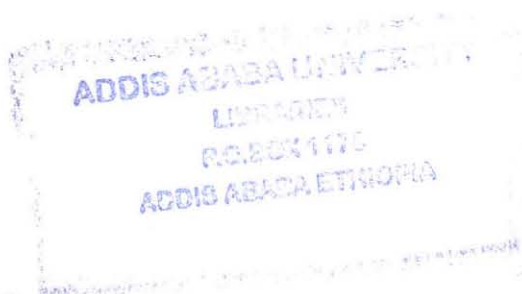


**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRAUATE STUDIES**

**AN ASSESMENT OF THE STATUS OF PRE-SCHOOL EDUCATION IN  
SELECTED PUBLIC AND NON-GOVERNMENTAL KINDERGARTENS:  
THE CASE OF WEST SHOA ZONE OROMIA REGION**

**By Dengia Etea**



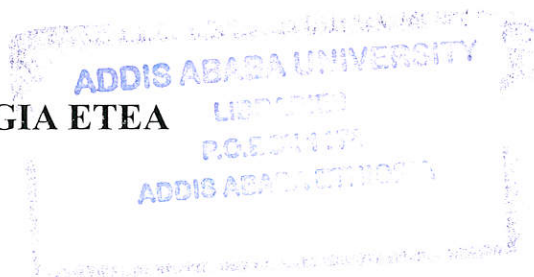
**June 2009**



**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRAUATE STUDIES**

AN ASSESSMENT OF THE STATUS OF PRESCHOOL EDUCATION IN  
SELECTED PUBLIC AND NON- GOVERNMENTAL  
KINDERGARTENS: THE CASE OF WEST SHOA ZONE OROMIA  
REGION

**BY: DENGIA ETEA**



A THESIS PRESENTED TO SCHOOL OF GRADUATE STUDIES OF  
AAU IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS IN CURRICULUM AND  
INSTRUCTION

**JUNE 2009**

## ACKNOWLEDGMENTS

First of all I thank my God for helping me in all my achievements. Next ,I would like to express my heartfelt thanks and great appreciation to my thesis advisor Dr. Dessu Wirtu for his timely and unreserved technical and professional guidance and constructive comments starting from the selection of the thesis topic up to the completion of the study. In deed, the study would not have been finalized in such form had it not been for his unfailing assistance and constructive comments.

In addition, I would like to express my gratitude to the school of Graduate Studies of AAU for financing my research study.

Further more, I would like to express my thanks to my beloved family for their moral support and encouragement during my study. My special thanks go to my children Tizta and Leul Dengia for typing the study results.

Finally, my thanks also go to my friend Mekonnen Gizaw (Jomo) who provided me internet and printing services for completion of my study.

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## ACRONYMS

AAU	Addis Ababa University
ESAA	Education Statistics Annual Abstract
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FGH	Future Generation Hope
IBE	UNESCO International Bureau of Education
KG	Kindergarten
ICDR	Institute for Curriculum Development and Research
MOE	Ministry of Education
NCECE	National Center for Early Child Education
NGO	Non Governmental Organization
OREB	Oromiya Regional Education Bureau
SOED	Scotland Organization for Education Development
TTI	Teacher Training Institution
UNCRC	United Nation Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

*The main purpose of this study was to assess the status of selected public and non-governmental kindergartens in West Shoa Zone. To this effect, descriptive survey method was employed. Among the 13 woredas of the zone that have kindergarten institutions, six sample woredas were selected purposively based on the number of kindergartens they have and on the basis of their funding agencies. Thirteen kindergartens were selected for the study. Accordingly, all public (3) and community (2) kindergartens were selected by availability sampling method. Four private and four NGO owned kindergartens were selected through simple random sampling technique. 71 kindergarten teachers including directors were selected using availability sampling technique. Furthermore, 1 zonal and 6 woreda level education experts were selected using purposive sampling technique. Finally, 24 parents of KG children were randomly selected as a source of data for the study. Different documents were also used as secondary source of information. Multiple data collection instruments-questionnaires, interview and observation were used. Quantitative data were analyzed using percentage and descriptive statements. Qualitative data were transcribed and analyzed by summarizing the opinions of the interviewees or by direct quotation of their voices whenever necessary to supplement the quantitative data. The study showed that the contents of KG curriculum were irrelevant, essential indoor and outdoor equipment and materials and instructional materials were inadequate, lack of trained teachers, absence of assistant teachers and in-service training, un uniformity of medium of instruction, parents' lack of awareness and low participation in kindergartens activities and very limited and insignificant supportive services of government to kindergartens. Conclusively, the status of preschool education was not implemented and found as pointed out in the policy. Hence, updating the curriculum, using qualified teachers, supplying essential materials, rendering necessary supportive services, and follow up by pertinent bodies to improve the status of preschool education in kindergartens were among the major recommendations.*

# CHAPTER ONE

## 1. Introduction

### 1.1. Background of the study

Education plays a very significant role in the development and transmission of knowledge, skills, attitudes and values of citizens. Hence, it is a key to economic, political, technological and socio-cultural development of any country. This fundamental input begins at early childhood and paves the way for effective learning and the child is prepared in all respects to profit from schooling.

According to Chowdhury and Choudhury (2002:26), education does not begin when the child sets foot in primary school, nor does it end when the school bell rings and class lets out. This indicates that there are a lot of things that are learned by children before they come to the formal primary school.

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

Early childhood education, as a distinct form of education, was essentially non-existent prior to the 1800s. In fact, it was only during the 1800s that people began to think of children as anything more than "small adults" and to recognize that they need and deserve upon special attention and consideration (McCarthy A, 1980:3).

However, more recently, during seventeenth to nineteenth centuries scholars such as Rousseau, Pestalozzi, Froebel, Locke, Dewey, Montessori, and others visualized schools

of early childhood as one of the means of improving social condition (Chowdhury and Choudhury, 2002:96).

According to Mialaret (1976:33) in the life span of human beings, early childhood is a crucial stage needing care and proper influence since rapid physical and mental development take place at this stage. The first four or five years of life is experienced with much intellectual development and is also the period of greatest sensitivity to environmental influence. At early age, children's receptivity to new influences and capacity to learn are at their optimal point. They acquire important skills, knowledge and attitude that will affect their future participation in a society.

Cognizant of this, pre-school education becomes a point of common concern both in developed and developing countries. Pre-school education in Europe developed its institutional forms in the late 18<sup>th</sup> and early 19<sup>th</sup> century as a response to the abandonment and mistreatment of children associated with the development of factories, smelters and mines that employed their parents (Woodill et al. 1992:6) and in the United States of America established as early as the 18<sup>th</sup> century (Encyclopedia of America 2006:553-555).

When we see the establishment of pre-school education in Ethiopia, the first pre-school education in modern a sense was established in Dire Dawa in 1908 by the Embassy of France to provide necessary child care for the children of Ethio-French rail way line workers (Bizunesh, 1988:4)

Following this, other preschools were established in other parts of the country by religious organizations, foreign communities and private sectors (Ibid). However, due to budget constraints and priorities to primary and secondary education, the impact and coverage of the preschool education program was very low up to 1994 (UNCRC, 1995:28).

Currently, the issue of pre-school or kindergarten education has got an emphasis by the government and included in the 1994 Education and Training Policy (ETP). As indicated in the document of ESDP-II(MOE,2002:9), ESDP-III(MOE,2005:36) and IBE (2006) the government's critical role in this sub-sector is developing the curriculum, providing technical assistance in supervision, setting standards for facilities, and issuing licenses for the institution while the delivery of preschool education and its expansion are left for private sector, NGOs and the community.

Due to increasing public demands for preschool education and involvement of the private sector, the communities and NGOs, the number of kindergarten which was 1497 with 153, 280 enrolled number of children in 2004/05/ ESDP-III MOE (2005:4) rose to 2313 kindergarten and 219,068 enrolled children in 2006/07, MOE (2006:20). This shows that there was an increase of 54.5% of kindergarten and 42.9% of enrolled children with in a year.

Similarly, in Oromia Regional state the number of kindergarten and enrolled number of children which was 418 and 43,103 in 2004/05 respectively (OEB, ESDP-III (2005:7) was increased to 711 kindergarten and 59,284 children in 2006/07 ( MOE, 2006:20).Even though the access of preschool education is bounded to urban areas, there was 70% kindergarten and 37.5% children increment with in a year in the region during the mentioned academic year.

The Ethiopian Education and Training Policy which was adopted in 1994 has served as a cornerstone to guide basic issues that preschool education should address in each region. Accordingly, the Oromia Education Bureau has set minimum standards that preschool education program must meet in order to achieve the intended goals and profiles set in the policy.

Pre-school is the place from where the children drive maximum benefits other than their homes. Hence, its physical set up, site, surroundings, plan and programmes are of great significance in achieving the goals of pre-school education. On top of this, children

education in its very essence necessitates the coming together of people, material, appropriate strategies of instruction and program into a cohesive unit so as to achieve its aim. Particularly, teachers, directors and preschool administrators as well as near by educational experts play a significant role for kindergarten education program implementation. Thus, based on these general frameworks, assessing the status of preschool education in selected public and non-governmental kindergarten focusing on West Shoa Zone is the concern of this study.

## **1.2. Statement of the problem**

Considering that human development proceeds along a continuum and that the process in development is essentially cumulative in nature, investment in programmes for the youngest age group of children in the 0-6 years age becomes a major priority as the very foundation for basic education and life long learning and development. Meticulous longitudinal studies have also documented that pre-school education has a considerable qualitative impact on the cognitive power, individuality and interpersonal skills of the child that last well into adulthood (Amanuel 2001:235).

In addition, scholars like Boren and Picket (1954:12) indicated that many of the faultiness in adult life and many of the poor adjustment made by individuals to their environment are due to faulty training or lack of opportunity for self-expression and self-development in the early years of childhood. This indicates that the early child life experiences either enhance or retard his/her future development. Thus, preschool education provides a wide range of educational experiences to young children by laying background experiences that will promote their later attainment in physical, social, emotional and intellectual development. Pre-school education helps children to be confident, eager and enthusiastic learners, who are looking forward to start school and success in life (Fitzgerlad, 2004:7). Due to the growing recognition that, the preschool education program can contribute to all round development of children, the demand for it is found on increasing from time to time in Ethiopia. This can be confirmed from the data that shows the increasing number of kindergarten and enrolled children of 2004/05 and 2006/07 academic years indicated on page 3 of this paper. Above all, the Education and Training Policy of 1994 gave due

attention for the issue of preschool education to meet the needs of children aged 4 to 6 years. Based on the policy OEB has set standards that serve as a benchmark for the success of the program to meet the intended regional goals and the profiles set in the policy.

However, according to the information obtained from West Shoa Zone education office practices and personal observation of the researcher, the status of most of the pre-school institutions in the mentioned zone is not inline with the standards set for the program implementation. In addition to this, there is no research conducted specifically in West Shoa Zone on the status of preschool education of both public (community) and non-governmental kindergartens. Thus, assessing the status of preschool education of public (community) and non-governmental kindergartens in the region in general and West Shoa Zone in particular might be an important base (source) of knowledge and indicating direction for further improvement of the preschool education that serves for the development of children.

### **1.3. Objective of the study**

The overall objective of this study is to assess the status of pre-school education in selected public (community) and non-governmental kindergartens in West Shoa Zone of Oromia Regional State.

#### **Specific Objectives**

The specific objectives of this study include:

1. Assessing the physical set up and the conduciveness of learning environment of public (community) and non-governmental kindergartens and the adequacy of desirable indoor and outdoor equipments and facilities.
2. Investigating the extent to which the parents are involved to enhance their children's preschool education.
3. Assessing the readiness (commitment) and professional qualification of teachers to teach preschool children.

4. Identifying the strengths and weaknesses of public (community) and non-governmental kindergartens and suggest some possible means for further improvement of preschool education in the zone under study.

#### **1.4. Basic Research Questions**

Based on the statement of the problem and objectives of the study, the following five basic research questions were set:-

1. To what extent the public (community) and non-governmental kindergartens equipped with the necessary teaching materials?
2. How is the pre-service and in-service training of kindergarten teachers in public and non-governmental kindergartens?
3. What types of supportive services are rendered in public and non-governmental kindergartens?
4. What is the medium of instruction in the kindergartens?
5. To what extent the kindergarten curriculum is relevant for the all round development of children?

#### **1.5. Significance of the study**

The researcher believes that this study would have the following significance:-

- It helps policy makers and education experts of the zone to know the similarities and differences between public (community) and non-governmental kindergartens with regard to provision of preschool education based on standards set by the MOE.
- It can promote cooperation and collaboration among all stakeholders of preschool education in the zone.
- It can be used for sensitizing the community at large concerning the importance of preschool education.
- It can serve as a stepping stone for other interested researchers to conduct more investigation in the area of preschool education.

## **1.6. Delimitation of the study**

Currently(in 2008/09 academic year) there are 3 public, 2 community and 36 non-governmental (19 private and 17 NGOs) kindergartens in West Shoa Zone. It would have been better if the study included all the kindergartens. However, in order to make the study manageable and feasible, it was delimited to 13 kindergartens that were found in different woredas. Besides, the content of the study was restricted to assess the status of kindergartens in terms of its physical set-up, indoor and outdoor facilities, practicability of the program, availability of teaching materials and qualified teachers, medium of instruction and stakeholders' participation in promoting the development of pre-school education in the zone.

## **1.7 Limitation of the Study**

Lack of well documented evidences at woreda education offices and in public as well as private kindergartens was a challenge to the researcher. However, the researcher managed to overcome such problems by digging out in-depth information using interview and observation.

## **1.8. Organization of the Study**

The study is organized in five chapters. The first chapter deals with the introductory part that contains the background of the study, statement of the problem, objective of the study, research question, significance of the study, delimitation of the study, limitation of the study and operational definition of important terms. The second chapter covers review of the related literature that provides the basic framework of the study. The third chapter indicates the design and methodology employed to conduct the study. The fourth chapter focuses on data presentation, analysis, and discussion, and chapter five presents the summary, conclusions and recommendations .Finally, list of reference materials and different appendices were indicated.

## **1.9. Operational definitions of terms**

**Community Kindergarten:**-refers to an institution sponsored and administered by community and licensed to offer an educational program for children aged four to six.

**Equipment:** - refers to all facilities such as tables, chairs, merry-go-round, slides, etc. that are expected to promote the child physical, intellectual, social and emotional development.

**Instructional materials:**-refers to syllabus, teacher's guide and student's text books.

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

**Materials:** - smaller, less expensive items such as various books, toys, games, etc which provide opportunity for physical, intellectual, social and emotional development of children.

**NGO kindergarten:**-refers to an institution sponsored and administered by non-governmental religious organizations (Adventist, Catholic and Orthodox) and licensed to offer an educational program for children aged four to six.

**Preschool education:** - education of children between the ages of 3 to 6, carried out in the formal institutions before they join primary schools.

**Private kindergarten:**-refers to an institution sponsored and administered by private individual/s and licensed to offer an educational program for children aged four to six.

**Public kindergarten:**-refers to an institution sponsored and administered by kebele and/or town administration to offer an educational program for children aged four to six.

**Sponsoring agencies:**-refer to individual or group of individuals privates, kebele, town administration, community and non-governmental religious organizations that fund and administer kindergarten program.

**Woreda:**-Division of zone administration into manageable administrative areas.

## CHAPTER TWO

### 2. Review of Related Literature

Different educators, psychologists, child development specialists, and others did much in laying appropriate concepts and methods of providing organized education for pre-school children that serves them as a base for their future life. Hence, in this review, literature that is relevant to the study will be presented to provide an insight into the basic concepts of pre-school education.

#### 2.1. Historical Overview of Preschool Education

All societies have specific approach to raising and educating young children. The desire for organized education outside the home has a long historical tradition. According to Husen and Postleth cited in the encyclopedia of education (1994:4666-4667) the desirability of organized preschool education dates back to the age of early Greek educational thinkers such as Plato (427-347 B.C) who emphasized that children under the age of six should be taken from their home and educated in a properly prepared educational environment under the guidance of trained teacher.

Comenius (1592-1670) also maintained that systematic education of children should begin early and advocated establishing of "Mother schools" in 1657 for the first six years of age children (Encyclopedia of Americana 2006: 554-555).

In addition to this, Rousseau claimed that children should be educated at an early age since early experience serves as a base for later education. He also advocated that direct experience, practical activity and learning by doing (Alkin, 1992:352; Widmer, 1970:52). Similarly, Pestalozzi, who introduced learning through the senses, that is, expressing ideas and developing abilities through child activities; Maria Montessori, who noted that children learn best through their own spontaneous activities and that these experiences should take place in planned environment recognized the vital contribution of early years' education (Chowdhury and Choudhury 2002:97; Alkin, 1992:352; Lambert, 1960:8). The

present day pre-school education program in general and kindergarten in particular are influenced by the writings and works of these educators (Mitizel, 1982:489).

As noted by Gary A. Woodill (1992:3), “Early childhood education” is the pattern of crèches, pre-schools, kindergartens, primary classes, and early intervention programs found in most countries of the world. It is a particular set of cultural and historical inventions that developed between the 16<sup>th</sup> and 19<sup>th</sup> centuries in Europe and was imported to most corners of the globe. In Western, early childhood education has come to mean education and care of the child in group settings outside the child’s family home. The spread of this particular form of caring for and teaching children is related to both colonization and spread of industrialization throughout the world (Ibid: 3).

Early childhood education, as a distinct form of education, was essentially nonexistent prior to the 1800s. In fact, it was only during the 1800s that people began to think of children as anything more than “Small adults” and to recognize that they need and thrive upon special attention and consideration (McCarthy, Melodie A. 1980:3).

According to Todd and Heffernan (1964:2) the changes science and technology have brought to the industrial and business world as well as to the home favor the development of pre-school education. In addition to this, Gary A. Woodill (1992:6) indicates that preschool education in Europe developed its institutional forms in the late 18<sup>th</sup> and early 19<sup>th</sup> century as a response to the abandonment and mistreatment of children associated with the development of factories, smelters, and mines that employed their parents.

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

Froebel is considered as the first great organizer of the ideas and much of the practices concerning early childhood education with a motto of his famous saying "Come; let us live for children". He believed that children are social beings, that activity is the basis for knowing and play is an essential part of the education process (Bruce 1987:17).

Froebel's program of pre-school education was aimed at helping children understanding the unity of man, God and nature through a set of activities. He developed a number of manipulative materials to be used by children in prescribed ways. In addition to these, he developed arts, crafts, a set of songs and games which are now used by modern pre-schools (Bernard, 1986:520).

German immigrants brought Froebel's kindergarten ideas to the United States and the first American kindergarten was opened in 1855 in Watertown by Margarethe Schurz, who had studied in Germany under Froebel (McCarthy, 1980:9).

In Africa usually most of the education budget is spent on the provision of secondary and higher education. As a result, the majority of kindergarten age children do not benefit from the program. This made the provision of preschool education the privileges of very few children of the influencing classes and the new elites of the continent (Heron, 1979:82). In addition, due to the influence of inherited colonial models in which the Africans attempt to adjust the few existing Western type kindergarten programs to the local resources and needs has made the opportunity so costly that only few privileged population are being benefited.

In general, the above mentioned points show us, the establishment and development of preschool education has its own history in different countries. As noted in world education encyclopedia (1988:379), preprimary education in Ethiopia is mostly conducted at the traditional church schools where children are taught reading, writing and basic Ethiopian numbers.

Even though, traditional church education has historical contribution to young children education, in Ethiopia preschool education has a short history. In Ethiopia preschool education of modern sense was established in DireDawa in 1908 by the Embassy of France to provide care services for the children of the then Ethio-French rail way line

workers (Bizunesh, 1983:4) and coincides with the time of the beginning of modern education in our country.

## **2.1.2. Preschool Education Experiences of Selected Countries**

### **2.1.2.1. Preschool Education in Germany**

In the second half of the 19<sup>th</sup> century, increasing industrialization and urbanization resulted in the founding of the first guarding nurseries by Folising and Fleidner that aims at preventing children from being morally and physically neglected as well as to teach them to become diligent, pious and orderly citizens (Woodill, 1992:217).

According to the author, in Germany kindergarten was started by Friedrich Froebel in 1837 to teach cognitive educational concepts. In East Germany preschool education was treated as part of the public education system while West Germany denying the pre-schools an independent educational task until 1970. Since the 1970s two interconnected programmatic approaches, the function-oriented and situation-oriented have joined these traditional methods and philosophies. Influenced by a socio-scientific pedagogy and German educational reform, training programs were developed aimed at improving children's level of achievement and development.

Because of different directions taken by the German kindergarten, there is no standard educational program for pre-school education though the approach and materials of Froebel and Maria Montessori together are the two most important influence on Germany's kindergarten education. The play things and the materials offered by Froebel for occupations are still important in pre-school education in Germany. Montessori materials are used strictly as didactic materials. As learning games, they are part of the basic equipment of every pre-school to train independent activities as well as senses. The qualifications of pre-school education teaching differ with regard to the level of training- at university for four years with one year field placement; three years training program in technical college degree for two years theoretical orientation and one year placement supervised by the technical college. In addition to this, there is a training college for 1-3

years that varies from one federal state to the other and employed as assistant helper in the pre-school.

### **2.1.2.2. Preschool Education in Kenya**

Formal pre-schools have existed in Kenya since 1940s to serve European and Asian families at first (Woodill, 1992:327). With recent social and economic changes leading to rapid modernizations and urbanization, the family's role in early education has been supplemented by organized pre-schools.

In support of this, Woodill, (1992:327) mentioned that there were 5000 pre-schools with 6000 teachers where 300,000 children were enrolled in 1972. This increased dramatically to 12,192 pre-schools with 662,042 enrolled children and 16,551 teachers in 1987 in the country. Even though there is an expansion of pre-schools, it has not necessarily meant that the quality of the program has been improved due to lack of trained pre-school teachers and relevant curriculum to the children's culture and background.

According to the author, the goals of pre-school education in Kenya include:

- Providing an informal education aimed at developing mental capabilities and physical growth
- Providing opportunities for living and learning through play
- Encouraging the formation of habits for effective living as an individual and as a member of a group
- Developing appreciation for culture background and customs
- Fostering spiritual and moral growth and
- Developing the imagination and self-reliance

In Kenya, over 70% of the pre-schools were founded and sponsored by parent's association and the rest by private individuals, churches, local authorities and community groups.

Regarding the administrative matters, both local and central governments are involved in preschool education in Kenya. The Ministry of Education is responsible for:

- Teacher training
- Curriculum development

- Registration, inspection, supervision
- Provision of policy guidelines to all program sponsors and administration of teachers examinations

The NCECE offers pre-service and in-service training sessions ranging from nine months to a few weeks or days to the various pre-school personnel involved in early childhood education.

## **2.2. Aims of Preschool Education**

The progress and prosperity of a nation are intimately related to the maximum growth and development of its children of the age group 4 to 6 years.

According to Hendric (1988) the goals of preschool education are:

- ❖ To serve the child's need to make an impact on the environment through direct physical contact and maneuver
- ❖ To promote the potential for ordering experience through cognitive strategies
- ❖ To advance the child's functioning knowledge of the environment
- ❖ To support the play made of incorporating experiences;
- ❖ To help the child's internalize impulse control
- ❖ To meet the child's need to cope with conflicts intrinsic to this stage of development
- ❖ To facilitate the development of an image of self as a unique and competent person;
- ❖ To help the child establish mutually supporting patterns of interaction

In addition to this, as cited in (Temesgen 2006:12) the Scotland organization for education development (SOED, 1994) has identified the following general aims of preschool education in the world:

- To encourage social, emotional, intellectual and physical development of children;
- To provide a safe and stimulating environment in which children can feel happy and secure;
- To promote welfare for children;

- To create opportunities for play;
- To encourage children to explore, appreciate and respect for their environment;
- To provide opportunities to stimulate interest and imagination; and
- To extend children's abilities to communicate ideas and feelings in a variety of ways.

Similarly, the aim of preschool education in Ethiopia as noted in ETP (1994) focuses on all round social, emotional, intellectual and physical development of the child in preparation for formal schooling. It encompasses the child's good health, proper attitudes, desirable social skills, emotional stability and maturity, creativity, aesthetic appreciation and scientific outlook to cope better with life and learning ahead.

In line with this, some of the objectives of preschool education set by ICDR (1996) are:

- To lay foundation in producing active, happy and physically strong child by designing balanced physical exercise;
- To enable the child to build good habits for effective living as an individual and a member of a group;
- To acquire the ability to work in group and feeling of responsibility and discipline;
- To make it possible for the child to enjoy living and learning through play;
- To initiate the child's ability to think, analyze and remember;
- To develop love of music, art and craft in children;
- To enable children to grasp important culture for their life;
- To prepare children for future education etc.

### **2.3. Benefits of Preschool Education**

A substantial body of research is available regarding the effects of preschool education on young children's learning and development, including long-term outcomes. In line with this, research conducted by W.S.Barnett (2008) indicates that well designed pre-

school education programs produce long-term improvements in school success, including higher achievement test scores, lower rates of grade repetition and special education, higher education attainment, and also associated with reduced delinquency and crime in childhood and adulthood. (<http://epicpolicy.org/publication/preschooleducation> )

Furthermore, different research evidences have shown that pre-school education has a positive impact on the social, emotional, physical, and intellectual development of young children that lasts well into adulthood (Andreski and Nichollas, 1997:10). In addition to this, various researchers have proved that preschool education encourages to foster a harmonious development of child's physical wellbeing, social and intellectual development. As cited in Chowdhury and Choudhury (2002:160), Modak (1970) and Dakshayani (1970) research evidences confirmed that preschool education develops social sense and better adjustment in children; Muralidharam (1970) states that one of the major causes of educational wastage particularly in grade one is mainly due to lack of attending pre-school education before entering grade one, and Salomy (1973) has also observed that children who have had pre-school experience are much more receptive to formal schooling; their educational achievement tends to improve, the charges of their dropping out of school are reduced and also provide the guidance and understanding of adults and opportunity to mix with other children.

Pre-school education helps the child to participate with other children of similar ages by means of guided activities such as playing and group interactions. It also helps the child to acquire the experiences of working and living together through the interplay of group activities.

In general, preschool education plays a great role in developing the mental and physical capability of the children who are in the age range of four to six. It enhances the quality of education and improves the internal efficiency of primary schools by reducing the incidence of repetition and dropout (MOE, ESDP-III, 2005:35).

## **2.4. Curriculum for Pre-school Education**

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

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

Chowdhury and Choudhury (2002:116-117) viewed preschool curriculum in specific and broader ways. According to these authors, conventionally curriculum means a carefully planned set of lessons to be taught and learned or set of learning opportunities to be presented in a certain way. In this sense, curriculum is seen specifically in detail, with clear goals, concrete and measurable objectives, a set of requirements for teacher training, a rationalized educational philosophy, and method for evaluation. In a broader sense, curriculum is viewed as all the developmental experiences that are planned for the whole program that includes the entire day's activities; the care giving style; the degree of freedom or control for both children and pre-school 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 indicates that curriculum encompasses the entire range of school experiences and opportunities for learning, designed by the teachers, the administrators and planners for the total and integrated development of children.

According to Neaum and Tallack (1997:4), the content of preschool curriculum should be rich, stimulating and allow children to be well prepared for the life and learning ahead.

As noted by Heffernan and Todd (1960:71; 1964:155), preschool curriculum should enable the child to make the best adjustment to life and extend his experience. The child's in school experience must reinforce his out of school experience and need to prepare him for a future life out of school and for fuller life in later years.

Furthermore, as cited in Gezahegn (2005:15), Drummond et al (1989); Ainscow and Twedle (1979), the curriculum for young children includes:

- All the activities and experiences provided for them by adults;
- All the activities they devise for themselves;
- The language that adults use to them and that they use to each other and all that they see and hear in the environment around them.

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

In addition to this, the Northern Ireland council for the curriculum, examinations and assessment confirmed that preschool children curriculum should:

- ✦ Meet their physical, social, emotional and cognitive needs at their particular stage of development;
- ✦ Motivate, challenge and stimulate them;
- ✦ Broad and balanced, allowing children to make choices and providing them with opportunities, through play and other experiences, to develop the learning associated with:

- personal, social and emotional development;
- physical development;
- creative/aesthetic development;
- language development;
- early mathematical experiences;
- early experiences in science and technology;

- knowledge and appreciation of the environment  
(<http://www.ccea.org.uk> )

Thus, the aesthetic and creative experiences help to develop attitudes, and emotional responses, which significantly influence the quality of children personality growth and their progress towards self-realization and maturity (Leavitt, 1958:189).

The language and literacy experiences of pre-school curriculum have a profound and lasting effect on the social and academic lives of pre-school children (Wilson, 2002:25). Through mathematical experiences, children will develop their knowledge of numerical operations, spatial concepts, patterns, relationships, sequence and temporal awareness (Baroody, 1988:30).

The social science experiences of pr-eschool curriculum help the children to develop social attitudes, skills and concepts of good citizenship to participate in a culturally diverse, democratic society and increasingly interdependent world (Charnery, 1997:38).

The natural science experiences of pre-school curriculum help children to develop the beginning of scientific attitudes, skills in observing nature and reporting accurately (Heffernan and Todd, 1960:166).

Physical education promotes the development of manipulative and motor skills, physical control, coordination and mobility and also establishes positive attitudes towards a healthy and active way of life (Hespe, 2000:21; Neaum and Tallack, 1997:4).

In line with this, in Ethiopia, ICDR (1996, iv-viii) set four subjects to be taught in kindergarten. The time allocated for each subject is as follows:

- play 10 periods in a week;
- mathematics 3 periods in a week
- Language, environmental and labour education as well as aesthetics and physical education 6 periods in a week.

The duration of one period in Ethiopian preschools is 25 minutes.

## **2.5. Methods of Teaching Preschool Children in Kindergarten**

The overall objective of pre-school education program is to promote the social, emotional, intellectual and physical development of the children that will serve them as a

base for their future life. Hence, to achieve the program objectives, there should be an appropriate method of instruction.

According to Isenberg and Jalongo (1993:329), the use of teaching methods should be based on better understanding of the children's present needs and abilities to prepare them for future life career. The authors further explained that, teaching methods used in pre-school education should enable children how to learn, how to cope with change, how to build and evaluate a body of knowledge that will evolve throughout their life, and how to adapt to a changing environment. Based on this premise, they recommended the use of play, learning by doing, discussion, questioning, field trips and role-play methods of teaching for pre-school children.

Moreover, Neaum and Tallack (1997:19) and Curtis (2003:115) agreed that play is the first and most appropriate method of instruction in teaching pre-school children.

Specifically Froebel cited in Bennet et al. (2001:171) states "Play is the purest, most spiritual activity of the child and gives joy, freedom, contentment, inner rest and peace in the world. It is the source of all that is good". This indicates that enjoyable play based activity as an integral part of pre-school curriculum and important method of teaching.

Hence, important methods of teaching pre-school children are briefly discussed hereunder:

(a) **Play:** - play enables children to get access to information processes in a meaningful way. Through play, children gain physical, cognitive, language, emotional, recreational, moral, cultural and educational benefits. Play in the pre-school is categorized as free and structured play, individual and group play, vigorous and quiet play, outdoor and indoor play (Chowdhury and Choudhury, 2002:132).

Furthermore, the authors suggest that children love to create with their hands in their play. While they work with their hands, they are also exploring with their senses, acquiring new experiences and using the imagination. When they make something, they express their thoughts and feelings, practicing skills with their hands and fingers and coordination and controlling their muscles. Thus, preschool teachers are expected to facilitate such creative activities like free painting, drawing, pasting, collage work, paper

craft, modeling, clay work and printing to enhance muscle brain coordination in addition to exercising muscle to maintain both physical and mental development. Similarly, Tassoni (1998:172-182) classified children's play into four as below:

**Creative play**- it helps children to express themselves using materials rather than words. It also facilitates children to identify properties of materials, give them chance to use language and develop physical skills.

**Physical play**- it helps to develop children's body muscles, stamina and coordination of their movement and to build confidence.

**Pretending play (imaginative play)**- here children act upon what they see and feel using words. They talk to toys or object and make-up games using character. It helps the child to develop language and communication skills.

**Manipulative (construction) play**- it helps children to develop the ability to build or fit equipment together and to develop their fine manipulative skill as well as their gross motor movement. According to Lambert (1960:22) play enables children to construct meaning from their experiences and promotes social adjustment and adaptation.

(b) **Brainstorming**:- it encourages children to focus on topic and contribute to the free flow of ideas. The method allows the children the acceptance and respect of individual differences in their knowledge and language abilities. For the effectiveness of the method, teachers should acknowledge and praise the students by writing his/her ideas on the blackboard.

c) **Categorizing**: - the method focuses on grouping concrete objects such as toys or materials readily available in the classroom based on the common features or relationships. The method enables the children the opportunity to share existing knowledge and experiences. It also helps the students in extending their thinking and understanding in organizing new ideas.

(d) **Choral speaking**:- the method refers to experiences in which the children recite passages from memory. The activity allows children to deepen their understanding and enjoyment since they relate the literature with elements of voice such as tempo, volume,

pitch, stress and juncture movement and gestures with a supportive environment. Children are encouraged to interpret poems and stories by exploring the elements of voice and movement. Listening to stories is the interest of children. When they listen to stories, they learn new words, ideas, feelings and experiences. As a result, the method enables the children to make their own stories. The method can be effective when teachers are able to select poems or story based on the children's interest and performances. The teacher establishes a warmth and conducive environment by posing a question or by introducing a topic for all students to participate and emphasize initially the importance of listening to the others say to express ideas and adjust their previous knowledge of understanding, accommodation of new information and increase their level of awareness.

(e) **Cooperative learning:** - it involves children's organization in pairs to work together in order to complete a task with the contribution of each member. Success of the task is based on the performance of the group rather than an individual. The method stresses interdependence and promotes cooperation. Furthermore, it increases children's respect and understanding of each other and peer interaction. The method also develops the concept of community learns.

(f) **Discussion:** - it is an oral exploration of a topic, object, concept or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Thus, pre-school teachers ought to allow the children to talk freely and to ask question. The method helps the children to explain, reflect and recall their ideas. It also promotes positive group interaction and conversation. It increases the child's ability to communicate, to listen with interest and respond to the ideas of others, and build concepts based on other ideas.

(g) **Helping the child to learn through experiences:** - all the time children learn from their environment through observation. Thus, the pre-school teachers should encourage the children to learn from every part of their natural environment like trees, leaves, plants, animals, stone, sun, shade, water, air, mud, light, sand and household articles.

(h) **Rhythm, music and movement:** - children love rhythm, music and movement. Music brings pleasure and offers avenue of expression to children which in turn helps them to develop their language. A simple song accompanied by music brings children to a happy state of mind and engages them more and more specially in rhythmic activities.

(i) **Dramatization:** - children like to imitate what they saw, and acting out different experiences that enabling them for self-expression.

(j) **Field trips and excursion:** - children are interested to see and explore their environments. Thus, they must be taken out at least once a week to observe and explore the environment around them. At this stage commonly children are interested to observe animals, trees, flowers, birds and other beauties of nature. Field trips and excursion provide the children with new insight, deeper understanding and expand their knowledge of the world to make detailed and accurate observation. Furthermore, learning by doing leads pre-school children to grow in many ways through meaningful experimentation, observation and wide-experiencing (Wills and Stegema, 1954:78). The use of questioning method develops the child's scientific attitudes, skills and the ability to make generalization.

In general to develop the mental, physical and psychological make-up of the children and to acquaint them to social life and practices in their communities teachers are strongly recommended to use developmentally appropriate and varied teaching methods as much as possible.

## **2.6. Medium of Instruction in Preschool**

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

According to MOE (2002:36) learning in mother tongue enables the students to understand lessons easily and avoids problems associated with language barriers;



reinforces identity and enables its users to be proud of their culture and identity, raises the quality of education and increases students classroom participation.

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

*Educating children in their second language other than mother tongue restricts students' opportunities to develop emergent understanding of a more comprehensive view of literacy.*

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

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

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

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

## **2.7. Preschool Teachers' Role and Training**

Even though facilities are one of the important factors, it is the teacher that is the most important factor in the learning environment. As Foster and Headley (1964:42) indicated the teacher is the wholesome person, not easily upset who has the physical stamina and energy to cope with lively young children. Thus, the role preschool teachers and other care givers play influence the development of children more than any specific curriculum or educational methodology (Chowdhury and Choudhury, 2002:144).

Due to the fact that preschool teachers work with children who have different interests, problems, cultural backgrounds and abilities, they should be academically well trained and qualified in early childhood education, child development, child psychology, and in organizing better physical and psychological environments in order to achieve the intended goals of preschool education.

To this end, the extent to which the teacher has the capacity to be authentic, open, self-aware, caring and genuinely respectful of others is one of the most essential aspects of the ability to nurture children and support them (Christensen and Moravick, 1987:67).

Furthermore, Miller and McDowell (1993:112), strengthen the need for basic knowledge in the area of health and nutrition, pedagogy, curriculum development, handling of interpersonal and inter group relations with children, parents, specialists and colleagues. As indicated by Todd and Heffernan (1964:78), teachers of young children must be one who enjoys all children, respects them, believes in them and can be warm, friendly and patient with them. She must be a person who maintains sound physical health and can be active and enthusiastic with children in their various activities both in and out of doors.

On top of this, preschool teachers need to have knowledge and understanding of all aspects of child development including theories and approaches to learning; how to combine and apply pedagogical knowledge and understanding; multi-sensory learning

and teaching approaches for young children, and safety issues and application in practice (Woodfield, 2004:98).

In addition to professional knowledge and competency, preschool teachers ought to be cooperative, alert, charitable, courageous, democratic, honest, fair, just, kind, patient and tactiful (Foster and Headly, 1959:48).

The way in which a teacher corrects a child, how she asks for work, how she feels about him as a person, affects how in turn feels about him. Whatever the teacher does in the classroom, through her manner of reacting to the mistakes of the children can go on building and growing or the feeling that mistakes are unhappy incidents indicative of failure in school work and their personal lives (Boren and Picket, 1954:29).

Research also confirmed that the way a teacher works with a group of children affects not only her relationships with them, but also children's relationship with each other. The behavior of the teacher may affect:

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| ⊕ The child's sense of security; | ⊕ His courtesy or lack of it; and |
| ⊕ Freedom from tension;          | ⊕ His desire for recognition      |
| ⊕ Resourcefulness;               | (Lambert 1960:132)                |

Hence, more emphasis has been given to the general level of intelligence, academic qualification, physical health, and emotional stability of the preschool teachers in the area of childhood education.

### **2.7.1. Preschool teachers training**

There was a time when a lady was simply accepted as a teacher of children. However, as time passed by and as it was realized that the preschool teacher has much responsibility over all the activities taking place in the preschool, the trend of giving at least four to five weeks training course became a reality (Foster and Headley, 1959:46). According to Gross (1974:314), the influence of preschool teacher, in particular, is as profound as she serves as a model of behavior formation and value transmitter.

No matter how much we know about children and how they learn or how good the physical facilities are for teaching, it will avail nothing unless we attract to the teaching profession people who are intelligent, enthusiastic about teaching children and desire to improve their own skills in teaching since the most modern facilities or the soundest research can be ignored or misused by a poor teacher (Lambert, 1960:13). This indicates that the need for special training of preschool teachers since it markedly influences the lives of children in their critical and formative years. As noted by Heffernan and Todd (1960:4), there should be a special training for preschool teachers due to the fact that the profession requires a happy and creative, an intelligent and energetic teacher to serve in the program.

In addition to this, Brison and Hill (1966:53) and Mialaret (1976:49) cited in Dereje (1994:27) have stated that teachers of young children in this rapidly changing world need to have profound knowledge about the child's biological growth and development, his/her general living environment, theories of education and the principle of learning etc. Hence, for the effectiveness of preschool education, preschool teachers have to gain appropriate training that enables them to cope with the problems and changing situations that may arise during caring and educating processes.

The content of preschool teacher should include courses that help to develop:

- Basic knowledge of human growth, development, health and nutrition;
- School, parent, home and community relationships;
- Curriculum content, methods of teaching;
- Materials and equipment experiences and resources;
- Current problems, history and philosophy of education; and
- The administrations and organization of schools (Marguarita and Cohen, 1984:15).

It is obvious that the types of courses given and the duration of time of training limits the quality of preschool teachers. However, the training time and qualification of preschool teachers varies from countries to countries.

As indicated in Decker and Decker (1988:182), in America most states require four years professional training program while few states developed a five years training program for certification. Similarly in Finland the training is given for four years. In Canada the training takes up to six years (UNESCO, 2005:49-52). In Sweden and Norway, the training lasts two years. In Holland it lasts for three years. In France the training time lasts for 2-4 years (Johansson, 1992), Tessa, 1971:91). In Kenya pre-service and in-service training sessions ranging from 9 months to a few weeks or days to the various personnel involved in early childhood education (Woodill, 1992:329). But since 1985 a two years in-service program for untrained preschool teachers during the school holidays is realized. (Ibid: 334).

In Ethiopia, the training of preschool teachers lasts for a year (ten months) at certificate level by offering courses that include:

- ❖ Preschool pedagogy, child psychology, nutrition, mathematics, language:
- ❖ Method of teaching;
- ❖ Skill of children language development
- ❖ Social study, music, art and physical education (MOE, 1997:1014)

Above all, the professional growth of the teacher will take place through increasingly insightful observation of the children with whom he/she works. In addition to this, to cope up with a rapid changing knowledge and methods of teaching in preschools education, teachers must be eager and be able to update their skills and competence through experiences, supervision and in-service training (Chowdhury and Choudhury, 2002:144).

## **2.8. Preschool Physical Environment, Indoor and Outdoor Materials and Equipment**

### **2.8.1. Physical Environment, Plant and Space of Preschool**

It is generally accepted that the physical facilities of the kindergarten have an important influence on the type of education which takes place therein. According to Lambert

(1960:139), learning is enhanced when the environment is pleasant, when it is a situation in which the learner feels supported and a part of the group. Similarly, Heffernan and Todd (1960: 52-53) explain that conducive and pleasant preschool environment that are equipped with the necessary materials and equipment provides more opportunities for provision of quality preschool education since children need safety and enough space where they can play, jump, run, rest, observe nature and man made objects and perform self-selected activities that they choose can be realized.

Children spend most of their time during the day in preschool rooms or playgrounds. Hence, the surroundings and environment of the preschool are bound to extract a far-reaching influence on their growth, development and health. To this end, Chowdhury and Choudhury (2002:111-116) emphasized that clean, pleasant and well maintained building as the first basic requirement for preschool institution since its situation, design, lighting, ventilation, general environment and physical setting play an important role in the behavior and welfare of the children. The authors further stress that preschool building should be located away from crowded and traffic areas and free from water logging with sufficient play ground.

In addition to this, William and Stegeman (1953:253) argue that the location of preschool room should be adequately drained site, in attractive surroundings, away from rooms which will be annoyed by noise from KG, on ground floor and adjacent to toilet facilities.

Furthermore, Hallak (1990:209) suggested that preschool buildings should be located far away from unnecessary noise, air pollution, dance halls, heavily traveled high way, air port, market areas and factories. According to Lambert (1960:16), on top of the need of adequate space, the classrooms have to be aesthetically attractive and comfortable with adequate window space for good light. The authors further explained classrooms should be evenly heated and well ventilated. Floor must not be polished or waxed in order to save the children from the danger of easily falling when skipping or running and must be cemented, kept dry and sanitary since children spend much of their time in drawing pictures, sitting and playing on the floor.

It is generally accepted that children are learning many important things from their outdoor and indoor environment in addition to normal classroom instruction. According to Curits (2003:11), children gain more knowledge from digging in the gardens and watching worms and insects than they gain from looking at pictures. This indicates that outdoor areas can be the source of science, mathematics, language development and creativity. The authors further explained that the outdoor space must be safe and secure with ample space for children to play freely, preferably with trees, flat grass and bush where children can play hide and seek.

Similarly, in schools where there is adequate space and storage, the varied activities go on without friction and all the materials can be tidied away and kept dust-free and orderly (Grans Steindler and Almy, 1952:352). This indicates that when there is enough indoor space children feel safe and relaxed to explore and move around freely for different activities in the classroom which is equivalently true for preschool teachers to guide the children effectively.

As indicated in Heffernan and Todd (1960) 35 square feet area exclusive of the space occupied by lockers and storage cabinets is suggested for ten children. This is completely different from the case in Ethiopia where 63 square meter area is recommended for 40 children where 1.57 square meter is allowed for an individual child (MOE, 1994:9).

In general, the physical environment, the building condition, the availability of indoor and outdoor materials and space of the preschool has an impact on the effectiveness of preschool education.

### **2.8.2. Indoor and outdoor equipment and materials**

Material and equipment for preschools are all the facilities that are expected to promote the child's physical, intellectual, social and emotional development that are used during children's play, construction, art work and instruction time.

Children work and think with things more easily and naturally than with abstraction. It is, therefore, a distinct advantage if the kindergarten can be well equipped with materials

which are suitable to the age and development of the children (Foster and Headley, 1959:81). The indoor and outdoor activities must be able to provide opportunities for the young child to observe, explore, construct and experiment (Heffernan and Todd, 51; 1964:106).

According to Isenberg and Jalongo, 1993:217), the important preschool (KG) materials include:

- ❖ Concept and skill materials like simple card games, books of various types and puzzles;
- ❖ Gross motor materials such as balls, pull toys, riding toys;
- ❖ Manipulative materials like building sets, markers, pencil, scissors;
- ❖ Construction materials like blocks, building sets, and wood working materials;
- ❖ Self-expressive materials like dolls, dress-up clothes, house keeping toys, musical instruments and puppets; and
- ❖ Natural materials like sticks, leaves, rocks, sand, mud, water, etc.

Similarly, Christensen and Moravick, 1987:162) and Monigham, 2005:32) categorize the various KG equipment and materials that are necessary to support the classroom activities to meet the children's needs as:

- Natural materials;
- Active play equipment;
- Construction materials;
- Manipulative materials;
- Dramatic play materials;
- Cognitive materials;
- Art materials and books.

In addition to this, every classroom should contain indoor equipment, child sized square and wide table and chair that can be carried easily and safely about the room by children and child sized and open shelves that use for keeping toys, books and others (Boren and Picket, 1954:17); Foster and Headley (1959:82); Todd and Heffernan (1964:124) and Christine and Jill (1999:60). Besides this, there should be outdoor play materials such as balls (foot balls, rugby balls, giant balls, multi purpose balls), skipping ropes, gymnastic

mat, multi purpose mats, large and mobile toys, tricycle, small car-tires and outdoor play apparatus such as swinging, merry-go round, slide, balance, boxes, crawling tunnels, climbing frame as well as play-lots for installation of outdoor play about 40-50m<sup>2</sup> and about 240m<sup>2</sup> area for football play and ridding tires. (Gray,1966:16 and Widmer, 1970:124). Even though these things are adequately available in well-developed countries, they are rarely found in the kindergartens of developing countries like Ethiopia.

As cited in Garrick (2004:12), Baldock (2001) explained that outdoor environments afford rich opportunities for preschool children for what is not easily provided indoors. Further the author stressed that child's early experience of exploring outdoor spaces may be critical to the development of various domains of children, since it provides them with greater opportunities for independence than more adult controlled indoor space.

Hence, the way the materials and equipment are set-out, the range and variety offered, the way teachers help children to learn how to use and take care of are all vital for the overall development of children (Bruce, 1997:115).

## **2.9. Role of parents in preschool education**

For effective pre-schooling, parent-school relationship that aims at creating better physical and psychological environments for children's optimum growth and development is essential. Thus, the role of parents in pre-school education can never be underestimated since they are the first teachers to lay the foundations for preprimary education. (Chowdhury and Choudhury, 2002:172).

Different studies show that children perform better in school if their parents are involved in their education (Butler, 2001:554; McCarthy, 1989:212). Having regular and good communication and partnering between teachers and parents is essential for consistent positive experiences at both home and school (Sadeed, 2004: )

Parental involvement in school helps to avoid conflicting behavior between homes and school and minimize confusion for children. It gives opportunity for the teacher to understand the child more and better and able to work together effectively (Robinson, 1996:63). Similarly Eldridge (2000) cited in Fitzgerald (2004:6) indicates that when parents and teachers work together in any years settings, the results have positive impact on the child's development and learning in increasing achievements and better attendance, in improving attitude to learn and less behavioral problems.

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

In addition to this, Seigel (2002:4) pointed out that both parents and the school need to share common perception and responsibilities about the child. Mutual involvement, accountability and cooperation as well as reciprocal communication systems are very important. Thus, parent teacher relations help both parents and teachers. Accordingly, Fitzgerald (2004:9), Isenberg and Jalongo (1993:76) and Heffernan and Todd (1960:356) further explained that parent teacher relation helps the parents:

- ❖ to understand the aims of preschool education;
- ❖ to increase awareness of their child's learning progress and how to help them at home;
- ❖ to increase their awareness about the curriculum;
- ❖ to increase self-confidence;

Parallely according to these authors parent-teacher relations help the teachers:

- ❖ to understand children's family culture ;
- ❖ to strengthen the respect of children's family;
- ❖ to increase the satisfaction in their quality practice;

Similarly, Chowdhury and Choudhury (2002) explained that the home school or parent-teacher relations help to create:

- a better understanding between parents and teachers concerning what children are like;
- a better understanding with regard to what is pre-school education;
- an opportunity for parents to meet other parents and learn from their experiences;
- understanding of the new techniques of child training practices;

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

When the teacher works through parents, she/he can create a healthy, secure and favorable environment for the child in the preschool. Parent school relationship can be improved through home visits, parent's interview and meetings, parent's participation in school programmes, developing materials for parents and parent's counseling by preschool teachers. Along with these, maintaining written diary for each child to communicate with parents is essential. Any message or information regarding the child's progress in the school to be given to the parents can be written in the diary and sent to home with the children. The parents can return the diaries noting the information.

Moreover, newsletter is an excellent written material for keeping the parents informed about what children are doing in school, new trends in education of young children, what parents are doing relating to the work of school, special events, parent teacher meetings and what is going on generally in the various classrooms (Todd and Heffernan, 1964:546).

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

### **2.10. Preschool record keeping and reports**

Records and reports are of great value in guiding the behavior and planning education for individual child and in achieving the objectives of the preschool education. As cited in Foster and Headley (1959:416), Ethel Kawin sets forth eleven uses of record keeping as follows: to help teachers understand the child; to help parents understand the child; to secure evidence of growth and development; to discover and meet special needs; to discover personality and behavior difficulties; to determine school placement; to provide a basis for confidential reports to outside specialists and clinics; to provide data for reports to other schools; to serve as guides in curriculum planning; to provide in-service education for teachers, and to provide data for research.

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

According to Chowdhury and Choudhury (2002:147), records help the teacher to know the child's family background, home environment, developmental history, health conditions, needs and abilities of the child. To this end, the authors further explained the importance of reports and record keeping in preschool in understanding the individual child; in assessing the child's rate of development; in curriculum planning; in determining the readiness of children; in guiding the teacher to achieve the goals of preschool education and as a valuable resource for the researchers.

Hence, to keep all the information about the children and their background, preschools need to maintain different records like:

- personal record of the child;
- home background of the child;
- health records;
- attendance records;
- stock register;
- house visit records;
- parents-teacher meeting records;
- records of admission form and progress report of the children

### **2.11. Assessment of preschool education**

Preschool program must be evaluated critically to see whether the teachers have been able to do what they had planned to do with their children and whether the children have benefited by the program. According to Bruce (1997:193), assessment of children is an approach that aims at assessing those attributes, which cannot be measured through one attempt written test and it includes records of a child conversation, drawings, constructions, peer relations, participations and anecdotal notes describing their behavior. Thus, assessment is a process of obtaining information for making decision about students, curriculum, program, policy etc. (Miller and McDowell, 1993:122)

The assessment of young children should be a continuous process that includes identifying, collecting, describing, interpreting and applying indoor and outdoor based evidences of early learning in order to make informed worthwhile decisions. (Hespe, 2000:9)

Similarly Tassoni (1998:172) explained that continuous assessment is a more formative means of assessing learners' activities in order to give an opportunity to improve their performance. To this end, the author stresses that continuous assessment is a way of finding out what pupils know, understand and can do to enhance learning from a judgmental role to a developmental role.

Hence, careful assessment helps teachers to understand children's progress and to identify their needs and problem in order to enhance preschool education. To this effect, in assessment teachers are expected to note the learners' progress through a series of learning experience based on the planned program performances that occur in the classroom and outdoor (Leavitt, 1958:314).

## **CHAPTER THREE**

### **3. Research Design and Methodology**

The methodology part of the research primarily deals with the research design, sources of data, sampling procedure, tools of data collection and method of data analysis.

#### **3.1 Research Design**

The main objective of this study is assessing the status of pre-school education in selected public (community) and non-governmental kindergartens in West Shoa Zone. Thus, it mainly focuses on assessing, recording, describing, analyzing and interpreting the status or conditions that exist in the kindergartens in relation to the standards set and practices to achieve the intended goals of pre-school education. Hence, in order to get relevant and sufficient information about the research problem, descriptive survey method of study was employed as an appropriate methodology. As stated by Sing Sidhu(1985:69), descriptive survey is the method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs, etc.

#### **3.2 Sources of Data**

The primary sources of data for the study were kindergarten teachers and directors, children's parents and pertinent zonal and woreda level education office experts. In addition to this, relevant national and regional education policy documents and guidelines were also used as secondary sources of information.

#### **3.3 Sample Size and Sampling Techniques**

In 2008/9 academic year, according to the data obtained from West Shoa Zone education office, there are 3 public or kebele, 2 communities, 19 private and 17 non-governmental organizations sponsored totally 41 kindergartens in the zone. In these kindergartens there are 176 teachers and 4,644 children in the above mentioned academic year.

Even though there are 19 woredas and 2 special town administration in the zone, kindergarten institutions are found only in 11 woredas and 2 special town administrations which can be treated as 13 woredas all together here after.

In this study, purposive, simple random and availability sampling techniques were used to select sample woredas, kindergartens and respondents. Sample woredas were selected purposively based on the number of kindergartens they contained and on the basis of their sponsoring agencies. Accordingly, among 13 woredas , 6 woredas (46.15%) that contained high number of kindergartens (Ambo, Dendi and Toke Kutaye) and those woredas which have public as well as community kindergartens (Meta Robi, Adeaberga and Holota) were selected by purposive sampling techniques.

As to the selection of sample kindergartens, all public and community sponsored KGs were selected by using availability sampling technique. Whereas, private and NGOs' sponsored KGs were selected through simple random sampling technique. Hence, 13 kindergartens (3 public, 2 communities, 4 private and 4 NGOs' sponsored) which account 31.7 % of the total kindergartens of the zone were used as the sources of data.

Likewise, availability sampling technique was used to include all teachers and head teachers in the sample kindergartens as a source of data. Thus a total of 71 respondents (6 males and 65 females) which accounted 40.3 % of the total KG teachers in the zone were used as a source of information for the study.

Furthermore, purposive sampling method was employed to select one zonal and 6 woreda level education office experts (both males) and 13 kindergarten directors (4 males and 9 females) for interview due to the responsibility they have in kindergartens. Twenty-four children's parents (14 males and 10 females) six parents from each group or type of kindergartens were also selected for interview by random sampling technique to strengthen the data collected by questionnaire and interview from teachers and head teachers.

The summary of the population and the number of sample taken is presented in table 1 below.

**Table 1: Summary of population and samples taken**

No.	Type of kindergartens	Total number of KGs and pre-school teachers in West Shoa Zone				Number of samples taken					
		Kindergartens	Teachers and head teachers			Kindergartens		Teachers and head teachers			%
			M	F	T	No.	%	M	F	T	
1	Public	3	1	8	9	3	100	1	8	9	100
2	Community	2	1	26	27	2	100	1	22	23	85.2
3	Private	19	8	63	71	4	21.1	3	18	21	29.6
4	NGO	17	6	63	64	4	23.5	1	17	18	26.1
<b>Total</b>		41	16	160	176	13	31.7	6	65	71	40.3

### 3.4 Data Collection Instruments

In this study, multiple approaches of data collection tools were used. Accordingly, questionnaire, observation, interview and document analysis were used to generate the necessary data for the study.

#### 3.4.1 Questionnaire

Questionnaire was the main instrument used to collect data for the study from teachers and directors. A questionnaire with both close-ended and open-ended question items was originally prepared in English and then translated into Amharic to administer uniformly to all respondents and to minimize problem of understanding English.

Furthermore, the Questionnaire for teacher and directors was the same since the standard adopted MOE (1994:16) indicates a teacher with better performance and experience can serve as a kindergarten director in addition to his/her teaching duties.

In general the Questionnaire has two parts. The first part of the questionnaire was prepared to obtain personal background information about the respondents. The second part of the questionnaire that contained close-ended and open-ended question items was prepared to obtain information about the relevancy of pre-school curriculum and its degree of implementation, professional qualification of teachers, physical environment of KG, adequacy of indoor and outdoor space, equipment and materials, government support and parents participation in promoting preschool education.

### **3.4.2 Observation**

Direct observations were conducted by developing a checklist that can be used to obtain indoor and outdoor information about the sample kindergartens. To this end, compared with the standards adopted in the region, availability of non-teaching staff and desirable facilities, physical set-up and conduciveness of kindergartens environment, adequacy of outdoor and indoor space, equipment and materials were observed in all sample kindergartens. Furthermore, in each sample kindergartens, randomly selected one classroom was observed twice to collect an information about teaching methods, use of teaching materials, assessment techniques, availability of corner materials and their organization.

### **3.4.3 Interview**

Interview is a good tool to secure in-depth data (Best et.al, 1999:141). Accordingly, structured interviews were prepared and conducted with kindergarten directors, children's parents, and zone and woreda education office experts to obtain additional information that supplements the questionnaire and observation results in the study.

There were two types of interviews, one for children's parents and the other for education professionals. In order to cross check the information obtained for the study, the interview guide for education experts and directors was the same. These interviews were conducted in Afan Oromo or Amharic based on the interest of interviewees, and documented by taking notes.

#### **3.4.4 Document Analysis**

Different policy documents and guidelines as well as documents from kindergartens such as mark-list, parent teacher and admission record, children exercise and store record were also used as a source of information.

#### **3.5 Pilot Test**

The instruments for data collection were initially developed based on the reviewed literature in order to achieve its validity in securing relevant information for the study. The instruments which originally prepared in English were given to a student of PHD in English at AAU to check the grammatical problems of the items. Then they were shown to the advisor in order to comment on their appropriateness to gather relevant information for the study. The questionnaires were validated and reshaped by the advisor. Certain modifications and amendments were made based on the comments obtained from the advisor. After this, the questionnaires were translated into Amharic and shown to an Amharic teacher of first degree to check the grammar clarity and confusion of meanings of the items.

In order to check the validity of the instruments, pilot test of instruments was carried out in one NGO and one private owned kindergarten (Ambo Catholic and Ambo Birhan). Seven teachers including directors filled the questionnaire. Then after, the items were seen carefully to check if they need any modifications. To this end, four questions from the questionnaire were modified, two were canceled and one new question was added.

#### **3.6. Methods of Data Analysis**

Depending on the data collection instruments used in the study, both qualitative and quantitative methods of data analysis were employed. Data collected through questionnaires were initially classified according to their characteristics, tallied, changed to scores and presented in tables and analyzed using percentage and descriptive statements. Qualitative data obtained through interview and observations were analyzed by summarizing the opinions of interviewees or direct quotation of their voices, and the results of observations.

Finally, the relevant information obtained from document analysis as well as from the interview and observations were used for triangulation with the quantitative data.

## CHAPTER FOUR

### 4. Data Presentation, Analysis and Discussion

This chapter deals with presentation, analysis and discussion of data collected through questionnaire, interview, observation and document analysis. The data collected from teachers and directors through close-ended questionnaire were presented in tables for each issue, and analyzed using percentage followed by relevant discussion to give answer for the basic questions raised in the study. Qualitative data obtained through observation checklist and interview guides were used to complement the quantitative data whenever necessary for triangulation.

#### 4.1 Characteristics of the Respondents

In this study, the researcher employed a total of 102 respondents of which 71 are kindergarten teachers including directors, 6 are woreda level education office experts, one is zonal education expert, and 24 are children's parents. For practical reasons only the detailed characteristics of kindergarten teacher respondents are depicted below in table 2. In the teachers' questionnaires, teachers of the sample kindergartens were requested to provide information about their sex, age, educational qualification, years of services in kindergarten as a teacher and employment status. A detail of these results are summarized in table 2 below.

**Table 2: Characteristics of kindergarten teacher respondents'**

Item		Public sponsored KG respondents in		community sponsored KG respondents in		private sponsored KG respondents in		NGO sponsored KG respondents in		Total respondents in	
		No	%	No	%	No	%	No	%	No	%
Sex	Male	1	11.1	1	4.4	3	14.3	1	5.6	6	6.4
	Female	8	88.9	22	95.6	18	85.7	17	94.4	65	91.6
	Total	9	100	23	100	21	100	18	100	71	100
Age	18-25 years	8	88.9	9	39.1	16	76.2	14	77.8	47	66.2
	26-33 years	1	11.1	9	39.1	4	19	4	22.2	18	25.4
	34 and above	-	-	5	21.8	1	4.8	-	-	6	8.4
	Total	9	100	23	100	21	100	18	100	71	100
Educational qualification	Grad 10	3	33.4	1	4.4	-	-	-	-	4	5.6
	10+KG	1	11.1	1	4.4	5	23.8	9	50	16	22.5
	10+TTI	2	22.2	3	13	7	33.3	1	5.6	13	18.3
	Grade 12	-	-	1	4.4	-	-	-	-	1	1.4
	12 +KG	-	-	14	60.8	3	14.3	5	27.8	22	31
	12+TTI	2	22.2	-	-	-	-	-	-	2	2.8
	Diploma	1	11.1	2	8.6	5	23.8	3	16.6	11	15.5
	Degree	-	-	1	4.4	1	4.8	-	-	2	2.8
Total	9	100	23	100	21	100	18	100	71	100	
Years of service as a KG teacher	0-2 Years	8	88.9	5	21.7	13	61.9	4	22.2	30	42.2
	3-5 Years	1	11.1	8	34.8	6	28.6	12	66.6	27	38
	6-10 Years	-	-	5	21.7	2	9.5	1	5.6	8	11.3
	11 Years& above	-	-	5	21.7	-	-	1	5.6	6	8.5
	Total	9	100	23	100	21	100	18	100	71	100
Employment status	Permanent	-	-	16	69.6	11	52.4	15	83.3	42	59.2
	Temporary	9	100	7	30.4	10	47.6	3	16.7	29	40.8
	Total	9	100	23	100	21	100	18	100	71	100

As shown in the first item of table 2, the majority of teacher respondents 65 (91.6%) were females while 6 (8.4%) were males. When the number of male respondents is seen in public, community, private and NGOs' sponsored sample kindergartens separately, 3 (50%) of them were found in private kindergarten while the remaining strata had one male teacher each.

As to the sex of KG teachers, Aggrawal (1996:219) confirmed the existing global trend to entrust the education at the pre-primary to women teachers who are more suited for the task of instruction at this stage. In support of this, Heffernan and Todd (1964:18) indicated that, female teachers are preferable for teaching –learning children due to the fact that they are like the mother in the home and responsible for creating an atmosphere of love. Hence, it is possible to deduce that, there is a positive influence on children's learning since the majority of teachers in the studied kindergartens were females who are able to give motherly love for children.

The second item in table 2 shows the age of respondents, where majority of them 47 (66.3%) were in the range of eighteen to twenty-five years while 18 (25.4%) were in the range of twenty-six to thirty-three years. The remaining 6 (8.4%) were thirty-four and above years old. This indicates that, the age of teachers in the studied kindergartens ranges from eighteen to the first thirty's which is an active working age. Certain evidences show that children are interested in active adults to express their needs, feelings, fears, problems, etc. In light of this, among the six, thirty-four and above aged teachers, five of them were found in community sponsored KGs While one teacher was in private owned kindergarten. Therefore, based on this, it could be possible to say that, the age of teachers in the studied kindergartens seems suitable to teach preschool children.

The third item in table 2 reveals the educational qualification of respondents in which 22 (31%) and 16 (22.5%) have 12+KG and 10+KG training certificate respectively. Thirteen (18.3%) and 2 (2.8%) have 10+TTI and 12+TTI educational qualification respectively. Other 4 (5.6%) and 1 (1.4%) teachers were grade ten and twelve complete without any

certificate respectively. The remaining 11 (15.5%) and 2 (2.8%) have diploma and degree level qualification respectively. This shows that, great majorities of teachers have completed either grade ten or twelve and /or have teacher training certificate or have certificate for teaching in kindergarten.

It is known that, the quality of teachers at any level of education plays a decisive role in implementing any educational program effectively. Preschool teachers should be academically well trained and qualified in early childhood education, child development, child psychology and in organizing better physical and psychological environment in order to achieve the intended goals of preschool education (Christensen and Moravick, 1987:67). Thus, in the studied kindergartens, the majority of teachers have better education in relation to the standard adopted in the region that requires a minimum of either grade ten or twelve complete. However, among thirty-two public and community sponsored kindergarten teachers 4 (12.5%) of them do not have any qualification for teaching even though they completed grade ten or twelve. This indicates that there are some kindergarten teachers who do not fulfill the standard set by the region.

The fourth item in table2 depicts the respondents' years of service as a teacher in kindergarten. Accordingly, 30 (42.2%) and 27 (38%) of them have an experience from one to two years and from three to five years respectively. The remaining 8 (11.3%) have served from six to ten years while 6 (8.4%) teachers have an experience of eleven years and above. This shows that the great majority of teachers in the studied KGs have served from zero to five years as a teacher in preschools.

According to Fuller (1991:280), the possession of a fair number of years of teaching experience would put teachers in a position to employ different techniques of teaching, to identify learning difficulties in their students, and give remark about their different attributes. In support of this, Heffernan and Todd (1964:4) indicated that, rich professional experience of teachers enables them to practice different teaching skills, to integrate new knowledge and skills with current practice in kindergarten.

Hence, based on scholars view and the collected data, it would be possible to infer that, the great majority of teachers in the studied kindergartens had least or limited teaching experience which in turn may result in the improper implementation of preschool education program. Comparatively, almost all public and over half of private KG teachers were very fresh with a service of zero to two years.

The fifth item in table 2 presents the employment status of respondents in which most of the teachers, 42 (59.2%), were permanent and 29 (40.8%) were temporary. Particularly, all teachers (100%) of public and about a half, 10 (47.6%), of private sponsored KG teachers employment status was temporary. Thus, it would be logical to infer that most teachers in the public, private and some in community sponsored KGs might not be heartedly engaged in teaching children as needed since they use the profession as transition better opportunity and as a result influence the effectiveness of preschool education.

## **4.2 Relevancy of Preschool Curriculum**

In order to know the relevance of preschool curriculum in the studied kindergartens different questions related to content, instructional materials, methods of teaching, preparation and utilization of teaching aids, record keeping system, assessment techniques and problems encountered were raised to the respondents and the results are analyzed as follows.

### **4.2.1 The degree of relevance of the contents of KG curriculum for children's all rounded development.**

Respondents were asked to identify the degree of relevance of the contents of KG curriculum for children's all rounded development. Five options (very high, high, medium, low and very low) were given from which respondents could select. However, the responses of all respondents in the studied KGs were bounded to the first three options very high, high and medium and the results are summarized in table 3 here under.

**Table 3: The degree of relevance of the contents of KG curriculum for children's all rounded development**

Relevancy of the content of KG curriculum		public sponsored KG respondents				Community sponsored KG respondents				private sponsored KG respondents				NGO sponsored KG respondents				Total respondents													
		Very high		High		Medium		Very high		High		Medium		Very high		High		Medium													
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%												
1	for children's social development	7	77.8	2	22.2	-	-	23	100	-	-	-	-	19	90.5	2	9.5	-	-	16	88.9	2	11.1	-	-	65	91.5	6	8.5	-	-
2	for children's intellectual development	8	88.9	-	11.1	-	-	22	95.7	1	4.3	-	-	18	85.7	3	14.3	-	-	17	94.4	1	5.6	-	-	65	91.5	6	8.5	-	-
3	for children's physical development	4	44.4	5	55.6	-	-	19	82.6	4	17.4	-	-	18	85.7	3	14.3	-	-	12	66.7	6	33.3	-	-	53	74.6	18	25.4	-	-
4	for children's emotional development	4	44.4	5	55.6	-	-	20	87	3	13	-	-	17	81	2	9.5	2	9.5	16	88.9	2	11.1	-	-	57	80.3	12	16.9	2	2.8
5	to the objective realities of the children's environment	2	22.2	3	33.4	4	44.4	11	48	9	39	3	13	10	47.6	7	33.4	4	19	12	66.7	6	33.3	-	-	35	49.3	25	35.2	11	15.5
6	to invite the application of different methods of teaching	6	66.6	3	33.4	-	-	16	69.7	7	30.3	-	-	7	33.4	12	57.1	2	9.5	14	77.8	4	22.2	-	-	43	60.6	26	36.6	2	2.8

7	to children's need, interest and ability	6	66.6	-	-	3	33.4	10	43.5	9	39.1	4	17.4	12	57.2	5	23.8	4	19	13	72.2	5	27.8				41	57.7	19	26.8	11	15.5
---	--	---	------	---	---	---	------	----	------	---	------	---	------	----	------	---	------	---	----	----	------	---	------	--	--	--	----	------	----	------	----	------

As shown in table3 above, the great majority of respondents 65 (91.5%) in the studied KGs agreed that, the content of the curriculum was "very highly" relevant for children's social and intellectual development. Fifty-seven (80.3%) and 53 (74.6%) of respondents depicted that, the content of curriculum was "very highly" relevant for emotional and physical development of children respectively. In a similar way 43 (60.6%) and 26 (36.6%) respondents agreed that the content of the curriculum was "very highly" and "highly" invites teachers to apply different methods of teaching. As to the relevance of the content of curriculum to children's need, interest and ability, 41 (57.7%) respondents said "very high" and 19 (26.8%) replied "high" while the rest 11 (15.5%) agreed on the medium choice. Lastly, 35 (49.3%) and 25 (35.2%) respondent teachers agreed that, the relevance of the content of curriculum was very high and high to reflect and go with the objective realities of the children's environment respectively.

As a whole, the evidences shown in table3 indicate that, the content of kindergarten curriculum is more appropriate for children's social and intellectual development than physical and emotional development in all the studied kindergartens. Moreover, table 3 indicates that, the relevance of the content of KG curriculum to reflect and go with the objective realities of the children's environment was least emphasized. Furthermore, the interview conducted with kindergartens directors and woreda education office experts concerning the relevance of the content of KG curriculum for the all rounded development of children confirmed the greater attention given to the intellectual and social development of children than physical and emotional development. Regarding this issue, one of the interviewed directors of kindergarten said: "kindergartens usually focus more on the preparation of children for first grade primary education than emotional and physical development" (March 4, 2009).

It is obvious that, the social, intellectual, physical and emotional experiences that kindergartens offer are very important for all rounded development of children. In support of this, Tassoni (2002:1) confirmed that children whose all aspects have developed in a balanced way will strive to learn what ever is necessary to make their life satisfactory. According to Bruce (1997:263), the content of preschool curriculum need to

Similarly, the interview conducted with directors, woreda and zone education office experts also approved the acute shortage and total absence of KG instructional materials. The researcher had also observed from the interview conducted that some of the woreda education experts were not aware of the presence and need for KG syllabus.

In relation to this, one of the interviewed woreda education office senior experts said:

*“Some of the newly assigned woreda education experts and the majority of kindergartens teachers and directors consider different children literatures written by individuals as kindergartens curriculum. Specially, teachers use these literatures for teaching preschool education in KG by selecting topics that they considered good for children from the literatures they came across” (March 16, 2009).*

On the contrary, the strategy set in Oromia regional state education sector development program III( 2005:7) states that, the role of the government is developing curriculum, designing the system of teacher training, setting standard of accrediting of private KG and issuing license of accreditation to such institutions. In line with this, there is a great gap between what was revealed in the studied KGs concerning the availability of instructional materials and the government proposal about preschool education.

Thus, based on the responses obtained and observation carried, it would be possible to infer that, there was a total absence of syllabus and teacher's guide in public, private and NGO's sponsored KGs. Most teachers and woreda education office experts were seem to lack detailed clarity about the concept of KG curriculum. There was acute shortage of instructional materials in the studied KGs which intern affect preschool education.

#### **4.2.3. Commonly used methods of teaching in the kindergartens**

In the studied sample kindergartens respondents were provided with the lists of teaching methods and allowed to indicate the frequency of most commonly used methods as very frequently, frequently, sometimes, rarely and not at all. The results are shown in table 5 below.



As shown in table 5 above, a total of 62 (87.3%) and 9 (12.7%) respondents from all the four types of kindergartens replied that they used the explanation method "very frequently" and "frequently" respectively. Thirty-three (46.5%), 26 (36.6%) and 12 (16.9%) respondents reported that, play way method was used "very frequently", "frequently" and "sometimes" by them respectively. As to the choral speaking 21 (29.6%) respondents indicated that, they used very frequently while 37 (52. %) and 13 (18.3%) of them used the method frequently and sometimes.

On the other extreme, as shown in table 5, categorizing method of teaching was used by 36 (50.7%) and 14 (19.7%) teachers some times and rarely respectively. In the same vein, learning through experience was exercised by 33 (46.5%) and 9 (12.7%) respondents sometimes and rarely respectively. Almost average number of teachers in the studied sample KG rarely applied brainstorming method 34 (47.9%), discussion method 27 (38%), field trips 27 (38%) cooperative learning 26 (36.6%) and dramatization 23 (32.4%) according to the data obtained from the respondents. Similarly, some respondents 22 (31%), 21 (29.6%), 7 (9.9%) and 6 (8.4%) indicated that, field trips, discussion, dramatization and cooperative learning methods were not total used in the studied kindergarten respectively.

Furthermore, during the observation the researcher confirmed that, in all the visited classrooms the application of direct teaching that focuses on explaining, reading, telling and showing numeral numbers, letters, and pictures on the blackboard was used dominantly than other methods. Children were not encouraged to ask. Individual and cooperative learning as well as children's participation in different activities to the best of their abilities were not shown. On top of this, the interviewed directors also pointed out the dominance of explanation method of teaching due to acute shortage of teaching materials, lack of knowledge about the concept of curriculum and absence of assistant teachers.

In general, when the application of different teaching methods was seen in the four strata or groups of sample kindergartens, play method of instruction that provides children dynamic experiences and opportunities for learning was used very frequently in both groups of KG and can be supported by the standard adopted in the region that states play, work and other child directed methods as the main method of education for all-round development of children in the kindergartens (MOE, 1994:4).

As to the use of explanation method of teaching, in both groups of KG, it was dominantly applied by the teachers. The trend seems to make children more academic and to improve their achievement in lower primary grades depending on prescribed materials. However, preschool children learn more from what they can see, hear and feel than verbal explanation or description since it doesn't give sense to them.

Choral speaking is used to establish warmth and encouraging environment at the beginning of the lesson. In support of this, Christensen and Moravick (1987:205) indicated that, choral speaking method of teaching has an advantage of winning the attention of children. Thus, in the observed kindergartens the method was more used in community and NGO sponsored KGs than in public and private owned kindergartens.

Categorizing method of teaching and learning through experience enhance children understanding by sharing their experiences and knowledge among them. However, the responses from the respondents and the observation made by the researcher showed that, the methods were not used in spite of their impact on children's education. The methods applied hardly in public and private KGs while it was used sometimes in NGO and community kindergartens.

Discussion, brainstorming, dramatization and cooperative learning were other techniques of teaching suggested in the syllabus. However, as can be seen from table5, the methods were used rarely and not at all in all the observed kindergartens. Comparatively the methods were least used in public and private KGs than community and NGO's KGs. Almost all, field trip was not used in public, private and NGO owned KGs while community sponsored kindergartens used it some times. The use of child directed methods of teaching like play based instruction, discussion, dramatization, learning

through experience and field trips provide children opportunities for different activities, discovery, exploration, and multi sensory approaches that promotes their interdependence, cooperation, responsibility and tolerance.

Hence, based on the evidences obtained, it would be possible to infer that, different child centered methods of teaching were not properly used in the studied kindergartens. Dominantly teacher directed explanation method that hamper children's participation and proper implementation of the program was used in all KGs. Specially in public and private owned kindergartens different teaching methods were used hardly.

#### 4.2.4. Instructional materials preparation and utilization by teachers.

Respondents were asked to decide the extent of preparation of instructional materials from locally available raw materials and utilization by teachers. They were given choices very high, high, medium, low and very low from which to select. The results are given in table6 below.

**Table 6: The extent of instructional materials preparation and utilization by teachers**

Extent of preparation	public sponsored KG		Community sponsored KG		private sponsored KG		NGO sponsored KG		Total respondents in	
	No	%	No	%	No	%	No	%	No	%
Very high	3	33.3	10	43.5	14	66.7	3	16.7	30	42.2
High	2	22.2	7	30.4	7	33.3	6	33.3	22	31
Medium	4	44.5	6	26.1	-	-	9	50	19	26.8
Low	-	-	-	-	-	-	-	-	-	-
Very Low	-	-	-	-	-	-	-	-	-	-
									<b>Total</b>	71 100
<b>Extent of utilization</b>										
Very High	4	44.5	20	87	13	61.9	16	88.9	53	74.7
High	4	44.5	2	8.7	7	33.3	2	11.1	15	21.1
Medium	1	11	1	4.3	1	4.8	-	-	3	4.2
Low	-	-	-	-	-	-	-	-	-	-
Very Low	-	-	-	-	-	-	-	-	-	-
									<b>Total</b>	71 100

As shown in table 6 above, less than an half of the total respondents 30 (42.3%) replied that, the extent of instructional materials preparation by teachers from locally available materials was "very high". The remaining 22 (31%) and 19 (26.8%) replied "high" and "medium". This implies that, the majority of teachers are committed to prepare instructional materials from locally available raw materials in the studied kindergartens. However, the researcher observed that, especially in public and private owned sample kindergartens acute shortage or total absence of instruction materials and teachers' dependency on picture reading, letter naming, and word formation from letters, practicing simple arithmetic by writing on the black board.

Besides, the interviewed directors also confirmed the low participation of teachers in the preparation of instructional materials. In this regard, one of the interviewed kindergarten directors pointed out:

*Due to lack of budget, time, interest, and their own practical creativity most of the kindergarten teachers do not participate in the preparation of teaching aids rather than excepting from the kindergarten (March 20, 2009).*

As to the availability of instructional material, relatively some manufactured teaching materials were found in community and NGOs' sponsored KGs than in public and private kindergartens. Teachers should not solely depend up on manufactured or ready made materials. In addition to the preparation of low cost teaching materials from locally available materials, using real objects and specimens have also great value in making the lesson more concrete and interesting for children. Thus, based on the direct observation made by the researcher and responses obtained from the interviewed directors, the extent of preparation of instructional materials from locally available raw materials by the teacher was low in the studied kindergartens.

As depicted in table 6, the majority of respondents 53(74.7%) indicated that, the extent of instructional materials utilization by teachers was very high. The remaining small number of respondents 15(21.1%) and 3(4.2%) indicated as high and medium. This implies that, the extent of instructional materials utilization by teachers was high in the studied

kindergartens. However, the responses from the interviewed directors and the direct observations of the researcher confirmed acute shortage or absence of essential curriculum materials such as syllabus, teacher's guide and other related teaching aid materials especially in private and public kindergartens. The utilization of appropriate teaching materials support children's self initiated learning, creates interest and imagination and enhances proper implementation of the program. On the contrary, the lack of these essential teaching materials might make teachers to rely on their personal view in setting objectives and selecting contents, methods of teaching and assessment techniques. To this end, comparatively catholic missionary from NGO and community sponsored kindergartens were observed in using ready made teaching aids than public and private kindergartens.

Hence, based on the results shown in table 6, it would be possible to conclude that, teachers more rely on the utilization of readily available materials than preparing by their own from locally available materials. It could also be possible to infer that, preschool education in the visited public and private kindergartens rely on personal wish of teachers due to lack of or acute shortage of essential instructional materials.

#### **4.2.5. Commonly used record keeping system in the kindergartens**

Respondents were asked to indicate the most commonly used children's record keeping system. They were given options such as daily attendance record, anecdotal record, parent teacher record, and admission record from which to select one or more. The results are summarized in table 7 below.

**Table 7: The most commonly used children's record keeping system**

Children's record keeping system	Public respondents		Community respondents		Private respondents		NGO respondents		Total Respondents in	
	No	%	No	%	No	%	No	%	No	%
Daily attendance	9	100	23	100	21	100	18	100	71	100
Anecdotal record	-	-	7	30.4	5	23.8	3	16.7	15	21.1
Parent teacher record	-	-	11	47.8	10	47.6	4	22.2	25	35.2
Admission record	-	-	23	100	11	52.4	18	100	52	73.2

As indicated in table 7 above, all respondents, 71 (100%), replied that daily attendance record was the most commonly used system in all the studied kindergartens followed by admission record keeping system by 52 (73.3%) of respondents. The remaining 25 (35.2%) and 15 (21.1%) indicated parent teacher and anecdotal record keeping system respectively. This indicates that, daily attendance was the most record keeping system used in both the sample taken kindergartens while admission record was used all in all in community and NGOs' and least used in private sponsored KG excluding public kindergartens. Furthermore, the direct observation carried by the researcher confirmed that in all the visited public KGs there was only daily attendance record that used for controlling regular attendance of each child. It was also observed that admission record system and consolidated mark list or rosters were used in the studied KGs except in public kindergarten. Appropriate record keeping is used as a reference to know the progress, strength and weaknesses of the individual child and helps teachers to assess their teaching methodology. In support of this, Curtis (1998:129) indicated that,

continuously recorded anecdotal records with brief descriptions about the children's performance both indoor and outdoor from year to year provide valid information about the child.

Therefore, based on the responses obtained and the observation made by the researcher, it would be possible to conclude that appropriate record system that can show individual child's academic performance and progress, social and emotional adjustments, physical development, family background and parent teachers relations were not used and kept properly. In public and private kindergartens, teachers as well as directors do not know much about the importance of anecdotal record as spoken by one of the directors from the studied kindergartens.

#### **4.2.7. Frequency of the assessment techniques used in kindergartens**

Respondents were provided with the list of assessment techniques and allowed to decide the frequency of most commonly used as very frequently, frequently, some times, rarely and not at all. The results are shown in table 8 below.

Table 8: Frequency of the most commonly used assessment techniques.

Assessment techniques		public sponsored KG						Community sponsored						private sponsored KG						NGO sponsored KG						Total respondents					
		Very frequently		Frequently		Some times		Rarely		Not at all		Very frequently		Frequently		Some times		Rarely		Not at all		Very frequently		Frequently		Some times		Rarely		Not at all	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Practical activities	5		55.6		4		41.1		-		-		-		-		-		-		-		-		-		-		-	
2	Class work	6		66.7		3		33.3		-		-		-		-		-		-		-		-		-		-		-	
3	Homework	3		33.3		-		-		6		66.7		-		-		-		-		-		-		-		-		-	
4	Continuous observation	-		-		2		22.2		7		77.8		-		-		-		-		-		-		-		-		-	
5	Test	-		-		-		-		-		-		-		-		-		-		-		-		-		-		-	
6	Exams	1		-		-		-		-		-		-		-		-		-		-		-		-		-		-	
		1		16.7		15		83.3		-		-		-		-		-		-		-		-		-		-		-	
		8		38.1		13		61.0		-		-		-		-		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-		-		-		-		-	
		10		47.6		5		23.8		23.8		47.6		11		52.4		-		-		-									

As shown in table 8 above, most respondents 57 (80.3%) indicated that, class work was the most frequently used assessment techniques in their KG. Forty-five (63.4%) and 35 (49.3%) respondents replied homework and practical activities were "very frequently" used as a means of assessment techniques respectively. The rest small number of respondents 29 (40.8%) and 10 (14.1%) indicated that they were assessing children's progress very frequently through giving tests and continuous observation respectively. This reveals that, in all the studied kindergartens class work was the most frequently used assessment technique followed by homework, practical activities and test.

Conversely, continuous observation assessment technique that ought to be used most frequently was used least. Assessment of children should be based on continuous observation both in the classroom and outdoor children's activities, attitudes and efforts rather than a single paper and pencil test. In support of this, Tassoni (1998:172) explained that continuous assessment is a more formative means of assessing learners' activities in order to give an opportunity to improve their performance.

When the application of the assessment techniques listed in table 8 was seen in each group of kindergarten, class work and practical activities were most frequently used in both groups of kindergartens. Homework was more used in community, private and NGOs' sponsored KG than public kindergartens. Formal test technique of assessment was more used by community and NGOs' sponsored KGs and less practiced in private while it was applied least in public kindergartens. Final examination assessment technique was rarely used in all the studied kindergartens. Even though, continuous observation technique was used least in the studied KGs, comparatively it was a little bit exercised in one of the communities KG namely Muger Cement Enterprise KG than others.

Hence, based on the evidences obtained from the respondents, it would be possible to conclude that, the formative means of assessment techniques were not properly used in the studied kindergartens.

#### 4.2.7. Problems faced in implementing kindergartens program

Respondents were asked to identify the problems they faced in implementing kindergartens program. They were allowed to select one or more areas of the problem from the options provided (a-g). The results are summarized in table 9 below.

**Table 9: Problems faced in implementing kindergarten program**

Problems faced		Public KG		Community KG		Private KG		NGO KG		Total Respondents in	
		No	%	No	%	No	%	No	%	No	%
A	Shortage of teaching aids	3	33.3	3	13	17	81	7	38.9	30	42.3
B	Shortage of instructional materials	4	44.4	6	26.1	10	47.6	9	50	29	40.8
C	Large class size	-	-	5	21.7	-	-	2	11.1	7	9.8
D	Inadequate class space	-	-	5	21.7	5	23.8	2	11.1	12	16.9
E	inadequate space of outdoor play ground	4	44.4	2	8.7	5	23.8	1	5.6	12	16.9
F	inadequate indoor equipment and materials	4	44.4	2	8.7	9	39.1	6	33.3	21	29.6
G	inadequate outdoor equipment and materials	2	22.2	14	60.7	5	23.8	2	11.1	23	32.4

As depicted in table 9 above, most respondents 30 (42.3%) and 29 (40.8%) in the studied KG indicated shortage of teaching aids and instructional materials were the common problems they encountered in implementing the kindergartens program respectively. Some respondents 23 (32.4%) and 21 (29.6%) indicated the inadequacy of outdoor and indoor equipment and materials. Small number of respondents 12 (16.9%) indicated the problem of inadequacy of classroom space and outdoor space playground while 7 (9.8%) respondents indicated the problem of large number of children in the classroom. This indicates that, shortage of teaching aids and instructional materials were the most common problems that hindered the implementation of preschool education in the sample taken kindergartens.

Besides, during observation the researcher witnessed the acute shortage of teaching aids and instructional materials in most of the studied kindergartens. The interview conducted with the directors and woreda education office experts also substantiated this idea. It was also observed by the researcher and confirmed from the directors and woreda education experts, the inadequacy of indoor and outdoor equipment and materials in most of the studied kindergartens.

Materials and equipment for preschools are facilities that promote the child's physical, intellectual, social and emotional development and be used during children's play, construction, artwork and instruction (Heffernan and Todd, 1960:106). In light of this, when the studied kindergartens were seen separately, all the three public KGs had acute shortage of indoor and outdoor equipment and materials added on the problems of teaching aids and instructional materials. Especially in Holota 03 kebele kindergarten no one of these materials were found. Similarly, among the four studied private kindergartens, three of them namely Olyad, Afomiya Youth Academy and Hunde Gudina had a great problem in all the issues mentioned in table 9 from (a-g). Surprisingly, in Olyad KG the program was given in individual residence in very narrow and inconvenient rooms in a highly crowded manner. That is, upper KG was given in main bedroom, lower KG in children's bedroom and nursery in saloon. In the same vein, in

Afomiya Youth Academy children also learn in a very crowded condition in a room that has no window and light.

Therefore, on the basis of the observation, interview conducted with pertinent bodies and responses obtained from the teachers, it would be possible to conclude that, there was acute shortage of teaching aids and instructional materials that could hamper the proper implementation of the program in the studied KGs. There were a serious problem of outdoor and indoor equipment and materials, particularly, public and private KGs were victims of the problem than community and NGOs kindergartens.

### **4.3. Readiness and professional qualification of teachers**

In order to assess the readiness and professional qualification of teachers in the studied kindergartens, different questions related to pre-service and in-service training, their commitment to teach in kindergarten and the advantages they lost being a KG teacher were raised to the respondents. The results are presented and analyzed as follows.

#### **4.3.1. Pre-service and in-service training of kindergartens teachers**

The researcher also tried to find out whether kindergarten teachers have got pre-service and in-service training as indicated in the following table 10 below.

**Table 10: Pre-service and in-service training of kindergarten teachers**

Items	Measurements	Public sponsored KG		Community sponsored KG		Private sponsored KG		NGO sponsored KG		Total respondents in		
		No	%	No	%	No	%	No	%	No	%	
1	Have you been trained for teaching preschool education in KG?	Yes	1	11.1	16	69.6	13	61.9	17	94.4	47	66.2
		No	8	88.9	7	30.4	8	38.1	1	5.6	24	33.8
										<b>Total</b>	<b>71</b>	<b>100</b>
2	For how long have you been trained?	Less than three months	-	-	-	-	-	-	-	-	-	-
		3-6 months	-	-	7	43.75	4	30.8	5	29.4	16	34
		7-10 months	1	100	2	12.5	2	15.4	7	41.2	12	25.5
		10-12 months	-	-	4	25	4	30.8	3	17.6	11	23.4
		more than 1 year	-	-	3	18.75	3	23	2	11.8	8	17.1
									<b>Total</b>	<b>47</b>	<b>100</b>	
3	Have you taken in-service training?	Yes	-	-	4	17.4	9	42.9	5	27.8	18	25.4
		No	9	100	19	82.6	12	57.1	13	72.2	53	74.6
									<b>Total</b>	<b>71</b>	<b>100</b>	
4	If your answer for question No 3 is yes, how many times so far?	Once	-	-	2	50	8	88.9	3	60	13	72.2
		twice	-	-	2	50	1	11.1	2	40	5	27.8
										<b>Total</b>	<b>18</b>	<b>100</b>
		Three times	-	-	-	-	-	-	-	-	-	-
5	If you have been trained for less than 3 months, then for how long was it?	Less than one week	-	-	4	100	6	66.7	5	100	15	83.3
		1-2weeks	-	-	-	-	3	33.3	-	-	3	16.7
		2-4 week	-	-	-	-	-	-	-	-	-	-
		2 months	-	-	-	-	-	-	-	-	-	-
									<b>Total</b>	<b>18</b>	<b>100</b>	

As shown in table 10 above, 47 (66.2%) of the respondent teachers replied that they have been trained for teaching preschool education in kindergarten while the remaining one third 24 (33.8%) replied they had no training. This indicates that two third of the total

teachers in the studied kindergartens had certain basic knowledge on how to teach children in preschool education. In addition to this, to know the adequacy of their training, the trained teachers were asked to indicate the duration of their training. As shown in table 10 above, 16 (34%) of the kindergarten teachers were trained for three to six months and 12 (25.5%) trained for seven to ten months. The rest teachers, 11 (23.4%) and 8 (17.1%), were trained for ten to twelve months and more than a year respectively. This shows that, one third of the total trained teachers in the studied kindergartens were trained for a short period of time meaning three to six months.

Besides, the interviewed zonal and woreda education experts and directors asserted that three to six months of training period was too short for teachers to equip them with the necessary professional knowledge, skills and attitudes that enable them to be competent and effective to carry out all the tasks of preschool education.

Likewise, the standard set by the MOE (1994:16) states that, preschool teachers are expected to be trained in the kindergarten education for ten months and certified. As indicated in Woodfield (2004:98), preschool teachers need to have knowledge and understanding of all aspects of child development including theories and approaches to learning. Conversely, though there is regionally set minimum professional qualification for kindergarten teachers, in the studied KGs, it was found that some teachers had no training or trained below minimal professional requirements. In this regard, among nine teachers of public kindergarten, eight of them had no training. Similarly, 8 (38.1%) and 7 (30.4%) teachers in private and community kindergartens had no training at all respectively. In NGO sponsored kindergartens almost all teachers had trained for teaching preschool education.

Hence, based on the evidences obtained it could be possible to conclude that, some teachers in the studied kindergartens had no training or their training was inadequate. Particularly, preschool education in the studied public kindergartens was given by untrained teachers which might affect adversely the all-round development of children and delivery of quality preschool education.

Regarding the in-service training as revealed in table 10 item 3 above, the great majority of respondents 54 (74.6%) replied they had not taken in service training while small number of teachers, 18 (25.4%), replied positively. Among those teachers who had the chance to participate in the in-service training, 13 (72.2%) of them participated once for less than a week in the training. This indicates that, the great majority of teachers in the studied kindergartens did not take any in-service training or refresher courses to develop their profession on preschool education. Furthermore, the interviewed zonal and woreda education office experts and directors also confirmed the absence of in-service training for preschool teachers either by sponsoring body or government. In service training is very important both for qualified and unqualified teachers to up-date their knowledge, to equip them with better and modern methods of teachings, and to build self confidence that helps them to carry on a sound program of kindergarten education.

In line with this, Neaum and Tallack (1997:55) indicated that in-service training for kindergarten teachers will help them to look critically at their own practice and identify strengths and weakness in it along with ways of moving forward. However, in the studied kindergartens teachers were deprived of access to in-service training that helps them to up grade and acquaint themselves with dynamic knowledge and innovations in education. Therefore, based on the evidences obtained, it would be possible to conclude that the great majority of teachers did not get the chance for in-service training or refresher courses in the studied kindergartens.

#### **4.3.2. Relevancy of courses during training and commitment of teachers to teach in kindergartens**

Respondents were asked to suggest the relevancy of courses they had taken during their training to perform all the activities of kindergarten program and their commitment to teach in KG. The results are presented and summarized in table 11 below.

**Table 11: Relevancy of courses taken during training and commitment of teachers.**

Items		Public respondents		Community respondents		Private respondents		NGO respondents		Total respondents in		
		No	%	No	%	No	%	No	%	No	%	
1	Are the courses taken during training relevant to perform all activities of KG?	Yes	1	100	13	81.2	11	84.6	12	70.6	37	78.7
		No	-	-	3	18.8	2	15.4	5	29.4	10	21.3
											Total	47
2	Are you committed to teaching in KG?	Yes	1	11.1	18	78.3	21	100	16	88.9	56	78.9
		No	8	88.9	5	21.7	-	-	2	11.1	15	21.1
										<b>Total</b>	47	100

As depicted in table 11 above, among 47 total number of trained teachers in the studied kindergartens, majority of them 37 (78.7%) suggested the courses they had taken during their training were relevant to perform all the activities of KG program while the remaining respondents, 10 (21.3%), asserted that they were irrelevant.

Besides, the interviewed directors also pointed out that, those teachers who had a kindergarten training certificate were found to be better by using various techniques compared to those untrained teachers. In spite of this, those respondents who believed that the courses are irrelevant mentioned the following reasons:

- The shortage of training period to cover the courses.
- The lack of practical exercise during courses.

- The inability of the trainers to offer the courses in depth and breadth with the necessary experiences about children's education practically.

Preschool teachers work with children who have different interests, problems, cultural backgrounds and abilities. They should be academically well trained and qualified in early childhood education, child development, child psychology, and in organizing better physical and psychological environment in order to achieve the intended goals of preschool education. According to Lee (1990:161) preschool teachers should also possess the knowledge of planning, assessment and record keeping, materials and equipment preparation and utilization as well as careful organization of classroom and outdoor environment.

Regarding the commitment of teachers as shown in table 11 above, majority of respondents 56 (78.9%) replied that, they were committed to teach children in kindergarten while small number of teachers 15 (21.1%) replied their lack of commitment. As indicated in Butler (2001:553) preschool education program's success depends on the teachers who implement it, their interest in the problems of children, and the ways they devise to solve these problems. Thus, if teachers are committed in their work, based on the knowledge they acquired during their training course, they can make different efforts to teach children.

To this effect, among the studied kindergartens specially, almost all public (88.9%) and some community KG teachers (21.7%) were not committed to teach in kindergartens. This might be due to the lack of knowledge that was gained from the courses through training about preschool education. Besides, teachers were also asked the reasons why they were not committed to teach children in KG. All raised the same idea. They replied that, being a KG teacher they lost the advantages of participation in different short term trainings such as workshop, seminar, orientation, and summer course to up-grade their profession. In addition, they pointed out that there is lack of adequate incentive.

### 4.3.3. Training of teachers in Afan Oromo to educate children in kindergartens

In order to assess whether the respondents had trained in Afan Oromo (regional language) or not to educate children in kindergartens, they were allowed with the options yes or no which to select from. The results are presented in table 12 below.

**Table 12: Training of teachers in Afan Oromo to educate children in KG**

Item		Public respondents		Community respondents		Private respondents		NGO respondents		Total respondents	
		No	%	No	%	No	%	No	%	No	%
Have you been trained in Afan Oromo to educate children in kindergartens?	Yes	-	-	2	8.7	-	-	-	2	2	2.8
	No	9	100	21	91.3	21	100	18	100	69	97.2
<b>Total</b>										<b>71</b>	<b>100</b>

As shown in table 12 above, almost all respondents 69 (97.2%) were found to be not trained in Afan Oromo to teach children in kindergartens. Further, respondents were also asked why they were not trained in Afan Oromo. Accordingly, most of them replied that they were trained in Amharic or English in Addis Ababa or other region because of the absence of KG training institution in Afan Oromo in the region. Some of them replied that they were trained to teach first cycle primary education. Limited number of them replied that, they do not know the language at all. This indicates that, in all the studied kindergartens teachers were found on teaching in the language they were not trained in.

Surprisingly, in one of the private kindergartens (Afomiya youth academy), KG<sub>1</sub> children were taught in Afan Oromo, KG<sub>2</sub> in Amharic and then KG<sub>3</sub> in Afan Oromo which

obviously creates confusion. In Olyad and Future Generation Hope private kindergartens children were also taught in English without having any know how about the language.

In general, as observed by the researcher the medium of instruction in the studied kindergartens was not uniform. In all the three public kindergartens the medium of instruction was Afan Oromo, the regional language. In community kindergartens preschool education was given both in Amharic and Afan Oromo according to the children's language ability and interest. In private kindergartens especially in Future Generation Hope and Olyad kindergartens children were forced to learn preschool education in English. In Afomiya youth academy teachers used Afan Oromo in KG1 and Amharic in KG2 and again Afan Oromo in KG3 for teaching academic concepts. Where as, in Hunde Gudina private KG children were found learning in their mother tongue. Similarly, among the four sample NGO kindergartens, two of them (Medihanealem Catholic Mission and Ambo Kidane Mihret) were observed using Amharic as a medium instruction. Where as Afan Oromo was taught as a subject. In Ambo catholic and Guder Adventist Afan Oromo was used as a medium of instruction.

Besides, the interviewed woreda education experts and directors admitted that, in all the studied kindergartens randomly there were conditions when preschool education was taught by teachers who do not properly speaking and writing in Afan Oromo. As stated in MOE (2002:36) learning in mother tongue enables learners to understand lesson easily, and avoids problems associated with language barriers, re-in forces identity and enables its users to be proud of their culture, raises the quality of education and increases learners' classroom participation. Similarly, concerning the language of teachers training, the Education and Training Policy (1994:11) sub article 3.5.3, states that the language of teacher training for kindergarten and primary education will be the nationality language used in the area. But practically teachers in the studied kindergartens were not benefited by the policy article mentioned above. On top of this, there was a chance where children where forced to learn in a language which is not their mother tongue. As pointed out by Commins, (2000:81) children will be over burdened in trying to gain literacy and

academic skills through a language in which they are not fluent. Similarly, UNESCO (1953:11) statement also asserts mother tongue as the best medium of teaching a child.

Hence, based on the respondent's responses, it could be possible to conclude that preschool education in the studied kindergartens was taught by teachers who have not been trained in Afan Oromo to educate children in kindergartens. Children were forced to learn in the language they do not know in most of the studied private kindergartens, which in turn influences the ineffectiveness of preschool education.

#### **4.3.4. Convenience of class size and availability of assistant teachers**

Respondent teachers were asked to decide whether the number of children in their classroom enables them to assist or guide each child according to his/her interests and abilities and the availability of trained assistant teachers or not. The results are indicated in table 13 below.

**Table 13: Children class size and availability of trained assistant teachers**

		Public KG		Community KG		Private KG		NGO KG		Total respondents in	
		No	%	No	%	No	%	No	%	No	%
Does the number of children in your classroom enable you to assist each child according to his/her interest and abilities?	Yes	6	66.7	17	73.9	21	100	-	-	44	62
	No	3	33.3	6	26.1	-	-	18	100	27	38
	<b>Total</b>									71	100
Is there assistant teacher in your class?	Yes	-	-	11	73.3	6	40	-	-	17	31.5
	No	9	100	4	26.7	9	60	15	83.3	37	68.5
Is he/she trained to teach in KG?	Yes	-	-	1	11.1	2	33.3	-	-	3	17.6
	No	-	-	10	90.9	4	66.7	-	-	14	82.4

As it has been depicted in table 13 above, majority of the respondents 44 (62%) indicated that the number of children in their classroom was suitable to assist each child according to his/her interest and abilities. The rest 27 (38%) respondent teachers noted that the number of children in the classroom was not convenient to assist each individual child. This indicates that in some of the studied kindergartens the number of children in the classroom was convenient to provide individual help for each child.

However, what practically observed by the researcher as well as seen from children section ratio, and the responses given by respondents were incongruent. As observed by the researcher, in both groups of kindergartens it was only in limited kindergartens ( Goro and Inchini Town Administration from public, Muger Cement Enterprise from community and Hunde Gudina and Olyad kindergartens from private) that the number of

group size on average ranges from 13-28 children. In the rest 8 (61.5%) of the studied kindergartens the number of children on average ranges from 32-58 (see appendix E).

As to the availability of the assistant teacher, as revealed in table 13 above, most of the respondents 37 (68.5%) confirmed the absence of trained assistant teacher in their classroom. The remaining small number of respondents ,17 (31.5%), asserted the presence of assigned assistant teacher in their classroom.

Among the four groups of studied kindergartens, it was only in the two community sponsored kindergartens (Muger Cement Enterprise and Birhan) and in one private KG (Future Generation Hope) 3 (17.6%) trained and 14 (82.4%) untrained assistant teachers were assigned. As observed by the researcher and also explained by the interviewed directors, in the rest private, NGO and public kindergartens where the average number of children in a classroom ranges from 28-58, one teacher was assigned without an assistant teacher (Refer appendix E). This reveals that, out of the fifty-two sections in the four groups of studied kindergartens only 17 (32.7%) of them had untrained assistant teacher at the expense of large number of children in a class to the extent of fifty eight.

Obviously, this condition stood against the standard set in the region MOE(1994:10) that recommend one main teacher and one assistant teacher both who are trained to teach preschool education for a group size of forty children in a class and one care giver for eighty children.

Practical evidences indicate that, preschool education can be effective when the number of children is small in a class and when there are committed and competent teachers adequate in the area to teach children. Because if two teachers are assigned for one class, one can supervise a given activity with those children who are interested in it while the other teacher supervise and works with those who are not, in addition to arranging the teaching materials used for teaching learning process. In support of this, McCarthy (1980:194) indicated, the importance of two teachers for one classroom for the effective implementation of preschool education program. Similarly, Fitzgerald (2004:2000)

pointed out that, when teacher child ratio is high the teacher may no longer be able to give each child the time and attention that the child needs. To this end, a chance was given to the respondents in the questionnaire to suggest the problems they faced due to the absence of assistant teacher and large number of children in the classroom. All of them held the same vein. Accordingly, they reported the difficulty to provide individual help for each child according to his/her needs and abilities in different activities as follows:

- unable to follow and identify every child's progress
- unable to give group and class work
- unable to control classroom discipline
- unable to apply different methods of teaching and assessment techniques, and very high work load were the major one

Therefore, based on the observation made by the researcher and the evidences obtained from the respondent teachers, it would be possible to conclude that except in community owned kindergartens and one private KG (Future Generation Hopes) the delivery of preschool education was not carried by using different teaching and assessment techniques due to large number of children in the class and absence of assistant teacher in the studied kindergartens. The interaction between the teacher and children was less, teachers were unable to guide and observe individual child, unable to apply different methods of teaching and assessment and follow up individual child progress.

#### **4.4. Physical environment and adequacy of indoor and outdoor space, equipment and materials**

In order to assess the conduciveness and pleasant condition of kindergartens environment, adequacy of chairs and tables, the adequacy of desirable outdoor and indoor space, materials, and equipment including their organization different questions related to these issues were raised to the respondents. To this effect, they were provided the issues with the options very good, good, poor and/or adequate, inadequate and not available at all from which to select. The results are presented and summarized as here under in table 14.

**Table 14: Physical environment and adequacy of indoor and outdoor space, equipment and materials**

Items		Public		Community		Private		NGO		Total respondents in		
		R E S P O N D E N T S I N										
		No	%	No	%	No	%	No	%	No	%	
1	Conduciveness and pleasant of KG environment to the provision of preschool education	Very good	7	77.8	18	78.3	11	52.4	12	66.7	48	67.6
		good	-	-	5	21.7	3	14.3	6	33.3	14	19.7
		Poor	2	22.2	-	-	7	33.3	-	-	9	12.7
2	Comfortability of classrooms for the provision of preschool education	Yes	7	77.8	20	87	11	52.4	17	94.4	55	77.5
		No	2	22.2	3	13	10	47.6	1	5.6	16	22.5
3	Adequacy of child size chairs for each child	Adequate	7	77.8	22	95.7	11	52.4	18	10	58	81.7
		in available	2	22.2	1	4.3	10	47.6	-	-	13	18.3
		not available	-	-	-	-	-	-	-	-	-	-
4	Adequacy of child size tables for each child	Adequate	7	77.8	22	95.7	11	52.4	18	100	58	81.7
		Inadequate	2	22.2	1	4.7	10	47.6	-	-	13	18.3
		Not available	-	-	-	-	-	-	-	-	-	-
5	Presence of enough space for each child in the classroom to carry out different activities	Very good	-	-	16	69.6	-	-	-	-	16	22.5
		Good	7	77.8	-	-	12	57.1	5	27.8	24	33.8
		Poor	2	22.2	7	30.4	9	42.9	13	72.2	31	43.7
6	Adequacy of equipment and materials that are necessary to support classroom instruction	Adequate	-	-	17	73.9	-	-	5	27.8	22	31
		Inadequate	7	77.8	6	26.1	21	100	13	72.2	47	66.2
		Not available	2	22.2	-	-	-	-	-	-	2	2.8
7	Orderly arrangement of materials and equipment at each corner in the classroom	Very good	-	-	8	34.8	-	-	5	27.8	13	18.3
		Good	-	-	9	39.1	8	38.1	6	33.3	23	32.4
		Poor	9	100	6	26.1	13	61.9	7	38.9	35	49.3
8	Presence of enough outdoor play ground	Very Good	7	77.8	14	60.9	11	52.4	12	66.7	44	62
		Good	-	-	9	39.1	3	14.3	6	33.3	18	25.3
		Poor	2	22.2	-	-	7	33.3	-	-	9	12.7
9	Adequacy of desirable outdoor equipment and materials	Adequate	-	-	-	-	-	-	-	-	-	-
		Inadequate	7	77.8	23	100	21	100	18	100	69	97.2
		Not available	2	22.2	-	-	-	-	-	-	2	2.8

Conducive and pleasant preschool environment that equipped with the necessary materials and equipment provides more opportunities for the provision of quality preschool education. In this regard, as shown in table 14 above item one, the majority of respondents 48 (67.6%) and 14 (19.7%) judged the conduciveness and pleasant of their kindergarten physical environment was very good and good for the provision of preschool education respectively. The remaining 9 (12.7%) respondents judged it poor.

Likewise, the great majority of respondent teachers 55 (77.5%) asserted the comfortability of classrooms. The rest 16 (22.5%) replied negatively as the classrooms were uncomfortable. In addition to this, it was also observed by the researcher both community and NGO's sponsored kindergartens, two public KGs, and one private KG (Future Generation Hope) physical set up, site, surroundings, and classroom partitions were found conducive and pleasant. On the contrary, one public KG (Holata 03 kebele) was found in an elementary school campus where children can be disturbed by others shouts or exposed to unnecessary noise. The classrooms were not built for KG, no enough light; rooms were not cemented, no separate toilet and water facilities.

Similarly, one private kindergarten (Olyad) is found in an individual residence in a crowded area of unpleasant environment. The classrooms were totally uncomfortable for the provision of preschool education. Another private KG (Hunde Gudina) also found in an individual campus in unpleasant area and the classrooms building was not yet completed. Afomiya Youth Academy private KG also found within first cycle primary school where children were disturbed by unnecessary noise and shout. On top of this, children were found learning in a room built for office in a very crowded manner.

Children spent most of their time during the day in preschool rooms or grounds. Hence, the surroundings and environment of the preschool are bound to exert a far-reaching influence on their growth, development, and general health (Chowdhury and choudhury, 2002:111). Obviously, in order to encourage children to develop good work habits, kindergarten rooms should be well planned pleasant and beautiful. This being the case, in most of the private kindergartens their physical environment and classrooms were found in un conducive and unpleasant status for the provision of preschool education in the studied KGs.

As to the adequacy of child size chairs and tables for each child, tables 14 items three and four show the great majority of respondents 58 (81.7%) confirmed tables and chairs were adequate, while the rest small number of respondents 13 (18.3%) judged them as

inadequate. This reveals that, in most of the studied kindergartens chairs and tables were adequate.

Furthermore, it was observed by the researcher that, in both communities, NGO, public and one private kindergarten (Future Generation Hope) children were either provided with individual chair and table that are light enough in weight to be carried by each child or child size bench and table where single bench was shared among two or three children. However, exceptions were noted in three private kindergartens where a single bench and table which were not appropriate in relation to development level of children and not comfortable for use were shared among four or five children that which were supposed to accommodate two or three children. Concerning chairs and tables, Foster and Headley's (1959:82) pointed out that, tables should allow children to work opposite each other for conversation and appreciation of the work of others and chair should permit the child to sit comfortably in a relaxed position.

Hence, based on the responses obtained from the teachers and direct observation made, it would be possible to infer that, in most of the private kindergartens an appropriate child size table and chairs were in adequate. This in turn affects the status of preschool education in the studied private kindergartens.

Regarding the adequacy of classroom space, equipment and materials and their arrangement at corners, respondents were asked and the results are summarized in table 14. As indicated in table 14 item 5, most of the respondent teachers 31 (43.7%) said the classroom space provided for each child was not enough or poor to carry out different activities in the classroom. The remaining respondents 24 (33.8%) and 16 (22.5%) said very good and good respectively.

Besides, as observed by the researcher the presence of the classrooms space was different in each group of the studied kindergartens. In Holota 03 kebele public KG, large number of children (58) on the average in  $7 \times 8 = 56m^2$  sized classroom where one child provided with  $0.96m^2$  was observed (see appendix E). In NGO sponsored and one community (

Birhan) kindergarten also large number of children (38-57) on the average were observed in one classroom in a condition that hinders the provision of different activities to achieve pre education goal as planned (see appendix E).

In private kindergartens except Future Generation Hope, the rest were initially built either for office or residence and used as a classroom. Thus, they were so much compacted and crowded and not suitable for the provision of preschool education at all. Particularly, in one of the private KG ( Afomiya Youth Academy) in  $3 \times 4 = 12\text{m}^2$  room primarily built for office 27 KG<sub>2</sub> children were found learning which means  $0.4\text{ m}^2$  area for one child. Similarly, in Olyad KG 15 children were observed while learning in a bedroom of an area  $2 \times 3 = 6\text{m}^2$ .

Undoubtedly, this is against the standard set in the region MOE (1994:9) that recommend 63 square meter area for 40 children where  $1.6\text{ m}^2$  is allowed for an individual child. It is clear that a crowded classroom makes children as well as teachers feel discomfort and hinders free movement, effective use of time and teaching methods. As Garrick (2004:65) pointed out, enough classroom space promotes social interaction among peers and the teachers, provides more learning opportunities, reduce tensions and social aggressions.

Hence, based on the responses obtained and observation made it would be possible to conclude that in most of the studied kindergartens the classroom space was crowded or not enough to carry out different activities as prescribed either due to small size of the classroom below standard or because of large number of children in classroom above normal group size.

Concerning the adequacy of equipment and materials that are necessary to support classroom activities, item 6 in table 14 reveals the majority of respondent teachers 47 (66.2%) said inadequate. Where as, 2 (2.8%) respondents said not available at all. The remaining 22 (31%) of respondents indicated the adequacy of equipment and materials.

Regarding to an orderly arrangement of materials and equipment at each corner in the class, as shown in table 14 item 7, the majority of respondent teachers 35 (49.3%) indicated the organization of equipment and materials as poor. The rest 23 (32.4%) and very small number 13(18.3%) respondent teachers indicated as good and very good respectively.

Besides, the researcher also observed the absence of clearly defined activity corners in all the studied kindergartens except in one NGO (Ambo Catholic) and another community (Muger Cement Enterprise) kindergarten. In most of the studied kindergartens charts, and some mounted pictures posted on the wall were observed in the class. Important materials such as concept and skill materials, gross motor materials, manipulative materials, construction materials, self expressive materials, and natural materials were either highly inadequate or not present. The interviewed directors and woreda education office experts were also pointed out the lacking of corner materials and equipment. In this regard, one of the interviewed directors from private KG pointed out:

*The pertinent sponsoring bodies of kindergartens do not have willingness to fulfill the necessary equipment and materials. Because they want to get more profit with less expense. On top of this, they give us warning if in case the materials are broken or damaged on use by children. Due to this, we prefer to keep even the available one in boxes than to make ready for use (Feb 18, 2009.)*

Similarly, concerning the adequacy of corner activity one of the interviewed woreda education office expert said:

*When the owners of kindergartens come to our office to get license, they show us different materials that push us to give them license according to the standard set. But after a while when we went to that kindergartens for supervision we couldn't get those materials (Feb 25, 2009).*

It is clear that, the adequacy of important materials and equipment in the pre-education centers and their orderly arrangement at corners play a decisive role for the effectiveness of preschool program since children learn better in handling and experiencing with materials. Regarding this, Curtis (1998:104) noted that, the corner centers are the source of so much imaginative play, a place to explore experiment, discover, solve problems and use various materials and equipment. However, most children in the studied kindergarten were not lucky to have the opportunities for experiencing with materials, use of multi-sensory approach, discovery and exploration.

Hence, based on the evidences obtained from the respondents, observation made, and interview results, it would be possible to deduce that, there were inadequate and poor arrangement of equipment and materials that are necessary to support classroom activities in the studied kindergartens which obviously hindered the use of proper methods of teaching and attainment of the intended goal of preschool education.

With respect to the outdoor play ground, as shown in table 14 item 8, the great majority of respondent teachers 44 (62%) and 18 (25.3%) confirmed the presence of enough outdoor play ground as very good and good respectively. Where as, the rest very small number of respondent teachers 9 (12.7%) replied it as poor.

As to the adequacy of desirable outdoor equipment and materials as depicted in table 14 item 9, all respondent teachers 69 (97.2%) and 2 (2.8%) judged as inadequate and not available at all respectively. These responses revealed that, there were enough outdoor play ground and inadequate outdoor equipment and materials in the studied kindergartens.

In addition to this, the direct observation carried by the researcher also asserted the presence of enough outdoor play ground in all the studied kindergartens except in one public (Holata 03 kebele) KG and two private (Olyad and Hunde Guidina) kindergartens. It was also observed by the researcher in all the studied kindergartens the outdoor play materials and equipment were either inadequate or not available at all (Holata 03 kebele KG). In most of the studied kindergartens important outdoor play materials and

equipment like climbing frames, crawling funnels, sand box, balls, and try cycle were not found. There were only one swinging, merry go-round and slide from each kind to be used by all children in the studied kindergarten which do not go with the number of them.

Adequate and properly selected equipment and materials have significant influence on children's learning. They provide more opportunities for children's individual and group play that have an important contribution to the all round development of children in the kindergarten. In support of this Christen and Jill (1999:126) noted that, children should be provided with adequate and properly selected play materials, and equipment. Similarly, concerning the outdoor play ground Heffernan and Todd (1960:52-53) stated, children need safety and enough space where they can play, jump, run, rest, observe nature and man made objects and perform self selected activities that they can choose can be realized. In the same vein, the standard adopted by MOE (2004:2-5) and functioning in the Oromiya region now indicates the minimum requirement of outdoor materials and equipment and outdoor play ground 40-50m<sup>2</sup> for material plantation and 240m<sup>2</sup> for play ground. Therefore, based on the results, it would be possible to conclude that the supply of desirable outdoor equipment and materials in the studied kindergartens were inadequate and as a result adversely influences the status of preschool education.

#### **4.5. Government role to enhance preschool education in kindergartens.**

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

**Table 15: Government role to enhance preschool education in kindergartens**

Item			Public		Community		Private		NGO		Total respondents in	
			R E S P O N D E N T S I N									
			No	%	No	%	No	%	No	%	No	%
1	Does woreda education office provide supportive services to kindergartens?	Yes	-	-	3	13	7	33.3	5	27.8	15	21
		No	9	100	20	87	14	66.7	13	72.2	56	78.9
2	<b>Types of supportive services provided by woreda education office:</b> Curriculum development.	Yes	3	33.3	-	-	-	-	-	-	3	4.2
		No	6	66.7	23	100	21	100	18	100	68	95.8
ii	Supply of teaching materials	Yes	-	-	-	-	-	-	-	-	-	-
		No	9	100	23	100	21	100	18	100	71	100
iii	Supply of different guidelines	Yes	-	-	-	-	5	23.8	3	16.7	8	11.3
		No	9	100	23	100	16	76.2	15	83.3	63	88.7
Iv	Pre-service training	Yes	-	-	-	-	-	-	-	-	-	-
		No	9	100	23	100	21	100	18	100	71	100
V	In-service training	Yes	-	-	-	-	-	-	-	-	-	-
		No	9	100	23	100	21	100	18	100	71	100
VI	Setting standards	Yes	2	22.2	3	13	4	19	2	11.1	11	15.5
		No	7	77.8	20	87	17	81	16	88.9	60	84.5
VII	Supervision services	Yes	6	66.7	21	91.3	18	85.7	16	88.9	61	85.9
		No	3	33.3	2	8.7	3	14.3	2	11.1	10	14.1
VII I	Howe to prepare teaching aids	Yes	-	-	-	-	-	-	-	-	-	-
		No	9	100	23	100	21	100	18	100	71	100
Ix	Guide teachers in classroom instruction	Yes	-	-	-	-	-	-	-	-	-	-
		No	9	100	23	100	21	100	18	100	71	100
X	Provision of seminars, workshop, orientation	Yes	-	-	-	-	-	-	-	-	-	-
		No	9	100	23	100	21	100	18	100	71	100
3	How many times in a year supervisors visit your KG?	once in a semester	6	100	18	85.7	16	88.9	13	81.3	53	86.9
		twice in a semester	-	-	-	-	-	-	-	-	-	-
		three times in a semester	-	-	-	-	-	-	-	-	-	-
		once in year	-	-	3	14.3	2	11.1	3	18.7	8	13.1
		not at all	-	-	-	-	-	-	-	-	-	-
4	Do you think that the supports provided by woreda education office enough?	Yes	-	-	-	-	-	-	-	-	-	-
		No	9	100	23	100	21	100	18	100	71	100

As indicated in table 15 above, the great majority of respondent teachers 56 (78.9%) replied the absence of supportive services from woreda education office. Where as, small number of respondents 15 (21.1%) replied the existence of supportive service. Regarding the types of supportive services provided to kindergartens, particularly, from woreda education office different areas that kindergartens ought to get services were raised to the respondent teachers. Accordingly, as revealed in table 15 above, 61(85.9%) respondent teachers replied supervision service was the only supportive service provided to them from woreda education office.

On the other hand, almost all respondent teachers asserted the supportive services like curriculum development, supplying of teaching materials, providing different guidelines, providing pre-service and in-service training, guiding teachers how to prepare teaching aids, guiding teachers in classroom instruction, and arranging seminars, workshop and orientation that could have been useful to their profession were not provided by woreda education office in all the studied kindergartens. Where as, negligible number of respondents 3(4.2%), 8(11.3%) and 11(15.5%) indicated the presence of curriculum development, supply of different guide lines and setting standards were provided by woreda education office respectively.

As to the frequency of supervision, as shown in table 15 above, among the respondents who admitted the provision of supervision service, the great majority of them 53(86.9%) indicated the supervision provided to preschools was limited to once in a semester and a year respectively. Similarly all of them 61 (100%) agreed on the inadequacy of supervision that held once in a semester that focuses on administrative purposes than on teaching. Besides, directors, woreda and zone education office experts were interviewed concerning the issue, and all of them indicated the absence or lack of supportive services to enhance preschool education in kindergarten except supervising kindergartens once in a year or a semester.

Regarding this, the interviewed zonal education office expert said:

*Before two years the control of preschool education; meaning checking the fulfill of desirable facilities and materials, issuing of license and conducting supervisory activities were carried by zone education. But from 1999E.C onwards all the activities that were carried by zone were totally transferred to woreda education so that, by now we do not follow and give support to KG except taking statistical data from woreda education (March 6, 2009).*

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

*We supervise kindergarten at the beginning of academic year to obtain data related to number of teachers, children, sections, and available materials including facilities. Since there are no curriculum materials in our office, no one of the woreda education office experts is clear with what types of subjects preschool children should learn, methods of teaching and assessment techniques used (March 4, 2009).*

From the views of this interviewee, one can understand that despite the transfer of responsibility from zonal education office to woreda education office, there is still lack of clarity on the part of woreda education office experts concerning the curriculum of kindergarten education. Another problem pointed out by one of the interviewed directors is stated as follows:

*Supervisors from the woreda education visit our KG once or twice in a Year to collect data without giving any technical support that used to improve the learning opportunities of children" (Feb. 24, 2009).*

Here, it is clear that an act of supervising that takes lace one or twice a year seems to be inadequate.

As indicated in Oromia regional state ESDP-III (2005:46), private sectors, NGOs and the community are encouraged to invest in the development of pre-primary programs and services while the government plays the crucial role in setting standard, developing the curriculum, designing the system of teacher training, providing supervision services and issuing licenses for the institution. This being the case, the attention given and supportive services offered to preschool education by the pertinent government bodies in the zone under study was insignificant. Even the attention and actions expected from near by woreda education office were not materialized accordingly rather than collecting statistical data for reporting. Therefore, it is possible to conclude that, necessary effort and support were not made to enhance preschool education by the government in the studied kindergartens.

#### **4.6. Parents role and participation in children's education**

In order to assess parents' role and participation in their children's education in the studied kindergartens, respondents were asked different questions related to the issues. The results are presented and analyzed as follows in table 16 below.

**Table 16: parents' role and participation in children's education**

Item		Public		Community		Private		NGO		Total respondents in		
		R E S P O N D E N T S I N										
		N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%	
1	Is there parent's participation in different kindergartens' activities to enhance children's education?	Yes	6	66.7	8	34.8	3	14.3	4	22.2	21	29.6
		No	3	33.3	15	65.2	18	85.7	14	77.8	50	70.4
2	Parents' role in assisting children's learning											
	a) Providing books	-	-	-	-	8	38.1	9	50	17	24	
	b) Helping in doing their homework	2	22.2	15	65.2	18	85.7	16	88.9	51	71.8	
	c) Telling story	4	44.4	10	43.5	9	42.9	14	77.8	37	52.1	
	d) Providing teaching materials	4	44.4	8	34.9	10	47.6	8	44.4	30	42.3	
	e) Discussing on KG problems with teachers and seeking appropriate solution	-	-	11	47.8	3	14.3	5	27.8	19	26.8	
3	Are parents the member of the management body of KG?	Yes	2	22.2	9	39.1	4	19	3	16.7	18	25.4
		No	7	77.8	14	60.9	17	81	15	83.3	53	74.6
4	Do parents accept the call from KG and give positive response?	Yes	-	-	7	30.4	2	9.5	2	11.1	11	15.5
		No	9	100	16	69.7	19	90.4	16	88.9	60	84.5

As depicted in table 16 item one, the great majority of respondent teachers 50 (70.4%) replied that, there was no parents participation in different kindergartens' activities to enhance children education. The remaining small number of respondents 21 (29.6%) replied the presence of parental participation. Similarly, as shown in the same table item three, the vast majority of respondents 53 (74.6%) indicated that,

there was no parents' participation in the management of kindergartens. Where as, few number of respondents 18 (25.4%) indicated as parents were the member of KGs' management body. These results indicate that, in most of the studied kindergartens there was no parent's participation in different kindergartens' activities and management aspects to enhance children education.

Besides, most of the interviewed directors and children's parents asserted the absence of parents' participation in different kindergarten's activities and management aspects to enhance their children's education due to the lack of awareness, willingness and encouragement from kindergarten. Concerning this issue, one of the interviewed directors of kindergarten pointed out:

*Regarding parents participation, there is a problem both with parents and kindergarten teachers. In parent side most of them have limited awareness and experiences about the purposes of kindergarten education. They consider it as a place where children can pass their time with no safety risk. Some parents, who are awarded of the importance of KG, do not want to involve and take the responsibility and leave every thing on the shoulder of KG teachers. On the teachers side undeniably, there are also teachers who do not invite and encourage parents to participate in their children's learning (March 19, 2009).*

In a similar vein, one of the interviewed parents commented:

*I am not clear with the objective of kindergartens program. I thought, once kindergarten admitted the children, every responsibility was the duty of the teacher. I am not aware of the fact that parents have a contribution to the education of their children once they have sent them to the kindergarten"(March 12, 2009).*

This clearly shows that many parents still lack awareness regarding the purpose of kindergarten education. Respondents were also asked to indicated the parents' role in assisting children's learning with a chance to select one or more from the options shown

in table 16 item two (a-e). Accordingly, the great majority of respondents 51 (71.8%) selected parents assistance of their children in doing their homework followed by telling story 37 (52.1%). Small number of respondents 30 (42.3%), 19 (26.8) and 17 (24%) indicated parents' role as providing teaching materials, discussing on kindergarten problems with teachers and seeking solutions and providing books respectively. These results indicate that, parents were assisting their children's learning more in doing their homework, telling story and providing teaching materials. Where as, discussing on KG problem with teachers and seeking appropriate solutions and providing books were least emphasized by parents in most of the studied kindergartens.

It is obvious that, apart from their role as educators of their children at home, parents can participate in different preschool education activities in fund raising, in children's literacy development, in sub-committees, and in decisions concerning preschool education programs. As indicated in Curtis (2003:142-143), parents provide resources and opportunities for access to printing materials such as newspaper, magazines and books. They also involved in story telling in their mother tongue to maintain the cultural heritage and supported their children by acting as a model for literacy. In line with this, the standard set MOE (1994:17) indicates the need of strong parent participation in different aspects of KG management and activities for effective achievement of the objectives of kindergarten education.

However, the studied kindergartens were not in a position to promote the idea that parents are an integral part of kindergarten education. Most parents lack clear awareness about the objectives of kindergarten education and their role in it. As a result, as shown in table 16 item four the great majority of respondents 60 (84.5%) confirmed that, parents did not welcome to the call of kindergartens when invited.

Hence, based on the results, it would be possible to deduce that, there was a lack of effective parents participation in different kindergartens' activities and management aspects to assist their children's learning in the studied kindergartens.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

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

Taking this into account, the main objective of this study was to assess the status of preschool education in selected public (community) and non-governmental kindergartens in West Shoa Zone of Oromia Regional State. In order to meet this objective, the study was guided by the following five basic research questions:-

1. To what extent the KG curriculum is relevant for the all round development of children?
2. How is the pre-service and in-service training of kindergarten teachers in public and non-governmental kindergartens?
3. To what extent the public (community) and non-governmental kindergartens are equipped with the necessary teaching materials?
4. What is the medium of instruction in the kindergartens?
5. What types of supportive services are rendered in public and non-governmental kindergartens?

To address these research problems, descriptive survey method was employed as an appropriate methodology. To effect this, among 13 woredas of the zone that have kindergartens, 6 woredas were purposively selected based on the number of kindergartens

they contained and on the basis of their sponsoring agencies. Out of the 41 kindergartens in the zone (3 public, 2 community, 19 private and 17 NGO sponsored) a total of 13 kindergartens have been taken for the study. All public and community sponsored kindergartens were selected by availability sampling techniques. Four private and four NGO sponsored kindergartens were selected through simple random sampling technique as a sample kindergartens. All teachers including directors (71) in the sample kindergartens were used as subject of the study. In addition to this, 24 children's parents (six from each group of KG) were selected on the basis of random sampling method. One zonal and six woreda level education office experts were selected on purposive basis to secure relevant information.

Multiple systems of data collection instruments- questionnaire, observation, interview and document analysis were used to obtain information for the study. The quantitative data collected through close-ended questionnaires were presented in tables for each issue, and analyzed using percentage and descriptive statements. The qualitative data obtained through interview, observation and open-ended questions were used to supplement and explain quantitative data whenever necessary by summarizing the results of observations, and the opinions of respondents or by direct quotation of their voices. Based on the analysis made on the data collected, the following findings have been documented.

The study revealed that:

- ❖ 91.5 % of respondent teachers believed that the contents of kindergarten curriculum are more appropriate for children's social and intellectual development than physical and emotional development.
- ❖ 41.9 % of respondent teachers believed that the relevancy of the contents of KG curriculum to reflect and go with the objective realities of the children's environment was low.

The result of the study indicated, 100 % of respondent teachers asserted that there were no curriculum materials in all the studied public, private and NGO sponsored kindergartens.

The findings of the study disclosed that:

- ❖ 81.3 % and 46.5 % of respondent teachers believed that explanation method of teaching and play method were the most commonly used methods of instruction in all the studied KGs respectively.
- ❖ 50 % and 46.5 % of respondent teachers confirmed that categorizing method and learning through experience were used sometimes in NGO and community KGs, and rarely in public and private KGs respectively.
- ❖ 29.6 % of respondents believed that choral speaking method of teaching was used more in community and NGO sponsored KGs than in public and private KGs.
- ❖ 47.9 % of respondent teachers asserted that brainstorming method of teaching was used rarely in all the studied kindergartens.
- ❖ 38 % of respondent teachers believed that cooperative and discussion methods of teaching were either used rarely or not at all in all sample kindergartens.
- ❖ 32.4 % of respondents confirmed that dramatization method of teaching was used rarely in all the studied kindergartens.
- ❖ 38 % of respondent teachers also believed that field trip was not used in public, private and NGO owned KGs except used sometimes by community kindergartens.

The findings of the study indicated that,74.7 % of respondent teachers also confirmed that KG teachers rely more on the utilization of readily available teaching materials than preparing by their own from locally available materials.

The results of the study also showed that 35.2 % and 21.1 % of respondent teachers asserted that parent teacher record and anecdotal record that could provide accurate and available information about the child's performance were used list in community, private and NGO kindergartens respectively ,and not used at all in public kindergartens.

Regarding the assessment techniques, the study revealed that 80.3 % and 63.4 % of respondent teachers confirmed that class work and homework were the most commonly used techniques of assessment in all the studied KGs respectively.

The study findings indicated that:

- ❖ One third (34 %) of the total number of trained teachers in the studied KGs were found trained for a short period of time (three to six months). Furthermore, the great majority of teachers (74.6 %) had no opportunities for in-service training or refreshing courses to improve or upgrade and acquaint themselves with modern methods of teaching of preschool education.
- ❖ It was also revealed that 68.5 % of respondent teachers confirmed that there were no trained assistant teachers in all the studied kindergartens except in two community and one private (FGH) kindergartens to guide each individual child in different activities..
- ❖ The great majority of teachers (78.9 %) were found committed to teaching in KGs while the untrained public (88.9 %) and community (21.7 %) KG teachers were found lacking commitment.
- ❖ Almost all teachers (97.2 %) were found not trained in regional language (Afan Oromo) to educate children in all the studied KGs
- ❖ The findings of the study disclosed that, 67.6 % of respondent teachers confirmed, the physical setup, site, surroundings and classroom partitions of most of the studied KGs were found conducive and pleasant for the provision of preschool education except one public (Holota 03 kebele) and three private (Oliyad, Hunde Gudina and Afomiya Youth Academy) kindergartens.
- ❖ The result of the study showed that 97.2 % and 66.2 % of respondent teachers indicated, desirable outdoor and indoor equipment and materials were either inadequate or not available at all in the studied KGs respectively.
- ❖ The findings of the study depicted 100 % of respondent teachers believed that important supportive services were not provided to teachers of the studied kindergartens either from the zone or woreda education office except supervision service that was conducted once in a semester.
- ❖ The study findings asserted that 70.4 % and 74.6 % of respondent teachers indicated the absence of parents' participation in different KG activities and management aspects to enhance their children's education in the studied kindergartens respectively.

## 5.1 CONCLUSIONS

There is a world-wide consensus among scholars that the extent of ultimate development and achievement is practically fixed by the experience the child has already had undergone during the preschool years. The more children stimulating environment and the more opportunities they have to explore, to question, to experiment and to play, the better they are for later life. To this effect, relevant curriculum, qualified and competent teachers, all kinds of facilities and necessary services should be given attention for the effective implementation of preschool education that results in the all round development of children. Hence, based on the major findings of the study, the following conclusions were made on the status of preschool education in West Shoa Zone.

1. The contents of preschool education curriculum are not relevant for the all round development of children. This implies that it is contrary to what is stated in the ETP and supported by professional educators, namely that the contents of preschool curriculum should pay attention for all the experiences and activities that can lay a base for all round development of children.
2. There were inadequate instructional materials in the public, private and NGO sponsored kindergartens to effectively carry out a sound program of kindergarten. This implies that teachers' initiation to prepare teaching aids from locally available materials to overcome this acute shortage was low.
3. Teacher directed explanation method that hamper children's participation was dominantly used in all types of the studied kindergartens instead of child-centered methods of teaching. From this, it can be inferred that the teacher-centered methods would make children passive learners.
4. Almost all public and certain community and private sponsored KG teachers had no training and lack professional skills and competencies that needed to carry on a sound program of preschool education effectively. Hence, it can safely be concluded that this lack of training on the part of kindergarten teachers has a negative impact on the quality of preschool education.
5. In some of the studied private kindergartens children were found learning in the language they do not know and that can over burdened them to gain literacy and

academic skills. This implies that the kindergartens didn't implement what is clearly stated in the ETP that children should learn in their mother tongue.

6. Essential outdoor and indoor equipment and materials that can be used for classroom instruction and outdoor play were either inadequate or not available in most of the studied kindergartens. Thus it can be inferred that this situation mainly hampers the physical and emotional development of kindergarten children.
7. Government role and supportive services to enhance preschool education in the studied kindergartens was very limited and insignificant in relation to what recommended in ETP. In addition, there was no effective parents' participation in different kindergartens' activities and management aspects to assist their children's learning in the studied kindergartens. Many parents lack awareness about the purpose of kindergarten education.

This implies the fact that, the status of preschool education in West Shoa Zone was not inline with the standards set in the Education and Training Policy of 1994.

## 5.1. Recommendations

On the basis of the findings of the study, the following recommendations are forwarded to improve the status of preschool education in West Shoa Zone.

1. It is evident that the content of preschool curriculum need to be relevant, have meaning for the children and be child-centered that helps them for all round development. But as it has been found, the contents of preschool curriculum were not relevant for the all round development of children and do not reflect the existing rapidly changing objective realities of children's environment. Therefore, improving or revising KG curriculum and distributing the materials should be carried out by Oromia Regional Education Bureau (OREB).
2. The studied public KGs are not in a position to give sound preschool education rather than serving as a stay (waiting) place due to lack of trained teachers, adequate instructional materials, essential outdoor and indoor equipment and materials. Almost they are on the verge of being closed. Hence, immediate solutions should be sought and given to the problems by kebele or town administration in collaboration with woreda education office and other related stakeholders.
3. One major limitation (problem) being identified about the status of preschool education in West Shoa Zone is community's lack of awareness about the benefits of preschool education and their roles in it. Attempts should be made to improve the problem by:
  - ✓ organizing orientations, seminars, workshop etc. at different levels (school, kebele, woreda) for the community;
  - ✓ involving children's parents in the overall affairs of kindergarten and discussion on the educational delivery of their children.
4. In order to improve the current problems of KG facilities, equipment and materials a common discussion among and between communities, government and sponsoring agencies need to be encouraged. The idea of kindergarten based development should also be in cultured. Every kindergarten needs to strive, in whatever it can, to improve the existing KG status. The sponsoring

bodies should fulfill the minimum requirements of facilities, essential outdoor and indoor equipment and materials before licensed.

5. Arranging one Cluster Resource Center (CRC) at woreda or town administration level and sharing experiences on methods of teaching, assessment techniques, record keeping, teacher-student interaction, parent-teacher relation etc. should be carried out by woreda education office in collaboration with OREB and other relevant stakeholders.
6. Even though so many factors are present, the role of teachers markedly influences more the success of preschool education. Hence, teacher training has to be given priority attention and materialized as recommended in ETP by OEB. In order to address each individual child's needs and interests in the class, there should be adequate and competent trained main and assistant teachers. Therefore, sponsoring agencies should replace the untrained teachers by the qualified ones and assign assistant teachers to carry on sound preschool education or in-service training has to be arranged for KG teachers by woreda education in collaboration with the sponsoring agencies in the form of seminar, workshop, summer course etc. on pedagogical issues to improve their qualifications.
7. In addition to MOE and UNESCO statements, practical evidences assert that teaching children in their mother tongue enables them to express their views clearly, to grasp concepts properly and motivates them to learn. However, the study confirmed a situation whereby children are forced to learn in the language they don't know. Thus, woreda education office should strictly follow whether children are learning in their mother tongue or not and take corrective measures in collaboration with parents and kindergarten sponsoring agencies.
8. Even though the expansion of preschool education is left for public, private individuals and NGO, government support and follow up should not be kept aside. Government has to discharge its responsibilities as stated in the policy in developing relevant curriculum, training teachers, distributing curriculum materials, setting standards and issuing license. Continuous supervision

services and follow up should be provided to KGs by woreda education office in order to alleviate their problems as much as possible.

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

**Department of Curriculum and Teacher Professional Development Studies**

**Questionnaires to be filled by kindergarten teachers and head teachers**

The main objective of this questionnaire is to collect data on the status of preschool education in selected public (community) and non-governmental kindergartens in West Shoa zone. To this end, the information that has been obtained from you is very important for the success of the study. Hence, you are kindly requested to read the questions carefully and answer them frankly and honestly.

I would like to thank you in advance for your cooperation.

N: B 1. Don't write your name

2. For open-ended questions give a short and precise response on the lines provided

3. For objective questions indicate your answer by putting a tick mark (✓) and/or by circling the letter

**Part I. General background information**

1. Name of the kindergarten where you currently work: \_\_\_\_\_

2. Address: Woreda \_\_\_\_\_ Town \_\_\_\_\_

3. Sponsored by:

- Public (kebele) \_\_\_\_\_
- Community \_\_\_\_\_
- Private \_\_\_\_\_
- Non-governmental organization \_\_\_\_\_

4. Educational level \_\_\_\_\_

5. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

6. Age: \_\_\_\_\_ years

7. Total years of services in KG:

a) 0-2 years \_\_\_\_\_

b) 3-5 years \_\_\_\_\_

c) 6-10 years \_\_\_\_\_

d) 11 years and above \_\_\_\_\_

8. Employment status:

a) Permanent \_\_\_\_\_ b) Temporary \_\_\_\_\_

**Part II. Relevancy of preschool curriculum**

1 Indicate by ticking (√) the degree of relevance of the contents of KG curriculum for children's all rounded development

	Item	Very high	High	Medium	Low	Very low
1.1	Relevancy of the content of KG curriculum for children's social development					
1.2	Relevancy of the content of KG curriculum for children's intellectual development					
1.3	Relevancy of the content of KG curriculum for children's physical development					
1.4	Relevancy of the content of KG curriculum for children's emotional development					
1.5	The degree to which the content of the curriculum is related to the objective realities of the children's environment					
1.6	The degree to which the content of the curriculum invites the application of different methods of teaching					
1.7	The relevancy of the content of the curriculum to children's need, interest and ability					

2. Which of the following instructional materials do you have at your hand to teach children in the KG? (More than one answer is possible)

- a) Syllabus \_\_\_\_\_
- b) Teacher's guide \_\_\_\_\_
- c) Student's text book \_\_\_\_\_
- d) Nothing

3. Indicate the frequency of the most commonly used methods of teaching in your kindergarten by ticking (√)

Methods of teaching	Very frequently	Frequently	Sometimes	Rarely	Not at all
3.1 Play based instruction					
3.2 Brain storming					
3.3 Categorizing					
3.4 Choral speaking					
3.5 Cooperative learning					
3.6 Discussion					
3.7 Learning through experience					
3.8 Dramatization					
3.9 Field trips					
3.10 Explanation					

4. The extent of preparation of instructional materials from locally available raw materials by teachers is:

- a) Very high \_\_\_\_\_ b) High \_\_\_\_\_ c) Medium \_\_\_\_\_  
 d) Low \_\_\_\_\_ e) Very low \_\_\_\_\_

5. The extent of utilization of instructional materials by teacher is:

- a) Very high \_\_\_\_\_ b) High \_\_\_\_\_ c) Medium \_\_\_\_\_  
 d) Low \_\_\_\_\_ e) Very low \_\_\_\_\_

6. Indicate the most commonly used children's record keeping system in your KG. (More than one answer is possible)

- a) Daily attendance record \_\_\_\_\_  
 b) Anecdotal record \_\_\_\_\_  
 c) Parent teacher record \_\_\_\_\_  
 d) Admission record \_\_\_\_\_

If any other specify \_\_\_\_\_



c) 7-10 months

d) 10-12 months

e) More than a year

If any other specify \_\_\_\_\_

---

2. Do you think that the courses you had taken during training are adequate and relevant to perform all the activities of the kindergarten program?

a) Yes

b) No

2.1. If your answer for question number 2 is No, why? \_\_\_\_\_

---

3. Are you committed to teaching in the kindergarten?

a) Yes

b) No

3.1. If your answer for question number 3 is Yes, why? \_\_\_\_\_

---

3.2. If your answer for question number 3 is No, why? \_\_\_\_\_

---

4. Have you taken in-service training on preschool education to develop your profession?

a) Yes

b) No

4.1. If your answer for question number 4 is Yes,

i) So far, how many times?

a) Once

b) Twice

c) Three times

d) Four times and above

ii) For how many days on the average? (More than one answer is possible)

a) Less than 1 week

b) 1-2 weeks

c) 2-4 weeks

d) 1 month and above

5. Have you been trained in Afan Oromo to educate children in kindergarten?

a) Yes

b) No

5.1. If your answer for question number 5 is Yes, currently are you on using the language

you trained on?

a) Yes

b) No

5.2. If your answer for question number 5 is No, why? \_\_\_\_\_

6. What are the advantages you lost from being a kindergarten teacher? (More than one answer is possible)

a) Participation in different short term trainings such as workshop, seminar, orientation etc

b) Participation in summer course

c) Career structure

Other specify \_\_\_\_\_

7. Does the number of children in your class enable you to assist or guide each child according to his/her interest and abilities?

a) Yes

b) No

7.1. If your answer for question number 7 is No, please indicate the reasons \_\_\_\_\_

8. Is there assistant teacher in your classroom?

a) Yes

b) No

i) Is he/she trained to implement KG education program?

a) Yes

b) No

ii) If your answer for question number 8 is No, please indicate the problems you faced due to the absence of assistant teacher \_\_\_\_\_

### 3. Physical environment and adequacy of indoor and outdoor equipment and materials

**Direction: Please circle the letter that indicates your suggestion for the following ideas.**

1. Conduciveness and pleasant of KG environment for the provision of preschool education to the children

- a) Very good                      b) Good                      c) Poor
2. Adequacy of child sized chairs according to the number of children in the classroom  
a) Adequate                      b) Inadequate                      c) Not available at all
3. Adequacy of child sized table according to the number of children in the classroom  
a) Adequate                      b) Inadequate                      c) Not available at all
4. Adequacy of desirable outdoor play materials according to the number of children  
a) Adequate                      b) Inadequate                      c) Not available at all
5. Adequacy of equipment and materials that are necessary to support the classroom activities to meet children's needs  
a) Adequate                      b) Inadequate                      c) Not available at all
6. Orderly arrangement of the available materials and equipment at each corner in the classroom  
a) Very good                      b) Good                      c) Poor
7. Presence of enough, safe and secured outdoor playground  
a) Very good                      b) Good                      c) Poor
8. Presence of enough space for each child in the classroom to carryout different activities  
a) Very good                      b) Good                      c) Poor
9. Are the classroom buildings comfortable for the provision of preschool education in the KG?  
a) Yes                      b) No
10. If your answer for question number 9 is NO, why? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_.

#### **2.4. Government role to enhance preschool education in KG**

1. Does the woreda education office provide supportive service to the kindergarten?  
a) Yes                      b) No
2. If your answer for question number 1 is Yes, check these supportive services by ticking "Yes" or "No" here under:

No.	Item	Yes	No
i	Curriculum development		
ii	Providing teaching materials		
Iii	Providing different guidelines		
Iv	Providing pre-service training		
V	Providing in-service training		
Vi	Setting standards		
Vii	Providing supervision services		
Viii	Guide how to prepare teaching aids from locally available materials		
Ix	Guide teachers in classroom instructions		
X	Provide seminars, workshop, orientation etc on the provision of preschool education		

Other specify \_\_\_\_\_

3. How many times in a year supervisors visit your KG? (More than one answer is possible)

- a) Once in a semester
- b) Twice in a semester
- c) Three times in a semester
- d) Once in a year
- e) Not at all

4. Do you think that the supports provided by woreda education office is enough to improve children's education in KG?

- a) Yes
- b) No

4.1. If your answer to question number 4 is No, please indicate the reasons

\_\_\_\_\_

\_\_\_\_\_

5. Please mention types of assistance needed from the government to improve the quality of preschool education \_\_\_\_\_

\_\_\_\_\_



**Appendix-B**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

**Department of Curriculum and Teacher Professional Development Studies**

**I. Interview guide for kindergarten directors, zone and woreda education office experts.**

1. Do you participate in selection of KG construction site?
2. How far do you consider the standard of KG while issuing the license for the provision of preschool education?
3. Do you think that the content of the KG curriculum is relevant and sufficient for children's all-round development?
  - a) If not, what are the drawbacks?
  - b) Please specify what to be done to improve the content of the curriculum.
4. What are the obstacles that KG have faced in implementing the program?
5. Do you think that the training of KG teachers is sufficient enough to enable them implement KG curriculum effectively?
6. What are the attempts made to improve the profession of KG teachers?
7. What alternative solutions do you suggest for improvement of KG teachers qualification in the future?
8. How far the KGs are equipped with the necessary materials and facilities for the attainment of the objectives of the program?
  - i) What is the impact of the shortage of materials on the program effectiveness?
  - ii) What alternative solutions do you suggest to overcome the problem in the future?
9. Is there parent-school partnership to enhance children's education in KG?
  - i) Do parents have the necessary and clear awareness about the aims of preschool education?
  - ii) What are the contributions of the parents in KG?
10. Have you got any training that helps you to supervise KG?
  - i) Is there a regular practice of supervising the performance of KG, and provision of support by zone and woreda education office experts to KG?

ii) What kinds of supports are provided to KG by the zone and woreda education office?

11. Do you think that the KG teachers are committed to teaching in KG?

a) If your answer is no, why?

b) What solutions do you forward for the improvement of teachers' interest to teach in KG?

12. How do you generally judge the quality of preschool education in West Shoa zone?

13. If you have any other suggestions, comments and recommendations for further improvement of the status of preschool education specify!

14. Is the medium of instruction in the KGs in the children's mother tongue?

a) If your answer is no, why?

b) What are the impacts observed on the teaching-learning process?

Thank you!!

**Appendix-C**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

**Department of Curriculum and Teachers Professional Development Studies**

**II. Interview guide for parents of kindergarten children.**

1. Do you think that the parent-kindergarten partnership has an impact in enhancing children's learning?
2. If your answer is yes, what is the extent of your awareness about the objectives and importance of preschool education?
3. In what types of activities (issues) have you participated so far regarding kindergarten?
4. How do you undertake the necessary follow-up concerning the learning progress and all-round development of your child/children as a parent?
5. Do your children learn in their mother tongue?
  - i) If not, would you explain the reason?
  - ii) Would you mention the impacts observed on your children's learning because of their not learning in their mother tongue!
6. How do you generally judge the working relationship between parents and kindergartens?
7. What are the major problems of kindergartens?
8. What do you suggest for the improvement of preschool education?

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

**Department of Curriculum and Teacher Professional Development Studies**

**Checklist format**

**General information about the sample KG**

Name of the kindergarten \_\_\_\_\_

Established in the year \_\_\_\_\_

Address of preschool: Woreda \_\_\_\_\_ Town \_\_\_\_\_

Number of teachers in the preschool:

i) Head teacher	M _____	F _____	T _____
ii) Assistant head teacher	M _____	F _____	T _____
iii) Teacher	M _____	F _____	T _____
iv) Assistant teacher	M _____	F _____	T _____
v) Care giver	M _____	F _____	T _____

Non-teaching staff:

- i) Cleaner \_\_\_\_\_
- ii) Guards \_\_\_\_\_
- iii) Nurse \_\_\_\_\_
- iv) Gardner \_\_\_\_\_
- v) Janitor \_\_\_\_\_

Number of classrooms \_\_\_\_\_

Size of classrooms \_\_\_\_\_

Number of children \_\_\_\_\_

i) Nursery	M _____	F _____	T _____
ii) KG1	M _____	F _____	T _____
iii) KG2	M _____	F _____	T _____

Facilities available:

- i) Office of head teacher

ii) Staff room

iii) Store

iv) Toilet rooms a) For children \_\_\_\_\_

b) For staff \_\_\_\_\_

v) Rest room for children \_\_\_\_\_

vi) Dining room \_\_\_\_\_

vii) Wash room \_\_\_\_\_

Total area of the preschool (KG) \_\_\_\_\_

**Observation checklist for assessing physical environment, plant and space of kindergarten**

	Items to be observed	Yes	No	Needs improvement
A) Physical environment of KG	Located at conducive and pleasant environment			
	Located away from crowded and traffic areas			
	Far away from market area, air pollution and burial ground			
	Free from water logging			
	Far away from unnecessary noise			
	Fenced and free of non-splintering materials			
	Availability of garden area for digging and observing nature			
B) KG buildings	The rooms are constructed for the purpose of KG			
	The classrooms are clean, pleasant and well maintained			
	The classrooms are aesthetically attractive and comfortable with adequate window space for light			
	The classroom walls are painted with washable and cheerful color			
	The classrooms are cemented, dry and sanitary			
	The classrooms are ventilated enough			
C) Classroom and playground space	There is adequate outdoor space to carry out different activities for each child			
	The outdoor playground space is safe and secured for children			
	There is enough classroom space for individual and group activities			

**Observation checklist for indoor and outdoor equipment and materials adequacy and their organization**

Items to be observed	Adequate	Not adequate	Needs improvement
1) Indoor equipment			
A) Child sized, easily and safely moveable chairs			
B) Child sized table that can be easily and safely carried by children			
C) Open and closed shelves and cupboards that are suitable to the height of children for keeping toys, books and others			
2) Indoor materials			
A) Adequacy of concept and skill materials			
• Puzzles			
• Matching games			
• Play cards			
• Books			
B) Adequacy of gross motor materials			
• Balls			
• Pull toys			
• Riding toys			
C) Adequacy of construction materials			
• Blocks			
• Building sets			
• Wood working materials			
D) Adequacy of self expressive materials			
• Dolls			
• Dress-up cloths			
• House keeping toys			
• Music instrument			

• Puppets			
E) Adequacy of manipulative materials			
• Building sets			
• Markers			
• Pencils			
F) Adequacy of natural materials			
• Sticks			
• Leaves			
• Rocks			
• Sand			
• Mud			
• Water			
	<b>Available</b>	<b>Not available</b>	<b>Needs improvement</b>
3) Outdoor play materials			
A) Availability of play materials			
• Footballs			
• Rugby balls			
• Giant balls			
• Multipurpose balls			
B) Availability of skipping ropes			
C) Availability of gymnastic mat			
D) Availability of multipurpose mats			
E) Availability of large and mobile toys			
F) Availability of tricycle			
G) Availability of small car tyres			
4) Outdoor play equipments			
A) Availability of swinging			
B) Availability of merry-go round			

C) Availability of slide			
D) Availability of balance			
E) Availability of boxes			
F) Availability of crawling funnels			
G) Availability of climbing frames			

**Observation checklist for assessing classroom and outdoor instruction of the sample KG**

Observation item	Yes	No	Needs improvement
Teachers are guided by daily and annual lesson plan			
Teachers are using play method instruction to guide children's learning			
Teachers are using brain storming techniques to guide children's learning			
Teachers are using categorizing methods to guide children's learning			
Teachers are using choral speaking methods to guide children's learning			
Teachers are using discussion method to guide children's learning			
Teachers are using cooperative learning method to guide children's learning			
Children are encouraged to ask and participate in different activities and praised for their response			
Children are included in different classroom group activities to the best of their interest			
Teachers use simple teaching materials that are made from locally available materials to teach children			
Teachers show love, respect and cooperation to the children			
Different assessment methods are employed			
Records are kept for each child			
Classrooms are decorated with different charts, map, picture etc made from locally available materials			

## Appendix E

List of sample kindergartens, their location, sponsoring agencies, number of teachers, children and sections, children-teacher ratio and children-section ratio as well as availability of assistant teachers

No	Name of Kindergartens	Location		Sponsoring agencies	Total number of			Teacher children ratio	Teacher section ratio	Number of available assistant teachers	Remark
		woreda	Town		Teacher	children	Section				
1	Goro KG	Meta-Robi	Subagajo peasant association	Public	2	38	2	1:19	1:19	-	Teachers are borrowed from elementary schools turn by turn per two weeks
2	Inchini town administration KG	Adea-Berga	Inchini	Public	3	83	3	1:28	1:28	-	
3	Holota 03 kebele KG	Holota Special Town	Holota	Public	2	116	2	1:58	1:58	-	
4	Muger Cement Enterprise KG	Adea-berga	Near Muger Cement Factory	Community	21	311	12	1:26	1:26	8	8 of the total teachers serve as assistant teachers
5	Birhan Community KG	Holota Special Town	holota	Community	6	133	3	1:45	1:45	3	3 of the total teachers serve as assistant teachers
6	Afomiya Youth Academy KG	Dendi	Ginchi	Private	3	95	3	1:32	1:32	-	
7	Hunde Gudina KG	Ambo	Ambo	Private	4	60	3	1:20	1:20	-	
8	Future Generation Hope KG	Ambo	Ambo	Private	13	191	6	1:32	1:32	6	6 of the total teachers serve as assistant teachers
9	Oliyad KG	Toke Kutaye	Guder	Private	3	39	3	1:13	1:13	-	
10	Medihanealem Catholic Mission KG	Dendi	Ginchi	NGO	3	115	2	1:57	1:57	-	
11	Ambo Catholic KG	Ambo	Ambo	NGO	5	198	4	1:50	1:50	-	
12	Ambo KidaneMihret KG	Ambo	Ambo	NGO	6	247	6	1:41	1:41	-	
13	Guder Adventist KG	Toke Kutaye	Guder	NGO	4	113	3	1:38	1:38	-	
Total					75	1739	52				

N.B. Directors of:

- Ambo Catholic KG
- Future Generation Hope
- Guder Adventist KG
- Hunde Gudina KG
- Medihanealem Catholic Mission KG
- Muger Cement Enterprise KG do not participate in teaching activity

**በአዲስ አበባ ዩኒቨርሲቲ**  
**የድህረ ምረቃ ትምህርት ቤት**  
**የሰነ ትምህርት ኮሌጅ**  
**የመምህራን ትምህርትና የስርአተ ትምህርት ጥናት ክፍል**

**በአፀደ ሕጻናት መምህራንና ርዕሳነ መምህራን የሚሞላ መጠይቅ**

የዚህ መጠይቅ ዋና ዓላማ በምዕራብ ሸዋ ዞን በተመረጡ የሕዝብ፣ የኮሚኒቲ፣ የግልና መንግስታዊ ባልሆኑ አፀደ ሕጻናት ውስጥ የቅድመ መደበኛ ትምህርት ቤት ትምህርት (የአጸደ ሕጻናት ትምህርት) አተገባበር ይዘታ ምን ዕንደሚመስል መረጃ በመሰብሰብ ያሉት ችግሮችና ጉድለቶች የሚቀረፉበትና የሚሻሻሉበትን መፍትሔ ለመጠቀም ነው።

በመሆኑም የዕርስዎ መጠይቁን መሙላት ለጥናቱ መሳካት አስፈላጊና ወሳኝ ስለሆነ የሚፈለገውን መረጃ በግልጽነትና በታማኝነት ዕንዲሞሉ በአክብሮት ዕጠይቃለሁ። የመረጃው ሚስጥር የሚጠበቅና ለዚህ ጥናት ብቻ የሚውል መሆኑን አረጋግጣለሁ።

ስለትብብር በጣም አመሰግናለሁ።

ማሳሰቢያ፡-

1. በመጠይቁ ላይ ስምዎን መጻፍ አያስፈልግም።
2. አማራጭ መልስ ላላቸው መጠይቆች በተሰጠው ቦታ ላይ መልስዎን የ«/» ምልክት በማድረግ ወይም መልሱን የያዘውን ፊደል በማክበብ ያሳዩ።
3. አማራጭ መልስ ለሌላቸው መጠይቆች አስተያየቶን በተሰመሩት መስመሮች ላይ አጭርና ግልጽ አድርገው ይስጡ።

**ክፍል አንድ፡- 1. አጠቃላይ መረጃ**

1. አሁን የሚሰሩበት አፀደ ሕጻናት ስም \_\_\_\_\_
2. አድራሻ፡- ወረዳ \_\_\_\_\_ ከተማ \_\_\_\_\_
3. የአፀደ ሕጻናቱ ተጠሪ አካል፡-
  - ሀ) ቀበሌ (ህዝብ) \_\_\_\_\_ ሐ) ግለሰብ \_\_\_\_\_
  - ለ) ኮሚዩኒቲ \_\_\_\_\_ መ) መንግስታዊ ያልሆነ ድርጅት \_\_\_\_\_
4. ዕድሜ \_\_\_\_\_
5. ጾታ፡- ወንድ \_\_\_\_\_ ሴት \_\_\_\_\_
6. የትምህርት ደረጃ \_\_\_\_\_
7. በአፀደ ሕጻናት ውስጥ የሰጡት ጠቅላላ አገልግሎት
  - ሀ) ከ0 እስከ 2 ዓመት \_\_\_\_\_ ሐ) ከ6 እስከ 10 ዓመት \_\_\_\_\_

ለ) ከ3 እስከ 5 ዓመት \_\_\_\_\_ መ) 11 ዓመትና በላይ \_\_\_\_\_

8. በአፀደ ሕፃናት ውስጥ በአሁኑ ጊዜ ያአለዎት የስራ ድርሻ

ሀ) መምህርነት \_\_\_\_\_ ለ) ርዕሰ መምህርነት \_\_\_\_\_

9. የቅጥርዎ ሁኔታ

ሀ) ቋሚ \_\_\_\_\_ ለ) ጊዚያዊ \_\_\_\_\_

**ክፍል ሁለት:- የአጸደ ሕፃናት ስርአተ ትምህርት ጠቀሜታና አተገባበር**

2.1. የአጸደ ሕፃናት ስርአተ ትምህርት ይዘት የሕፃናትን ሁለንተናዊ ዕድገት ለማምጣት ያለውን ጠቀሜታ በ«✓» ያመልክቱ።

	ጠቋሚ ሀሳቦች	በጣም ክፍተኛ	ክፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
2.1.1	የሕፃናትን ማህበራዊ ዕድገት ለማጎልበት የአጸደ ሕፃናት ስርአተ ትምህርት ይዘት ያለው ጠቀሜታ					
2.1.2	የሕፃናትን አዕምሮአዊ ዕድገት ለማጎልበት የአጸደ ሕፃናት ስርአተ ትምህርት ይዘት ያለው ጠቀሜታ					
2.1.3	የሕፃናትን አካላዊ ዕድገት ለማጎልበት የአጸደ ሕፃናት ስርአተ ትምህርት ይዘት ያለው ጠቀሜታ					
2.1.4	የሕፃናትን የአመለካከት ወይም ስሜታዊ ዕድገት ለማጎልበት የአጸደ ሕፃናት ስርአተ ትምህርት ይዘት ያለው ጠቀሜታ					
2.1.5	ሕፃናትን ለወደፊት ሕይወታቸው ዝግጁ ለማድረግ የስርአተ ትምህርቱ ይዘት ከአካባቢያቸው ተጨባጭ ሁኔታ ጋር የመዛመዱ ደረጃ					
2.1.6	የአጸደ ሕፃናት ስርአተ ትምህርት ይዘት የተለያዩ የማስተማሪያ ዘዴዎችን ለመጠቀም የመጋበዙ ደረጃ					
2.1.7	የአጸደ ሕፃናት ስርአተ ትምህርት ይዘት የሕፃናቱን ምኞት፣ ፍላጎትና ችሎታ ለማዳበር ያለው ጠቀሜታ					

2. ከሚከተሉት የማስተማሪያ መሳሪያዎች ውስጥ ሕጻናትን ለማስተማር አሁን በዕጅዎ ላይ የሚገኘው የትኛው ነው? (ከአንድ መልስ በላይ መምረጥ ይቻላል)

- ሀ) ሲለበስ \_\_\_\_\_
- ለ) የመምህሩ መመሪያ \_\_\_\_\_
- ሐ) የተማሪ መማሪያ መጻሕፍት \_\_\_\_\_
- መ) ምንም

3. አሁን እየሰሩ ባሉበት አፀደ ሕፃናት ውስጥ በአብዛኛው በተደጋጋሚ ጊዜ የሚጠቀሙበትን የማስተማሪያ ዘዴ በ«✓» ያመልክቱ::

	የማስተማሪያ ዘዴዎች	በጣም በተደጋጋሚ	በተደጋጋሚ	አንዳንዴ ጊዜ	በጣም አልፎ አልፎ	በጭራሽ አልጠቀምም
3.1	በጨዋታ ላይ የተመሰረተ የማስተማሪያ ዘዴ					
3.2	ቅድመ ጥያቄ					
3.3	እንደየዝንባሌያቸውና ፍላጎታቸው ሕጻናትን በክፍል ውስጥ በሚገኙ የማዕዘን ዕቃዎች ላይ በመከፋፈል					
3.4	የሰሙትንና ያዩትን መልሶ እንዲናገሩ በማድረግ					
3.5	የጋራ ስራ በመስጠት					
3.6	ውይይት					
3.7	በአካባቢያቸው ከሚገኘው ተፈጥሮአዊ ነገሮችና ከአላቸው ልምድ እንዲማማሩ በማድረግ					
3.8	በድረማ መልክ					
3.9	ገለፃ					
3.10	የመስክ ጉብኝት					

4. የመምህራን የትምህርት መርጃ መሳሪያዎችን በአካባቢው ከሚገኙ ጥሬ ዕቃዎች የማዘጋጀት ፍላጎት

- ሀ) በጣም ከፍተኛ                      ለ) ከፍተኛ                      ሐ) መካከለኛ
- መ) ዝቅተኛ                              ሠ) በጣም ዝቅተኛ

4.1. በአፀደ ሕፃናቱ የመምህራን በትምህርት መርጃ መሳሪያዎች የመጠቀም ደረጃ

- ሀ) በጣም ከፍተኛ                      ለ) ከፍተኛ                      ሐ) መካከለኛ
- መ) ዝቅተኛ                              ሠ) በጣም ዝቅተኛ

5. ከሚከተሉት የሕፃናት ማህደር አያያዝ ዘዴዎች ውስጥ በአብዛኛው የሚጠቀሙበት የትኛውን ነው? (ከአንድ በላይ መምረጥ ይቻላል)

- ሀ) እለታዊ የቀሪ መከታተያ መዝገብ
- ለ) ዝርዝር የሕይወት ታሪክ መግለጫ ማህደር
- ሐ) የመምህራንና የወላጅ ግኑኝነት መዝገብ
- መ) የቅበላ ምዝገባ ማህደር
- ሠ) ሌሎችም ካሉ ይግለጹ

6. እየሰሩ ባሉበት አፀደ ሕፃናት ውስጥ በአብዛኛው በተደጋጋሚ ጊዜ የሚጠቀሙበት የምዘና ዘዴዎችን በ«✓» ያሳዩ።

	የምዘና ዘዴዎች	በጣም በተደጋጋሚ	ምተደጋጋሚ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
6.1	የተግባር ስራዎች					
6.2	የክፍል ስራ					
6.3	የቤት ስራ					
6.4	ተከታታይ ምልክታ					
6.5	ቴስት					
6.6	ፈተና					

7. ከሚከተሉት ውስጥ የአፀደ ሕፃናትን ፕሮግራም ተግባራዊ ለማድረግ ያጋጠሙህ/ሽ ችግሮች የትኞቹ ናቸው? (ከአንድ በላይ መልስ መምረጥ ይቻላል)

- ሀ) የትምህርት መርጃ መሳሪያዎች እጥረት
- ለ) የማስተማሪያ መሳሪያዎች እጥረት
- ሐ) የሕጻናት ቁጥር በክፍል ውስጥ መብዛት
- መ) የመማሪያ ክፍል ቦታ ጥበት
- ሠ) ከመማሪያ ክፍል ውጭ ያለው የመጨዎቻ ቦታ በቂ አለመሆን

ረ) የትምህርት መስጫ መሳሪያዎችና ቁሳቁሶች በቂ አለመሆን

ሰ) የውጪ መሳሪያዎችና ቁሳቁሶች በቂ አለመሆን

ሸ) ሌሎችም ካሉ ይግለጹ \_\_\_\_\_

8. የአፀደ ሕፃናትን ስርአተ ትምህርት ለወደፊቱ ይበልጥ ተግባራዊ ለማድረግ ይረዳል ብለው የሚያስቡት አሳብ ወይም አስተያየት ይግለጹ

\_\_\_\_\_

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**2.2. የአፀደ ሕፃናት መምህራን ሙያዊ ብቃትና ዝግጁነት**

ትክክል ነው ብለው የገመቱትን መልስ የያዘ ፊደል በመክብብ ጥያቄዎቹን ይመልሱ።

1. በአፀደ ሕፃናት መምህርነት ስልጠና ወስደዋል?

- ሀ) አዎን ወስጃለሁ
- ለ) አልወሰድኩም

1.1. በተራ ቁጥር 1 ላይ ለተጠየቁት ጥያቄ መልስዎ «አዎን» ከሆነ ለምን ያህል ጊዜ ነው የሰለጠነው?

- ሀ) ከ3 ወራት በታች
- ለ) ከ3 እስከ 6 ወራት
- ሐ) ከ7 እስከ 10 ወራት
- መ) ከ10 እስከ 12 ወራት
- ሠ) ከአንድ አመት በላይ

❖ ሌላ ከለ ይግለጹ

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2. በስልጠናዎ ወቅት የወሰዱዎቸው ኮርሶች አይነት የአፀደ ሕፃናት ፕሮግራምን ለመተግበር የሚረዱ ማንኛውንም አይነት ክንዋኔዎችን ለማከናወን በቂ ነው ብለው ያምናሉ?

- ሀ) አዎን አምናለሁ
- ለ) አላምንም

2.1. በተራ ቁጥር 2 ላይ ለተጠየቁት ጥያቄ መልስዎ «አላምንም» ከሆነ ለምን?

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3. በአፀደ ሕፃናት ውስጥ ለማስተማር ቁርጠኛ ኖት?

- ሀ) አዎን
- ለ) አይደለሁም

3.1. በተራ ቁጥር 3 ላይ ለተጠየቁት ጥያቄ መልስዎ «አዎን» ከሆነ ለምን?

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3.2. በተራ ቁጥር 3 ላይ ለተጠየቁት ጥያቄ መልስዎ «አይደለሁም» ከሆነ ለምን?

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4. ሙያዎን ለማሻሻል ስለ አፀደ ሕፃናት ትምህርት አሰጣጥ ተከታታይ የስራ ላይ ስልጠና ወስደው ያውቃሉ?

- ሀ) አዎን ወስጃለሁ ለ) አለመሰደድኩም

4.1. በተራ ቁጥር 4 ላይ ለተጠየቁት ጥያቄ መልስዎ «አዎን ወስጃለሁ» ከሆነ

i) እስካሁን ለስንት ጊዜ ያህል ወስደዋል?

- ሀ) አንዴ ለ) ሁለቴ ሐ) ሶስቴ መ) አራቴና ከዚያ በላይ

ii) በአማካይ ለምን ያህል ቀናት? (ከአንድ መልስ በላይ ይቻላል)

- ሀ) ከአንድ ሳምንት በታች  
ለ) ከአንድ እስከ ሁለት ሳምንታት  
ሐ) ከሁለት እስከ አራት ሳምንታት  
መ) አንድ ወርና በላይ

5. ሕፃናትን በመዋዕል ሕፃናት ውስጥ ለማስተማር በኦሮምኛ ቋንቋ ስልጥነዎል?

- ሀ) አዎን ለ) አልሰለጠንኩም

5.1. በተራ ቁጥር 5 ላይ ለተጠየቁት ጥያቄ መልስዎ «አዎን» ከሆነ አሁን በሰለጠኑት ቋንቋ እያስተማሩ ነው?

- ሀ) አዎን ለ) አይደለሁም

5.2. በተራ ቁጥር 5 ላይ ለተጠየቁት ጥያቄ መልስዎ «አልሰለጠንኩም» ከሆነ ለምን?

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6. ከሚከተሉት ውስጥ የአፀደ ሕፃናት መምህር በመሆንዎ ያጡዎቸው ጥቅማ ጥቅሞች ምንድን ናቸው? (ከአንድ መልስ በላይ መምረጥ ይቻላል)

- ሀ) በተለያዩ አጫጭር ስልጠናዎች (ወርክሾፕ፣ ሴሚናር፣ ኦሬንቴሽን ወዘተ) መሳተፍ  
ለ) በክረምት ኮርስ መሳተፍ

ሐ) የመምህራን የደረጃ ዕድገት ማግኘት

❖ ሌላ ካለ ይጥቀሱት \_\_\_\_\_

7. በመማሪያ ክፍል ውስጥ ያሉት የሕፃናት ቁጥር እያንዳንዱን ሕፃን እንደችሎታው ለመርዳት የሚያመች ነው?

- ሀ) አዎን ይመቻል
- ለ) አይመችም

7.1. በተራ ቁጥር 7 ላይ ለተጠየቁት ጥያቄ መልስዎ «አይመችም» ከሆነ ምክንያቶቹን ይጥቀሷቸው

8. በሚያስተምሩበት ክፍል ረዳት መምህር/ት አለዎት?

- ሀ) አዎን
- ለ) የለኝም

i) በተራ ቁጥር 8 ላይ ለተጠየቁት ጥያቄ መልስዎ «አዎን» ከሆነ መምህር/ርቷ የአፀደ ሕፃናትን ፕሮግራም ተግባራዊ ለማድረግ የሚያስችል ስልጠና ወስደዋል/ለች?

- ሀ) አዎን
- ለ) አልወሰደችም

ii) በተራ ቁጥር 8 ላይ ለተጠየቁት ጥያቄ መልስዎ «የለኝም» ከሆነ ረዳት መምህር/ት ባለመኖሩ በስራ ላይ ያጋጠሞትን ችግሮች ይግለጹ

### 2.3. የአፀደ ሕፃናት የግቢ ሁኔታ፣ የመማሪያ ክፍሎች፣ የቁሳቁሶችና መሳሪያዎች መሟላት

መመሪያ:- ከተሰጡት አማራጮች ውስጥ ለተጠየቁት ጥያቄ መልስ ይሆናል ብለው ያመነቡትን ፊደል በመክበብ ጥያቄዎቹን ይመልሱ::

1. የአፀደ ሕፃናት አካባቢ ለህፃናት ትምህርት አሰጣጥ አመቺና ማራኪነት

- ሀ) በጣም ጥሩ ነው
- ለ) ጥሩ ነው
- ሐ) ደካማ ነው

2. ለሕፃናቶቹ አካላዊ ሁኔታ የሚመቹና ለዕያንዳንዱ ሕፃን የሚሆን መቀመጫ ወንበር አቅርቦት

- ሀ) በቂ ነው
- ለ) በቂ አይደለም
- ሐ) በጭራሽ የለም

3. ለህፃናቶቹ አካላዊ ሁኔታ የሚመቹና ለዕያንዳንዱ ሕፃን የሚሆን ጠረጴዛ አቅርቦት

- ሀ) በቂ ነው
- ለ) በቂ አይደለም
- ሐ) በጭራሽ የለም

4. ከህፃናቶቹ ቁጥር ጋር የሚሄዱ አስፈላጊ የውጭ መጫወቻ መሳሪያዎችና ቁሳቁሶች አቅርቦት
  - ሀ) በቂ ነው
  - ለ) በቂ አይደለም
  - ሐ) በጭራሽ የለም
5. ለክፍል ውስጥ ትምህርት አሰጣጥ አጋዥ የሆኑ አስፈላጊ መሳሪያዎችና ቁሳቁሶች አቅርቦት
  - ሀ) በቂ ነው
  - ለ) በቂ አይደለም
  - ሐ) በጭራሽ የለም
6. በክፍል ውስጥ የሚገኙ መሳሪያዎችና ቁሳቁሶች በየኮርነሮቹ በስርአት መደራጀት
  - ሀ) በጣም ጥሩ ነው
  - ለ) ጥሩ ነው
  - ሐ) ደካማ ነው
7. በቂ አመቺና ከተለያዩ አደጋዎች ነፃ የሆነ የመጫወቻ ሜዳና ቦታ መኖር
  - ሀ) በጣም ጥሩ ነው
  - ለ) ጥሩ ነው
  - ሐ) ደካማ ነው
8. የተለያዩ ተግባሮችን ለማከናወን የሚያስችል ለዕያንዳንዱ ሕፃን የክፍል ውስጥ የቦታ ድርሻ
  - ሀ) በቂ ነው
  - ለ) በቂ አይደለም
  - ሐ) በጭራሽ የለም
9. የመማሪያ ክፍሎች ሕንፃ ለሕፃናት ትምህርት አሰጣጥ አመቺ ናቸው ወይ?
  - ሀ) አዎን ይመቻሉ
  - ለ) አይመቻም
10. በተራ ቁጥር 9 ላይ ለተጠየቁት ጥያቄ መልስዎ «አይመችም» ከሆነ ለምን?

**2.4. የአፀደ ሕፃናት ትምህርትን ለማጠናከር የመንግስት ሚናን በተመለከተ**

1. የወረዳ ትምህርት ቤቶች ጽ/ቤት ለአፀደ ሕፃናቱ የድጋፍ አገልግሎት ይሰጣሉ?
  - ሀ) አዎን ይሰጣሉ
  - ለ) አይሰጡም
2. በተራ ቁጥር 1 ላይ ለተጠየቁት ጥያቄ መልስዎ «አዎን ይሰጣሉ» ከሆነ የአገልግሎቱን ዓይነት በ«✓» ያመልክቱ::

		አዎን	የለም
2.1	ስርአተ ትምህርቱን በመቅረጽ		
2.2	የማስተማሪያ መሳሪያዎችን መስጠት		
2.3	የተለያዩ የመማሪያ ጽሁፎችን በመስጠት		
2.4	ለመምህራን የቅድመ ስራ ስልጠና በመስጠት		
2.5	ለመምህርን የስራ ላይ ስልጠና በመስጠት		
2.6	የአፀደ ሕፃናት ስታንደርድ አዘጋጅቶ መስጠት		
2.7	የሱፐርቪዥን አገልግሎት መስጠት		
2.8	የትምህርት መርጃ መሳሪያዎች በአካባቢ ከሚገኙ ነገሮች ዕንዴት እዕንደሚሰራ		

2.9	ለመምህራን ስለ ትምህርት አሰጣጥ		
2.10	በአፀደ ሕፃናት ትምህርት ላይ ለመምህራን ወረክሾፕ፣ ሴሚናር፣ አረንቴሽን ወዘተ በመስጠት		

❖ ሌላም ካለ ይግለጹ \_\_\_\_\_

3. ሱፐርቫይዘሮች በአመት ስንት ጊዜ አፀደ ሕፃናታችሁን ይጎበኛሉ? (ከአንድ በላይ መልስ ይቻላል)

- ሀ) በሴሚስተር አንዴ                      ለ) በሴሚስተር ሁለቱ                      ሐ) በሴሚስተር ሶስቱ  
 መ) በአመት አንዴ                      ሠ) ጎበኝተውም አያውቁም

4. ከወረዳው ትምህርት ቤቶች ጽ/ቤት የሚሰጠው ድጋፍ አፀደ ሕፃናት ውስጥ የሚሰጠውን የሕፃናት ትምህርት ለማሻሻል በቂ ነው ብለው ያምናሉ?

- ሀ) አዎን                      ለ) አላምንም

5. በተራ ቁጥር 4 ላይ ለተጠየቁት ጥያቄ መልስዎ «አላምንም» ከሆነ ምክንያቶቹን ይግለጹ

6. የአፀደ ሕፃናት ትምህርት ጥራትን ለማሻሻል ከመንግስት የሚፈለጉ ድጋፎች ይዘርዘሩ

### 2.5. በአፀደ ሕፃናት ትምህርት የወላጆች ተሳትፎና ሚና

መመሪያ:- ለተጠየቁት ጥያቄ መልስ ነው ብለው ያመነብትን የያዘ ፊደል በመክበብ መልስ ይስጡ።

1. የአፀደ ሕፃናት ትምህርትን ለማጎልበት የወላጆች ተሳትፎ አለ?

- ሀ) አዎን አለ                      ለ) የለም

2. በተራ ቁጥር 1 ላይ የተጠየቁት ጥያቄ መልስዎ «አዎን» ከሆነ ወላጆች ለልጆቻቸው ትምህርት ድጋፍ የሚያደርጉት ዕንዴት ነው? (ከአንድ መልስ በላይ መምረጥ ይቻላል)

ሀ) የተለያዩ የሕፃናት መፅሕፍት በማቅረብ

ለ) የቤት ስራ በመስራት ማገዝ

ሐ) ተረቶችን በመንገር

መ) የመማሪያ መሳሪያዎችን በማቅረብ

ሠ) ከመምህራንና ዳራክተሮች ጋር በአፀደ ሕፃናቱ ችግሮች ላይ ተወያይቶ መፍትሄ መፈለግ

❖ ሌሎችም ካሉ ይጥቀሷቸው \_\_\_\_\_

3. ወላጆች የአፀደ ሕፃናቱ የአስተዳደር ወይም አመራር አካል ናቸው?

- ሀ) አዎን ናቸው
- ለ) አይደሉም

4. በተራ ቁጥር 3 ላይ ለተጠየቁት ጥያቄ መልስዎ «አይደሉም» ከሆነ ለምን?

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5. መምህራን ወላጆች በልጆቻቸው ትምህርት ጉዳይ ላይ የመወሰን ዕኩል ድርሻ ዕንዳላቸው ተገንዝበው በመከባበር ላይ የተመሰረተ ግኑኝነት ያደርጋሉ?

- ሀ) አዎን ያደርጋሉ
- ለ) አያደርጉም

6. በተራ ቁጥር 5 ላይ ለተጠየቁት ጥያቄ መልስዎ «አያደርጉም» ከሆነ ለምን?

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7. ወላጆች ከአፀደ ሕፃናቱ የሚደረግላቸውን ጥሪ በመቀበል በጎ ምላሽ ይሰጣሉ?

- ሀ) አዎን ይሰጣሉ
- ለ) አይሰጡም

7.1. መልስዎ «አይሰጡም» ከሆነ ለምን?

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8. የአፀደ ሕፃናት ትምህርትን ለማጎልበት የወላጆች ተሳትፎና ሚናን በተመለከተ ተጨማሪ ሀሳብ ወይም አስተያየት ካለዎት ይግለጹ

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በአዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ቤት  
የስነ ትምህርት ኮሌጅ

የመምህራን ትምህርትና የስርአተ ትምህርት ጥናት ክፍል

I) ለአፀደ ሕፃናት ርዕሳን መምህራን፣ ለዞንና ወረዳ ት/ጽ/ቤት ኤክስፐርቶች የተዘጋጀ ቃለ መጠይቅ

1. በአፀደ ሕፃናት ት/ቤት ሕንፃ ግንባታ ቦታ (site) መረጣ ላይ ይሳተፋሉ?
2. በአፀደ ሕፃናት ፈቃድ አሰጣጥ ላይ የአፀደ ሕፃናትን ስታንደርድ መሟላቱን ምን ያህል ከግንዛቤ ውስጥ ያስገባሉ?
3. የአፀደ ሕፃናት ስርአተ ት/ርት የሕፃናቶቹን ሁለንተናዊ ዕድገት ለማምጣት በቂና ጠቃሚ ነው ብለው ያምናሉ?  
ሀ) በቂና ጠቃሚ ካልሆኑ ጉድለቶቹ ምንድን ናቸው?  
ለ) የስርአተ ትምህርቱን ይዘት ለማሻሻል መደረግ የሚገባቸውን ነገሮች ይጥቀሱ
4. የአፀደ ሕፃናትን ፕሮግራም ተግባራዊ ለማድረግ ያጋጠሙ ዕንቅፋቶች ምንድን ናቸው?
5. የአፀደ ሕፃናት መምህራን ያላቸው ስልጠና የአጸደ ሕፃናት ስርአተ ትምህርቱን በብቃት ተግባራዊ ለማድረግ የሚያስችላቸው ነው ብለው ያምናሉ?
6. የአጸደ ሕፃናት መምህራንን ሙያዊ ብቃት ለማሻሻል የተደረጉ ሙከራዎች ምንድን ናቸው?
7. ለወደፊቱ የአጸደ ሕፃናት መምህራንን ጥራት ለማሻሻል አማራጭ መፍትሄ ምንድን ነው?
8. አጸደ ሕፃናቱ አላማውን ከግቡ ዕንዲያደርስ አስፈላጊ የሆነ መሳሪያዎችና ፋሲሊቲዎች ምን ያህል ተሟልቷል?  
ሀ) የመሳሪያዎቹ አለመሟላት በፕሮግራሙ መሳካት ላይ ያመጣው ጫና ምንድን ነው?  
ለ) ለወደፊቱ ችግሩን ለማስቀረት የመፍትሄ ሀሳብ ነው ብለው የሚያምኑበትን ይጠቁሙ
9. የአጸደ ሕፃናት ትምህርትን ለማጎልበት የወላጅና የአጸደ ሕፃናት ግኑኝነት አለ?  
ሀ) ወላጆች ስለ ቅድመ ት/ቤት ትምህርት ዓላማ አስፈላጊና ግልጽ ግንዛቤ አላቸው?  
ለ) ወላጆች ለአጸደ ሕፃናት የሚያበረክቷቸው አስተዋጽኦ (ድጋፍ) ምንድን ናቸው?
10. አጸደ ሕፃናትን ሱፐርቫይዝ ለማድረግ የሚረዳ ስልጠና አግኝቶ ያውቃሉ?  
ሀ) የዞንና የወረዳ ት/ጽ/ቤት ባለሙያዎች ተከታታይ የሆነ የአጸደ ሕፃናት ሱፐርቫይዥን በማካሄድ ድጋፍ የመስጠት ልምዱ አለ?  
ለ) በዞንና ወረዳ ት/ጽ/ቤት ለአጸደ ሕፃናት የሚደረጉ ድጋፎች ምንድን ናቸው?

11. የአጸደ ሕጻናት መምህራን ሕጻናትን በአጸደ ሕጻናት ውስጥ ለማስተማር ቁርጠኝነቱ አለ?

ሀ) መልስዎ የለም ከሆነ ለምን?

ለ) የመምህራንን ፍላጎት ለማሻሻል መፍትሄ ነው ብለው የሚያምኑበትን ይጠቁሙ

12. በአጠቃላይ የዞኑን የአፀደ ሕጻናት ትምህርት ጥራት ዕንዴት ያዩታል (ይገምቱታል)?

13. በአጸደ ሕጻናቱ ውስጥ የማስተማሪያ ቋንቋ በሕጻናቶቹ አፍ መፍቻ ዕየተሰጠ ነው ወይ?

ሀ) መልስዎ አይደለም ከሆነ ለምን?

ለ) ሕጻናቶቹ በአፍ መፍቻ ቋንቋቸው ባለመማራቸው በመማር ማስተማሩ ሂደት ላይ የታዩ ተጽዕኖ ምንድን ናቸው?

14. የአጸደ ሕጻናት ትምህርት አሰጣጥን ለወደፊቱ ለማሻሻል የሚረዳ ተጨማሪ አስተያየትና መፍትሄ ነው ብለው የሚያምኑትን ይጠቁሙ

**አመሰግናለሁ!**

II) ለአጸደ ሕጻናት ወላጆች የተዘጋጀ ቃለ መጠይቅ

1. የወላጅና የአጸ ሕጻናት ግንኙነት የሕጻናት ትምህርትን ለማጎልበት ተጽዕኖ አለው ብለው ያስባሉ?
2. መልስዎ አዎን ተጽዕኖ አለው ከሆነ ስለ ቅድመ ት/ቤት (አጸደ ሕጻናት ትምህርት) ዓላማና ጠቀሜታ ያለዎት ግንዛቤ ምን ያህል ነው?
3. ዕስከሁን በምን አይነት የአጸደ ሕጻናት ጉዳዮች/ዕንቅስቃሴዎች ውስጥ ተሳትፎ አድርገዋል?
4. ዕንደ ወላጅ ስለልጅዎ የትምህርት መሻሻልና ሁለንተናዊ ዕድገት አስፈላጊውን ክትትል ዕንደት ያደርጋሉ?
5. ልጆችዎ በአፍ መፍቻ ቋንቋቸው ዕየተማሩ ናቸው?  
ሀ) በአፍ መፍቻ ቋንቋቸው ዕየተማሩ ካልሆነ ለምን?  
ለ) በአፍ መፍቻ ቋንቋቸው ሕጻናቶቹ ባለመማራቸው በትምህርታቸው ላይ ያዩትን ተጽዕኖ ይዘርዝሩ
6. በአጠቃላይ በወላጆችና በአጸደ ሕጻናት መሐከል ያለውን የስራ ግንኙነት ዕንደት ያዩታል?
7. የአጸደ ሕጻናቱ ዋና ዋና ችግሮች ምንድን ናቸው?
8. ለቅድመ ት/ቤት ትምህርት (የአጸደ ሕጻናት ትምህርት) መሻሻል ምን መደረግ አለበት ይላሉ?

አመሰግናለሁ!

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