

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION**

**Organization and Implementation of Typical Days of Young Children in Government
Preschool in Addis Ketema Sub city**

(Addis Ababa)

BY

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ADDIS ABABA, ETHIOPIA

March, 2023

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This thesis is submitted to the Center for Early Childhood Care and Education in partial fulfillment of the requirements for MA Degree in Early Childhood Care and Education

ADDIS ABABA, ETHIOPIA

March, 2023

DECLARATION

This is to certify that the thesis prepared by Elsa Mulatu, entitled: Organization and Implementation of typical days of young children in government preschool in Addis Ketema sub city in regarding developmentally appropriate practice submitted in partial fulfillment of the requirements for the Degree of Master of Arts in the field of early childhood care and education meets the requirements of the university and the recognized criteria for originality and quality.

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Acknowledgment

God alone deserves all praise for my good health and for granting me the courage, patience, and direction necessary to do my work. I'd like to use this chance to express my gratitude to everyone who helped me finish this thesis by offering their support and encouragement.

Most importantly, many thanks go to my thesis advisor, professor Belay Tefera, I thank you for providing guidance and support with brilliant advice and took the time to thoroughly critique and edit my work. I appreciate your enduring support and willingness.

Second, I really thanks to pre-primary education professionals and kindergartens' which are found in all sampled preschools, for providing me their genuine information which is the most important input to this thesis.

Third, I want to thank my family especially for their encouragement and support to me with love. I have gratitude for them for everything they did for me. I appreciate all of their support and how they encourage me to work hard. Finally, I would like to thank my colleagues and my friends for all their love and support from start to completion of my education.

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Abbreviations /Acronyms

- DAP- Developmentally Appropriate Practice
- EAS- Emergent Academic Snapshot
- ECCE- Early Childhood Care and Education
- ESDP- Education Sector Development Program Four
- ETP- The education and training policy
- EFA- Education for All
- ICER-R- Individual Child Engagement Record-Revised
- MoE- Ministry of Education
- LEPC- Literacy Express Preschool Curriculum
- NCEDL- The National Center for Early Development and Learning
- PPVT- Peabody Picture Vocabulary Test
- UNESCO- United Nations Education Science and Culture Organization
- UNICEF- United Nations International Children Educational Fund
- WHO- World Health Organization

Abstract

This study's objective is to investigate the organization and implementation of the typical days of young children in government preschools. The site of the study was government preschools in Addis Ketema sub city specifically in a five woredas. Methodologically the study employed mixed research approach specifically concurrent triangulation design utilized for the assessment of this research. Instruments used in the study were questionnaire, interview, observation and document analysis. A random sampling technique was used to select 1 sub city from a total of 11 sub cities of Addis Ababa and 5 woredas from 11 woredas of the selected sub city and five preschools from a total of 18 government preschools which are in the sub city. All the selected preschool teachers 76 in number were participated in the questionnaire and all or (5) of the selected preschool principals(coordinators) participated in the interview session. The data collected through questionnaires from the teachers were presented in tables and analyzed using percentage and descriptive statistics using statistical package for the social science (SPSS). Qualitative data obtained through observations, document review and interviews were analyzed though narration. The data found from different sources triangulated for assessing the trustworthiness of the information. The finding showed that the organization and implementation of typical days of young children in government preschools was low or not in line with standard set by the ministry of education (MOE). The time which is given for free play, classroom play and outdoor play is very lower than the time which is set by the ministry of education ministry of education (MOE), small and large group work/play, role play, learning by doing, scaffolding, discussion, field visitation are some of the methods that ministry of education (MOE) stated as a standard for preschools but the study found that reading aloud, showing pictures on the board are used as a major methods in the sampled centers, insufficient indoor and outdoor teaching and learning resources, inappropriate teacher- child ratio, lack of professionals knowledge in developmental level of children are found as a major challenges. Finally, the researcher concluded that as the finding showed in the organizing and implementing the typical days of children practicing with lots of limitations and it has lacks appropriateness. And the result revealed that there need to be further implementation in organizing and implementing typical days of children in government preschools.

Key words: *typical days of children; preschool education; developmental domains; developmentally appropriate practice*

Chapter One- Introduction

1.1. Background

Preschool teachers can better plan their time with the kids when they are familiar with the typical days of preschoolers, which are composed of particular time components. Such implementation of daily activities supports a child's initiative and builds a foundation for kids who stand for a secure psychological environment and committed surroundings. It consists of active learning times, including planning, carrying out, restoring, working in small and big groups, playing outside, transitional activities, eating, and sleeping. It is created in a way that strengthens and supports a child's aptitudes, innate interests, self-initiative, and problem-solving skills (Vrbovek, 2005).

The beginning and end of a child's day at kindergarten, self-care, feeding (meals), structured and unstructured activities, rest and/or sleep, as well as cleaning the classroom are all aspects of a typical day (Bahovec & Golobi, 2004).

There are some common components in the majority of early childhood programs. The organization of these elements and the amount of time allotted to them reflects the mindset and objectives of both the teachers and the school. For example, contrast a program where the kids choose their own activities with one where the teacher oversees and leads the majority of the day's activities. In the first, the philosophy and objectives show respect for the child's rising independence, maturity in making decisions, and capacity for learning from the experiences of the day. In the second illustration, the teacher feels compelled to thoroughly monitor the kids' experiences in order to make sure they learn particular knowledge and abilities. Both methods are employed, but most early childhood experts favor the first one because it places more in believing the kids' capacity to learn and develop in a carefully planned environment. (Eva L. Essa, 2002, p. 207).

There should be a selection of activities accessible for kids to choose from. These consist of chances for exercise, interaction with others, and artistic expression. To promote children's developing feeling of initiative, independence, and competence, there must be enough time allotted for them to participate in activities either by themselves, with a friend, or in a group in the children typical days of preschool. In fact, according to DAP, kids require enough of time to fully engage in their daily activities and tasks. (Copple & Bredekamp, 2009).

The largest time of each day should be set aside for activities that the kids can choose from. In many programs, activity time is also known as self-selected learning activities, free play, play time, learning center time, or other names that imply that the children choose the

activities they participate in. This is the section of the schedule that has to be added to young children's typical days. The goals of preschool should be reinforced and supported by a wide range of well-prepared activities. Activities throughout the day ought to offer numerous chances for the development of cognitive, artistic, social, language, fine and gross motor, and other skills. Additionally, activity time blocks give teachers the chance to speak with students one-by-one or in small groups. Teachers can get to know the students in their class better through social guidance, formal conversations, well-timed questions, and careful listening. They can also introduce or reinforce concepts, assess the students' conceptual understanding, or determine their developmental status.

Planning the activity time block in a child's typical day should take safety and adequate supervision into account. While some activities need adult supervision, others can be completed by the kids quite independently. It's crucial to balance activities that require more adult supervision with those that are more self-directed for each activity time block. (Eva L. Essa, 2002, p.208).

Choudhury and Choudhury (2002) state that the research evidences confirmed that those children who pursue preschool education are successful in socio emotional and cognitive variables. Their study also showed that a child who stayed his/her typical days in centers which are well organized and implemented activities are more likely happy to go to school than those who are under stress and pressure to learn too much and too fast.

In preschool, children's daily schedule has a significant impact on their ability to learn. During this time, they also need a variety of critical abilities, knowledge, and attitudes that will affect their future participation in society as a whole. (Curtis, 1998; quoted in Yemane Gama Dulo, 2007).

Kindergarten education is described as a "pre-school preparatory education for children and can take up to three years" in the new Ethiopian education and training policy. Children between the ages of four to six are given educational opportunities that are enjoyable and that will help them express their emotions, appreciate beauty, and learn to identify and form letters and numbers. (MOE 2002, P. 76)

According to the ministry of education's framework for the preschool curriculum, Preschoolers in Ethiopia follow a timetable that includes 30 weeks in a year, 5 days a week, 25 periods of activities, and a 30-minute duration for each activity.

1.2 Statement of the problem

The Typical days of young children in preschool is an important process which needs special attention for various reasons. Among the major reasons one is that the early years are a time of rapid growth and development. So, the activities that children engage in on a daily basis are essential for their general development and the achievement of preschool education's overarching objectives. There needs to be a well-organized activity implemented in kids' typical days in order to address those key developmental domains

A daily plan can help children organize and arrange their activities. It is essential to organize and carry out DAP well in order to foster the development of children who are socially and emotionally healthy. According to MOE, 2001 The organization of typical days of the preschoolers are guided in three major activities such as; Free play, academic learning and activities/work which have individual and social benefits. A strategy, methodology, and instructional tools that an instructor use in the preschool affect the children learning and exploring their surroundings. A predictable schedule and a sense of order in the child's typical preschool life help the child feel supported and at ease (Montessori, 2010).

As many studies indicated play is essential in children learning activities and skills across all developmental domains. Preschoolers can be encouraged through play. Children who are at preschool age take play as their regular activity and MOE stated play as a main method to implement the preschool daily programs and when they engage in different play activities their physical, cognitive, emotional and social domains can develop as needed.

According to early theorists and researchers, Preschool is a setting where children's primary developmental domains—physical, emotional, social, and cognitive are addressed while participating in a variety of academic and extracurricular activities.

According to Ethiopia's 2001 E.C. pre-primary curriculum, kindergarten students must develop their knowledge in the following five subject areas: literacy, mathematics, understanding the world, personal, social, and emotional development. And these activities should be implemented through Group work / play, individual play, role play, demonstration, field visitation and discussion and scaffolding with the collaboration of indoor and outdoor sufficient learning resources to address all developmental domains.

But as Demeke (2007) research stated most preschools in Addis Ababa assess the performance of the children in terms of one area of academic achievement i.e. to what extent a child is able to count numbers, recite the alphabet, and knowledge of English language

proficiency and the like. they neglect the other developmental domains which should be addressed in the typical days of young children.

As typical day of young children in preschool is the core in building the overall development of preschool children, it should be studied deeply. Unfortunately, limited /no research that has been done so far on the issue in the country of Ethiopia. Due to these, the researcher interest pushes to know deep about the detail process of organizing and implementing the typical days of young children regarding their all over development, the researcher conducted the study on organization and implementation of typical days of young children in Addis Ababa city administration Addis Ketema sub city and investigated how the preschools organize and implement the typical days of preschoolers and encouraged the goods and indicated some strategies for the future to work on the limitations observed.

Research questions

The following research questions would be answered by the study

1. What activities constitute the typical days of young children?
2. How far play, songs, games, stories integrated into children learning?
3. What does the nutritional status look like in children's feeding practice and how are children's feeding managed? Are preschool teachers and their assistants taking into account children's desires and new orientations for the implementation of these activities?
4. What does the balance between child-initiated and adult initiated activities, classroom –outside classroom managements, academic-nonacademic learning look like?
5. How flexible is the daily schedule in kindergarten?
6. . How are rest and sleep implemented in kindergarten; are professionals taking into account new orientations for the implementation of daily activities?
7. What are the challenges in organizing and implementing the typical days of children?

1.3 Objective of the study

The general objective of this study is to explore the organization and implementation of the typical days of young children in preschool in Addis Ababa, Addis Ketema sub-city took as a case with specific focus on its developmentally appropriateness.

Specific Objectives

- To assess the activities, constitute the typical days of young children.
- To assess the integration of play, songs, games, stories into children's learning.
- To assess the nutritional status of children's feeding practice and how are children's

feeding managed.

- To assess the balance between child-initiated and adult initiated activities, in classroom –outside classroom managements, academic-nonacademic learning.
- To assess the flexibility of is the daily schedule in preschool.
- To assess how rest and sleep implemented in kindergarten.
- To assess the challenges in organizing the typical days of children.

1.4. Significance of the study

This study has a number of significances for designers of the program, facilitators and caregivers as well.

- It helps the designers of the program to gain information on the current status of typical days of preschoolers.
- The study helps to identify the achievements and the gaps in organizing and implementing the typical days of preschoolers.
- It helps to know the major challenges which hinder to organize and implement the typical days of preschoolers.
- The study might have a considerable contribution to researchers or other stakeholders showing the gap both in terms of research and practice to necessitate further action and as well in developing appropriate interventions.

1.5. Scope of the Study

The scope of the study limited to Addis Ababa city Administrations, government preschools which found only in the sub city of Addis Ketema, specifically in five randomly selected woredas. Other government preschools which are found in any other sub cities and preschools run by private individuals or other institutions are not included in this study.

1.6. Limitations of the Study

There are available literatures which have been done in different title related with early child care and education. But I haven't got the literature review which is done in Ethiopia directly related with the topic of organization and implementation of typical days of young children in preschool in Ethiopia context .so the literature is mostly depends on foreign literature regarding to organization and implementation of typical days of young children in preschool. This study only looked at the government preschool in Addis Ababa in Addis Ketema sub city. Other government preschools which are found in any other sub cities and preschools run by private individuals or other institutions were not included in this study. The issue needs comprehensive study involving different methods, the researcher has limited data in Addis

Ababa city administration in Addis Ketema sub city government preschools. Therefore, the study is specific in nature and the result should not be generalized to others.

1.7 Operational definition of variables

Typical days of children: typical days of children means a period of time that children spend it engaging with different activities.

Developmental level of children:

Developmentally appropriate practice: means a method that promotes the overall development of children and learning.

Chapter Two - Literature review

2.1. Meaning and nature of Early Childhood Care and Education

Early childhood care and education is the fundamental education that prepares the child for lifelong learning. First, it noted that early childhood is a sensitive period (UNESCO,2006) as cited in (Park,2014).

The early childhood education curriculum is described as follows by (Park, 2014). The physical, mental, social, and emotional functioning of young children is different from that of older children and adults and includes various developmental stages and milestones.

From the earliest year to the start of school, children physical, mental, cognitive, and socio emotional capacities undergo a number of progressive changes. These changes signify the development of abilities, capacities, and modes of interaction, learning, and play. Humans are most reliant on supportive interactions with others during early childhood—adults, siblings, and peers to ensure not just their survival but also their emotional stability, social integration, and cognitive development. Early undernutrition, lack of care and attentive parenting, and maltreatment can all have a negative impact on a child's development. Children may experience consequences throughout infancy and into adulthood if their basic needs are not met or if they are mistreated or abused. ECCE goes beyond simple care to encompass education, enabling young children to solidify a strong foundation in their early years as a whole package, stimulating their cognitive, social and emotional and language development (Park,2014).

2.2 DAP as a theoretical framework: meaning, and approach of DAP

Developmentally Appropriate Practice (DAP) standards were put forth by the National Association for the Education of Young Children (NAEYC) to be used in early childhood learning environments (NAEYC Position Statement, 2009). The organization and approach used in preschool and early preschool classrooms to improve student learning. The teacher-instructor methods that make up this system are the most extensively used and accepted in early childhood education.

"Developmentally appropriate practice" is defined by NAEYC as approaches that support each child's optimal growth and learning through a strengths-based, play-based approach to joyful, engaged learning. By acknowledging the various strengths that each young child as an individual and as a member of families, communities, and schools brings to the early learning program, educators can adopt developmentally appropriate practice. enhancing each child's abilities while taking care not to compromise any part of their physical, cognitive, social, or

emotional health. In order to enable all children to develop to their greatest potential throughout all domains of development and all academic subjects, educators plan and implement learning activities.

The philosophy of the DAP Guidelines is based on current best understanding and shared beliefs which are rooted at the core of early childhood philosophers such as Piaget, Vygotsky, Montessori, and Dewey. The DAP Guidelines committee members synthesize these core values in early childhood education and describe at least three types of DAP: age-appropriate Practice, individually appropriate practice, and culturally appropriate practice. Age-appropriate practice should consider the child's development, growth, and learning in general; individually appropriate practice should discover the strengths, needs, and interests of the individual child within a group; and culturally appropriate practice should regard the cultural and social contexts where the child grew up (Bredekamp & Copple, 1997).

To establish a setting that is developmentally appropriate, instructors might follow a number of rules and recommendations. As an illustration, consider having a daily schedule with a variety of activities accessible, allowing the kids to select the ones they want to participate in. This primarily results in unstructured play for small groups of kids, but it is also developmentally appropriate for teachers to set up these environments for unstructured play where kids can socialize and learn. Teachers can also develop skills by incorporating learning opportunities into play. Playing with blocks and encouraging a small group of kids to count, identify the colors, or construct together are a few examples of embedding. By creating surroundings in this way, instructors are keeping to standards for appropriate development.

Developmentally appropriate practices include positive teacher/child relationships, having materials and activities that are developmentally appropriate, having some activities that are individualized, such as playing with a favorite toy/activity, engaging in activities that are aimed to build skills but doing so at the individuals skill/ability level, teachers planning daily schedules that are useful for promoting development, among other techniques (Camilli, Vargas, Ryan, & Barnett, 2010).

The recent revision of the DAP guidelines (NAEYC, 2009) now acknowledges both of these perspectives in 12 principles of learning and practice derived from the most up-to-date theoretical and empirical accounts of developmental processes and sociocultural influences:

- The physical, social, emotional, and cognitive domains of growth and learning are all significant because they are interconnected and have an impact on one another.
- It is possible to watch and record learning and progress.

- Every child is different and grows at their own rate.
- Early experiences are crucial for a child's growth and education.
- The ideal relationships for a child's development are those in which they may confide in both peers and adults.
- Learning and development are influenced by social and cultural settings.
- Play enhances language, cognitive, social skills, and self-regulation.
- Experience and biological development combine dynamically to create learning.
- Development proceeds toward greater complexity and self-regulation.
- Children learn in a variety of ways, so teachers need a range of strategies.
- Children advance when challenged just beyond their current level of mastery.
- Children's experiences shape their motivation, which in turn affects their learning.

2.3 DAP and the developmental domains

2.2.1.1 DAP and physical/ motor skills.

Children may move in significantly more coordinated and complicated ways throughout the preschool years, which are between the ages of three and five. These increases in height, muscle strength, body mass, and proportion are most noticeable during this time (Casby, 2003; Payne & Isaacs, 2008a, 2008b; Williams, Pfeiffer, Dowda, Jeter, Jones, & Pate, 2008). To enhance physical health, preschools should incorporate motor play activities. Early physical inactivity is a strong indicator of later health issues (Dehghan, Akhtar-Danesh, & Merchant, 2005). Early childhood obesity and adult obesity are more probable in young children who are inactive as preschoolers. Inactive preschoolers are extremely likely to become inactive adults because of the link between sedentary play styles in the early years and an overall sedentary lifestyle (Reilly & Jackson, 2004).

Sedentary behavior may affect young children's health considerably earlier than originally believed, according (Saakslahhti et al., 2004). In this study, it was discovered that preschool-aged kids with low levels of play activity already had higher triglyceride, cholesterol, blood pressure, and body mass index levels, among other health risk factors. These risk factors started to show up early for certain kids. Researchers' findings on the effects of physical activity on kids' short- and long-term health should make policymakers and teachers more urgent about boosting motor play at home and at school.

Preschoolers must be active if they are to develop the motor skills and fitness levels appropriate for their age. Contrary to popular opinion, research indicates that many young

toddlers are not constantly on the go. In fact, preschoolers in the United States may be more sedentary than in previous decades (Schneider & Lounsbery, 2008). Recess and other chances for active play are being cut back on or abolished in certain schools and centers, which has a negative impact on the amount of physical exercise students engage in each day (National Association of Early Childhood Specialists in State Departments of Education, 2001). According to studies, even when kids play actively on the playground, their level of activity and duration may not be enough to maintain their health, fitness, and motor development (Timmons, Naylor, & Pfeiffer, 2007). Even though some kids conduct what experts refer to as vigorous physical activity (VPA) or moderate-to-vigorous physical activity (MVPA), they only do it briefly before spending a lot of time sitting still. Although this cycle of activity, rest, and activity is normal and anticipated, many kids don't engage in enough intense activity throughout the day to fully benefit from their physical play (Benham-Deal, 2005).

According to these findings, in order to get kids moving on the playground for more than just a few minutes each day, professionals may need to offer them with attractive self-directed play environments and experiences as well as some scheduled activities. The overarching objective is to give kids experiences that will fuel their desire to keep engaging in enjoyable movement activities as they get older. These active kids will be able to maintain MVPA for longer periods of time as their bodies develop and mature, which will allow them to achieve good performance physiological benefits from the activity. The quality of the preschool or daycare classroom where young children are enrolled is one of the best indicators of their degree of physical activity. According to one study, children's activity levels varied greatly between preschool programs (Pate et al., 2004). The quantity and intensity of children's active play were substantially correlated with specific classroom practices, particularly the amount of outdoor play time offered and the size of the playground, factors that differed greatly across the programs investigated. Level of physical activity has also been connected to the sort of playground equipment and area provided to kids in preschools and daycare facilities. Children in programs with larger playgrounds and more mobile play items, like balls and riding toys, were shown to be more physically active than those in programs with smaller classrooms and more stationary play items (Brown et al., 2009).

According to research, classrooms and teachers can significantly affect how active kids are on a daily basis. This suggests that lawmakers should require physical play in state-licensed early childhood programs. Such recommendations are made by the National Association for

Sport and Physical Education (NASPE) (2009), who also offers instructional methodologies. For preschool-aged children, this organization suggests several hours of unstructured, energetic, indoor and outdoor playtime every day, including at least one hour of moderate to intense physical activity. This can be done by offering a few extended play sessions or by scheduling more frequent, but shorter ones. The group advises structured activities overseen by a teacher to take up thirty minutes of this time. For all children's physical health, some researchers advise two to three times this amount of daily active play (Tucker, 2008). Over the past ten years, a variety of motor play and physical education programs for preschoolers have been created. The best-designed of these programs demonstrate how classrooms may significantly advance young children's motor development and health (Goodway & Branta, 2003). Recent studies identify particular aspects of planning and instruction that contribute to these outcomes in addition to demonstrating the positive benefits of such programs.

For instance, studies have indicated that programs that incorporate movement experiences into fun, play-based activities, like games, are more effective at strengthening motor abilities than conventional direct instruction (Apache, 2005). Similar to this, it was discovered that a program involving pretend play into young children's dancing activities enhanced the learning and retention of particular dance skills better than standard dance training (Sacha, & Russ, 2006). It has been discovered that optimizing motor development involves designing movement activities around the distinctive interests and pleasures of various cultural groups and families. Children who participated in DAP shown notable improvements in particular motor abilities. It has also been found that including movement exercises in a program's academic curriculum raises preschoolers' VPA and MVPA scores (Trost, Fees, & Dzewaltowski, 2008). Together, these studies imply that incorporating movement into all facets of children's play and learning may be the most effective way to promote motor development.

2.3.2 DAP and Emotional development

Among the major developmental domains, emotional domain is the one which should be addressed in children's development. In the previous study of (Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2014) suggested Educators to see emotional development as part of their job to actively build components into the everyday curriculum that promote children's growth in managing intense feelings and emotions, understanding others' feelings, becoming self-aware, making personal decisions, and handling stress. Erik Erikson described the stages that emerge in the early years, from birth to age 12. Seeing human development on a

continuum characterized by opposite emotional poles in each of the stages. Children are most successful when their overall affective development falls towards the positive pole.

Children younger than 10 years, are generally unable to associate the source of their emotions with what happens in their minds. So that they would be unaware of subtle clues from others when their behavior is inappropriate. How key adults reposed to their negative emotions is an important response for children and can lead to children doubting themselves and becoming disconnected from their emotions. It is also an important job for teachers to support children in developing their ability to be empathetic of others, which is a critical component of emotional development.

Researchers have found that helping young people develop good social and emotional skills early in life, supports their long-term emotional health and well-being. See Daniel Goleman, (1997) *Emotional Intelligence*, who suggests that children are less equipped to communicate effectively with others if they have not had the opportunities to form concrete skills that identify and manage their emotions.

At school there are forces that result in children building internal pictures of themselves, we need support them to create pictures where they are capable and valued, not inept and unimportant. Whilst this concept of oneself changes throughout a lifetime, the foundations become fixed from as early as 8 or 9 years old. Their own perceptions of themselves: intellectually, physically and emotional – Self -esteem. These perceptions evolve from the daily interactions that children have with others, the demands that placed on them and the resulting emotions from experiences. As children spend a great deal of their day at preschool, preschool plays an important part in this development.

2.3.3 DAP and Cognitive Development

It is recommended that in order to enhance cognitive abilities in a developmentally appropriate manner, preschool environments should give opportunities to engage in play / informal activities, as well as in structured ways (Camilli et al., 2010).

If the environment is attempting to enhance cognitive development via play, then it is also developmentally appropriate for teachers to interact with the children and embed learning opportunities (e.g., identifying numbers while playing a puzzle, counting blocks). It also is potentially useful and appropriate to teach cognitive abilities using direct instruction and teaching to children in large groups or as a whole, in order to build particular cognitive skills. Examples of this include sitting in a large circle and identifying the date and counting forward and backward, or going over the “number of the day” while at the table. If this type

of direct instruction is used, it is only developmentally appropriate if it used for some of the day, and most of the day should still be in a play or small group style (Camilli et al. 2010; NAEYC Position Statement, 2009).

Developmentally appropriate practices in relation to academic and cognitive skills has been researched frequently. Chien et al. (2010) assessed math reasoning skills of preschool children at the beginning and end of one academic year in four different classroom types. Of the four groups, one instruction type was predominantly child directed activities, two included children who experienced a scaffolding/embedding instruction type, the other included children who experienced a lot of teacher directed instruction style. Math reasoning skills were assessed using a subtest from a reliable instrument, the Woodcock Johnson Test of Achievement-III. When comparing the groups on the development of math reasoning skills, the predominant free play group experienced less growth during one academic year (Chien et al., 2010). Once again, more is needed than just letting children engage in free play all day. The other two groups devoted time to teaching in one on one situation and also free play. However, within that free play, embedding learning took place, which is developmentally appropriate, and likely the reasons for higher scores.

Math thinking abilities across two groups of kids in schools with different levels of DAP were compared by Fuligni et al. (2012). Both groups had environments that were developmentally appropriate in that the majority of their days were spent in free time, but one group had more scaffolding or embedding than the other. Throughout the academic year, both groups improved their ability to think mathematically, with neither group demonstrating greater advancement (Fuligni et al., 2012). These findings suggest that both types of DAP environments had a good effect on mathematical reasoning.

According to a recent meta-analysis, preschool children who received direct teaching or small/individualized instruction had a greater impact on their cognitive development (Camilli, et al., 2010). Children aged 3-5 who were enrolled in preschool programs with interventions for skill development, such as Head Start, were among the populations targeted in this meta-analysis. Depending on how the group is classified, the individualized instruction group from Chien et al. (2010) would fall under the category of direct or individualized instruction. The most recent meta-analysis provides some evidence that direct teaching methods have an impact on preschoolers' pre-academic and cognitive development. It also demonstrates support for small-group instruction, particularly when scaffolding or embedding takes place in the surroundings.

Thus, research supports the value of both instructional approaches. Other findings from the meta-analysis highlighted the methodological restrictions of this study. One was that most research did not randomly assign groups. Additionally, the majority of the literature did not statistically adjust for pre-existing characteristics (Camilli et al., 2010). All of the research heavily relied on observations, so it is crucial to collect information on the quality of the training and procedural dependability. No study had both elements, however many had acceptable techniques for training observers and some had evidence that observations were being carried out consistently. When an observational data set is the major source of information for a study, reliability data are crucial.

2.3.4 DAP and Language

Preschool environments should provide numerous opportunities for the children to see and practice language skills, according to previous studies, and this can be done through play/informal activities as well as in structured methods (Camilli et al., 2010; NAEYC Position Statement, 2009). It is developmentally appropriate for teachers to engage with the kids and incorporate learning opportunities if the environment aims to promote language development through play (e.g., identifying shapes, reading along with students and asking questions). Additionally, it is beneficial and suitable to improve language skills by giving children direct instruction and teaching them individually or in big groups, in order to build a particular language skill (Camilli et al., 2010). Examples of this include sitting in a large circle reading out loud, singing songs, or engaging in alphabet activities with whole class at the table. If this type of direct instruction is used, it is only developmentally appropriate if it used for some of the day, and most of the day should still be in a play or small group style.

There is evidence that suggests that preschool teaching practices have a positive impact on children's language development. For instance, both typical and at-risk state funded preschool children were compared on different components of language including alphabet, letter-word recognition, and vocabulary (Connor, Morrison, & Slominski, 2006). Three different instruction types were identified via an observation and coding system: child-initiated, in which children played freely with little involvement from the teachers; teacher-initiated, in which children were mainly in whole or large groups with the teacher choosing/leading activities, and one that was mainly play with child chosen activities but with teachers interacting and encouraging interactions and embedding learning opportunities. All of the children, regardless of the instruction type, experienced vocabulary growth (Connor et

al., 2006). Although having mainly direct instruction through teacher-initiated activities did have an impact on language, it was no different than the child chosen instruction types, and a predominant teacher-directed style is not developmentally appropriate. Connor et al. (2006) found that when teachers and students were both initiating activities, for instance embedding learning opportunities via small groups, this group yielded similar language growth as compared to the other two groups, and this group was developmentally appropriate, whereas the other two were not. The researchers used acceptable instruments in measuring vocabulary growth, alphabet, and letter word recognition, by using the Woodcock-Johnson III Test of Achievement.

Additionally; comparing the effects of two different instructional approaches on language, Fuligni, Howes, Huang, Hong, and Lara-Cinisomo (2010) employed the Emergent Academic Snapshot, a temporal sampling technique that is frequently used (EAS). A "high-free choice" method, in which kids engage in kid-initiated activities for the majority of the day, and a "balanced approach," in which kids split their time equally between kid- and teacher-directed activities but still spend a significant amount of time (32%) in kid-initiated activities. Being read to, participating in math, letter and pronunciation exercises, and teacher-led art and music activities were all examples of teacher-directed activities.

Language development and other aspects of school preparation were compared between the kids in the two distinct instruction groups. Low-income preschoolers were chosen as participants from family daycare homes, public and commercial center programs, and other sources. When comparing the start and conclusion of an academic year, the balanced group's language development increased more than the child-directed group's (Fuligni, et al., 2010). The Peabody Picture Vocabulary Test (PPVT), which measures language development, and the EAS, which identifies instruction kinds, were utilized by the researchers as dependable tools for both tasks. It is important to highlight that both groups of children that were identified appeared to be using developmentally appropriate practices, and both led to gains in language development, although the group with more direct teach involvement improved more.

In summary, studies with a language focus indicate that preschool classrooms with teachers who dedicated more time directly targeting/influencing language development—which was typically occurring during children's play activities—had kids in their classrooms who generally developed more language skills (eg., Chien et al., 2010; Connor et al., 2006; Fuligni et al., 2010; Howes et al., 2008). There was also proof that teacher-directed activities could

have a good impact on language development, although this is only developmentally appropriate for preschoolers if it applies to some of the daily activities. The research suggests that it is necessary for teachers to provide environments where children can play, but also for instructors to use those activities as opportunities to build or enhance skills, including language. (e.g., Chien, et al., 2010; Connor et al., 2006; Mashburn, et al., 2008; Mills, et al., 2014). The instructors that devote time to use embedding learning opportunities and using less direct instruction to enhance language are using developmentally appropriate practices.

2.3.5 DAP and Social Skills

In order to enhance social skills in a developmentally appropriate manner, it is recommended that preschool environments should give opportunities to observe and use various social skills. Allowing child opportunities to engage with one another in both self-selected and teacher initiated small group activities is considered DAP and may enhance social development. However, if the environment is attempting to enhance social skills via play, then it is also developmentally appropriate for teachers to interact with the children and embed learning opportunities and encourage social interaction (e.g., Reszka, Odom, & Hume, 2012; Stanton-Chapman & Snell, 2011; Tsao et al., 2008). An example of this is to pretend play with a doll while students participate in pretending, too. Within each group of children, it is important for an adult to be present so that social skills can be modeled, encouraged, and reinforced.

It is also useful and appropriate to enhance social skills using direct instruction and teaching to children in large groups or as a whole (Mashburn, 2008; Reszka et al., 2012; Tsao et al., 2008). Examples of this instruction include sitting at a table reading aloud, and the instructor encouraging interactions with them and with the peers about the story. If the only goal is to enhance social skills during an activity, then if this type of direct instruction is used, it is only developmentally appropriate if it used for a small part of the day. Most of the day should be spent with children playing and adults interacting with and among them, which is developmentally appropriate and enhances social skills.

The development of social skills in kids with and without developmental impairments has also been connected to using DAP. Kemp, Kishida, Carter, and Sweller (2013) conducted their study with preschoolers from a variety of child-care centers (e.g., private, government) in various regions of Australia who had a range of delays and disabilities. Utilizing a brief time sampling technique called the Individual Child Engagement Record-Revised, three different activity kinds were classified (ICER-R). The kids, including those with

developmental disabilities and autism, engaged in more social activity in free-group settings as opposed to group activities (Kemp, et al., 2013). Active participation was described as speaking to a teacher or other students or playing with a toy while doing so. The "free-group" reflects a child-directed environment, and the group exercise was highly reminiscent of a teacher-directed activity. Despite not being a commonly used observational measure, the ICER-R has some recent experience that supports its dependability (e.g., Kishida & Kemp, 2008). Reszka et al. (2012) analyzed social engagement as a function of a designated starter in a related project. The degree to which an adult or child controlled the activities was referred to as the initiator, and the CASPER-III-time sampling approach was used to classify the initiator. Participants came from community-based, public, Head Start, and hybrid preschool programs, among other four distinct kinds of classroom settings. According to the findings, children interacted more with adults during activities that were started by adults than with peers during those that were started by children.

In summary, evidence suggests that child-directed activities have an impact on the usage and development of social skills. Although part of the study on the development of social skills in preschoolers also targets generally developing kids, it focuses primarily on kids with impairments. The only difference is that children with disabilities need scaffolding or embedded learning from a teacher in order to learn how to engage with peers and to be encouraged to speak with others while playing. A pure child-directed practice and a child-directed practice with embedded learning differ from one another, and the teacher embedding has a greater impact on encouraging social skills. It was also concluded that children socialize more with adults in adult-oriented activities, but more with peers in child-directed.

2.4. DAP and Typical days of the preschool children

2.4.1. Meaning and nature of typical days of children in preschool centers

Parts of the typical days are the arrival of a child in kindergarten and departure from home, caring for oneself, feeding (meals), structured and unstructured activities, rest and/or sleep as well as editing and cleaning room where children participate with their own ideas, which are independent and not divided according to sex (Bahovec & Golobič 2004).

The typical days of preschoolers consists of periods of active learning, which are planning, implementation, restoration, working in small and large groups, outdoor games, and transitional activities as well as feeding and resting. It is designed so that it strengthens and promotes the child's abilities, natural interests, self-initiative, and the skills of solving problems (Vrbovšek, 2005). Since the first day in kindergarten children gradually raise the

agenda and tasks that are part of the curriculum (official and hidden). The typical days includes activities that children adapt and implement without thinking about their relevance. Most of these tasks are reasonable and necessary for the common life in kindergarten, but some of them are unnecessary or even burdensome (Ebert, 2002).

The typical days of preschoolers, consistent of specific time elements, helps preschool teachers to organize the time with the children. Such performance of the daily routine supports the child's initiative and creates a framework for children who represent the psychological security and dedicated environment. In addition, daily routine also facilitates the passage of the children from home to kindergarten because it builds a sense of community (Ebert, 2002).

2.4.2 Components of typical days of preschool schedule

2.4.2.1 Activity Time

The activities that children can learn independently in preschool centers must be facilitated by adults and must be given a lot of time. The children will be able to choose from a variety of activities that the teacher has planned or from the learning center in the classroom for a significant portion of the day. During these periods, kids have the chance to participate in a decision-making process (Hohmann & Weikeart, 2008). In young children's usual days, it should be a component of the daily schedule. The children's activities of choice should provide opportunities for the growth of their physical (fine and gross motor ability), language, cognitive, social, and emotional capacities. (Eva L. Essa,2002, p.208).

According to Copple & Bredekamp (2009), DAP recommends allocating children at least an hour of uninterrupted time each day for play and projects. Teachers can engage with students one-by-one or in small groups during activity time blocks. Teachers have the opportunity to learn more about the students in their class, build relationships, introduce or reinforce concepts, assess the students' conceptual understanding, or determine their developmental status through social guidance, casual conversations, well-timed questions, and attentive listening.

2.4.2.2 Large Group Activities

large group time also known as circle, story time, group, meeting time, or other similar names—can be used for a variety of things. They can be used for a variety of activities that are best done as a group, including discussions, reading aloud from stories and books, songs, finger plays, movement, socialization, poetry, games, dramatizations, sharing, relaxation exercises, planning and review, calendar or weather, and a host of others. Reading aloud from

a book or a story is likely the most popular activity for groups. When young children like someone reading aloud to them, it inspires them to become readers themselves (Sulzby & Teale, 2003).

According to Eva L. Essa, who wrote the book, which is in title "Introduction to ECCE". Six preschool teachers were videotaped for a research project which included an analysis of their supervision methods. There were almost no behavioral issues when kids were participating in self-selected activities. But it soon became clear that most of the misbehavior took place during teacher-led group activities. Teachers would repeatedly encourage students to sit still, listen quietly, or keep their hands to themselves. A closer look at the videotapes revealed that there was almost no opportunity for the kids to participate actively because the teachers conducted all the talking, decided how the activities would go, and held group sessions that were typically too long. In other words, the group activities were not developmentally appropriate in comparison to the other curricular components. Although teachers frequently seek children's involvement, group times are nearly always teacher started and directed in traditional programs. Actually, older preschoolers and primary school students like and excel at leading group activities, such as singing songs, reading well-known books, and guiding the group through transitions. Naturally, such chances for the child to assume group leadership should never be imposed and should always be carried out at the child's discretion. (Essa, Eva, 2002, p.209)

Group periods are utilized differently in early childhood programs, especially those that adopt an emergent curriculum approach. In keeping with the more equal interaction between adults and children, group periods offer chances for sincere discussion and topic exploration and frequently include smaller groupings of kids based on their interests and involvement in the topic under discussion (Fraser & Gestwicki, 2001). For problem-solving opportunities, some professors set aside time during class meetings.

These gatherings provide people a chance to compliment others on their good deeds while also discussing and working out concerns that the kids have brought up, which are typically interpersonal disagreements. In order for the students to learn how to handle disagreements with others in a constructive rather than harmful way, the teacher serves as a facilitator. Class sessions establish a strong sense of community among the students, respect, cognitive development, and the development of problem-solving abilities that will be helpful for years to come (Vance & Weaver, 2002). It's crucial to keep in mind how kids learn and what defines developmentally appropriate group activities when leading large group (as well as

small group) activities. Children will benefit more from activities that encourage their opinion, include active participation, and promote flexible problem solving since they are active learners. It is counterproductive to children's demands for development and the emergence of rising self-esteem to ask them to supply replies for which there is a right or wrong, or correct or incorrect, response.

2.4.2.3 Activities in Small Groups

In certain programs, there is a small group activity period where five or six students work with one teacher for a brief amount of time, usually 10 to 15 minutes. This can be managed by distributing small groups evenly throughout the program day or by having each teacher lead a small group during a specified small group time block. These sessions typically concentrate on teaching particular ideas and are tailored to the group's children's abilities and interests (Hohmann & Weikart, 2008).

Although Hohmann and Weikart advise that small groups represent a cross section of the classroom population to facilitate cross-learning, children are frequently grouped by developmental level for small group activities. A small group setting gives the teacher the chance to focus closely on each individual student. As one might anticipate, thoughtful preparation is essential for productive small group activity times. Emergent curriculum programs always include a slightly different kind of small group activity (Cadwell & Fyfe, 2004). Although the teacher is facilitating this type of conversation, it is not as teacher-directed as the small group activity. Nevertheless, teachers actively participate in these discussions with small groups of students by asking open-ended questions, inspiring thought, and stimulating debate. Teachers must pay close attention to the children's speech in order to understand their thought processes. (Eva L. Essa, 2002, p. 211)

2.4.2.4 Outdoor Activities

According to Eva L. Essa, in his book. Some people view outdoor play simply as an opportunity for kids to burn off extra energy and for teachers to relax. However, to be disregarded in this manner, outdoor time contains far too many essential chances for learning and development. When you consider outdoor play to be a crucial component of early childhood development, setting aside at least 45 minutes for this period of time seems sensible. Just like indoor activities, outside activities necessitate planning and entail the same kinds of teacher-child interactions. Similar to during activity times, the teacher's role outside entails creating a stimulating atmosphere, according to each child's specific needs, supervising children's behavior, offering a range of experiences, taking the chance to clarify

ideas, and fostering inquiry and problem-solving. Additionally, a playground outdoors needs to pay extra attention to a few distinct safety issues. The capacity to scan and keep an eye on the entire outside play space is a crucial skill for you to master as a teacher. (Essa, Eva, 2002, p.2012)

2.4.2.5 Cleanup

It's a good idea to allot 10 to 15 minutes, directly regarding activity periods, for students and teachers to help organize the classroom. It communicates that cleanup time is a crucial part of the program when it is included in the daily plan. (Essa, Eva, 2002, p.2011).

2.4.2.6 Meals

Almost all programs offer at least one snack, if not many meals, because sharing food presents a special opportunity for socialization and learning. Around noon, a snack break is typically included in a three-hour session. However, the timing of meals should be determined by the needs of the children rather than by a strict plan, especially for infants. The timing of lunch will be determined by the children's ages, how long they will be at the facility, and when the morning snack was provided. Preschoolers who are younger can need lunch by 11:30 and be ready for a sleep by noon. The number of kids in the group and the type of meal will determine how much time is allotted for each meal; in general, though, 15 to 20 minutes for snacks and 20 to 30 minutes for lunch are sufficient. (Essa, Eva, 2002, p.2012).

2.4.2.7 Rest or nap

Children in full-day programs should have time to nap or relax in the middle of the day, typically after lunch but not immediately after. Usually, one to two hours are sufficient for this time. Additionally, be aware of any local rest time laws you may be subject to, as some states have strict guidelines. ((Essa, Eva, 2002, p.2012)

2.4.2.8 Transitions

Both the activities themselves and the breaks in between them are crucial. Confusion might occur from not organizing the flow of children from activity to another one. (Essa, Eva, 2002, p.2013)

2.4.3 Directives for Scheduling the typical days

As different researchers stated there are numerous methods to arrange these early childhood day components in the daily schedule, including activity time, large group activities, small group activities, outdoor activity, cleanup, meals, naps or rest, and transitions.

2.4.3.1 Changing Between Active and Quiet Periods

Children require time to rest and burn off energy. Looking at the overall period in terms of cycles of activity and rest, raucousness and quiet, and energy and relaxation is a valuable scheduling rule. Sort the descriptions of the time blocks in your daily plan into active and less active periods (such as activity time, outdoor play, and activities involving large groups of people moving around) (for example, story, small group activities, nap, snack). When implementing this recommendation, keep in mind to offer the chance for physical activity after quiet periods and for slowing down after active involvement. Also take into account how long exactly children are required to sit quietly for in a row. Therefore, you might want to rethink a timetable where kids participate in a large group activity, then switch to a small group activity, and then have a snack. A break for physical activity should be built into such a plan so that kids can move from one relatively idle period to another. Similar to this, after vigorous exploration by kids, there should be some quiet time. One word of caution: don't expect kids to go from being very involved—like during outside play—to being very quiet—like during nap time. Plan a kinder transition for these situations so that kids may calm down gradually. (Essa, Eva, 2002, p.2013)

2.4.3.2 Balancing Child-Initiated and Teachers initiated activities

The majority of early childhood programs give kids sizable time blocks where they can choose the activities they'll do and how they'll do them. Most programs also feature periods when instructors oversee activities. Children can usually initiate during activity time and outdoor time, but teachers typically initiate during small and large group times. Some necessary activities, like snack, nap, and cleanup, necessitate children following adult instructions and don't call for any initiative on their part. DAP claims that whereas child-guided experiences mostly follow the interests and actions of the children, with strategic teacher support, adult-guided experiences generally follow the goals of the teachers and are also affected by the children's active participation (Copple & Bredekamp, 2009).

As Eva, Essa also stated in his book it's important to strike a balance between instructor and student control. When young children are given the freedom to choose how they will spend their time, they learn skills including initiative, exploration, creativity, judgment, and social give-and-take. Children are also expected to exhibit a reasonable level of compliance, comprehend the expectations of group behavior, and respect the authority and knowledge of adults. In general, children will enthusiastically participate in activities that adults initiate when adults show respect for and confidence in children's ability to make good judgments.

Naturally, teacher-initiated activities must be age- and developmentally-appropriate, as well as hold the kids' attention. However, the majority of the day's activities should be kid-selected and allow kids to move between activities at their own pace.

2.4.3.3 The children's Level of Activity

Young children are naturally busy and require numerous opportunities to burn off energy. However, some kids are more animated than others. There are times when you'll find yourself in a group where a lot of the kids are quite active. If this happens, a schedule that has previously worked for you might not work as well now that the kids' requirements have changed. The class will function more efficiently in this situation if the schedule, the classroom setup, and the types of activities planned are adjusted. You might, for example, organize a longer or an additional outdoor time block and perform some tasks that are often done indoors outside. (Essa,2000)

2.4.3.4 Level of Development of the Children

Your daily plan should take into account the group's ages and developmental stages as children get older and their attention span dramatically rises. Plan larger time blocks for activity times, large group sessions, and small group sessions for older kids. Though younger kids need more time for meals, naps, and cleanup. You might also want to set aside specific times for the children in your group to go potty, such as before playing outside and before naps. Long large group sessions can be particularly difficult. Depending on the children's ages and attention spans, a certain amount of time will be set aside for these activities. Naturally, kids can stay seated for longer sessions if the activity holds their attention, but in general, everyone benefits more from well-paced, shorter group sessions. Adjust the amount of group time as needed to reflect the children's interests as the program year goes on. (Eva, Essa,2002)

2.4.3.5 Group Size

According to (Essa, Eva, 2002) the size of the group could also affect the schedule. Creative scheduling can be utilized to provide kids more customized attention, especially when there are a lot of them. One illustration is a daycare center financed by a church where scheduling decisions are made based on the one huge room where more than 50 children of all ages spend the day together. The director has divided the children and teachers into five smaller groups, which alternately use the outside space, the inside large-motor area, and the diverse array of other learning centers, even though they share the same indoor and outdoor space. So, while one group is playing music, another will be outside, and the other groups will be

doing activities of their own choosing. The fact that space, teachers, and time blocks are rotated for various groups of kids lets the kids know they'll also get to take part in the other activities.

2.4.3.6 Flexibility of The Schedule

The timetable offers the structure within which your program operates. Consider the timetable as the skeleton of the inner structure, and the curriculum and activities as the skin that gives it shape and personality. Just as a well-organized schedule is essential to a well-run program. The daily schedule offers security. Children need predictability, which a good schedule gives them. The schedule should be flexible rather than being strictly adhered to. The predetermined time frame needs to be adjusted on numerous occasions. The clock shouldn't arbitrarily end involved play, so if you notice that the kids are particularly engaged during activity time, you might want to shorten a later time block and extend the activity period. If it has been raining nonstop for the past two weeks and today is a gorgeous, bright day, schedule a significant chunk of the day outside so that everyone may take advantage of the pleasant weather. A schedule makes some parts of the day's flexibility more challenging, but yet leaves room for some flexibility. When classes share a common dining room or the playground, it might not be possible to change the time allotted for meals or outdoor play. However, self-contained elements of the schedule, like activity or group time, should be modified as needed. (Essa, Eva, 2002, p.2018)

2.6 Early Childhood Care and Education in Ethiopia

Rapid brain, cognitive, and linguistic development depends on early experiences. In later school years, children's emotive, intellectual, and social development is positively impacted by ECCE, according to Obiweluzor (2015). By lowering dropout rates in the later stages of learning, ECCE also plays a significant part in increasing the quality of education (Ministry of Education [MoE], 2010). A research from excessive, middle and low-income countries has clearly proven. these children who're prepared for school or who enter school, ready to learn are more likely to achieve school, achieve higher learning outcomes, and less likely to drop out or repeat a grade and consequently reduce budgets.

The Ethiopian government has demonstrated an increasing interest in increasing the quality of ECCE programs provided by early childhood education facilities. The Ethiopian Ministry of Education (MoE) produced the Education Sector Development Program V (ESDP-V) (MoE, 2015) and ECCE National Policy Framework, a strategic, operational plan and guideline for ECCE, in partnership with the MoH and the MoWA. The goal is to make sure

that every kid has a healthy start in life and can reach their full potential while being nourished in a setting that is safe, nurturing, and stimulating (MoE et al., 2010). The government and the general population in Ethiopia are both showing an increasing interest in early childcare and education today (Tirussew, 2017).

2.6.1 Current Policy and Practice of Early Childhood Curriculum in Ethiopia

This section explains the existing ground-level practices as of 1991, as well as the early childhood care and education insurance policies and special related documents. To ensure the total development of children, early care, education, and development depend on the availability of excellent nutrition, stimulation, social safety, and education. The education and training policy's (ETP, 1994) stated goals are to increase peoples' physical, intellectual, and problem-solving abilities through the use of increasing training, particularly with the aim of providing necessary training to everyone. It also emphasizes that kindergarten will focus on the child's holistic development in preparation for formal schooling to ensure the children's healthy and complete development. The insurance further states that, instructors from kindergarten to better training will be required to have the essential teaching qualification (ETP, 1994). Moreover, it underlines that the language of instructor education for kindergarten and main education will be the nationality language used in the place (Tirussew, 2017).

According to Tirussew in order to facilitate the implementation of ECCE national policy framework, the ministry of education should develop strategic and operational plan with the aim of achieving the policy's vision by increasing access and improving the quality of ECCE. The ECCE Program is based on the 4 basic pillars, namely; (i) parental education, (ii) health and early stimulation program, (iii) preschools (community-based kindergartens) and (iv) Community-based Non-formal school readiness (MoE, 2010). The policy framework and strategic operational plan that detail the health, nutrition, care, and educational activities to be carried out from a child's conception until they begin formal education have a strong synergy. At the same time, ESDP IV (MoE, 2010) appeared with a comparatively thorough knowledge of the significance of ECCE and made explicit and well-stated assertions about the role of the government as well as the direction of ECCE growth in the nation. It revealed the significance of ECCE for the overall improvement of quality and efficiency of education, increase for higher enrollment in primary school, foundation of Education for All (EFA) goals, and the right of the child by considering ECCE as one of the priority areas for the education sector. Additionally, it demonstrated its dedication to taking the lead in forging a

cohesive governance framework for ECCE in cooperation with the ministries of health and women, children, and youth affairs.

2.6.2 Goal of kindergarten in Ethiopia

In order to encourage children's capability and desire to continue learning in both informal and formal settings and to enhance their social and academic skills, kindergarten education aims to support children's emotional, cognitive, physical, and social development (MoE, 2009).

2.6.3 Approaches to Kindergarten Education in Ethiopia

A child-centered approach is used in preschool education so that kids can learn via play in a relaxed setting at their own speed. Free play encourages the child to engage in voluntary learning, experimentation, and personal discovery—either alone or in collaboration with other kids and adults. Their identification, expression, and social learning are all influenced by this. (MoE, 2009).

Adults can develop the work consistent with the children's needs and level of knowledge. All children learn in a different way at different speeds so adults need to be sympathetic to each child's interests and needs, considering each child individually and keeping off a blanket technique. Children do not compartmentalize their learning. Their learning and experimentation are integrated and adults have to recognize the rich possibilities for learning many areas of the curriculum within one activity. As an instance: science, mathematics, narrative and social skills may be learnt throughout a creative arts project as well as the art and motor skills. Children need to experience the relevance of their world earlier than they separate themselves from it and begin to analyze it in a detached manner (MoE, 2009).

2.7 Researches in ECCE in Ethiopia

Lots of researches have been done in ECCE in Ethiopia regarding with the focus of quality of ECCE, implementing the ECCE curriculum, practice and challenges of ECCE in Ethiopia and so on. But I couldn't find a research which is directly intitled in organizing and implementing typical days young children. the current study will offer valuable insight into the organizing and implementing the typical days of young children in regarding developmentally appropriate practice.

This topic is valuable because the typical days are essential part of present and future life of the child. The routines that the young children perform in their typical days affects health, well-being, and overall development of the child. Children who attend a preschool which is organizing and implementing in developmentally appropriate practice much beneficiary than

those who do not. Developmentally appropriate practices allow to strengthen and promote the child's abilities, natural interests, self-initiative, and the skills of solving problems.

So, this study tried to fully fill the gap that they overlooked, which is the organizing and implementing the typical days of young children in relation to developmentally appropriate practices, that is a pillar for achieving the overall goal of the preschool centers.

2.8 Summary of the Literature Review

Professionals with knowledge of and support for developmentally appropriate practice can create and implement activities that are relevant to the main areas of child development. Human developmental domains are addressed in a developmentally appropriate manner in a preschool context. The DAP's three core values are: (age-appropriate Practice, individually appropriate practice, and culturally appropriate practice.) Individually suitable practice should identify the child's abilities, needs, and interests within a group, while culturally appropriate treatment should take into account the child's upbringing's cultural and social circumstances. Age-appropriate practice should take these factors into consideration (Bredekamp & Copple, 1997). Knowing these fundamental principles of developmentally appropriate practice enables a preschool facilitator to plan and carry out young children's typical days in an acceptable manner. In light of the analysis of studies looking at how preschool programs affect children's development, it seems that outcomes differ depending on how the children's typical days are organized and implemented in relation to DAP with the developmental domain being studied.

CHAPTER THREE- Research Methods

This chapter deals with the research methodology of the study which includes study design, study site, population and sampling technique, data gathering tools and procedure of data collection, scoring and analysis and ethical consideration.

3.1. Design of the study

The purpose of this study is to investigate whether the organization and implementation the typical days of young children is developmentally appropriate in the preschool settings in Addis Ababa City Administration, specifically in Addis Ketema Sub-City.

Mixed research design specifically in concurrent triangulation design utilized for the assessment of this research which helps the researcher to cross validate what is gathered in quantitative data with the qualitative data. The study used both qualitative and quantitative research approaches for this study. According to Creswell (2012:22) the use of mixed methods involves the combination of both forms of data that provides a better understanding of a research problem than either quantitative or qualitative data alone. Hence, both quantitative and qualitative data was collected and analyzed. The qualitative approach used to capture data obtained from observations and interview while the quantitative data used to obtain from questionnaire.

3.2. Study site

The study was conducted in the government preschools of Addis Ababa City Administration particularly in Addis Ketema sub city which is selected using lottery technique. Addis Ketema sub city is one among the eleven sub cities in Addis Abeba city administration. Addis Ketema sub city has eleven woredas in it and the study was conducted in five (45%) selected woredas of Addis Ketema sub city.

3.3. Source of data

The primary sources of data were preschool centers and professionals from all selected preschool centers. The secondary sources collected from Ethiopian preschool syllabus, teachers' lesson plan and daily schedule (timetable).

3.4. Population of the study

Addis Ketema sub-city is selected to conduct the study among the eleven sub-cities of Addis Ababa using lottery method. The selected city has eleven woredas and 18 preschools in it. Among eleven woredas five woredas had chosen and from each woredas one preschool had taken for the study.

Table 1

Population of sample preschools

No	Classification	Location	No of students		No of teachers	No principal
			Total	Max.in(class)	Total	
1	Gov. Preschool 1	Woreda 4	306	45	12	1
2	Gov Preschool 2	Woreda 5	510	75	12	1
3	Gov Preschool 3	Woreda 9	492	76	16	1
4	Gov Preschool 4	Woreda 8	205	47	12	1
5	Gov Preschool 5	Woreda 6	562	50	23	1

3.5. Sample size and sampling technique

Addis Ketema sub-city is selected to conduct the study among the eleven sub-cities of Addis Ababa using lottery method. The selected city has eleven woredas and 18 preschools in it. Among those woredas five woredas (45%) selected using lottery technique and from each, one government preschool was selected to conduct the study using random sampling technique. A total of 5 government preschool were chosen for the study. From each preschools all teachers, a total of 76 teachers had been taken to participate in the questionnaire; and all principals of the selected preschool included in the interview session purposively. Because those individuals can provide the best information to address the research questions.

3.6. Data gathering tools and procedure of data collection

3.6.1. Data gathering tools

To conduct this research multiple data collection tools used to improve the weakness of one method by another in order to substantiate the findings. Hence the researcher used:

- Questionnaire;
- Observation and
- Interview
- Document review

3.6.1.1. Questionnaire

Questionnaires developed by the researcher based on literatures review and on the objective of the research study. 18 close ended items in three sub-scales and 4 open ended items were included in the questionnaire. The purpose of using the questionnaire was to assess the status of the preschools and the teachers in organizing and implementing the typical days of young children in regarding with developmentally appropriate practices in the sampled preschools.

3.6.1.2 Observation

Observation method designed to gather data from preschools through noting the physical environment of preschools. Observation is the process of gathering firsthand information at a research site through taking information as it occurs in a setting (Creswell, 2012). Observation checklist developed by the researcher based on the document prepared by the ministry of education (MoE, 2005 E.C) for implementing the typical days of preschools and from the review literatures. The checklist tabulated with the provision of “Yes” or “No” in column for ease of scoring.

3.6.1.3. Interview

This is one of the methods that used to collect information from individuals about the subject understudy. This method used to collect data from the school principals. They were selected because of their importance positions and contribution in describing in the organization and implementation of the program. I have prepared semi structured interview questions to gather information which support the results obtained from questionnaires and observation as they are working on the subject for the betterment of the sector.

3.6.1.4. Document Review

Ethiopian Preschool syllabus which is prepared by MoE, the standard of preprimary education in Ethiopia, teachers annual, monthly, weekly and daily lesson plan and the daily schedule of the sampled preschool have been reviewed.

3.6.2. Validity and Reliability

To check the validity the instruments of data collection the researcher conducted pilot test at Dj.Azemach Geneme preschool and Halelhuja preschool for 5 teachers each. Out of sampled preschool. The pilot test was conducted before distribution of the questionnaire to the sampled population of the study to evaluate whether the questionnaire was appropriate or not and to make necessary modification.

3.6.3 Procedure

Questionnaires distributed to the teachers with brief orientation after the researcher got permission from the advisor and after correction made which had been given by conducting a pilot test with 10 preschool teachers to identify that all questions were clear and easily understandable. so that the respondents took their own time to answer questions in the absence of the researcher. Then, the researcher collected the respondents' questionnaire paper, Observation conducted after getting permission from the principal of each preschool by the researcher using the prepared checklist. Interview carried out with the school principals. Relevant secondary data the standard and syllabus of preschool education had been reviewed by the researcher, lesson plan and daily schedule also had been reviewed by the researcher when I got permission from teachers and principals.

3.7. Data Analysis

Hancock B., Windridge K., and Ockleford (2007) state that summarizing the vast amount of data gathered and communicating the findings' key points are essential components of data analysis in research projects. Preparing and structuring the data for analysis, reducing the data into themes through the process of coding and condensing the codes, and lastly representing the data in tables or a discussion constitute the process of data analysis (Creswell, 2007). In light of this, the researcher will follow to the study's data analysis process's procedures. The quantitative obtained data through questionnaire was analyzed using descriptive statistics such as frequency and percentages. The mean value used for each sub scale and for the total of variables in order to come up with the result which are low, moderate and high in its effectiveness using median as an average. Qualitative data obtained through interviews, document analysis and observation were also analyzed through narration description method. Finally, the major finding was reported, important conclusion was drawn, and feasible recommendation was forwarded.

3.8. Ethical Consideration

One of the most important aspects of the research is ethics. Researchers are anticipated to approach their work with ethics (Martyn Denscombe, 2010). The researcher, preschool administrators, and teachers all had pleasant interactions during this study. The respondents were first asked for their consent and willingness by the researcher. The respondent's spontaneous permission to participate in the study was given without pressure or offers of rewards. The researcher began by using a letter that was officially written by the university. Then the researcher explained the purpose of the study to the preschools to get permission to

accomplish the work and Finally the researcher introduced the objective and advantage of the study to the respondents to obtain their voluntary participation; and also, informed the information obtained from the respondent, data obtained from the document and others will be kept confidential. In addition, the study conducted after obtaining informed consent from respondents.

CHAPTER FOUR: RESULTS AND DISCUSSION

This chapter deals with presentation, analysis and discussion/ interpretation of data collected through questionnaires, observations, interviews and document analysis to find appropriate answer to the basic question listed in chapter one. This section is categorized in to two major parts. The first part presents the characteristic of respondents whereas the second part deals with the analysis and interpretation of the organizing and implementation of typical days of young children in government preschool based on the data collected.

The research project covered five preschool centers found in different woredas of Addis Ketema sub city. And the total number of the respondents (preschool teachers) were 76 and principals or coordinators were five. All of the sampled preschool teachers have participated in the questionnaire. Means a total of 76 participants have taken for the study. So, 76 responses found to be valid with no missing data. And all coordinators mean one from each preschool a total of 5 coordinators participated in the interview session. The responses of questionnaires analyzed using Min and Max possible score, Mean, Median and SD. Median is used as an average to come up with the mean value which is low, moderate and above. The total Min score is =18, Max possible score is 54, the mean value is =27.5, the median is = 28 and SD is = 5.07. The data which are from qualitative one analyzed using narrative description method.

4.1. Characteristics of the respondents

The description below which is about the background of the participants gives some basic information about the sample population which helps for the data dependence. The following table show the general characteristics (sex, work experience and education level).

Table 2: Demographic Characteristics of the Respondents

Number	Variables	Categories	Frequency	Percent
1	Sex	Female	70	92.1%
		Male	6	7.9%
		Total	76	100.0
2	Educational level	Certificate	44	57.9%
		Diploma	31	40.8%
		BA	1	1.3%
		Total	76	100.0

3	Work experience	Below 2	7	9.2
		2 -4	36	47.4
		5 and above	33	43.4
		Total	76	100.0

As it is observed from the table 2, among the participants of the study based on sex, 70 (92.1%) female and 6(7.9%) were males, in case of principals in all the sampled preschools they were females. Here, it is possible to say that in the sampled preschools, child care and education is left to female.

As portrayed in the above table majority of the participants were certificate holders (i.e., 57.9%). Moreover, next to the certificate holder (40.8%) of the participants were diploma holders and (1.3%) a degree holder respectively. In general, as described in the above table, most preschool teachers are certificate holders and the rest are diploma holders and both are related with preschool. In the case of coordinators(principals) 4 of them are diploma and only 1 has degree in the field of geography which is also not appropriate for a preschool coordinator(principal).

This finding is supported with what Early Childhood Care and Education strategic operational plan and guideline for Early Childhood Care and Education recommends as minimum qualification essential for a preschool teacher. Early Childhood Care and Education strategic operational plan and guideline required all preschool teachers to have minimum Certificate on Early Childhood Care and Education or have attended a 2 months course to upgrade their skills and knowledge, especially in the field of “active learning of young children” (MoE, 2010).

As mentioned in table 2 majority of the participants 47.4 % have 2 to 4 years’ experience and 43.4% have more than 5 years’ experience in preschool and the others 9.2% have minimum experience in teaching that is below two years. Finally, as observed from the table above can conclude that most of the preschool facilitators in Addis Ketema sub city are well experienced.

4.2 Organizing the typical days of young children

Organizing the typical days of young children in terms of developmentally appropriate practice is the objective of this thesis. Participants were asked how they organize the young children's typical days, the base for their preparation and the activities that they plan to implement in children typical days on a 3-point Likert-scale (1= "Yes"; 2= " In some extent "; 3 = "Never ".) There are six items Under the preparation of the daily activities.

4.2.1 Preparation of activities in the typical days of preschoolers

Table 3

Items	Yes	Some extent	Never	Total		Mean	SD
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>F</i>	%	Total	SD
1.Plan based on the standard of preschool in Ethiopia	58(76.3%)	14(18.4)	4 (5.3%)	76	100	1.42	.788
2.Understanding of facilitators about developmental level of children (age and needs)	67(88.2%)	5 (6.6%)	4(5.3%)	76	100	1.18	.534
3. Knowledge of facilitators towards each child's behavior, abilities and needs.	70(92.1%)	6(7.9%)	-	76	100	1.16	.964
4. Stating instructional resources	49(64.5%)	27(35.5%)	-	76	100	1.71	.936
5.Planning activities which can be done in group (small and large)	59(77.6%)	17(22.4%)	-	76	100	1.45	.839
6.Planning to teach the discipline of feeding	76(100%)	-	-	76	100	1.07	.340
	Total					8.75	2.4
	Median					8.0	

Min possible score=6

Max possible score =18

Activities consists in the typical days of young children

The first basic research question of this study was, what activities consists in the typical days of young children. To get an answer for this research question, the researcher started her questions from the idea of preparation of activities in the typical days of children. preschool teachers plan activities for the typical days of preschoolers, and the researcher wants to assess that how they are preparing (the base for their planning ideas) and the activities that daily plan consists. the context of item 1 is wanted to find out whether the professionals in kindergarten plan the typical days of young children based on the standard which is prepared for preschoolers by the government of Ethiopia.

I determined that nearly 76.3% (58) of preschool teachers answered that they prepare the daily plan by the standard which is prepared for preschool by the government of Ethiopia by saying yes. 18.4% (14) of them said in some extent and the rest 5.3% (4) of them said never. It is also assessed in a qualitative data. From the interview section the result that I got from five of the interviewees was the same for the planning and implementation of the typical days of young children.

The preparation of the daily activities and implementation of the typical days of preschoolers is prepared by the syllabus which is prepared by the government of Ethiopia. The syllabus has five chebts. It means a program which is classified different developmentally appropriate activities which the preschoolers perform in their level of class. The chebts which are stated in the syllabus stated as follows;

- Chebt-1 is about preparing children for appropriate development (means physically strengthen activities),
- Chebt-2 social science (includes activities which strengthen children's social life with their peers and all school communities),
- Chebt-3 language (Amharic and English),
- Chebt-4 math (the 4 basic mathematical operations in day to day activity) and
- Chebt-5 is about science (activities and lessons which introduce themselves and their surrounding including discipline of nutrients and health and soon).

I also tried to review the syllabus and the teachers annual, monthly, weekly and daily lesson plan in my document analysis section and most of the planned daily activities are matched with the syllabus of preschool in Ethiopia. And the result that I have gotten in quantitative data and qualitative data has showed that as the activities of the typical days of preschoolers are in line with the syllabus of preprimary education of Ethiopia.

The second question that the researcher raised for the participants was whether the preparation of the plan of the typical days of the children based on the developmental level of children or not, which is item 2 (see table 2). For this question 88.2% (67) of the respondents agreed that the plan is prepared based on developmental level of children, 6.6% (5) of the respondents answered that in some extent, and 5.3% (4) of them said never.

And the researcher raised this question in an open-ended question for the respondents to state the ground that they give emphasis on their preparation of activity planning, here, most of the respondents couldn't mention the developmental needs and age of children, rather they just point out ideas which are unrelated with the development of preschoolers, only few respondents, the developmental domains and age of children listed as the basic issues for preparing plan of children's typical days, and some other preschool teachers left the question unanswered.

In the interview session, all the interviewees asked to explain the grounds/bases in preparing and implementing the typical days of young children in their preschool center with their own reasons.

One of the preschool principals Said that *“our facilitators plan and implement typical days of children based on the children's age, they design activities that the children can perform and enhance their capacity. because the activities that they engaged are helpful for their physical and cognitive development.”*. And most of the interviewee's idea was the same with this preschool principal. The respondents answer in a close ended question and open-ended question the result from the interview contradict each other. So, based on this, the researcher believed that the knowledge of professionals towards developmental level of children is not as expected as from a preschool professional.

This finding is inconsistent with the finding of (Neuman et al., 2015) who believed that teachers' knowledge affects how they develop activities for the children, and also impact developmentally appropriate pedagogical practices in the classroom and it contradicted with the guidelines of DAP.

The other question was about the knowledge of the preschool teachers towards the needs of their kids (Item 3). It was the other question that the participants asked as a preschool teacher regarding in planning the daily activities. And 92.1% (70) of the participants answered “yes” which means most of them know the child's behavior, abilities, needs and the area of the child needs to be supported and appreciated. The other 7.9 % (6) of the respondents answered

that they know their children in some extent. the result is appreciable for a preschool teacher knowing each child's abilities and interest to prepare good plan and implement developmentally appropriate practice in children's daily lives.

This finding supported with the idea of (Charles worth, 1998) whom suggested that, the classroom decisions should rely on teacher's knowledge and understanding of their students and it is also stated as DAP guideline. DAP Guidelines are tools allow teachers to examine, and improve the effectiveness of their teaching regarding the understanding of their students' needs.

In regarding incorporating appropriate resources (teaching aids) with the activities they planned, (item 4) 64.5% (49) of the participants integrated teaching aids while they plan the daily activities of the preschoolers, and the rest 35.5% (27) of the preschool teachers in the sampled area in some extent included resources when they plan the preschooler's daily activities.

Some facilitators stated their instructional materials which are related with the lesson in their annual, monthly, weekly and daily plans as I saw in my document analysis.

And I have also checked whether they have been using teaching aids or not in and out of the classroom in my observation session, there are very few different hand-held tutorials and toys. there are also some corners which represent different societal service providers with some equipment in each class. Some of the preschool teachers tried to produce their own teaching aids using local materials and used it as it needed, but, most of the preschool teachers presented the lesson orally without any related objects (resources).

In the interview session as well, all the respondents replied that, there is a scarcity of teaching materials and they just mentioned out it as the challenge they face in implementing developmentally appropriate practice. The result from quantitative and qualitative ones showed that in the integration of teaching materials with the daily plan as there is a gap in integrating lesson with resources. On the standard of preprimary education which is prepared by MOE there are list of classroom, kitchen and outdoor teaching resources which a preprimary center should have in order to address the appropriate developmental and educational activities.

So, this finding is not in line with the standard and also it contradicted with many scholars; Resources are essential for the successful implementation of an ECCE program (Akinrotimi and Olowe, 2016). The teaching-learning process is made more tangible, suitable, and clear when there are enough resources available (Astatke and Kassaw, 2017). In particular, locally

generated educational resources are essential for developing various conceptual and mental frameworks (Chowdhury and Choudhury, 2002). Among other techniques, having developmentally appropriate materials and activities, having some activities that are personalized, like playing with a favorite toy or activity, engaging in skill-building activities while doing so at the individual's skill/ability level, and teachers planning daily schedules that are useful for promoting development are some of the techniques used (Camilli, Vargas, Ryan, & Barnett, 2010). And it is not also in line

In preparing activities which can be done in group (small and large) integrated with the focus of major developmental domains (item5), as the above table showed 77.6% (59) of the respondents answered that as they included activities which can engage children in large and small group, focusing on improving the kid's motor skill, language skill, intellectual, emotions, physical development and soon with the plan of typical days of children, but 22.4% (17) the respondents somehow, they included such activities in their daily plan.

It is also asked in the open-ended question to list out small group and large group activities that they plan in the typical days of young children and most of the respondents listed out that activities which can be done in large group like reading aloud, story time, playing outside the class together and soon... According to Vance & Weaver, 2002 group activity establish a strong sense of community among the students, respect, cognitive development, and the development of problem-solving abilities that will be helpful for years to come. In the observation session, the researcher proved that most of the sampled preschool facilitators used large group activities as a whole class of children in academic learning activities, story time and outdoor play times. Small group activities are less observed. The majority of activities implemented for the class of students as a whole. As Cadwell & Fyfe, 2004 said a small group setting gives the teacher the chance to focus closely on each individual student. As one might anticipate, thoughtful preparation is essential for productive small group activity times. Emergent curriculum programs always include a slightly different kind of small group activity. So, the result showed that the children may get benefits from the large group activities but they lose what they should get from small group activities.

The researcher wants to know whether the sampled preschool teachers stated as a plan to train children the discipline of feeding (item6). Among 76 respondents all 76 or 100% of them responded that yes. It is also proved that in their lesson plans in the document analysis session as they planned to teach about food and the discipline of feeding.

The descriptive statistic made on table above show that the Min possible score is 6, the Max possible score is 18, the mean value is 8.75, the median is 8 and SD is 2.4. As it can be seen, the mean value is rounded up to the median in a positive direction. So, it is moderate. Which means though it seems going on well, an intervention has to be implemented to improve the preparation of well developmentally appropriate plan in children's typical days. More particularly; for the understanding of facilitators (teachers) on developmental level of children's age and needs, knowledge of professionals towards each child's behavior, abilities, needs, and needs to be applied and supported in their daily lives and resources that can stimulate and motivate children's learning, interests and development, and in the activities related with all major developmental domains, attention should be given.

4.3 Implementing the typical days of young children in terms of developmentally appropriate practice

Participants were asked the implementing of the daily activities, 3-point Likert-scale (1= "Yes"; 2= " In some extent"; 3 = "Never").

There are nine items under the implementation of the daily plan. they were; 1) practice of teaching mixing lessons with song, play and drama and using it daily, 2) activities that enhance children's speaking skills, emotions, identification, comprehension, and cognitive development included in their day-to-day implementation, 3) children play in their daily lives with their friends and adults, 4 teachers facilitate and encourage children to choose activities that are highly related with their all over development, 5) Are the children facilitated to practice social life in group activities, problem solving, helping others and sharing, 6) child initiated and adult initiated activities in academic and non-academic learning balanced,7) games which support their physical, mental and social development, 8) professionals involved for the supply of children's food.9) flexibility of the daily activities depend on the child's need.

4.3.1. Implementing the daily activities

Table 4

Items	Yes	Some extent	Never	Total	Mea n	SD
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>total</i>	<i>SD</i>
1.Integrating song, play and game and story	14(19.7%)	61(80.3%)	1(3%)	76(100)	1.39	.801

2.Engaging children in large group activities related with developmental domains.	59(77.6%)	17(22.4%)	-	76(100)	1.57	.896
3.Facilitating children to enhance social life in group activities, problem solving, helping others and sharing	51(67.1%)	21(27.6%)	4(5.3 %)	76(100)	1.61	.896
4.Engaging children in small group activities. Do children have activities in their daily lives with their friends and adults?	51(67.1%)	16(21.1%)	9(11.8%)	76(100)	1.54	.824
5. Facilitation of teachers to children to choose activities that are highly related with their all over development?	60(78.9%)	16(21.1%)	-	76(100)	1.42	.821
6.Balancing child initiated and adult initiated activities.	11(14.5%)	14(18.4%)	51(67.1%)	76(100)	2.04	.921
7.Playing enough games which support their physical, mental and social development in their free play time?	47(61.8%)	28(36.8%)	1 (1.3%)	76(100)	1.75	.968
8.Are facilitators taking account for children desires of food?	51(67.1%)	19(25%)	6(7.9%)	76(100)	1.58	.868
9. Flexibility of the daily activities depend on the child's need	19(25%)	26(34.2%)	31(40,2%)	76(100)	2.26	.936
	Total				15.1	3.33
					6	
	Median				16	

Min possible score = 9

Max possible score = 27

How far play, songs, games, learning by doing, stories integrated into children learning?

It was one among the research questions of this thesis. To address this research question, the researcher asked the respondents whether songs, role playing, games, learning by doing and stories integrated with the lessons, Among the respondents 19.7% (14) of them responded that they integrated the lessons with those teaching methods and, the other 80.3% (61) of the respondents answered as they implement the above learning methods in some extents.

In the open-ended questions also, they were asked to list the methods that the use to implement the planned activities, and most of the respondents listed methods are telling, showing and playing.

Observation also conducted to support the response obtained from questionnaire. Most of the activities implemented in all observed preschools are telling, showing pictures, reading, asking and somehow, they used songs as a transition period in the classroom. The other methods haven't seen in and out of the class.

In the interview session the researcher raised the following question (i.e. what methodologies do the teachers/facilitators use to implement planned developmentally appropriate practice). All the interviewee replied as play is the main method of the center in preschool.

“In our school the teachers always try to address the lesson with the integration of songs and play as it needed, but it is difficult to implement all developmentally appropriate practices due to large number of students, small sized classrooms, lack of appropriate materials, insufficient play grounds and soon.” (one of the coordinators.)

“in our center all the facilitators guided by the syllabus, the syllabus allows us to use a play method, so we implement through playing”. (One of the coordinators)

“though there are large number of students in a class with small class size and inadequate materials, all our preschool facilitators try to implement the chibts using different methods of teaching like songs, play (indoor and outdoor play), games, actual performance like planting, watering plants, cleaning in and out of the rooms and soon”. (one of the coordinators)

They are also asked whether the children have been telling stories in their typical days. The result which the researcher got from all interviewees was in all sampled centers there is a

program that is called “Tsehay memar tewedalech” which is a video schedule that the children listen and watch different stories.

It is also checked in the observation session; all the preschoolers listen and watch the story program based on their classroom schedule. which is appreciable. In regarding the question that asked about leaning by doing, all the interviewees replied as there is high gap in implementing this method.

The researcher understood that in sampled preschools they know that the significance of play and other relevant preschool teaching/learning methods, but there is a gap in integrating the activities with those methods. Developmentally appropriate practice implemented with lots of limitation. As mentioned in the above in the observation session the researcher found that most of the activities implemented in all observed preschools are telling, showing, reading, asking and somehow, they used transitional songs. The other methods haven’t seen in and out of the class due to different reasons.

The finding of this research consistent with the previous finding of Addisu K. M. & Wudu M. T. (2019). Preschool curriculum implementation in Ethiopia, who found that preschools are out of activities which foster motivation and engagement and the students are passive rather than participating in the process.

For the question which the researcher raised about the activities that enable children to engage in large group activities that enhance the children’s motor development, speaking skill, emotions, identifications, comprehension and other cognitive developments implement in the typical days of the preschoolers. 77.6% (59) of the respondents said yes, 22.4% (17) of the respondents answered that as they include those activities in some extents. As I mentioned in the above most of the facilitators have been seen when they implemented large group activities in the observation session as well. But in implementing different developmentally appropriate activities intentionally related with the children developmental domains, age of the children and needs observed only in few preschool teachers. Most of the others they implemented activities without grouping the children. They just let the students without knowing activities that the children need to be engaged. In the interview session the researcher asked whether they believed as they implement that developmentally appropriate practice in grouping the students in their center. Here most of the interviewees replied that as they try to practice it with lots of challenges including lack of professionals’ knowledge toward developmental level of children and activities which are related with developmentally

appropriate practices. So, it is difficult to say all large group activities which are implemented in the sampled preschool centers are related with the all developmental domains of children as the expectation to be implemented.

So, the research's findings run counter to those of numerous other earlier studies on developmentally appropriate activities. Developmental appropriateness, which is classified as age-appropriate and individualized, is a frequently used criterion of quality in early childhood education (Fantahun, 2016). A top-notch and effectively carried out ECCE program offers developmentally appropriate assistance and mental challenges that can result in favorable kid results (Whitebread et al., 2015). Positive teacher-child relationships, having developmentally appropriate materials and activities, having some activities that are personalized, like playing with a favorite toy or activity, participating in activities that are meant to build skills but do so at the individuals skill/ability level, teachers planning daily schedules that are useful for promoting development, among other techniques, are examples of developmentally appropriate practices (Camilli, Vargas, Ryan, Barnett, 2010).

In implementing activities which enhance the children's problem-solving skills, social life and pro social activities like helping and sharing others 67.1% (51) of the respondents also agreed that as they implement, 27.6% (21) of them also implement these activities in their preschool in some extent, but the rest 5.3% (4) of the sampled preschool teachers answered as these activities do not implemented in their compounds.

The researcher forwarded a question about whether the children play free play and structured play with their friends and adults in small group in the preschool compound. As the above table indicated 67.1% (51) of them responded that as the children have given time to play with their friends and adults by saying "Yes", 21.1% (16) of them responded as the children have time in "some extents" and the rest 11.8% (9) of the respondents stated as the children do not play with friends and adults by saying "Never".

The researcher also approved that there is a time for playing in the classroom and out of the class in the daily schedule in a document analysis session. In the observation session, off course in all sampled preschools, the children have a free play time out of the class with their peers as a whole in non-academic activities. But, play with adults /peers and structured activity in small group in academic- learning have been less observed.

And for the question whether they facilitate children to choose games which are highly related with the needed developmental domain of children when children are in the playing time. 78.9%

(60) of the respondents answered that as they facilitate, and the rest 21.1% (16) of the participants also help the children in some extent to choose the game which helps them for their development as needed.

The researcher observed the preschool centers to support the result obtained from questionnaire. But the result was contradicted with their response because, though there are few preschool facilitators who just facilitated games to be chosen; most of the facilitators let the kids to just play as they want, structured play is less observed, even the kids are not observed by adults when it is play time, they just let them to play whatever they want in the playground. So, this finding contradicted with many preschool programs. The programs in preschools implement play-based learning because the primary focus is on the individual child's play and learning. This type of learning allows the child to build and extend their prior knowledge and experiences, as they are able to interact with their environment. Play-based learning allows students to create, adapt, explore, experiment, learn, communicate, socialize and problem solve in a familiar environment with peers and individually (Vygotsky, 1978).

The other question that the researcher raised is whether the children play enough structured and unstructured games which support the children's physical, mental and social development. In regarding of this question 61.8 % (47) of the respondents said yes, 36.8% (28) of them said in some extent and the rest 1.3% (1) among them said never.

What does the balance between child initiated and adult initiated activities, classroom – outside classroom managements, academic and non-academic learning look like.

For the question which is raised about the balance of child initiated and adult initiated activities. 14.5% (11) of the sampled preschool respondents said yes, 18.4% (14) of the respondents said in some extent, and the majority 67.1% of the respondents said never.

As the researcher observed in the center of preschools, most of the academic activities are planned and implemented as the adults needed and somehow the preschoolers freely choose the non-academic activities outside playing time.

As a result of the above table and the observation sessions showed that activities which held in preschool typical days of young children planned and implemented initiated by the facilitators.

The finding of this research is contradicted with the finding of (Sylva et al. 2004), Formerly known as the Effective Provision of Pre-School Education (EPPE) project who found that

ECCE settings that achieved the best long-term outcomes for children balanced adult- and child-initiated activities throughout the day ‘equally’.

What does the nutritional status look like in children’s feeding practice and how are children’s feeding managed? Are preschool teachers and their assistants taking into account children’s desires and new orientations for the implementation of these activities?

For the question which is asked about the facilitators taking account for children desires of food in the typical days of children, 67.1% (51) of the participants answered as if the facilitators involved in the process of the daily desire of children’s nutritional status , 25%(19) of them agreed that in some extent, but the other 7.9% (6) of the participants answered as if never take account for the desire and management of children’s desire of meal.

I have tried to check in my three days observation date in each center. And what I observed is in two of the preschool centers the young children are managed by adults: their teacher and babysitters; who are assigned in the dining hall to feed and manage the kids in snack and lunch time. in the other three schools though there is no a dining hall, the kids are eating their meal in the classroom by the control of their two assigned home room teachers.

It is also asked in the interview session for the interviewees whether the school facilitators taking account for the desire of children. They replied that, there is a stated schedule that the children what they eat in a day which is based on balanced diet as possible as, and based on that the assigned preschool facilitator manage and control the preparation of food regarding its cleanness and tastes. and if there is something which seems inappropriate, they give comment for the assigned chef and the concerned one to take appropriate remedies for the observed problem.

So, the result which the researcher got from the quantitative and qualitative one showed that it is possible to say that the nutritional status and the feeding practice in the sampled preschool centers planned and implemented in a better way.

Flexibility of the daily activities in preschools.

Flexibility of the daily activities depends on the need of children. For this question 25% (19) said yes, 34.2% (26) of the participants said in some extent and the rest 40.8 % (31) of them said never. 2.26 is its mean score which is high above the average; indicated that its applicability is far from the expectation to be implemented.

In the observation session the researcher has observed that in the sampled preschool every activity implemented based on the daily schedule. And based on the result, difficult to say that the daily activities are flexible as the need of children.

The descriptive statistic made on table above show that the Min possible score = 9, the Max possible score = 27, Mean value = 15.16, Median = 16 and SD is 3.33. As the total result showed that the mean value is close to the median in a negative direction. Though it is negative, it is moderate. Which means for a better implementation of developmentally appropriate activities for typical days of young children in preschool settings intervention has to be implemented.

4.4. Care for the preschoolers

Table 5.

Care for the preschoolers	Yes	Some extent	Never	Mean	SD
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	Total	SD
1.Managing children in meal time	73(96.1%)	2(2.6%)	1(1.3%)	1.07	.340
2.Managing children in rest and sleeping time	76(100)	-	-	1	0
3.Are the children in the eyes of the adults in the usage of toilet and in all the activities that they do in and out of the classroom?	64(84.2%)	12(15.8%)	-	1.32	.734
Effectiveness of the care for children in typical days.	Total			3.38	.82
	Median			3	

Min possible score =3

Max possible score = 9

Participants were asked the care provided in the preschool centers in children's typical days on a 3-point Likert-scale (1= "Yes"; 2= " Never"; 3 = "In some extent".)

There are 3 items under the care provided in the preschool centers. they were; 1) a guide to how children should eat during the meal time, 2), time for the children rest and sleep 3) looking after of children in all the typical days of activities.

The researcher wanted to know the care which is provide in the sampled preschools and tried to assess it in the questionnaire.

The first question in care was whether children have given a guide and managed how to feed

themselves while they are eating or not. For this question the majority of the respondents 96.1% (73) of the participants answered that the preschoolers have guided and managed in their meal time as the discipline of nutrition, and the rest 7.9% (3) of them answered that there is guide in some extent.

And in the observation session it also observed that it is given as a lesson in the classroom and the preschoolers also observed by an adult while they sit for meal.

So as the result of the quantitative data with the support of observation, although there needs to be work on for the best achievement, it is possible to say that the care which is provided in the discipline of meal in the sampled preschools are good.

How are rest and sleep implemented in kindergarten; are professionals taking account new orientation for the implementation of the activities?

In terms of this research question, the respondents asked whether the children have observed and managed in their sleeping and rest time. As the above table indicated that all the respondents 100% (76) of them agreed by said Yes.

The researcher also tried to observe that in all sampled preschools there is time for rest and sleep. In 2 of the preschools, there is room with mattress to rest and sleep for kg1 and kg2 preschoolers but doesn't have place for UKG students, they UKG preschoolers sleep in their classroom. And their home room teachers will be there to manage the rest and sleeping time of the children. The rest four observed kindergarten let the kids to take rest and sleep in their classroom on the desk(table) by the control of their home room teachers because of shortage of rooms.

My last question was, Are the children in the eyes of the adults in all the activities that they do in and out of the classroom? For this question 84.2% (64) of the participants answered Yes, and the other 15.8% (12) of the participants said in Some Extent.

In my observation session of 3 days in each sampled preschool, I have observed that children are in the control of adults in their classroom activities. For out of the classroom, I have observed in one of the preschool centers, there are three assigned teachers for a day in break, lunch and home going time to take the responsibility, and for the other time activities including toilet, meal and rest time the responsibility goes on the two home room teachers. In others sampled preschools the children are out of the eyes of adults in outside classroom playing time.

The descriptive statistic made on table above show that the Min possible score = 3, the Max possible score = 9, Mean value =3.38, Median = 3 and SD is .82. As the mean value showed,

it is round up to the median in a positive direction. It indicates that it is moderate. Which means for a better implementation of developmentally appropriate care provided for typical days of young children in preschool settings intervention has to be implemented.

Table 6. Summary of descriptive statistics

Grouping variable	Min	Max	Median	Mean	SD
Organizing typical days	6	18	8	8.75	2.4
Implementing typical days	9	27	16	15.16	3,33
Provided care	3	9	3	3,38	.82
Effectiveness'	18	54	28	27.2	5.07

Min probability score = 18

Max possible score =54

As the above table shown, the summary of the descriptive statistics which is calculated from all sub scales together, the effectiveness of organizing and implementing the typical days of young children in Addis Ketema Sub City towards developmentally appropriate practice, the Mean score is in line with Median in a negative direction. So, its effectiveness is moderate, which means that for well organization and implementation of typical days of young children towards developmentally appropriate practices in Addis Ketema Sub City further intervention has to be implemented.

4.5. Challenges that they face in organizing and implementing typical days of preschoolers.

For the question that the researcher raised about the challenges that they face in organizing and implementing the typical days of young children in a developmentally appropriate way, all most all the respondents stated in the open-ended question the following challenges: scarcity of teaching materials, large number of students, in a classroom, inappropriate size of classrooms (narrow) and the preschool compound as a whole is small in size.

In the observation session, it is obviously observed that the challenges that the mentioned in the open-ended question. Number of the students in each class is very large and it is inappropriate with the class size even in most of the preschool classes there is no space to freely move here and there, and it is also difficult to implement developmentally appropriate

practice for each student with only a teacher or a facilitator. There is scarcity of indoor and outdoor teaching materials in each preschool and most of the compounds are very narrow, a small size playground with a few or no outdoor playing and learning equipment.

In the interview session also, most of the interviewees replied that the same with the data which I get from quantitative one like that of large number of students in a class, small size classroom and playground, scarcity of teaching materials mentioned as the major challenges.

So, the data that the researcher get from both quantitative and qualitative approaches are the same. And the finding is consistence with Haile and Mohammed (2017) found that insufficient classroom space, age inappropriate chairs and unavailability of outdoor playing materials are problems. According to (Akinrotimi and Olowe, 2016, higher teacher/child ratio in early childhood education settings will prohibited the facilitators to give sufficient attention to children and the children may experience neglect. Insufficient and inconducive playground, and inappropriate classroom space make a contribution to implement developmentally appropriate practice.

In addition to those challenges one of the interviewees told me the following challenge that they face in their center in addition to the above challenges.

“our main problem is age incompatible in the classroom. the entrance age for Kg1 students is 4 year, but in every year, kids who do not start preschool in this age due to different reason may join Kg1, the chebt is prepared and classified by age so this leads to difficult for the facilitators to address the chibt for the kids in a classroom equally”.

(One of the coordinators).

Preschool mixed-age classes have a long history in terms of theory, and Vygotskian theory, which holds that kids learn from their peers, provides a lot of the early support for this educational model (Vygotsky, 1978). In fact, mixed-age classes give older students the chance to scaffold and teach their younger counterparts while giving younger students the chance to mimic the behaviors their older peers demonstrate (Lillard, 2016; Winsler et al., 2002). Additionally, mixed-age classrooms give pupils a wider variety of interactions, which is thought to help students develop a variety of social skills, including empathy and self-control (Lillard, 2016). Recent research, however, contradicts the idea that mixed-age classes are good for older students (Ansari et al., 2016; Moller et al., 2008). Mixed-age classrooms and older students' learning may be related in part to the extra challenge teachers may encounter when working with kids who are more diverse in age. For example, teaching enriching content to all students may be more challenging when children are at different

points in development. When taken together, the theoretical and empirical evidence suggests that the potential positive influence of mixed-age classrooms on children's development is far from universal, which is why understanding the conditions under which children benefit from these settings is imperative.

4.6. The solutions which have been taken for the problems

As we can see most of the problems mentioned by the respondents are related with maximum number of students, lack of teaching materials, narrow sized classroom and playground.

In open ended questions most of the respondents listed out the solution they have taken for the challenges they are facing for; for the scarcity of teaching materials as they stated that the facilitators tried to produce the materials using different materials as possible as. Because of the narrowing size of the playground, letting the students to play turn by turn as a grade level of the kids used as a temporary solution, but for long lasting solution they stated that they reported the problem for the Addis Ketema sub city educational office. It is the same with the result which the researcher got from interviewees.

For the challenge that one of my interviewees mentioned, answered the solution they have taken it as follows:

“we let the kids to stay in first assigned class and if they have over performed and if the others didn't coup up with them, we talked and convinced their parents to promoted to the next level”.

So, the researcher understood that they try to take temporary remedy for the challenges that they face while implementing developmentally appropriate practices in children's typical days, but for long lasting solution, attention needs to be given for all stakeholders.

Chapter five -summary, Conclusion and Recommendation

This chapter deals with the summary of the major findings, conclusion drawn from the findings and recommendation that are assumed to improve the organization and implementation of typical days of young children in early child care and Education in Addis Ababa.

5.1 summary of major findings

Activities which constitute in the typical days of young children

The finding show that the typical days of young children constitutes different activities which are drawn from the standard/curriculum and syllabus of early childhood care and education of Ethiopia which is prepared by MoE. The sampled preschools organized their daily activities of young children based on the syllabus. As the researcher had gotten the result from both qualitative and quantitative data; they there are some activities which are designed/planned by the facilitators to enhance the physical, language, cognitive, emotional and social domains of children in their typical days which can be performed in small and large groups, in class and out of the class but not seen in implementing as needed due to different factors like lack of professional knowledge towards developmental level of children, inappropriate teacher-child ratio, insufficient resources, small sized classroom and school compound and soon hinder to implement developmentally appropriate activities in the typical days of children which are already planned by MOE and the centers as well.

As the descriptive statistics also indicated in preparing activities in typical days of young children the Min possible score is 6, the Max possible score is 18, the mean value is 8.75, the median is 8 and SD is 2.4. which means that though the result of the mean rounded up in a positive direction, there must be an intervention for the enhancement of a better achievement.

How far play, songs, games, learning by doing, stories integrated into children learning?

Play, song, games, learning by doing and stories are the major methods in preschool centers. And as the result showed there is high gap in using or implementing those crucial methods. among all respondent only 14 (19.7%) of them replied as they integrated these methods with different daily lessons. In the open-ended questions, the teachers wrote down as they try to integrate song and play but as it is difficult to implement due to the factors which are listed above. and in the interview session the principals replied that as the facilitators try to integrate and implement those methods with lots of limitation and it is also observed in the observation session when most facilitators implement the lessons just simply by reading aloud, showing pictures on the board or on a piece of paper and sometimes used songs. So,

the result from both quantitative and qualitative data showed that using those important and necessary methods are ignored or neglected.

What does the balance between child initiated and adult initiated activities, classroom – outside classroom managements, academic and non-academic learning look like.

Another crucial thing in the typical days of young children in preschool is the balance between child initiated and adult initiated activities. In the analysis of the balance between child initiated and adult initiated activities. As the result showed the majority of the respondents means (67.1%) of the sampled preschool respondents agreed as it is not balanced. From the result which I got in the qualitative data the children have child-initiated activities in non-academic activities out of the class, but most/ all academic activities which held in the children typical days planned and implemented as the facilitators needed.

What does the nutritional status look like in children’s feeding practice and how are children’s feeding managed? Are preschool teachers and their assistants taking into account children’s desires and new orientations for the implementation of these activities?

In regarding this research question, 100 % of them as they plan and implement teaching the discipline of feeding, 67.1% of respondents replied as they taking account the selection of the daily desire of children, 96.1% of them in managing children’s in meal time. And the result from qualitative data which is from interview and observation session also showed as the facilitators teach children the importance of food and the discipline of feeding, facilitators and principals taking account for the desire of children’s food by just listing out or scheduling what the children should eat in a day by trying to make balanced diet as possible as and all children are also in the control of facilitators while they are eating snack and lunch as well. So, the nutritional status looks like going well in the economical context of Ethiopia.

Flexibility of the daily activities in preschools.

The other component which should be addressed in the typical days of young children in preschool is the flexibility of the daily activities depends on the need of children. In this regard only 25% agreed as the day’s activities are flexible, In the observation session the researcher has observed that in the sampled preschool every activity implemented based on the daily schedule. And based on the result, difficult to say that the daily activities are flexible as the need of children.

How are rest and sleep implemented in kindergarten; are professionals taking account new orientation for the implementation of the activities?

Rest/ sleep should have time in the typical days of preschool. the result which I got from the quantitative data is 100% of the respondents answered as there is time for rest/sleep and as children managed in the rest/sleeping time by the facilitators. And in the observation session also the researcher approved that whether the children rest/sleep in their typical days and in all sampled preschool the children take a nap in the rest/sleeping room or/and in their classroom with the control of adults.

5.2. Conclusion

The main purpose of the study was to explore the organization and implementation of the typical days of preschools in Addis Ababa, taking Addis ketema sub-city as a sample and with specific focus on the existence of developmentally appropriate practice. Concerning to those research questions and major findings, the researcher has put a conclusion as follows.

Over all the researcher concluded based on the findings, that the organization and implementation of the typical days of children with regard to the developmentally appropriate practice. And the findings showed that there is no comprehension of themes, it is practiced with lots of limitations and it lacks appropriateness.

The content analyses of evaluation of the preparation of the daily activities and components of typical days of young children regarding the children's age, interest, needs and performance based on both the quantitative and qualitative data, it shows that there is a gap with the aim of the preschools due to different factors, like; lack of teachers training, large number of students, small sized classrooms, narrow playground, scarcity of teaching materials and lack of knowledge of facilitators toward developmentally appropriate practice are the major challenges that hinder to implement the planned developmentally appropriate practices in the young children's daily lives. In addition to this age incompatibility in a class also mentioned as a challenge. From the result of this study as a whole, the researcher concluded that there is a limitation in organizing and implementing the typical days of young children in Addis Ababa, in the case of Addis Ketema sub city, as a specific focus on developmentally appropriate practice. So Further intervention is needed for a better achievement.

5.3. Recommendations

Based on the finding from the Study the researcher would like to forward the following recommendations, for MoE, Addis Ababa Educational Bureau, Addis Ketema sub city Educational Bureau and for preschool coordinators.

- As inferred from the result of the study, some of the teachers have lack of knowledge in developmentally appropriate practice. So, Addis Ababa Educational Bureau, Addis Ketema sub city Educational Bureau and preschool coordinators should give attention for the professionalism of preschool teachers and should work on the capacity building of preschool teachers.
- Implementation of the pillar of teaching learning methodologies of preschool education is weak due to different factors such as, overcrowded classes with a single teacher, lack of materials and facilities, lack of classrooms and lack of qualified teachers. Therefore; Addis Ababa Educational Bureau and Addis Ketema sub city Educational Bureau need to pay attention to these issues.
- Alongside this, Training for producing teaching materials with different local materials should be provided for the teachers and the preschool facilitators should work on reducing the scarcity of teaching materials.
- Addis Ketema sub city Educational Bureau needs to work on the above-mentioned issues by creating network with higher institutions education experts that are found in Addis Ababa and the others to overcome for the mentioned problems through in-service training, asking for some resources and others to capacitate the preschool and teaching learning process in the preschool.
- Preschool is a social and cultural meeting place that can reinforce social integration and prepare children for life in the future so that, every stakeholder needs to give high attention to preschool education.
- Teachers' pedagogical skills are very important in helping develop a whole child in all aspects of development. Therefore, different trainings, workshops, and seminars on the issue of preschool education need be prepared jointly by all relevant stakeholders so that everyone can get awareness and take the responsibility under common understanding.
- Supervision has to be done in all preschool centers. Supervision in early childhood education leads to the holistic development of children, enables efficient

implementation of the planned developmentally appropriate practices and checks whether the objectives of the programs have been achieved.

- Finally, Addis Ababa Educational Bureau, Addis Ketema sub city Educational Bureau and all other relevant stakeholders need to work collaboratively and give the necessary support for those preschools in the sub city.

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APPENDIX: I Observation check list

አዲስ አበባ ዩኒቨርሲቲ

ትምህርትና የባህሪ ጥናት ኮሌጅ

የቅድመ መደበኛ ህፃናት እንክብካቤ እና ትምህርት ክፍል

በአዲስ ከተማ ክፍለ ከተማ በቅድመ አንደኛ ደረጃ ማህከላት የህፃናቱን ዕለታዊ ልምድ አደረጃጀት እና

ትግበራ ላይ ለማድረግ ምልክታዎቻቸውን የተዘጋጀ የምልክታ ቅፅ

ክፍል 1

መግቢያ

ጥናቱ በአዲስ አበባ በአዲስ ከተማ ክፍለ ከተማ ወስጥ ባሉት 11 ወረዳዎች ወስጥ ካሉት የመንግስት የቅድመ መደበኛ ማህከላት በ 11 ወረዳዎች ወስጥ በተመረጡት 5 ወረዳዎች ወስጥ የሚኑ የቅድመ መደበኛ ማህከላት ለጥናት ይረዳ ዘንድ ከእያንዳንዱ ወረዳ አንድ አንድ የቅድመ መደበኛ ማህከል (random sampling technique) በመጠቀም ለጥናቱ ተመርጠዋል። ከእነዚህን ማህከላት በተለያዩ የሚገኝ አሰባሰብ ዘዴዎችን በመጠቀም በማህከላቱ የልጆቹ ዕለታዊ ወሲቸው ከአጠቃላይ የልጆች እድሜ እና እድገት ጋር እየተተገበረ ያለው አሰራር ላይ መረጃዎችን ያሰበስባል።

ይህ የምልክታ ቅፅ ለናጠፍ በተመረጠ የቅድመ መደበኛ ማህከላት በመገኘት እድሜቸው ከ 4_6 ዓመት ያሉ ህፃናት በክፍል ወስጥ እና ከክፍል ወጪ የሚደርጉት ዕለታዊ ተግባራት ላይ የማህከላቱ አደረጃጀት እና ትግበራ በ NAEYC ባቀረባቸው የቅድመ መደበኛ የህፃናቱ እድገት የሚመጡ ተግባራት መሰረት በእያንዳንዱ ማህከላት በመገኘት ከታች በቀረቡት ዝርዝሮች መሰረት ምልክታዎቹን ይካሄዳል።

- ምልክታዎቹ የሚደረግበት ቦታ _____
- ምልክታዎቹ የሚደረግበት ጊዜ _____
- ምልክታዎቹ የሚደረግበት ሰዓት _____
- ምልክታውን ያደረገው አካል _____

ክፍል 2

ዓላማ

- ✓ በቅድመ መደበኛ ትምህርት ቤት በክፍል ወስጥ እና ከክፍል ወጪ የህፃናቱ የዕለት ልምድ አደረጃጀት እና ትግበራ ከህፃናቱ ሁለንተናዊ እድገት ጋር ያለውን ትስስር መገምገም።
- ለልጆች ሁለንተናዊ እድገት የሚመጡ ተግባሮቻችን ለመተግበር የሚያጋጥሙባቸውን መመሪያዎች

1. በክፍል ወስጥ ለማድረግ የምልክታ ዝርዝር

በክፍል ውስጥ ምልክታዎች ማሳተፍ ዝርዝሮች	አዎ	አይ	አስተያየት
1. ለህፃናቱ እድሜ፣ ቋንቋን፣ ባህል መሰረተ ያደረግ ተረት እና እውነተኛ አስተማሪ ታሪኮች ይነገራቸዋል?			
2. መዘቶች፣ ድራማ እና ጨቃ ከመጽሐፍት ለተማሪዎቹ የት/ት ርዕሶች ጋር ተጠምዷል?			
3. ለህፃናቱ የጠጃቻ ጥንካሬ የሚፈጽሙ እንቅስቃሴዎች (መጻፍ፣ መሳል፣ ቀልም መቀባት ፣ መዘለል መቆም፣ መግጠም ወዘተ) ይከናወናሉ?			
4. ሁሉም ህፃናት በራሳቸው ፍላጎት እና ምርጫዎች ማሳተፍ በግል እና በቡድን ተግባራት (ጨቃዎች) ላይ ይሳተፋሉ?			
5. በአመቻቸው ፍላጎት እና ምርጫዎች ህፃናቱ በትንንሽ ቡድን እና በግል እንዲሆኑ (እንዲጫወቱ) ይደርጋል?			
6. ህፃናቱ ችግር ፈቺነት የሚያለመገገም ሃሳቦች እና ተግባራት ላይ እንዲሳተፉ ይመቻቸላቸዋል?			
7. ህፃናቱ ፣ አብሮነትን እና የሚጋራትን ሃሳቦችና ተግባራት ላይ ልምዶቹን ይተገብራሉ?			
8. በራስ መተማመናቸውን የሚያሳዩ ለብቱባቸውን እና ስሜታቸውን መግለፅ የሚያስችላቸው ተግባራትን ሁሉንም ህፃናት አሳታፊ በሆነ መልኩ ይተገብራሉ?			
9. ለህፃናቱ የመግቢያ ሂደት ውስጥ እንደየአስፈላጊነቱ የአዎቂዎች ጣልቃ ገብተው ያሳያሉ?			
10. ህፃናቱ የሚያስፈልጋቸውን ነገር በነፃነት አጋዥቸውን ይጠይቃሉ?			
11. ሁሉም ህፃናት የሚፈልጉትን እና የጠየቁትን ነገር ከአጋዥቸው ተገቢውን ምላሽ በተገቢው መንገድ ያገኛሉ?			

2. ከክፍል ወጪ ለሚረግ ምልክታዎች

ከክፍል ወጪ ምልክታዎች	አዎ	አይ	አስተያየት
1. በህፃናቱ ደህንነታቸውን በጠበቀ መልኩ እንደየ ፍላጎታቸው የግል እና የቡድን ጨቃቃዎች መርጠው እንዲጨው ይበረታታሉ?			
2. በአመቻቸው ፍላጎት እና ምርጫ ጨቃቃዎች ይተገበራሉ?			
3. ከአካባቢያቸው ጋር ጥሩ መስተጋብር እንዲኖራቸው ቀላል ስራዎችን ይሰራሉ (የወደቁ ወረቀቶችን ወደ ቆሻሻ መጣጥ መጣል፣ ተክሎችን ወሃ ማጠጥት፣ ተክሎችን መከከል ወዘተ)?			
4. ህፃናቱ በግልም ሆነ በቡድን በሚገኘውበት ጊዜ በአዎቂዎች እይታ እና ክትትል ወስጥ ናቸው?			
5. ልጆቹ በምግብ ፣ በመኝታ እና መጠጣት ላይ በሚጠቀሙበት ጊዜ በአዎቂዎች ዕይታ ወስጥ ናቸው?			

APPENDIX: II Questionnaire for preschool teachers

አዲስ አበባ ዩኒቨርሲቲ

ትምህርትና የባህሪ ጥናት ኮሌጅ

የቅድመ መደበኛ ህፃናት እንክብካቤ እና ትምህርት ክፍል

በአዲስ ከተማ ክፍለ ከተማ በቅድመ አንደኛ ደረጃ ማህከላት የህፃናቱን ዕለታዊ ወሎ አደረጃጀት እና ትግበራ ላይ ለማድረግ ጥናት ለናጣ በተወሰዱ ወረዳዎች ለሚገኙ የቅድመ አንደኛ ደረጃ ማህከል አመቻቾች የተዘጋጀ የፀሀፍ መጠይቅ

ክፍል1

መግቢያ

ይህ የፀሀፍ መጠይቅ ከአዲስ አበባ ዩኒቨርሲቲ ትምህርትና የባህሪ ጥናት ኮሌጅ የቅድመ መደበኛ ህፃናት እንክብካቤ እና ትምህርት ክፍል ለድህረ ምረቃ የጥናት ማግኛ መረጃ ለማስባሰብ በኤልሳ ሙቱ የተዘጋጀ የፀሀፍ መጠይቅ ነው።

ጥናቱ የሚካሄድበት ዋና አላማ የቅድመ መደበኛ ማህከላት የህፃናትን ዕለታዊ ወሎ አደረጃጀት እና ትግበራቸው የህፃናቱ እድሜ እና ሁለንተናዊ እድገትን ማህከል ማድረጉን ለመገምገም እና ችግሮችን ነቅሶ በማወጣት የሙከራ ማህከላትን ለማረጋገጥ አካላት ለመጠቀም ነው።

እርሷም በቅድመ መደበኛ ማህከላት አመቻቾች እንደመሆኖ እና የዚህን ጥናት ዓላማ የማድግፉ ከሆነ የማይሰፈልጉ ትክክለኛ መረጃዎችን በመስጠት የጥናቱን አንድ አካል ለመሆን ቀና ትብብርን ይሰጡዝንድ እጠይቃለሁ። እንዲሁም ዓላማውን የማይደግፉ ከሆነ መላክት አልፈልግም በማለት መጠይቁን ያለመላክት መብቶ የተጠበቀ ነው።

ፍቃደኛ ከሆኑ ከታች ያሉትን ጥያቄዎች በማንበብ ለጥያቄ ይሆናል ያሉትን መልስ ላይ ብቻ ከጥያቄው ትይዩ ባሉት ሰንጠረዥ ውስጥ (x) ምልክት ብቻ እንዲያስቀምጡ እንዲሁም ከሰንጠረዥ ውጪ ላሉት ሁለት ጥያቄዎች ከታች ያለውን ክፍት ቦታ በመጠቀም ሃሳብዎን ያሰፍሩ ዘንድ በአክብሮት እጠይቃለሁ።

መጠይቁን ለመላክት ፍቃደኛ ስለሆኑ አመሰግናለሁ!!!

የታ _____
የስራ ድርሻ _____
የትምህርት ደረጃ _____
በስራው ላይ የቆዩበት ጊዜ _____

ክፍል 2

ዓላማ

- ✓ በቅድመ አንደኛ ደረጃ ማኅበራት የህፃናቱ የዕለት ወሎ አደረጃጀት እና ትግበራ ከህፃናቱ ሀላንተናዊ እድገት ጋር ያለውን ትስስር መገምገም።
- ✓ ለልጆች ሀላንተናዊ እድገት የሚሞኑ ተግዳሮቶችን ለመተግበር የሚያገለግሉ ችግሮችን መመርመር
- ✓ ለአጋጠሞች ችግሮች የሚፍትሐሃሳቦችን መስብስብ

1. ለህፃናቱ የዕለት ተዕለት ተግባራት የሚገጥሙ እቅድን መሰረት ያደረጉ ጥያቄዎች

ማጠቃለያ	አዎ	በፍፁም	በተወሰነ ማልኩ
1. በማኅበራት የህፃናቱ የዕለት ትግበራ ዕቅድ ዝግጅቱ መንግስት ለቅድመ መደበኛ ትምህርት ያዘጋጀውን የዕለት መምሪያ መሰረት ያደረገ ነዉ?			
2. የዕለት ትግበራ ዕቅድ ዝግጅቱ የልጆቹን እድሜ(የእድገት ደረጃ) እና ፍላጎትን መሰረት ያደረገ ነውብለውያምሉ?			
3. በእርሶ ሀላፊነት ወስጥ ስላሉ እያንዳንዱን ህፃናት ጠባይ፣ አቅም፣ ፍላጎት እና በዕለት ወሊቶቹ ለተገብሩት እና ለታገዙ የሚያስፈልጋቸውን ነገሮች ላይ በቂ እወቀት አለኝ ብለውያምሉ?			
4. ለልጆች ትምህርት፣ ፍላጎት እና እድገት መቃቃላት እና ተነሳሽነት ለፈጥሩ የሚችሉ መርጃ መሰሪያዎችን በእቅድ ወስጥ ያካትታሉ?			
5. ልጆች በዕለት ተዕለት ወሊቶቻቸው ወስጥ አነስተኛ ቁጥር እና ከፍተኛ ቁጥር ባላቸው ቡድኖች ለተገብሩቸው የሚቻልባቸውን ተግባራት በዕቅድ ወስጥ ያካትታሉ?			
6. እቅድ ልጆችን ስለአመገብ ስርአት ማስተማር ያካትታል?			

2. ለህጻናቱ የዕለት ተዕለት ተግባራት አተገባበርን መሰረት ያደረጉ ጥያቄዎች

መጠይቅ	አዎ	በፍፁም	በተወሰነ መልኩ
1. ትምህርቶችን በመዘመድ ፣ በጨታ እና በድራማ በ ማስተሳሰር እና በየዕለቱ ይተገብራሉ			
2. የልጆችን የንግግር ክህሎታቸውን፣ ስሜታቸውን የመገለፅ የመለየት፣ የሚዳታ እና የማገናዘብ እድገታቸውን የሚያሳዩ ለብቱባቸው ክንዎኔዎች በዕለት ወሊቸው ትግበራ ወስጥ ይካተታሉ?			
3. ልጆቹ ማህበራዊ ህይወትን የሚለማመዳበት በቡድን የመሰረት(የመጫወት)፣ ችግር ፈቺነትን፣ የሚዳዳት እና የማራት ልምዶች እንዲያደረጉ ይመኛቸዋል?			
4. ህፃናቱ ከጓደኞቻቸው ጋር እና ከአዋቂዎች ጋር እንዲጫወቱ፣ እንዲሚረገጡ ቋንቋቸውን እንዲያዳብሩ ሃሳባቸውን እንዲገልፁ እና አዳዲስ የሚያገኙባቸውን ችሎታዎች እንዲያዳብሩ በየዕለት ወሊቸው ወስጥ ያመኛቸዋል?			
5. የልጆቹን እድሜቸውን ያመለክቱ አካላዊ እድገት እና ጥንካሬ እንዲኖራቸው የሚያግዙ እንቅስቃሴ ደህንነታቸውን በጠበቀ መልኩ በየዕለቱ እንዲተገብሩ ይበረታታሉ?			
6. በቀን ወስጥ ልጆች በራሳቸው ፍላጎት የሚሞሉ የግል እና የቡድን የጨታ ጊዜ እና በመሆራን ፍላጎት የሚዘገቡ ተግባራት ተመገጥኝ ናቸው ብለው ያስባሉ?			
7. በትምህርት ቤት ወስጥ ህፃናቱ አካላዊ፣ አእምሮአዊ እና ማህበራዊ እድገታቸውን የሚያግዙ በቂ ጨታዎችን እየተተገበሩ ነው ብለው ያምናሉ?			
8. ለልጆች የምግብ አቅርቦቱ ባለሙያዎች የሚተኩሩት ነው?			

9. የዕለት ተግባራት ዕቅድ እንደ ልጆቹ ፍላጎት ተለዎጭነ ወ?			
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3. ለህጻናቱ የዕለት ተዕለት ተግባራት ላይ ለህጻናቱ የሚደረግ ክትትል እና እንክብካቤ መሰረት ያደረጉ ጥያቄዎች

መጠይቅ	አዎ	በፍፁም	በተወሰነ ሁኔታ
1. የልጆች የምግባ ክፍለ ጊዜ የሚከተላቸው አካል አለ?			
2. ልጆች በእረፍት እና በመኝታ ሰአት የሚከተላቸው አካል አለ?			
3. ልጆቹ በመጻዳጃ ቤት እና ሌሎች በክፍልም ከክፍል ወጪም በሚደርጓቸው በሁሉም እንቅስቃሴያቸው በአዎቂዎች እይታ ወስጥናቸዋል?			

1. በቅድመ መደበኛ ትምህርት ቤት የልጆች የዕለት ተዕለት ወሎ የእቅድ ዝግጅትና ትግበራ ስታዘጋጅ/ጂ ምን ምን ነገሮችን መሰረት አድርገህ/ሽ ነ ወ?

2. የዕቅድ ዝግጅቱ ትግበራው በምን አይነት መንገዶች ነ ወ. የሚከናወኑት?

3. የዕለታዊ ዕቅድ ዝግጅት እና ትግበራውን ለማከናወን ምን ምን አይነት ችግሮች ይገጥሟቸዋል?

4. በዕቅድ ዝግጅት እና ትግበራው ላይ ለአጋጣሚዎች ችግሮች ምን አይነት የመፍትሔ እርምጃዎችን ትወስዳላችሁ?

መጠይቁን ለመሙላት ላሳዩት ቀናነት እና ተባባሪነት ከልብ አመጥኛለሁ!

APPENDIX: III Interview guide for principals

አዲስ አበባ ዩኒቨርሲቲ

ትምህርትና የባህሪ ጥናት ኮሌጅ

የቅድመ መደበኛ ህፃናት እንክብካቤ እና ትምህርት ክፍል

በአዲስ አበባ ከተማ ክፍለ ከተማ በቅድመ አንደኛ ደረጃ ማህከላት የህፃናቱን ዕለታዊ ወሎ አደረጃጀት እና ትግበራ ላይ ለሚሰሩ ጥናት በቅድመ መደበኛ ትምህርት ቤት ርዕሰ ማህሪን የተዘጋጀ ቃለ መጠይቅ

ክፍል 1

መግቢያ

ይህ ቃለ መጠይቅ ከአዲስ አበባ ዩኒቨርሲቲ ትምህርትና የባህሪ ጥናት ኮሌጅ የቅድመ መደበኛ ህፃናት እንክብካቤ እና ትምህርት ክፍል ለድህረ ምረቃ የጥናት ማሞያ ሚጃ ለሚሰጡበት በኤልሳ ሙሉ የተዘጋጀ ቃለ መጠይቅ ነው።

ጥናቱ የሚከናወኑት ዋና አላማ የቅድመ መደበኛ ማህከላት የህፃናትን ዕለታዊ ወሎ አደረጃጀት እና ትግበራቸው የህፃናቱ እድሜ እና ሁለንተናዊ እድገትን ማከል ማድረጉን ለመገምገም እና ችግሮችን ነቅሶ በማወጣት የጥናት ስራ ላይ ለሚሰሩ ጥናታዊ አካላት ለመጠቀም ነው።

ክፍል 2

ዓላማ

- ✓ በቅድመ አንደኛ ደረጃ ማህከላት የህፃናቱ የዕለት ወሎ አደረጃጀት እና ትግበራ ከህፃናቱ ሁለንተናዊ እድገት ጋር ያለውን ትስስር መገምገም
- ✓ ለልጆች ሁለንተናዊ እድገት የሚሞገጡ ተግዳሮቶችን ለመተግበር የሚያጋጥሙ ችግሮችን መመርመር ለችግሮች የሚሆኑ የጥናት ስራ ላይ ለሚሰሩ ጥናታዊ አካላት ለመጠቀም

የቃለ መጠይቅ ጥያቄዎች

የቃለ መጠይቅ ጊዜ _____

የሰራዊት ድርሻዎን _____

የትምህርት ደረጃ _____

በስራ ወላይ የቆዩበት ጊዜ _____

1. የልጆች የዕለት ተዕለት ወሎ የእቅድ ዝግጅትና ትግበራ ምን ምን ነገሮችን መሰረት ያደረጉ ናቸው? ለምን?
2. የዕለት ዕቅድ ዝግጅቱ እና ትግበራው በምን አይነት መንገዶች ይከናወናል ?
- 3.. የዕቅድ ዝግጅት እና ትግበራውን ለማከናወን ምን አይነት ችግሮች ይገጥሟቸዋል?
4. በዕቅድ ዝግጅት እና ትግበራው ላይ ለሚገጡ ችግሮች ምን አይነት የመፍትሔ እርምጃዎችን ትወስዳላችሁ?

ስለነበረን ቆይታ እና ስለተባባሪነት ቶክብረት ይስጥልኝ!

የሰነድ ትንተና ወይም ማረጋገጫ ስነ ጽሑፍ

- ዓመታዊ እና ዕለታዊ ዕቅድ ዝግጅት
- የክፍለ ጊዜ ምደባ