



**College of Education and Behavioral Studies**

**Department of Special Needs Education**

**The Challenges of Implementing Early Childhood Care and  
Education: The Case of Nifas Silk Iafto Sub City, Woreda 02**

**By Zenebech Mekuriya**

**December 2021**

**Addis Ababa, Ethiopia**

**Addis Ababa University**

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Education: The Case of Nifas Silk Iafto Sub City, Woreda 02**

**By: -Zenebech Mekuriya**

**This Thesis Submitted to the School of Graduate Studies in  
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**Advisor: -Sewalem Tsega (PhD)**

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**By:-Zenebech Mekuriya**

**Approval by Board of  
Examiner;**

**1, Advisor**

**Signature**

**Date**

**SewalemTsega (Phd)**

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**2, Internal Examiner**

**Signature**

**Date**

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**3, External Examiner**

**Signature**

**Date**

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## **List of ACRONYMS**

ECCE:	Early Childhood Care Education
UNICEF:	United Nation International Children Emergency Fund
MOE:	Ministry of Education

## **ABSTRACT**

*The general objective of the study was to assess the challenges of implementing early childhood care education in Nifas Silk Lafto Sub city wored 02 of Addis Ababa. In order to get relevant data for this study, the researcher used two data gathering tools. These are semi structured interview for administrators and questionnaire for teachers after gathering the available data from thirteen administrators and 133 teachers who have been teaching in different public preschools in Nifas Silk Lafto Sub city, the data were analyzed both qualitatively and quantitatively in terms of thematic approach. The result from the above analysis revealed that there are different challenges to implement early childhood care education are lack of available materials, absence of trained teachers, lack favorable environment of the school, lack of outdoors and indoors in the schools, lack of cooperation of parents in the school, lack of well designed curriculum. From the conclusions reached, the researcher forwards recommendations such as concerned bodies should organize successive workshops, seminars and in-service trainings so that teachers can get the chance to share experiences on how to cope with the existing problems in teaching children in preschools, Preschool curriculum designers should consider the culture, the social and economic way of life of the society and also design child-centered approach which includes a holistic view of the child, the preschool administrators and concerned bodies should consider large class and find solution to it and parents should cooperate with school teachers to cultivate learners' personality.*

Key Words: Teaching methods, Early childhood, Early childhood education, Curriculum

# CHAPTER ONE

## INTRODUCTION

### 1. Background of the study

Early childhood educational activity is designed to assist appropriate child development and conquer their cognitive, social, emotional and physical potentials deficits (Gezahagne, 2005). Obviously children need skills and understanding to become intelligent citizens of their country and meeting the needs of the children with a school program will foster their best development because kindergartens endeavour to offer children a foundation for the development of social skills, self-confidence, motivation and cognition

According to Curtis (1998), Children will get a variety of important skills, knowledge and attitudes that will affect their ability to learn, personal development, relationships with others, and future participation in a great society when they participate in early education. In addition to this, as Smith (2001) pointed out early education is used as the base phase of education, where children experience rapid physical, emotional, intellectual and social growth. There is an increasing recognition by professional educators and nonprofessional alike that kindergarten experience is an important part of a child's education. Due to these reason, many countries in the world have included the kindergarten to their school system.

Preschool education program will be emphasizing on creative play, social interaction and natural expression, also teaching social skills, and provide children with an academic foundation for next level. In class, they learn the alphabet, numbers and colours, they study their bodies, their families, and their communities, they listen to stories and read aloud, they make art projects, they participate in skits or short funny and dramatic productions and they learn about holidays, plants, animals and other topics in science and social studies. It strives to offer children a foundation for the development of social skills, self-confidence, motivation and cognition (the process of knowing). A kindergarten teacher can help children to develop self-confidence in themselves and collaborating with others to solve problems by extending children's play. Play is the first and most important mode of instructional strategies in kindergarten by providing an environment in which children are free to play with each other and with a wide range of carefully selected material, teacher facilitate children's of development and learning (Gezahagne, 2005).

As indicated in the universal declaration of human rights, the international convention on economic social and cultural rights and the CRC, the obligation of the member state is not limited to making

education available and accessible to every child but also includes ensuring content and quality (MoE, 2010). Positive early experiences with school are of paramount importance to young children. What they learn in kindergarten provides the basis for the acquisition of literacy and mathematics in later grades.

The Ethiopian government emphasized about the use of early childhood education as a serious age that require due consideration and a great deal of reserves (MoE, 2003). With the intention of having intelligent and creative children, the government itself indirectly supports the initiatives for private kindergarten by preparing the curriculum as well as by training teacher"s (MoE, 2002).

### **1.1. Statement of the Problem**

The idea of Early Childhood Education program is to give suitable education and care service for children as it has a good result in the later development (MoE, 2007). The same documents states that this program helps to shape children at early age to make them socially responsible citizen and promotes economic rate by reducing mortality rate, childhood illness, school repetition and dropout.

In these years of globalization, early childhood care education is widely recognized and it becomes an integral part of basic education and represents the first and essential step in achieving the goals of Education-for-All in particular and the foundation for human development in general. To achieve this goal all children has to engage in preschool at their early age and having improved learning environment that helps them to inspire their creativity and ability. It pedagogically resulted that for quality education are basically curriculum, teaching materials, and class size, qualification of teaching staff, the ratio of students" book. According ILO, (2012) it is easy to measure quality of early child care education that includes class size, child teacher ratios, teacher education and training, physical environment and availability of appropriate resources. Beyond these positive learning relationships between children and teachers, family involvements, and responsiveness to diversity and children with special needs, are also crucial (Myers, 2006)

Different researches revealed that high-quality of early childhood education programs for children can have many positive results which include greater school success, higher graduation rates, lower young crime, decreased need for special education services later (EFA, 2007). On the other hand, low-quality childhood care education can have harmful effects on language, social development, and school performance that are more difficult to amend especially for children in schools with fewer resources in later stages (Katz and Chard, 1989). Therefore, to have quality early childhood education in preschools it is required to provide training in this sub sector for teachers and caregivers. In other

words, if there is more educated and well trained childhood care and education professionals in preschools they are more sensitive to children and more positive attitude towards their work, in turn, provide quality care and education to children. In Ethiopia the claim for early childhood education has increased due to the growing credit that the program can contribute to all aspects of children's development who are the future citizen of the country.

Furthermore, the private early childhood education fee charges are too high for many Ethiopian families who cannot afford to pay. Hence, the majority of children who live in the rural area and those from low economic status do not have access to early childhood education. Due to this reason there has been a low enrolment of children in early childhood education in the country. There are some hindrances which faced during preschool level were related to shortage of educational inputs and lack of available resources. Moreover, obstacles which came across by education professionals were budget shortage and giving less attention on the program. Additionally, early childhood care education has not sufficient number of textbooks and the program had absence of skilful human power (Sisay, 2016).

Generally, most of the causes of the challenges with regard to implementing early childhood care and education have been studied. However, the reason why it needs further study on the same area would add additional contribution to the work of other researchers and the former researchers didn't study specifically on Nifas Silk Lafto sub city of Woreda 02. This was the specific gap the researcher wanted to fill with this particular study.

## **1.2. Research Questions**

This research attempts to answer the following questions.

1. To what extent the policy of early childhood care and education is implemented in Nifas Silk Lafto sub city woreda 02?
2. What are the challenges of implementing early child hood care education in Nifas Silk Lafto Sub city woreda 02?
3. How can we overcome the challenges which faced in implementing early childhood care and education in Nifas Silk Lafto Sub city woreda 02?

## **1.3. Objectives of the study**

### **1.3.1. General objective of the study**

The general objective of the research is to assess the challenges of implementing early childhood care and education in Nifas Silk Lafto Sub city woreda 02 of Addis Ababa.

### **1.3.2. Specific Objectives**

The specific objectives are:

1. To inspect how the policies of early childhood care education is implemented in Nifas Silk Lafto sub city of Woreda 02.
2. To identify the challenges of implementing early childhood care education care education in Nifas Silk Lafto sub city of woreda 02.
3. To suggest possible solution to overcome the challenges faced in implementing early childhood care education care education in Nifas Silk Lafto Sub city.

## **1.4. Significance of the Study**

This study has its own values. Firstly, it helps education officials and policy makers to gain information on early childhood care and education program; secondly, it also helps to know what major challenges are encountered in the implementation process; in addition to these, it suggests possible solution about how to overcome the challenges of early childhood care education for those who implement it. Furthermore, interested researchers can get some important ideas in studying further on the same or related topics.

## **1.5. The Scope of the study**

Early childhood education is a term used to describe programs focused on academic skills, learning and, more recently, school readiness. Indeed, adequate care involves providing quality cognitive stimulation, rich language environments, and the facilitation of social, emotional, and motor development. The study is delimited to the Challenges of implementing early childhood care education in Nifas Silk Lafto Sub city woreda 02 kindergartens because the researcher has lived in this woreda for many years. And the researcher has assessed the challenges of implementing early childhood care education since 2010.

## 1.6. Operational Definitions

**Curriculum:** in this research refers to cognitively oriented content that designed for preschool children.

**Early childhood education:** in this paper refers to services for children age range from 3- to 6- year-old age group. For this reason, when discussing this age group, the paper also uses the term pre-primary/ pre-school education in line with UNESCO usage

**Early childhood:** in this research refer; the period of child,s life from birth to six years in Addis Ababa.

**Method of instruction:** in this research refers to strategies used in preschool level.

### **Organization of the paper**

This research is organized in a way that it comprised of five chapters. Chapter one consists of the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study and organization of the study. Chapter two is a review of related literature that is relevant to the problem under study. Chapter three deals with the methodology, Chapter four presents analysis and interpretation of the data and Chapter five contains the summary of findings, conclusion and recommendations.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1. THEORETICAL FRAMEWORK**

##### **The Notion of Early Childhood Education**

In our world numerous countries and educators suggest different definitions for the early childhood education in many ways. The frequent harmony about the issue is its content and how to approach where all acknowledge that early child hood care education that refers to an all and inclusive way to health, nutrition, protection, and education services (AU, 2014). Childhood Care Education is the means of supporting children’s survival, development and learning from conception to the time of entry into primary school. It is also stated as a strategy to improve the development of children with difficulties and to maximize and expand health, nutrition and education services for children (UNICE, 2005).

While, early Childhood Care Education refers to a general way to the policies and programs for children from prenatal to seven years of age, their parents and caregivers. This period requires due attention and a great deal of investment. Failing to provide children at this stage of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society’s growth (MoE, 2010).

According the explanation of UNESCO (2012), early childhood care education is a range of processes and mechanisms that maintain and help development during the early years of life. It includes education, physical, social and emotional care, intellectual stimulation, health care and nutrition.

This would cover developmental priorities for each sub phase within the range, i.e. care, early stimulation/interaction needs for children below three years, and developmentally appropriate early childhood education for three to six year olds with a more structured and planned school readiness component for 5 to 6 year olds. According to the national ECCE policy of India (2012), early childhood care and education is a programs and provisions for children from earlybirth up to six years of and child care is securing and promoting children’s continued existence, protection, growth and development in good way with proper nutrition and in a safe environment. Because of different nature of the services given to young children, it often goes by a number of different names in different countries as well as between different stakeholders. Educators use different terms to mention early childhood care and education. Generally, in different countries there are different terminologies that used to call such as “Early childhood development”, “Early child hood care and education”, “Early

childhood education”, “pre- primary education”, “preschool education”, “kindergarten” etc. (MoE, 2007).

## **2.2. The Rationale behind the Program**

Literatures state that the first eight years of a child’s life is a stage of great growth and development. The growth of children brain is high in the first three years, and the potential for promoting most favourable development is very high up to this age of development. It is imperative that this true „window of opportunity“ is fully used and strengthened to ensure long- term benefits, not just for each individual child’s development but also for the larger community (Arnold, 2004).

In addition early childhood education is also defined as a series of processes and mechanisms that maintain hold up and aid in the holistic growth of children, from birth to age eight. To the rapid neural connections, brain development that take place at this age, this period is considered a critical window of opportunity for optimizing children’s development through the combined impact of education, care, health, nutrition, protection and stimulation (UNESCO, 2012). For this reason, the service should be provided to a child who is the prerequisite of success for the rest of life and their holistic development and reach goals. Early childhood education and the child’s physical and social environment play a significant role in his/her development.

Moreover, children’s early development is a critical predictor of a variety of later outcomes including education, profit receipt and even crime. It is well understood that the early years of child’s life before the age of eight are critical to his/her future development. . This time or period is widely considered the most vulnerable and crucial stage of a person's life with 75% of brain growth taking place at the early years. The home is where it starts and it is indeed clear that if thehome is dysfunctional and it affects negatively the child .and it harms that is difficult to undo through education at later stages in the child’s life (Montserrat, 2011).

In general, the need of early childhood as stated by different literatures in a more or less similar way. Early life of a child is a crucial period in which developmental foundation is laid. Hence, it is true that, this period requires attention to deliver all the supports in time to all children so that they would have a better quality life in the future and to make them able to contribute to the development of their society.

### **2.3. The applications of service for Early Childhood Education (ECCE)**

Investments in human capital yield the highest returns in the preschool stage (Esping Anderson, and Gosta, 2007). The purpose that most countries add by investing early identification of susceptible children, are good economic returns, cost savings for both the families and the nation, reduction of poverty, improved chances for the girl child, improved family welfare, increased opportunities for parental and community mobilization and empowerment of children are the crucial issues that we consider (MoE, 2010).

On the other hand, to maximize the benefit of the program, the service delivered needs to be appropriate. According to literatures education given for children need to be developmentally oriented and should develop in self-discipline and self-direction (Montosery, 1870-1952, Early life in Italy). Research validates that Early Childhood Development has been found to help ease future hardship for the child if the service gave is of a high quality.

Also in our country Ministry of Education, ( 2007) states the value of ensuring early childhood education beginning from the best protection, stimulation given during this age has an abundant positive result in the afterward development, it helps to identify and provide early support for children with different problems, it has social use by shaping children at early age to make them socially responsible citizen, it encourages economic rate by reducing mortality rate, childhood illness and school repetition.

### **2.4. Historical Development of ECCE in Ethiopia**

Though there is no a clear view when ECCE started for the first time, it can be said that it began in the traditional form in the Ethiopian Orthodox Church (Pankhurst, 1955). It's still difficult to be sure about its exact time of beginning in the country. However, it was documented in the work of Ethiopian philosopher Zara Ya'aqob and his follower Walda Hayat which shows that there was a practice of ECCE in the 17th century (MoE, 2007).

The historical root of early childhood education in Ethiopia is classified in to traditional and western system. The Ethiopian Orthodox Church believed to be one of the bases for traditional education system through Churches and monasteries. As stated by Wagaw during this time education provided in these centres was through theology, philosophy, computation, history, poetry and music (Wagaw, 1979). During the medieval period of Ethiopia, the curriculum of formal education attended by children around age four were practicing alphabet and reading of Ethiopian orthodox religious texts. On the other hand, the modern early education began in the early twentieth century, where the first

modern kindergarten was established in Dire Dawa town in 1900. The reason for the opening of this school was to serve children of foreigners who were participating in the building of rail road in the country (Negash, 1996).

After this institution other organizations were opened in the country to serve children of foreigners and for nobility families, these schools were English, German and Lise G/Mariam. Some of the preschool for community service started in the country in 1963 in Addis Ababa which includes RasDestasefer, Debrezeiyt. Debrebirhan, Awasa and Asmara (MoE,2007). Latter in the Socialist revolution of 1974, the increased involvement of women in the economic activity leads to the need to centres for child care and education and following this department responsible for this activity opened in the ministry of education. Another study shows that after the socialist revolution pre-school education became part of the education system of the country and the curriculum developed for the first time (Demeke, 2007).

#### **2.4.1. Basic principles of Early Childhood Education**

The crucial way to prepare children for their adult life is to give them what they need as children, children are whole people who have feelings, ideas and need to be healthy, areas of learning for young children like humanities, arts, and sciences must be given in an integrated way and also to teach them.

While the other guidelines are instead of rewards such as intrinsic by appreciating them ,children need their efforts to be considered, there are times when children are especially able to learn particular things, What children can do is the starting point of a child's learning, when learning environment is conducive at home, in the ECCE settings, indoors and outdoors, then different kinds of symbolic behaviour develops, relationship with other people (both adults and children) are of central importance in the emotional and social wellbeing of children and quality education is about three things and they are the child,the context in which learning takes place and the knowledge and following that the child develops ( Bruce, 2011).

#### **2.4.2. The Stages of Early Childhood Education**

Early childhood education is addressed by dividing it in to different classifications especially into four ways. These are:

### **A. Kindergarten**

Kindergarten is a three years' program that makes children ready for their primary education level by using a child-centered way. Children can learn through play at their own pace. This contributes to the formation of their identity, expression and social learning (ACEB, 2013).

### **B. O-class**

O-class is one of the different modalities of early childhood education program and it's opened up in the already existing primary schools. It is a single year program for six year olds children before entering grade one (MoE, 2013).

### **C. Child to Child Program**

The centre of the Child-to-Child is that older children in the community that engage in structured play-oriented activities with their younger siblings and neighboring children. They do so in their own houses or in a place close to the participating children's homes. The activities are as much as possible adapted to the local context and fit in with the children's daily life. The young facilitators are preferably grade four and five students trained and directed by their teachers. Their teachers should involve as trainers and supervisors also parents take turn and observe. The main purpose of the Child-to-Child program is to better prepare children for primary school. So facilitators should play with younger children to make them ready for grade one (MOE, 2012).

### **D. Accelerated School Readiness**

It's one of the four types of pre-primary education program and it's a two-month program for children having more than six years who do not have other access. Children go to the program between July and August before entering grade one in September. The main aim of this modality is to avoid negative influence on those children who come to school without passing through preschool education (MoE, 2017).

Generally, early childhood education and care systems tend to be more fragmented under governments that see early care as a private responsibility for parents, and not a public responsibility. In order to enhance the integration of early childhood services for 0- to 6-year-olds the following are suggested: to formulate and work with coordinated policy frameworks, to nominate a lead ministry that works in cooperation with other departments and sectors, to adopt a collaborative and participatory approach to reform and to forge strong links across services, professionals, and parents in each community.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

This section presents the research methods that would be employed to conduct this study, such as the research design, sample size and sampling technique, data gathering tools, data collection and data analysis procedures.

#### **3.1. Research Design**

Explanatory research design was used for this study. Because Quantitative and qualitative data were collected and analysed in sequence: first quantitative data is collected and analysed, and then qualitative data. While the study used mixed research method because qualitative research is a methodology that places primary importance on studying small samples of purposely chosen individuals to understand things from the informants' points of view and creating a rich and in-depth picture of the phenomena. Due to these reasons, qualitative method also used to interpret, justify and classify the data collected through semi structured interview for this study while quantitative research methodology stresses the importance of large groups of randomly selected participants, manipulating variables within the participants' immediate environment, and determining whether there is a relationship between the manipulated (independent) variable and some characteristic or behaviour of the participants. Then the research was analysed deductively.

#### **3.2. Target Participants of the study**

A population is the entire group a researcher is interested in to answer questions to a research as well as to come up with conclusion concerning the same study (Barber A.1998). The target populations of this study were confined in some selected public preschools mainteachers, assistant teachers, nurses and directors who are actually working in Nifas Silk Lafto of woreda

02. So the target respondents were therefore the teachers drawn from various public preschools and directors.

#### **3.3. Sampling Technique of the study**

The study used simple random sampling method because it is a method of selecting a sample wherein each element of the population has the equal probability or chance of selection for constituting a sample independent of any other element in the selection process (Hossien and Tovacoli, 2012).Based on this technique, administrative organs, from different kindergarten school and teachers who are teaching these selected preschools were the target population.

### **3.4. Sampling size of the study**

The sample size of this study was 133 from all 200 teachers who have been teaching in different public schools and thirteen administrators who have been actually leading in different public preschools and education experts and working in Nifas Silk Lafto of woreda 02. In order to select the sample from the target participant the researcher used a simplified formula provided by (Yamane 1967) as cited by (Singh & Masuku 2014).

$$n = N / [1 + N (e)^2]$$

Where n= sample size,

N= the population size and

e =the level of precision. A 95% confidence level and e = 0.05, is assumed for the purpose of determining sample size for this research.

$$n = 200 / [1 + 200(0.05)^2] = 133$$

### **3.5. Data collection instruments**

The researcher conducted the study by using two methods of data collection instruments. These are questionnaire and semi structured interview.

#### **3.5.1. Questionnaire**

To get relevant information the researcher used questionnaire because the popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process able.

So, one hundred thirty three employees who are working in woreda 02 of Nifas Silk Lafto sub city were participated. The questions are close ended and prepared based on the objective of the study.

#### **3.5.1. Semi-Structured Interview**

To get further information on the challenges of implementing early childhood care education in Woreda 02 of Nifas Silk Lafto sub city which would collaborate with the responses disclosed through questionnaire, the researcher used semi-structured interview. So, thirteen administrators who are leading different kindergarten and woreda 02 education experts were participated. The interview took fifteen minutes and to get relevant data one participant were interviewed two times. Due to this reason, the researcher took six and half hour to conduct interview. The questions would be asked in

the interview based on the background of the questionnaire designed. To obtain accurate and authentic information, the interviewers explained and clarify both the purpose of the research and individual questions.

### **3.6. Data Analysis and Interpretation**

As stated earlier semi structured interview and questionnaire were the instruments used to secure relevant data for this study. The data that were gathered through these tools in stated order were analysed qualitatively and quantitatively in mixed approach by integrating themes into systematic categories. The data gained through interview was integrated with questionnaire. Every theme was taken from research questions and thematic analysis and inductive analysis was used.

First, the questionnaire was interpreted and analyzed based on the challenges of implementing Early Childhood care education. Then it was coded and categorized into relevant and meaningful themes. Then the data coded and categorized based on each theme. In analyzing data of semi- structured interview, the researcher analyzed the sum total of participants' answers.

### **3.7. Validity and Reliability of the Study**

In order to ensure the quality of the research design, content and construct validity of the study would be checked. The content validity would be verified by the advisor of this research, who looked into the appropriateness of questions and the scales of measurement. Peer discussions were also another way of checking the appropriateness of questions.

### **3.7. Ethical considerations**

A social science research has a duty to respect the rights, needs, and desire of informants (Creswell, 1992). Accordingly, the researcher followed the ethical guideline ranging from the beginning to the accomplishment of the study. Participants in the study were clearly informed about the purpose of the study which is purely academic and their consent/willingness asked. In addition, no false promise assured to respondents of the study. The privacy and anonymity of participants in the study is respected. The data collected from the informants kept confidential. In short, the norms, values, and dignity of the participants as well as the community was respected and appreciated highly.

## **CHAPTER FOUR**

### **4. RESULTS AND DISCUSSION**

As discussed in previous chapter, the data were collected through questionnaire and semi structured interview. These data gathering tools were employed to complement one another and to see the reliability of the responses. The analyses of the results which were collected through these tools had been presented point by point triangulation. In order to analyse assessing the challenges of implementing Early childhood care Education in Nifas Silk Lafto Sub city, the following data were summarized by merging the values: strongly agree and agree as agree ( positive, favourable) and strongly disagree and disagree as disagree ( negative, unfavourable) views and undecided was retained as it is. The results were analysed by using frequency and percentage.

#### **4.1. Response rate**

The study targeted a sample size of 133 respondents from which 120 were filled in and returned the questionnaires making a response rate of 90.22percent. This rate implied that the response rate was acceptable to mark deductions for the study.

##### **4.1.1. General Profile of Respondents**

Under this section, the data that gathered about the general profile of the respondents which is about personal information of respondents like age, gender, educational background, and experience in the organization were interpreted.

**Table 4.1. General Profile of the Respondents**

<b>Item</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Gender	Male	7	5.83
	Female	113	94.16
	Total	120	100
Age	Less than 25	40	33.3
	25-34	31	25.8
	35-44	32	26.6
	Above 45	9	7.5
	Total	120	100
Educational Background	Certificate	78	65
	Diploma	30	25
	First degree	12	10
	Total	120	100
Current Position	Main teacher	40	33.3
	Assistant teacher	40	33.3
	Baby sitters	20	16.6
	Nurses	5	4.1
	Coordinator	15	12.5
	Total	120	100
Work experience	Less than four years	64	53.3
	4-8 year	35	29.1
	9-12 years	14	11.6
	More than 13 years	7	5.8
	Total	120	100

**Source: Own survey, 2021**

As it can be seen in table 4.1, from the 120 respondents to whom the questionnaires distributed 113(94.7%) were females and 7 (5.837%) were males in terms of gender. This implied that in Nifas Silk Lafto Sub city Early Childhood Care and education centres Females are greater than males. Also towards the data obtained from the respondents, most of the respondents were 40(33.3%) of the respondents were less than 25 years while 31 (25%0 of the respondents were between 26- 35 years. On the other hand, 32(26.6%) of the respondents were between 35-44 years old and 9(7.5%) of the respondents were above 45 years. Thus it can be said that majority of the respondent are young age.

In terms of length of service at preschools, 64 (53.3%) of the respondents had worked for the preschools less than four years, while 35(29.14%) of the respondents worked between4-8 years and also 14(11.6%) of the respondents worked for between 9-12 years on the other hand 7(5.8%) of the respondents worked more than 13 years.

Regarding Educational level of the respondents 78(65%) of the respondents were certificates, 30(25%) of the respondents are diploma holders, and 12 (10%) of the respondents have first degree. This implies that all respondents acquired knowledge through formal education though most of them are certificates.

From the above table, it is indicated that 40(33.3 %) of the respondent were main teachers, and 40(33.3%) of the respondents were assistant teachers in addition to these 20(16.6%) of the respondents were baby sitters. On the other hand 5(4.1%) of the respondents were nurses and 15(12.5%) of the respondents were coordinators. From these it can be inferred that most of the respondents were main teachers and assistant teachers.

**Table 4.2. General Profile of the Interviewees**

<b>Item</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Gender	Male	8	61.5
	Female	5	38.5
	Total	13	100
Age	25-34	5	38.5
	35-44	4	30.7
	>44	4	30.7
	Total	13	100
Educational Background	First degree	5	38.5
	MA degree	8	61.5
	Total	13	100
Current Position	Education experts	5	38.5
	Directors	8	61.5
	Total	13	100
Work Experience	4-8 year	2	15.3
	9-12 years	10	76.9
	More than 13 years	1	7.6
	Total	13	100

**Source: Own survey, 2021**

## **4.2. The Implementation Early Childhood Care Education**

To assess the implementation early childhood care education in Nifas Silk Lafto sub city of Woreda 02, seven items were used. These include respondents' response towards the implementation of early childhood education

**Table 4.3: Teachers' response towards the implementation of early childhood care education**

No	Items		SA	A	N	D	SD	TOTAL
1	Our school allows registering only Children of age from 4-6.	F	76	33	-	11	-	120
		%	65	27.5	-	9.16	-	100
2	In my classroom, I always give additional Support for children with special need.	F	95	25	-	-	-	120
		%	79.19	20.8	-	-	-	100
3	Our school gives priorityfor poor Families.	F	67	30	23	-	-	120
		%	55.8	25	19.1	-	-	100
4	The school is attractive for children and they are happy in here	F	21	18	76	5	-	120
		%	17.5	15	63.3	4.16	-	100
5	Our school is physically safe and free From dump sites.	F	67	24	-	29	-	120
		%	55.8	20	-	24.1	-	100
6	There is enough water supply is our school so they always sanitize themselves Freely	F	23	21	-	30	46	120
		%	19.1	17.5	-	25	38.3	100
7	There is adequate latrine service in ourschool.	F	30	46	-	15	27	120
		%	25	38.3	-	12.5	22.5	100

**Key:-**SA: Strongly Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

**Source: Own survey, 2021**

As it can be shown in the above table item one was designed to know whether the school allows registering children of 4-6. Based on this a large number of respondents 76(65%) strongly agree while 33(27.5%) of the respondents agree about whether the school registers students of having age between four up to six. On the other hand, only few respondents 11(9.16%) strongly disagree about only children of age are registering or not.

*Most of the time public schools register students having between four up to six because most of the time children having this ages can identify some important points about preschool education and are ready to obey and participate. (Interviewee-9)*

While item two was designed to identify whether teachers in their classroom always give additional support for children with special need or not based on this a significant number of respondents 95(79.9%) strongly agree that they give special support in the class also 25(20.8%) of the respondents agree that they give additional support to their students.

*In my classroom I always help my students in order to fill the gaps what they have. Because of this most students improved their behavior and academic performance easily although there are some challenges such as large number of students, absence of flexibility of chairs I try my own best. (Interviewee- 12)*

Also item three was intended to know whether their school gives priority for poor or not based on this 67(55.8%) of the respondents strongly agree that the school gives priority for poor also 30(25%) of the respondents agree that the school gives priority for poor to register on the other hand, 23(19.1%) of the respondents have no hint about it.

*Though there is no specific rule that obligates us to register poor economic background of the student, most public preschool children are from poor background family. So indirectly we can say that most public preschools are designed to give service for people who have poor economic background. (Interviewee -9)*

From these one can infer that there is no specific rule that states about giving priority for the poor is available, the schools simply administer them. It can also be said that the public schools are not suitable for most riches and middle class because they perceive that there is no quality education

Item four was designed to find out whether the school is attractive for children and whether they are happy in there or not. Based on this 21(17.5% of the respondents strongly agree that the school

ahsfavorable condition for children and 18(15%) of the respondents agree about the suitability of the school for children. On contrary to this, a large number of the respondents

76(63.3%) of them have no clue about whether the school is attractive or not and 5(4.16%) of the respondents disagree that the school has favorable condition to children.

In line with this view one of the respondents replied that:

*The Educator said some resources were in the classroom that can useful for the children, but in our school the classrooms are crowded and with partial light. The structure is not attractive. It is not be uncommon to see over forty children in one classroom with three sharing one desk. The Educator stressed the need for children to have safe environment and suggested the Centre should restructure its physical set-up so that children might have good experiences of early childhood.(Interviewee- 5)*

From these one can deduce that the school environment is not attractive this is because of large class. Having more than forty children in one class is common and this creates a challenge to put in practice early childhood education and makes the school environment less attractive.

Item five was prepared to examine whether the school is physically safe and free from dump sites or not. Based on this a large number of respondents who are 67(55.8%) believe that their school is free from such garbage things and which is physically safe and 24(20%) of the respondents agree that their school is physically safe and free from dumps. On contrary of this, 29(24.1%) of the respondents disagree that whether their school is physically safe and free from garbage sites.

Based on this one of the interviewee responded that

*In our school the physical environment is not safe, suitable and does not provide a rich and diverse range of experiences which promote children's learning and development and the design and location of the premises is not appropriate for the operation of a service. Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are not suitable for their purpose. Premises, furniture and equipment are not okay safe, clean and well maintained. Outdoor spaces include natural elements and materials which allow for multiple uses. Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.(Interviewee- 4)*

From this one can conclude that the environment is not inclusive, does not promote competence, and is not independent exploration and learning through play. Outdoor and indoor spaces are designed and organized to slot in every child in quality experiences in both built and natural environments.

Educational resources, materials are enough for children and organized in ways that ensure good and effective implementation of the program. Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. (United Nations Children's Fund, (2000).

Item six was prepared to identify whether there is enough availability of water supply in the school and the students always sanitize themselves or not. Based on this premise 23(19.1%) of the respondents strongly agree that there is availability of water in their school for children sanitation purpose and 21(17.5%) of the respondents agree that there is availability of water supply in their school for sanitation purpose. On the other hand, 30(25%) of the respondents disagree that whether there is enough water supply in their school or not also a significant number of the respondents 46(38.3%) strongly disagree about the availability of water supply in their school

Besides with this one of the respondents stated that:

*In most preschools the adequate water supply is always a demand. We always demand much water for our students but it is impossible to get water. Some times to alleviate this problem we tried to hold by using water tanks but it doesn't solve the problem. Due to this reason, it always creates a sanitation problem in most preschools. (Interviewee-6)*

While item seven was designed to inspect whether there is adequate latrine service in their school or not based on this 30(25%) of the respondents strongly agree that whether there is latrine in their school or not and 46(38.5%) of the respondents agree about the accessibility of latrine in their school. While 15(12.5%) of the respondents disagree about the accessibility of latrine in their school and 27(22.5%) of the respondents strongly disagree about the availability of latrine in their school.

*In our preschool though the skeletons of latrines available most of them are not functional. In addition to this they are not neat and clean because most of the time there will not be adequate water supply and also they are not suitable for children. (Interviewee-12)*

From these one can conclude that most preschools have no neat latrine services because of the absence of the water supply. So it was recommended that concerned bodies should bear in mind this catastrophe problem and give quick solution to it.

### 4.3. The availability of Learning Materials to implement early childhood care education

To get detail information about the availability of materials that help to deliver early childhood education in the sub city five questions were delivered.

**Table 4.4. The availability of educational materials in the preschools**

No	Items		SA	A	N	D	SD	TOTAL
1	There are adequate learning materials ( puzzles, riddle and guessing games, stories and fairy tales ,etc) adequately	F	15	18	-	30	43	120
		%	12.5	15	-	25	35.8	100
2	The classrooms and their walls are decorated with learning materials.	F	45	12	-	35	38	120
		%	37.5	10	-	29.1	31.6	100
3	There are availability of developmentally appropriate playing equipment"s ( balance, swinging, slid, ladder etc) Adequately	F	24	30	-	47	19	120
		%	20	25	-	39.1	15.8	100
4	There are enough numbers of textbooks for students.	F	12	10	34	46	18	120
		%	10	8.33	28.3	38.3	15	100
5.	There are enough numbers of chairs in the classroom.	F	13	28	-	45	34	120
		%	10.8	23.3	-	37.5	28.3	100

**Key:-**SA: Strongly Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

**Source: Own survey, 2021**

Based on the above table item one was designed to know whether there are adequate learning materials which include puzzles, riddle and guessing games, stories and fairy tales adequately or not.

Towards this premise 15(12.5%) of the respondents strongly agree that there are adequate learning materials in their school and 18(15%) of the respondents agree about the availability of materials in their school. On the other hand a large number of 30(25%) of clients disagree about the accessibility of learning materials in the school and 43(35.8%) of them strongly disagree about it.

In line with this one of the interviewee stated that:

*In our school there is shortage of materials that include poor facilities such as poor school sites, sanitation and crowded classrooms and lack of resources and in many cases the right resources, inadequate professional training and a need for stronger leadership at local/regional levels. Where to start in addressing these issues and how to be strategic in the changes needed is a challenge in itself. (Interviewee -2)*

From this can deduce that classroom condition, absence of well professionalism, and lack of strong leadership in the school hinder the implementation of early childhood care education. As can be stated most programs in Ethiopia are hindered by serious shortages of appropriate resources to create an effective early childhood environment (Mulugeta, 2015).

Item two was designed to examine whether the classrooms and their walls are decorated with learning materials and visuals rich in colour or not. Based on this 45(37.5%) of the respondents strongly agree about the decoration of the school walls with learning materials and also few number 12(10%0 of respondents agreed that the schools are decorated with teaching materials. On the contrary of these a significant number of 35(29.1%) of the respondents disagree about whether the school is decorated with teaching materials or not in relation with this, 38(31.6%) of the respondents strongly disagree about the decoration of walls in their school in teaching materials.

Item three was designed to know about availability of developmentally appropriate playing equipment's such as balance, swinging, slid, ladder adequately or not. Based on this 24(20%) of the respondents strongly agree about the presence of adequate developmentally appropriate playing equipment's such as balance, swinging, slid, ladder and 30(25%) of the respondents agree about the presence of adequate developmentally playing equipment's such as balance, swinging, slid, ladder. On the other hand, 47(39.1%) of the respondents disagree about whether there is adequate availability of developmentally appropriate playing equipment's such as balance, swinging, slid, ladder or not also 19(15.8%) of the respondents strongly disagree about the presence developmentally appropriate playing equipment's such as balance, swinging, slid, ladder in the preschool.

Based on this one of the interviewee added that:

*As I have mentioned above the outdoor and indoor play materials are not fulfilled children to play each other, and personally with materials especially in most of public preschools and some private preschools. And this affects children not to get what supposed to get from their school. We are going to improve this problem by communicating with parents.*

From these one can conclude that lack of adequate school resources hinder to implement early childhood education. As it mentioned by Dozier,(2012) states that institutional care is believed to have limitations in fulfilling children's developmental need. The main circumstances mentioned causing these limitations are; the presence of big number of children to small number of care givers ratios, the trend of giving care in a generalized manner than putting due consideration for the need of an individual child, the presence of untrained care givers and lack of knowledge regarding working on children's psychological need. In addition the problem of attachment because of lack of consistent and close child-care giver relationship is cited as another reason to place institutional care.

While item four was designed to know whether there are enough numbers of textbooks for students in the preschools or not based on this only few respondents 12(10%) strongly agree about the presence of enough number of books for students in the school and 10(8.33%) of them agree about the availability of enough number of books to students. On the other hand, 34(28.3%) of the respondents have no hint about whether there is enough number of books for students or not. In addition to these, a large number of teachers 46(38.3%) of the respondents disagree about the presence of enough numbers of textbooks for students and 18(15%) of the respondents strongly disagree about enough numbers of textbooks for students.

*Most public schools have no enough number of school materials. Although the rule says there should be one book for one student, in most schools this theory than practice. In addition to this, most preschools have no standardized child sized table, chairs and shelves. Moreover, majority of them have no clean and well ventilated class-rooms. And also they have no sufficient amount of light. Furthermore our preschools problems such as lack of areas for children to rest, lack of children story books if there were some all of them were not developmentally and culturally appropriate, and lack of play materials such as manipulative. None of the preschools used the syllabus for pre-primary schools prepared by Ministry of Education. Many of them do not even know the existence of syllabus. Moreover different preschools used different textbooks which are not related to the level of children. (Interviewee-10)*

From this one can conclude that the availability of textbooks is important to deliver teaching learning process qualitatively but most schools do not use textbooks. As stated by, the United Nations

Children's Fund extends the idea that physical learning environment which relates in quality of early childhood education. The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task.

In addition to these, item five was designed to check whether there are enough numbers of chairs in the classroom or not. Towards this 13(10.8%) of the respondents strongly agree about the presence of enough number of chairs in the classroom and also 28(23.3%) of the respondents agree about whether there are enough numbers of chairs in the classroom or not. On contrary to these point of view, 45(37.5%) of them were disagree and 34(28.3%) of the respondents strongly disagree about whether there are enough numbers of chairs in the classroom or not.

#### **4.4. The challenges of Implementing Early Childhood Care and Education**

To identify the challenges of implementing early child care education in Nifas Silk lafto sub city the following themes are categorized. Which includes challenges related to scheduling activities; challenges related to the curriculum and related to quality of trained teachers are some of them.

### The challenges of implementing early childhood care education related to scheduling

Table 4.5. The challenges of implementing early childhood care education related to scheduling activities

No	Items		SA	A	N	D	SD	TOTAL
1	Teachers in their school prepare daily schedule of activities and display in the classroom.	F	12	10	-	70	28	120
		%	10	8.3	-	58.3	23.3	100
2	Adequate time is planned in the school for play, discovery and rest of children.	F	35	40	-	16	27	120
		%	29.16	33.3	-	13.3	22.5	100
3	The Pre-school programs runs for four terms in a year	F	0	0	-	0	120	120
		%	0	0	-	0	100	100
4	Teachers always prepare annual lesson plan and use it accordingly	F	25	56	-	30	9	120
		%	20.83	46.6	-	25	7.5	100
5.	Teachers always prepare weekly lesson plan.	F	29	34	-	45	12	120
		%	24.1	28.3	-	35.8	10	100

**Key:-**SA: Strongly Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

**Source: Own survey, 2021**

Based on Table 4.4. Item one was designed to know whether teachers in their school prepare daily schedule of activities and display in the classroom or not towards this 12(10%) of the respondents strongly agree and 10(8.3%) of the respondents agree about whether teachers in their school prepare daily schedule of activities and display in the classroom or not. On contrary to these, a large number

of the 70(58.3%) respondents disagree and 28(23.3%) of the strongly disagree about whether teachers in their school prepare daily schedule of activities and display in the classroom or not.

While item two was designed whether there is there is adequate allocation of time in the school for play, discovery and rest of children. Based on this 35(29.16%) of the respondents strongly agree and 40(33.3%) of the respondents agree about whether there is there is adequate allocation of time in the school for play, discovery and rest of children. While 16 (13.3%) of the respondents disagree and 27(22.5%) of them disagree about whether there is adequate allocation of time in the school for play, discovery and rest of children.

Also item three was designed whether their pre-school programs runs for four terms in a year or not. Based on this 120(100%) of the respondents strongly agree that their preschool runs for four terms in a year.

In addition to these item four was designed to know whether teachers in the preschools always prepare annual lesson plan and use it accordingly or not. Based on this 25(20.83%) of the respondents strongly agree and a large number of 56(46.6%) of the respondents agree about whether teachers in their preschools always prepare annual lesson plan and use it accordingly. On contrary of these, 30(25%) of them disagree and 9(7.5%) of them strongly disagree about whether teachers in the preschools always prepare annual lesson plan and use it accordingly.

Finally, item five was designed to identify whether teachers in preschools always prepare weekly lesson plan or not. Based on this 29(24.1%) of the respondents strongly agree and 34(28.3%) of the respondents agree whether teachers in preschools always prepare weekly lesson plan or not. On the other hand, 45(35.8%) of them were agree and only few 12(10%) of them strongly disagree about whether teachers in preschools always prepare weekly lesson plan.

## Challenges of implementing early childhood care education related to Curriculum

**Table 4.6. Challenges of implementing related to Curriculum**

No	Items		SA	A	N	D	SD	TOTAL
1	In our preschool teacher hand book is readily available to all teachers	F	6	12	-	-	102	120
		%	5	10	-	-	85	100
2	The content of the curriculum is adapted to the local context.	F	1	4	21	-	94	120
		%	0.8	3.33	17.5	-	78.3	100
3	The curriculum (teacher handbook and others) used by preschools are approved by government	F	2	8	40	10	60	120
		%	1.66	6.66	33.3	8.3	50	100
4	The content of the curriculum is appropriate to cultivate learner's personality.	F	-	-	-	75	45	120
		%	-	-	-	62.5	37.5	100
5.	The content of the curriculum emphasis different aspects of the child development	F	15	30	20	50	5	120
		%	12.5	25	16.6	41.6	4.16	100

**Key:-**SA: Strongly Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

As it can be shown in the above table, item one was prepared to know whether in their preschool teacher hand book is readily available to all teachers or not based on this only few number of respondents 6(5%) of the respondents strongly agree and 12(10%) of them agree about the presence of hand books for teachers in their preschools. While all most all 102(85%) of the respondents

strongly disagree about whether in the preschool teacher hand book is readily available to all teachers or not.

In addition to this, item two was designed to identify whether the content of the curriculum is adapted to the local context of children or not. Based on this, all most none 1(0.8%) of the respondents strongly agree and 4(3.33%) of them agree whether the content of the curriculum is adapted to the local context of children. On the other hand, 21(17.5%) of the respondents have no hint about how the curriculum is designed. While a plenty of respondents 94(78.3%) are strongly disagree about the content of the curriculum is adapted to the local context of children.

Also item three was designed to inspect whether the curriculum such as teacher handbook and others used by preschools are approved by government or not. Based on this 2(1.66%) strongly agree and 8(6.66%) of the respondents agree whether the curriculum such as teacher handbook and others used by preschools are approved by government or not. On the other hand, 40(33.3%) of the respondents have no hint about whether the government approves the teaching materials or not. Also 10(8.3%) of them agreed and many of them 60(50%) of them strongly disagree about whether the curriculum such as teacher handbook and others used by preschools are approved by government.

Base on this one of the interviewee added:

*In both settings teachers teach the content of curriculum based on the preschool syllabus. However, the content of curriculum is beyond capacity of the children and very difficult to prepare teachers. As they said the book is used as a guide rather as a text book. Even it can be said that the curriculum that should revised again.(Interviewee- 9)*

So it can be concluded that the inappropriate design of preschool curriculum hinders to practice early childhood care education.

In addition item four was prepared to look in depth whether the content of the curriculum is appropriate to cultivate learner' s personality or not. Based on this, none of the respondents strongly agree and agree about it. On contrary of this, a large number of respondents 75(62.5%) of the respondents disagree and 45(37.5%) of them strongly disagree about whether the content of the curriculum is appropriate to cultivate learner's personality.

*The curriculum is designed without considering the culture, the psychology, social and economic context of Ethiopians. It is simply a copy paste document from other countries. So it is insignificant to cultivate learner's personality with knowledge. (Interviewee-8)*

From this one can figure out that the curriculum is not designed to without considering the culture, the social and economic way of life of the society and this doesn't have a significant effect of children personal development.

Also, item five was designed whether the content of the curriculum emphasis different aspects of the child development or not. Based on this 15(12.5%) of the respondents strongly agree and 30(25%) agree about whether the content of the curriculum emphasis different aspects of the child development. While 20(16.6%) of the respondents have no hint about whether the content of the curriculum emphasis different aspects of the child development. On the other hand, 50(41.6%) of the respondents disagree and 5(4.16%) strongly disagree about whether the content of the curriculum emphasis different aspects of the child development.

*As for me learning should be seen as a result of the active interaction between the child and the social, cultural and physical environment so the curriculum should be designed based on that. If the curriculum of preschool designed in such a way, children learn many ideas from concrete hands-on experiences which cannot be directly taught; children are seen to construct their own system of knowledge, intelligence, morality and personality in those interactive processes. But our curriculum is not designed in that way even it is difficult to interpret and hinders the practice of early childhood education (Interviewee- 9)*

From this one can conclude that the curriculum is not designed in child-centered approach, such as a holistic view of the child, children's own environments as the main source of content and context of learning which is authentic learning, focus on concrete learning which means learning-by-doing, an emphasis on the developing language and social interactions as the basis of learning, and child-initiated and explorative activities, which enhance children's own thinking, questioning, problem-solving and imagination.

## 4.5. The Challenges of implementing ECCE towards Teaching Methodology

Table 4.7. The Challenges of implementing ECCE towards teaching methodology

No	Items		SA	A	N	D	SD	TOTAL
1	Teachers always practice child-centered way of teaching method in our preschool	F	-	11	-	76	33	120
		%	-	9.16	-	63.33	27.5	100
2	Teachers and others support and Encourage children effort in the process of learning in our preschool.	F	11	19	20	46	24	120
		%	9.16	15.8	16.6	38.33	20	100
3	Teachers facilitate group setting or group work in teaching children in our preschool	F	18	12	30	41	29	120
		%	15	10	25	31.16	24.16	100
4	Teachers always use flexible way of Teaching in our preschool.	F	5	13	38	20	42	120
		%	4.16	10.83	31.6	16.6	35	100

**Key:-**SA: Strongly Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

**Source: Own survey, 2021**

Item one was designed to inspect whether teachers always practice child-centered way of teaching method in their preschool or not. Based on this, only few of 11(9.16%) of them agree that they always practice child centered approach way of teaching in the school. While a significant number of respondents 76(63.33%) disagree and 33(27.5%) of them strongly disagree about whether teachers always practice child-centered way of teaching method in their preschool.

In relation with this one of the respondents mentioned that,

*There is no hesitation that children practice well when they engaged in open ended activities. At a time when they exposed themselves for open ended activities they can easily develop their skills of language, communication, playing skills and the like. They become active participant instead of passive vessels. Because the main function of open ended activities are to develop the skills of learners. But in our school almost all teachers are not interested to engage students in different open ended activities instead they make them passive receivers. (Interviewee-12)*

Also item two was intended to know whether teachers and others support and encourage children effort in the process of learning in our preschool. Based on this 11(9.16%) of the respondents strongly agree and 19(15.8%) of them agree about whether teachers and others support and encourage children effort in the process of learning in our preschool. On contrary, 20(16.6%) of the respondents have no knowhow about the support of teachers and other to encourage children effort in the process of learning. In addition to this, 46(38.33%) disagree and 24(20%) of them strongly disagree about whether teachers and others support and encourage children effort in the process of learning in our preschool.

In line with this point of view, one of the respondents stated that:

*Though educator reported that children ages 3 - 6 should be taught through play, it is difficult to me to implement it due to various reasons. From these, I have no specific skill on how to implement play-based pedagogy for these children and I do not think that the Centre physical environment is favourable to implement it. So these hinder me to implement child centre learning in my classroom. (Interviewee- 9)*

From this one can deduce that though there are different teaching methods to teach students having four up to six ages, the teachers in public schools don not put practice in the actual classroom. There are factors that hinder teachers to implement practically in actual classroom such as lack of pedagogical education; issues of space, resources and training are some of them.

*It is known that children need freedom to explore and interact with the environment and so construct a cognitive understanding of the world around it. The child makes choices from a variety of materials, appropriate to its stage of development that will lead to greater understanding. However, it is the directress who controls and limits the freedom of the child within the educational environment (Interviewee-4).*

From these one can conclude that the teaching pre-schools should be in form of inclusive, flexible and helpful for them to develop motor, physical and mental skills. But in most schools teachers do not put practically inclusive education instead they use one way of teaching styles. As stated by Curtis and O.,Hagan, (2003) the pedagogy is seen to be based on the knowledge of the predictable sequences of children's development and take account the individual variation in it. Moreover, educators need to know the social and cultural context in which the children live in order to ensure that learning experiences are meaningful and appropriate for children and their families.

Item three was designed to understand whether teachers in the preschools facilitate group setting or group work in teaching children or not. Based on this 18(15%) strongly agree and 12(10%) of them were agree about whether they facilitate group setting or group work in teaching children. On contrary, 30(25%) of the respondents have no hint about how facilitate group setting or group work in teaching children. In addition to this, 41(31.16%) of the respondents disagree and 29(24.16%) of the respondents strongly disagree about understand whether teachers in the preschools facilitate group setting or group work in teaching children.

In relation with this point of view one of the interviewee stated that,

*Working in group is helpful to create and develop children self-confidence. In addition to this, when children participated in group activities, they practiced social skills, they develop leadership skills, they avoid social isolation and on contrary they develop self- esteem. But in most public preschools such group teaching and peer teaching methods are not practiced for one case is because there are a large number of students in one none class and it is difficult to manage them (Tr-1)*

From this one can infer that participating in group activities is used to develop self-confidence. One purpose in preschool education is to make students to become a lifelong learner which means students who can think and learn without teacher telling them what to do every minute. By shifting from dependence on teachers, group activities help students become independent learners and from a community of learners among themselves (Wenden, 1991).

Finally, item four was designed whether teachers always use flexible way of teaching in their preschool or not. Towards this, 5(4.16%) of the respondents strongly agree and 13(10.83%) agree about whether teachers always use flexible way of teaching in their preschool. While 38(31.6%) have no clue about the practice of flexible teaching approach in their school. In addition to this, 20(16.6%) of the respondents disagree and 42(35%) of them strongly disagree whether teachers always use flexible way of teaching in their preschool.

*In most public preschools teachers use the same way of teaching approaches. This might happen because of many reasons. From these, lack of pedagogy training, large number of students, and the design of the curriculum are some of them. (Interviewee -8)*

From these one can conclude that teachers in public schools use the same teaching methodology and these makes learners not to grasp different social skills and develop confidence.

The Challenges of implementing ECCE towards assessment mechanisms

Table 4.8. The Challenges of implementing ECCE towards assessment mechanisms

No	Items		SA	A	N	D	SD	TOTAL
1	I always assess my students continuously and appropriately	F	24	15	-	50	31	120
		%	20	12.5	-	41.66	25.8	100
2	I always teach my students by using different methods.	F	16	14		60	30	120
		%	13.3	11.6		50	25	100
3	Assessment result is not used as a basis for promotion and encouragement.	F	39	60	21	-	-	120
		%	32.5	50	17.5	-	-	100
4	The assessment is used to identify the gaps of my students	F	18	15	17	45	25	120
		%	15	12.5	14.1	37.5	28.8	100

**Key:-**SA: Strongly Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

**Source: Own survey, 2021**

As it shown in the above table, item one was designed to look in depth whether teachers always assess my students continuously and appropriately or not. Based on this, 24(20%) of the respondents strongly agree and 15(12.5%) of them agree about whether teachers always assess my students

continuously and appropriately. On contrary, 50(41.66%) of the respondents agree and 31(25.8%) of them strongly disagree about how they frequent assess their students appropriately.

*In our preschool children are assessed based on the schedules of the schools. But it is not continues even it can be said rarely. We only assess them based on the mi term or final examinations schedule. So the school should consider how to assess students continuously else it becomes meaningless. (Interviewee- 3)*

From these one can conclude that most government preschools do not assess regularly or regularly and this might be a challenge to implement Early Childhood Care Education in public preschools. But assessment in preschool teacher education should be continuous, as opposed to relaying on mid-term and final examinations only (MOE, 2010)

Also item two was designed to inspect whether teachers always teach their students by using different methods or not. Based on this, 16(13.3%) strongly agree about by using mechanisms to assess their students and 14(11.6%) of them agree about the practice of different assessment mechanisms in their preschools for their students. On contrary to this point, 60(50%) of them disagree and 30(25%) of the respondents strongly disagree about the use of different mechanisms to assess their students.

*In our school we do not assess children by using different method except pen and paper. It looks like simply as a trend that we follow beyond what the curriculum focus. So what I recommend is that teachers in public schools should assess their students by using different means of mechanisms that used to fill the skill gap. (Interviewee -6)*

From these one can infer that public schools do not assess their students by using different means instead it is simply a traditional way of evaluating them. Accordingly, a range of assessment tools will be employed according to the nature and contents of each course. Tests, assignments, portfolios, practical demonstrations, presentations, micro-teaching, peer teaching, writing term papers, written examinations, project work and material production will be among the methods employed. In all cases, continuous assessment will provide diagnostic information to be used by the college lecturers in giving further support to preschool pre-service teachers. Above all, preschool pre-service teachers at colleges must demonstrate that they can teach effectively using a range of appropriate methods for preschool pre-service teachers with different learning styles, that emphasize active learning, and that integrate key competencies across the curriculum (MoE, 2010)

Item three was designed to examine whether the assessment result in the preschool is not used as a basis for promotion instead encouragement or not. Based on this 39(32.5%) of the respondents

strongly agree and a large number of the respondents 60(50%) agree about the role of assessment in the preschool is not used for promotion instead for encouragement. While 21(17.5%) of the respondents have no hint about the role of assessment mechanisms used by their school is for promotion or encouragement.

*Most of the time the assessment mechanisms used in different preschools is not used as a means promotion instead we simply to encouragement. (Interviewee -6)*

Finally, item four was prepared to check whether the assessment in the school is use as a means of identifying the gap of students or not. Towards this 18(15%) of the respondents strongly agree and 15(12.5%) of them agree about whether the assessment in the school is use as a means of identifying the gap of students. While 17(14.1%) of the respondents have no hint about the role of assessment mechanisms in their schools. In addition to these, 45(37.5%) of the respondents disagree and 25(28.8%) of the respondents strongly disagree about the assessment mechanisms used in their preschool is used as a means to identify the gaps of the students.

*As for me assessment should be used as a means to identify the gaps of the children. In addition to this should also be helpful to evaluate the strength and weakness of the teaching methodology of the teachers themselves. But in most schools assessment cannot seen as a means of identifying the gaps of children instead is used as a formality. (Interviewee -6)*

From these one can conclude that the assessments in schools are not a means of identify the gaps of children and to fill it. So it should be understood as a means of filling gaps. As Fedlustates that to assess young children's strengths and progress the assessment approach should be developmentally appropriate. Some of the low-level abilities can be evaluated in the early childhood education include cutting with scissors, colouring between the lines, saying a series of numbers in the correct sequence, knowing the sounds of letters are some of them(NAEYC, 2003).

## 4.6. The challenges of implementing ECCE towards trained teachers

Table 4.9 The challenges of implementing ECCE towards trained teachers

No	Items		SA	A	N	D	SD	TOTAL
1	In our preschool teachers are trained in the kindergarten teaching profession	F	15	20	45	-	40	120
		%	12.5	16.6	37.5	-	33.3	100
2	Caregivers in our preschools have health and nutrition certificate.	F	-	-	20	65	35	120
		%	-	-	16.6	54.1	29.1	100
3	There are assistant teachers and care givers in all classrooms.	F	24	16	-	45	35	120
		%	20	13.3	-	37.5	29.1	100
4.	Our preschool always prepares workshops About how to care children.	F	-	-	-	70	50	120
		%	-	-	-	58.3	41.6	100

**Key:-**SA: Strongly Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

**Source: Own survey, 2021**

Based on this table item one was prepared to know whether in their preschool teachers are trained in the kindergarten teaching profession or not. Towards this item 15(12.5%) of the respondents strongly agree and 20(16.6%) of the respondents agree about whether teachers are trained in the kindergarten teaching profession. While a significant number of respondents 45(37.5 %) have no hint about whether teachers in their school are trained in child care education or not. In relation to this, 40(33.3%) of the respondents strongly disagree about whether teachers in their preschools are trained professionally.

Base on this point of view one respondent stated that

*In most public schools preschool teachers are not well trained towards professionally. Instead they are simply having different professions. Even some of them have no hint about what preschool is and how to deliver lessons to children.(Itreviewee-5)*

Pre-school teacher preparation assumes disparities in structural issues such as duration of training and organization of the knowledge bases of pre-school teacher education. While contextual differences related to regional socio-economic and cultural contexts should pertain in pre-school teacher education, variation in the duration of training and marginalization of significant components of the knowledge base of pre-school teacher education could hinder efforts to organize and provide quality ECCE service. Thus, it is essential that a curriculum framework that pervades in the knowledge base of pre-school teacher education that corresponds with national standards on the duration of the program is developed for institutionalizing an effective pre-school teacher education program (MOE, 2010).

Item two was designed to identify whether caregivers in their schools have health and nutrition certificate or not. Based on this 20(16.6%) of the respondents have no hint about whether caregivers in their schools have health and nutrition certificate. While 65(54.1%) of the respondents disagree and 35(29.1%) of them strongly disagree about whether caregivers in their schools have health and nutrition certificate.

*As for me teachers in public preschool setting do not have specialized training in early childhood education and this shortage of training on preschool level can influence negatively on the children's academic, social, emotional and moral development. (Interviewee- 11)*

From this it can be inferred that the care givers in the preschool are not well trained and this hinders for teachers to deliver quality education for students. As it was confirmed with the research findings reported by (UNICEF, (2012) mentioned that primary school teachers with early childhood training are more effective in the early grades and more likely to use developmentally appropriate practice in the classroom. Furthermore, the research reported by Hough S. (2004) early childhood care professionals with some child care training are more likely to comfort children and provide more language and music or dramatic play activities than child care professionals with no training.

Item three was designed to know whether in their schools there are assistant teachers and care givers in all classrooms or not. Based on this premise 24(20%) of the respondents strongly agree and 16(13.3%) of them agree about whether in their schools there are assistant teachers, care givers in all

classrooms. On contrary of this, a large number 45(37.5%) of the respondents disagree and 35(29.1%) of them were strongly disagree about whether in their schools there are assistant teachers, care givers in all classrooms.

Finally, item four was organized to distinguish whether their preschool always prepares workshops about how to care children or not. Based on this, a large number 70(58.3%) of the respondents disagree and 50(41.6%) of the respondents were strongly agree about whether their preschool always prepares workshops about how to care children.

From these training preschool teachers are important to deliver quality education for preschool children. Also some researchers stated that child care professionals with some child care training are more likely to comfort children and provide more language/information and music/dramatic play activities than child care professionals with no training (Rhodes & Hennessy, 2001). In addition, the Centre for Child Care Workforce (2001) reports those teachers were more likely to stay in a job if their colleagues were consistent and highly trained. Job satisfaction leads to fewer turnovers which, in turn, provide stable, quality environments for young children.

Man love (1993), reports that those child care professionals with more education/training reported higher levels of personal accomplishment in their work with young children. Moreover, Mueller and Orimoto (1995) state that family child care givers with more child care training are more likely to remain in the field and have higher levels of commitment, interest, and confidence than those family child care providers with less training. Family child care providers were more likely to be intentional in their work with young children and to view their place as a career (Kontos et al., 1996). Child care professionals who are more satisfied with their jobs and have a stronger sense of psychological equipping provide higher quality care for young children (Weaver, 2004).

## 4.7. The Challenging of implementing ECCE in relation parents participation

Table 4.10 The Challenging of implementing ECCE in relation parents participation

No	Items		SA	A	N	D	SD	TOTAL
1	Parents and teacher share information regularly on the child's progress.	F	5	11	-	60	44	120
		%	4.6	9.16	-	50	36.6	100
2	Information about the home environment of children is delivered to teachers	F	-	21	-	74	25	120
		%	-	17.5	-	61.6	20.8	100
3	There is a regular parent teacher association meetings and support in the pre-school.	F	8	-	-	80	32	120
		%	6.66	-	-	66.6	26.6	100
4	Parents are a part of a change in their children preschool.	F	25	20	-	30	45	120
		%	20.8	16.6	-	25	37.5	100
5.	We have communication book that helps us to communicate parents about their children progress	F	-	35	-	-	85	120
		%	-	29.16	-	-	70.83	100

**Key:-**SA: Strongly Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

**Source: Own survey, 2021**

Based on this table item one was arranged to know whether parents and teacher share information regularly on the child's progress or not. Based on this only few 5(4.6%) of the respondents strongly agree and 11(9.16%) of them agree about whether parents and teacher share information regularly on the child's progress. On the other hand half 60(50%) of the respondents disagree and 44(36.6%) of the respondents strongly disagree about whether parents and teacher share information regularly on the child's progress.

Based on this point of view one interviewee mentioned that:

*As for we all know parents are the child's first cares and know their children; it is therefore imperative that early years workers establish good relationships with the parents of the children in their care. Though there are some factors that may hinder parents not involve in the preschool activities which include socio-economic and cultural. So to solve these problems early childhood teachers and caregivers have to empower and engage parents to involve in their children academic and social activities. In addition to this early childhood programs value, respect, and celebrates families and honors the diversity of family composition. (Interviewee-8)*

Item two was designed to have a hint about whether students share information about the home environment to teachers or not based on this 21(17.5%) agree about whether students deliver information about home environment to their teachers. On contrary to this, 74(61.6%) of the respondents disagree and 25(20.8%) of the respondents were strongly disagree about whether students deliver information about home environment to their teachers.

Also item three was designed to realize whether there is a regular parent teacher association meeting and support in the pre-school or not. Based on this 8(6.66%) of the respondents strongly agree that there is a regular interaction or meeting between the school and the teachers. While a plenty 80(66.6%) of the respondents disagree and 32(26.66%) of the respondents strongly disagree about whether there is a regular parent teacher association meeting and support in the pre-school.

*In our preschool most of students families are not interested to visit their children at school to see their children's academic achievement, to evaluate their social interaction and to discuss issues with preschool teachers. Though families are primary teachers for their children, they do not involve in such type of activities. This means they know more their children's behavior including what they like and dislike, and what they know and don't know. This affects negatively to practice early childhood care education.(Interviewee-7)*

From this we can conclude that although parents are primary teachers and have a vital role in developing their children, they do perform as it expected. As stated by (Curtis & O'Hagan, 2003) Parents are the child's first cares and know their children; so it is a must that that in the early years workers establish good relationships with the students families of the children in their school. Similar research reported by, UNICEF (2012) explained that ready preschools create continuity and maintain learning expectations for children between early learning and primary school environment and the school practice uses to bridge the cultural divide between home and school.

In addition, item four was designed to realize whether parents are a part of a change in their children preschool or school. Based on this premise 25(20.8%) of the respondents strongly agree and 20(16.6%) of the respondents agree about there is high involvement of parents to change their children preschool. On contrary to this, 30(25%) of the respondents disagree and 45(37.5%) of the respondents strongly disagree about the involvement of parents to change their children preschool.

Towards this view one of the interviewee replied that:

*In most public schools parents are not a part of a change. They might have many reasons to follow up their children such as economic and social including the school program itself. So as form me, excellence issues use a range of ways to connect with parents members including those who may be unwilling to become occupied in the program. They achieve this through not only program structure and activities but also through the establishment of a caring impression that is viewed by families as friendly, deferential, and nurturing, and a setting in which staff and administration are responsive to their needs and concerns. (Intrviewee-9)*

In addition to these, item five was designed to identify whether there is a communication book in the school that used to share information the parents and the school teachers. Based on this, 35(29.16%) agree about whether there is a communication book in the school that used to share information the parents and the school teachers while a large number 85(70.83%) of the respondents strongly disagree about whether there is a communication book in the school that used to share information the parents and the school teachers.

Based on this another interviewee stated that:

*It should be underlined that supporting young children's early development and learning requires ECEC staff to form a partnership with parents, which implies a two-way process of knowledge and information flowing freely both ways. Also parents are the first experts on their parents can much assist program staff to tailor programs to the needs of particular children or particular groups. Parent engagement seeks to build on parents'*

*unique knowledge about their children, fostering continuity with learning in the home and promote positive attitudes and behavior towards children's learning. (Interviewee- 5)*

From this it can be concluded that parents play a crucial role in cultivating children beyond the preschools. But in most schools parents are not a part of a change and they do not involve regularly following their children progress. Both the Universal Declaration of Human Rights (1948) and the

UN Convention on the Rights of the Child (1989) make clear orientation to their role, family is used as the basic group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the society.

## **Chapter Five**

### **5. Summary, Conclusion and Recommendations**

#### **5.1. Summary**

The purpose of this research was to assess the challenges of implementing early childhood care education in Nifas Silk Lafto Sub city of woreda 02. It is obvious that child's life represents crucial period of growth and change. Programs that support young children during the years before they go to primary school provide strong foundations for subsequent learning and development. Such programs also compensate for disadvantage, disability and exclusion, offering a way out of poverty.

The general objective of the study was to assess the challenges of implementing early childhood care education in Nifas Silk Lafto Sub city wored 02 of Addis Ababa.

The aim was specifically to examine how the policies of early childhood care education is implemented in Nifas Silk Lafto sub city of Woreda 02, to identify the challenges of implementing early childhood care education care education and to suggest possible solution to overcome the challenges faced in implementing early childhood care education care education in Nifas Silk Lafto Sub city.

In order to get relevant data for this study, the researcher used two data gathering tools. These are semi structured interview for administrators and questionnaire for teachers after gathering the available data from thirteen administrators and 120 teachers who have been teaching in different public preschools in Nifas Silk Lafto Sub city, the data were analysed both qualitatively and quantitatively in terms of thematic approach.

The result from the above analysis revealed that there are different challenges to implement early childhood care education are lack of available materials, absence of trained teachers, lack favourable environment of the school, lack of outdoors and indoors in the schools.

## **5.2. Conclusions**

Based on the findings the following conclusions are drawn.

In Nifas Silk Lafto Sub City of Woreda 02, early child care and education is not properly implemented through the proposed techniques which are favorable in the current situation of teaching preschool children.

In most pre-schools of woreda 02, unfavourable classroom condition, absence of well professionalism, and lack of strong leadership in the preschool hinder the implementation of early childhood care education in Nifas Silk Lafto Sub City.

Lack of adequate school materials hinder to implement early childhood education, the presence of large number of children to small number of care givers ratios, the trend of giving care in a generalized manner than putting due consideration for the need of an individual child, the presence of untrained care givers and lack of knowledge regarding working on children's psychological need. In addition the problem of attachment because of lack of consistent and close child-care giver relationship is cited as another reason to place institutional care affect the negatively to implement early childhood care education in Nifas Silk Lafto Sub City.

The curriculum has been using in most preschools is designed without considering the culture, the social and economic way of life of the society and this doesn't have a significant effect of children personal development. Also the curriculum is not designed in child-cantered approach, such as a holistic view of the child, children's own environments as the main source of content and context of learning which is authentic learning, focus on concrete learning which means learning-by-doing, an emphasis on the developing language and social interactions as the basis of learning, and child-initiated and explorative activities, which enhance children's own thinking, questioning, problem-solving and imagination.

Though there are different teaching methods to teach students having four up to six ages, the teachers in public schools do not put practice in the actual classroom. Because of factors that hinder teachers to implement practically in actual classroom such as lack of pedagogical education; issues of space, resources and training are some of them.

Though parents play a crucial role in cultivating children beyond the preschools, in most pre- schools parents are not a part of the change and they do not involve regularly following their children progress.

## **5.3. Recommendations**

From the discussion given above and conclusions reached, the researcher forwards the following recommendations.

From the background information of teachers, it was observed that majority of teachers had no hint about how to teach preschools by using different inclusive approaches. This hinders implementation of early childhood care education. Therefore, concerned bodies should organize successive workshops, seminars and in-service trainings so that teachers can get the chance to share experiences on how to cope with the existing problems in teaching children in preschools.

Preschool curriculum designers should consider the culture, the social and economic way of life of the society and also design student centered way of teaching and approaching method which should include a general vision of the child, creating children's own environments as the major source of content and context of learning which is real learning, focus on concrete way of learning which is learning practically, an focus on the expression their views by using language

and social interactions as the foundation of learning, and explorative activities, which improve children's thinking, questioning and problem-solving skills. The preschool administrators

should consider large class and find solution to it. In addition they should fulfil necessary indoor and outdoor materials that make children well trained. Teachers and administrators should create a favourable environment in the school to increase students' opportunities to practice early childhood care education.

Parents play a crucial role in cultivating children when they integrate to school teachers. So parents should cooperate with school teachers to cultivate learners' personality. The necessary teaching aids should be made available to put the early childhood care education into practice.

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## 7. APPENDEX

### APPENDEX 1

Addis Ababa University School of Graduate Studies

College of Education and Behavioural Studies Department of Special Needs Education Questionnaire to be filled out by teachers

Dear respondents,

Thank you for taking time to fill this questionnaire. This survey questions are a research instrument for the fulfilment of my MA program in the field of Special Needs Education at Addis Ababa University and the study is on The Challenges of implanting Early Childhood care Education in Nifas Silk Lafto Sub City. Your response will be completely anonymous and confidential, and will not be identified by individual. All response will be compiled together and analyzed as a group.

Dear respondent, please do not hesitate to contact me for any difficulty and /or clarification while you are filling this questionnaire via my contact address stipulated below.

ZenebechMekuria

**Thank you in advance for your cooperation!**

#### PART ONE

##### A. Demographic Information.

1. Gender:

A) Male

B) Female

2. Age : Less than 25  25- 34  35 - 44  45 and above

3. Education back ground:

Certificate  Diplo  First degree  Other (Kindly Specify)

4. Number of years of work experience:

Less than 4 year"s  4-8 years  9-12 years   
13-15 years

5. Your current position in your organization:

Main Teachers  Assistant teachers  Care   
giversNurse  Coordinators

**PART TWO**

State the extent to which you agree with the following statements with regards to Challenges of Implementing Early Childhood Care Education in your preschools(Where 1=strongly disagree- **SD**; 2=Disagree-**D**; 3=Neutral-**N**; 4=Agree-**A**; and 5=Strongly Agree-**SA**).

No	Items	SA (5)	A (4)	N (3)	DA (2)	SD (1)
<b>Physical environment of the pre school</b>						
1	Only children aged from 3-6 are allowed to be enrolled in the kindergarten					
2	In the class room,I always give additional support for studentswho needs.					
3	Our school gives priority for enrolment of children from poor Family					
4	Our Preschool is physically safe and free from garbage sites					
5	There is adequate latrine service in our preschool					
6	The space in the class room is adequate and it allows freeMovement					
7	There is adequate water supply in our school.					
<b>Learning materials and equipment's</b>						
8	In our pre schools there are adequate learning materials ( puzzles, riddle and guessing games, stories and fairy tales ,etc)					
9	Our schools classrooms and their walls are equipped with learning materials and visuals rich in color					
10	In our preschool there are the availability developmentally appropriate play equipment's ( balance, swinging, slid, ladder					
<b>Scheduling activities</b>						

11	In our school teachers are obligated to prepare daily schedule of activities and display in the classroom.					
12	The Pre-school programs runs for four terms in a year					
13	Adequate time is scheduled for play, discovery and rest of children.					
	<b>Content of the Curriculum</b>					
14	Teacher guidebook is readily available to all teachers					
15	The curriculum (teacher guidebook and others) is government-approved.					
16	The content of the curriculum is adapted to the cultural, social and economic context.					
17	The content of the curriculum is developmentally appropriate to create children personality					
18	The content of the curriculum emphasis different aspects of the child development that includes motor and physical skills					
	<b>Teaching Methodology</b>					
19	In our preschools teachers use child-centered teaching method					
20	In our preschools teachers facilitate group setting or group work in teaching children					
21	Teachers and others support and encourage children effort in the process of learning in our preschool.					
	<b>Assessment</b>					
22	In our school assessment is continuous and practiced appropriately					

23	In our preschool assessment result is not used as a basis for promotion and encouragement.					
<b>Professional teachers</b>						
24	Teachers are trained in the kindergarten teaching profession					
25	There are assistant teacher's/care givers in the classroom					
26	In our school ECCE caregivers are holders of health and nutrition assistant certificate					
<b>Participation of Parents and communities</b>						
27	Parents and teacher share information regularly on the child's progress.					
28	There is a regular parent teacher association meetings and support in the pre-school.					
29	In our preschool there is a delivery of information about the home environment to teachers through children					

## **APPENDIX 2**

### **SEMI STRUCTURED INTERVIEW QUESTIONS FOR ADMINISTRATORS**

**Addis Ababa University School of Graduate Studies**

**College of Education and Behavioral Studies Department of Special Needs Education**

#### **Interview questions for Preschool administrative organs**

The purpose of this interview is to assess the challenges of Implementing Early childhood care education in Nisfas Silk Lafto sub city. The semi structured interview is designed to collect data for master's thesis based on the topic that it listed above. The researcher would like to assure you that the information you give will be kept confidential and used only for academic purpose. The researcher is interested to thank you in advance for your cooperation and kindness.

#### **I. General Information:**

1. Name of School: \_\_\_\_
2. Sex: \_\_\_\_\_
3. Age: \_\_\_\_\_
4. Academic qualification: \_\_\_\_
5. Work Experience in years: \_\_

#### **II. Questions**

1. How do you evaluate the implementation of Early Childhood Care Education program with regard to target groups such as: age of children, economic background of students?
2. How do you evaluate the status of the physical environment of your preschool regarding to site, adequacy of basic facility (latrine, water) and space?
3. How do you explain the practice of scheduling activities with regard to teachers' daily lesson plan, annual program of the kindergarten, and allocation of adequate time for play, discovery and rest of children?

4. How do you explain the status of content of the curriculum? Whether the teachers guidebook readily available to all teachers? Is the curriculum (teacher guidebook and others) government-approved? Is the curriculum emphasis on all aspects of the child development?
5. How do you evaluate the teaching and learning methodology and do teachers use child-centered teaching method?
6. How do you see the status of teachers in your pre-schools?
7. How do you explain Parents and communities involvement in your preschool?
8. Are the preschool teachers in your school professionals? Yes? No? Why?
9. Are there workshops and trainings in your preschool every time to update teacher's professionalism?
10. What is the role of assessment in your preschool? Does it have a distinct purpose?

**Thank you!!!**

አዲስ አበባ ዩኒቨርሲቲ

የምረቃ ጥናት ትምህርት ቤት

የትምህርት ኮሌጅ እና የባህሪ ጥናቶች የልዩ ፍላጎት ትምህርት ክፍል

መጠይቆች በመምህራን እንዲሞላ ውድ ምላሽ ሰጭዎች፣

ይህንን መጠይቅ ሆሙላት ጊዜ ስህወሰዱ እና መሰግናሁን።

ይህ የዳሰሳ ጥናት ጥያቄዎች በአዲስ አበባ ዩኒቨርሲቲ ውስጥ የልዩ ፍላጎት መስክ ውስጥ የመርጃ መሣሪያ በመማር ላይ የመራመር መሣሪያ ሲሆን ጥናቱ በንፋስ ስልክ ላይ ክፍለ ከተማው ውስጥ የመግባት ፈተናዎች ላይ ናቸው። የእርስዎ ምላሽ ሙሉ ስም- አልባ እና ሚስጥራዊ ይሆናል፣ እናም በግ ሆሰቦች አይሆይም። ሁሉም ምላሽ አንድ ላይ ይገናኛሉ እና በቡ ድንይተርፋል። ውድ ምላሽ ሰጭ፣

እባክዎን በእውቂያ አድራሻዬ በኩል በተደነገገው መሠረት ይህንን መጠይቅ በሚሞላበት ጊዜ ሆሞንኛውም ችግር እና/

ወይም ማብራሪያ እኔን ሆሞንጋገር አያመንቱ።

ZENEBECH MEKURIYA

ሆትብብርዎ አስቀድመው እና መሰግናሁን !

ክፍል አንድ

ሀ. የስነ ሕዝብ አወቃቀር መረጃ

- 1. ጾታ: ሀ) ወንድህ  ሴ
- 2. ዕድሜ: ከ 25 እስከ 34  35 -  ዓመት ወይም ከዚያ በላይ
- 3. የትምህርት ደረጃ የሰርተፊኬት  ዲፕሎማ  የመጀመሪያ ደረጃ  ሌላ (በደግነት ይግሉ)
- 4. የሥራ ልምድ ያህሉ የሴቶች  ልምዶች ብዛት

ከ 4 አመቱ ከ 4- መታት ከ 9 እስከ 12  መታት 13-15 ዓመታት

- 5. የእርስዎ አቋም በድርጅት ውስጥ ማህበራዊ ግንኙነት አስተማሪዎች  ለማህበራዊ ግንኙነት  አሳዳሪዎች  ነርስ  አስባሪዎች  ፕስ



	ጨዋታዎች, ታሪኮች እና ተረት, ወዘተ)					
9	የትምህርት ቤታችን የመማሪያ ክፍሎች እና ግድግዳዎች በቀሪው የብህጽ-የመማርቁሳቁ ሰቶች እና የእይታዎች የታጠቁ ናቸው					
10	በቅድመ ትምህርት ቤት ውስጥ ያህሉ ልማት ተገቢ አጭር ጨዋታ መሣሪያዎች (ሚዛን, ማወዛወዝ, ተንሸራታች, መሰላል)					
	<b>መርሃግብሮች እንቅስቃሴዎች</b>					
11	በት /ቤታችን መምህራን ውስጥ መምህራን በየቀኑ የእንቅስቃሴዎች መርሃ ግብር የማዘጋጀት እና የመሆ ጠጥ ቀጠሮ የማዘጋጀት ግዴታ አሆነቸው					
12	የቅድመመደበኛትምህርትቤትፕሮግራሞችበአንድዓ መትውስጥሆአራትቃለትደሮጣለ					
13	በቂጊዜሆመጫወት, ሆግኝትእናሆእረፍቶችየታቀደነው.					
	<b>የሥርዓተ ትምህርት ይዘት</b>					
14	የመምህራንመመሪያመጽሐፍሆሁለምአስተማሪዎችበቀላላይገኛል					
15	ሥርዓተትምህርት (የመምህራንመመሪያመጽሐፍእናሌሎች) በመንግስትተቀባይነትአግኝተዋል.					
16	የሥርዓተትምህርትይዘትከባህላዊ, ማህበራዊእናኢኮኖሚያዊአውድጋርየሚስማማነው.					
17	የሥርዓተትምህርትይዘትየልጆችንስብዕናሆመፍጠርበእድገትተገቢነው					
18	ሥርዓተ - ትምህርት ይዘት የተሆነው እና የአካል ብቃት እንቅስቃሴዎችን የሚያካትት የልጆች ልማት የተሆነ የገጽታዎች					

	<b>የማስተማር ዘዴ</b>					
19	በቅድመትምህርት ቤቶች መምህራን የሕፃናት- ተኮር የማስተማሪያ ዘዴን ይጠቀማሉ					
20	በቅድመ ትምህርት ቤት አስተማሪዎች ውስጥ አስተማሪዎች ልጆችን በማስተማር ረገድ የቡድን መቼት ወይም የቡድን ሥራ ያመቻቻል					
21	አስተማሪዎች እና ሌሎች ደግሞ የልጆች ትምህርት ቤታችን ውስጥ የመማርን ትምህርት በሂደት ላይ ጥረት የሚያደርጉትን ድጋፍ እና ያበረታታሉ.					
	<b>ግምገማ</b>					
22	በትምህርት ቤታችን ግምገማ ውስጥ ቀጣይ እና በተገቢው ሁኔታ የሚተገበርው					
23	በቅድመ ትምህርት ቤት ግምገማ ምክንያት በእኛ ማስተዋወቂያ እና ማበረታቻነት መሠረት ሆኖ አያገላግልም.					
	<b>የባህሪ መለኪያ አስተማሪዎች</b>					
24	መምህራን በመዋሆ ሕጻናት በማስተማር ሙያ ውስጥ የሰላም ጠኑ ናቸው					
25	በክፍል ውስጥ ረዳታዊ የመምህር / እንክብካቤ ሰጪዎች አሉ					
26	በት / ቤታችን ውስጥ ምህረቶች ውስጥ የጤና እና የአመጋገብ ስርዓት ረዳት የምስክር ወረቀት ያላቸው ናቸው					
	<b>የወላጆች እና ማህበረሰቦች ተሳትፎ</b>					
27	ወላጆች እና አስተማሪ በልጁ እድገት በመደበኛነት መረጃ ይገኛሉ.					
28	መደበኛ የወላጅ መምህር ማህበር ስብሰባዎች እና በቅድመት ምህርት ቤት ውስጥ ድጋፍ አሉ					
29	በቅድመ ትምህርት ቤት ውስጥ ሆልዲንግ አስተማሪዎች ስላሳ አስተማሪዎች የመመሪያ አካባቢ አቅርቦት አሉ					



3. ከአስተማሪዎች የዕቅድተኛነት የትምህርት መርሃግብር፣ ዓመታዊ የፕሮግራም እና ተሞልቶ፣ ተግኝት እና ተሞልቶ ጊዜዎች በቂ ጊዜን በተመሳሳይ የጊዜ ሰሌዳ ማሰራጨ ልምምድ እንዴት ያብራራል?

4. የስርዓተ ትምህርቱን ይዘትን ሁኔታ እንዴት ያብራራል? የአስተማሪው መመሪያ-ሆሁለም አስተማሪዎች በቀላሉ ይገኛል ወይ? ሥርዓተ ትምህርት (የመምህራን መመሪያዎች ጽሑፍ እና ሌሎች) በመንግሥት ተቀባይነት ያገኙታል? የሕፃናት ማት በሆላም ገጽታዎች ላይ የሥርዓተ ትምህርት ትኩረት የሚሰጠው ነው?

5. የማስተማር እና የመማሪያ ዘዴውን እንዴት ይገመገማ ለእንዲሁም አስተማሪዎች የሕፃናትን ተኮር የማስተማር ዘዴን ይጠቀማሉ?

6. በቅድሚያ መኪኖች ውስጥ የመምህራን ሁኔታ እንዴት ይመሳሰላል?

7. በቅድመ ትምህርት ቤት ውስጥ ወላጆችን እና ማህበረሰቦችን ተሳትፎ እንዴት ያስረዳል?

8. በትምህርት ቤት ባህሪ ሙያዎች ውስጥ የቅድመ ትምህርት ቤት መምህራን ናቸው? አዎ? አይ? እንዴት?

9. የመምህራን ሙያዎች-ሆላምን በቅድመ ትምህርት ቤት ውስጥ ሁል ጊዜም ርክጎች እና ስልጠናዎች አሉ?

10. በቅድመ ትምህርት ቤት ውስጥ የግምገማ ሚና ምንድን ነው? የተሰየሙት አሉ?

**እና መሰጠት**

