriculum and the corresponding observed or actually performed features. Intents in this case, include what is suggested in the syllabus. The observations are actual field data obtained from the implementers of the syllabus in response to the variables set in the study.

3.2 Sampling Procedure and Sampling Techniques

According to the statistical information obtained from east Shoa Zone education office, 54 kindergartens are functioning currently in nine woredas of the Zone, namely, Adama, Bosat, Fentallee, Lume, Dugda, Bora, Adami-tullu, Adea and Akaki. Within these kindergartens there are 241 teachers and 6133 children in 2006/07. Among these nine woredas I deal with four woredas (36.36%) namely Adama, Lume, Dugda and Adamitullu selecting randomly. It was difficult to consider all woredas in the Zone because of time constraint.

To select sample kindergarten, stratified simple random sampling methods were employed. This was because the kindergarten sponsored by different agencies, dividing them on the basis of their sponsoring agencies in to different strata is appropriate to incorporate from all groups. Accordingly, 2,8, and 5 kindergartens were selected randomly from community, private and missionary or NGO respectively. The summary of the number of sample taken is presented in table 1 below. Kindergartens were accounted for 38.46 % of the total kindergartens in the Zone.

Table 1: Summary of Sample Taken

Sponsoring agencies	Total Number of			Sample taken		
	Kindergartens	Teachers	Head teachers	Kindergartens	Teacher	Head teachers
Community	5	21	5	2	9	2
Private	21	79	21	8	33	8
Missionary or NGO	13	64	13	5	21	5
Total	39	164	39	15	63	15

Available sampling method was used to include all the teachers and head- teachers in the sampled kindergartens as a source of data. To this end, a total of 78 respondents (64

Females and 14 males), which accounted for 32.36% of the total kindergarten teachers in the Zone were used as source of information for the study.

In order to select the sample parent of kindergarten children, preliminary survey were conducted to identify their educational level. This is because, since parents are at different educational level, before selecting the sample, categorizing them in to above and below grade 5 educational level was necessary. Then using random sampling method 12 and 131 parents were selected below and above grade 5 education level respectively. This helps to give equal chance from both education backgrounds. The total of 143 (10%) sample parents of kindergarten children were used for the study.

Purposive sampling method was employed to select four Woredas, one Zonal and one Regional level kindergarten and special need education experts (all of them are males) due to their close responsibilities they hold in the area. Ten children's (six females and four males) were also selected on purposive basis for interview to strengthen the data collected from others.

3.3 Instruments of Data Collection

To obtain adequate information for the study, a multiple system of data collection tools were employed notably, questionnaire, classroom observation interview and document analysis.

3.3.1 Questionnaires

Two sets of questionnaires were used to obtain valuable information from teachers, head teachers and parents (see Appendices 5 and 6).

The Questionnaire for Teachers and Head Teachers

The questionnaire was prepared in English and then translated in to Amharic in-order to minimize the language barrier to understand and use practical medium. The postgraduate student of language department in AAU did the translation of English in to Amharic.

The questionnaires contain five parts. The front page was prepared to obtain background information about teachers and head teachers. The first part of the questionnaire was prepared to obtain information about what methods of teaching were commonly used and assessment techniques to record a child learning progress. The second part of the questionnaire was focused on the availability of materials and equipments for teaching learning activities. The third part of the questionnaire was prepared to obtain information about in service training of teachers and head teachers and availability and training of assistant teachers. The fourth part of the questionnaires was prepared to obtain information whether parents involved in children education to enhance the implementation of curriculum. The last questionnaire was prepared to collect information whether there was government follow up and supervision in kindergarten curriculum implementation.

In general, the questionnaire prepared for teachers and head teachers were the same. This is because as indicated in the regulation of MOE (1994:16) a head teacher of kindergarten is also a teacher of children in addition to performing the responsibility of managing the kindergarten.

Questionnaires For Parents

The questionnaire for parents was prepared in English and translated in to both Amharic and Afan Oromo in order to minimize language barrier to understand the questions. MA graduate did the translation from Ethiopian language department of AAU and BA graduate by Afan Oromo from Jima University.

The questionnaires contain three parts. The front page was designed to obtain background information of parents. The first part of the questionnaire was prepared to collect information about the mother tongue and learning language of their children. Part two was prepared to obtain information about the level of participation of parents in the education of their children.

3.3.2 Classroom Observation

Concerning the implementation of kindergarten curriculum, it is in the world of “ indoor and outdoor activities” where all hidden and manifested intentions and efforts of learning occur. Indoor and outdoor instruction is a kind of meeting pot where the experience interest, knowledge and skill of teachers, knowledge and interest of children interact to create the citizens supposed to be molded by the education and training policy. This implies that classroom observations were one of the key instruments of data collection in this study.

Accordingly, in gathering data on how well teachers implementing each activity, there were averages of four observations in one kindergarten. At least four observations were made for one-selected teachers. Due to time constraint it was difficult for the researcher to observe more than four sessions. Hence, total of sixty (60) observations were made in fifteen (15) kindergartens.

In addition, physical set-up of the school the indoor and out door space and facilities necessary to implement the syllabus were observed. The observation for each activity was based on the observation rating form and checklist, which was prepared to examine the implementation of syllabuses. Using the observation rating form, the researcher was observed about actions, and events observed in the classroom from the beginning to the end of the session. Finally, the intent and the observed result would be analyzed.

3.3.3 Interview

Interview was one of the instruments used to gather additional information to supplement the questionnaire and observation results in this study. Structured interview was held with the parents, children, Woreda, Zone and Regional Experts. In addition, some unstructured interview was held with head teachers of the kindergarten to obtain relevant information. Since the researcher conducted interview, it was prepared in English. During interview the researcher took note.

3.3.4 Document Analysis

Mark – lists that are prepared and used to collect information on children progress in their learning were used as a source of information in – line with the context of kindergarten curriculum implementation.

3.4 Pilot-Test

Before the instrument were used for data collection, two teachers from Adama University gave comments which helped to modify some parts of the questionnaire, interview and observation check lists. After this it was shown to the advisor in order to comment the extent to which the items were appropriate in securing relevant information to the research. Some amendments were made by the comments obtained from the advisor. The instruments pilot-testing were made in Adama Nafyad kindergarten in Adama special town. Four teachers including head teacher and three parents filled the questionnaires. Interviews were also conducted to two parents of kindergarten children and an expert in education office of Adama special town. Both the rating form and the checklists were tested in two classroom sessions of the selected kindergarten by the researcher. Finally, refinement was made on the instruments according to the constructive suggestions and hints that were obtained from the advisor and field-testing. Accordingly, from the questionnaire four items were modified. Two items from observation checklists were completely changed and one question from interview was modified. One item was added to parents and experts interview.

3.5 Data Analysis

Different methods of analysis relevant to each variable were employed to analyze the data gathered. Accordingly, the following basic statistical techniques were used to analyze the study.

1. Percentage and frequency counts were employed to analyze various characteristic of the sample population. This statistical tool help to determine the relative

standing characteristics such as sex, age, work experience, academic qualification and in service training of teachers. It is also used for other questions.

2. Data obtained through classroom observations were organized on the basis of the items of the rating form and checklist. The rating form was prepared with a three-point scale (often, sometimes and not at all) to indicate the frequency of occurrence of instructional considerations and method of teaching – learning process. The values given for each teacher during the four observation sessions were tallied in to one of the three scales. The frequency counts were changed in to percent to make the availability understandable. The availability of materials and equipments collected through the observation checklists were also analyzed.
3. A one – way ANOVA version 13 were used to identify whether or not there were significant differences in perception between teachers and parents on each item. The existing differences were tested for statistical significance at 0.05 alpha levels.
4. Data obtained through qualitative methods were summarized and presented using the words of respondents to supplement and explain quantitative data whenever necessary. Relevant discussions were also followed to reach at certain findings.

CHAPTER FOUR

4. Data Analysis, Interpretation and Discussion

In this chapter, the data collected through different questionnaires, observations, interviews and document analysis are presented with the help of tables to give answer for the basic questions raised in the study.

4.1 Profile of Respondents

In order to obtain a clear image about the respondents involved in the study, some major characteristics of them are presented as follows: -

Table 2: Profile Of Teachers, Head Teachers And Parents Respondents

Item		Teachers		Head Teachers		Parents	
		No	%	No	%	No	%
Sex	Female	60	95.2	4	26.7	80	55.94
	Male	3	4.8	11	72.3	63	44.06
	Total	63	100	15	100	143	100
Education level	Below Grade5	-	-	-	-	12	8.39
	Grade 5-10	-	-	-	-	23	16.08
	Grade 10 or 12 complete	17	26.98	2	13.33	45	31.47
	10+1 or 12+1	45	71.43	3	20	43	30.07
	Diploma	1	1.59	10	66.67	20	13.98
	Total	63	100	15	100	143	100
Years of experience as a teacher or as a head teacher	0-5 years	48	76.19	9	60	-	-
	6-10 years	13	20.63	4	26.67	-	-
	11-15 years	2	3.17	2	13.33	-	-
	16-20 years	-	-	-	-	-	-

As shown in Table 2 the majority of teacher respondents 60(95.2%) were females while 3 (4.87%) were males. 11 (72.3%) and 4 (26.71%) of the head teachers were males and females respectively. This indicates that the great majority of teachers in the studied

kindergartens were females while the head teachers were males. Regarding parents respondents, 80 (55.94%) of the respondent were females while the rest 63(44.06%) were males.

As to the sex of kindergarten teachers and head teachers the standard adopted in oromia Region (MOE, 1987:15) Recommended that, the teacher and head teacher of kindergarten should be female. This is because women or mothers are the first teachers for their children and they had good qualities to tolerate any misbehavior of the child and give motherly love for the children. In support of this, Heffernan and Todd (1964:18) indicated that, female teachers and head teachers are preferable for teaching – learning children due to the fact that “ they are like the mother in the home and responsible for creating an atmosphere of love “. Similarly, Aggrawal (1996:219) underline that since female are “ soft and able to give motherly love for children, they would be more suited to the task of instruction at this stage”.

Therefore, it is possible to deduce that, because the majority of head teachers were males it affect the teaching learning process in the studied kindergarten.

The second item in the same Table deals with the education level of respondents 46 (73.02%) of teachers and 13 (86.67%) of head teachers were above grade 10+1 or 10+2. The rest 17 (26.98%) of teachers and 2 ((13.33%) of head teachers completed grade ten or twelve. This shows that the majority of teachers and head teachers either completed their secondary education or educated above grade 10 or 12

Regarding the education level of parent respondents 108 (75.52%), 23 (16.08%) and 12 (8.39%) had above grade ten or grade twelve, between grade five and grade ten and below grade five respectively.

Teacher’s proficiency in organizing instruction and motivating students is positively related with their teaching experience. This implies that a rich background of teaching experience increases teacher’s ability to instruct. In view of these, item three in the same

2428 - 100
143 - ?

Table shows that majority of teachers in the studied kindergartens do not have long years of experience. As indicated by the respondents, 48(76.19%) of teachers and 9(60%) of head teachers had served from one to five years. The rest 13(20.63%) and 2(3.17%) of teachers and 4 (26.67%) and 2(13.33%) of head teachers had served from six to ten and eleven to fifteen years respectively. On the basis of what the studied group has reflected, it may be argued that the number of kindergarten teachers and head teachers who appear to have long year of experience is small. This may be due to fresh graduates are usually hired in the last five years in most of the studied kindergartens.

Fuller (1991:280) discussed teaching experiences as one of the basic factor that facilitate teaching effectiveness. This scholar further argued that the possession of a fair number of years of teaching experience would put teachers in position to employ the different techniques of teaching, to identify learning difficulties in their students and give remark about their different attributes. Likewise, Heffernan and Todd (1960:4) depicted that teaching experience is related to "Cognitive gain and better management " of activities in kindergarten. In other words, prior experience enables teachers to proactive different teaching skills and to integrate new knowledge and skills with current practice.

The above finding indicated that most of teachers and head teachers had limited work experience. Hence, these influence the implementation of curriculum in the studied kindergarten.

4.2 Factors Affecting Kindergarten Curriculum Implementation

4.2.1 Teachers` Classroom Performance

Indoor and out door are places where most of learning activities take place. One of the most important indicators whether or not the intended syllabus is being implemented is shown by the performance and organizing activities of the teachers. In this regard, actual classroom instructional performance of teachers was observed on a rating form showing the frequency of observation for each method and the strategy prescribed in the syllabuses.

The data obtained by observation and teacher response using the rating form and checklist are analyzed and presented in the following tables: -

Table 3: The Most commonly Used Methods of Teaching (Teacher Response)

No	Teaching – learning variables	Of ten		Some times		Not at all	
		No	%	No	%	No	%
1	Brainstorming	60	95.24	3	4.76	-	-
2	Categorizing	56	88.89	7	11.11	-	-
3	Choral speaking	59	93.65	4	6.35	-	-
4	Co- operative learning	-	-	27	42.86	36	57.14
5	Discussion	56	88.89	7	11.11	-	-
6	Play based instruction	61	96.83	2	3.17	-	-
7	Field trip	8	12.70	14	22.22	41	65.08
8	Reading environmental print	4	6.35	17	26.98	42	66.67
	Average percentage	-	60.32	-	16.07	-	23.61

Teachers' response in Table 3 indicated brain-storming (95.24%), categorizing (88.89%), choral speaking (93.65%), discussion (88.89%) and play based instruction (96.83%) were commonly used to implement the curriculum. 12.70% and 6.35% teachers used Field observation and reading environmental print respectively. Cooperative learning (42.86%) was used sometimes.

Table 4: The Most Commonly Used Methods Of Teaching In The Studied Kindergarten (Observation Result)

No	Teaching - learning variables	Of ten		Some times		Not at all		Total observation session
		No	%	No	%	No	%	
1	Brainstorming	48	80	12	20	-	-	60
2	Categorizing	12	20	8	13.33	40	66.67	60
3	Choral speaking	52	86.67	8	13.33	-	-	60
4	Co-operative learning	-	-	-	-	60	100	60
5	Discussion	-	-	-	-	60	100	60
6	Play based instruction	16	26.67	20	33.33	24	40	60
7	Field trip	-	-	8	13.33	52	86.67	60
8	Reading environmental print	12	20	-	-	48	80	60
	Average percentage	-	29.17	-	11.67	-	59.17	60

Table 4 depicts that 80% of the teachers whose classes were observed used brainstorming method of teaching frequently. This shows that most of the activities were teacher directed rather than child initiated. During brainstorming the teacher used specific instructional activities prescribed on the syllabus. The teacher poses the question and students participated in answering. Though the method enhance children participation in answering the question posed by the teachers, using only verbal explanation strategy is not helpful for kindergarten children. It is through doing, hearing and seeing that most of learning process is carried out in kindergarten (Lambert, 1960:114).

The second item in the same Table shows that 66.67% of the observed teachers do not use categorizing strategy to implement the syllabus. Categorizing activity mainly focuses on grouping basic concepts and ideas on the content to the objects or ideas, which have common features of the group. The method enhances children understanding by sharing the existing experiences and knowledge among them. However, the result of observation clearly indicates that only 20% of the observed teachers used the method during the observation session. This implies that though the method helps the children to relate ideas and concepts based on their similarity and difference, it was not implemented.

On the other hand, in the same Table, 86.67% of the observed sessions teachers were used choral speaking to establish warmth and encouraging environment at the beginning of the lesson. Christensen and Mora Vick (1987:205) noted that choral speaking method of teaching has the advantage of winning the attention of children. To this end, the majority of observed teachers begin the lesson by translating core ideas of the subject in to elements of voice and movement. Furthermore, teaching through cooperative learning and discussion were another strategy suggested in the syllabus. However, almost in all observed sessions both strategies were not implemented (see table 4). Play based methods of instruction was also one of the major educational implantation methods used to provide the child with dynamic experiences and opportunities for learning. However, 40% of the observed teachers did not use the methods. Similarly, 86.67% and 80% of the

observed teachers did not implement field observation and reading environmental print method of instruction respectively.

The finding shows that there is a considerable difference between data obtained from the teachers and observation particularly in categorizing discussion and play based instruction. The implication is that teachers reported these activities frequently implemented in teaching learning process. But, in most of the observation sessions these activities were not implemented. Those variations in the frequency of activities may be explained from two perspectives. First teachers in most cases are unaware about the existence of difference between the activities indicated on the syllabus and implementation. Second, explanation could stem from human being's natural tendency to report what guarantees them safety and security. In this regard Fullan and Pomfret (1977:95) noted that teachers would report relatively higher degree of implementation to keep them secured.

Head teacher's reports were also analyzed. They agreed that mostly they used brainstorming and choral – speaking method. Discussion and play-based method of teaching were not frequently used. This is because the parents negative attitude towards these methods and their expectation beyond the level of their children. Hence, teachers were given more focus in teaching words rather than concepts.

On the whole, children understand concepts apply skills and solve problems when engaged in free play, learn cooperatively, and democratically. However, in the above findings play method was not mostly used by the majority of teachers, which in turn affects the effective implementation of syllabus in the studied kindergarten.

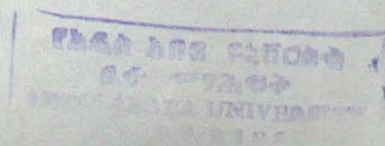
Table 5 indicates that there was certain instructional considerations, which have been less, implemented than others. In 73.33% of the observed sessions teachers do not related education to real life of children whereas 20% and 6.67% of the sessions observed teachers were sometimes and frequently related the information to the real life of children respectively. In 73.33% of the observed sessions children sometimes ask and

the teacher tell less. This means in most of the observation session it is the teacher who pose question and the children were invited to answer. This ends up the class was dominated by teachers directed instruction method.

Table 5: Classroom Instructional Consideration Of Teachers Observation Result)

No	Instructional Consideration	Of ten		Sometimes		Not at all		Total sessions observe
		No	%	No	%	No	%	
1	Relate the education to real life of the children	4	6.67	12	20	44	73.35	60
2	Allow children to ask more and tell less	-	-	16	26.67	44	73.33	60
3	Provide opportunities to choose activities	-	-	-	-	60	100	60
4	Encourage and praise children in order to provide a receptive and supportive environment	40	66.67	20	33.33	-	-	60
5	Guide individual children to perform the activities	3	5	11	18.33	46	76.67	60
6	Change the activities in his or her teaching in order to keep children attention	8	13.33	16	26.67	36	60	60
7	Carefully react to the mistakes done by children	52	86.67	8	13.33	-	-	60
8	Able to work with children without using physical or psychological punishment	48	80	12	20	-	-	60
9	Take the individual difference in to consideration and provide special support	20	33.33	-	-	40	66.67	60
	Average of percentage	-	32.34	-	17.53	-	50.13	60

Providing opportunities to choose activities is also the most important instructional consideration in the kindergarten education. Hildebrand (1971:69) emphasized that teacher should accept and provide opportunities for self-selected learning environment to make education child-centered. However, in all of the observed sessions no opportunity



was provided for children to choose the activities. On the other hand, 66.67% of the observed session, teachers were frequently encouraging children by praising in order to create supportive environment for education whereas 33.33% of it was sometimes implemented.

Guiding individual children is another important issue in kindergarten education. Hildebrand (1971:75) noted that guiding children encourage them and help them to feel safe while trying a new activity. However, it is only 5 % of the observed sessions that teachers give frequently a supporting hand for children to perform the activities. 18.33% of the observed sessions teachers were guide children sometimes. The rest 76.67% of observed session's teachers were not guiding the individual children.

Children have interests that are fleeting. They are not required to perform similar activity for long periods of time without change. The teacher regains attention of all children if she/he uses various methods of teaching. Hence, 26.67% and 13.33% of the observed session teachers were sometimes and frequently changing the activities in order to keep the attention of children respectively. But, the rest 60% of the observed session teachers teach in similar method through out the observation sessions. This means they do not try to check the attention of children owing to having limited experience in teaching children. The discussion in Table 2 shows that most of the teachers had the experience from one to five years. In support of this Heffernan and Todd said that teachers who did not have a fair number of experience in teaching children would not able to use different techniques and to identify learning difficulties in their students (1960.5).

The way teacher react to the mistake done by children either can go on building and growing or indicates the failure and lack of character. In this regard Hildebrand (1971:109) said that if a child make a mistake in doing a picture when commenting to a child to say "would you like to tell me about your picture?" rather than to guess what a child is painting and the teacher protects the child from criticism from his peers. Based on this idea, the research observation result shows that 86.67% of observed session

teachers were carefully reacts to the mistakes done by children. The rest 13.33% reacted negatively which might have an impact on the implementation of the objective of the syllabus. 80% of observed session teachers were working with children without using physical or psychological punishment and 20% of observation session were used psychological punishment. Accepting the facts of individual difference promote the effective implementation of curriculum. In this regard, only 33.33% of the observed teachers took the individual differences in to consideration. The rest 66.67% did not consider their differences. This in turn affects the implementation of the curriculum.

Classroom behaviors of children are also important in the effective implementation of curriculum. In this respect, Table 6 analyzes the observation result of children behaviors during teaching learning in the classroom.

Table 6: Classroom Behavioral considerations of students During Learning (Observation Results)

No	Learning behavior	Of ten		Sometimes		Not at all		Total sessions observe
		No	%	No	%	No	%	
1	Ask question	-	-	16	26.67	44	73.33	60
2	Participate freely to answer questions	36	60	16	26.67	8	13.33	60
3	Play and work with materials	12	20	8	13.33	40	66.67	60
4	Have access to various types of play	-	-	20	33.33	40	66.67	60
5	Learn number and explore the social and natural world in the context of their experience	4	6.67	16	26.67	40	66.67	60
6	Sleeping on the table or have no attention	28	46.67	32	53.33	-	-	60
	Average of percentage	-	22.22	-	30	-	47.78	

Students' behaviors during teaching learning process were also observed in the observation sessions. As shown in Table 6, 73.33% of the observed session children did not ask questions while only in 26.67% of observation sessions that the children some

times ask questions. 60% of the observation session students freely participate to answer question where as 26.67% and 13.33% of observation session were some times and never participate to answer questions respectively. During 20% and 13.33% of the observation session children play and work with materials frequently and sometimes respectively where as during 66.67% of observation session never engaged in play and work with materials. During 66.67% of observation session the students have no access to various types of activities whereas during 33.33% they engage sometimes in various types of play. During 6.67% of the observation session the children learn number and explore the social and environmental condition in relation to their real life frequently whereas during 26.67% of the observation session the children learn sometimes. The children did not learn in relation to their life experience during 66.67% of the observed sessions. The children sometimes loose their attention and slept on table during 53.33% of the observation session.

In general, as the average of the percentage in the rating scales shown in the Tables 5, teachers were observed practicing the instructional consideration frequently during 32.34%, sometimes during 17.53%, and not at all during 50.13% of the observed sessions. Moreover, as the average of the percentage in the rating scale shown in Table 6 the observed children behavior during instruction was frequently during 22.22%, sometimes during 30%, and not at all practicing during 47.28%.

From the result indicated in the instructional behavior of teachers and children one can conclude that the activities in the curriculum were not implemented effectively.

The extent of contents understanding of teachers and head teachers is investigated in Table 7. This presents the perception of respondents towards the contents of the curriculum.

Table 7: Teachers and Head Teachers Understanding on Contents of Kindergarten Curriculum

No	Contents of the curriculum	Teachers						Head teachers			
		Yes	%	No	%	No response	%	Yes	No	%	%
1	Focus on the social development of the children	29	46.0	25	39.7	9	14.3	13	86.7	2	13.3
2	Focus on the intellectual as well as physical development of the child	59	93.7	2	3.2	2	3.2	15	100	-	-
3	Is appropriate to the reality of the children environment	13	20.6	38	60.3	12	19.1	9	60	6	40
4	Consider the interests, ability and development level of the child	24	38.1	34	54	5	7.6	11	73.3	4	26.7
5	Facilitate the application of various methodologies	55	87.3	8	12.7	-	-	15	100	-	-
6	Help to develop the creative abilities of the child	17	27	32	50.8	14	22.2	13	86.7	2	13.3
	Average total percentage	-	52.1	-	36.7	-	11.1	-	84.5	-	15.6

As shown in Table 7, the majority of teachers 59(93.7%) indicated that the contents of kindergarten curriculum focus on the intellectual as well as physical development of the child. 87.30% and 46.0% of the teacher depicted that the contents of curriculum facilitate The application of various methodologies and focus on social development of the child respectively. On the other hand, respondent teacher manifested that the content of the curriculum did not reflect and go with the reality of the children environment (60.3%), consider the ability and development level of the child (54%) and help to develop the

creative abilities of the child (50.8%). Conversely, the average total percentage of 11.1% gave no response. From this, it implies that the majority teachers indicated that the content of the curriculum emphasized more on the academic and physical development and lacked the creative and skill development.

Moreover, Table 7 indicates that all of the head teachers revealed the content of the curriculum focused on the intellectual as well as physical development of the child and facilitate the application of various methodologies. They indicated that the content of the curriculum focus on the social development of the child (86.7%), appropriate to the reality of the child (60%), consider the interest, ability and development level of the child (73.3%) and helped to develop the creative abilities of the child (86.7%). This implies that the majority of the head teachers understand that the content of the curriculum helps to develop the social, physical, intellectual and emotional behavior of the child.

However, despite both teachers and head teachers have similar understanding on some points, particularly on the content more emphasize to academic and physical development and facilitate the application of various methodologies, there is difference in the rest points (see Table 7). This may be happen because, as indicated in the discussion of the training of teachers and head teachers in Table 16, the majority of head teachers had no training in child psychology and were not teaching staff and they did not know the content of the curriculum.

Tasoni (200:1-2) and Chowdhury and Choudhury (2002:92-93) noted that carefully planned kindergarten curriculum aims at the development of well-balanced and competent personalities. Children whose all aspects have developed in a balanced way strive to learn what every necessary to make their life a satisfactory are (Tassoni, 2002:1). Therefore, it is necessary that the content of the kindergarten should not be narrowed to academic aspects. Such limited emphasis hampers Childs all round development in the preparation for formal schooling.

Furthermore, learning is enthusiastic to the child if it is related to his/her real life experience. This means children education needs to value children's life to which they are part of the society and help them to cope with every day life at their own maturity, understanding and ability level. In line to this, Lambert (1960:9) noted that appropriate content to the real life of the child enables teachers to guide children learning within natural framework of interest and purposeful engagement. The regulation adopted in Oromia Region (MOE, 1987:5) recommended this fact emphasizing that the content of the curriculum will be made relevant so that it connects learning to the child's experience and environment.

From the Table above, it is reflected that the contents of the curriculum is barely emphasize the social and emotional development of the child. The curriculum lacks sound base to the real life experience of the child. Hence, based on the response obtained above it is possible to deduce that what is planned in the objective of kindergarten education and what is found in the content of the curriculum is not congruent.

4.2.2 Medium of Instruction

Though there are many factors that affect the delivery of education in kindergarten, language is clearly the key to communication and understanding in the classroom. In this regard, pre-school educators confirmed that children who receive instruction in their native language provided the necessary linguistic foundation for the later acquisition of the second language and develop full proficiency in both languages. On the other hand, learning in the language other than mother tongue jeopardizes the creative interest of the child and this in turn influence his/her adult life. In view of this, questionnaires were presented to parents of kindergarten children so as to investigate whether children learn in their mother tongue or not.

Table 8: Mother Tongue of Kindergarten Children

Item	Parents					
	Afan oromo		Amharic		Others	
	No	%	No	%	No	%
Mother tongue of your child	46	35.11	75	57.25	10	7.63
Commonly spoken language in your home	55	41.98	68	51.91	8	6.11

The finding of the vernacular language and home language of children on Table 8 as replied by parents indicated that 35.11%, 57.25% and 7.64% were Afan Oromo, Amharic and other languages (Tigrigna, Hadiyingna, Guragigna and kambatigna) respectively. Regarding the home language as revealed by respondent parents that 41.98%, 51.91% and 6.11% use Afan Oromo, Amharic and Other languages respectively.

Table 9: Learning Language of Children

In Which language Do Your child Learn?	Parents	
	No	%
Afan Oromo	4	3.05
Afan Oromo and English	4	3.05
Amharic and English	90	68.71
Amharic	33	25.19

Table 9 shows that 68.71 % of the parent respondents revealed that their children learn both through Amharic and English language. The rest 25.19%, 3.05% and 3.05% were indicated that their children learn through Amharic, Afan Oromo and Afan Oromo and English language respectively. This implies that majority of the children in the Studied kindergarten learn through Amharic and English language.

Referring to Table 8 and Table 9 the result obtained indicated that there are children who are learning through their second language. In line of this, Commins, J (2000:81) pointed out those children will be over burdened in trying to gain literacy and academic skills

through a language in which they are not fluent. Likewise, these children may make slower development to acquire two different languages simultaneously. This means, these children were weaker in vocabulary development than monolingual children. On the other hand, using mother tongue in education reduces the burden of learning new concepts and initiates new ideas. Additionally, children can cite various examples from their experiences for facts that are raised in the classroom. This in turn enriches teachers' efforts and facilitates classroom teaching learning process.

Besides, it was observed that teachers were used two different languages namely (Amharic and English Language) for teaching academic concepts. This forced the school converted periods allotted for play to teach academic subjects in English language. Question was presented for head teachers as to why they use Amharic and English as a medium of instruction. Majority of the head teachers (60%) were reported that educating children using English language lay the foundation for the development of their English language proficiency in the future. Moreover parents also do not want their children instructed in their mother tongue. They need to educate their children in national and international language.

From this result, we have seen some evident, that both parents and school authorities had misguided myth and attitude on the use of mother tongue as a medium of instruction. These myth are learning through mother tongue may create confusion on English language development. Moreover they believe the ability to speak good English tantamount to good education and work opportunities. This means both parents and school authorities do not understand difficulties children face in learning a second language for academic purposes. They believe that children learn language easily. This means they have confused the process of learning a language with that of learning through a language.

However, the interviewed children of upper kindergarten (most of them age 6) in the studied kindergarten were against the idea of parents and head teachers. All of them

indicated that they had interest to learn in their mother tongue. Surprisingly one of the Children reported that, I didn't hear what the teacher says. Hence in my understanding education is very difficult. She expressed this in Afan Oromo as "Wanta barsiisaan jedhu hin dhag'u, kanaafu barumsi ni ulfaata" (Bizunesh Jembe from Selame Academy kindergarten, age 6).

Based on the above findings, interview was presented for the Woreda, Zone and Region experts. They reported that even though they had the information that education in kindergarten were given both in Amharic and English language they had no knowledge whether or not it affects the implementation of curriculum at this stage.

From the above finding, it is possible to say that children's were forced to learn in the language they did not know and hence their need were totally ignored due to influence of both parents and business oriented institution. This trend affects the effective implementation of curriculum in the zone.

4.2.3 Assessment Techniques of Children Progress

Assessment of children learning progress is part of the curriculum implementation that should be done with great care. The formative assessment techniques that teachers are supposed to use frequently in the course of instruction are helpful to check children progress in learning. In light of this, respondent teachers and head teachers were asked the techniques used to assess children progress in learning.

Table 10: The Most Commonly Used Methods To Assess Children Progress.

Item	Teacher		Head teachers	
	No	%	No	%
Continuous observation	14	22.22	4	26.67
Class Work	50	79.36	5	33.33
Home Work	63	100	7	46.67
Practical activities	7	11.11	4	26.67
Tests	63	100	12	80

In Table 10 item three and five, all teacher respondents indicated that they used home work and tests to assess children progress in learning. 50(79.36%) of teacher respondents reported that they used class works to assess children while 14(22.22%) and 7(11.11%) indicated that they were assessing children progress through continuous observation and practical activities respectively. In a similar move, the majority of head teachers 12(80%) reported that tests were mostly used while the rest techniques were reported by 4(26.67%) continuous observation, 5(33.33%) class work, 7(46.67%) home work and 4(26.67%) practical activities used to assess children learning progress.

The result from observation of documents has further confirmed the response of teachers and head teachers. Twelve (12) of the studied kindergartens children sit for program test every two weeks of one months. Regarding the assessment techniques used to measure children progress, Bruce (1997:193) noted that standardized programmed test in kindergarten do not show the growth of child in skills, knowledge and habits. The children growth can effectively measured by observing changes in behavior. This means, comparing samples of practical activities at various times is more effective to identify their progress in social, physical and intellectual development. Similarly it was indicated in the regulation adopted by Oromia Region (MOE, 1985:62) that continuous assessment was used to measure children progress in their learning.

To conclude, from the above result it is possible to say that the evaluation techniques indicated in the syllabus were not implemented in the studied kindergarten.

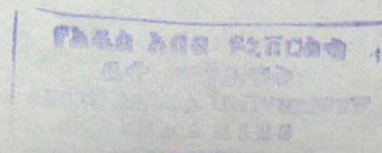
4.2.4 Adequacy of Classroom Space and Outdoor Play Ground

The classroom and outdoor playground are an integral part of the effective implementation of kindergarten curriculum. Hence, in this part of the study, the observation made in fifteen kindergartens would be treated in an attempt to evaluate the suitability of the learning environment.

Table 11: Classroom Condition (Observation Result)

No	Item	Yes		No	
		No	%	No	%
1	Houses were built for the purpose kindergarten education	7	46.67	8	53.33
2	Windows were low enough and have facilities for easy operation and to look out side by children	6	40	9	60
3	Doors were light in weight	5	33.33	10	66.67
4	Walls were painted with washable and cheerful color	6	40	9	60
5	The room was well ventilated	6	60	9	40
6	There is Water facilities	4	26.67	11	73.33
7	Toilet facilities for children	5	33.33	10	66.67

It is evident that classroom condition of the kindergarten could affect the implementation of the curriculum. Since children spent most of their time during the day in pre – school the environment has a definite order and seeks to motivate the child to develop at his or her own pace. A well-designed environment provides opportunity to observe, to explore, to construct and to experiment (McCarthy and Houston 1980:54). From this point of view, the result obtained from observation indicated that in Table 11 envisages that 8(53.33%) of the kindergartens were built for different purposes whereas 7(46.63) were built for the kindergarten program. Due to this the size of the rooms were too small and unable to accommodate 44 children at an average (see also Appendix 3). Its situation was not taken in to account during construction. Further more, the nature of wall, size of the windows, doors, lighting, ventilation, toilet, and water facilities were not appropriate for the children. Hence, the kindergartens classrooms were not conducive for various activities such as Messy, Construction, Manipulative and Imaginative activities. Regarding this, Chowdhury and Choudhury (2002:110-115) noted that in order to encourage children to develop good work habits, the kindergarten room should be well planned pleasant and beautiful.



As it was indicated in the literature part, kindergarten children are physically active, so that they need a large unobstructed space for the indoor activities. In other words, small size classroom hamper the engagement of children in various tasks and un- conducive for both teachers and children to work in. Adequate classroom provide access to and foster creating, experimenting and working with friends. As regard to the size of classroom, the standard adopted in the Oromia Region also recommended that 1.5 square meter per- child to perform various activities in the classroom.

Concerning the out –door play ground educators such as Chowdhury and Choudhury (2002:115) and Curtis (2003:103-110) revealed that play ground provide children to observe and explore the natural environment, stimulate children to play together in group or individually and allow children to exercise large muscles. Moreover, practicing classroom activities such as music, dancing marching story telling or painting to out-side building can be a new and rewarding experience for many children. From this point of view, the observation result in Table 12 depicted that in 6(40%) of the studied kindergartens the playground was either non-existent or not specified while in 2(13.33%) of the kindergarten the playground is small and difficult to carry out various activities. In the rest 7(46.67%) of kindergarten the existing outdoors area is conducive to implement various activities. This implies in the majority of the studied kindergarten the condition of outdoor play area is not conducive to perform the activities indicated on the curriculum. Regarding the outdoor playground the standard adopted in Oromia Region recommends the ratio of 1:2.5 square meters per child (MOE, 1987 E.C: 9-10)

Table 12: The Ratio of Outdoor Space for Each Child (Observation Result)

No	Kindergarten	Size of the existing outdoor space in sq. meter	No of children	Average outdoor space ratio
1	Kuriftu	1100 sq.m	96	1:11.45
2	Wonji	Not specified	196	–
3	Kidistmariam	Not specified	114	–
4	Catholic	1500 sq.m	224	1:6.64
5	Excellence	600 sq.m	278	1:2.16
6	Konsolata	800 sq.m	129	1:6.2
7	Vera	Not specified	77	–
8	Selam Academy	1000 sq.m	129	1:7.75
9	Abe rash Memorial	1200 sq.m	162	1:7.4
10	Mery help 01	800 sq.m	230	1:3.48
11	Adventist	400 sq.m	238	1:1.68
12	Hawas Wondimu	Not specified	147	–
13	Habte	No space	141	–
14	Biruh Tesfa	No space	53	–
15	Nafyad	1500 sq.m	214	1:7.0

In general, most of the studied kindergartens classrooms and outdoor playground were not found to be conducive for effective implementation of curriculum.

In addition to the indoor and outdoor environment the availability of necessary teaching materials is decisive for the effective implementation of curriculum in kindergarten. Hence, the adequacy of teaching learning materials in the studied kindergartens analyzed and presented in Table 13.

4.2.5 Availability of Materials and Equipments for Teaching Learning

Instructional resources may enrich the learning environment for student inside or outside the classroom by arousing their curiosities, enhancing their perception, satisfying their quests for information and providing them with variety of experiences that deepen their

understanding and widen their views or horizons (Heffeman, 1958:276-293). In view of this, the availability and/or the adequacy of teaching leaning materials are the basic area of investigation in this study.

Table 13: Adequacy of Classroom Materials and Facilities

Item	Teachers						Head Teachers					
	Adequate		In adequate		Non Existent		Adequate		In adequate		Non Existent	
	No	%	No	%	No	%	No	%	No	%	No	%
Adequacy of child sized chairs	48	76.2	15	23.8	-	-	12	80	3	20	-	-
Adequacy of child sized tables	43	68.3	20	31.8	-	-	8	53.3	7	46.7	-	-
Adequacy of chair and table for teachers	8	44.4	3	4.7	32	50.8	8	53.3	-	-	7	46.7
Adequacy of necessary teaching materials for indoor activities	23	36.5	40	33.5	-	-	10	66.7	5	33.3	-	-
Adequacy of materials for corner activates	9	14.3	6	6	48	76.2	3	20	6	40	6	40
Adequacy of materials and equipments for outdoor play	22	34.9	31	49.21	10	15.9	10	66.7	5	33.33	-	-

The data in Table 13 shows that 68.3% and 76.2% of teacher respondents indicated that child sized tables and chairs are adequate in classroom while 50.79% of respondent teachers claimed the absence of chair and table for teachers. It was also indicated in the same Table that 76.2% of teacher respondents indicated the absence of materials for

corner activities while 63.5% and 49.2% of teachers claimed that the supply of teaching materials for indoor activities and out door play is not adequate. Head teachers respondents on the same Table depicted the adequacy of child sized chairs (80%) table (53.3%) tables and chairs for teachers (53.3%) materials for indoor activities (66.7%) and materials and equipments for outdoor activities (66.7%). In addition, majority of them claimed the inadequacy or nonexistent of materials for corner activities.

Regarding this, Boren and Pickett (1954:17) and Chowdhury and Choudhury (2002:138-141) described that supply of adequate materials and equipments for indoor activity are fundamental for the effective implementation of curriculum. They further expressed that children learn better in handling and experiencing with materials. The corner centers are the source of so much imaginative play, a place to explore experiment, discover and solve problems through the use of various materials and equipments.

However, the observation result confirms that in most of the studied kindergartens one table is shared among four to six children and one bench shared among three to four children (See also Appendix 2) . This condition hinders the free engagement of child in meaningful activities. Further more, in most of the studied kindergarten classrooms inner and outer walls are decorated with written stimuli to attract the attention of parents. But, the essential materials and equipments to implement the syllabus are either lacking or not adequate. This condition varies among the kindergartens. In the Missionary kindergartens, the supply of instructional materials is better than others. Where as in most of private kindergartens the only available materials were sample materials and not used to implement the syllabus. Instead they are wrapped in to the cupboards or boxes.

There fore, on the basis of the observation and response obtained from the teachers it is possible to deduce that, the inadequacy and improper utilization of teaching materials for the classroom activity influences the proper implementation of curriculum in the studied kindergartens.

The researcher also observed the shortage of outdoor equipments. In the studied kindergartens the out door equipments were either inadequate or non- existent (See Table 14).

Table 14: Major Outdoor Facilities for Play and Their Ratios to Children in Each Center

No	Kindergartens	Ratio of children to the facilities					
		Swings	Climbing frames	Slides	Seesaws	Merry-go rounds	Tiers
1	Kuriftu	–	–	1:96	–	–	–
2	Wonji	1:196	–	1:196	–	–	–
3	Kidist mariam	1:114	1:114	1:114	1:114	1:114	–
4	Catholic	1:112	1:112	1:112	1:112	1:112	1:6
5	Excellence	1:139	1:139	1:139	1:139	1:139	–
6	Konsolata	1:129	1:65	1:129	1:129	1:129	1:16
7	Vera	–	–	–	–	–	–
8	Selam academy	1:129	1:129	1:129	1:129	1:129	11:5
9	Abrash Memorial	1:162	1:162	1:162	1:162	1:162	–
10	Mery help 01	1:115	1:115	1:115	1:115	1:230	1:17
11	Adventist	1:238	1:238	1:238	1:238	1:238	–
12	Hawas Wondimu	–	–	–	–	–	–
13	Habte	–	–	–	–	–	–
14	Biruh Tesfa	–	–	–	–	–	–
15	Zuway Nafyad	1:214	1:214	1:214	1:214	1:214	–

As it was indicated in Table 14, in 5(33.33%) of studied kindergarten the equipments necessary for the outdoor play are non-existent while in the rest 10(66.67%) are inadequate.

Regarding the ratio of out door play equipment to the children, the regulation adopted by Oromia Region (MOE, 1987: 15) recommend that 1:4 for ball and tyre and 1:40 for swing, climbing frame, slide, seesaw, merry-go –round and sand box.

To sum up, based up on the result obtained from response of the teachers and observation, it is possible to deduce that the absence or inadequacy of classroom and out door materials and equipments influence the implementation of curriculum in the studied kindergarten.

Shortage or absence of curriculum materials has also an impact on the effective implementation of curriculum. Hence, the availability of curriculum materials in the studied kindergarten presents in Table 15.

4.2.6 Availability of Curriculum Materials

Table 15: Availability of Syllabus and Books

Item	Teachers				Head teachers				Total	
	Available		Not available		Available		Not available			
	No	%	No	%	No	%	No	%	No	%
Syllabus	18	28.57	45	71.93	15	100	—	—	78	100
Text –books	63	100	—	—	15	100	—	—	78	100
Children literature	30	47.62	33	52.38	12	80	3	20	78	100

As shown in Table 15 item one 18(28.57%) of respondent teacher indicated the presence of syllabus while 45(71.93%) claimed the absence of syllabuses in the kindergarten or at their hand. This implies that the majority of the teacher had no knowledge and understanding of the specification of the syllabuses. In addition, in the open ended question the teacher respondent were asked the year of printing of the syllabuses. .4(22.22%) of the respondents indicated that it was printed before 1989 E.C while the rest 11(61.11%) forwarded it was printed in 1989 E.C. The remaining 3(16.67%) expressed that it was printed in 1994 E.C. Besides; all the head teachers reported that there was syllabus that was printed in 1989 E.C. The researcher also observed that the syllabuses printed in 1985 E.C and 1994 E.C was being used in Selam Academy and kuriftu kindergartens respectively. In the rest-studied kindergartens namely konsolata, Mery Help 01, Adventist, Habte and Biruh Tesfa were using the syllabuses printed in

1989 E.C. In the remaining kindergartens namely Wonji, Kidist- Mariam, Catholic, Excellence, Vera, Abrash Memorial, Hawas Wondimu, and Zuway Nafyad had no syllabuses.

From the above result, we observed that the teacher report and the observation result have the same implications. However, it was interesting that the report of head teacher was different. This may be happen due to two reasons: - first it may be that the head teachers tried to hide the problems, second, it may be that they had no information about the presence of kindergarten syllabuses.

The researcher interviewed the experts of kindergarten at Woreda, Zone and Regional level regarding the absence and differences of the existing syllabuses in the studied kindergartens. All of the Woreda and Zone experts revealed that they did not know whether such problem exists or not. This is because in supervising the kindergarten they were checking only whether or not there was attendance sheet and lesson plan. The Region expert also reported that since they were not supervising the kindergartens they did not know whether or not there was such problem.

Conversely, the regulation adopted in Oromia region (ESDP III of Oromia Region, 2005:7) was indicated, “ the government plays a vital role in developing curriculum, designing the system of teacher training, setting standard of accrediting of private kindergartens and issuing license of accreditation to such institution”.

Based on the above finding, it is interesting to note that there was no uniformity in the syllabus used in the studied kindergartens. The result of the research and what the guideline of Oromia Regional Education Bureau is supposed to note are not congruent.

Concerning the availability of books, it is indicated in Table 15 that all teacher respondents revealed that there were textbooks of kindergarten education. With regard to the children books, 30(47.62%) of teacher respondents showed the availability of various children books while 33(52.38%) of them replied negatively. The head teachers

accounted to 12(80%) reported the presence of variety of children books while the rest 3(20%) indicated not available.

The observation result also substantiated the result obtained from the teacher. Though there were text books printed in mega printing press in all studied kindergartens, story books and printing materials are either small in variety or non existent. Most of the existing storybooks are focusing on real experiences and animal and things. With regard to the language of children books, most of them are prepared in English language and presented by translating it in to Amharic.

It is evident that children book lay the cornerstone for future reading. Lambert (1960:214) noted that a sufficient reading material for children ensures the development of good reading habits in children, and disseminate knowledge how fictional people solve their problems. In support of this, Brown (1978:118) asserted that children books bridge the gap between the child and his surroundings. Therefore, the availability of various books facilitates the effective implementation of curriculum.

However, from the research result we observed shortage or absence of syllabus and various children books in most of studied kindergarten, which in turn affect the implementation of curriculum in the studied kindergartens.

4.2.7 Adequacy and professional Competency of Teachers and Head Teachers

4.2.7.1 Training of Teachers and Head Teachers

Respondents were asked the type of training they had taken to teach and to act as a head of teacher in kindergarten.

Table 16: Types of Training Taken by Respondent Teachers and Head Teachers

Types of Training	Teachers		Head Teachers	
	No	%	No	%
Teacher training institution certificate	5	7.94	1	6.67
Teacher training college diploma	1	1.59	9	60
Kindergarten education certificate	40	63.49	3	20
No training	17	26.98	2	13.33
Total	63	100	15	100

As indicated in Table 16, 40 (63.49%) of teachers had training in kindergarten education. 5(7.94%) and 1(1.59%) respondent teachers had of training of TTI certificate and Diploma from teacher training college respectively. The remaining 17(26.98%) had no training. This shows that though the majority of teachers confirmed that they had a basic knowledge of child development and psychology to implement the curriculum effectively, 23(36.51%) of teachers did not have the training and cannot simply ignored. The major reason is that a teacher who lacks basic knowledge and skills about the strategy to implement the curriculum of kindergarten will not be able to provide the child emotional, social, physical and intellectual needs (Marguarita and Cohen, 1984:15).

It was also indicated in the same Table that 3(20%) of head teachers had the training of kindergarten education. The rest 12 (80%) of the head teachers had no training in child psychology and development.

Despite the fact that the regulation adopted in Oromia Region (MOE, 1987 E.C: 16) for kindergarten head teachers puts forward training and the selection of them by their ability experience and professional competency as the first criterion, the untrained head teachers indicated in Table 16 can not be ignored if we admit the pre-school training is the basis for better child caring and education. Hence, the researcher asked as to how they secured the head teacher position. Seven of the respondents (Wonji, kuriftu, kidistmariam, Aberash memorial, Zuway Nafyad, Hawas Wandimu and Adventist) were

found to be the head teacher of elementary and junior school in the same compound. The rest three of the respondents (Selam, Vera and Habte) have been the owner of the kindergartens. The remaining two (Catholic, and Excellence) have been the personnel staff of the kindergarten. Regarding the importance of training of head teachers, Chowdhury and Choudhury (2002:144) pointed out that: -

The head teachers job obviously requires a person of ability and experience and one whose professional training should includes an academic degree in a field such as early child hood education or child development or whose experience and competencies are equivalent to such formal training.

From the above result, it is possible to say that significant number of teachers and head teachers were not equipped with the basic requirements necessary to teach and/or to act as a head teacher in the studied kindergartens.

Training language is also one of the basic requirements to implement the curriculum prepared by the Official Language of the Region. Hence, in view of this question was presented to teachers and head teachers to investigate whether they trained or not in Afan Oromo (Official Language Of the Oromia Regional State). The result is analyzed and presented in Table 17.

Table 17: Training Language of Teachers and Head Teachers

Have you trained in Afan Oromo to educate or to act as a head teacher in kindergarten?	Teachers		Head teachers	
	No	%	No	%
Yes	9	14.29	—	—
No	54	87.71	15	100

As indicated in Table 17, 9(14.29%) of teachers were trained in Afan Oromo while 54(87.71%) were not trained in Afan Oromo to educate in kindergarten. Besides, all head teachers were not trained in Afan Oromo for their position. This shows that the vast

majority of teachers and all head teachers had no training in official language of Oromia Regional State.

In addition, lengthy training period is a prerequisite to equip teacher with a better profession. Therefore, teachers and head teachers were asked the number of months they were trained. The result is analyzed and presented in Table 18.

4.2.7.2 Duration of Training Period

The trained teachers and head teachers were asked to indicate the number of months they were trained. The result is indicated in table 18.

Table 18: Duration of Training

Duration	Teachers		Head teachers	
	No	%	No	%
Three months	11	27.5	–	–
Six months	5	12.5	–	–
Ten months	24	60	2	66.67
Above ten month	–	–	1	33.33
Total	40	100	3	100

Table 18 indicated that 24(60%) of trained teachers and 2 (66.67%) of trained head teachers had the training of kindergarten education trained for ten months. The remaining 11(27.5%) and 5 (12.5%) of teachers and 1(33.33%) of head teacher were trained for three months, six months and more than ten months respectively.

By cross- referencing Table 16 and Table 18 certain facts could be evident. In Table 16,17 (26.98%) of teachers had no training while Table 18 shows that 16(40%) had training for three or six months. 5(7.94%) and 1(1.59%) had training to teach adult children. All together 39 (61.90%) of teachers had training for short duration (three months or six months) or had no training to teach in kindergarten. Only 24(38.09%) of teachers had proper training for ten months. With regard to the head teachers, by cross

referencing Table 16 and Table18, 12 (80%) of teachers had no training and only 3 (20%) of them had proper training for ten months or above.

Regarding the importance of lengthy training for kindergarten teacher Chowdhury and Choudhury (2000:145) and Feeny, et. al. ...(1987:31-32) emphasize that well trained and qualified teachers and head teachers as a pre-requisite for the effective implementation of pre-school curriculum. They further noted that the quality of program implementation depends greatly on the availability of well-trained teachers who can implement it and have the ability to it and have the ability to solve the problems. Similarly, it was indicated in the education and training policy (TGE, 1994:20-21) that: -

Teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competence in the media of instruction, through pre-service and in- service training.

The regulation adopted in the Oromia Region also reveals that the ten months of professional training for certification as a teacher of kindergarten education is required (OEB, 1997:14).

From the above findings we conclude that the majority of teachers in the studied kindergartens were not equipped with the necessary knowledge and skills to implement the curriculum.

4.2.7.3 Opportunity for in Service Training

Teachers were asked whether or not they have received in service training in kindergarten education. Table 19 below indicates that 19(30.16%) of the teachers and 4(26.67%) of the head teachers received in-service training related to kindergarten education. The rest 44(69.84%) of the teachers and 11(73.33%) of the head teachers did not get in-service training. This shows lack of the opportunity for in-service training for the great majority of teachers and head teachers in the studied kindergarten.

It was evident that in-service training for kindergarten teacher and head teacher helps to up- to date their knowledge and skill. Tallack (1997:55) described that in – service training for kindergarten teacher will allow them to look critically at their own practice and identify strengths and weaknesses in it along with ways of moving forward.

Though it was indicated in the Regulation of Oromia Region of ESDPIII (2005:7) that opportunity of in – service training was facilitated by the Regional Education Bureau, the interviewed expert of the Regional Education Bureau indicated that no opportunity of in-service training was given from the government but, we have the report that some teachers who were teaching in the kindergarten trained by their expense in Intoto Kindergarten training for ten days.

Table 19: In-Service Course Attendance.

Items	Teachers		Head teachers		
	No	%	No	%	
Have you ever taken an on job training related to kindergarten education?					
	Yes	19	30.16	4	26.67
	No	44	69.84	11	73.33
Total		63	100	15	100
How long was it ?					
10 days		16	84.21		
15 days		–	–	2	50
30 days		–	–	–	–
45 Days and above		3	15.79	2	50
Total		19	100	4	100

To sum up, in –service training for teachers is very vital to up –date the existing knowledge. This means in service training equip teachers with new and modern teaching procedures that would help them to implement the curriculum effectively. However, the

absence of in-service training greatly affects the implementation of curriculum in the studied kindergartens.

4.2.8 Availability of Assistant Teacher

Respondent teachers and head teachers were asked whether there is assistant teacher or not.

Table 20: Availability and Training of Assistant Teacher

Item	Yes		No	
	No	%	No	%
Are there assistant teacher?	22	34.92	41	65.64
Dose she/he had training?	8	36.36	14	63.64

As indicated by teacher respondents in Table 20 item one, in most of the classrooms there were no assistant teachers. This has been confirmed by 41(65.64%) of the teachers. Whereas 22(34.92%) of the respondents described that there are assistant teachers in their classroom. In item two of the same Table 8(36.36%) of teacher respondents manifested that the assistant teachers had training where as the rest 14(63.64%) teacher respondents claimed they had no training. On the other hand, almost all head teachers indicated the presence of assistant teachers at least one for two classrooms who assisted the teaching learning process, despite their inadequate training in kindergarten. They consider the caregivers as assistant teachers because as discussed in the aforementioned Table 16 most of them have no knowledge about the kindergarten education.

But, the researcher observed that only there were sixteen assistant teachers in the studied kindergartens. Out of this, seven had training and the rest nine had no training. Accordingly, with the sixty-two (62) sections registered in the study, the assistant teachers cover only 25.8% of the total requirement. When compared against the sixty-two sections, the ratio could be one assistant teacher for every four sections (See Appendix 4).

Regarding the importance of assistant teacher in the kindergarten school McCarthy and Houston (1980:194) noted, “ two teachers for one classroom are better to implement the program effectively.” The reason is where there are two teachers one can supervise a given activity with those children who are interested in it while the other teacher supervise and works with those who are not. Moreover, when one teacher introduces the content of the subject, the assistant teacher arranges the teaching materials used for teaching learning process. Similarly, it was indicated in the regulation adopted by Oromia Region (MOE, 1987:15) that two teachers are required for one classroom in the kindergarten.

A chance was given in the questionnaire to report some of the instructional problems faced as a result of absence of assistant teacher. According to the response of teachers, most of them indicated that there is a difficulty to guide individual children during performing certain activity. Moreover, inabilities to apply group work and inconvenience for continuous assessment of children progress in their learning using different instruments are the major problem. There fore, it seems difficult to assume that one teacher alone in a classroom can provide desirable care and education for children of many and varied needs. In other words, absence of assistant teacher is among problem that affects the implementation of curriculum in the studied kindergartens.

4.2.9 The Suitability of Number of Children in a Class

Respondents were asked if they could properly manage their classroom and help their children according to their needs and interests.

Table 21: Number of Children in a Class

Item	Teachers			
	Yes		No	
	No	%	No	%
Does the number of children in a class create a problem on the proper implementation the activities on the syllabus?	47	74.36	16	25.64

As shown in Table 21, 74.36% of the teachers' respondents expressed that the number of children in a class was not convenient to implement the activities of the syllabus. The reason given by the respondent includes the fact that there are more children in the absence of assistant teacher in a classroom than the stated standard by the Oromia Regional Government (the ratio of two teachers to forty students). In contrast, 25.64% of the respondent indicated that the number of children in a class did not create a problem to implement the syllabus. A chance was given in the questionnaire to report some of the instructional problems face as a result of large class size. The response was the most repeatedly emphasized problems are difficult to guide individual child during performing certain activity. Moreover, inability to apply group work and in convenience for continuous assessment of children progress in their learning using different methods is the major problems.

On the other hand, majority of head teachers 10(66.67%) agreed with the idea rose by teachers. But, 5(33.37%) of them indicated that the number of children in a class did not create a problem to implement the curriculum.

Besides, the result obtained through observation revealed that the average teacher child ratio in most private and missionary or NGO kindergarten was 42 and 48 respectively. In community schools (Kebele School) the average ratio was 34 (See also Appendix4). Almost in all kindergartens the number of assistant teachers was either small in number or non-existent (See Appendix4). Due to this it is difficult for the teacher to translate the activities on the syllabus in to practice properly.

In general, class size is among the necessary condition for effective implementation of syllabus in kindergarten education. Educators such as Marsh (2004:132), Chowdhury and Choudhury (2002:146) noted that in class where the teacher child ratio is small, the interaction between the teacher and student can be increased and teacher has more time to guide and observe individual children, and able to use greater Varsity of methods in

teaching where as the larger the number of students the lesser the interaction and difficult for the teacher to identify the children who need special support.

4.2.10 Supervisory Support Provided By The Government Bodies In Line With Implementing Kindergarten Education

Respondents were asked in order to investigate how far the government bodies at different levels support inline with the implementation of kindergarten curriculum.

Table 22: Follow Up and Supervision by the Government Bodies

	Woreda level				Zone Level				Regional Level				
	Teachers		Head teachers		Teachers		Head teachers		Teachers		Head teachers		
	No	%	No	%	No	%	No	%	No	%	No	%	
Is there any follow up and supervision by the government bodies?													
Yes	27	42.86	15	100	16	25.4	6	30.67	-	-	-	-	
No	36	57.14	-	-	47	74.6	9	69.33	63	100	15	100	

As depicted in Table 22 above, of the respondent teachers 57.14% and 74.60% indicate the absence of supervision and follow up from Woreda and Zone Education Bureau respectively. 42.86% and 25.40% or respondents indicated the presence of supervision and follow up. All and 30.67% of head teacher indicated the presence of supervision at Woreda and Zone level respectively while 69.33% of the respondents reported that no supervision service from the Zone experts. Further more both teachers and head teachers expressed that no time they were supervised by the regional expert.

As far as the type of support provided it was indicated on Table 23 below.

Table 23: Types of Support Provided by the Government Bodies

Item	Woreda Level				Zona Level			
	Teachers		Head Teachers		Teachers		Head teachers	
	No	%	No	%	No	%	No	%
How to prepare teaching aids from local materials	8	29.63	5	33.33	3	18.75	2	33.33
Guiding how to use modern methods of teaching	4	14.81	3	20	4	25	1	16.67
No support except coming to school	18	66.67	10	66.67	12	75	4	66.67

As indicated in Table 23, 66.67% and 75% of teacher respondents revealed that experts are coming to collect information about the statistics but, no technical support provided from both the Woreda and Zone education experts respectively. Of teacher respondents 8(29.63) and 4 (14.81%) indicated that there were support at Woreda Level in guiding how to prepare teaching aids from local materials and how to use modern method of teaching while 3(8.75%) and 4(25%) revealed the Zone experts give support how to prepare teaching aids from local materials and how to use modern method of teaching. Besides, 5(33.33%) and 3(20%) of head teacher respondents indicated that there were support by the Woreda experts in guiding how to prepare teaching aids from local materials and how to use modern methods of teaching. In addition, 2(33.33%) and 1(16.67%) of head teachers shows the Zone expert give support how to prepare teaching aids from local materials and how to use modern methods of teaching. In the same Table majority of head teachers indicated that though the experts were coming to the kindergarten, they give no technical support except coming to school to collect statistical information.

Interview was also presented to the people who are working as experts of kindergarten at Woreda, Zone and Region Education Bureau to obtain reliable information about the support provided by the government bodies. They explained that up to now there was no definite responsible body to organize, coordinate and run this program at the Woreda level, but at the Zone and Region level before one month new person was assigned so as to follow up the program at this stage. As a result of this, the attention given to this stage was not beyond collecting the statistical data. However, it was indicated in the ESDP III of Oromia Region (2005:7) that the government roles at this stage is providing technical support and follow up for the kindergarten.

In general, absence of supervision and follow up from the government bodies create difficulties to realize the implementation of curriculum. Therefore attention is expected from the government bodies at all level.

4.3 Parent Involvement in Children Literacy Development

Educating children would not become practical in the absence of working with parent. The parent should educate their children systematically during the first six years what is important for their future life. Research shows that children who had limited literacy experience at home had less understanding about print and purpose of literacy. This means the more the parent involved in educating their children the more likely the children are to cope with lessons in school (Curtis, 2003:140).

Inline to this, there are ways in which parent can be involved in their children education. The major ones are presented to the respondents to be rated by three point scale: Good = 3, Average = 2, poor = 1. For the purpose of analysis the obtained mean values were interpreted as < 1.50 = 'No support' $1.50 - 2.50$ = 'Moderately support' and above 2.50 = the support provided is ' Good'. Besides, to test whether there was a difference between teachers and parents in their perception about the level of support provided to enhance children education, one-way ANOVA was employed. Here under, Table 24 summarizes the response given by sample respondents.

As depicted in Table 24, item 1,2 and 3, providing books, learning materials and helping to do their homework were rated 'moderately' with the mean values between 1.50 and 2.50 by parents and teachers. On the other hand, in items 4 and 5 they were 'poorly support' with the mean values below 1.50.

Table 24: Ways of Parent Involvement in Child Education

Items	Parents N=131		Teachers N = 63		Total Mean	Comparing means one- way ANOVA df = (1,207)		
	Mea n	Sta.d ev	Mean	Sta. Dev.		F	Sig	F Critical
Provide children books at home	1.5	.661	1.90	.817	1.63	13.37	.000	3.84 P <0.05
Provide learning materials	2.13	.587	2.00	.359	2.09	2.605	.108	
Help to do their homework	1.95	.494	2.08	.517	1.99	2.648	.105	
Tell stories	1.60	.751	1.30	.462	1.50	8.569	.009	
Act as a model of learning	1.35	.619	1.29	.521	1.33	.524	.470	

<1.50 = 'No response', 1.50 = 'Moderately support', > 2.50 = ' Highly support'

The same items were also tested for similarity or dissimilarity of perception between parents and teachers about the support provided by parents. Consequently, the result of one- way ANOVA and the associated p-values for the items 2,3 and 5 showed there is no statistical difference between parents and teachers with df = (1,207) at 0.05 level of significance. On the other hand, the obtained F- value for item 1 and 4 were greater than the tabulated F- value (F critical = 3.84) with the same df and level of significance. This shows that there was a difference in the perception about the support provided for children between two groups of respondents. Regarding this, parents relatively perceived more positively than the teachers.

Besides, the support provided by parent to enhance children education, fourteen (14) of head teachers were reserved from responding to the questions. Because they were not teaching the children and hence they had limited information of how far parent support their children in education. But, the Merry help 01 head teacher was reported positively that family participated in providing learning materials, help to do their homework while judged as poor providing children books at home, tell stories and act as a model of learning.

In connection to this, it was disclosed by Curtis (2003:142-143) that parents plays a significant role in supporting their children's literacy development. Parents provided resources and opportunities for access to printing materials such as newspapers, magazines and books. They also involved in story telling in their mother tongue to maintain the cultural heritage and supported their children by acting as a model for literacy.

However, as discussed in the literature part there are many reasons that make parents hesitate to participate in their children's education. The major are presented to the respondents to be rated by three point scale Disagree = 1, Agree = 2, and 3 = strongly agree. For the purpose of analysis the obtained mean values were interpreted as <1 = 'disapproved', 1-2 'modest' and >2 = 'strongly approved'. Besides, to see whether or not there was a difference in perception of involvement of parents in children education, one- way ANOVA were employed. Table 25 presents the summary of responses obtained through a questionnaire.

As can be seen from Table 25, the statements lack of know how were 'modest' with the mean value ranging from 1-2 by parents and teachers. On the same Table, the statements parents occupied with full or part time job have no time and expecting that teaching children is the responsibility of the school were strongly approved with the mean value greater than 2.00 by parents and teachers.

To determine whether there was perceptual difference between the two groups of respondents, a test of one-way ANOVA was maintained. The result of the test for all items showed that the observed F- critical value are less than the critical value (F-critical= 3.84) with $df = (1,207)$ at 0.05 level of significant. These obtained results indicate that there was no statistically significant difference between parent and teachers in their perception about the reason that hampers their involvement in their children literacy development.

Table 25: Factors that Hinder Parent Involvement in Their Children Literacy Development

Items	Parents N= 131		Teachers N=63		Total mean	Comparing means one-way ANOVA, df(1,207)		
	Mean	St.dev.	Mean	St.de v.		F	Sig	F-critical
Occupied with full or part time job and have no time	2.50	.717	2.79	.513	2.6	.826	.005	3.84 P<0.05
Lack of know how	1.70	.741	1.65	.743	1.68	.205	.651	
Expecting that teaching children is the responsibility of the school	2.06	.551	2.01	.285	2.04	.375	.541	

(<1 = 'disapproved', 1-2 = 'Modest' and > 2 'strongly approved')

Besides, all of the head teachers also agreed with the idea of parents, that is, majority of parents (both mothers and fathers) were working in the government office or private businesses and hence they had no time to support their children in education. Further more, most of them are expecting that it is the school that is responsible to teach children and hence they give no attention to encourage their children.

On the other hand, interviewed parents indicated that they supported their children only by providing learning materials. This is due to their expectation that teaching a child is the responsibility of the kindergarten.

Generally speaking, as reported by both group of respondents, the majority of respondents were rated above the average with different perceptions indicating that the supports provided by parents were limited.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The main objective of this study was to evaluate the implementation of kindergarten curriculum and to identify the problems that hinder its effective implementation in Oromia Regional State with specific reference to East Shoa Zone. In order to meet these objectives the study was guided by the following basic research questions:-

1. What are the factors that affect the proper implementation of curriculum?
2. Is there a difference between teachers and parents in their perception about the level of involvement in children education?
3. Is there a difference between teachers and parents in their perception in the reasons that hinder the involvement of parents in their child education

To address the research problems, descriptive survey method was used to analyze and interpret the data in this study. Among fifty-four (54) kindergartens in the Zone, fifteen (15) kindergartens were selected on the basis of stratified sampling. The samplings were taken from the community (2), the private (8) and the missionary or NGO's (5). Simple random sampling method was used to select kindergartens from each stratum. All teachers from the sampled kindergartens (63) and head teachers (15) were used as a source of data. Besides, parents of upper kindergarten children (143) were selected on the basis of random sampling method to secure relevant information. Further more, Woreda level experts (4), Zone level expert (1) and Regional level expert (1) and

kindergarten students (10) were selected on a purposive basis to secure relevant information. Questionnaires, classroom observation, interviews and document analysis were used as a tool to obtain information for the study. The data collected through various instruments were presented in Table and analyzed in percentage and one-way ANOVA statistical method. In addition, the data obtained through open-ended questions and interview were summarized and presented in words to substantiate the data obtained through quantitative methods whenever necessary.

On the basis of the interpretation made on the data secured through these instruments, the summary of the findings is presented as follows: -

5.1.1 Background of the Respondents

- The demographic background of the teachers who participated in this study indicated that sixty 60(95.2%) were females and the rest 3(4.8%) were males. With regard to educational level 46(73.02%) of them were above grade 10 or 12 and 17(26.98%) were grade 10 or 12 complete. Furthermore, Their year of experience as a teacher of kindergarten varies from one year to fifteen years. Accordingly, 48(76.19%) had served from one to five years, while the 15(23.8%) of them served for six to fifteen years.
- The demographic characteristics of the head teachers indicated that (4) out of (15) were females while (11) were males. With respect to their educational level, (2) and (3) of them completed grade 10 or 12 and 10+1 or 12 + 1 respectively. The rest (10) held a diploma from teacher training college. Their years of experience as a teacher and / or as a head teacher in kindergarten range from one to fifteen years. Accordingly, 9(60%) of them served from one up to five years while the rest served for six to sixteen years.
- As to the demographic background of parents, (80) out of (143) were females while (63) were males. Regarding their educational level, (12) of the respondents was below grade five and the rest were above grade five.

5.1.2 The extent of using the teaching methods indicated in the syllabus found to be low. This is because the findings demonstrated that: -

- Out of eight major strategies used to implement the curriculum, in the 80% and 86.67% of the observation sessions, only two (brainstorming and choral speaking were frequently used).
- During classroom observations, some instructional considerations were identified and used to obtain information on teachers' classroom behaviors. To this end, six out of nine identified behaviors of teachers were not implemented in the average percentage 50.13% of the observed sessions.
- The observation result from classroom behavioral consideration of children indicated that in the majority of observed sessions, children were not asked question (73.33%) do not play and work with materials (66.67%), have no access to various types of play (66.67%), do not learn the academic concepts in their real experience (66.67%) and slept on tables and have no attention (46.67%).
- Teachers and head teachers understands that the content of the curriculum less emphasize on the social and emotional development of the child.
- The findings discovered that all teachers and head teachers indicated tests and homework were the most commonly used methods to measure children progress in their learning.
- The data obtained from parent respondent indicated that Afan Oromo (35.11%) Amharic (57.25%) and other languages (7.63%) were the first language of their child. In addition to this, respondent parents revealed that Afan Oromo (41.98%), Amharic (51.91%) and other languages (6.11%) spoken at home. However, majority of the children (68.71) were learning through both Amharic and English language. This implies that there are children who learn through the language in which they are not fluent.

5.1.3 The condition of the kindergarten classrooms and out door space for individual child, material and equipments were not conducive for the effective implementation of the curriculum. Because: -

- 53.33% of the kindergartens were built for different purposes rather than for kindergarten. As a result of this most of the rooms have no enough light, ventilation, and water and toilet facilities.
- In all kindergartens, the classroom space provided per child was below standard (1.5 sq. meter).
- The playgrounds of 40% of the studied kindergartens were either not specified or non-existent. Moreover, in the 13.33% of the studied kindergartens the play ground was below standard (1:2.5 sq.m)
- Child-sized chairs or benches for the group of children attending in the kindergarten were found to be inadequate in 66.67% of the studied kindergartens. One bench was shared for more than three children.
- Child-sized tables or desk were inadequate in 86.67% of the studied kindergartens.
- The supply of teaching materials for classroom activities (63.49%) was found to be inadequate.
- The availability of materials for corner activities (76.19%) was found to be inadequate.
- The supply of playing materials for outdoor activities were non existent in 40% and inadequate in 60% of the studies kindergartens.
- Majority of the teachers (71.93%) had no knowledge and understanding of the specification of the syllabus due to absence of syllabus in 53.33% of the studied kindergartens.

5.1.4 Head teachers and teachers were lacking the necessary education to teach or to act as a head- teacher in the kindergarten. The reason is that: -

- High proportion of teachers (61.90%) had either no training or trained for short duration (three to six mouths) to teach in kindergarten.
- 80% of head teachers had no training in kindergarten education.
- 85.74% of teachers and all head teachers were not trained in Afan Oromo (official language of the region).
- 69.89% of teachers and (86.67%) of head teachers did not get the opportunity for in service training.

5.1.5 The number of assistant teachers in all kindergartens is inadequate. Because the finding shows that:

- The availability of assistant teachers in all kindergartens (25.8%) of the total requirement was in adequate.
- The majority of teachers (74.36%) were unable to support individual child in performing activities due to the presence of large number of children in a class and absence of assistant teacher.

5.1.6 The extent of parental involvement in their children literacy development was found to be average in some type of support and poor in others. Because the findings indicated that: -

- Parents averagely involved in their children education by providing books at home, learning materials and help to do their home work with the average mean values between 1.5 and 2.5, poorly involved in acting as a model of literacy and story telling with the average mean values of less than 1.50.

- Both parents and teachers strongly agreed in the perception that parents were occupied with full or part time job and have no time and expecting that teaching children is the responsibility of schools and agreed in the perception of lack of know-how as a reason that hinder their participation in their child literacy development.

5.1.7 As regards of the government supportive service, the findings disclosed that the majority teachers and head teachers indicated that there is limited supervision and follow up service from Woreda. Only small number of respondents' revealed that they were visited by Woreda and Zone experts and gained technical advice from them.

5.2 Conclusions

Scholars in the field of pre- school education indicated that early years of experience for a child can go either on building and growing or indicative of failure in their future life (Boren and Picket, 1954: 29) Thus, attention has to be given to early childhood curriculum implementation to draw positive results in the physical, social and intellectual development of children. Based on the major findings, it can be concluded that kindergarten curriculum is not implemented as intended in East Shoa Zone. There is a wide gap between the designed intents of the curriculum and what is actually being implemented in practice. This has been evident from the following points: -

- 5.2.1 The instructional methods indicated in the syllabus are not translated in to practice in the class room. In the observed sessions, out of eight strategies indicated in the syllabus, teachers use only brain storming and choral speaking strategy. As a result of this, the class teaching is dominated by rote teaching of knowledge based information of contents rather than placing emphasis in the child's needs and interest. Beside, converting time allocated for play to teach contents of the subject in foreign language (English language) resulted in a feeling of boredom which in turn limited the proper implementation of the objective of the curriculum.
- 5.2.2 At early age, children learn best in their mother tongue. This is because using mother tongue Put or makes children psychologically at ease; thus optimal learning is facilitated. However, considerable number of children learns through the language they are not fluent and this condition exaggerates the problems in the implementation of kindergarten curriculum.

- 5.2.3 The physical set-up, class rooms and out door spaces were not helpful for the effective implementation of curriculum. More specifically as the houses were not built for kindergarten purpose, classrooms are below the required size for individual child (1.5 sq. meter) and cannot be flexibly used according to the nature of activities of children's interests. Moreover, the rooms are not well ventilated and had shortage of light. Besides, in the majority of the kindergartens, the playground is either in adequate or non-existent
- 5.2.4 The presence of ill- equipped classroom and playground with the necessary equipments, inadequacy and in some case a complete absence of the necessary school requirements for teaching, unavailability or inadequacy of the curriculum materials (particularly syllabus and children books) are the most prominent of all the problems observed that affect the implementation of curriculum.
- 5.2.5 Teachers and head teachers have limited skills and competencies to transmit the content of the subject in to practice. This is because majority of the teachers and head teachers either had training for short duration or no training to educate in the kindergarten. Furthermore, they had limited work experience to act as a head teacher or to teach kindergarten children. Besides, they lack the opportunity for in service training. Above all, inadequate number of assistant teacher in all kindergarten is the major problem to guide individual child and implement activities of the curriculum.
- 5.2.6 Limited parental involvement in children literacy development is the main problem in the effective curriculum implementation.

5.2.7 The supervisory service provided from the government bodies at different levels was insignificant. This is because the experts who follow up and guide the implementation of curriculum at this stage were assigned recently. Furthermore, those experts who took the responsibility had limited concept about kindergarten education. Hence, it is possible to say that little attention was given from the concerned bodies for the implementation of curriculum at this level.

In general, kindergarten curriculum implementation in East Shoa Zone shall remains to be under problem unless immediate measures should be taken on the barriers discussed in this study.

5.3 Recommendations

Based upon the findings of the study, it seems reasonable to recommend the following by way of suggestions to improve the implementation of curriculum in East Shoa Zone:

- 5.3.1 The extent of the implementation of curriculum depends greatly on the availability of well-trained teachers and head teachers who can effectively implement it and have the ability to solve the problems. Therefore, attention from the Regional Education Bureau must be given in organizing the training of kindergarten teachers and head teachers. Moreover, in-service training is one way to improve the professional competency of teachers. Hence, Regional Education Bureau and Zone Education Office jointly with Woreda Education office need to organize intensive trainings on the concepts of kindergarten education especially to teachers and head-teachers in the form of seminars, workshops, conferences and experience sharing programs so as to equip them with new approaches of kindergarten education.
- 5.3.2 It is evident that guiding individual children is impossible in the absence of assistant teacher in kindergarten. This is because children are active and curious and have various needs and interests. Therefore, sponsoring agencies should employ adequate number of assistant teachers for each class to equip kindergartens with sufficient staff as recommended in the standard. Furthermore, opportunity of training for the existing assistant teachers must be organized by the collaboration of sponsoring agencies and government bodies so as to equip them with the necessary skills to assist children at each step of the activities.

- 5.3.3 It has been pointed out in the study that considerable number of children learns through the language they are not fluent. This condition restricts children understanding of concepts in a comprehensive way. In order to solve the problem, seminars and workshops should be organized jointly by Zone and Woreda Education Official to raise the awareness of parents, Communities and kindergarten school staff on the real value and importance of mother tongue as a medium of instruction for kindergarten children.
- 5.3.4 As it has been found in the study, most of the kindergarten schools were not built for the purpose of kindergarten program; the schools were functioning in very narrow and inappropriate rooms and play ground. Hence, to alleviate this problem, the Woreda Education Office should effectively carryout its duties and responsibilities in licensing for kindergarten education.
- 5.3.5 Having adequate materials and equipments both for classroom and outdoor activities is essential to implement curriculum. Hence, keeping the requirements in view, the sponsoring agencies should equip the kindergartens with adequate and appropriate materials and equipments. Furthermore, experts at all level must support with the technical know how they have, and create collaboration with factories and service rendering institution so as to cooperate and show willingness to spare extra or salvaged materials (e.g. Tyre, cartons waste papers etc...) Which are valuable for the implementation of in and outdoor activities.
- 5.3.6 Lack and dissimilarity of syllabus in the studied kindergartens has one of the major problems that influence the implementation of curriculum. To mitigate the problem, the education department at all level should devise the mechanisms in distributing syllabuses prepared by Regional Education Bureau for all kindergartens.

- 5.3.7 As all parents' dream of every good and success for their children, the active involvement of them in children education is very essential for the effective implementation of curriculum. To this effect, continuous efforts should be made by Woreda Education Office and kindergarten school officials in the orientation and reorientations of parent arranging conference and meetings on how they should involved in their children literacy development.
- 5.3.8 Since the study is very limited in its scope to come up with all critical problems being presented in the implementation of curriculum in the Zone, interested researchers in the field should conduct the study in order to investigate the problems uncovered in this study.

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Appendix: -1

List Of Sampled Kindergartens, Sponsorship And Conditions Of Building

No	Kindergarten	Sponsorship	Built for Kindergarten	Not Built for Kindergarten
1	Kuriftu	Community		√
2	Wonji	Community		√
3	Kidist Mariam	Private		√
4	Vera	Private		√
5	Selam Acadamy	Private		√
6	Adventist	Missionary		√
7	Biruh Tesfa	Private		√
8	Habte	Private		√
9	Hawas Wondimu	Private	√	
10	Katholic	Missionary	√	
11	Konsolata	Missionary	√	
12	School of Excellence	Private	√	
13	Aberash Memorial	NGO	√	
14	Mery Help 01	Missionary	√	
15	Zuway Nafyad	Private	√	

The Ratio of Chairs and Tables to the Child in the Kindergarten

No	Kindergarten	Ratio of chair or Bench to Children	Ratio of Table or Desk to Children
1	Kuriftu	1:1	1:2
2	Wonji	1:3	1:3
3	Kidist Mariam	1:4	1:4
4	Katholik	1:4	1:4
5	Konsolata	1:4	1:4
6	School of Excellence	1:1	1:8
7	Vera	1:3	1:3
8	Selam Academy	1:4	1:4
9	Aberash Memorial	1:5	1:5
10-	Mery Help 01	1:1	1:8
11	Adventist	1:4	1:4
12	Hawas Wondimu	1:3	1:3
13	Habte	1:4	1:4
14	Biruh Tesfa	1:2	1:3
15	Zuway Nafyad	1:1	1:6

Appendix: -3

The Ratio Of Classroom Space For Individual Child

No	Kindergarten	No of section	Total size in sq meters	Total children	Average classroom space ratio in sq meters
1	Kuriftu	3	105	96	1:1.09
2	Wonji	6	184	196	1:0.94
3	Kidist Mariam	5	106	114	1:0.93
4	Catholic	4	154	224	1:0.69
5	Exellence	6	202	278	1:0.73
6	Konsolata	3	150	129	1:1.16
7	Vera	3	64	77	1:0.83
8	Selam Acadamy	3	114	129	1:0.88
9	Aberash Memorial	3	138	162	1:0.85
10	Mery Help 01	4	148	230	1:0.64
11	Adventist	6	240	238	1:1.01
12	Hawas Wondimu	3	168	147	1:1.14
13	Habte	3	68	141	1:0.48
14	Biruh Tesfa	3	64	53	1:1.21
15	Zuway Nafyad	6	142	214	1:0.66

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Appendix: - 4

Teacher-Child Ratio, Average Ratio Of Class And Assistant Teacher.

No	Kindergarten	No Of Class	No Of Teacher	No Of Assistant Teacher	Teacher Child Ratio
1	Kuriftu	3	3	-	1:32
2	Wonji	6	6	-	1:36
3	Kidist Mariam	5	5	1	1:35
4	Catholic	4	4	2	1:56
5	Exellence	6	6	2	1:46
6	Konsolata	3	4	2	1:43
7	Selam Acadamy	3	3	-	1:43
8	Vera	3	3	-	1:29
9	Aberash Memorial	3	3	2	1:53
10	Mery Help 01	4	4	2	1:58
11	Adventist	6	6	2	1:40
12	Hawasdimu	4	4	-	1:46
13	Habte	3	3	1	1:50
14	Biruh Tesfa	3	3	-	1:42
15	Zuway Nafyad	6	6	2	1:43
	Total	62	63	16	1:44

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION

Department Of Curriculum And Teacher Professional Development Studies

Questionnaire For Kindergarten Teachers And Directors

The purpose of this questionnaire is to evaluate the implementation of kindergarten curriculum. To this end, the information that has been obtained from you is invaluable for the success of the study. Therefore, to show your contribution, fill in the questionnaires honestly and responsibly. I sincerely express my thanks for your cooperation in advance.

General Direction:-

1. You are advised not to write your name.
2. After reading the questionnaires put a mark tick (✓) for the questions which has alternative response in the space provided.
3. For the questions having no alternative response, you are required to give a short and precise response in the lines provided.

Background information

1. Name of the kindergarten _____

Woreda _____

Sponsored by:- Community
 Private
 Missionary or NGO

2. Sex: - Female
 Male

3. Educational Background: -

Less than Grade 10 10+1 or 10+2 (12+1 or 12+2)

Grade 10 or 12 complete Diploma and above

4. Total years of services as teachers in kindergarten

0-5 years

11-15 years

6-10 years

16 and above years

Part 1: - The Extent To Which The Curriculum Is Being Implemented

1. Following eight teaching strategies are presented. Indicate with (√) the frequency these activities occur in your teaching. These activities are stated in kindergarten syllabuses.

No	Presentation Variables	Often	Sometimes	Not at all
1	Brainstorming			
2	Categorizing			
3	Choral speaking			
4	Co-operative learning			
5	Discussion			
6	Play based instruction			
7	Field trip			
8	Reading environmental print			

2. Which of the following assessment techniques are commonly used to evaluate the progress of children? (More than one answer is possible)

Continuous Observation

Class work

Homework

Practical activities

Tests

If there is any other specify? _____

3. The following are some of the objectives in which the content of the kindergarten curriculum is emphasized. Please indicate by a tick (✓) on your appropriate choice.

No	Item	Yes	No
1	The content of the kindergarten curriculum focus on the social development of the children		
2	The content of the curriculum focus on the intellectual as well as physical development of the child		
3	The content of the curriculum consider the interest, ability of the children environment		
4	The content of the curriculum facilitate the application of various methodologies		
5	The content of the curriculum help to develop the creative ability of the child		
6	The content of the curriculum is appropriate to the reality of a child environment		

4. Which language is used for educating children in your kindergarten? Why?

Part II:- Adequacy Of Space, Teaching Materials And Equipments

1. Do you have syllabus of kindergarten contents in your school or at your hand?

Yes No

2. If your answer for question number 1 is "yes" indicate the year of printing?

3. The adequacy of child-sized chairs

Adequate Not at all

Not adequate

4. The adequacy of child-sized tables

Adequate Not at all

Not adequate

5. Adequacy of chairs and tables for teachers

Adequate Not at all

Not adequate

6. Adequacy of necessary teaching materials for indoor activities

Adequate Not at all

Not adequate

7. Adequacy of materials for corner activities

Adequate Not at all

Not adequate

8. Adequacy of materials and materials and equipments for outdoor play

Adequate Not at all

Not adequate

9. The adequacy of different children books

Adequate Not at all

Not adequate

10. The adequacy of textbook

Adequate Not at all

Not adequate

Part III: - Adequacy And Professional Competency Of Teachers And Head Teachers

1. What type of training did you have to teach and to act as a director in kindergarten?

TTI Kindergarten

TTC If any other specify _____

2. If your answer for question number 1 is kindergarten training, duration of training is:-

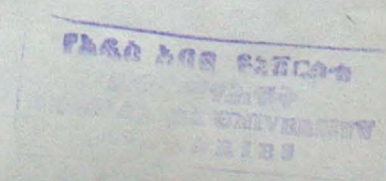
Less than 3 months 6 months If any other specify _____

3 months 10 months

3. Have you trained in Afan Oromo to educate or to act as a head teacher in kindergarten?

Yes No

4. Have you ever taken in-service training in relation to kindergarten education?



Yes

No

5. If your answer for question number 4 is "yes" duration of the training was:-

10 days

15 days

45 days

1 month

6. Is there assistant teacher in the classroom?

Yes

No

7. If your answer for question number 5 is "yes" did she/he has training in kindergarten education

Yes

No

8. If your answer for question number 5 is "No", specify the problems you face as a result of absence of assistant teacher? _____

9. Does the number of students in your class enables you to guide each child according to their interest and development stage?

Yes

No

10. If your answer for question number 8 is "No" indicate the reason? _____

Part IV:- Parent- Involvement In Children Education

1. Were parents involved in children education to enhance their performance?

Yes

No

2. If your answer for question number 1 is "yes" indicate how far parents involved in the few points given below.

No	Points	Good	Average	Poor
1	Providing learning materials			
2	Providing books			
3	Help to do their homework			
4	Tell story			
5	Act as a model of literacy			

3. If your answer for question number 1 is “No” indicate your agreement or disagreement from the following few reasons that may hinder the involvement of parents in their child literacy development

No	Reasons	Strongly agree	Agree	Disagree
1	Because the family has full day or part time job and they have no time			
2	Lack of know how			
3	Because parents may expect that it is the schools job to teach children			

Part V: - Government Follow up and Supervision in the kindergarten

1. Is there any follow up and supervision by the government bodies(Woreda, Zone and Region Education Bureau)

Yes

No

2. If your answer for question number 1 is Yes put “√” in the box to show the type of support that is provided by the government bodies(More than one answer is possible)

Guiding how to prepare teaching aids from local materials

Guiding how to use modern method of teaching

Giving no support except coming to kindergarten

If any other specify _____

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION

Department Of Curriculum And Teacher Professional Development Studies
Questionnaires To Be Filled By Parents Of Kindergarten Children

The main purpose of this questionnaire is to collect data regarding the implementation of kindergarten curriculum in East Shoa Zone. Thus, your direct participation in filling the questionnaires has been found essential and determinant. So, you are kindly requested to provide information needed honestly for the study. It is assured that the collected data will be kept confidential and used for research purpose only.

Thank You Very Much!

General Direction

1. You are advised not to write your name
2. After reading the questionnaires carefully put a "√" mark in the appropriate box that corresponds to your choice.
3. For the questions having no alternative response, you are kindly requested to give short answers in the space provided.

Parents Background Information

1. Respondent sex:- Female
 Male

2. Educational Level:-

Less than grade 5 10+1 and above

Grade 5-10

If any other specify _____

Part I: Learning Language and Mother Tongue of Children

1. What is the mother tongue of your child?

Afan Oromo

Tigrigna

Amharic

If any is other specify _____

2. Which language is mostly used in your home?

3. In which language does your child learn?

Afan Oromo

Amharic

Afan Oromo and English

Amharic and English

4. Why do you prefer to educate your child through the language you choose?

Part II: The Extent Of Parent Involvement In Their Child Literacy Development

1. Did you involved in your child education to enhance their literacy development?

Yes

No

2. If your answer for question number "1" is "yes" rate the level of your involvement from the list of few factors given below

Item	Good	Average	Poor
Providing Books			
Providing learning materials			
Helping to do their homework			
Telling stories			
Acting as model of literacy			

3. If your answer for question number 1 is "No" rate the few reasons given below that hinder your involvement in child development

Item	Strongly agree	Agree	Disagree
Since you have regular or part time job you have no time to support your child in his or her education			
You have no know-how about the importance of involving in children education			
You expect that teaching children is the responsibility of the school, but not of yours.			

4. If you have any other comments please write? _____

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION

Department Of Curriculum And Teachers Professional Development Studies
Interview Guide For Official Of Kindergarten And Special Education Section
In Region Zone And Woreda Level.

1. Woreda or Zone or Region Expert _____
Sex _____
Educational level _____
2. Have you got any training that helps you to supervise the kindergarten program?
3. Is there practice of supervising the performance of kindergarten? If not why? If yes what sort of support do you think to provides for kindergarten education?
4. do you think that the condition that exists in the kindergarten (professional competency of the kindergarten teacher and head teacher, educational; materials and facilities, language) used to educate children help the effective implementation of curriculum? If not why?
5. What solutions do you suggest for the problems that you have observed to improve the program implementation?
6. Do you have any other comments, suggestions, and recommendations for further improvement pf the curriculum implementation in the kindergarten?

Interview Guide For Parents Of Kindergarten Children

1. Which language is commonly spoken at your home?
2. What is the first language of your child?
3. In which language do you educate your child? Why?
4. To what extent do you have knowledge and understanding why and how to help your children in their literacy development? If not why?

5. What is your idea on the overall condition of the kindergarten?

Appendix: 8

**Observation Check List To Assess Classroom And Outdoor Method
Of Teaching In Kindergarten**

This checklist is intended to evaluate the methods used to implement kindergarten curriculum. The activities will be recorded in the category of yes/no on the basis of whether they happened in classrooms. A teacher from kindergarten observed four times. Finally the Yes/No category will be changed in to three measures of frequency:- often(3) sometimes(2) and not at all(1). That is an event happens in four of the observation days, it will be often (3),, if in 2, it will be "sometimes" and so on.

Section _____

Topic _____

Date _____

Presentation Variables	Yes	No
Brain storming		
Categorizing		
Choral speaking		
Cooperative Learning		
Reading environmental print		
Discussion		
Play Based Instruction		
Field Trip		

Rating Form of Classroom Observation

Name of the school _____

Woreda _____

Level of kindergarten _____

Date of Observation _____

Time from _____ to _____

No	Instructional Consideration	Frequency		
		Often	Rarely	Not at all
1	<u>Teacher</u> How often the teacher relate the education to real life of child			
2	How often the teacher allow children to ask more and tell less			
3	How often the teacher provide opportunities to choose activities			
4	How often the teacher encourage and praise children inorder to provide a receptive and supportive environment			
5	How often the teacher guide individual children to perform the activities very well			
6	How often the teacher change activities in his or her teaching that is from talking to group discussion, practical activities etc... in order to keep the children attention.			
7	How often the teachers carefully or positively react to the mistakes done by children			
8	How often the teachers able to work with children without using physical or psychological punishment.			

No	Instructional consideration	Frequency		
		Often	Rarely	Not at all
9	How often the teacher take the individual difference in to consideration and provide special support			
	<u>Students</u>			
1	How often the children ask questions			
2	How often the children play and work with materials			
3	How often the children participate freely to answer question			
4	How often the children have access to various activities			
5	How3 often the children learn number and explore the social and natural world in the context of their experience			
6	How often children sleeping on the table have no attention			