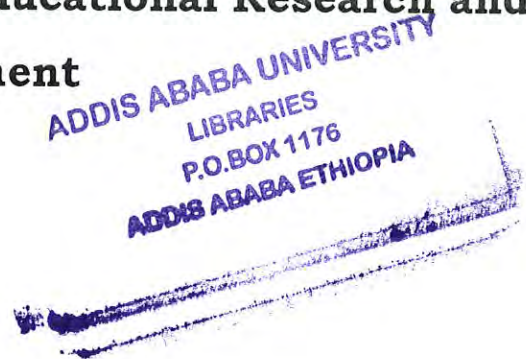


**Challenges of Implementing Kindergarten Curriculum in
Addis Ababa**

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**A Thesis Submitted to
The Institute of Educational Research**

**Presented in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Educational Research and
Development**



**Addis Ababa University
Addis Ababa, Ethiopia
June, 2013**

Addis Ababa University
School of Graduate Studies

This is to certify that the thesis prepared by Sosina Tamiru, entitled: *Challenges of Implementing Kindergarten Curriculum in Addis Ababa* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Research and Development complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Acknowledgements

First and foremost, I would like to express my deep thanks to my thesis advisor, Professor Derebssa Duffera, for his continuous guidance, constructive comments and useful suggestions without his unreserved dedication, the development and completion of this study would have been impossible.

I am also very much obliged to express my special thanks and gratitude to my husband Addisalem Dereba, I also extend sincere thanks to my father Tamiru Dadi and my mother Weditu Germa for their advice and support were worth mentioning. My brother and friends cared for me a lot in everything that I cannot list; so I express deep and sincere thanks. Deep thanks also to my daughter Yemariam Addisalem and Edna Addisalem for your patience during my study.

My sincere thanks and appreciation is deserved to all my teachers and the Department of Educational Research and Development, the outcome of which brought me to this level of achievement. I also extend more thanks to those kindergarten directors, teachers, parents, sub city kindergarten education expert and Addis Ababa Early Childhood Care and Education expert for their co-operation in facilitating field work and filling out questionnaires.

Finally, I would like to extend my thanks to all individuals who directly or indirectly contributed to the completion of this thesis.

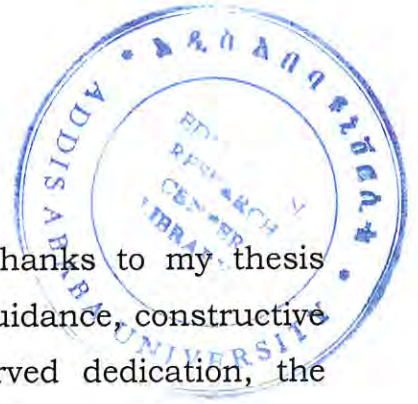


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Acronyms

| | |
|--------------------|--------------------------------------|
| Q & A - | Question and Answer |
| ESDP - | Education Sector Development Program |
| E.C - | Ethiopian Calendar |
| NGO - | Non Government Organization |
| MOE - | Ministry of Education |
| ZPD - | Zone of Proximal Development |
| TGE- | Transitional Government of Ethiopia |

Abstract

Kindergarten education helps children to be confident, eager and enthusiastic learners, who are looking forward to start school and success in life. Preschool education laid a firm foundation for children to develop fully in all aspect as competent and responsible citizens. As a result, the issue was so considered in education and training policy of Ethiopia to address the needs of preschool children. In Addis Ababa the curriculum has been adopted and served as foundation to guide basic issues that preschool education should address in the region. The main objective of this study was; therefore, to investigate the challenges of implementing kindergarten curriculum in Addis Ababa. To conduct this study descriptive survey method was employed. Kindergartens were selected on the basis of sponsorships using stratified sampling. Thus, twelve kindergartens were used as data sources selected using simple random method from each strata. Accordingly, the data sources were kindergartens teachers, parents, directors, sub city kindergarten expertise and Addis Ababa Early Years Care and Education expertise. Then the data was collected through questionnaires, observations, interviews and document analysis. The data collected through questionnaires from the teachers and parents were presented in tables for each case, and analyzed using percentage followed by relevant discussions. Besides, qualitative data obtained through observations using checklists and interview guides were used to supplement and explain qualitative data whenever necessary. The study found out that the extent of curriculum implementation was low; classrooms and outdoor spaces, materials and equipment, were limited; teachers were lack of professional skills to teach young children, parents knowledge about the objective of kindergarten education is low; and government support services were very minimal and limited in government kindergartens. Finally, the study recommended some better ways and means for resolving the challenges of implementing the curriculum in Addis Ababa.

CHAPTER ONE

1. Introduction

1.1. Background of the study

Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skill and attitudes. The early years lay the foundation for lifelong learning and productivity.

Pre-primary education is important since it introduces children to basic learning skills that are needed in primary schools and enhance their chances of success in the education system. It has been proved that educating children at an early age is more critical than at a later age. It is believed that the incidence of repetition and dropout in lower grades of primary schools would decline if children are better prepared for school, which in turn would improve the internal efficiency of primary education. (ESDP III, 2005:38-39).

Learning during the early years is critical. The consensus seems to be that early exposure to learning experiences in a stimulating environment will lead children to perform better in primary schools. In the mean time these individuals become more productive healthier citizens in democratic society.

Barbara Biber (1903:5) also states that schooling must be as real, as vivid as life itself, must become a tool by which the child meets the real problems of life more efficiently, with a greater yield of happiness to himself and a greater promise of service to the community in which he will live as an adult.

Many early childhood researchers proved that early childhood years are crucial and characterized by rapid physical and mental growth. These will have lasting effects across the child's life course. So as of Early Years Foundation Stage every child deserves the best possible start in life and support that enables them to fulfill their potential.

The new Ethiopian education and training policy define Kindergarten education as it is a “pre-school preparatory education for children and can take up to three years. In this program children between the ages of four to six years are offered fun-like education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers.” MOE (2002 P: 76)

Choudhury and Choudhury (2002: 157-158) state that the research evidences confirmed that those children who pursue preschool education are successful in socio emotional and cognitive variables. Their study also showed that a happy child wished to go to school than those who are under stress and pressure to learn too much and too fast. The idea of preschool education is to provide the child with suitable learning environment where he can learn through play and get an opportunity for all round development between 2 ½ years to 5 ½ years old. Between this age group, a child’s cognitive, psychomotor and sensory controls are best developed through the medium of play and creative rather than teaching the subject formally.

Piaget also stressed the importance of play as an important avenue for learning. As children engage in symbolic play (making a cake out of sand, using a garden hose to be a fire fighter) they make sense of the objectives and activities that surround them. As they imitate what goes on around them, they begin to understand how things work and what things are for. Initially this is a process of trial and error. However, with time and repetition they use new information to increase their understanding of the world around them. (Carol 2000:62-63)

Children’s new influences and capacity to learn are high during their kindergarten years, they need different important skills, knowledge and attitudes that will affect their ability to learn, personal development, relationships with others and future participation in greater society. (Curtis, 1998 cited in Yemane Gama Dulo, 2007:1)

To date, it is known that our country's education is entangled with complex problems of relevance, quality, accessibility and equity. The objectives of education do not take cognizance of the society's needs and do not adequately indicate future direction. The absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of our education system. (Education and training policy 1994:5)

1.2. Statement of the problem

Kindergarten education is one such proper level of education to make the child active citizen. World data on education 2010/11 states the main objectives of pre-primary education is the all-rounded development of children in order to prepare them for formal schooling.

Early theorists all agreed that children learn from doing and that education should involve real-life materials and experiences and should encourage experimentation and independent thinking. (Carol, 2000:4)

More specifically, preschool education helps children to be confident, eager and enthusiastic learners, who are looking forward to start school and success in life. (Fitzgerland, 2004:7)

MOE (2002:76) also states that Kindergarten education requires high investment and trained manpower teachers should have affection for children; educational and recreational materials have to be supplied; and there have to be facilities that allow children to rest when tired and to eat when hungry.

The private sector, NGOs and the community usually invest in the development of pre-school programs and facilities. The parents support their children through the payment of tuition fees and provisions of educational materials. The government plays a crucial role in policy development and standard

setting. The Ministry of education develops the curriculum, provides supervision, sets standards for facilities, and issues licenses for the institutions. (MOE, 2002: 14)

According to Miller and Mc Dowelle (1993:95), quality curriculum in preschool education demonstrates the following; designed to accommodate a broad range of abilities and personalities; integrates objectives, methods, materials and teachers who have formal training and experiences.

In Ethiopia, the demand for preschool education has increased due to the growing recognition that the program can contribute to all aspects of children's development who are the future citizens of the county. Consequently, the issue of preschool education was given important place in the education and training policy (TGE, 1994), of the country to address the needs of preschool children. (Temesgen: 2006)

Aware of the need for strengthening the governance for national development, the federal and regional governments are undertaking further decentralization of the decision making process to the woreda level. This shall further empower the communities by bringing decisions about the programs and their implementation closer to the communities and make the governing bodies more accountable. These changes shall have the positive contribution for the planning and management of education at the grassroots level in the future. (ESDP II, 2002:11)

The educational system has been organized in consistent with the Federal Government's State Structure. Accordingly, each of the 9 National Regional States and the 2 City Administrations has its bureaus of education responsible for administrating and managing the educational system. Within each of these exists a network of management structure involving Zonal Educational Departments and Woreda Education Offices. The latter is the smallest educational authority responsible for all educational institutions in its territory. (The Development of Education National Report of Ethiopia, 2001:4)

To maintain quality of education in Ethiopia, MOE prepare a competency-based approach and worked on a strong competency in different regions. In addition to this by looking at the developed countries experience our country also adopt a new curriculum plan called development base plan. The plan is also adopted in Addis Ababa and it serves as a cornerstone to guide basic issues that preschool education should address in the city. Accordingly, the city has set minimum standards that preschool program must meet in order to achieve the intended regional goals and profiles set in the policy.

According to pre- primary curriculum in Ethiopia 2001 E.C. the children who are learning in kindergarten must develop the five areas of learning, namely physical development, personal, social and emotional development, literacy, mathematics and understanding the world. It is expected that this curriculum is adopted and practiced in all sub cities of the region. But lots of kindergartens in Addis Ababa are not implementing the curriculum as planned. According to Demeke (2003) research most schools in Addis Ababa assess the performance of the children in terms of one area of academic achievement i.e. to what extent a child is able to count numbers, recite the alphabet, and knowledge of English language proficiency and the like.

In addition to this many kindergarten teachers and parents at different sub city meetings complains that the kindergarten curriculum is not implemented as planned so the researcher selected Addis Ababa on the basis of questions raised in Demeke's research, the researcher's experience in the region and the rumor she heard from KG teachers and parents at different sub city meetings.

According to the above information, the researcher examined the challenges of implementing current kindergarten curriculum in Addis Ababa.

1.3. Objective of the study

The general objective of this study is to investigate the challenges of implementing kindergarten curriculum in every school for the significant changes in children's future career.

The specific objective of this study is, also

1. To show the components of the current kindergarten curriculum
2. To identify and suggest strategies to address the challenges of implementing the kindergarten curriculum in the sub city understudy.
3. To investigate the training background and perception of kindergarten teachers about the curriculum at four sub cities.
4. To examine the parents understanding about aim of the kindergarten education?
5. To point out supportive services that the government offered to improve kindergarten education.

1.4. Basic Research question

With this understanding, the study is aimed at examining the challenges of implementing the kindergarten curriculum in Addis Ababa. Through this research the following basic questions were get answer

1. What are the components of the current kindergarten curriculum?
2. What are the challenges to implement the kindergarten curriculum?
3. Are teachers trained to implement the kindergarten curriculum?
4. Do parents know the aim of kindergarten education?
5. What efforts are taken to implement the curriculum by the side of government?

1.5. Significance of the study

The appropriateness of the curriculum and its implementation is very important for the betterment of the children at their early age. Therefore this study

1. Assess the state of current kindergarten education in Addis Ababa.
2. Encourage the kindergarten teachers, curriculum experts and supervisors to provide relevant information about the kindergarten curriculum and its importance to the development of children.
3. Provides a necessary basis for policy makers, planners, school principals, teachers, parents and other interested groups to realize the aim of kindergarten education and implementation of the curriculum.
4. The study also helps as a base line for further studies on similar issues in contributing additional information and document base.

1.6. Delimitation of the study

The study would be more fruitful if it embraces all preschools found in Addis Ababa. But such a large scale study requires much resource, time and manpower. For the matter of manageability the study is delimited to four sub city kindergartens found in Addis Ababa. In addition the content of the study is also delimited to the challenges to implement the kindergarten curriculum.

1.7. Limitation of the study

Challenges of implementing kindergarten curriculum should include all the possible reason that hinder to implement. However, due to time and unwillingness of the schools to show all their teaching materials, methods and methods of assessment to implement the kindergarten curriculum limits the researcher to address the research objectives.

1.8. Definition of terms

- Kindergarten - A program or class for four-year-old to six-year-old children that serves as an introduction to school.
- Curriculum - A document which describes a structured series of learning objectives and outcomes for a given subject matter area.

CHAPTER TWO

2. Review of literature

2.1. Historical perspectives of kindergarten program

Throughout the history of early education, there have been a number of philosophers, educators and theorists who have observed young children.

Friedrich Froebel, the 19th century German who created and named the kindergarten (German to children's garden). Children between the age of 3 and 6 spent their days working in identically laid out gardens, participating in especially composed singing, games, and interacting with materials designed to teach a series of specific skills. (Suzanne and Kristine: 2001)

Froebel is generally considered the founder of early childhood education not only because he was the first to design a curriculum specifically for young children but because he introduced play as a major medium of instruction. (Carol, 2000:4)

A second example, still in existence, is the curriculum developed by Maria Montessori, an Italian doctor who was inspired, in part, by Froebel's materials. Observing and working with the same age children, she focused on creating curricula that permitted youngsters to advance in their learning to the greatest extent possible. Her learning materials were nearly as prescribed and rigid as Froebel's, but Montessori also was dedicated to creating citizens for democracy and built a variety of choices into the curricula and the teaching methods. (Bloch and Popkewitz 2000:6)

Now a days two approaches or combination of both is being implemented as a the leading world kindergarten school methodology for teaching children. Kindergarten by and large is a product of 20th century, beginning from 1940 to mid 1960's in which preschool education has become the subject of serious

studies by scholars, researchers, because this time research evidences and provocative literature on child development and early learning had motivated the community in general and policy makers in particular. This ideas show us hat better economic development and the advancement of human knowledge on the importance of early learning brought the need for the establishment and expansion of preschool education all over the world including out continent, Africa. However, the differences in economic development and educational status among the nations of the world created disparities in the development of preschool education (Yemane Gama 2007:13).

Education in Ethiopia changed tremendously since the 1800's because the government had made an attempt to improve children's education. When formal education started in Ethiopia during the fourth century, Christianity was the recognized religion. For many years the church controlled all education. Muslim communities also have Qoranic schools in mosque in similar way. The Ethiopian church had the longest history of church education that had involved preschool age children (Bizunesh, 1983; Demissie, 1996; and Dereje,1994).

The emergence of modern education is a recent phenomenon. It was at the beginning of the twentieth century (1908) that modern educational system was introduced in the country. The importance of introducing modern educational opportunity to more Ethiopian young people was first recognized by Menilik II, (ruled 1889 – 1913). Later on, it was given due attention by Emperor Haile Selasie. However, the expansion of educational opportunities and the widening of the scope of the curriculum did not begin until the libration in 1941. This was due to the war disaster that affected the country's political, social and economic development. Since 1941 as the country's realization of economic development was dependent on trained man power, elementary and secondary schools were opened in great number in different province. (Tekeste Negash, 1990: 1-3)

(Bezunesh, 1983:52) also stated modern kindergarten education began in Ethiopia in 1908 in Diredawa. This time coincides with the beginning of modern education in Ethiopia. The Ethio-French Railway Company established this first modern kindergarten for the children of the workers. The French Embassy took the initiative to Ethiopia. Fifty years later the second kindergarten was opened in Addis Ababa.

2.2. Objectives of kindergarten education

Education has played a definite role in human history as a means of transmission of knowledge, skills, ideas and values from generation to generation. That is why all societies that are found in different stages of development have established systematic methods of teaching to their young children. These methods of teaching are imperative for children to understand their society, its traditions, and to equip them for survival (Academic American encyclopedia, 1986: 537, Vol . 15)

According to children's Family and youth welfare organization of Ethiopia (1992:7), the following are some of the objectives of kindergarten education in Ethiopia

- To develop in the children a feeling of self-dependence and self-reliance.
- To develop and encourage positive attitude towards work
- To build children with enjoyable behavior necessary for life.
- To make children aware of their rights and responsibilities
- To prepare children for social life
- To teach about nature, their environment, and to make them innovative and creative
- To develop in the children a sense of respect, and love of their society and country

As stated by MOE (2002) the main aim of pre-primary education is the all-rounded development of children in order to prepare them for formal schooling. On the other hand Wasserman (1993) pointed out that the aim of the program can be achieved through meeting the following goals by participating in the kindergarten program: children will develop confidence in themselves and their ability to learn, demonstrate curiosity and the ability to focus their attention, acquire a level of communicative competence that is personally satisfying, acquire social skills and abilities which enable them to relate to other children and to adults and remains true to their individual natures, being free to develop to their own potentials.

Agrawal(1997:57) also suggests more specific objectives of pre-school education institutions. These are

- To develop in the child good health, habits and to build up basic skills necessary for personal adjustment, such as dressing, toilet habits, eating, washing, cleaning etc.
- To develop desirable social attitudes, manners and to encourage healthy group participation, making the child sensitive to the right and privileges of others.
- To encourage aesthetic appreciation
- To stimulate the beginning of intellectual curiosity concerning the environment and to help him understand the world.
- To develop the child's ability to express his thoughts and feelings in fluent, correct and clear speech; and
- To develop in the child a good physique, adequate muscular coordination and basic motor skills.

2.3. Quality of kindergarten curriculum

Quality of education in general (Adams 1993), cited in Derbessa Dufera However, considerable consensus exists around the basic dimensions of quality education today. Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

As stated by (Grisay & Mahlck 1991; Hawes & Stephens 1990 in Direbessa Dufera:128) The general concept of quality of education is made up of three interrelated dimensions. These are: the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of results (outputs and outcomes).

The quality of preschool education can be seen in many perspectives. For instance according to information available on line, quality preschool education refers to the inclusion of the following experiences. These are:

- The availability of positive relationships between teachers and children.
- The classroom equipped with sufficient materials and toys.

- Communication throughout the day, with mutual listening, talking/responding and encouragement to use reasoning and problem solving.
- Provision of materials and activities to promote understanding and acceptance of diversity.
- Encouraging parents to involve in all aspects of the program
- Small size groups
- Qualified teachers and staff, and supervision and evaluation of all staff with professional growth.

2.4. Contents of kindergarten curriculum

Curriculum would be designed to help children's achieve their individual potential and create a positive future for themselves, their families and their communities. Then curriculum development can be seen as the process of considering pupils interest and activities, aims, methods, contents and in fact everything that influence the experience of the learner (Derebssa, 1999 and Abebe, 1991.)

Kindergarten programs focus on developing the learning skills, strategies and knowledge that young children need to be productive members of society and to continue to be active learners throughout their lives.

Ndagi, J. et. Al (1986: 91) considered curriculum as the experience that is planned, published and circulated for use in the schools. Similarly Choudhury and Choudhury (2002: 116 – 120) elucidated that the preschool curriculum is viewed in specific and broader way. Conventionally preschool curriculum means a carefully planned set of lessons to be taught and learned or a set of

learning opportunities to be presented in a certain way. In this sense curriculum is seen specifically having clear goals, concrete and measurable objectives, a set of requirements for teacher training a rationalized educational philosophy and a method for evaluation. In a broader sense curriculum is taken as all the developmental experiences that are planned for the whole program. In light of this, the care giving style, the entire day's activities; the degree of freedom or control for both children and preschool teachers; the relative emphasis on cognitive, emotional or social values; and even the choice of whether to accept and use unplanned events as developmental experiences. This shows that the preschool curriculum encompasses the school experiences and opportunities for leaning, designed by the teachers, the administrators and planners for the total and integrated development of the children.

Young children learn best through activities that are relevant to their lives and varied enough to be challenging and engaging. Children develop their knowledge by building on their past experiences and the learning they have already acquired. Since most children believe that learning is a pleasurable experience, they are naturally inclined and even eager to learn when they first come to school (Saracho, O) 1993.

The kindergarten program will include group time, both indoors and outdoors. Groups may include a few children or the whole group and may involve a parent who is participating in the program. Group time provides an opportunity for children to explore language and movement through stories and poetry, musical instruments, dancing and singing and dramatization and acting. Group time also offers children the chance to develop their confidence in speaking and listening by participating in a group.

In addition, a curriculum considers the learners and their interaction with each other, the teacher and the materials. Grisham-Brown and colleagues (2005) indicate that collaboration between educators, families, and other support

personnel is essential for implementing a high quality curriculum for children in classrooms. (Bloch and Popkewitz : 2000)

Developmentally appropriate curricula should address all areas of the children's development and all content areas, bearing in mind the child's age and considering children's cultural, linguistic, and ability differences.(theories of child development)

Each child grows and develops in various interrelated areas – physical, social, emotional, cognitive, and linguistic. In order to address the full range of each child's developmental needs, the Kindergarten program should provide opportunities for learning, self-expression, and self discovery in a variety of areas. – for example, in music, drama, games, language activities, and cooperative activities with peers.

According to Ethiopian preschool curriculum (2001 E.C). The kindergarten program contains five areas of learning and development that must shape educational programs in early years settings. All areas of learning and development are important and inter-connected. These areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, from relationships and thrive. These are

1. Physical development – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement.
2. Personal, social and emotional development - involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups; and to have confidence in their own abilities. It also involves enabling children to explore and play with a wide range of media and

materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

3. Communication and language development- involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.
4. Mathematics - involves providing children with opportunities to develop and improve their skills in counting, understand the using numbers and using mathematical concepts
5. Understanding the world – involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people , place, technology and the environment.

Table 1: Period allotment for KG subjects

| NO | Areas of learning | Age | | |
|-------|--|-----------|-----------|-----------|
| | | 3-4 years | 4-5 years | 5-6 years |
| 1 | Physical development | 7 | 7 | 7 |
| 2 | Personal, social and emotional development | 3 | 3 | 3 |
| 3 | Communication and language development | 5 | 5 | 5 |
| 4 | Mathematics | 5 | 5 | 5 |
| 5 | Understanding the world | 5 | 5 | 5 |
| Total | | 25 | 25 | 25 |

The total weekly periods allotted for the five subjects are 25 minutes.

Careful planning and development of the child's experiences, with sensitive and appropriate intervention by the educator, will help nurture an eagerness to learn as well as enabling the child to learn effectively.

2.4.1. Language

Language and the ability to communicate can radically affect nearly all areas of a child's development, with perhaps the exception of physical development. There is a strong link between children's intellectual development (their ability to reason, think and remember) and their language skills. Most child development theories such as Piaget, Bruner and Vygotsky have come to the conclusion that language is intertwined with intellectual reasoning and learning. (Dasen, P. 1994:178)

In terms of benefits of mother tongue Diribsa Dufera (2006:38) stated that the language a child first learns to speak at home has a powerful influence on their identity and learning, especially if they are confronted by a different language when they first enter the classroom. Whether or not a child is taught in their first language has a strong effect on whether or not they attend school, particularly in rural areas. For those who do attend, the language used to deliver the school curriculum pulls down the educational performance of many children who don't have regular access to that language outside school. For children who stay in education, there is a strong negative impact on achievement if their first language is not used for teaching, learning and assessment. For the preschool and primary years in particular, teaching in a language which is not familiar to a child is often too demanding to cope with – particularly when children face other barriers to education, such as poverty, hunger and poor learning conditions. Children learn by linking new knowledge to what is already familiar to them, and sudden shifts into an unfamiliar language sever those links. Not being taught in a familiar language is leading to the exclusion of large numbers of children from education. Simply teaching the

curriculum through a language which a child does not already know well fails to give children adequate skills in that language, despite being intended to do so. Such failures to achieve second language competency are likely to delay the economic growth of countries moving into the global knowledge economy, and may often be the cause of political instability. These problems can be addressed by providing at least 6 years of mother-tongue education, with other languages introduced gradually.

With this background Hassana Alidou and Birgit Brock-Utne present classroom observation studies conducted in several countries in Africa (Benin, Burkina Faso, Guinea-Bissau, Mali, Mozambique, Niger, South Africa, Togo, Tanzania, Ethiopia, Ghana, and Botswana). They reveal that the use of unfamiliar languages forces teachers to use traditional and teacher-centered teaching methods which undermine teachers' effort to teach and students' effort to learn. Teachers do most of the talking while children remain silent or passive participants during most of the classroom interactions. Because children do not speak the languages of instruction, teachers are also forced to use traditional teaching techniques such as chorus teaching, repetition, memorization, recall, code-switching and safe talk. In this context, authentic teaching and learning cannot take place. Such situation accounts largely for the school ineffectiveness and low academic achievement experienced by students in Africa.

A comprehensive meta-analytic review of the literature also indicates that proficiency in first language is a strong predictor of academic success in second language. These findings are confirmed by others as well (August & Hakuta, 1997, Ernst-Slavit, 1998). It is thought that academic skills, literacy development, concept formation, subject knowledge, and learning strategies developed in the first language all transfer to the second language (Collier, 1995)

2.4.2. Teaching methods in kindergarten

Teaching practices for young children include opportunities for choice, hands-on learning, promotion of collaboration between children, use of a variety of teaching strategies, individualization, and self-regulation (Bredekamp & Copple, 1997; Buchanan et al., 1998). There is evidence that these practices support the development of young children. Kontos and colleagues (2002) found that preschool aged children experience more complex interactions with peers when engaged in creative activities.

Effective teaching and learning requires the use of appropriate methodologies and pedagogies to meet the demands of the current generation of students, new technologies, and the ever-changing educational environments. The challenge is to find new ways to stimulate and motivate the creative abilities of today's generation who have a different set of orientations toward learning than most of us did as students. Diribsa Dufera (2006:129). Teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competency in the media of instruction through pre-service and in-service training (MOE, 2002).

In UNESCO'S survey study of (1976) cited in Dereje (1994) the training courses were found lasting from 3 months to 1 years.

2.4.3. Role of play in Kindergarten

As it has been agreed by almost all scholars of the level as: Froebel (1896) cited in Handrich (1988), Maria Montessori cited in Curties (1998), Aggrawal (1982), McMillan(1904) Isenberg and Jalongo(1993) Snow et al(2003, Pugach and Warger(1996), Genie(2003), Cohn (2001) and Robinson et al., (1986): 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 materials, teachers facilitate children's of development and learning. There are other appropriate modes of instruction suitable for facilitating kindergarten children's development and learning. children enjoy and benefit from short group sessions during which they learn to listen to each other and the teacher, sing together, listen to stories, and develop a sense of time by remembering what they have done and planning ahead.

Kindergarten activities are based on play and on interacting with the environment, with peers and with adults, which is the most important way children learn. The medium of play also serves as a communications channel between adults and children. As of (Lester.s and Russell 2008) what is clear is that play is an innate childhood instinct that is not only enjoyable but also crucial to the processes of learning and development. (play work principals scrutiny group 2005) stress about play "All children and young people need to play. The impulse to play is innate. Play is biological, psychological and social necessity and is fundamental to healthy development and well being of individuals and communities.

Concerning the social benefit of play (Casey : 2010) stated playing with other children affects the ways in which children relate to each other, form groups and feel part of a group or part of their local community. When children play they use their own language, rules and values and play helps them to develop their own identities. Children who are able to play freely with their peers develop skills for seeing things through another person's point-of-view, for cooperating, helping, sharing, and solving problems (Open University 2011). Traumatized children, who lose their ability for creative play, do not have full access to their problem-solving capabilities, which can make social situations difficult for them (Lovett 2009).

2.4.4. Story Telling

By illustrating particular events or sections of a story students can improve their comprehension and interpretation of the selection. Children's will develop imaginations ,ability to interpret and visualize aural and printed information, understanding that illustrations can clarify and extend the text and assist story comprehension and awareness of various illustrating media and techniques. When they visually depict story characters, settings, events and objects and if they introduce this activity by using picture books and choose a story with characters, events and settings that are interesting and relevant to children's at this level.

2.4.5. Discussion

A discussion is an oral exploration of a topic, object, concept or experience. It encourages children to focus on a topic and contribute to the free flow of ideas. The teacher establish a warm, supportive environment, emphasize that a quality of ideas is the goal, encourage and provide opportunity for all students to participate and emphasize initially the importance of listening to express ideas, to teach acceptance and respect for individual differences to demonstrate to students that their knowledge and their language abilities are valued and accepted.

2.5. Kindergarten classrooms and outdoor organizations

The years between two and six are years when the child is gathering ideas from his surroundings with amazing rapidity. This period of development is also characterized by rapid gross motor development (eg. Jumping, hopping, skipping), refined movement of small muscles for object manipulation, major increases in vocabulary and use of language, abstract representation of mental constructs, and the development of relationships with other young children. The memories of this period are usually tenacious their mind is constantly

occupied with things present to his senses, and he receives multitudes of vivid impressions, the material for later thinking. Therefore it is important that he should be surrounded by an environment, both physical and intellectual, which shall bring to him a rich variety of ideas of a desirable kind. (Ilse 1949:16) and (Bredekamp and copple (1997)

As stated by Dosen, P (1994). Kindergartens need to consider providing activities both outdoor and indoor for the children in the program by taking into consideration to provide appropriate equipments and the individual need of the children. Yemane Gama (2007:15) also suggested that the physical environment of preschool is one of the major issues that play a significant role in demining the quality of preschool education. Children need safety and enough space where they can play, jump, run, rest, observe natural and manmade objects create things themselves and the like.

In early childhood physical exercise helps build strong bones, muscle strength and lung capacity. (Lindon: 2007). It may also increase cognitive function, improve academic achievement and accelerate neuro-cognitive processing.

2.6. Outdoor equipment organization

Many of the skills and competencies that develop during the early years are learned from the outdoor natural environment. It should enable children to build interesting structures which will serve as triggers to play. Apart from play experiences the outdoor area should also provide children with experiences. The outdoor area should also provide children with opportunities to learn about their natural environment (Marrison, 1986; 49)

A successful outdoor playground is often simple – a natural landscape full of sensory experiences offering a wide variety of Challenges, responses and uses. In an outdoor play area you may find a sandpit, a digging patch, a variety of climbing equipment, water play, swings, balls, blocks, carpentry and aids for

dramatic play. Weather permitting, almost any activity offered indoors could also be offered outdoors. (Welcome to Kindergarten: 2009)

2.7. Indoor equipment and materials organization

Kindergarten children learn through hands-on interaction with materials. Additionally, the environment contributes to their learning. Therefore, if children are learning about concepts that naturally occur outside, they need to learn these concepts through active exploration, using as many senses as possible. Young children do not have the ability to think about the world in an abstract way; they need concrete examples of what is being taught (Charlesworth & Lind, 1999).

Most kindergarten programs should include a combination of indoor and outdoor activities and group times. Indoor activities may include art and craft activities, clay or dough, puzzles, games, blocks and construction, books and sensory activities. Kindergartens may also have a dramatic play area to encourage social contact and role playing. Materials are presented in ways that are easily accessible and managed independently. Children are generally invited to select their own activity. They are able to work at their own pace and will be helped by staff as necessary. Decker and Decker, 1984 also agreed that in every early childhood classroom, children need a variety of materials for self expression. Developmentally appropriate materials for children of all ages provide important opportunities for children to use divergent thinking. The above scholars agreed that good kindergarten classrooms should be prepared in such a way that enables the program successful at this level.

Another important features of indoor environment are different corners that can help the total development of the child. Regarding this, CYAO (1993:16) guidelines suggest that home, music, handicraft and health corners should be available. These can help the child to develop meaningful experiences about the

family through imaginative play, to explore and compare sounds, mathematical, scientific and creative awareness as well as social and moral skills respectively.

2.8. Methods of evaluating kindergarten children

Children develop at different rates and in different ways. Each child is unique and has individual needs. Some children will benefit more from one type of teaching strategy than another; some may need more time than others, and/or additional resources, to achieve the learning expectations. In addition, the diverse cultural and linguistic realities of the children contribute to variations in the ways in which they develop and demonstrate their learning. Children therefore need opportunities to learn in an appropriate manner and at an appropriate time in their development, and need to be given learning experiences that are within the range of things they can do with and without guidance (in their “zone of proximal development”).

Sometimes children have difficulties learning new skills and acquiring new knowledge if they have gaps in their earlier learning. It is a good practice to identify the important skills students need in order to master new learning and to check to see if all students in fact are in possession of the prerequisite information. In an integrated curriculum, this means checking across developmental domains and subject areas. If you are designing a graphing activity as part of a social studies lesson on families, for example, children need to know basic math concepts and skills as well as concepts and terms about families in order to benefit from instruction. Children who lack prerequisite skills need instruction on those skills before going ahead with new information. (Bloch and Popkewity : 2000:11)

Before beginning any lesson or activity, it is important to assess where the children are in their understanding and interest. It may not be possible or

necessary to do so with detailed accuracy for every child but having a general idea is important.

Authentic assessment strategies involve documenting learning and development of children during real-life activities and routines by familiar adults. Appropriate assessment practices for young children have been compromised by the accountability climate in education in the early 2000s. Early childhood leaders have advocated the use of authentic assessment approaches for accountability purposes, indicating that these methods are more appropriate for young children (Meisels et al., 2003; Neisworth & Bagnato, 2004; Grisham-Brown, 2008).

Assessment, evaluation and reporting are used throughout the teaching – learning cycle in order to compile clear, accurate and timely information on student progress and proficiency. They enable teachers to determine how activities and strategies are working and if any changes are required in programming to assist children to achieve the learning expectations for kindergarten.

2.9. Challenges of implementing kindergarten curriculum

The curriculum module at (University of Zimbabwe, 1995: 8) define curriculum implementation as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same child to function effectively in a society.

Putting the curriculum into operation requires an implementing agent. Stenhouse (1979: 4) identifies the teacher as the agent in the curriculum implementation process. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching

materials and the teaching environment interact with the learner (University of Zimbabwe, 1995: 9). Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students.

Despite the actual and potential advantages of kindergarten education, some problems remain to be overcome before its promise can be fully realized. Regarding challenges of implementing kindergarten curriculum (Snow et al., 2003), and Bredekamp et al. (1992) mentioned that child based, family-based and neighborhood, community and school-based problems are basic problems to implement kindergarten curriculum as planned.

Child based: includes age of children's severe cognitive deficiencies, hearing impairment, early language impairment, and attention deficit/Hyperactivity disorder

Family based : includes family history of education, home literacy environment (the ability to value place on education, literacy, press for achievement, availability and instrumental use of reading, playing, technological materials and reading with children), opportunities for verbal interaction, home language, socioeconomic status and very limited or totally absence of parents involvement to the school.

Neighborhood, community and school-based : also includes the practice for factors such as the neighborhood where the family lives, the cultural and economic community of which the family is a part, and the school the child attends, teacher qualification, curriculum and center facilities, time factor, availability of equipments, pedagogical factors etc.

2.10. Role and responsibility of kindergarten teachers

Teaching characteristically is a moral enterprise. The teacher, whether he/she admits it or not, is out to make the world a better place and its inhabitant's better people. Sykes and Turner (1980) noted that teachers are constantly observing the behavior and activities of their pupils as a basis for action or intervention to maintain the smooth running of their class. Teachers play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world and can affect their later success or failure in school, work and their personal lives.

Teaching practices for young children include opportunities for choice, hands-on learning, promotion of collaboration between children, use of a variety of teaching strategies, individualization, and self-regulation (Bredekamp & Copple, 1997; Buchanan et al., 1998).

Goldstein found in a qualitative study that kindergarten teachers could address content standards in a developmentally appropriate manner by "recognizing and building on the curricular stability in kindergarten, employing instructional approaches that accommodate the children's developmental needs, setting limits, acquiescing to demands for developmentally inappropriate practices and materials, engaging in proactive education and outreach, accepting additional responsibilities, and making concessions" (Dosen, 1994:51)

Teachers also take active roles in promoting children's thinking and the acquisition of concepts and skills. These roles range from asking a well-timed question that provokes further reflection or investigation to showing children how to use a new tool or procedure. (Bredekamp & Copple, 1997:115)

To help them reach their maximum levels, teachers can encourage children to tackle tasks that challenge them and that are slightly beyond their skill levels. Teachers can structure their experiences with children and note how children use their assistance as well as what hints and cues are most helpful. Keeping anecdotal records, art portfolios, and checklists are all useful means of analyzing children's progress within the ZPD. When a child reaches the maximal level of the ZPD, the teacher plans what he or she will do to help the child move forward. The upper level of the ZPD now becomes the lower level, and the whole process begins again. (Rosmary et al. :2003)

In order to make an informed decision about how to make meaningful differences while providing high-quality care and education, teachers need knowledge of child development, learning, and best practices as well as tools for making sense of this vast array of information. (Terri Jo Swim : 2001)

Kindergarten teachers perform a complex and multidimensional role. They are responsible for implementing a program that is thoughtfully planned, challenging, engaging, integrated, developmentally appropriate, and culturally and linguistically responsive, and that promotes positive outcomes for all children. <http://www.edu.gov.on.ca>

1. Kindergarten teachers need to be aware of the curriculum expectations for Grade 1 and later primary grades. Knowledge of the literacy and numeracy continua, in particular, is critical for teachers as they lay the foundation for learning.
2. Teachers should use reflective practice, planned observation, and a range of assessment strategies to identify the strengths, needs, and interests of individual children in order to provide instruction that is appropriate for each child

3. Teachers should promote integrated learning and allow children to handle, explore, and experiment with a variety of materials that are familiar to them or that they can connect to everyday life.
4. Teachers should also be a balance between teacher-initiated and child-initiated activities
5. Teachers should also use their knowledge of the social and cultural contexts in which the children live to develop and provide learning experiences that are meaningful, relevant, and respectful.

Working with children brings with it particular responsibilities, as children look to teachers as their role models for behavior and attitudes towards others. Teachers should find out their own behavior and/or attitudes may come under scrutiny or question. This does not infringe the teachers rights as a unique individual, but is a recognition of the particular sensitivity or working with children and the power of a teachers in their lives. It means it is necessary to ensure high standards of professional behavior within early years work settings. (Dosen, 1994:6-7)

2.11. Kindergarten teachers qualification

Teachers qualification is a critical issue for effective utilization of kindergarten education they should internalize lots of methods of teaching. These qualities can be achieved through adequate training and experience.

The courses given in kindergarten have complex nature that requires a sound knowledge and skill on the parts of teachers. Andrew, J. (1970) stressed Child development is an essential subject of study for everyone who works with young children. People who work with children need to be carefully trained as well as informed about how children develop and learn, because the child is crucial in the program of pre-school education.

Teachers and other personnel need an opportunity to continue to develop professionally and personally through in-service training. Their pre-service preparation provided an opportunity to begin the process of developing the foundation for professional service. In other way their lack of per-service formal preparation forced them to practice the profession depends on experience (Beaty, 1993:73) in both cases in-service training is necessary for professional development of personnel.

The training duration of kindergarten teachers vary from country to country based on the nature of the program offered. The survey study made by UNESCO on 67 United Nations member countries shows that most of them found to offer courses that last for two years. However, the study showed that in some countries there were no specified certification records other than completion of primary or secondary level (UNESCO,1985:5). With regard to the trends of Ethiopia, kindergarten teachers attend one year pre-service training after completing grade ten. Teachers should be provided with periodic refresher courses of workshop to keep themselves abreast of current trends and research and their application to the understanding of children and curriculum development.

2.12. Parents Participation and responsibilities in kindergarten

Parental involvement has been found to be an important predictor educational achievement in the general population. Parents can be involved by participating in the day-to-day activities of the program or through involvement in the management of the centre. Active parent involvement in the child's kindergarten years will have positive benefits for both child and family. (<http://www.vicroads.vic.gov.au/preprimary/>)

Parents are one of the major determining factor and contributors to the development of an integrated personality of their children. Children can be

contributing citizens of a country mainly if parents provide them the require attention to their progress. Lilley (1967:114)

The expression reflects that parents encouragement love, understanding and follow up of the children daily activity have more important for children further growth. (Marrison, 1986; 49) states that Parents who visit schools in which their children learn have a good opportunity to understand children, teachers and the entire activity of the school. Parents who share ideas and feelings with teachers accommodate more guidance to the teachers about their children, so that it would help the teachers to adjust their lessons.

A working parent can also maintain a positive relationship with the teacher and an understanding of how the school operates by: Participating on the parent committee, calling and speaking with the teacher and by attending annual general meeting. (<http://www.vicroads.vic.gov.au/preprimary/>)

Parents make judgments about school quality when investing in their children's education. They expect schooling to help their children develop creative thinking and acquire the skills, values and attitudes necessary for them to lead productive lives and become responsible citizens. Dirbesa Dufera 2010: 124)

Terri Jo Swim (2009) stated that children perform better in school if their parents are involved in their education. Parents can do many things to support and be involved in their child's learning – for example, they can provide encouragement and express interest in their child's education. Parents can expect that teachers will be culturally aware and sensitive to the school-community relationship and that teachers will support parental involvement in school life. It also informs parents about what their children are learning and why learning is important. This awareness will further enable parents to communicate with teachers, to offer relevant information, and to ask questions

about their child's progress. Knowledge of their child and awareness of the teacher's observations will also help parents to interpret the assessment of their child's learning and to work with the teacher to improve and facilitate their child's progress. Participating in parent conferences, working on the school council, talking with their child about life at school, and reading with their child are some of the many ways in which parents can take an active part in their child's education.

Varies evidences have shown that partnerships that recognize the rightful role and responsibility of parents can provide an opportunity to have a say on decision making in various aspect of the kindergarten activities. Parents can serve in policy council, on sub-committees, and play a supportive role in fund raising and various issues related to children's learning. An official recognition of the role of parents in the children's education, with respect to their involvement in assessment, representation in governing bodies and access to information need to be emphasized. Sided by side, with increase in the involvement of parents with their children's education, the school needs to introduce the concept of accountability of school to parents. (Curtis, 1998:135).

2.13. The role of government in kindergarten education

In Ethiopia the government policy education in the coming five years is not to establish the run preschool education. However, the government has critical role in policy development, curriculum design, standard setting, supervision, etc. Therefore, the government will encourage the private sector, NGOs and communities. (MOE, 2002:77)

CHAPTER THREE

3. Research design and methodology

3.1. Research Design

The main objective of this study was to investigate challenges of implementing kindergarten curriculum in Addis Ababa. The study focuses mainly on describing, recording, analyzing and interpreting the conditions that exist in relation to challenges of implementing kindergarten curriculum in Addis Ababa. The study has taken a form of descriptive survey method in that it is appropriate to gather several data related to the problem under the study. Since kindergarten is an institution of the social unit the study examines a single aspect of kindergarten curriculum of 12 kindergartens. The study analyzes the reasons for the challenges of implementing the curriculum

Once the school was selected, the next step in the research process was reviewing related literature. The literature review helped in determining what to look for in the kindergartens of the woredas and in the development of the instruments for data collection. Therefore, the sources of data have been classrooms, parents, teachers, principals, sub city and regional education expertise, curriculum guide and school facilities. The data from these sources were gathered in various methods of data collection including observation, interviews, questionnaires and document analysis.

Curriculum implementation is a process of putting the planned documents in to effects. Hence, classroom observation has given tangible information about factors like, school conditions, classroom activities and children's condition in the class and teachers teaching methods, etc. However, questionnaires for teachers and parents, interview with principles, sub city and regional kindergarten expertise have also helped in describing the status of the curriculum and the challenges its implementation. Simple random sampling has been used in selecting kindergartens. Five teachers and Five parents from

the sampled kindergartens filled the questionnaires and Three principals from all types of schools, two Wereda kindergarten expertise and one Addis Ababa city early years education and care expertise were interviewed. To put these in to effect, negotiation was made with the main research participants about the ethical procedures. Once the data were gathered from the sources, the next phase was to present and analyze the data. The data from questionnaire, observation, interview and documents were presented and discussed under different themes that pertain to the implementation of kindergarten curriculum in appropriate manner.

The objective of this study was to investigate the challenges of implementing the kindergarten curriculum in Addis Ababa. The study were focuses mainly on describing, recording, analyzing and interpreting the conditions that exist in relation to the challenges of implementing the kindergarten curriculum in Addis Ababa. The study has a form of quantitative and qualitative (Mixed method. As of (Creswell 2012:22) mixed methods design is that the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself.

3.2. Sample selection

The data from these sources were gathered in various methods of data collection including questionnaire, observation, interviews and document analysis in describing the reasons of the challenges to implement kindergarten curriculum in Addis Ababa. Simple random sampling were used for selecting sample sub cities in Addis Ababa and stratified sampling were used for selecting schools from the selected sub cities.

In Addis Ababa there are ten (10) sub cities. From the ten sub cities 40% were selected; there are 4 sub cities namely Bole, Yeka, Addis ketema and Gulele sub cities are selected by using lottery method.

Teachers and parents were filled questioner. The kindergarten principals, the regional bureau and the Wereda bureau education expertise were interviewed.

Once the data gathered from the sources, the next phase was presenting and analyzing the data. The data from the questionnaire, observation, interview and documents were presented and discussed under different themes that pertain to the challenges of implementing the kindergarten curriculum in appropriate manner.

3.3. Data sources

The main sources of data for the study consists of kindergarten teachers, directors, children, parents and pertinent experts from sub city and wereda education offices. In addition, relevant national and regional education policy documents were used as references information for the study.

According to the data of Addis Ababa Education office 2004 E.C. There are 1060 kindergartens in the region. The kindergartens and sponsored by private individuals, government and nongovernmental organizations (NGO). In the selected four samples sub cities there are 340 private individuals, 64 government and 23 non government kindergartens.

To select the sample kindergartens, the list of kindergartens were prepared and stratified by sponsorship (private, government and NGO's). Using stratified sampling, 12 kindergartens were selected from private, government and NGO's respectively. Thus, a total of 12 kindergartens were used as a source of data from each strata. Accordingly, 5 of teachers from the sample kindergarten and 3 directors from the sample kindergartens were used as a source data. So that the needed information was fully obtained. Information concerning the education status of the parents was gathered with the cooperation of the kindergartens principals.

In order to get informants, purposive sampling will be used. Thus, two sub city education expertise and one regional education office experts were selected for

interview. They are selected because of their close duties and responsibilities in the area.

3.4. Sources of data

The source of data was Bole, Addis Ketema, Yeka and Gulele sub city kindergartens; 3 principals, two sub city education expertise and one regional education office expert. In addition 5 parents from each kindergarten were a source of data for the study. Besides the documents of the four sub cities and 12 Wereda kindergartens were used as a source of data.

3.5. Data collection instruments

Both quantitative and qualitative instruments of data collection were used for the study. These consisted of questionnaire, observation and interview.

3.5.1. Observation

The aim is to draw pertinent data from classrooms and outdoors play areas that supplement the questionnaire. Accordingly, in the classrooms the use of teaching methods, materials, assessment procedures and interactions were observed. For this purpose, one classroom was observed in each kindergarten randomly selected for one period. In addition, organization of classrooms and activity centers, supply materials and equipment, and their arrangements were the main focus of the observation in all classrooms of each kindergarten. In the outdoor, play ground, supply and arrangements of play materials and equipments were observed in all sampled kindergartens. For the purposes of observations checklists were prepare.

It has been believed that the students -teacher interactions, their intention and efforts occur in the classrooms. Thus, it is possible to say that classroom observation is a key instrument of data collection in examining how kindergarten programs are being implemented. Written curriculum material is highly influenced and characterized by classroom interaction. Classroom

instruction is a kind of activity in which the teacher's and students' experience, the classroom condition, the quality of curriculum materials and necessary facilities meet and interact to create the citizens supposed to be molded by the education and training policy. Therefore, the classroom observations were used to describe the classroom interaction they provided the reason how and why things were going on in the way they were happening. The observation was made by the checklists prepared for this purpose. (Appendix "E")

3.5.2. Interviews

The central way in which a researcher achieves to perceive the understanding, feeling, and knowledge of people in a certain program is through interview (Best and Kahn, 1993). In this research interview was with the directors, sub-city education office experts and Addis Ababa Early year's education expertise. This was done using guided interview questions. After each session the interview results were recorded, coded and categorized used to get data from the parents, principals teachers. These people were selected because of their importance positions and contribution in describing the implementation of the program.

3.5.3. Questionnaires

The questionnaire is consisted of two parts. The first part, focused on some necessary personal information of the respondents like sex, age, educational standard, years of service as teacher in the kindergartens. Part two contained close and open-ended questions. The close-ended questions were related to curriculum implementation, professional competence of teachers, parents-school relationship and government support. The open-ended questions were used to collect additional information as to why or how of the respondents choice for close ended items to generate rich information. The open ended questions also consisted of items about respondents' comments, suggestions or recommendations for further improvement in the future.

The questionnaires were translated into Amharic language so as to alleviate any unnecessary complication in translation and responding to the items.

To address the issue of reliability, the pre-testing of all instruments were made. To effect this, a pilot test were carried out in 4 selected kindergartens one from each strata. Then, the items were carefully examined to see if they suggest and modifications and to determine whether they lead to certain conclusions for significant purpose of the study.

3.6. Document Review

Documents of Addis Ababa Education Bureau, the four sub cities and the selected kindergartens educational documents were reviewed and used as a source of data for the study. The documents review as a source of data were:

1. Documents indicating the number of children in each section and the whole number of children in each kindergarten.
2. Documents indicating the number of kindergarten teachers, directors and education expertise.
3. Documents indicating the availability of curriculum materials like syllabus and related sources.

3.7. Methods of Data Analysis

The descriptive statistical analysis will be used. The data generated in the mentioned instruments were presented in two ways. The first form of presentation was placing of response, mostly in percentage in table form. The other form of presentation was a discussion of the findings from either instrument or common analysis sometimes supported by theoretical arguments. Percentages were used in places where there were specific alternatives. In alternative type response and a space was given for additional comment. They were used as bases for further problem questions, additional comments were shown in the discussion. Frequency of responses in the tables represent how many times a particular response appeared in different

questions. They also sometimes could correspond to the number of people who responded to the particular question under discussion. There were occasions that a teacher gave more than one response to the choice questions and open ended questions. In such cases the frequency shows the range and diversity of opinions voiced by the respondents.

Direct quotations and careful description of program situations, events, interactions and observed behaviors have also been used to present the data.

3.8. Ethics

Taking this in to consideration to make the research participants are aware of the purpose of the research, the researcher conducted a discussion with them before the beginning of data collection. In such a way the researcher make clear for the research participants that the information or data gathered were employed to examine or find out the challenges to implement kindergarten curriculum in Addis Ababa and the information they give is crucial to bring the objectives of the study. In addition, the researcher were inform the participants that they have right to express their ideas on the topic without any restriction and the differences of opinion, anonymity and the confidentiality of their information were respected.

CHAPTER FOUR

4. Data presentation, analysis and Discussion

This chapter treats presentation, analysis and discussion of data collected through questionnaires, observations, interviews and document analysis. The data collected through close-ended questionnaires from the teachers and parents were presented in tables for each case, and analyzed using percentage followed by relevant discussions. Besides, qualitative data obtained through observations using checklists and interview guides were used to supplement and explain qualitative data whenever necessary.

4.1. General Characteristics of Teachers

In order to assess the characteristics of teachers; items related to their sex, age, qualification and professional experience as teacher in the kindergartens were made a part of the questionnaire. The results were summarized in table 2 below.

Table 2: Teachers by sex and age

| | Item | NR | % |
|------------|--------------|----|------|
| Sex | M | 0 | 0 |
| | F | 60 | 100 |
| | Total | 60 | 100 |
| Age | 20-25 | 22 | 36.7 |
| | 26-31 | 17 | 28.3 |
| | 32-37 | 12 | 20.0 |
| | more than 37 | 9 | 15.0 |
| | Total | 60 | 100 |

The first item in table 2 indicates that all of the 60 (100%) teachers were female.

The second item in table 2 indicates that significant number of 22 (36.7%) the teachers age were in the range of twenty to twenty five years. While 17(28.3%)

were between twenty six to thirty one. The remaining 12(20%) of teachers were in the range of thirty two to thirty seven years. Only 9(15%) were above thirty seven years. This shows that majority of the teachers age in the studied kindergartens were between twenty to thirty seven years.

Table 3: Teachers Educational Background

| Educational background | NR | % |
|---|-----------|----------|
| BA | 7 | 11.7 |
| Other field College Diploma | 20 | 33.3 |
| Other field Certificate | 10 | 16.7 |
| KG teacher training certificate | 21 | 35.0 |
| College diploma and Kg training certificate | 2 | 3.3 |
| Total | 60 | 100.0 |

The data in table 3, indicates 60(100%) of teachers were females. The table also shows that the educational background of teachers. Accordingly, 21(35%) have KG teacher training certificate. 20(33.3%) and 10(16.7%) of the teachers have other filed college Diploma and other field Certificate respectively. The rest 7(11.7%) have BA Degree. Only 2(3.3%) of teachers from the studied kindergartens have other field college diploma and in addition they have KG teachers training certificate.

The courses given in kindergarten have complex nature that requires a sound knowledge and skill on the parts of teachers. Andrew, J. (1970) stressed that child development is an essential subject of study for everyone who works with young children. People who work with children need to be carefully trained as well as informed about how children develop and learn, because the child is crucial in the program of pre-school education.

Hence, in the studied kindergartens, the majority of teachers have better educational background but their area of knowledge is not about child development or about how to teach in kindergartens. According to this

information it is possible to understand that most of the teachers in the studied kindergartens have no professional competence to teach the children.

In order to make an informed decision about how to make meaningful differences while providing high-quality care and education, teachers need knowledge of child development, learning, and best practices as well as tools for making sense of this vast verity of information. (Terri Jo Swim : 2009)

Besides the observation and document analysis made by the researcher most kindergarten teachers especially private kindergarten teachers have BA degree in Economics, law, foreign language and the like and have no pedagogical skill or training. However the kindergarten teachers must have the knowledge and understanding of all aspects of child development including theories and approaches of teaching. This helps to integrate new knowledge and skills with the current practice.

From this perspective it is possible to understand that the less attention is given to training of preschool teachers from authorized government specialists who have responsibility to control the quality of kindergarten education.

One of the private kindergarten director from Yeka sub city said one year teachers training is not enough to enable the teachers to acquire the necessary knowledge that enhance the quality of kindergarten education. Because of this reason it is required from teacher to teach in the kindergartens to have degree for the teaching position.

Because of these reasons most of the studied kindergartens except government kindergartens, lack opportunity to develop good experience in teaching young children. Training by other field might limit the competency of teachers to implement the curriculum, which in turn affect the whole development of children in the studied kindergartens.

Teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competency in the media of instruction through pre-service and in-service training (MOE, 2002).

Based on the observation result all of the government kindergarten teachers have pre-service teacher training and they also got in-service training from the government several times. This training expected to equip teachers with newer and better teaching procedures that will help them to carry out their professional responsibilities effectively.

In both cases pre-service and in-service training is necessary for professional development of personnel. Beaty,(1993:73) stated that teachers and other personnel need an opportunity to continue to develop professionally and personally through in-service training. Their pre- service preparation provided an opportunity to begin the process of developing the foundation for professional service. In other words their lack of pre-service formal preparation forced them to practice the profession depends on experience.

4.2. The content of kindergarten curriculum and its implementation

In order to assess the teachers understanding of the kindergarten curriculum and areas of learning developments, options were listed in the questionnaire. There were given a chance to select one or more objective from the options provided. The results are summarized in table 4 below.

Table 4: Main objective of kindergarten curriculum

| Item | NR | % |
|--|-----------|----------|
| Literacy development | 9 | 15.0 |
| Understanding the world | 6 | 10.0 |
| Physical & literacy dev. | 9 | 15.0 |
| Physical & Math dev. | 1 | 1.7 |
| Literacy & Understanding of the word | 6 | 10.0 |
| All areas of learning development | 10 | 16.7 |
| Literacy & personal, social | 3 | 5.0 |
| Phys. Literacy, personal, social | 2 | 3.3 |
| Physical, literacy & pers. | 2 | 3.3 |
| All except, personal, social | 6 | 10.0 |
| Math, understand | 1 | 1.7 |
| Physical, literacy, understanding | 3 | 5.0 |
| Physical, understanding or the world | 1 | 1.7 |
| All except understanding and the world | 1 | 1.7 |
| Total | 60 | 100.0 |

As it can be seen in Table 4, only 10(16.7%) of teachers responded that all area of learning developments are the main objective of the kindergarten curriculum and 9(15%) of the respondents have also chooses only literacy. Combination of literacy and physical development were 2(3.3%) respectively were also selected by some teachers. Majority of teachers 41(69%), responded that combination of only two, three or one areas of learning developments are the main objective of the curriculum. The results shows teachers have low understanding on the kindergarten curriculum contents.

The emphasis to all areas will provide rich experiences in the living and learning. As stated by MOE (2002) the main aim of pre-primary education is the all-rounded development of children in order to prepare them for formal schooling. (Dosen:1994) also stated that developmentally appropriate curricula should address all areas of the children's development and all content areas

bearing in mind the child's age and considering children's cultural, linguistic, and ability differences.

According to the Ethiopian preschool curriculum (2001 E.C). The kindergarten program contains five areas of learning and development that must shape educational programs in early years settings. All areas of learning and development are important and inter-connected. These areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, from relationships and succeed.

All interviewee expertise said that all contents of the curriculum were appropriate to the maturity level of the children. Regarding the objective of the curriculum all of them said that it promotes children's general problem solving and critical thinking abilities through active play.

The teachers were also asked in which developmental areas their kindergarten organized. There were also given a chance to select one or more subjects from the lists provided. The results are summarized in table 5 below.

Table 5: kindergartens subject area organization

| Item | NR | % |
|---------------------------------|----|-------|
| Language | 6 | 10.0 |
| Math & language | 3 | 5.0 |
| Math and Science | 2 | 3.3 |
| Language & physical development | 3 | 5.0 |
| Language and Science | 1 | 1.7 |
| Language & physical development | 22 | 36.7 |
| Science & physical development | 1 | 1.7 |
| All except physical development | 2 | 3.3 |
| All developments | 18 | 30.0 |
| All except science | 2 | 3.3 |
| Total | 60 | 100.0 |

As shown in table 5 above, 22(36.7%) of kindergartens were organized their curriculum based on language and physical development. 18(30%) were organized in all areas 6(10%) were organized by language only. Whereas other developments got less emphasized.

Choudhury and Choudhury (2002: 157-158) study showed that a happy child wished to go to school than those who are under stress and pressure to learn too much and too fast. The idea of preschool education is to provide the child with suitable learning environment where he can learn through play and get an opportunity for all round development between 2 ½ years to 5 ½ years old. Between this age group, a child's cognitive, psychomotor and sensory controls are best developed through the medium of play and creative rather than teaching the subject formally.

Curtis, 1998 cited in Yemane Gama Dulo, (2007:1) also said that children's respectively to new influences and capacity to learn are high during their kindergarten years, they need different important skills, knowledge and attitudes that will affect their ability to learn, personal development, relationships with others and future participation in greater society.

As the result of cross tabulation of 10 respondents from government 6 respondents from missions and other's and 2 respondents from private kindergartens answers that their kindergarten curriculum follows all areas of developments. There for, based on the results it would be possible to say that except government kindergartens the others kindergarten curriculum contents lack of focus on all areas. This problem might lead to lack of harmonious development of children's personality.

Besides, observation made by the researcher also verified the fact that the government schools incorporate all areas of subjects in their program. The missionaries and others partially incorporate all areas of subject in their program. But most private schools give more emphasis for language.

With this regard one private kindergarten director from Gulele sub city said that

“The wereda education bureau office expertise don’t send detail and timely directives and curriculum materials to the private kindergartens. Because of this we do not know the detail of what we have to do with government curriculum because of this reason we prepare our own book.”

Other private director from Addis Ketema sub city also said the persons who come from the wereda does not support or give professional comment but to observe the classroom and sometimes lesson plans only.

Both sub city kindergarten education expertise responded that before the implementation of the curriculum training were given to all kindergartens to run the program effectively. Except the government kindergartens most of the kindergartens were unwilling to participate in the training. Because of financial problem and limited number of professionals in the area the wereda education bureau couldn’t give repeated professional support to all the kindergartens.

The questioner, observation, interview and document review indicated that the absence of kindergarten curriculum provision in all private kindergartens in general and some mission and other’s in particular found in four sub city kindergartens in the sample suffering from the lack of curriculum materials (syllabus, teachers guides and related directives).

Addis Ababa education bureau expertise also said that they currently started giving professional and financial support for the government kindergarten because they serve low income community. Step by step the bureau will prepare short training, workshop, and seminars to give awareness to all kindergartens.

4.3. Language in kindergarten

The child development theorists such as Piaget, Bruner and Vygotsky have come to the conclusion that language is intertwined with intellectual reasoning and learning. They proved that language and the ability to communicate can radically affect nearly all areas of a child's development

Based on the above information the data collected from parents' preference to their children medium of instruction presented in table 6 below.

Table 6: Parents Language Preference in kindergartens

| Item | NR | % |
|--|----|-------|
| Amharic Only | 10 | 16.7 |
| English Only | 12 | 20.0 |
| Except Amharic Language all in English | 24 | 40.0 |
| Each Subject In Both Language | 13 | 21.7 |
| Total | 60 | 100.0 |

As shown in table 6, 24(40%) of the parents preferred their children learn all the subjects in English except Amharic language. 13(21%) of the parents preferred Each subject both in English and Amharic. 12(20%) of the parents preferred all subjects in English only. Only 10(16%) of parents respondents were preferred only Amharic medium of instruction.

In terms of benefits of mother tongue Diribsa Dufera (2006:38) stated that the language a child first learns to speak at home has a powerful influence on their identity and learning, especially if they are confronted by a different language when they first enter the classroom. Whether or not a child is taught in their first language has a strong effect on whether or not they attend school, particularly in rural areas. For those who do attend, the language used to deliver the school curriculum pulls down the educational performance of many children who don't have regular access to that language outside school. For children who stay in education, there is a strong negative impact on

achievement if their first language is not used for teaching, learning and assessment.

A comprehensive meta-analytic review of the literature made in Harvard University also indicates that proficiency in first language is a strong predictor of academic success in second language. These findings are confirmed by others as well (August & Hakuta, 1997, Ernst-Slavit, 1998). It is thought that academic skills, literacy development, concept formation, subject knowledge, and learning strategies developed in the first language all transfer to the second language (Collier, 1995)

Based on observation made by the researcher the teachers thought difficult English words that are beyond the level of the children. They are teaching the book prepared for other countries. 19 (31.7%) of the studied Kindergartens give lesson by these books. This approach directly loads knowledge beyond the level of kindergarten children.

One of the interviewed sub city expertise describes
“Parents evaluate their children knowledge by their level of spoken English proficiency. And some schools facilitate this opportunity for the parents. These schools are established for the sake of business. They have high capacity to convince parents by giving overloaded subjects to the children by taking their play and game times.”

4.4. Teaching methods in kindergarten

Respondents were asked to choose the most commonly used methods in the kindergarten to effectively implement the kindergarten curriculum. List of teaching methods were provided and they were allowed to choose one or more commonly used methods. The results were illustrated in table 7 below.

Table 7: Commonly used teaching methods in kindergarten

| Item | NR | % |
|--|-----------|----------|
| Explanation | 2 | 3.3 |
| Explanation, question and answer, play, others | 5 | 8.3 |
| Explanation, discussion | 8 | 13.3 |
| Question and answer, play , learning by doing | 3 | 5.0 |
| Explanation, question & answer , play | 15 | 25.0 |
| Question and Answer | 6 | 10.0 |
| Explanation, question & answer , discussion , play | 4 | 6.7 |
| Explanation and play | 6 | 10.0 |
| Explanation, question & answer, play , others | 3 | 5.0 |
| All teaching methods | 7 | 11.7 |
| Play and field trip | 1 | 1.7 |
| Total | 60 | 100.0 |

As shown in table 7 above, 15 (25%) of the respondents were chosen explanation, play, question and answer. Others 8(13.3%) were chosen explanation and discussion. Majority of the respondents have chosen commonly used explanation, question and answer methods. Learning by doing is the least selected teaching method in the sampled kindergartens.

(Brede-kamp & Copple, 1997; Buchanan et al., 1998) stated that teaching practices for young children include opportunities for choice, hands-on learning, promotion of collaboration between children, use of a variety of teaching strategies, individualization, and self-regulation.

Kindergarten children learn through hands-on interaction with materials. Additionally, the environment contributes to their learning. Therefore, if children are learning about concepts that naturally occur outside, they need to

learn these concepts through active exploration, using as many senses as possible. Young children do not have the ability to think about the world in an abstract way; they need concrete examples of what is being taught (Charlesworth & Lind, 1999).

During observation the researcher witnessed most classrooms used more direct teaching and question and answer methods of teaching. Questions flow from the direction of teachers only. Children were not encouraged to ask. It would be possible to say that direct teaching and question and answer method more of teacher directed in the studied kindergartens. This creates a boundary between teaching method and the practice of current kindergarten curriculum.

For this reason, the observation certified the classroom observation studies conducted in several countries in Africa. Teachers do most of the talking while children remain silent or passive participants during most of the classroom interactions. Because children do not speak the languages of instruction, teachers are also forced to use traditional teaching techniques such as chorus teaching, repetition, memorization, re-call, code-switching and safe talk.

As shown in table 7, most of the teachers did not use play as the most common method of instruction. Play is the first and most important mode of instructional strategies in kindergarten.

As stated by Lester.s and Russell (2008), what is clear is that play is an innate childhood instinct that is not only enjoyable but also crucial to the processes of learning and development.

Concerning the social benefit of play (Casey 2010) stated playing with other children affects the ways in which children relate to each other, form groups and feel part of a group or part of their local community. When children play they use their own language, rules and values and play helps them to develop

their own identities. Children who are able to play freely with their peers develop skills for seeing things through another person's point-of-view, for cooperating, helping, sharing, and solving problems. (Open University 2011) Traumatized children, who lose their ability for creative play, do not have full access to their problem-solving capabilities, which can make social situations difficult for them (Lovett 2009).

During observation the researcher observed one private kindergarten that had foreign teacher. At the beginning the teacher thought general study and after that she immediately transferred to math. The children were sat for a long time. The teacher tells them what to write on the exercise book but the children looks confused. She warned them to write number in words (English) on their exercise book by leaving space between words. She told them by saying "Jump one line". When she goes to the children they were frustrated and irritated. When they asked for rubber she said "no rubber, don't make mistakes". This practice directly contradicted with kindergarten teaching method and kindergarten teachers' character.

Sykes and Turner (1980) noted that teachers are constantly observing the behavior and activities of their pupils as a basis for action or intervention to maintain the smooth running of their class. Teachers play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world and can affect their later success or failure in school, work and their personal lives.

Working with children brings with it particular responsibilities, as children look to teachers as their role models for behavior and attitudes towards others. Teachers should find out their own behavior and/or attitudes may come under scrutiny or question. This does not infringe the teacher's rights as a unique individual, but is recognition of the particular sensitivity or working with children and the power of teachers in their lives. It means it is necessary to

ensure high standards of professional behavior within early years work settings. (Bloch and Popkewitz: 2000)

All of the sub city kindergarten expertise said it is difficult to control which schools are following the kindergarten curriculum properly and which are not. Because these schools have both curriculum lesson plans. When the supervisor goes to the kindergartens they changed the plan and use the Amharic lesson plan. Now we are planning to give training for the school owners about the curriculum contents and the importance starting from next year. The system will change from supervision to inspection.

4.5. Utilization of teaching aid by the teachers

In order to determine the degree of teaching materials utilize by the teachers respondents were asked. They were given options (high, medium, and low) from which to decide. The results are summarized in table 8 below.

Table 8: Utilization of teaching aid

| Item | NR | % |
|-------------|-----------|----------|
| high | 45 | 75.0 |
| medium | 13 | 21.7 |
| low | 2 | 3.3 |
| Total | 60 | 100.0 |

The above table 8, shows that the majority of respondents 45(75%), replied that the degree of utilization of teaching aid by the teachers was high. Where as, the rest respondents 13(21.7%), and 2(3.3%) said medium and low respectively.

Here it can be said that teachers can use various teaching aids besides textbooks to stimulate students' interest and demonstrate how things work. Students can become bored sitting in a classroom for hours. Teaching aids can

provide a welcome break for students who have been sitting for awhile and listening to an instructor lecture in front of the room.

However, direct classroom observation indicated that the researcher, shortage of materials, teachers' dependent on picture realization, sound-letter association and readymade materials from abroad. It is possible to make instructional material from the raw materials available in the local environment. These real objects and materials have great value to make the lesson more concrete and interesting for the children. Surprisingly almost all government kindergartens prepare instructional materials from locally available materials with low cost.

The result from interviews about the availability of materials to implement the kindergarten curriculum showed that the curriculum need locally available materials but most teachers have lack of commitment and initiative to improve the shortage by preparing the instructional materials of low cost to implement the curriculum.

4.6. Kindergarten indoor and outdoor organization

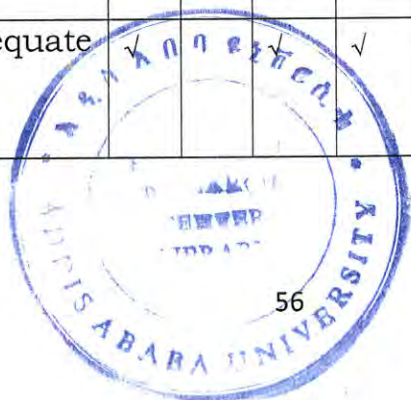
In order to identify the availability of indoor and outdoor materials and equipments, as well as its organization observation was made in sample kindergartens. Accordingly, they were given pertinent items with options from which to indicate (adequate, inadequate and non-existent). The option non-existent was not selected by any respondents thus not analyzed. The results are presented and analyzed as follows.

4.6.1. Adequacy of indoor equipment and its organization

Respondents were asked to judge the adequacy of indoor equipment and organization. The results are shown in table 9 below.

Table 9: Availability of indoor equipments and its organization

| Item | Response | Availability of materials | | | | | | | | | | | | Total |
|---|------------|---------------------------|----|----|----|----|----|----|----|----|----|----|----|-------|
| | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | |
| Clean, pleasant and stimulating rooms | Adequate | √ | √ | | | | √ | √ | | | | √ | √ | 6 |
| | inadequate | | | √ | √ | √ | | | √ | √ | √ | | | 6 |
| Space provided per child | Adequate | √ | √ | | | | √ | √ | | √ | √ | √ | √ | 8 |
| | inadequate | | | √ | √ | √ | | | √ | | | | | 4 |
| Organization of activity centers | Adequate | | √ | | | | | √ | | √ | √ | | | 4 |
| | inadequate | √ | | √ | √ | √ | √ | | √ | | | √ | √ | 8 |
| Wall decoration | Adequate | √ | √ | | | | √ | √ | √ | √ | √ | √ | √ | 9 |
| | inadequate | | | √ | √ | √ | | | | | | | | 3 |
| Access for utilization of the available materials | Adequate | √ | √ | | | | √ | √ | √ | √ | √ | √ | √ | 9 |
| | inadequate | | | √ | √ | √ | | | | | | | | 3 |
| Children's books, toys | Adequate | | √ | | | | | | | | | | | 1 |
| | inadequate | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 11 |
| Construction material | Adequate | | √ | | | | | | | | | | | 1 |
| | inadequate | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 11 |
| Exploratory materials (puzzle matching game, play card etc. | Adequate | | √ | | | | | | | | | | | 1 |
| | inadequate | | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | 11 |



The first item in the above table 9 shows 6 schools have clean, pleasant and stimulating rooms whereas the other 6 kindergartens don't have clean, pleasant and stimulating rooms.

Item 2 in the above table shows that 8 kindergartens from the sample have adequate space provided per child but the other 4 schools have inadequate space provided per child.

As observed by the researcher, the problem was different as to their sponsorship. Comparatively government kindergartens have adequate class room size but they serve large number of children on average (50 -60). In private kindergarten on average (12 - 25) children were observed and missionaries and others kindergartens on average (30 -35) children were observed. Except the private kindergartens in the sample all are built for the school purpose so they have big class size but the other especially private kindergartens built initially for other purpose and they used as classrooms for kindergarten education.

Regarding the organization of activity centers in the classroom, table 8 indicated 4 kindergartens have adequate and 8 kindergartens have inadequate organization of activity centers. This result shows most kindergartens have inadequate organization of activity centers.

Related to the wall decoration, 9 schools from the observed kindergarten use adequate class room wall decoration while the remaining 3 school wall decoration adequacy were low. As of the interviewed sub city education expert opinion it is related to the interest and knowhow of the teacher utilizing different corners and wall decoration.

Assessment based on access for utilization classroom materials 9 kindergartens from the sample was found to be adequate. The rest 3 of the kindergartens were inadequate. These kindergartens are the private

kindergartens. Based on the researcher observation it is related with their class size which is the bigger class size the more space to utilize the materials in the classroom. This tells us access to the utilization of the available materials and equipment in most of the kindergartens was possible because of their classroom space availability.

The last 3 items that is children book, toys, construction material exploratory materials was not adequate in all the sample kindergartens except one. That is the private school in Yeka sub-city owned by investors. This school has a well organized book corner, toys, construction materials, blocks, beads, and puzzles.

Kindergarten children learn through hands-on interaction with materials. Additionally, the environment contributes to their learning. Therefore, if children are learning about concepts that naturally occur outside, they need to learn these concepts through active exploration, using as many senses as possible. Young children do not have the ability to think about the world in an abstract way; they need concrete examples of what is being taught (Charlesworth & Lind, 1999).

As they imitate what goes on around them, they begin to understand how things work and what things are for. Initially this is a process of trial and error. However, with time and repetition they use new information to increase their understanding of the world around them. (Carol 2000:62-63).

Decker and Decker, (1984) also agreed that in every early childhood classroom, children need a variety of materials for self expression. Developmentally appropriate materials for children of all ages provide important opportunities for children to use divergent thinking. The above scholars agreed that good kindergarten classrooms should be prepared in such a way that enables the program successful at this level.

Therefore from the observation obtained from the sample kindergartens, it can be concluded that less emphasis is given to the supply of adequate materials and equipments in the classrooms. This in turn affects the proper implementation of objective of the program in the studied kindergartens.

4.6.2. Organization of outdoor materials and equipment

Without considering outdoor organization no preschool education operates its complete function. Thus, respondents were asked to judge the availability of outdoor space, materials and equipment and its organization in the studied kindergartens below table 10.

Table 10 : Availability of indoor equipments and its organization

| Items | Response | Availability of materials | | | | | | | | | | | | Total |
|--|------------|---------------------------|----|----|----|----|----|----|----|----|----|----|----|-------|
| | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | |
| Outdoor space provided per child | Adequate | √ | √ | | √ | | √ | √ | | √ | √ | | √ | 8 |
| | inadequate | | | √ | | √ | | | √ | | | √ | | 4 |
| Supply of play materials and equipment | Adequate | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 12 |
| | inadequate | | | | | | | | | | | | | |
| Material selection to suit children's developmental level | Adequate | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 12 |
| | inadequate | | | | | | | | | | | | | |
| Play materials enhancement for children cooperative activities | Adequate | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 12 |
| | inadequate | | | | | | | | | | | | | |
| Play ground safety | Adequate | √ | √ | | | | | √ | √ | √ | √ | √ | √ | 8 |
| | inadequate | | | √ | √ | √ | √ | | | | | | | 4 |

Regarding availability of outdoor space provided per child, table 9 indicates, 8 kindergarten from the samples have adequate outdoor equipment and materials. Whereas the remaining 4 kindergartens inadequate outdoor space for the children.

With respect to supply of play materials and equipment, material selection to suit children's developmental level and play materials enhancement for children cooperative activities are rationally adequate. The sample kindergartens all perform the minimum requirement of the kindergarten education.

A successful outdoor playground is often simple – a natural landscape full of sensory experiences offering a wide variety of challenges, responses and uses. In an outdoor play area you may find a sandpit, a digging patch, a variety of climbing equipment, water play, swings, balls, blocks, carpentry and aids for dramatic play. Weather permitting, almost any activity offered indoors could also be offered outdoors. (Victoria kindergarten manual) (<http://www.vicroads.vic.gov.au/preprimary/>)

Based on the observation results all kindergartens have basic outdoor equipments like, merry go round, see saw, slide and swings are available besides, the available equipments lake of suitability. But very few schools have sand box, balls, and other climbing equipments. Comparatively these equipments are easily available at a very low expense. In addition the available equipments in most kindergarten were not conducive, to be used by children due to their size and attractiveness.

The last but not least, worth considering in outdoor equipment organization was playground safety. Table 10 describes that majority of kindergartens have safe playground for the children to play and jump. Besides some of the

kindergartens in the sample kindergartens have small playground with lots of ups and downs and stones. This never met the interest of play.

Yemane Gama (2007:15) also suggested that the physical environment of preschool is one of the major issues that play a significant role in demining the quality of preschool education. Children need safety and enough space where they can play, jump, run, rest, observe natural and manmade objects create things themselves and the like.

Therefore, based on the results, it could be realized that the availability of outdoor equipments are adequate in the sampled kindergartens. Thus, it seems advantageous for the children to engage in play and social development.

4.7. Parent participation and responsibilities in kindergarten

In order to find out the involvement of parent – school relationship to assist the schools and the children, parents were asked a question. Thus, the results are as follows.

4.7.1. The existence of parent- teacher communication

Respondents were asked to indicate the existence of parent-teacher communication in the kindergarten. The results are shown in table 11 below.

Table 11: The existence of parent – teacher communication

| Is it important to have communication with parent? | NR | % |
|---|-----------|----------|
| Yes | 40 | 66.7 |
| No | 20 | 33.3 |
| Total | 60 | 100.0 |

As shown in table 11 above, majorities of the respondents 40 (66.7%), indicated the existence of parent- teacher communication is important. Likewise the rest 20(33.3%), indicated the existence of parent-teacher communication is not important. The response revealed good communication between parent – teacher communication is available in most schools.

Parental involvement has been found to be an important predictor of educational achievement in the general population. Parents can be involved by participating in the day-to-day activities of the program or through involvement in the management of the centre. Active parent involvement in the child’s kindergarten years will have positive benefits for both child and family. Victoria kindergarten manual (<http://www.vicroads.vic.gov.au/preprimary/>)

In this respect, wereda kindergarten education expertise expresses their views. Parents don’t realize the importance of parent-teacher communication. The main reason is teachers and parents don’t know how to work together for the improvement of the school. Parents thought the expected thing from parent is school fee and facilitate school materials for their kids.

Lilley (1961:114) subjects parents are one of the major determining factor and contributors to the development of an integrated personality of their children. Children can be contributing citizens of a country mainly if parents provide them require attention to their progress.

4.7.2. Means of communication with parents

Teachers were asked which communication method they used to communicate with parents. The results are summarized in table 12 below.

Table 12: Means of communication between parents and school

| Item | NR | % |
|-----------------------|-----------|----------|
| Telephone | 5 | 8.3 |
| In person with parent | 20 | 33.3 |
| communication book | 14 | 23.3 |
| Oral message | 4 | 6.7 |
| Letter | 9 | 15 |
| Other | 8 | 13.3 |
| Total | 60 | 100 |

As revealed in table 12 above, most respondents 20(33.3%), and 14 (23.3%) indicated in person with parents and communication book respectively. letter, telephone conversation and oral message by the students were indicated by 9(15%), 5(8.3%) and 4(6.7%) respondents respectively.

The response indicated most schools used face to face communication with parents and communication book. With this regard one of the directors in government school showed me their face to face communication check list with parent about their children development. The teachers have report of all aspects of development and problems to the school every month and the parents are expected to come to the kindergartens and talk about their children. According to one government director if the parents couldn't come to the school the teachers will go to the children's house to meet with parents.

Understanding and follow up of the children daily activity is more important for children further growth. (Marrison, 1986; 49) states that Parents who visit schools in which their children learn have a good opportunity to understand children, teachers and the entire activity of the school. Parents who share ideas and feelings with teachers accommodate more guidance to the teachers about their children, so that it would help the teachers to adjust their lessons.

As of many kindergarten directors, children perform better in school if their parents are involved in their education. Parents can do many things to support and be involved in their child's learning.

4.7.3. Parents knowledge about kindergarten

Respondents were asked to choose the children activities in kindergarten. The results are shown in table 13 below.

Table 13: Parents preference about their children education

| Item | NR | % |
|---|----|------|
| Focus on playing | 8 | 13.3 |
| Focus on identifying numbers and letters | 27 | 45 |
| Focus on studying their surrounding | 12 | 20 |
| Focus on how student try to describe their interest | 13 | 21.7 |
| Total | 60 | 100 |

As depicted in table 13 above, majority of parents 27 (45%) wants the kindergarten curriculum focused on identifying numbers and letters. Focused on studding their surrounding and focused on how student try to describe their interest were indicated by 12(20%) and 13(21.7%) of the respondents respectively. Small number of respondents 8(13.3%) indicated by focus on playing.

The respond indicated that majority of the parents send their children to kindergarten to learn subjects formally not through play. From the observation we also understand that all private and some missionaries and others forced the children to teach the subjects not in their mother tongue(Amharic) but also in English as the medium of instruction which is not recommended by the curriculum.

As indicated by the interview with sub city kindergarten education expertise and Addis Ababa Early years care and education expertise, the big problem for the implementation of curriculum is with parents. Parents are not aware of what should children learn in the school. They want their children to speak English and more cleaver in his/her academic performance. The parents' high expectation beyond the level of their children makes the kindergarten compensate their play and game time for the formal classes.

Wasserman (1990) pointed out that the aim of the program can be achieved through meeting the following goals by participating in the kindergarten program: children will develop confidence in themselves and their ability to learn, demonstrate curiosity and the ability to focus their attention, acquire a level of communicative competence that is personally satisfying, acquire social skills and abilities which enable them to relate to other children and to adults and remains true to their individual natures, being free to develop to their own potentials. To achieve all these goals children learn through the medium of play.

4.7.4. Parents participation in the school work

Parents were asked about their participation at kindergartens. The results are indicated in table 14 below.

Table 14: Parents participation in the school

| Item | NR | % |
|-------------|-----------|----------|
| Strong | 39 | 65.0 |
| Medium | 21 | 35.0 |
| Total | 60 | 100.0 |

As indicated in table 14 above, most of the respondents 39(65%), replied that their participation in the school is strong, whereas 21(35%) of the respondents

replied our participation in the kindergarten is medium. The responds revealed that majority of the parents in the sample kindergarten in high.

As stated by (Curtis, 1998:135) various evidences have shown that partnerships that recognize the rightful role and responsibility of parents can provide an opportunity to have a say on decision making in various aspect of the kindergarten activities. Parents can serve in policy council, on sub-committees, and play a supportive role in fund raising and various issues related to children's learning. An official recognition of parent's role in the children's education should be, with respect to their involvement in assessment, representation in governing bodies and access to information need to be emphasized. Sided by side, with increase in the involvement of parents with their children's education, the school needs to introduce the concept of accountability of school to parents.

The respond obtained from three kindergarten directors' indicated that parents involvement in our school is weak. Some parents give us comments and suggestions beyond that the parents don't involve in the kindergarten.

One of the government director responds contradict with the others. She said parents involvement in our school is high. In this school every morning children had milk it is sponsored by NGO. Parents are coming to the kindergarten by their schedule and serve milk to their children and wash the cups. Besides they also give maintenances service for the broken materials in the kindergarten.

Therefore parents are encouraged to take part in the operation of the kindergarten. Because their role is important for the children success in the future.

4.8. Government participation and responsibilities in kindergarten

In order to identify the government supportive service mainly the school directors were asked in this respect. Table 15, indicates the result.

Table 15: Government participation and responsibilities in kindergarten

| Item | NR | % |
|-------------|-----------|----------|
| Strong | 1 | 25 |
| Medium | 3 | 75 |
| Total | 4 | 100 |

As indicated in table 15 above, the vast majority of the respondents 3(75%), said they get medium support from the government. Only 1(25%) of the respondents said they get strong support from the government. This shows that the government support for all kindergarten is not the same.

The same responses were obtained from woreda education office experts. Their difference lies on the fact that woreda education office had made supervision at the beginning of the academic year to obtain data related to building, number of teachers, and children registered in each kindergarten.

Almost all directors expressed their concern to the insignificant supportive service obtained from the government representing bodies. To them, the limited supervision made was more related to recurring data for administrative activities than improvement of learning opportunities in the kindergarten.

Observation further revealed that a complete absence of policy documents; such as education and training policy, preschool standard, the guide to education of preschool children and children with special needs which were expected to be provided by government to the kindergartens.

In the studied kindergartens, the regional and woreda education offices seem to be relatively aware of the importance of preschool education. However, they did not give strong support in training of teachers and continues professional support to all kindergartens.

Therefore based on the results, it would be possible to conclude that the kindergartens lack essential support from government, particularly from woreda education office to effectively and efficiently run their activities in the best possible ways. The situation of preschool education had not received due attention and support it deserves.

Chapter Five

5. Summary, conclusion and recommendations

5.1. Summary and Conclusion

The main purpose of this study was to examine the challenges of implementing kindergarten curriculum in Addis Ababa. It aimed at identifying the major causes and then come up with possible suggestion to implement the kindergarten curriculum effectively.

This particular study at this starting point stated kindergarten education is one such proper level of education to make the child's active citizen. Children are high capacity during their kindergarten years, they need different important skills, knowledge and attitudes that will affect their ability to learn, personal development, relationships with others and future participation in greater society. Therefore, it was designed to find out the challenges of implementation current kindergarten curriculum in Addis Ababa.

To this end the following five basic questions were raised

1. What are the components of the current kindergarten curriculum?
2. What are the challenges to implement the kindergarten curriculum?
3. Do teachers trained to implement the kindergarten curriculum?
4. Do parents know the aim of kindergarten education?
5. What efforts are taken to implement the curriculum by the side of government?

The study was carried out in twelve kindergartens from four sub cities in Addis Ababa namely Addis Ketema, Yeka, Gulele and Arada. The subject of the study were 60 kindergarten teachers, 60 parents, four kindergarten principals, two sub city kindergarten education expertise and one Addis Ababa early years care and education expertise.

The data collected through close-ended questionnaires from the teachers and parents were presented in tables for each case, and analyzed using percentage and numbers of schools followed by relevant discussions. Besides, qualitative data obtained through observations using checklists and interview guides were used to supplement and explain qualitative data whenever necessary by summarizing the words of respondents and the results of observations. There were followed by relevant discussions to reach at certain findings.

Kindergarten curriculum is designed to help children's achieve their individual potential and create a positive future for themselves, their families and their communities. To implement this kindergarten programs focus on developing the learning skills, strategies and knowledge that young children need to be productive members of society and to continue to be active learners throughout their lives.

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

- A. The training background of teachers to implement the kindergarten curriculum is low. Because, the findings reveal
- The great majority of teachers (64%), lack professional competence in working with young children in the kindergarten.
 - Majority of teachers had no opportunities for in-service training to improve or up-date their professional skill and expertise to work effectively in the kindergartens.
 - All of the government kindergarten teachers have got pre-service training and in-service training from the government several times. But the others did not because of budget limitation from the government
- B. Majority of schools didn't implement kindergarten curriculum as expected because of the following reasons.
- Majority of teachers 41(69%) of respondents low understanding on the kindergarten curriculum contents.

- All interviewed expertise said all contents of the curriculum are appropriate to the maturity level of the children and it promotes children's general problem solving and critical thinking abilities through active play.
- Only 18(30%) of respondents organized their curriculum in all areas of development. The rest 6((10%) were organized by language only, where as the others organized their curriculum content by a combination of two or three areas of learning
- Results obtained from cross tabulation it would be possible to say that except government kindergartens the others kindergarten curriculum contents lack of focus on all areas. This problem might lead to lack of harmonious development in children's development.
- Majority of private kindergartens give more emphasis for language
- Majority of the expertise respond that except government kindergartens others are unwilling to participate in the training.
- Results from observation and interview and document review indicated that most of the sample kindergartens have lack of curriculum materials.
- Only 10(16%) of parents respondents were preferred only Amharic medium of instruction. But the great majority of parents preferred the English medium of instruction and both English and Amharic medium of instruction.
- 19(31.7%) of the studied kindergartens give lesson by books from abroad. This approach directly loads knowledge beyond the level of kindergarten children.
- Results from the interview shows most of the schools are established for the sake of business.
- Learning by doing is least selected teaching method in the sample kindergartens.
- Majority of the teachers 45(75%), replied that the degree of utilization of teaching aid by the teacher were high. But most teacher have lack of commitment and initiative to improve the shortage of materials by

preparing the instructional materials of low cost to implement the curriculum.

- Indoor materials and equipment adequacy was different as to their sponsorship. Large number of children were observed in government kindergartens but when we compare the class size it bigger than the other kindergartens.
 - Use of activity center, wall decoration is less observed in other kindergartens except government kindergartens.
 - All sample kindergartens perform the minimum requirement of outdoor equipment. but safety condition were found to inadequate
- C. Parents – teacher communication in majority of kindergarten is good but the parents understanding of kindergarten curriculum found to be low. The reasons are
- Parent-teacher communication in the kindergarten found to be high it is 40(66.7%).
 - The most commonly used means of communication for parents-teacher communication in the sample kindergarten is communication book.
 - Majority 39(65%) of respondents replied the participation of parents in school work is strong.
 - But Majority of parents sends their children to kindergarten to learn subjects formally not through play.
- D. The efforts made by the government to the kindergartens found to be low. Because, the findings reveal
- Majority of the respondents 3(75%) respond get medium support from the government. The only support they get found to supervision once in year and accreditation.
 - The support of government offices to the kindergarten is un proportional because of lack of budget.

5.2. Recommendation

The challenges of implementing kindergarten curriculum in Addisababa has revealed, is prevalent more at the implementation stage than at the planning and development stage. Therefore, in the light of the preceding, discussions, finding and conclusions made, the following recommendation are suggested.

1. Majority of the kindergartens in Addis Ababa is owned by private individuals and large number of children in Addisababa spends their time in these schools. Besides teachers are the most important factors in implementing the curriculum. All teachers at this level must be trained to assist the children and implement the program as well. Training, seminars and professional guidance should be given in collaboration with other organizations so as to equip teachers with appropriate knowledge and skills required at the level that helps them to implement the curriculum.
2. Education has played a definite role in human history as a means of transmission of knowledge, skills, ideas and values from generation to generation. That is why; all societies that are found in different stages of development have established systematic methods of teaching to their young children. These methods of teaching are imperative for children to understand their society, its traditions, and to equip them for survival. Hence, the government in general, professionals in each levels in particular should facilitate an awareness program to the communities about the objective of the kindergarten program in collaboration with Ministry of information so as to get media coverage for the purpose.
3. The organization of classroom and outdoor spaces, materials and equipment, play an important part in helping children to acquire the skills and competencies associated with preschool provision. Therefore, the kindergartens need to provide age appropriate and well equipped materials

to facilitate the children need. Besides, teachers' commitment should be strengthened to prepare instructional materials using low cost or locally available raw materials to improve the shortages.

4. Sub city education office should keep responsibilities in running kindergarten education. Therefore it should strictly make sure that a minimal level of requirement in program faculties maintained in licensing for kindergarten education. Besides the office should effectively overcome its duties and responsibilities in ensuring and controlling standers.
5. As this study is very limited to come up with all critical problems being featured in the current kindergarten program implementation process, further and more in-depth study should be carried out on the same area to identify or provide possible answers to the other problems uncovered in the study.

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Appendix – A

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የስነ ትምህርት ኮሌጅ የትምህርት ጥናት ክፍል

በአፀደ ሕፃናት መምህራ የሚሞላ መጠይቅ

የመጠይቁ አላማ

የዚህ መጠይቅ ዋና አላማ በአዲስ አበባ ዉስጥ የሚገኙ አፀደ ህፃናት በአገሪቱ የተቀመጠውን (curriculum) ለመከተል ያለባቸውን ችግሮች ለይቶ ለማወቅ ነው። ከመጠይቁ የሚገኘው መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋፅኦ ያለው በመሆኑ የሚፈለገውን መረጃ በግልፅነትና በታማኝነት እንዲሞሉ በአክብሮት እንመክራለሁ። የመረጃው ሚስጥር የሚጠበቅና ለዚህ ጥናት ብቻ የሚዉል መሆኑን አረጋግጣለሁ።

አመሰግናለሁ

መመሪያ

- 1 በመጠይቁ ላይ ስምዎን መፃፍ አያስፈልግም።
- 2 መጠይቆቹን ካነበቡ በኋላ በሚመርጡት መልስ ትይዩ ባለው ሳጥን ዉስጥ የ“✓” ምልክት ያድርጉ
- 3 አማራጭ መልስ ለሌላቸው መጠይቆች በተሰጡት መስመሮች ላይ መልስዎን አጭርና ግልፅ በማድረግ ይፃፍ።

ክፍል አንድ አጠቃላይ መረጃ

1.1 የአፀደ ህፃናት ስም _____

1.2 ወረዳ _____

1.3 የአፀደ ሕፃናት ተጠሪ አካል

ሀ /ሀዝብ ለ/ መንግስት ሐ/ ግለሰብ መ/ መንግስታዊ ያልሆነ ድርጅት

1.4 የመምህራን ዕድሜ

ሀ/20 - 25 ለ/ 26-31 ሐ/ 32-37 መ/42 በላይ

1.5 የትምህርት ደረጃ

ሀ/ቢ.ኤ/ቢ.ኤስ ሲ/ቢ.ኤ ዲ ለ/ የአንድ አመት ሰርተፍኬት

ሐ/ የኮሌጅ ዲፕሎማ መ/ የአንድ አመት የመዋለ ህፃናት መምህርት ስልጠና

1.6. ሙያዊ ልምድ (በአፀደ ህፃናት ዉስጥ ለመምህርነት የሰጡት ጠቅላላ አገልግሎት

ሀ/0 - 5 ዓመት ለ/6 - 10 ሐ/11 ዓመት እንደ ከዚያ በላይ

ክፍል ሁለት

2.1. በአፀደ ሕፃናት የስርዓተ ትምህርትን ተግባራዊነት በሚመለከት

1 . ከሚከተሉት ዉስጥ በሥርዓት ትምህርቱ ዋና አላማ የሆነዉ የትኛዉ ነዉ?

(ከአንድ በላይ መምረጥ ይቻላል)

ሀ. የአካል እንደ እንቅስቃሴ መዳበር

ለ. የቋንቋ መዳበር

ሐ. የሂሳብ ጽንሰ ሀሳብ ማዳበር

መ. አካባቢን የመፈተሽ ፣ የማወቅና የመረዳት ግንዛቤ መዳበር

ሠ. የማህበራዊ ስሜታዊ ክንዋኔ መዳበር

2 . የሥርዓት ትምህርቱ ይዘት ህፃናትን ለመደበኛ ትምህርት በማዘጋጀት በኩል ያለዉ ጠቀሜታ

ሀ/ከፍተኛ ነዉ ለ/ መካከለኛ ነዉ ሐ/ዝቅተኛ

3. በየትኛዉ የትምህርት መስኮች አፀደ ህፃናት የተደራጀ የመስልዎታል (ከአንድ በላይ መምረጥ ይቻላል)

ሀ/ በሂሳብ

ለ/በቋንቋ

ሐ/በሳይንስ

መ/በአካል ብቃት እንቅስቃሴ

4. ከሚከተሉት የማስተማሪያ ዘዴዎች ዉስጥ በአበዛኛዉ የሚጠቀሙት የትኛዉ ነዉ?(ከአንድ በላይ መምረጥ ይቻላል)

ሀ.ገለፃ

ሠ.የመስክ ጉብኝት

ለ.ጥያቄና መልስ

ረ.በመስራት መማር

ሐ.ዉይይት

ሸ.ሌሎች ካሉ ይግለፁ

መ.ጨዋታ

5. በአፀደ ሕፃናቱ የመምህራን የትምህርት መርጃ መሣሪያዎች አጠቃቀም ደረጃ

ሀ. ከፍተኛ ነዉ

ለ. መካከለኛ ነዉ

ሐ. ዝቅተኛ ነዉ

5. በተራ ቁጥር 4 ለተጠየቁት ጥያቄ መልስዎ ለ ከሆነ ለምን? -----

6. ተከታታይ የሙያ ላይ ስልጠና ያገኛሉ?

ሀ/ አዎን አገኛለሁ ለ/ አላገኝም

7. በተራ ቁጥር 6 ለተጠየቁት ጥያቄ መልስዎ /አዎ/ ከሆነ በአመት ስንት ጊዜ ያገኛሉ ?

8. በመምህራ ስልጠና ላይ ተጨመሪ ሀሳብ ወይም አስተያየት ካልዎት ?

2.4. የወላጅና የአፀደ ሕፃናት ት/ቤት ግንኙነትን በተመለከተ

1. የሕፃናት የትምህርት አቀባበል ለማገዝ የሚያመች የወላጅና የአፀደ ሕፃናት የመደጋገፍ ግንኙነት አለ?

ሀ/አዎን አለ ለ/የለም

2. አፀደ ሕፃናቱ በይበልጥ የሚጠቀምባቸው የመገናኛ ዘዴዎች ያመልክቱ (ከአንድ በላይ መልስ መስጠት ይቻላል)

- 2.1. ስብሰባና ውይይት
- 2.2. የስልክ ጥሪ
- 2.3. የቀጥታ ቤተሰብ ግንኙነት
- 2.4. ኮንፈረንሶች
- 2.5. ደብዳቤ በመፃፍ
- 2.6. በሕፃናት መጽሐፍ ውስጥ በመፃፍ መላላክ
- 2.7. ቃላዊ መልእክት
- 2.8. ሌሎች ካሉ ይዘርዝሩ -----

3. መምህራን የወላጅን ዕኩል ድርሻ በመገንዘብ ከወላጃች ጋር በትህትና በዕኩልነት ላይ የተመሰረተ ግንኙነት ያደርጋሉ?

ሀ/ አዎን ያደርጋሉ ለ/ አያደርጉም

4. በተራ ቁጥር 3 ለተጠየቁት ጥያቄ መልስዎ ለ ከሆነ ለምን? -----

5. ወላጆች ከአፀደ ህፃናቱ የሚደረግላቸው ጥሪ ለመጠበል በጎ ምላሽ ይሰጣሉ?

ሀ/ አዎን ይሰጣሉ

ለ/ አይሰጡም

6. የወላጅና የአፀደ ሕፃናቱ የሚደረግላቸው

Appendix – B

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የስነ ትምህርት ኮሌጅ የትምህርት ጥናት ክፍል

በአፀደ ሕፃናት ወላጆች የሚሞላ መጠይቅ

የመጠይቁ አላማ

የዚህ መጠይቅ ዋና አላማ በአዲስ አበባ ዉስጥ የሚገኙ አፀደ ሕፃናት በአገሪቱ የተቀመጠውን (curriculum) ለመከተል ያለባቸውን ችግሮች ለይቶ ለማወቅ ነው። ከመጠይቁ የሚገኘው መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋፅኦ ያለው በመሆኑ የሚፈለገውን መረጃ በግልፅነትና በታማኝነት እንዲሞሉ በአክብሮት እንመከራለሁ። የመረጃው ሚስጥር የሚጠበቅና ለዚህ ጥናት ብቻ የሚዉል መሆኑን አረጋግጧለሁ።

አመሰግናለሁ

መመሪያ

- 1 በመጠይቁ ላይ ስምዎን መፃፍ አያስፈልግም።
- 2 መጠይቆቹን ካነበቡ በኋላ በሚመርጡት መልስ ትይዩ ባለው ሳጥን ዉስጥ የ“✓” ምልክት ያድርጉ
- 3 አማራጭ መልስ ለሌላቸው መጠይቆች በተሰጡት መስመሮች ላይ መልስዎን አጭርና ግልፅ በማድረግ ይፃፉ።

ክፍል አንድ አጠቃላይ መረጃ

1.1 የአፀደ ሕፃናት ስም _____

1.2. የአፀደ ሕፃናት ተጠሪ አካል

ሀ/ ሀዝብ ለ/ መንግስት ሐ/ ግለሰብ መ/ መንግስታዊ ያልሆነ ድርጅት

1.3. ወላጅ ዕድሜ

ሀ/ 20 - 25 ለ/ 26-31 ሐ/ 32-37 መ/ 42 በላይ

1.4. ወላጆች በአጸደ ህፃናት ትምህርት ላይ ተሳትፎ ማድረጋቸው

ሀ/ አስፈላጊ ነው ለ/ አስፈላጊ አይደለም

1.5. ወላጆች አጸደ ህፃናቱን መርዳት አለባቸው ከሚላቸው መንገዶች ውስጥ (ከአንድ በላይ መምረጥ ይቻላል)

ሀ/ ለልጆች አስፈላጊውን ቁሳቁሶች ማሟላት

ለ/ በትምህርቱና በት/ቤት ውስጥ ላለው እእንቅስቃሴ

ሐ/ ለትምህርት ቤቱ አስፈላጊ የሚባሉ ቁሳቁሶችን ማሟላት

መ/ ሌሎች ካሉ ይግለጹ -----

1.6. ወላጆች ልጆች በአፀደ ህፃናት ውስጥ የትምህርት አሰጣጡ በዋነኝነት በምን ላይ የተመሰረተ ቢሆን ይመርጣሉ

ሀ/ ጨዋታን ማዕከል ያደረገ

ለ/ ቁጥርን እና ፊደልን መፃፍን ማዕከል ያደረገ

ሐ/ የተለያዩ ስዕሎችን መቀባትን ማዕከል ያደረገ

መ/ ሌሎች ካሉ ይግለጹ -----

1.7. የአፀደ ህፃናት ትምህርት በየትኛው ቋንቋ ቢሰጥ ለህፃናቱ ጥረ ነው ብለው ያስባሉ?

ሀ/ በአማርኛ ብቻ

ለ/ በእንግሊዝኛ ብቻ

ሐ/ ከአማርኛ ትምህርት ውጭ ሌላውን በእንግሊዝኛ ብቻ

መ/ እያንዳንዱን የትምህርት አይነት በአማርኛም በእንግሊዝኛም

1.8. የህፃናቱን ሁኔታ ለመከታተል የሚጠቀሙባቸው የመገናኛ ዘዴዎች (ከአንድ በላይ መምረጥ ይቻላል)

ሀ/ በስልክ

ለ/ ደብዳቤ

ሐ/ በአካል ወደ ትምህርት ቤቱ በመሄድ

መ/ መረጃ መለዋወጫ ደብተር በመጠቀም መ/ ሌሎች ካሉ ይግለጹ -----

1.9. ወላጆች ከመምህራን ጋር መቼ እእና እእንዴት ይገናኛሉ

ሀ/ ልጆችን ወደ ት/ቤት በሚያደርሱበት ሰአት

ለ/ በስብሰባ ጊዜ

ሐ/ ባይጠሩም በራሳቸው ጊዜ

መ/ ህፃናቱ ላይ ችግር በሚያዩበት ጊዜ

1.10. በአጸደ ህፃናቱ ውስጥ የሚሰጡት የትምህርት አይነቶች ከህፃናቱ እድገት ጋር ሲነፃፀር

ሀ/ ተመጣጣኝ ነው

ለ/ያንሳል

ሐ/ይበዛል

9. የመዋለ ህፃናት ስርአተ ትምህርት ውጤታማነት ወላጆች በአፀደ ህፃናት እእና በመንግስት ምን ቢደረግ ይሻላል ይላሉ _____

10 . በአፀደ ህፃናት ትምህርት ለማሳደግ ተጨማሪ የሚሰጡት አስተያየት ከሎት _____

Appendix C

Addis Ababa University

School of Graduate Studies

Institution of Educational research and development

Department of Educational research and development

Interview Guide Objectives

The main purpose of this interview is to collect information regarding the challenges of implementing kindergarten curriculum in Addis Ababa. Thus, your direct participation has been found essential and you have been selected for the interview. So, kindly requested to provide information needed objectively and honestly. It is assured that the collected information will be kept confidential and used for this research purpose only.

Thank you!

A. Interview guide for sub-city education office experts and Addis Ababa Early years Education Care experts.

1. What do you think that the content of the curriculum is adequate to realize the objectives
 - What sort of problems do you think that the kindergarten curriculum face in its implementation?
 - What alternative solutions do you suggest for further improvement?
2. How for do you think that materials and equipment are adequate in the kindergartens?
 - What impact do you think that the adequacy or shortage has on the effective attainment of the objectives of the curriculum?
 - What sort of possible solutions do you suggest for further improvement in this regard?
3. How could you explain the adequacy and professional competence of teachers in the kindergartens?
 - What opportunities do you think that teachers have to improve their professional competencies?
 - What do you recommend for further improvement?
4. What sort of support do sub-city/woreda education office provides for kindergarten education?
 - How well do you think that the supports meet the need of kindergartens?
 - What possible solutions do you suggest for further improvement?
5. If you have any other comments, suggestions or recommendations for implementation of kindergarten curriculum in kindergartens.

Appendix D
Addis Ababa University
School of Graduate Studies
Institution of Educational research and development
Department of Educational research and development

Interview Guide Objectives

The main purpose of this interview is to collect information regarding the challenges of implementing kindergarten curriculum in Addis Ababa. Thus, your direct participation has been found essential and you have been selected for the interview. So, kindly requested to provide information needed objectively and honestly. It is assured that the collected information will be kept confidential and used for this research purpose only.

Thank you!

B. Interview guide for kindergarten directors.

1. What do you think that the content of the curriculum is adequate to realize the objectives
 - What sort of problems do you think that the kindergarten curriculum face in its implementation?
 - What alternative solutions do you suggest for further improvement?
2. How far do you think that materials and equipment are adequate in the kindergartens?
 - What impact do you think that the adequacy or shortage has on the effective attainment of the objectives of the curriculum?
 - What sort of possible solutions do you suggest for further improvement in this regard?
3. How could you explain the adequacy and professional competence of teachers in the kindergartens?
 - What opportunities do you think that teachers have to improve their professional competencies?
 - What do you recommend for further improvement?
4. How is the situation of parent – school partnership to assist children’s learning?
 - How far do you think that parents have clear awareness about the objectives of the kindergarten education?

- To what extent do you think that the parents involve in the management aspect of the kindergartens?
 - What alternative strategies do you suggest for further improvement?
5. What sort of support do sub-city/woreda education office provides for kindergarten education?
- How well do you think that the supports meet the need of kindergartens?
 - What possible solutions do you suggest for further improvement?
6. If you have any other comments, suggestions or recommendations for implementation of kindergarten curriculum in kindergartens.

Thank you!

Appendix – E

Addis Ababa University

School of Graduate studies

Department of Educational Research and Development

Class room and outdoor observation checklist

Name of Kindergarten _____ Date of Observation _____

Observation checklist

1. A checklist from classroom materials and equipment organization in each kindergarten

| No | Item | Adequate | Inadequate |
|----|--|----------|------------|
| 1 | The classroom space provides an orderly arrangement of well defined work area | | |
| 2 | The centers are well equipped with necessary materials and equipment according to specific purpose | | |
| 3 | Wall and decorations are all suitable | | |
| 4 | Children's books, toys and work are displayed at child eye-level | | |
| 5 | The equipments are accessible, easy to use and invite self-servicing approach | | |
| 6 | Tables, chairs/ benches and shelves are all child-sized and comfortable to use | | |
| 7 | The class room is clean, pleasant and stimulating | | |
| 8 | Book corner (variety of books) | | |
| 9 | Construction materials (blocks, building sets, etc) | | |
| 10 | Self-expressive materials (toy, musical inst .dress up cloths, dolls etc. . .) | | |
| 11 | Exploratory materials (puzzles, matching games, play card) | | |
| 12 | Manipulative materials (markers, pencils, crayons, . . .) | | |
| 13 | Resources, posters, equipments relate to children's home life style. | | |

2. A checklist from and outdoor spaces and equipment organization in each kindergarten

| No | Item | Adequate | Inadequate |
|----|--|----------|------------|
| 1 | Adequate outdoor space is provided per child | | |
| 2 | The playground safety and security | | |
| 3 | The supply of play materials and equipment provide sufficient opportunity for play | | |
| 4 | Play materials and equipment and selected to suit children's developmental level | | |
| 5 | The arrangement of play materials and equipment enhance children cooperative play activities | | |
| 6 | Constructed for the purpose of housing or school purpose | | |

Observation checklist

3. Details in a classroom instruction

| No | Observation Items | Yes | No |
|----|--|-----|----|
| 1 | Encourages children | | |
| 2 | Provide opportunities for students to acquire initiative and independence. | | |
| 3 | Encourage the child to secure materials to make choices among a variety of materials | | |
| 4 | Encourage to take care of books of display them carefully on shelf | | |
| 5 | Provide opportunities to choose activities | | |
| 6 | Encourage independent activity | | |
| 7 | Allow children to talk the lead, do less telling and more asking | | |
| 8 | Use a variety of instructional methods <ul style="list-style-type: none"> - Play-based instruction - Discussion - Illustrating stories - Reading environmental print | | |
| 9 | Asking questions and assessing children's progress | | |

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