



**Addis Ababa University**

**College of Education and Behavioral Study**

**Center for Early Childhood Care and Education**

**Examining Readiness of Children for School in Government and Private Pre-schools In  
Gulele Sub-city.**

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**August, 2021**

**Addis Ababa, Ethiopia**

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**Approval of Board of Examiners**

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## DECLARATION

I, Mesayt Wubet, declare that the work in this thesis is original. This thesis has not been presented for any degree in this university or any other university or institution of higher learning.

Signature\_\_\_\_\_

Date\_\_\_\_\_

## **Acknowledgements**

I wish to acknowledge the following for their contribution towards the realization of this thesis. My advisor, Fantahun admass (Associate Professor) for his constructive comments, valuable support and encouragement throughout the research work. The principals and teachers of the selected schools for allowing me to conduct this study at the institutions. Fitume Zewdu Mulugeta, Geta Walelign and Yohannis Gebreegziabhre for all the technical support on the tool, data entry and analysis.

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## Acronyms

ANOVA:	Analysis of variance
CtC:	Child to child
ECD:	early childhood development
ECCE:	early childhood care and education
EN:	emergent numeracy
EGRA:	Early grade reading assessment
ELL:	emergent literacy and language
GFMD:	gross and fine motor development
IDELA:	international development and early learning assessment
MELQO:	Measuring early learning quality outcome
TSR:	Total school readiness
SD:	Standard deviation
SED:	Social and emotional development
SPSS:	Statistical Package for the Social Sciences
UNICEF:	United Nations International Children's Emergency Fund
UNESCO:	United Nations Educational, Scientific and Cultural Organization
USA:	United states of America

## **Abstract**

*School readiness is a process of increasing children's attainment of a certain set of psychosocial, behavioral and cognitive skills needed to learn and function successfully in school and beyond. The objective of the study was to examine school readiness of children in government and private pre-schools in Gulele sub-city, Addis Ababa. This survey study involved 147 children in the upper KG level recruited by multi stage cluster sampling technique from six (three government and three private) preschools. . Data were collected using international development and early learning assessment (IDELA).This scale has been used to assess the school readiness of children in both government and private preschools. Data were analyzed using statistics such as frequency, percentage, t-test and ANOVA. Results revealed that factors that are associated with school readiness of children were school type, educational level of parent's, and monthly household income. Gender and children living condition has no significant association with any of the domains and total school readiness of children. It is concluded that demographic variables related with children and parents importantly affect children's readiness for school and the skills they are expected to acquire to be holistically ready for formal schooling. It is recommended that further research is needed to establish whether there are other factors that are associated with school readiness.*

**Key words:** *pre-school, school readiness, domains of development, IDELA*

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the study**

The concept of school readiness is broad with many definitions (UNICEF school readiness conceptual framework, 2012; Belay and Belay, 2015). As stated in Belay and Belay (2015), some define school readiness as a means of stimulating growth and development while others see it as a factor for boosting children’s intellectual and emotional development. It is also defined based on stakeholder’s interest and view of the matter. According to La Paro and Pianta (2000), teachers define school readiness according to conduct and the ability to follow instructions and rules, whereas guardians define it according to academic skills (La Paro & Pianta 2000). In addition, Alimat and Mohammed (2013) noted that guardians and instructors have a direct or indirect notion of readiness based on what the child is capable of (technically based), along with his or her physical, academic, social, and emotional capacities. The more comprehensive definition for school readiness defines it as a technique used to help children develop a set of psychosocial, behavioral, and cognitive skills required to learn and function successfully in school and beyond school (Pagani, Fitzpatrick, Archambault & Janosz, 2010; Duncan, Dowsett, Claessens, Magnuson, Huston, Klebanov, & Sexton, 2007).

Globally, there are three major components that make up school readiness. These are readiness of the child, readiness of the school and readiness of the family or community. As to Pamela (2008), the readiness of children for learning and acquiring new skills, the readiness of schools to accept children and help them realize (reach) their potential and readiness of communities and

families to send children to school by providing the support and needs of children are the basic components (Pamela, 2008; school readiness framework, 2012).

In addition to the three components, young children's early experience and their environment is important and fundamental to set the stage for their later success in school and in life (Osakwe, 2009; Nelson et al., 2019). Studies indicate that all experiences have their own effect on the learning process of children. The studies furthered explain interconnectedness between learning and early childhood experiences children have with surroundings including pre-schools (Ramey & Ramey, 2004; Tanner, Candland, and Odden 2015). The early years of life are important time for learning new concepts and skills. As a child grows up, the foundations for his or her future are laid during his or her early years. World Bank describes the concept saying: *“By getting it right in early childhood, we plant the seeds for tomorrow’s engaged and active student, productive and skilled worker, and confident and loving parents”* (World Bank, 2015).

A study also found that children who do not have access to stimulating environment and early childhood programs or pre-schools are not adequately prepared for school and classroom activities when they enter primary school. These factors adversely affect their school performance and, in most cases, ensure that they do not complete college. As a consequence of inadequate ECCE, children often enter school late or drop out, which has a detrimental impact on their cognitive and social development (Nonoyama, Tarumi, & Ota, 2011; Ladd, Birch, & Buhs, 1999). The problem mostly associated with the income and economic strength of a country. According to World Bank’s statement though the average level of learning in many middle-income countries remains well behind that of high-income countries, the level is significantly minimal in many low-income countries (World Bank. 2015).

Globally these problems explained well statistically. In the world today, a little over 125 million children cannot master a functional level of literacy or numeracy, regardless of how long they spend in school. It is estimated that 60 percent of primary school children in developing countries are not able to meet the basic competence benchmarks for learning. Early grade reading assessment (EGRA) report show that only 6.2% of Ethiopian students in grades 2 and 3, and across all languages combined, achieved the targeted reading benchmark, reading fluently with full or almost full comprehension (EGRA, 2018). In developing countries, 250 million primary school children cannot read simple words according to the reports of UNESCO (2014). In addition, almost 220 million under-5-year-olds in developing countries fail to achieve their full developmental potential (Grantham-McGregor, Cheung, Cueto, Glewwe, Richter, Strupp, & International Child Development Steering Group, 2007). More than six out of ten of these children live in Sub-Saharan Africa, representing nearly a third of the children in that region. Promoting children's development in the region is a challenge. Providing early childhood education and care remains the biggest challenge. Approximately 22% of Sub-Saharan African children attend pre-school, compared with 79% of European, American, and Pacific children (World Bank 2015; Blimpo, & Pugatch, 2017).

As one of Sub-Saharan country, Ethiopia is one of the countries with such problems. As to 2016/17 Education Statistics Annual Abstract, only 45.9% of Ethiopian children aged 4-6 enter early childhood education programs (ECCE). In addition to below average enrollment of children, the early education in Ethiopia face multifaceted problems and challenges according to previous studies. Undertrained human resources, inadequate environment, absence of relevant education materials and parents perception about early education and development are some of

the problems stated in studies of Belay and Belay(2016); Education Statistics Annual Abstract report, (2016/17), Awopegba, (2010) in Ethiopia. This and other related issues can affect children's achievement and school readiness skills.

Situations and issues related to children, parents and school can greatly affect children's school outcome and ability. According to studies by Duncan, Morris, and Rodrigues (2011); Son and Peterson (2017); Milligan and Stabile (2008); Weis, Heikamp, and Trommsdorff (2013) noted that, besides challenges, factors associated with the child and the family greatly influence the child's readiness to attend school and the success they have as an adult. Studies conducted on the issues revealed that children readiness can significantly be affected by factors like sex of the child, home environment, the education level of parents and quality of the life in the household (Duncan, Morris, & Rodrigues, 2011; Son, & Peterson, 2017; Milligan & Stabile, 2008; Weis, Heikamp, & Trommsdorff, 2013; Gjelaj, & Shala). Children's school readiness is heavily influenced by their family's education and aspirations for education, say Kainuwa, Binit, and Yesuf (2013). In addition, it says that children's readiness to go to school is determined largely by parents' education levels. Another study also found a strong association between parental income and children's achievement, which explains why children from high income households score higher than those from low income homes (Duncan, Morris, & Rodrigues, 2011).

## **1.2 Statement of the problem**

School readiness is an important concept which needs special attention for various reasons. The major one is that the early years are a time of rapid growth and development. Because of that, pre-primary school education is a place where to build an essential foundation for the children's successful lifelong learning (Ramey & Ramey, 2004). Internationally scholars have studied the

concept of school readiness very widely from different perspectives and theoretical frameworks (Alimat & Mohammed, 2013; Candland, & Odden 2015; Dockett, Perry, 2002; Munnik, & Smith, 2019; Duncan, Morris, & Rodrigues, 2011; Son, & Peterson, 2017; Milligan & Stabile, 2008)

Locally, scholars in the area of child development and education have been studying ECCE and school readiness with different objectives and factors. Some of the studies look in to the historical background of ECCE and child education, the current practice of early childhood care and education, the future directions in Ethiopia. Further the studies try to pinpoint the challenges ECCE and school readiness face in the past and today (Fantahun, 2016; Melese and kifle, 2017; Tsegaye, 2014; Belay and Belay, 2016). Another research conducted by Gashu, Stoecker, Bougma, Adish, Haki, & Marquis, (2015) study the child health aspect by looking in to the association between Stunting, selenium deficiency and anemia with cognitive performance in preschool children from rural Ethiopia. Not only that, Deyessa, Webb, Duku, Garland, Fish, Janus, & Desta, (2020) also conduct a study about developmentally and culturally sensitive preschool intervention to improve school readiness of children in Addis Ababa, Ethiopia.

However, the number of studies conducted in the area is very limited comparing with the wideness and depth of the concept. As an important concept as school readiness, it should be studied deeply and in multi ways especially in Ethiopia as it is a new and very critical. As to the researcher's observation through different discussions, the readiness of children for school have been evaluated from different input and process dimension. By looking at the curriculum, teacher's profession, physical environment, indoor and outdoor space, teacher-child ratio and other components, people tried to judge the readiness of the child. Even though it is very right and important to see the components, it is also very important to see the child's school readiness

directly by examining the child using appropriate questions since children are capable of learning from anything and everything. Due to that believe, this study was intended to assess the competence level of children's school readiness and associated factors related to the obtained school readiness test scores. The current study was intended to look at the common associated factors that are expected to affect children's readiness for school and see if the findings of previous studies line up with the results of the current study.

### **1.3 Research question**

1. What is the level of children's school readiness who are attending pre-school in government and private pre-schools?
2. Is there statistically significant difference in school readiness as a function of school type (government and private)?
3. Is there statistically significant difference in school readiness as a function of gender?
4. Is there statistically significant difference in school readiness as a function of parental characteristics such as living situation, parental education level and household income?

### **1.4 Objective of the study**

#### 1.4.1 General objective of the study

The general objective of the study is to examine the school readiness of children in private and government schools in Gulele sub-city, Addis Ababa.

### 1.4.2 Specific objectives

The specific objectives of the study are to see

1. The level of children's school readiness who are attending pre-school in government and private pre-schools.
2. If there is statistically significant difference in school readiness as a function of school type (government and private).
3. If there is statistically significant difference in school readiness as a function of gender.
4. If there is statistically significant difference in school readiness as a function of parental characteristics such as living situation, parental education level and household income.

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

Data on children education and child school readiness in Ethiopia are inadequate for everyone. Therefore, it provides relevant input information to further research in the topic or to fill the limitation of the study. Besides, this study will be helpful to extend understanding of the concept by thoroughly investigating the associated factors in children's school readiness. It will also be useful for school teachers and principals to be aware of the level of children in their readiness for school and fill the observed gap to achieve better. Finally, it is believed to serve as a foundation for further similar studies to throw light on the issue and draw the attention of different stakeholders in the country including policy makers, program developers, project managers and so on.

## **1.6 Delimitation of the study**

The study focus area was to examine the readiness of children for formal schooling by doing direct assessment using internationally accepted and nationally endorsed (contextualized) measuring tool and see the association with factors related with parents and situations of children. So conceptually the study limited itself in examining the school readiness of children by obtaining answers from only children using the tool and information from families. Geographically, the study is limited to Addis Ababa city specifically in Gulele sub city and few selected Woredas in the sub city. The study will assess both private and government pre-schools.

## **1.7 Operational definition of terms**

**School readiness:** School readiness is a process of increasing children's attainment of a certain set of psychosocial, behavioral and cognitive skills needed to learn and function successfully in school that helps and goes beyond only school purpose.

**Living situation:** in this research living situation stands for with whom the child lives.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Meaning of school readiness**

School readiness is conceptualized in different ways according to stakeholders' understandings and theories. Teachers define school readiness according to conduct and the ability to follow instructions and rules, whereas guardians define it according to academic skills (La Paro & Pianta 2000). Guardians and instructors have a direct or indirect notion of readiness based on what the child is capable of (technically based), along with his or her physical, academic, social, and emotional capacities (Alimat & Mohammed, 2013). There is a wide range of views and ideas, beliefs and understandings about the skills needed to be prepared for school as well as how these develop (Dockett, Perry, 2002; Munnik, & Smith, 2019).

Due to its cultural diversity, besides variety, Belay and Belay (2015) also note that the concept lacks a universally agreed upon definition due to its complexity. The study conducted by Belay & Belay (2015), list out definitions of school readiness from different works of literature saying, school readiness is a means of stimulating growth and development, this matches the child to school, getting them adjusted or preventing them from dropping out, an important factor for boosting children's intellectual and emotional development, supports children's belief in their abilities to succeed in school, and leads to improved academic achievement, and is an important factor for creating a school experience that is enjoyable and successful for children (Belay and Belay, 2015).

According to more recent definitions, school readiness involves something that goes beyond purely academic achievement for children: it includes enhancing their abilities to acquire and apply psychosocial, behavioral, and cognitive skills that are critical for school success (Pagani, Fitzpatrick, Archambault & Janosz, 2010; Duncan, Dowsett, Claessens, Magnuson, Huston, lebanov, & Sexton, 2007). In Gaynor's (2015) view, holistic development is crucial for the preparation of children to enter school and for their ability to make full use of various educational settings. As a result of the strong link between holistic child development and school readiness, it has become increasingly important to implement integrated, multi-sectoral ECD programs encompassing health, education, and protection of all children (Gaynor, 2015). School readiness is defined in a more holistic manner that includes four areas that are related to school performance and development: physical well-being and motor development; social and emotional development; language development; and cognition and general knowledge (Marcon, 2012).

### 2.1.1 Physical well-being and motor development

Children experience biological changes as they get older as a result of their physical development. It is important to recognize that physical and brain development as well as motor skills and reflexes are important factors affecting physical development during the first years of life. (Zgourides, 2000). The first two years of development are the most rapid when it comes to physical growth according to Lokuketagoda, Thalagala, Fonseka, & Tran, 2016; Zgourides, 2000. Early childhood is a time when individual differences in body size become more obvious than in infancy and toddlerhood. Early childhood is still a time of many remarkable physical

changes, despite slower growth in comparison to infancy (Zgourides, 2000). The body proportions of children change during this development phase and they begin to appear more like adults. As the arms and legs stretch, the head and the trunk are balanced out. They also lose the "baby fat" as their bodies become straighter, sleeker, and stronger with muscles needed for work and play (Lokuketagoda, Thalagala, Fonseka, & Tran, 2016). According to Lokuketagoda, Thalagala, Fonseka, & Tran, (2016), young children can be expected to get between 2 and 3 inches taller each year. Running, jumping, and hopping abilities develop as these children grow. Throwing and catching games with larger balls are suitable for children of this age. Those 3 to 4 years old are capable of climbing stairs if they bring both feet together before attempting the next step (Zgourides, 2000). In the event they become unsteady, young children may still require "back-up" assistance to allowed can prevent falls. Children of this age often struggle with going back down the stairs; instead of turning around, they end up going backwards. As the leg muscles of 3 and 4-year-olds grow stronger, they can jump and hop higher. A 4 to a 5-year-old child can ascend and descend the stairs independently (i.e., a step at a time), just like an adult. They continue to increase their speed as they smooth out there running. In addition to skipping, children at this age can throw their footballs with some spin. The skills learned during early childhood continue to be refined between ages 5 and 6. Moreover, they now run even faster, and they can start using training wheels on their bicycles for extra stability (Zgourides, 2000).

## 2.1.2 Social and Emotional development

### 2.1.2.1 Social development

Even in the early periods, the social understanding was particularly valuable due to the social nature of individuals and human life (Wellman and Lagattuta 2000). Taumoepeau and Ruffman (2008) found that children's social understanding is directly linked to the number of times they

experience adult communication about others' feelings. With the passing of toddlerhood, young children begin to exhibit more social maturity in their interactions with others. It is the primary caregiver's job to bond and link a baby's social needs and developmental tasks. Children, on the other hand, are starting to branch out and build new social relationships. Play becomes more cooperative in young children in the preoperational stage. The same activity is carried out by young children in small groups during cooperative play. Playing pretend or using symbols are often the earliest forms of cooperative play (Taumoepeau & Ruffman, 2008). The stage during which social skills, such as taking turns in a group or following simple group rules and norms, are being trained occurs quite frequently. "Friendship" is still a very concrete, basic relationship for children in the preoperative stage when they meet their friends in the park or at daycare. As children reach this stage of social development, friendship usually means playing together and sharing toys. Compared to those who are older, adolescents, and adults, younger children and teenagers do not develop the same level of empathy and support. Early childhood is also the period during which young children develop socially within the family. Young children are usually given the opportunity to interact with a variety of people in a variety of roles in the family. (Wellman and Lagattuta 2000). Also, many families are blended, where the children live with both parents but in different locations, perhaps with step-parents and half- and step-siblings. Young children often spend time with grandparents, aunts, uncles, cousins, etc., and live with them or spend time with their extended families. Another group of children grows up in small groups, often living with one parent and perhaps one or more siblings (Wellman & Lagattuta 2000). The number of families at home and the time of interaction set a solid foundation for the social development of a child (Taumoepeau & Ruffman, 2008).

### 2.1.2.2 Emotional development

Language learning opens new ways of expressing emotions and coping with them, allowing children to negotiate acceptable outcomes to emotionally charged situations in more effective ways (Campos, Frankel, & Camras 2004) and helping children to negotiate acceptable outcomes to emotionally charged situations in more effective ways. The regulation of emotion is influenced by culture and the historical period in which an individual grew up: the cultural variation in regulation is significant (Mesquita & Frijda 1992). Providing verbal and emotional support to children in managing their emotions is one of the ways adults serve as positive role models of emotion regulation. The ability to respond to infants' signals contributes to the development of emotion regulation. Throughout primary school, children become increasingly adept at identifying emotions (Selman, 1981) and interpreting them within specific social circumstances. Their social environment is thus able to receive and express emotions competently. As children develop their emotional understanding and skills, including recognition and appraisal, they are able to adapt successfully to the complex academic and social school environment and to cultivate confident and pro-social behaviors. Students who are unable to discern between emotions or interpret how specific contexts impact others' emotions may find the classroom a confusing and disorienting place (Raver, Garner, & Smith-Donald, 2007), and Children may exhibit externalizing behaviors due to this, resulting in disruption to classroom learning. In their review of studies aimed at examining the impact of emotional understanding on social behavior, Esturgó-Deu and Sala-Roca (2010) note that there are surprisingly few studies. Researchers have found that the inability to regulate emotions, as a result of a lack of emotional abilities, increases externalizing behavior. The existence of inhibition control may contribute to

self-regulation, and social behavior may be affected (Homack & Riccio, 2004). As compared with the younger children, the older children are increasingly capable of understanding.

### 2.1.3 Language development

The first thing babies want to do is communicate with others before they can express themselves verbally. Bruce, Meggitt, and Grenier (2010) report that this also includes body language (facial expressions, eye contact, pointing, touching, and reaching toward objects), listening to others when they talk, making sounds to attract attention, and coping with other people's sounds. Developing these skills involves expressing needs and feelings, interacting with others, and establishing identity. According to Bruce, Meggitt, and Grenier (2010), in the first year of a child's life, he or she communicates before learning the language. As children approach three years old, they begin using language in a variety of ways. They're not only trying to get what they want by asking, but they're also talking about past experiences and even beginning to use it to pretend. As noted in Otto, (2014), by preschool (4 ½) they're beginning to understand and use the rules of language to express possession of something, connect thoughts and quantify. Their language is becoming more like that of adults. In elementary school, children continue to expand their use of oral language and are also learning to read and write. As children progress through middle school and high school, they continue to expand their vocabulary, refine their grammatical skills and write in more complexities as well as continue to develop reading comprehension skills (Otto, 2014).

### 2.1.4 Cognition and general knowledge

Understanding cognitive processes involves understanding how humans receive, deal with, and process information. Among the cognitive processes that have been studied in children with and without disabilities are attention, memory, executive function, convergent thinking, and

divergent thinking. For both in-class and out-of-class learning, these processes are important. It was indeed intended that these standards would help students develop critical-thinking, problem-solving, and analytical skills essential for achieving higher education and employment (Schwartz, & Fischer, 2004). Nicolosi, Harryman, & Kresheck (2000) describe how cognitive development refers to one's capacity to perceive, remember, imagine, conceptualize, judge, and reason. It is the intellectual reflection of an individual's biological adaptation to their environment. Cognitive functioning also includes comprehending the information and deriving information, organizing knowledge, and using it (Owens & Sweller, (2008). In turn, this knowledge can then be applied to the solution of problems and to new situations. A large amount of brain development occurs during infancy. An explosion of synaptogenesis (a process that forms connections between neurons rapidly) is vital for memory formation, learning, and adaptation early on in life. It's a given that a newborn's brain contains over a million neurons and circuits. The overproduced brain cells rapidly connect (synapse) with each other before birth and for the first year of the life of a baby. A child's network of synaptic connections eventually determines how he or she learns, communicates, and behaves. The number of neurons and synapses in a child's brain decreases as he or she grows.

Around two to three years old, synapses reach their peak number. However, shortly after this period of synaptic growth, the brain begins to remove no longer needed synapses. Depending on how the brain forms a synapse, it can either become stronger or weaker. The frequency of use of a synaptic terminal affects this. The process complies with the "use it or lose it" principle: active synapses are strengthened, and inactive synapses are weakened, and finally pruned (Aamodt & Wang 2011). This period is referred to as synaptic pruning when the unnecessary synapses are

removed. Genes play a significant role in early synaptic pruning. In the end, it comes down to our experiences. Therefore, whether a synapse is pruned or not depends on the experiences a developing child has with the world around them. Synapses grow and become permanent as a result of constant stimulation. If a child does not receive enough stimulation, his or her brain will keep fewer connections. Recent research has revealed that the brain is a more "plastic" and moldable organ than previously thought. As we age and learn more complex information, our bodies prune new synaptic connections to maintain more efficient brain function (Schwartz, & Fischer, 2004).

## **2.2 Theoretical framework**

The study was located within an ecological framework. The ecological framework conceptualizes school readiness as a multi-dimensional construct incorporating interactions between systems, people, environment, situations and their relationships (Wesley & Buysse 2003). Based on the experience and environment they are exposed to, children develop and learn skills and characteristics. The children's skill and ability are collected from the experience and the relationship they have with their surroundings. In this study, school readiness is dependent on factors that are directly or indirectly related to children and their experience in the process of development.

## **2.3 Dimensions of school readiness**

There are three major components to the concept of school readiness worldwide. Children, schools and communities all have to be ready, according to Pamela (2008). Several scholars have explained in detail the meaning of this concept as well as the benefits associated with it. The three dimensions of school readiness must be integrated and work together since school readiness requires individual, family, and system interaction (UNICEF, 2012). It's important to

consider all three dimensions of school readiness to smooth out the transition time for both parents, children, and schools. During the transition from home to school, they assist each other in establishing competencies.

### 2.3.1 Children's readiness for school

As part of children's school readiness, a range of skills are developed that make a child ready to learn when they start school while simultaneously stimulating holistic growth (Ahmad & Hamm, 2013). As a function of contextual influences and connections between individuals and social systemic factors, such as the child's home, education, and community, the child's readiness for school and life can be conceptualized (Dockett & Perry 2002). Learning and development are likely to focus on children who are well prepared for school. A growing body of research on school readiness stresses the need to understand not just the domains themselves but how they interconnect. Evidence suggests the importance of taking into account longer-term perspectives regarding readiness, as these skills have a time-sensitive relationship with a child's future school achievement. During school readiness, a child should have basic minimum skills and knowledge across a variety of domains that will prepare them for success in school, based on UNICEF's (2012) school readiness framework. Choosing minimum standards helps children prepare for a positive transition into a primary school learning environment by providing them with the necessary knowledge and skills. A range of fundamental skills and abilities determines success in school, including literacy, numeracy, following directions, cooperating with others, and engaging in learning activities (UNICEF, 2012).

### 2.3.2 School's readiness to teach and support children

The readiness of the school is a measure of its ability to meet the needs of young children, regardless of their cognitive abilities. Educating all children who have a wide range of developmental abilities and skills should be a school system priority. Having schools that are fully prepared for school readiness will allow children to learn and develop more effectively (UNICEF, 2012). To determine a school's readiness, look at all aspects of its environment that support a smooth transition for children (and their families) into primary school and that advance learning for all students (Pianta and Kraft-Sayre, 2003). UNESCO (2014) notes that there are differences and similarities in the experiences of education before primary school. As far as educational philosophy, teaching style, and school structure are concerned, early childhood care and education programs are quite different from those in primary schools. It is a defining characteristic of ready schools (Lombardi 1992) to create continuity and maintain learning expectations for children across both early childhood and primary school environments. It will be more difficult for children to make the transition from an early childhood education environment into a primary school environment, the greater the gap between the two. In addition to providing high-quality instruction, a safe, secure and inclusive learning environment is one of the characteristics of ready schools for children. Affiliation promote a social learning environment, where teachers and children interact in a supportive way, social, ethical, emotional, intellectual, and physical capabilities must be developed (UNICEF, 2012). Cultures may differ in their relationships with teachers and children, but there is widespread agreement that responsive, respectful, and reflective teaching is always paramount to improving learning outcomes. A child-friendly school's final characteristic is that it is child-centered and emphasizes characteristics that are most beneficial for a child's holistic development and comprehensive education. As part of

the concept of child-friendly schools, all students are entitled to an education, thereby ensuring that practices in schools are fair, transparent, and nondiscriminatory so the most marginalized children are reached (UNICEF, 2012).

### 2.3.3 Family and community readiness to support children and the school

In order for children to be ready and develop holistically, families and communities must be ready. Prenatal care, optimal nutrition, daily physical activity, helping the child to arrive at school with healthy minds and bodies, and supporting parents to be effective educators are some of the ways in which parents and families can support their children to be effective in school (Pamela, 2008). Families and the closest environment to a child's family provide support for the early learning and development of children (UNICEF, 2012; Emig, 2000). Before entering school, the family is one of the most important contexts for development. Family, as an institution, has been broadly viewed as a unit consisting of a group of co-residing individuals. School readiness is understood to include family members who live with the young children, including biological and non-biological caregivers, siblings, and extended family members. Research has focused on parenting practices, attitudes, and knowledge in understanding how families are prepared for school. Supportive parenting and a stimulating home environment are among the strongest predictors of school performance during primary school and beyond (Rogoff 2003; Werner and Smith 2001). School readiness literature typically focuses on the years leading up to a child's entry into primary school. However, parents prepare their children for school from the moment they are born. The home has a significant bearing on the learning, development, and well-being of young children, so poor families' inability to modify poverty may hinder school readiness. Children may not receive the stimulation they need or learn the

social skills that prepare them for school (Hart and Risely 1995). Problems may appear when consistent daily routines, supervision and care for siblings are absent.

There may also be a lack of support from the parents. Alexander, Entwisle and Bedinger (1994) indicate that the goals parents set for their children's education as well as their attitudes, beliefs, and commitment to education play a significant role in their school success. Family relationships provide children with the support and guidance they need to develop socially and emotionally in order to be successful at school.

## **2.4 Benefit of early learning and school readiness**

According to UNICEF's Multiple Indicator Cluster Surveys, the most vulnerable children are those living in the poorest households (UNICEF, 2012). The chances of these children participating in early childhood education programs are up to 10 times lower. At the individual and global levels, achieving such equity is essential. The evidence from multiple perspectives (developmental, economic, and social constructivist) is consistent with the view that school readiness is a determinant of educational achievement; children's growth and development; school completion, including primary school; and a hallmark of adult success. From the perspective of school readiness and education research at a global level, another claim can be made regarding its importance in sustaining and promoting the social and economic development of a country.

In its 2012 school readiness framework, UNICEF lists two categories of the benefits of school readiness. In the first, intrinsic benefits, the recipients are directly benefited, such as children, families and schools. In the second, instrumental benefits, they contribute to the broader development goals of social equity and economic development. Children's preparation for

school has been the primary focus of school readiness, rather than schools or families getting ready. Research indicates that school readiness is associated with learning, school completion, later skills acquisition, and the acquisition of academic and non-academic competencies (UNICEF, 2012; Boivin et al., 2014). It has been reported that ‘ready to learn’ children are more likely to become successful learners, to stay in school, and to achieve academic success (Boivin, & Bierman, 2014). School readiness refers to how the process of learning involves acquiring skills in a sequential manner. The key to achieving academic success is acquiring skills and mastering others.

## **2.5 Factors affecting school readiness**

The child's environment, family background, and school readiness are all factors that play into the child's achievement and ability as they relate to child development and school readiness. Age of the child, age of parents, sex of the child, monthly income, education background, living space, number of siblings at home, marital status of parents, and poverty level are the most common characteristic of family and the child environment that has direct and indirect effect to the development level and school performance of the child. Studies indicate that children's gender, monthly household income and parent education level affect the child's performance (Isaacs, 2012; Duncan, Morris & Rodrigues 2011; Kuhl & Hannover, 2012; Son & Peterson, 2017).

Several benefits of school readiness are outlined at various developmental points: at the time children enter primary school, typically around the age of 8 or Grade 3, during adolescence or high school, and while in adulthood (UNICEF, 2012). As a result of school readiness programs, dropout rates have been reduced and academic achievement has been improved. There has been

a reduction in primary school drop-out rates in several developing countries following school readiness interventions. Accordingly, this study showed that beyond factors that are known to correlate with academic achievement, mathematics, reading, and attention are also significant indicators. Particularly, school readiness programs have a great impact on primary school equity. ECD programs and school readiness programs have consistently shown the most dramatic results for disadvantaged students. School readiness was demonstrated by improving economic performance and education among at-risk populations through the pre-primary intervention. In addition to countering poverty's worst effects, providing children with a healthy start may also prevent the transmission of poverty from generation to generation (UNICEF, 2012).

There has been a correlation between investments in school readiness and the internal efficiency of primary schools (Boivin, & Bierman, 2014). The fact that preschool-age children are more likely to succeed in school and have less chance of repeating grades, dropping out, and requiring special education results in significant savings for education budgets. A recent study connected investment in school readiness with less resource waste at the elementary level. School readiness returns on investments in human capital have been quite substantial in developing countries with regard to earning profiles, productivity, and participation in active citizenship. As a result of school readiness, we gain better health outcomes, poverty reduction, and higher growth, as well as promote the universal right to education of all individuals. The benefits of those measures can only be valued partially economically, which brings up the possibility of even greater social returns on investment. A child's readiness for school lays the foundation for success in school. In consequence, school readiness has been deemed significant both as an intrinsic benefit in ensuring success in primary and secondary education as well as in improving productivity in

later life. Additionally, the creation of human capital through a strong foundation can have social benefits (UNICEF, 2012; Bouvin, & Bierman, 2014).

## **2.6 School readiness in Ethiopia**

### **2.6.1 History of school readiness in Ethiopia**

According to Belay and Belay (2017); Belay (2018); Belay and Belay (2018), the history of ECCE in Ethiopia has a long history. According to the above studies, Ethiopia started early education in the 4<sup>th</sup>c with the introduction of Christianity. Within the 4th century, the introduction of Christianity gave rise to the opening of priest schools that were designed for teaching young children how to read and write. As this was the practice, modern preschools were introduced much later, first to foreign nationals in 1898, then for public service with pilot projects travel by foreign nationals in several urban Community Centers in 1963, which led to the introduction of modern preschools from a replacement and foreign perspective (Belay and Belay, 2017; Belay, 2018; Belay and Belay, 2016) Dire Dawa, Ethiopia founded the first modern preschool (kindergarten) according to Demeke, (2003). The school was built for the children of French consultants who were involved in the construction of the first railroad in Ethiopia (Demeke, 2003) eight years prior to the first public school. Several other private pre-schools with foreign affiliation the ns were added gradually, such as the English School, German School, and Lycee Gebre Mariam, for the children of well-to-do parents in Addis Ababa. As a general public service, modern preschool only emerged in August 1963, when pilot programs were implemented in RasDestaSefer (Addis Ababa), DebreZeit, DebreBerhan, Awassa and Asmara under the then Ministry of National Community (Belay and Belay, 2016). Urban areas are more likely to offer ECCE services in Ethiopia. There are fewer opportunities available to kids living in rural areas to attend an early childhood education program because of this barrier. Wealthier children attend private preschools in urban areas, where pre-primary education is most

readily available. Ethiopia, for example, has over 80% of ECCE programs that are private. Household poverty will prevent children from participating in pre-primary education according to Tsegai, (2015). Many rural areas face a teacher shortage due to difficulties recruiting and retaining qualified educators. The reasons for this are as follows: Inability to pay for private schools; limited public preschool with government ownership; lack of government support for participation by the poor or vulnerable; inadequate early childhood facilities; overcrowding in existing ones; and limited human rights for those living in rural communities. (Tsegai, 2015; Belay & Belay, 2016).

### 2.6.2 School readiness program modalities in Ethiopia

In Ethiopia, pre-primary education services (school readiness programs) are delivered through three key modalities (Education Statistics Annual Abstract report, 2016/17; Fantahun, 2016; Belay and Belay, 2016). Kindergarten, child to child initiatives and O-Class are the three ways of delivering the service for children in Ethiopia.

#### 2.6.2.1 Kindergarten

As stated in the Education Statistics Annual Abstract report, (2016/17) Kindergartens are predominantly operated by non-governmental organizations (NGOs), communities, private institutions, and faith-based organizations.

*..... Kindergarten is a program for 4 to 6 year olds. Kindergarten is mainly a threeyear program at nursery, lower kindergarten and upper kindergarten at ages 3-4, 4-5 and 5-6 years. This program has its own curriculum, trained teachers, administrative staff, and school compounds. Most of the kindergarten schools are operated by nongovernmental organizations such as communities, private institutions, and religious organizations. Kindergarten is an urban phenomenon.*

*(Fantahun, 2016 .P. 46).*

### 2.6.2.2 Child to child

The government of Ethiopia has introduced a child-to-child program to increase the service of early learning in the country (Fantahun, 2016; Belay and Belay, 2016; Mundy, Proulx, Janigan, Geva, Fraser & Asefa, 2014). This low-cost informal education program was introduced as part of UNICEF's mid-term strategic plan (2006-2009) in order to improve children's school readiness. The Child to child (CtC) is based on a successful rights-based model developed by the Child-to-Child Trust(UK)in 1987and employs a child-centered, active learning approach that engages older children on health and education issues and who then disseminate their learning to other children, their families, and their wider communities through participatory activities (Mundy, Proulx, Janigan, Geva, Fraser & Asefa, 2014). In this program, older children assist in conducting study sessions, ask questions, and encourage learning from each other (Mundy, Proulx, Janigan, Geva, Fraser & Asefa, 2014; Fantahun, 2016; Belay & Belay, 2016).

The overall aim of CtC initiative, as the evaluation of the Child-to-Child School Readiness Program (2014), is in order to support young children's transition into primary school by enhancing children's academic and social-emotional skills, ensuring on-time enrollment, engaging older children and families as partners in children's development, and enhancing primary schools' capacity to effectively engage young children (Mundy, Proulx, Janigan, Geva, Fraser, & Asefa, 2014).

### 2.6.2.3 O-Class

The Ethiopian government's most widespread response is O-Class, according to the Education Statistics Annual Abstract report, (2016/17). Before formal education begins, children aged 6 years attend the O-Class program for a year and a half, or nine months, attached to government

primary schools (Education Statistics Annual Abstract report, 2016/17; Fantahun, 2016; Belay & Belay, 2016; Woodhead, Rossiter, Dawes, & Pankhurst, 2017). O-class (Preschool classes) attached to primary schools have emerged as the most widely available and highest priority for governments, mainly because they are relatively inexpensive to provide within an established school site and they are easy to manage within existing federal and regional government structures (Woodhead, Rossiter, Dawes, & Pankhurst, 2017). O-Classes enrolled almost three times more children than ECCE was available through kindergarten centers the year before. As to Woodhead, Rossiter, Dawes, & Pankhurst, (2017), the growth in O-Class has also shifted access in ways that strengthen equity, given the rural location of the majority of O-Classes. Enrolment continued to grow through 2014/15 with O-Class serving 1.9 million young children – two in every three that attend the pre-primary stage according to official statistics. The successes since 2010 – at least in terms of enrolment figures – have encouraged greater ambition for early education in Ethiopia.

## **2.7 Challenges of school readiness in Ethiopia**

School Readiness is the foundation for future development. By this time, the child will have a smooth transition and will be well prepared to begin primary school. By preparing children for school, they are on the right track for a long-term academic career. Additionally, preparing for school can increase your chances of living a productive, purposeful, and healthy life. Aside from the major determinants of school readiness like family background variables, interventions given to children and teachers, early childhood education experiences, curriculum content, and teacher experience are also important factors (C.D. B., 2016). Early childhood care and school readiness programs have faced many challenges in Ethiopia. Many researches and reports in the area of School readiness programs and early childhood care has been stated many problems the sector

encountered. Fantahun, 2016; Belay & Belay, 2016; Education Statistics Annual Abstract report, (2016/17), Awopegba, (2010) have mentioned the following as the challenges of ECCE and school readiness in Ethiopia.

- Human resources are undertrained. Preschool teachers are often untrained or have very little training.
- There are pre-schools in unsafe locations or facilities that are not suitable for the development and health of young children so they cannot provide pre-school education.
- Due to the fact that many of them operate in structures not meant for these purposes, these centers could be environmentally inadequate.
- In some pre-schools, there are few books and toys for children and no relevant educational materials.
- Pre-school education has no uniform curriculum. Private preschools do not follow the Ministry of Education's curriculum, whereas kebeles and public owned preschools do. Preschools differ greatly in this respect.
- There is a lack of uniformity in the language of instruction in pre-schools. In some pre-schools, the development of foreign spoken languages is regarded as an important outcome of preschool education.
- In the private pre-school industry, there is an unhealthy competitive environment where the focus is on maximizing profits rather than providing quality care and education for kids.
- Parental and school proprietor misconceptions about the importance of early childhood education.

- Play allows children to learn about themselves and their surroundings, yet most parents have no or limited knowledge of this fact. Therefore, many privately owned pre-schools emphasize the chalk and talk method of learning.
- Governing bodies failed to allocate an appropriate budget for preschool education.
- Ethiopian children do not have access to early childhood care and education programs because the majority live in rural areas outside of towns and cities where they cannot receive such care; limited or no parental involvement in the program.
- The assessment process is unclear and there are no clear guidelines for the link between preschool and primary education.

The above listed challenges can be considered as associated factors for children to be ready for formal schooling and school achievement. The fact that these challenges are found in both private and government schools puts both school type children at risk of getting ready to school.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This section deals with research design and methodology. It consists of research design, study site, sources of data, samples and sampling technique, data collection instrument, data collection procedures, data analysis methods and ethical issues.

#### **3.1 Research design**

For the purpose of the present study, survey research design was employed. Since the major purpose of the study is to examine school readiness of children and investigate the variables associated with the school readiness, the design was selected.

#### **3.2 Study site**

The study was conducted in preschools of Addis Ababa city administration particularly in Gulele sub city. Gulele is one of the 10 sub-cities in Addis Ababa city administration structure. Gulele sub-city further divided into 10 Woredas and the study was conducted in the three (33%) chosen woredas of gulele sub-city.

#### **3.3 Source of data**

The primary sources of data were children. From all pre-school students, KG three students are nearly ready for formal schooling in comparison with KG1&2. Having this in mind, the target population for the study were KG 3 students in private and government schools. The secondary sources collected from the report, related books, journals, research papers and web-sites.

#### **3.4 Sample size and sampling technique**

Gulele sub-city is selected to conduct the study among the ten sub-cities of Addis Ababa. To avoid the problems of randomly sampling from a population that is larger than the researcher's resources can handle, a multi stage cluster sampling technique was applied to determine the number of

participants. Three Weredas (33% of 10 weredas in the sub-city) were selected from the ten weredas Gulele sub-city has. From each, one government and one private pre-school were selected to conduct the study. A total of 3 government and 3 private pre-schools were chosen for the study. From each pre-schools, KG 3 students were taken as participants.

Coming to the number of participants in each school, from each KG 3 section of a given school, the researcher only used one section. With the calculation done, a total of 179 students were selected to participate in the study.

Table 3.1 Number of samples

School type	Schools	No of student taken (one section)	Missing	Valid
Government	School no 1	33	7	26
	School no 2	25	4	21
	School no 3	34	6	28
Private	School no 4	26	4	22
	School no 5	27	2	25
	School no 6	34	9	25
Total		179	32	147

### 3.5 Instrument

A standardized tool developed by Save the Children titled international development and early learning assessment (IDELA) used to conduct the current study. IDELA is a direct child assessment tool to examine children's development and early learning aged from 3 and a half to 6 and a half. The tool is consists 4 major developmental categories (social and emotional

development, emergent numeracy, emergent literacy and language and gross and fine motor development).

### 3.5.1 Domains of instrument

#### **A) Social and emotional development**

The social and emotional development domain has a total of 17 questions with a maximum highest score of 26. The questions cover concepts of self-awareness, emotional regulation, conflict resolution, perspective taking or empathy and concept of companionship or friendship.

#### **B) Emergent numeracy**

With a total number of 34 questions 42 is the highest possible result of the domain score to be given for the child who answers all questions correctly. The questions in the domain include puzzle, sorting, number identification, shape identification and easy addition and subtraction questions.

#### **C) Emergent literacy and language**

This domain has the highest number of questions and possible highest score from all the domains. The domain has a total of 34 questions with a possible high score of 55. The questions have incorporated questions such as identifying letters, listening skill questions, basic writing skills, word initials and print awareness and other early literacy and language questions.

#### **D) Gross and fine motor development**

The last but not the least domain is the gross and fine motor development domain that focuses on doing and acting activities rather than answering a given question. The domain has a total of 12

questions with a possible high score of 22. It incorporates questions that can evaluate both gross and fine motor questions.

#### E) Total school readiness

The total readiness of children for school will be calculated by adding all the above domains to one. With that method the total school readiness score will have a possible maximum number of 149 with 86 total questions. The total school readiness score was considered as the main independent variable for the study.

The Amharic version of the IDELA tool was found from the save the children database and used for this particular study. The data obtained from save the children on the tool ensured that the tool has been piloted, adapted and used, across 11 low income countries Ethiopia being one among them. *Note: The attention and concentration part from the questionnaire is excluded and it is not included in the analysis part because of the scope of the study couldn't entertain it.*

#### 3.5.2 Reliability of the tool

Internal consistency reliability analysis has been done. According to the test for the overall tool, the result reveals strongly reliable ( $\alpha=.90$ ). Cronbach's Alpha test has also been conducted for the domains. The test results show that all of the domains are reliable (social and emotional development  $\alpha= .75$ , Emergent Numeracy  $\alpha= .79$ , Emergent Literacy and Language  $\alpha=.77$  and Gross and fine motor development  $\alpha= .84$ ).

#### 3.5.3 Cut off point determination

The instrument used (IDELA) for this study is mostly used for comparative studies, quazi-experimental, experimental and time interval changes because of its lack of cut off point to determine school readiness. For the current study the researcher applied expert subjective judgment to categories children's score in levels competency referring similar prior study

entitled Evaluation of Impacts of the Implementation of Tsehai Classroom Library and Read at Home Programs (Belay & Belay, 2019). According to the calculated cut offs, three levels of performances were identified: proficient, intermediate or basic, and below basic or low levels of performances.

Highly proficient = scored above 90%

Basic or intermediate = scored between 90-75%

Low levels= scored below 75% in all domains of school readiness test.

Table 3.2 Descriptive and cutoff score determination

IDELA Sub domains	N	Descriptive statistics				Cut offs		
		Min score	Max score	Mean	SD	Possible score range	Min for proficient level	Max for low level
<b>Social and emotional development</b>	147	15	24	20.06	1.80	0-26	24.7	19.5
<b>Emergent Numeracy</b>	147	33	42	39.27	1.75	0-42	39.9	31.5
<b>Emergent language and literacy</b>	147	43	52	48.08	1.92	0-55	42.25	41.25
<b>Gross and fine motor development</b>	147	19	26	24.11	1.96	0-26	24.7	19.5
<b>Total school readiness</b>	147	119	139	131.55	3.86	0-149	134.1	111.75

### 3.6 Study Variables

#### *Independent Variables (Demographic factors)*

- Sex of the child (Male, Female)
- Living situation of children (Both parents, single parent, with other)

- Education status of parents (Illiterate, grade1-8, grade9-12, diploma and certificate, degree and above )
- Monthly household income of the family

*Dependent Variable (domains of school readiness and total score)*

- Social and Emotional development (SED)
- Emergent Numeracy (EN)
- Emergent language and literacy (ELL)
- Gross and Fine Motor development (GFMD)
- Total school readiness score (TSR)

### **3.7 Data collection procedure**

To collect the data from participants, the researcher go through a series of processes. After obtaining the Amharic version of the tool from save the children data base and make the tool ready with all necessary materials needed for testing, an official letter from Addis Ababa university center for early childhood care and education was obtained. Following that, the researcher contacted the concerned bodies of the sample schools for getting access to the data collection. Discussion was held with the school principals as to how to get the available students. After ten days of preparation of the tool, the materials needed and the school approval, the researcher contacted the school teachers so that they can collect the data since some questions in the questionnaire needs very cloth knowledge of the children. In addition to that, the number of questions and children were very difficult to handle. With the reason stated, the researcher selected two teachers from each school and provide a brief training on how to collect the data and ask children. The training process took two weeks since it incorporate practice and given to every school individually. After a month of data collection process, a total of 147 valid data were found from both governmental and private pre-schools in Gulele sub-city.

### **3.8 Data analysis method**

To analyze the collected data through questionnaires from the children, both descriptive and inferential statistics were applied. Descriptive statistics such as percentage, frequency, mean, and SD were used. Inferential statistics such as t-test and ANOVA were also used. Percentage and frequency were used for demographic data analysis whereas mean, standard deviation (SD), independent sample t-test, ANOVA were used for comparison purpose. To assist the analysis process Statistical Package for Social Sciences (SPSS) Application programs were used.

### **3.9 Ethical consideration**

Ethical issues were considered in this study. The children were selected with school consent and the child responses kept confidential. The respondents had a right to terminate the data collection process anytime they want even in the middle of the data collection process.

## CHAPTER FOUR

### RESULTS

#### 4.1 Demographic characteristics of respondents

A total of 175 children were recruited for this study and among those 147 children responses found to be valid. With 28 missing data, 147 (84%) were considered 100% of the data for analysis purposes. Among those, 75 (51%) children were taken from government school while the rest of 72 (49%) children from private pre-schools in Gulele sub-city. The demographic variables such as sex, parental education, household income and living situation of parents are shown in table 4.1 below.

*Table 4.1 Frequency of Socio Demographic Characteristics*

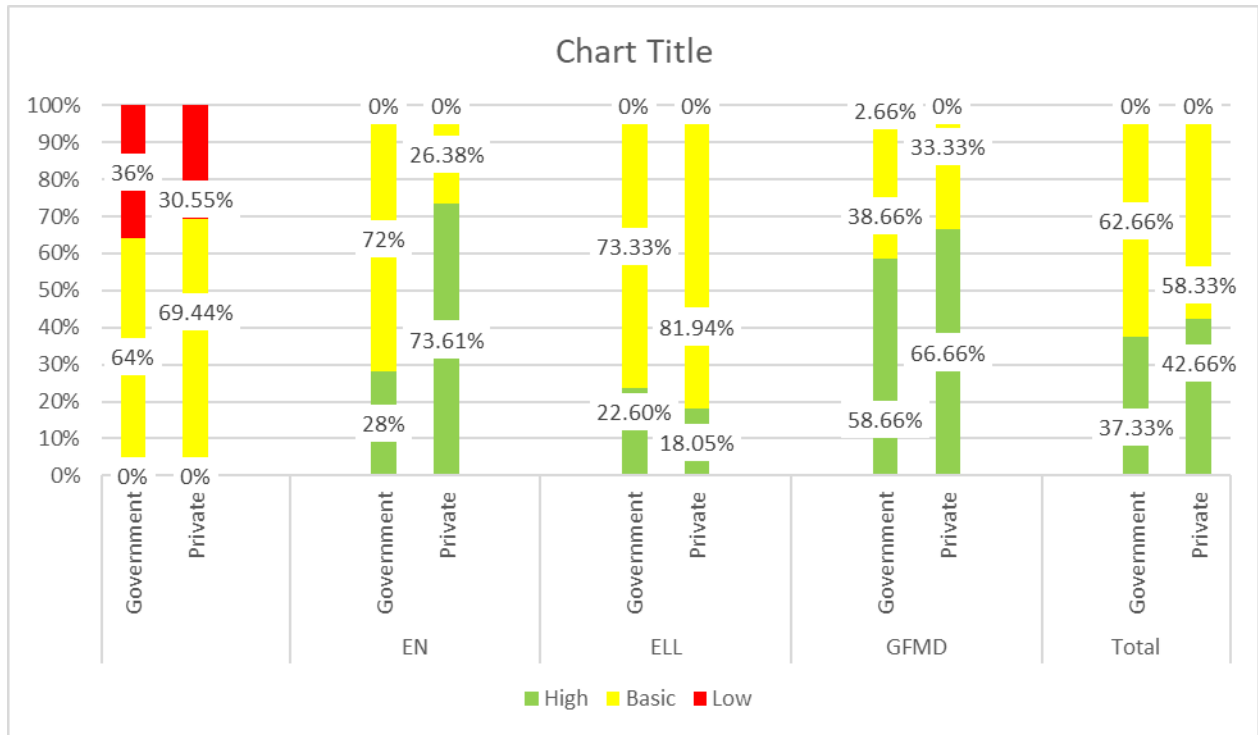
No	Classification	Frequency	Percent	Cumulative percent	
1	School Type	Government	75	51.0%	51.0%
		Private	72	49.0%	100%
2	Sex	Male	68	46.25%	46.25
		Female	79	53.75%	100%
3	Living condition	With both parents	83	56.46%	56.46%
		With single parent	51	34.69%	91.69%
		With other	13	8.84%	100%
4	Monthly income	Less than 2000	63	42.85%	42.85%
		2001-5000	12	8.16%	51.01%
		5001-8000	7	4.76%	55.77%
		Above 8001	65	44.2%	100%
5	Family Education	Illiterate	5	3.40%	3.40%
		Grade 1-8	26	17.68%	21.08%
		Grade 9-12	27	18.36%	39.44%
		Certificate and diploma	34	23.12%	62.56%
		Degree and above	55	37.41%	100%

As shown in the above table, among the participants of the study 46.25% (68) of them were males while the rest of 53.75% (79) were females. 56.46% (83) of children live with both parents while 34.69% (51) and 8.84% (8.84) live with single parents and with others respectively. The monthly income of a family was asked and found out that 42.85% (63) families have an income of less than 2000 birr per month and 8.16% (12) of families earn 2001-5000 a month. The remaining 4.76% (7) and 44.21% (65) families have an income of 5001-8000 and above 8001 respectively. The last demographic variable collected was the educational level of parents or families. It is found out that 3.40% (5) of the families are illiterate, 17.68% (26) of them were in between grade 1 and 8 while 18.36% (27) of them were in between grade 9 and 12. The rest of 23.12% (34) and 37.41% (55) were certificate (diploma) and above degree respectively.

#### **4.2 Proficiency level of children's school readiness skills**

Children's level of proficiency was evaluated using expert subjective judgments. As a result, three levels of performances were identified: proficient, intermediate or basic, and below basic or low levels of performances. Accordingly, the cutoff scores that determine the minimum score for the proficiency levels of performances are listed above (see chapter three Table 3.2).

Figure 4.1 Proficiency levels of children’s school readiness skills in Government and private pre-schools



### Social and emotional development (SED)

The results on social and emotional development are presented in this section. Social and emotional development were measured based on five components: self-awareness (6 items), friends (1 item), Emotional awareness/ regulation (4 items), Empathy (3 items) and solving conflict (2 items). Total score on social and emotional development was calculated by adding the scores on the four components listed above, with a possible range of 0 to 26.

Based on the expert subjective judgment values 64% (48) of government school children and 69.44% (50) of private school children fall under the category of basic proficiency level scoring 24.6 to 19.6 out of 26 possible total score. 36% of government and 30.55 % of private school

children score under 19.5 and fall under low proficiency level on social and emotional development domain while no child score above 24.6 to be in the high competence level.

### **Emergent Numeracy (EN)**

The emergent numeracy section has possible score range of 0-42 with seven components: compression by size and length (4 items), sorting and classification (2 items), shape identification (5 items), number identification (20 items), one to one correspondence (3 items), addition and subtraction (3 items) and puzzle completion (1 item). The total number of the questions in the emergent numeracy section is 34 question.

Among the sampled children from both government and private schools, 28% of government and 73% of private school children scored above 39.9 (high proficiency level) while the rest of 57% and 26.38% of children fall under the category of basic proficiency level scoring between 39.9 and 31.5. There was no child under the low proficiency category scored less than 31.5 in both school types.

### **Emergent literacy and language (ELL)**

The emergent literacy domain measured based on six components: Expressive vocabulary (2 items), print awareness (3 items), letter identification (20 items), first letter sound (3 items), emergent writing (1 item) and oral compression (5 items).

In this domain, majority of both government and private pre-school children fall under intermediate or basic categories with 73.33% of government and 81.94% of private pre-school children scoring between 49.5 and 41.25. The score further indicated that 26.6% of government and 18.05% of private school children fall under the high proficiency level scoring above 49.5

while no child scored below 41.25 to be under low proficiency level in Emergent literacy and language domain.

### **Gross and fine motor development (GFMD)**

The results gross and fine motor development is presented in this section. It is measured based on three components: coping shape (1 item), drawing a person (8 items), folding paper (1 item) and hopping (1 item). With four components the result range is 0-26.

The score of Gross and fine motor development indicated that 58.66% of government and 66.66% of private school children scored above 24.7 and fall under high proficiency level while the 38.66% of government and 33.33% of private school children achieve the basic or intermediate proficiency level. Only 2.66% of children of government school scored low proficiency level.

### **Total school readiness (TSR)**

The total school readiness of children is calculated by adding the domains; social and emotional development, emergent numeracy, emergent literacy and gross and fine motor development. The total score of school readiness ranged between 0-149.

The score indicated that 37.33% of government and 42.66 % of children fall under the high proficiency level while the rest of 62.66 government and 58.33 % private school children get the intermediate or basic level of proficiency. No child was under low proficient level in both government and private schools.

**a. Associated factors of children’s school readiness.**

**Table 4.2 Independent sample T-test based on school type (Private Vs Government)**

Grouping variable		Mean	SD	t	df	sig
Social and emotional	G	19.82	2.02	-1.66	145	.09
	P	20.31	1.51			
Emergent Numeracy	G	38.45	1.64	-6.64	145	.00
	P	40.13	1.41			
Emergent literacy	G	48.00	2.07	-0.57	145	.57
	P	48.18	1.75			
Gross and fine motor	G	23.88	2.23	-1.49	145	.13
	P	24.36	1.60			
Total school readiness	G	130.16	3.81	-4.77	145	.00
	P	133.00	3.37			

As shown in the above table, independent sample t-tests have been computed to know if there is a statistically significant difference among the groups of Government and private schools of Gulele sub-city in their school readiness test conducted on a total of 147 children. Emergent numeracy development of children between the two groups of school type has a significant difference in the obtained result of Government (M=38.45, SD=1.64) and Private (M=40.13, SD=1.41) school types;  $t(145) = -6.64, p = .000$ . Also the overall school readiness test result of children among the two school type group has a statistically significant difference with the test value of Government (M=130.16, SD=3.81) and private (M= 133.00, SD=3.37) school types;  $t(145) = -4.77, p = .00$ .

However, the independent sample t-test analysis found out that the social and emotional development of children has no significant difference in the scores for Government (M=19.82, SD=2.02) and Private (M=20.31, SD=1.51) school types;  $t(145) = -1.66, p = .098$ , also emergent literacy development test value has no statistically significant difference among the two school types with a test score of Government (M=48.00, SD=2.07) and private (M= 48.18, SD=1.75) school types;  $t(145) = -.57, p = .571$ . In addition, the gross and fine motor development of children in both school types has no statistically significant difference with value of Government (M=23.88, SD=2.23) and private (M= 24.36, SD=1.60) school types;  $t(145) = -1.49, p = .137$ .

**Table 4.3 Independent sample T-test based on the sex of children.**

Grouping variable		Mean	SD	t	df	sig
Social and emotional	M	19.83	1.69	-1.43	145	.15
	F	20.26	1.87			
Emergent numeracy	M	39.22	1.79	-.37	145	.70
	F	39.32	1.72			
Emergent literacy	M	48.16	2.12	.42	145	.66
	F	48.02	1.74			
Gross and fine motor	M	24.08	2.02	-.15	145	.87
	F	24.13	1.91			
Total school readiness	M	131.30	4.22	-.70	145	.48
	F	131.75	3.54			

Another independent sample t-test was performed to see if there is a difference on the school readiness of children based on the sex of the children and all tests show that there is no statistically significant difference based on the sex of children on their school readiness test.

The analysis found out that there is no statistically significant difference on the scores of the five school readiness domains and the total school readiness test score among the two groups (Male and female)

Table 4.4: *One way analysis of variance based on living situation of children*

Living situation		N	mean	SD	df	f	Sig
<b>Groups</b>	Both parents	83	20.22	1.59	2		
Social and emotional	Single parents	51	20.03	2.07	144	2.03	.13
	With other	13	19.15	1.77	146		
<b>Groups</b>	Both parents	83	39.45	1.88	2		
Emergent numeracy	Single parents	51	39.03	1.64	144	.99	.37
	With other	13	39.27	1.38	146		
<b>Groups</b>	Both parents	83	48.31	1.63	2		
Emergent literacy	Single parents	51	47.92	2.03	144	1.85	.16
	With other	13	47.30	2.86	146		
<b>Groups</b>	Both parents	83	24.14	1.94	2		
Gross and fine motor	Single parents	51	23.82	1.96	144	1.36	.26
	With other	13	24.76	2.00	146		
<b>Groups</b>	Both parents	83	132.19	3.89	2		
Total school readiness	Single parents	51	130.82	3.56	144	2.78	.06
	With other	13	130.30	4.32	146		

A one-way analysis of variance between-groups was conducted to examine whether there were statistically significant differences among children in different living situations (living with both parents, single parent and others) in relation to their school readiness domains and total score. The results of one-way ANOVA revealed that there is no statistically significant differences in total school readiness score and all domains.

**Table 4.5 One way analysis of variance based on education level of parents**

Education level		N	mean	SD	df	f	Sig
<b>Groups</b> Social and emotion	Illiterate	5	19.60	1.81	4		
	Grade 1-8	26	19.53	2.54	142	2.48	.04
	Grade9-12	27	19.48	1.78	146		
	Certificate/diploma	34	20.61	1.53			
	Degree and above	55	20.30	1.41			
<b>Groups</b> Emergent numeracy	Illiterate	5	39.20	1.78	4		
	Grade 1-8	26	38.73	1.40	142	8.14	.00
	Grade9-12	27	38.00	1.61	146		
	Certificate/diploma	34	39.55	1.89			
	Degree and above	55	40.00	1.46			
<b>Groups</b> Emergent literacy	Illiterate	5	47.80	1.92	4		
	Grade 1-8	26	47.80	2.09	142	.39	.81
	Grade9-12	27	48.44	2.29	146		
	Certificate/diploma	34	48.11	1.57			
	Degree and above	55	48.05	1.87			
<b>Groups</b> Gross and fine motor	Illiterate	5	23.60	1.94	4		
	Grade 1-8	26	24.11	2.30	142	.995	.41
	Grade9-12	27	23.51	2.34	146		
	Certificate/diploma	34	24.41	1.81			
	Degree and above	55	24.27	1.64			
<b>Groups</b> Total school readiness	Illiterate	5	130.20	4.14	4		
	Grade 1-8	26	130.19	4.19	142	5.37	.00
	Grade9-12	27	129.44	3.87	146		
	Certificate/diploma	34	132.70	3.52			
	Degree and above	55	132.63	3.30			

To see if there are statistically significant differences between group means of school readiness score, one-way analysis of variance tests has been conducted. The result revealed that there is statistically significant differences in social and emotional development [ $F(4,142) = 2.48, p=.04$ ], emergent numeracy [ $F(4,142) = 8.14, p=.00$ ], and total school readiness test [ $F(4,142) = 5.37, p=.00$ ] of children. The result of one way ANOVA on emergent literacy language development [ $F(4,142) = .39, p=.81$ ], and gross fine motor development [ $F(4,142) = .99, p=.41$ ] revealed that there was no statistically significant difference because of the education level of parents.

To further evaluate true significant differences among groups and children's readiness test, Post hoc comparisons using the Bonferroni correction were conducted. The result for socio emotional development indicate that there is no true significant difference between groups based on the education background of parents but the **Emergent numeracy post hoc test** indicated that the mean score for the degree and above ( $M = 40.00, SD = 1.46$ ) was significantly different than the grade 1-8 and 9-12 ( $M = 38.73, SD = 1.40$ ), ( $M = 38.00, SD = 1.61$ ). Children whose parents' education level were above degree and above exhibited significantly higher **emergent numeracy** score in comparison to children's parent education level is *grade 1-8 and 9-12*. However, there were no other significant differences between the other groups on the emergent literacy score of children. The last post hoc test were for **total school readiness score** and parents whose education level is certificate/ diploma ( $M=132.70, SD=3.52$ ) and degree and above ( $M=132.63, SD=3.30$ ) has statistically significant mean differences with grade 1-8 ( $M=130.19, SD=4.19$ ) and 9-12 ( $M=129.44, SD= 3.87$ ). Significant differences were not observed with other groups.

**Table 4.6 One way analysis of variance test of monthly income**

Monthly income		N	mean	SD	df	f	Sig
<b>Groups</b>	Less than 2000	62	19.88	2.03	3		
Social and emotion	2001-5000	12	19.50	2.02	143	1.08	.35
	5001-8000	7	20.42	1.98	146		
	Above 8001	65	20.30	1.47			
<b>Groups</b>	Less than 2000	62	38.41	1.54	3		
Emergent numeracy	2001-5000	12	38.66	2.18	143	14.64	.00
	5001-8000	7	40.00	1.52	146		
	Above 8001	65	40.15	1.41			
<b>Groups</b>	Less than 2000	62	48.20	1.95	3		
Emergent literacy	2001-5000	12	46.91	2.46	143	2.13	.09
	5001-8000	7	49.00	1.00	146		
	Above 8001	65	48.09	1.80			
<b>Groups</b>	Less than 2000	62	24.01	2.21	3		
Gross and fine motor	2001-5000	12	23.16	2.28	143	1.38	.25
	5001-8000	7	24.28	1.38	146		
	Above 8001	65	24.36	1.63			
<b>Groups</b>	Less than 2000	62	130.52	3.44	3		
Total school readiness	2001-5000	12	128.25	5.11	143	9.16	.00
	5001-8000	7	133.71	2.36	146		
	Above 8001	65	132.92	3.44			

A one-way analysis of variance between-groups was conducted to examine whether there were statistically significant differences among children's scores because of the monthly income of parents. Groups were divided into four according to their monthly income (Less than 2000, 2001-5000, 5001-8000 and above 8001). The results of one-way ANOVA revealed statistically

significant differences in emergent numeracy [ $F(3,143) = 14.64, p=.000$ ] and total school readiness score of children [ $F(3,143) = 9.16, p=.00$ ], based on the monthly income of parents. However, there was no statistically significant difference at the  $p<.05$  level in social emotional development [ $F(3,143) = 1.08, p=.359$ ], emergent literacy and language [ $F(3,143) = 2.13, p=.098$ ], and gross fine motor development [ $F(3,143) = 1.38, p=.251$ ] due to monthly income of parents.

The actual difference in mean scores between the groups was calculated with Post-hoc comparisons using the *Bonferroni correction* test indicated that the mean score for children whose parents monthly income is above 8000 ( $M=40.15, SD=1.41$ ) was significantly different from less than 2000 and 2000-5000 ( $M=38.41, SD=1.54$ ), ( $M= 38.66, SD=2.18$ ). Children whose parents monthly income is above 8000 birr exhibited significantly higher **emergent numeracy** score in comparison to parents with less than 2000 and 2000-5000 monthly income in birr. Post hoc comparisons using the Bonferroni correction also conducted for **total school readiness test** score and it indicated that the mean score for the children whose parents monthly income is more than 8001 ( $M = 132.92, SD = 3.44$ ) was significantly different than the less than 2000 and between 5000-8000 birr income ( $M = 130.52, SD = 3.44$ ), ( $M=133.71, SD=5.11$ ). The other group, 5000-8000 ( $M=133.71, SD=5.11$ ), also revealed significantly different than less than 2000 birr per month ( $M=130.52, SD= 3.44$ ).

## **CHAPTER FIVE**

### **DISCUSSION**

This study was conducted to examine the school readiness of children in private and government schools in Gulele sub-city. In order to achieve the objectives of this study 147 children, 75 from government and 72 from private, were selected by using a multi-stage cluster sampling method. Standard instruments were used to assess school readiness in total and also domain wise. Social and emotional development, emergent numeracy, emergent literacy and language, gross and fine motor development and total school readiness test were the five testes examined competence level and associated with demographic factors such as school type, sex, living condition, parental education and monthly income. In this part of the study the findings indicated at the result section will be discussed with the available literatures and presented as follows.

#### **5.1 Competency level of children's school readiness**

The result of the study indicated different competence level across different domains of school readiness. The competence level of children in government and private school children were nearly similar except the Emergent numeracy skill. The emergent numeracy score revealed that 73.61% of private school children have high proficiency while only 28% of government school children fall under the same category. This might be resulted from the focus private schools gives to English language and mathematics. The result agrees more with a study conducted in 2014 that noted children in low quality kindergarten tend to score worse on measures of reading and math performance than their more affluent peers in better settings (Holliday et al, 2014). There was no visible proficiency level gap between government and private school students in social and emotional development, emergent literacy and language, gross and fine motor development domains.

## **5.2 The effect of school type and sex on school readiness of children**

### **A) School type**

According to the results obtained in this study, the mean difference of school readiness of children based on the two school types (government and private) was significantly different. It further explained that children enrolled in private schools have significantly higher achievement on their school readiness level than those who are in government school. This result might be related with the better life quality children have as a result of being from a financially better family. Children who get the chance to enroll in private schools are those who can afford to pay school fees monthly. That ability of parents goes home and the children are expected to receive relatively nutritious food, playing materials, reading and exercising materials and so on. With all that, opportunities and protective factors of children's development and learning contribute to the difference observed than the school type they are enrolled in. Because of the relatively improved experience of children, it is expected for the children who enrolled in private school to score significantly higher than those in the government school. A study conducted in 2012 by Isaacs got along with the current finding by concluding that children from poor households scored less compared to children from moderate or high-income households and the high-income and moderate household children are found to be more ready for school resulting in a 27 percentage point gap in school readiness. Another study also revealed that children's math and reading skills found to be improved with the household income improved. The study shows that household income and children's readiness for school has a strong positive correlation (Duncan, Morris, & Rodrigues, 2011).

## **B) Sex of the child**

The conducted independent sample t-test result found out that there is no statistically significant difference on the scores of the five school readiness domains and the total school readiness test score among the two groups of sex (Male and female). Gender differences might start to have an impact on children's achievement and academic performance as they age. Young children in urban areas are not exposed to gender stereotypical teaching methods that can affect children's score to be affected significantly because of that children didn't show statistically significant difference because of the gender difference. This result strongly agrees with some studies conducted on school achievements, specifically mathematics achievement. Those studies revealed that there were no gender differences in mathematics achievement of a test (Spinath, Freudenthaler, and Neubauer, 2010, Kuhl and Hannover, 2012; Weis, Heikamp, & Trommsdorff, 2013). But a study conducted locally disagrees with the study result that gender difference has no effect on achievement. A local study conducted by Fitsum Zewdu and Fitsum Dagmawi on School Readiness of children revealed that girls score higher compared with boys on the total child readiness assessment conducted using MELQO measure. Other contributed factors should be looked at to agree on the issue.

## **5.2 Living condition of children and school readiness test score**

The study revealed that a child that lives in different conditions like with both parents, one of the parents and living with another has no significant difference on school readiness test score. The findings of this study disagree with a study conducted with 897 samples of children to see the effect of marital status, home environment and family strain on preschool's school readiness skills. The finding revealed that living with both parents (married mothers), in comparison to cohabiting or single mothers, had higher levels of school readiness skills in all school readiness

measures (Son, & Peterson, 2017). Children who are living with both parents are not missing a mother or father figure at home compared to those who miss one or both and it can be linked with the children's emotions that help them to concentrate and be focused and achieve in school.

### **5.3 Association between school readiness of children with parent's income and education.**

The current study sees the association between parental education and monthly household income with children's school readiness and the finding of the study revealed that both household income and parental education has statistically significant mean differences with children's readiness for school.

#### **A) Parent education level**

Children whose parents' education level is degree and above (the highest) show significant differences on emergent numeracy and total readiness of school compared with children with less parental education level. Parents who are educated will have a positive attitude towards education, not only positive attitude but they have the tendency to help the children to achieve in the school consciously or unconsciously. Without knowing the effect parents have on the children, parents might project the aspiration for education and achievement in everyday activities at home. This might play a significant role on children to learn giving due attention for school works and education starting from an early age. In line with this finding a study conducted by Kainuwa, Binti, & Yusuf (2013) concluded that children's education was affected significantly with the level of education of their parents and it is reflected in the high need of the more educated for the education of their own children. According to the findings of the study, father's and mother's educational level were found to be the two most consistent factors affecting the children's education. In contrast, such results are not in line with results from Gjelaj, & Shala, which show that parents with higher levels of education had less impact on

their children's school readiness level than parents with bachelor and lower level of education (only 4.1% -fathers and 5.3% - mothers). It is suggested that further study is needed to settle the mixed up findings of studies with this particular factor (Education of parents).

### **B) Monthly income**

The monthly income was also one of the factor included in the study and the finding show that monthly house hold income has a significant effect on the readiness of children for school and the domains of readiness skills. Children whose house hold monthly income is more than 8001 (the highest category) show better achievement on emergent numeracy and total school readiness score. People with relatively high monthly income might have an environment that can affect the child directly or indirectly to be better in achievement and school activities. This might include hiring a tutor, fulfill all needed school materials, and serve relatively better nutritious food and so on. With all this contributing factors, children with relatively high income could have high readiness to school. This show that the reason for high achievement is not the monthly income of families, rather it is how they use the money to impact the activities and achievements of children in school and beyond. Study by Duncan, Morris, & Rodrigues, (2011) revealed that children's math and reading skills were indeed improved by programs that increased parental income and employment, but not by programs that only increased employment (Duncan, Morris, & Rodrigues, (2011). A quasi-experimental study of varying child benefits in Canada also found higher levels of child achievement (e.g., higher vocabulary scores) in children whose families received higher income (Milligan and Stabile, 2008). These all studies provide convincing evidence that money matters on children's school readiness but doesn't show how it is affecting. To entertain the idea well, further path analysis study should be conducted.

## **CHAPTER SIX**

### **CONCLUSION, RECOMMENDATION AND SUMMERY**

#### **6.1 Conclusion**

This study revealed that school readiness score of children in both government and private schools are relatively similar except the emergent numeracy domain. Besides the comparison, all students were able to be in basic and high proficiency level. It is also observed in furthered analysis that school type of children has a significant different on the emergent numeracy and total school readiness and development of children. The study also found that sex of children did not show significant relationship with the domains and total school readiness of children also living situation of children found to be not significantly associated with all domains of school readiness while it is only associated at significant level in the total readiness for school.

Parent's education level and monthly income revealed significant association with some of school readiness domains and all total school readiness score of children. The education level of parents has a significant association between emergent numeracy and total school readiness score of children while social and emotional development, emergent literacy and language, and gross and fine motor development fail to have a statistically significant relationship with the parent's education level. Early numeracy and total school readiness has shown relationship with monthly income of parents. But other domains of school readiness like literacy and language, and gross and fine motor development did not show any significant relationship with any of the socio- demographic characteristics like school type, sex, living situation of children (with both parents, with single parent and with other), parental education level and monthly income of household.

## 6.2 Recommendation

Based on the findings of this study the following recommendations are forwarded

1. The emergent numeracy domain show a significant difference repeatedly and it show that parents and schools are focused on specific area of development (number) than holistic child development and learning. Based on that assumption, it is recommended that parents and schools should shift the focus of instruction and support from number focus to the holistic approach of learning.
2. The analysis suggests that children's and parents' situation significantly affect the skill sets they are expected to have and their readiness for school. For that, schools should advocate the fact and address the issue for parents and guardians so that they can have a protective factor or a situation that can balance the situation they are in.
3. Further research is recommended to establish whether there is further factor that support the independent variables (socio-demographics) to significantly affect children skills and their readiness for school using different study design that can show the patterns of effect within a system of variables (path analysis).
4. The study revealed that school readiness of children is affected significantly by parental income and education. These findings point to the importance of policies and programs that meaningfully increase the adult educational attainment of parents and also small business strategies needed to be developed to improve household income for better income level.

### 6.3 Summery

The concept of school readiness is broad with many definitions. Some define school readiness as a means of stimulating growth and development while others see it as a factor for boosting children's intellectual and emotional development. It is also defined based on stakeholder's interest and view of the matter. Teachers define school readiness according to conduct and the ability to follow instructions and rules, whereas guardians define it according to academic skills. More comprehensively School readiness is a process of increasing children's attainment of a certain set of psychosocial, behavioral and cognitive skills needed to learn and function successfully in school and beyond. *The objective of the study was to examine school readiness of children in government and private pre-schools in Gulele sub-city, Addis Ababa. Specifically the study tried to see* The level of children's school readiness who are attending pre-school in government and private pre-schools, If there is statistically significant difference in school readiness as a function of school type (government and private), If there is statistically significant difference in school readiness as a function of gender and If there is statistically significant difference in school readiness as a function of parental characteristics such as living situation, parental education level and household income.

The survey study involved 147 children in the upper KG level recruited by multi stage cluster sampling technique from six (three government and three private) preschools. . Data were collected using international development and early learning assessment (IDELA). This scale has been used to assess the school readiness of children in both government and private preschools. Data were analyzed using statistics such as frequency, percentage, t-test and ANOVA. Results revealed that factors that are associated with school readiness of children were school type, educational level of parent's, and monthly household income. Gender and children living

condition has no significant association with any of the domains and total school readiness of children. It is concluded that demographic variables related with children and parents importantly affect children's readiness for school and the skills they are expected to acquire to be holistically ready for formal schooling. It is recommended that further research is needed to establish whether there are other factors that are associated with school readiness.

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## Appendix

### Appendix 1. Demographic variable collection sheet

#### ውድ ወላጅ

በአዲስ አበባ ዩኒቨርሲቲ የቀዳማይ ልጅነት ትምህርት ት/ት ክፍል ተማሪዎች በልጆች እድገት እንዲሁም ትምህርት ላይ ጥናት በመስራት ላይ ይገኛሉ። የልጅዎን የትምህርት እንዲሁም የእድገት ሁኔታ በማጥናት ሂደት ላይ በቤት ውስጥ ያለው የልጅን ሁኔታ የራሱ ታላቅ አስተዋፅኦ ስለሚያደርግ የሚከተሉትን ጥያቄዎች በመመለስ እንድትልኩልን ስንል በትህትና እየጠየቅን ስለምታደርጉልንም ትብብር በቅድሚያ እናመሰግናለን።

1. ልጅዎ የሚኖረው ከማን ጋር ነው

A) ከወላጅ እናት

B) ከወላጅ አባት

C) ከሁለቱም ወላጆች ጋር

D) ከወላጅ እና ከእንጅራ ወላጅ ጋር

E) ከእንጅራ ወላጆች ጋር

F) ከዘመድ ጋር

G) ሌላ ካለ \_\_\_\_\_

2. የቤተሰቡ የወር ገቢ ስንት ነው (የቤተሰቡ አባላት ወይም ወላጆች ገቢ ተደምሮ የሚያገኙት የወር ገቢ)

\_\_\_\_\_

3. በልጁ/በልጅቷ የትምህርት ሁኔታ ውስጥ ቀጥታ ግንኙነት ያለው እና በቅርበት የሚረዳው/የሚረዳት ሰው ማነው?

\_\_\_\_\_

4. በጥያቄ ቁጥር 4 ላይ የተጠቀሰው ግለሰብ የትምህርት ደረጃን ግለፁ

A) ዘመናዊ ትምህርት ያልገባ

- B) የመጀመሪያ ደረጃ ትምህርት (1-8)
- C) ሁለተኛ ደረጃ ትምህርት (9-10)
- D) ሰርተፊኬት
- E) ዲፕሎማ
- F) ዲግሪ
- G) ማስተርስ እና ከዚያ በላይ

## **Appendix 2. Amharic IDELA test**

**International Development and Early Learning Assessment**

**September 2015**



# **International Development and Early Learning Assessment**

# September 2015

**መመሪያ:** ይህ ጥራዝ/ሠነድ ዕድሜያቸው ከ3.5 እስ 6.5 ያሉ ጨቅላ ህፃናትን የቅድመ ትምህርት ዕድገት ሁኔታ ለመመዘን የተዘጋጀ ነው። እባክዎን በጥራዙ ውስጥ በእያንዳንዱ ክፍል ያሉ መመሪያዎችን ወይም ትዕዛዞችን በጥንቃቄና በትኩረት ይፈጽሟቸው። ይህንን ሲያደርጉ ሁሉን ጥያቄዎች መመሪያው በሚለው መሠረት በትኩረት ለሕፃናት ማንበብ ይጠበቅብዎታል። ሁለት ዓይነት የአፃፃፍ ሁኔታዎችን ታገኛለህ።

**በደማቅ ቀለም /bold type/ የተፃፉትን እርስዎ /ምዘናውን የሚያካሂዱት ወይም መረጃውን የሚሰበስቡት/ ለህፃኑ/ኗ ጭክ ብለው ማንበብ ያለብዎት መሆኑን ያመለክታል። ይህንንም ሲያነቡ ለህፃኑ/ኗ/ ድምፅዎን ከፍ በማድረግ ምንም ሣያስቀሩና በጽሁፉ ላይ በታየው መልኩ መሆን ይኖርበታል።**

*በስላሽ ቅርጽ ወይም ወደ ቀኝ ጎን ያጋደሉ ጽሁፎች/italic type/ የሚመለከቱት እርስዎ ማድረግ ያለብዎትን የሚያስገነዝቡ ሲሆን እነዚህን ትዕዛዞች ለህፃኑ ማንበብ የለብዎትም።*

ምዘናውን ስታካሂድ/ስታካሂጁ መመሪያው የተፃፈበትን ገጽ ወደ አንተ/አንቺ ይሆንና ሌላኛው ገጽ ደግሞ ወደ ህፃኑ/ኗ መሆን ይኖርበታል። አንዳንድ ጊዜ ሥዕሎችን በጋራ እንደሚያዩና አንዳንድ ጊዜ ደግሞ ባለው ባዶ ቦታ የተወሰኑ ተግባራትን አንተ/ቺ እንደምታሳያቸው ንገራቸው/ንገሪያቸው። ከወረቀት የተዘጋጁ ሥዕሎችን እያሳዩ/ሽ ምዘናውን የምታካሂድ/የምታካሂጁ ከሆነ አስፈላጊ የሆኑትን (ሥዕሎች፣ካርዶች ወዘተ...) በቅድሚያ ስለመዘጋጀቱ እና በቀላሉ መጠቀም በሚያስችል ሁኔታ ስለ መደራጀቱ እርግጠኛ ሁን/ኚ።

ማንኛውንም ምዘና ከማካሄድህ/ሽ በፊት በጨዋታ ና በሚያዝናና መልክ የተመሠረተ ግንኙነት ከህፃኑ ጋር መፍጠር በጣም አስፈላጊ ነው። ህፃኑ/ኗን የሚያስደስቱ ነገሮች ወይም ፍላጎቶችን በተመለከተ ጥቂት



እኔ የያዝኳቸውን የተለያዩ ቁሳቁሶች አሳያችኋለሁ፤ ተረት እነግራችኋለሁ፤ ሥዕሎች፤ ፊደሎች፤ ቁጥሮችና ሌሎች ነገሮችን ጥያቄ እጠይቃችኋለሁ። በተጨማሪ አንዳንድ ነገሮችን እንዴት እንደምትሰራ እጠይቅሃለሁ (ለምሳሌ ሥዕል መሣል)።

አንዳንድ ተግባራት ቀላል ናቸው ሌሎችም የሚከብዱ ይመስላሉ። ለመስራት የማትችል ከሆኑም አትጨነቅ ምንም ማለት አይደለም እንዲያው እንድትሞክራቸው ተፈልጎ ነው።

እረፍት ስትፈልግ/ጊ የምንሰራውን ሥራ በማቆም ማረፍ ስለሚቻል በምትፈልግ/ጊ ጊዜ ንገረኝ/ሪኝ። አንድ ተግባር እያከናወንክ እያለህ የሆነ ቦታ ለማቆም ከፈለግህ ወይም አንድ መሥራት የማትፈልገው ተግባርም ካለ ላለመስራት ትችላለህ/ሽ እና እንደዚሁ ንገረኝ/ሪኝ።

ተረድተሃ/ሻል ?                      ማንኛውም ዓይነት ጥያቄ አለህ/ሽ?                      የምንሰራውን ሥራ ለመጀመር ዝግጁ ነህ/ሽ?

□□□□ □□□□□□ □□□□□□ / □□□□
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ይህ መረጃ መጠናቀቅ ያለበት ከህፃኑ/ኗ ጋር ያለው ምዘና ከመጀመሩ በፊት ነው። እነዚህን ጥያቄዎች ህፃኑ/ኗ ሊጠየቅ አይገባም። በጣም ውስን የሆኑ የተለዩ ጉዳዮች በፕሮጀክት ቡድኑ ይወሰናሉ።

ሀ/ መዛኙ /መረጃ የሚሰበስበው ስም ወይም ኮድ	
ለ/ ECCD ስም/ ት/ቤት መለያ ቁጥር	
ሐ/ የሕፃኑ/ኗ መለያ ቁጥር	
መ/ የሕፃኑ/ኗ ሙሉ ስም	
ሠ/ የሕፃኑ/ኗ ፆታ	
ረ/ የሕፃኑ/ኗ ዕድሜ	

ሰ/ የምዘናው ዕለት/ቀን	
ሸ/ ምዘናው የተጀመረበት ሰዓት	
ቀ/ ምዘናው የተጠናቀቀበት ሰዓት	

**ክፍል አንድ** የግል ግንዛቤ (ስሜታዊ-ማህበራዊ ክህሎት)

**የሚያስፈልጉ መርጃ መሳሪያዎች** የለም

እንኳን ደህና መጣህ(ሽ) ህፃን (የህፃኑ/ኗ ስም) አንተን/ችን በማግኘቴ በጣም ደስ ብሎኛል። አሁን ስለ አንተ/ቺ አንዳንድ ጥያቄዎችን እጠይቅሃለሁ/ሻለሁ። መመለስ ከቻልክ/ሽ/ ሁሉንም ጥያቄዎች መልስልኝ/ሺልኝ/ መመለስ የማትችለው/ይው ጥያቄ ካለ ባለመመለስህ/ሽ/ አትጨነቅ/ቂ

የሚከተሉትን ጥያቄዎች አንድ በአንድ ህፃኑ/ኗ/ን ጠይቅ/ቂ

የነጥብ አሰጣጥ			
ሀ) ሙሉ ስምህ(ሽ)ን ከነአባት ንገረኝ/ንገሪኝ	ትክክል	ትክክል አይደለም	መልስ የለም
ለ) ዕድሜህ/ሽ ስንት ነው?	ትክክል	ትክክል አይደለም	መልስ የለም
ሐ) ጾታህ/ሽ ወንድ ነው ወይስ ሴት?	ትክክል	ትክክል አይደለም	መልስ የለም
መ) አንተን/ችን የሚንከባከብ የአንድ ሰው ስም ገረኝ/ንገሪኝ?	ትክክል	ትክክል አይደለም	መልስ የለም
ሠ) አንተ/ቺ የምትኖርበት/የምትኖረበት/ ምንደር/ቀበሌ ስም ማን ይባላል?	ትክክል	ትክክል አይደለም	መልስ የለም

ሽ) አንተ/ቺ የምትኖርበት/የምትኖረበት/ አገር ስም ማን ባለል?	ትክክል	ትክክል አይደለም	መልስ የለም
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**ክፍል ሁለት** መጠንና ቁመትን ማመዛዘን (መስረታዊ የስሌት ግንዛቤ)

**የሚያስፈልጉ መርጃ መሳሪያዎች :-** የስዕል ካርድ ( የተለያዩ ክብ ሥዕሎች እና የተለያዩ መጠን ያላቸው እንጨት )

- አሁን ደግሞ የተወሰኑ ስዕሎችን አሳይህ /ሽ ና አንዳንድ ጥያቄዎችን እጠይቃለሁ። ስዕሎችን ተመልከት/ች እስኪ። ከሁሉም የሚበልጥ ክብ ልታሳይኝ ትችላለህ/ትችያለሽ?

ልጁ/ልጅቷ መልስ እስኪመልስ/እስክትመልስ ትንሽ ጠብቅ እና እንደገና ሌላ ጥያቄ ጠይቅ/ቂ

- ከሁሉ የሚያንስ ክብ ስዕል ልታሳይኝ ትችላለህ/ያለሽ ?

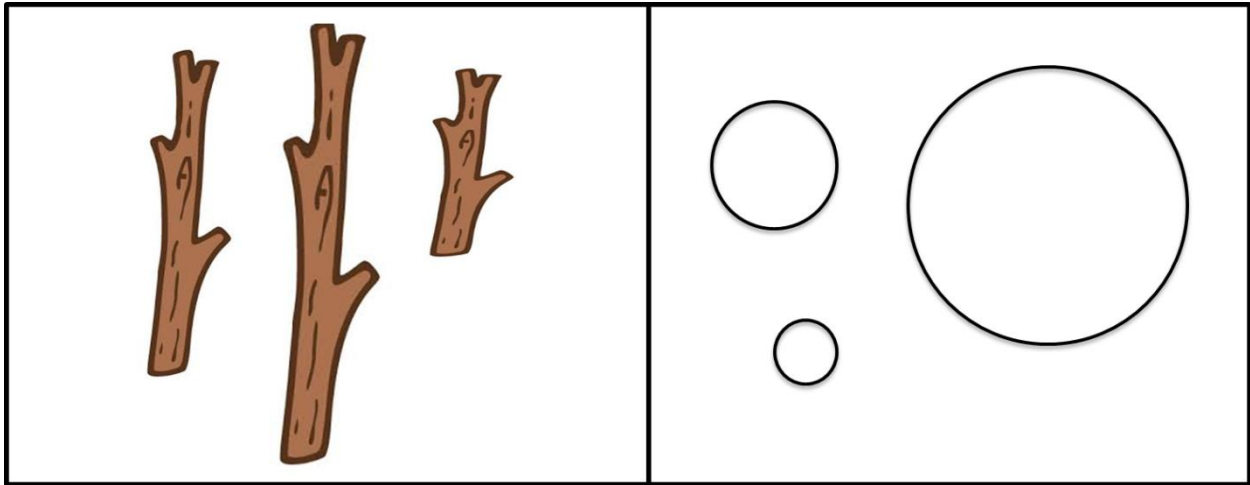
እንደገና የእርሳስ ስዕሎች ያሉበት የስዕል ካርድ አሳይ ና እንዲህ ብለህ ጠይቅ

- አሁን ደግሞ ይህን ስዕል ተመልከት/ች። ከሁሉ ረጅሙ እርሳስ የትኛው እንደሆነ ልታሳይኝ ትችላለህ/ትችያለሽ ?

ልጁ/ልጅቷ መልስ እስኪመልስ/እስክትመልስ ትንሽ ጠብቅ እና እንደገና ሌላ ጥያቄ ጠይቅ/ቂ

- ከሁሉ የሚያጥረውን የእርሳስ ስዕል ልታሳይኝ ትችላለህ/ያለሽ?

የነጥብ አሰጣጥ			
ሀ) ልጁ/ልጅቷ ከሁሉ የሚበልጥ ክብ አሳይቷል/አሳይታለች	ትክክል	ትክክል አይደለም	መልስ የለም
ለ) ልጁ/ልጅቷ ከሁሉ የሚያንስ ክብ አሳይቷል/አሳይታለች	ትክክል	ትክክል አይደለም	መልስ የለም
ሐ) ልጁ/ልጅቷ ከሁሉ የሚረዝም እንጨት አሳይቷል/አሳይታለች	ትክክል	ትክክል አይደለም	መልስ የለም
መ) ልጁ/ልጅቷ ከሁሉ የሚያጥር እንጨት አሳይቷል/አሳይታለች	ትክክል	ትክክል አይደለም	መልስ የለም



**ክፍል ሶስት:** መለዎች እና በየዓይነቱ መመደብ (መስረታዊ የስሌት ግንዛቤ)

**የሚያስፈልጉ መርጃ መሳሪያዎች:** ኮከቦች እና ክቦች ስዕል ያለበት የስዕል ካርዶች ( ሁለት ቀይ ኮከቦችና አንድ ቢጫ ኮከብ፤ ሁለት ቢጫ

ክቦች እና አንድ ቀይ ክብ)

የስዕል ካርዶችን አሰጣጥረህ አስቀምጥ እና እንዲህ በል/ይ።

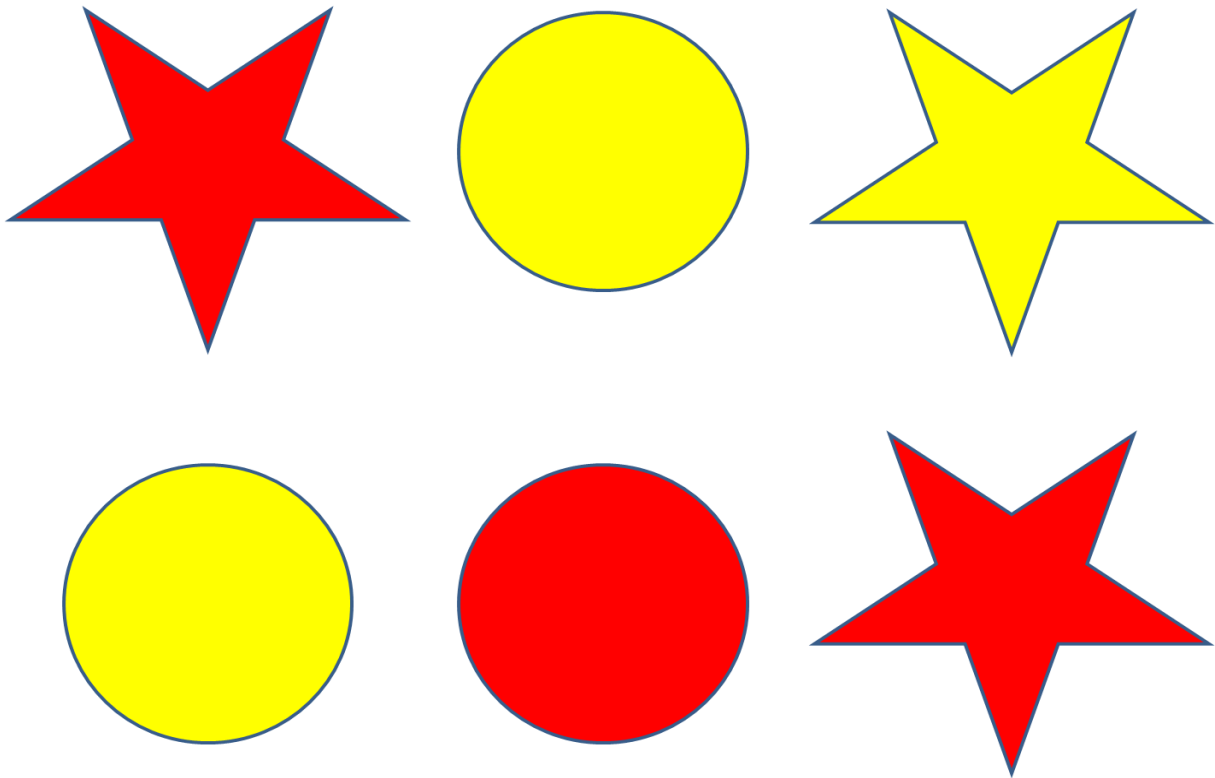
- **ተመሳሳይ የሆኑ ስዕሎችን በአንድ ላይ የመመደብ ጨዋታ ልንጫወት ነው። ስዕሎችን ተመልክት/ችና የሚመሳሰሉ ስዕሎችን በአንድ ላይ ለማስተካከል ሞክር/ሪ።**

አንዴ ልጁ/ልጅቱ በአንድ መለያ/ማመሳሰያ መድቦ/ባ እንደጨረሰች እንዲህ በል/ይ።

- እኚ የስዕል ካርዶችን ተመልከት/ቺ እና እንዴት እንደመደብክ/ሽ ለማስታወስ ሞክር/ሪ # አሁን ደግሞ የስዕል ካርዶችን እናሰባጥርና በሌላ የማመሳሰያ ዘዴ መሞከር ትችላለህ/ሽ ትችላለህ/ያለሽ?

ታገስ እና ልጁ/ልጅቱ አስባ/ባ ማስተካከል እስኪሞክር/እስክትሞክር/ ጠብቅ

የነጥብ አሰጣጥ			
ሀ) ልጁ/ልጅቷ በመጀመሪያ መለኪያ መመደብ ቻለ/ቻለች	ትክክል	ትክክል አይደለም	መልስ የለም
ለ) ልጁ/ልጅቷ በሁለተኛው መለኪያ ማስተካከል ቻለ/ቻለች	ትክክል	ትክክል አይደለም	መልስ የለም



**ክፍል አራት** ቅርፆችን መለየት (መስረታዊ የስሌት ግንዛቤ)

የሚያስፈልጉ ቁሳቁሶች በዚህ ቴስት 6 ቅርፆችን የያዘ አንድ የተለበደ ገፅ እንጠቀማለን :: ( 4 ቅርፆች እና 2 አሻሚ ነገሮች)

የተለበደውንና ቅርፆችን የያዘ አንድ ገፅ መረጃ ከሀፃኑ ፊት ለፊት በማኖር እንዲህ በል/ይ።

- የተወሰኑ ስዕሎች /ቅርፆችን ከዚህ ቀጥሎ ትመለከታለህ/ሽ ። እነዚህ ስዕሎች የተለያዩ ቅርፆችን ይወክላሉ # እነዚህ ስዕሎችን በማየት ቀጥሎ የምጠይቅህን/ሽን ታሳየኛለህ/ሽ

ሀ) የክብ ቅርፅ የትኛው ስዕል ነው?

በተመሳሳይ መንገድ ከዚህ በታች ያሉትን ጥያቄዎችን ጠይቅ/ቂ

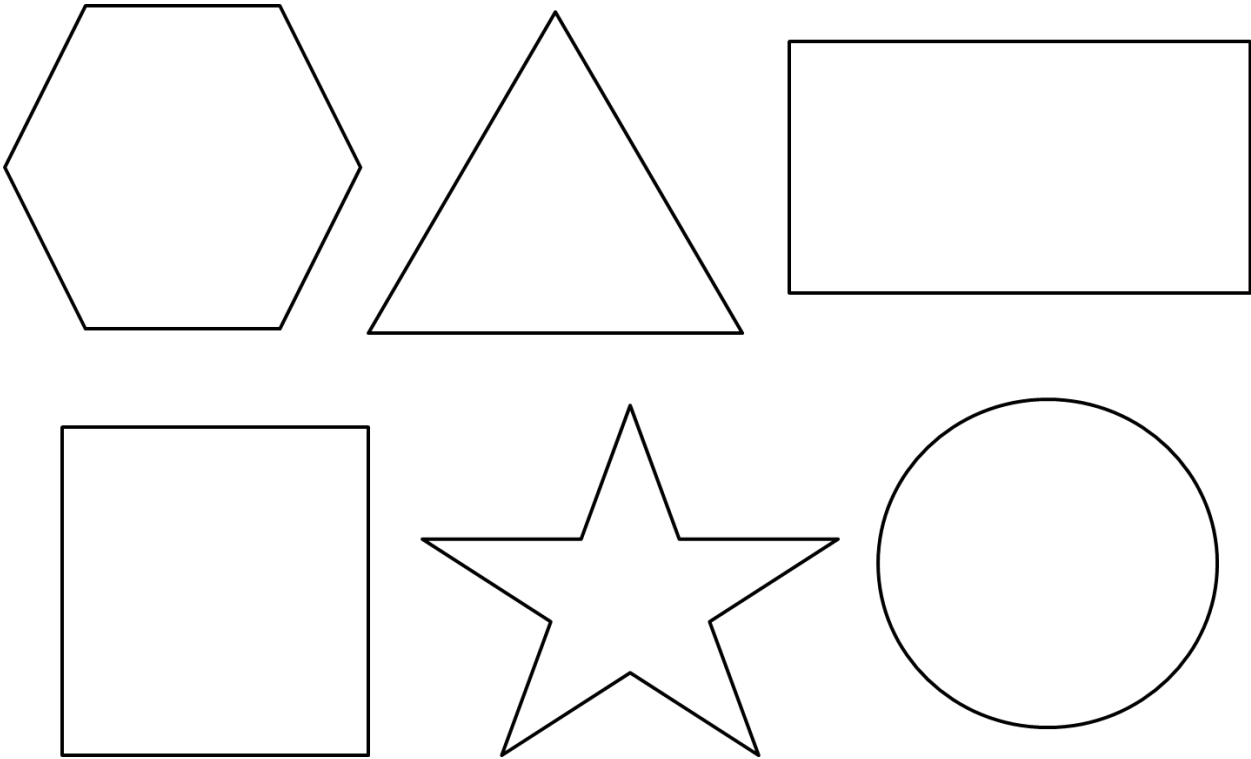
ለ) አራት ጎን የቱ ነው?

ሐ) ሶስት ጎን የትኛው ነው?

መ) ካሬ ቅርፅ የትኛው ነው?

ሠ) ክብን የሚመስል የምታውቀው/ቂው ሌላ ነገር በአካባቢህ/ሽ ምን አለ ?

የነጥብ አሰጣጥ			
ሀ) ህፃኑ/ኗ/ ክብ ይለያል	ትክክል	ትክክል አይደለም	መልስ የለም
ለ) ህፃኑ/ኗ/ አራት ጎን ይለያል	ትክክል	ትክክል አይደለም	መልስ የለም
ሐ) ህፃኑ/ኗ/ ሶስት ጎን ይለያል	ትክክል	ትክክል አይደለም	መልስ የለም
መ) ህፃኑ/ኗ/ ካሬ ጎን ይለያል	ትክክል	ትክክል አይደለም	መልስ የለም
ሠ) ህፃኑ/ኗ/ በአካባቢው ካሉ ነገሮች ክብ የሚመስሉትን ይለያል	ትክክል	ትክክል አይደለም	መልስ የለም



**ክፍል አምስት** ቁጥሮችን መለዎት ( መስረታዊ የስሌት ግንዛቤ)

**የሚያስፈልጉ ቁሳቁሶች** ከ 1 እስከ 20 ቁጥሮችን የያዘ የቁጥር ሠንጠረዥ

- አንዳንድ ቁጥሮችን ቀጥሎ እንመልከት :: እኔ ወደ ቁጥሮች በጣት ሳመለክት ያ ቁጥር ስንት እንደሆነ ትነግረኛለህ/ሽ :: ሁሉንም ካላወቅህ/ሽ ምንም አይደል ::

ለሀፃኑ/ኗ/ የቁጥር ሠንጠረዥን አሳይ:: ይህንን ስታደርግ/ጊ/ ሌላ ወረቀት በመጠቀም ከመጀመሪያ ረድፍ በስተቀር ሌሎችን የቁጥር ረድፎች በመሸፈን ሀፃኑን እንዳያደናግር አድርግ:: በመጀመሪያ ረድፍ የመጀመሪያ ቁጥር ላይ በማመልከት ሀፃኑ/ኗ/ ን በመጠየቅ ጀምር/ረ::

- እሺ! ቁጥር መለዎት እንጀምር; ይህ ቁጥር ስንት ነው ?

ሀፃኑ/ኗ/ ከ 5 ሴኮንድ በላይ ምላሽ ሳይሰጥ ዝም ካለ(ች) ምላሹን ‘አይለይም’ በሚለው ላይ መዝግብ ፤ከዚያም ወደ ሚቀጥለው ቁጥር በመሄድ ሀፃኑ/ኗ/ ምላሽ እንዲሰጥ/እንድትሰጥ/ ማበረታቱን ቀጥል(ይ) ::

ቁጥሮቹን ተራ በተራ በጣትህ እያመለከትህ(ሽ) ረድፍ 1 እና 2 እስክትጨርስ(ሺ) ቀጥል(ይ) :: ሀፃኑ/ኗ/ ቁጥር መለዎት እንደጀመረ ምላሽ በትክክል ያልሰጠባቸው ቁጥሮች ላይ የ ‘ X ’ ምልክት አድርግ(ጊ)ባቸው:: ሀፃኑ/ኗ/ በትክክል የመለሳቸውን ቁጥሮች ብዛት ከረድፍ 1 እና 2 ቆጥረህ(ሽ) ለያቸው:: ሀፃኑ/ኗ/ 3 እና ከዚያ በታች ብቻ

በትክክል ከመለሰ ጥያቄውን እዚህ ላይ አቋምኖ ወደሚቀጥለው ክፍል ጥያቄ ተሻገር(ረ)። ሀፃኑ/ኗ/ 4 እና ከዚያ በላይ የሆኑ ቁጥሮችን በትክክል ከለዩ(ች) ወደ ረድፍ 3 እና 4 በመሻገር እንዲህ በል፡

➤ በጣም ጥሩ መልስ መልስሃል/ሻል ። አሁንም ሌሎች የተወሰኑ ቁጥሮችን እንለያቸው። የትኞቹን መለየት ትችል/ይ ይሆን?

በረድፍ 1 እና 2 እንደተደረገው ሀፃኑ/ኗ/ ቁጥሮችን እንዲለይ/እንድትለይ/ ጠይቅ/ቂ/ ። ትክክል ያልሆኑትን የ ' X ' ምልክት በማድረግ ቀጥል/ይ/።

2	4	10	5	7
9	6	8	3	1
13	17	14	19	16
15	18	11	12	20

**ክፍል ስድስት** የቁጥሮች ግንዛቤ :- አንድ ለአንድ ማዛመድ (መሠረታዊ የስሌት ግንዛቤ )

**የሚያስፈልጉ ቁሳቁሶች፡-** 20 ትናንሽ ዕቃዎች (ጠጠር፣ ጨሌ፣ ድንጋይ፣ ወዘተ...)

20 የሚሆኑ ቁሳቁሶችን በማቀላቀል በሀፃኑ ፊት ለፊት አስቀምጥ/ጭ/ ።

- አሁን ስማቸውን በምጠራቸው ቁሳቁሶች እንጨውታለን (የቁሳቁሶችን ስም ጥራ)። በርካታ ቁሳቁሶች (ስማቸውን እየጠራህ) እዚህ ይገኛሉ። ከነዚህ ቁሳቁሶች እስኪ 3 (ስማቸውን እየጠራህ) ስጠኝ /ስጧኝ/።

ህፃኑ 20 ቁሳቁሶችን እንደገና ሲደረድር በትዕግስት ጠብቅ።

- አመሰግናለሁ። አሁን 8ቱን (ስማቸውን እየጠራህ) ቁሳቁሶች ለይተህ ልትሰጠኝ ትችላለህ?።

ህፃኑ መለየት ሲያጠናቅቅ 20 ቁሳቁሶችን እንደገና ቀላቅለህ ደርድር።

ህፃኑ 3 ወይም 8 ቁሳቁሶችን ካልለየ ጥያቄህን እዚህ ላይ አቁምና ወደሚቀጥለው ክፍል ጥያቄ ተሻገር ።

3 ወይም 8 ቁሳቁሶችን ከለየ 20 ቁሳቁሶችን በማቀላቀል ደርድርና እንዲህ በል(ይ) :

- “ጥሩ ሙከራ ፤ 15 ቁሳቁሶችን (ስም በመጥራት) ልትሰጠኝ ትችላለህ/ሽ ?”

የዚህን ክፍል ጥያቄ በምትጠይቅበት ጊዜ ህፃኑ ምን ይህል በጥሞና ምላሽ ለመስጠት ጥረት እያደረገ እንደሆነ ተመልከት። የሚሰጠውንም ምላሽ በነጥብ መስጫ ስፍራ ላይ ነጥብ በመስጠት ምላሹን አመልክት።

የነጥብ አሰጣጥ			
<b>አንድ ለአንድ የማዛመድ ሁኔታ</b>			
ሀ) ህፃኑ/ኗ/ 3 ቁሳቁሶችን ይለያል/ትለያለች	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ለ) ህፃኑ/ኗ/ 8 ቁሳቁሶችን ይለያል/ትለያለች	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ሐ) ህፃኑ/ኗ/ 15 ቁሳቁሶችን ይለያል/ትለያለች	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
<b>በጥሞና ስለመከታተሉ</b>			
ሀ) ህፃኑ/ኗ/ ሃሳቡ በሌላ ነገሮች ሣይሰረቅ በየተግባሩ ላይ ትኩረት ይሰጣል	አዎ	አይደለም	ምላሽ አልተሰጠም

ለ) ህፃኑ/ፈ/ የሚያከናውኗቸውን ተግባራት በትጋትና በጥንቃቄ ነው	አዎ	አይደለም	ምላሽ አልተሰጠም
ሐ) ህፃኑ/ፈ/ ተግባራትን ደስ እያለው እና ሣይሰለች በንቃት ያከናውናል	አዎ	አይደለም	ምላሽ አልተሰጠም

**ክፍል ሰባት:** መደመርና መቀነስ (መስረታዊ የስሌት ግንዛቤ)

**የሚያስፈልጉ ቁሳቁሶች** በክፍል አምስት የተጠቀሙት (ጠጠር; ጨሌ ; ድንጋይ; ብሎኮች; እንዲሁም የብስክሌቶች እና የፍራፍሬ ስዕል)

- አሁን ደግሞ በ "የቁሳቁሱን ስም በመጥራት" ሌላ ጨዋታ እንጨዋታለን። እዚህ 3 "የቁሳቁሱን ስም በመጥራት" አሉኝ ። 3ቱን (ቁሳቁሶችን) አስቀምጦህ አሳያቸው።
- አሁን ዳደኛዬ 2 ተጨማሪ "የቁሳቁሱን ስም በመጥራት" ስጠኝ።

እነዚህን ነገሮች መጀመሪያ ካስቀመጥካቸው ነገሮች ጎን አስቀምጣቸው። በሁለቱ ስብስቦች መካከል የተወሰነ ክፍት ቦታ ይኑር።

- በአጠቃላይ ስንት "የቁሳቁሱን ስም በመጥራት" አሉኝ ?

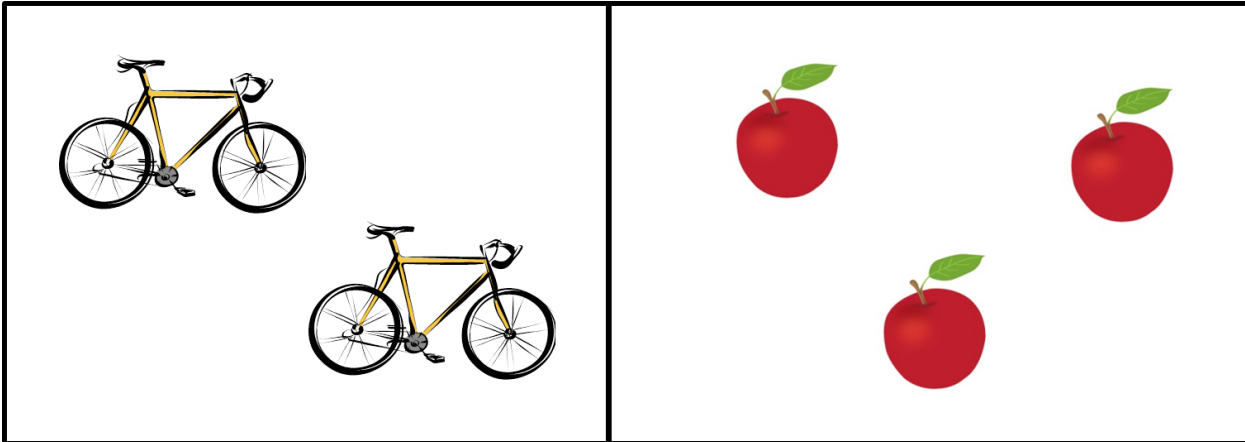
ህፃኑ ቆጥሮ እስኪናገር ጠብቀውና ምላሹን መዝግብ ። ከዚያ በኋላ የብስክሌቶችን ስዕል አሳየውና እንደዚህ በል

ሌላ እንሞክር። እዚህ 2 ብስክሌቶች አሉ። 2 ተጨማሪ ብስክሌቶች በስዕሉ ላይ ብትጨምር/ሪ/ ስንት ይሆናሉ?

እሺ አሁን ሌላ ስዕል አለኝ ። እዚህ 3 ፍራፍሬዎች /አፕሎች/ አሉ። ከነዚህ ውስጥ አንዱን/ፍራፍሬ/ አፕል ብናነሳ ስንት ፍራፍሬዎች/አፕሎች ይቀራሉ ?

የነጥብ አሰጣጥ			
ሀ) ህፃኑ/ፈ/ 3 እና 2 ን መደመር ይችላል	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ለ) ህፃኑ/ፈ/ 2 እና 2 ን መደመር ይችላል	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ሐ) ህፃኑ/ፈ/ ከ3 ላይ 1 መቀነስ ይችላል	ትክክል	ትክክል	ምላሽ

		አይደለም	አልተሰጠም
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**ክፍል ስምንት : ቅርፅን የመገጣጠም (ፐዘል) (መስረታዊ የስሌት ግንዛቤ)**

**የሚወስደው ጊዜ :** 2 ደቂቃ

**የሚያስፈልጉ መሣሪያዎች:** 4 ወይም 5 (ላሚኔት የተደረገ እና ደረጃውን የጠበቀ በአግባቡ የተቆረጠ) ህፃኑ የሚያያቸው የሚገጣጠሙ

ስዕሎችን ያካተተ።

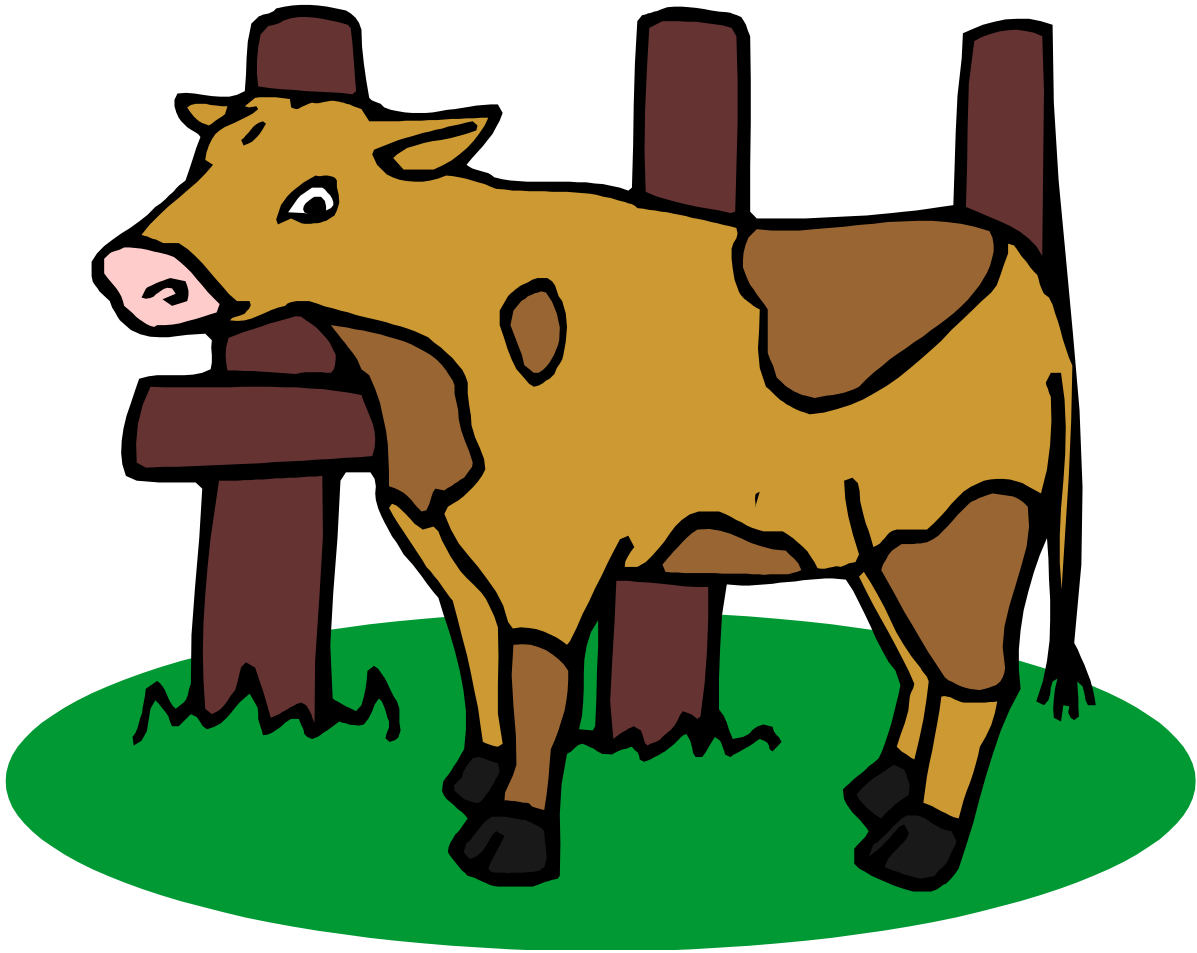
- ቀጥላን ቅርፅን የመገጣጠም ጨዋታ እንጨዋለን። በነዚህ ቁርጥራጮች የምንገጣጠመው የዚህን ስዕል ነው።

የሚገጣጠሙትን የስዕል ቁርጥራጮች ዘበራርቀህ አሳያቸውና እንዲህ በል/ይ/

- ይህን ስዕል ለመስራት እነዚህን ትንንሽ ቁርጥራጭ ስዕሎች ትገጣጥማቸዋለህ። ስትጨርስ ንገረኝ

እነዚህን ጥያቄዎች በምትጠይቅበት ጊዜ ህፃኑ ምን ያክል በቀጣይነት /በአትኩሮት ስዕሎችን በመገጣጠም መጠመዱን ተመልከት :: በውጤት መስጫ መስፈርት መሰረት ውጤቱን አስፍር::

የነጥብ አሰጣጥ			
<b>ቅርጽን የመገጣጠም (ፐዘል)</b>			
ሀ) በትክክል የተገጠሙ የስዕሉ ክፍሎች (0,1,2,3,4,5)			ምላሽ አልተሰጠም
<b>በትኩረትና በአፅንኦት የማከናወኑ ሁኔታ</b>			
ለ) ህፃኑ በሚያከናውነው ተግባር ላይ በአትኩሮት ይቆያል	አዎ	አይደለም	ምላሽ አልተሰጠም
ሐ) ህፃኑ የሚያከናውነውን ተግባር በጥንቃቄ ያከናውናል	አዎ	አይደለም	ምላሽ አልተሰጠም
መ) ህፃኑ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት አለው::  ማቋረጥ አይፈልግም	አዎ	አይደለም	ምላሽ አልተሰጠም



**ክፍል ዘጠኝ    ጓደኛዎች**

**የሚያስፈልጉ መሣሪያዎች:**    የለም

- አብረሃቸው ልትጫወት ከምትፈልጋቸው ጓደኞችህ ውስጥ የተወሰኑትን ስም ልትነግረኝ ትችላለህ ?

“አንድ” በማለት እንዲጀምር ልታበረታታው ትችላለህ።

- የሌሎች ጓደኞችህን ስም ልትነግረኝ ትችላለህ ?

የነጥብ አሰጣጥ		
ስማቸው የተጠቀሱ ጓደኞች ብዛት (0 – 10)		ምላሽ አልተሰጠም

## ክፍል አሥር ስሜትን መገንዘብ (መቆጣጠር)

የሚያስፈልጉ መሣሪያዎች: የለም

- አሁን ሴሜትን የሚመለከቱ ጥያቄዎችን እጠይቅሁለሁ። ለትንሽ ጊዜ አሰብና የሚያሳዝንህ ወይም የሚያስለቅስህን ስሜት የሚፈጥሩብህ ክስተቶች ልትነግረኝ /ሪኝ ትችላለህ/ሽ?

አስፈላጊ ሆኖ ከተገኘ ጥያቄው እስኪገባው/ባት አብራራ። ቀጥለህ የሚከተለውን ጥያቄ ጠይቅ።

- ከሃዘን ስሜትህ ለመውጣት ምን ምን ታደርጋለህ?

በመቆጣጠል የሚከተለውን ጥያቄ ጠይቅ

- ሌላ ከሃዘን ስሜት ለመውጣት የምታደርገው ካለ?

ትክክለኛ መልስ መስጠቱን ወይም አለመስጠቱን ምልክት አስቀምጥ

- ቀጥለህ አሁን ደግሞ ምን ምን ነገሮች እንደሚያስደስቱህ ልትነግረኝ ትችላለህ?

ስሜትን ለመቆጣጠር ተገቢናቸው የሚባሉ መልሶች፡ ከጓደኛ ዌም ከአዋቂዎች ጋር መሆን/ማውራት፤ በሆነ ነገር መጫወት፤ የአዋቂዎችን እርዳታ መፈለግ፤ ፈገግ ሊያደርጉ የሚችሉ ነገሮችን ማሰብና ማድረግ፤ ትራስን በቡጢ መምታት፤ በረጅሙ መተንፈስ ወዘተ...

የነጥብ አሰጣጥ			
ሀ) ህፃኑ/ፏ/ የሚያሳዝኑትን ነገሮች ለይቷል/ለይታለች	ትክክል መልስ	ትክክል ያልሆነ መልስ	ምላሽ አልተሰጠም
ለ) ህፃኑ/ፏ/ ከሚያሳዝነው/ናት/ ስሜት ለመውጣት የሚያስችለውን  / የሚያስችላትን/ አንድ መልስ ገልፀዋል/ገልፃለች/	ትክክል መልስ	ትክክል ያልሆነ መልስ	ምላሽ አልተሰጠም
ሐ) ህፃኑ/ፏ/ ከሚያሳዝነው/ናት/ ስሜት ለመውጣት የሚያስችለውን/  የሚያስችላትን/ ተጨማሪ መልስ ገልፀዋል/ገልፃለች/	ትክክል መልስ	ትክክል ያልሆነ መልስ	ምላሽ አልተሰጠም
መ) ህፃኑ/ፏ/ የሚያስደስተውን ነገር ለመለየት	ትክክል	ትክክል ያልሆነ	ምላሽ

ቸልዋል/ቸላላች/	መልስ	መልስ	አልተሰጠም
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**ክፍል አሥራ አንድ**

የሰዎችን ስሜት መገንዘብ / ስለ አንድ ሁኔታ /ክስተት የሚኖርህ ውስጣዊ ስሜት/

**የሚያስፈልጉ መሣሪያዎች:**

ሀፃን ልጅ ስታለቅስ የሚያሳይ ስዕል /ፎቶግራፍ/

- አሁን ይህችን ፎቶግራፍ እንመልከት ይችልጅ ዳደኛህ ናት እንበል። ወድቃ ተጎድታለች። ምን የሚሰማት ይመስልሃል?

ቀጥለህ እንዲህ በማለት ጠይቅ።

- ከጉዳትዋ እንዲሻላት ምን ዓይነት እርዳታ ልታደርግላት ትችላለህ?

አሁንም አንድ ሌላ እድል በመስጠት

- ሌላ ልታደርገው የምትችል ነገር አለ ?

ትክክለኛ መልስ ሊሆኑ የሚችሉ ሃሳቦች

ሀ) የምታለቅሰው ልጅ፤ ተናዳላች፤ አዝናለች ; ፈርታለች ወይም ሌላ በባህሉ ተቀባይነት ያላቸው መልሶች

ለ) ልጅቷን ለማፅናናት :- እንዴት ነሽ - ተረፍሽ ብዬ እጠይቃለሁ? ፤ አቅፋታለሁ፤ ይሻልሻል አይዘሽ በማለት አበረታታለሁ; መድሐኒት የምትፈልግ ከሆነ አመጣላታለሁ፤ አብሬአት እጫውታለሁ፤ እጅዋን እይዛለሁ፤ ለትልልቅ ሰዎች እርዳታ እንዲሰጥዋት እነግራለሁ ወይም ሌላ ተቀባይነት ያላቸው መልሶች ወዘተ።

የጥብ አሰጣጥ			
ሀ) ሀፃኑ /ፈ/ ዳደኛው/ዋ/ እንደተጎዳች; እንዳዘነች; ንደተናደደች  ለመገንዘብ ቸልዋል/ቸላላች/	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ለ) ሀፃኑ /ፈ/ ዳደኛው/ዋ/ እንዲሻላት ለማገዝ የሚያስችል መልስ ሰ ሰጥቷል/ሰጥታለች/	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ሐ) ሀፃኑ/ፈ/ ዳደኛው እንዲሻላት ለማገዝ የሚያስችል ለሁለተኛ መ መልስ ሰጥቷል/ሰጥታለች	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም



**ክፍል አሥራ ሁለት (አለመግባባትን መፍታት /ችግርን መከፈል )**

**የሚያስፈልግ ማቴሪያል**                      የለም

- አሁን አንድ ክስተት እንድታስብ እጠይቅሃለሁ ። አንድ በጣም የምትወደው አሻንጉሊት እየተጨመረ ነው እንበል አንድ አንዲት ልጅ በዚህ አሻንጉሊት እጨውትበታለሁ ቢልህ እና አሻንጉሊቱ አንድ ብቻ ከሆነ ምን ታደርጋለህ?

እንዲህ በማለት እንዲናገር አበረታታው።

- ሌላ ማድረግ የምትችለው አለ ?

ትክክለኛ መልስ ሊሆኑ የሚችሉ ሃሳቦች: የተወሰነ ጊዜ እንዲጠብቅ እንግረዋለሁ፤ በየተራ እንጨውታለን; ሌላ አሻንጉሊት እፈልጋለሁ; አብረን እንጨውታለን ወይም ሌላ በባህሉ ተቀባይነት ያለቸው ሃሳቦች

ትክክለኛ ያልሆኑ መልሶች: ህፃን/ፈ/ን እገፋዋለሁ/ታለሁ/ አሻንጉሊቱን ይዜ እሮጣለሁ/እሸሻለሁ የኔ መሆኑን እና እንደማልሰጠው እንግረዋለሁ።

) የነጥብ አሰጣጥ			
) ሀ) ግጭቱን የሚፈታበት አንድ መፍትሄ ቅርብዋል	ትክክለኛ መልስ	ትክክለኛ ያልሆነ መልስ	መልስ አልሰጠም

ለ) ግጭቱን የሚፈታበት ሁለተኛ መፍትሄ አቅርብዋል	ትክክለኛ መልስ	ትክክለኛ ያልሆነ መልስ	መልስ አልሰጠም
ሐ) ግጭቱን የሚፈታበት ሦስተኛ መፍትሄ ቅርብዋል	ትክክለኛ መልስ	ትክክለኛ ያልሆነ መልስ	መልስ አልሰጠም

**ክፍል አሥራ ሦስት** የማስታወስ ሥራ

**የሚያስፈልግ ማቴሪያል** የለም

ልጁ ቢሳሳት መልስ የምትነግረው ለልምምድ ለተመደቡት ጥያቄዎች ብቻ ነው።

**ልምምድ**

- ይህ ሌላ ጨዋታ ነው። እኔ አንዱን ከአንዱ በኋላ እያደረግኩኝ የተለያዩ ቁጥሮችን እዘረዝራለሁ። አንተ/ቺ/ ደግሞ ቁጥሮችን በጥምና ካዳመጥክ/ሽ/ በኋላ እኔ በዘረዝርኪቸው ቅደም ተከተል ደግመህ/ሽ/ ትጠራልኛለህ/ሽ። ሁሉንም ቁጥሮች ዘረዝራ እስክጨርስ ድረስ ትጠብቀኛለህ/ሽ/ ። በጥምና አድምጦኝ ። የተወሰኑ ልምምዶችን እናደርጋለን።

በእያንዳንዱ በተደረደሩት ቁጥሮች መካከል ለትንሽ ሰከንድ ቆም በል። ለምሳሌ “ 5” ቆም ማለት “ 2”። ይህንን ሀፃኑ/ኗ/ ሲለማመድ/ስትለማመድ ትክክለኛውን መልስ ስጥ/ጩ/ ።

5 .... 2

6 .... 1..... 3

**ምዘና**

- እሺ ! አሁን ደግሞ ጥቂት እንሰራለን። በጥምና አድምጦህ በሚገባ ትመልህለህ።

*በእዚህ ክፍል ህፃኑ ቢሳሳት ትክክለኛውን መልስ አትናገር/ረ*

የነጥብ አሰጣጥ			
ሀ) 1.....6	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ለ) 5.....2 .....9	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ሐ) 8.....3..... 1 .....4	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
መ) 1..... 2..... 4.....7..... 3	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም

**ክፍል አሥራ አራት የክልከላ ቁጥጥር (**

**የሚያስፈልግ ማቴሪያል የለም**

- እስቲ እንነሣ። አሁን አንድ ጨዋታ እንጫወታለን ። ጨዋታው ሁለት ክፍሎች አሉት በጥሞና አዳምጦህ ያልኩትን ለማድረግ ትሞክራለህ። ራስህን ያዝ።

ጠያቂው/ዋ ራሱን/ራሷን ይዘ/ዘ ያሳያል/ታሳያለች/ ። ህፃኑ/ፏ/ ሁለቱን እጆችን እራሱ ላይ እስኪያደርግ ድረስ ጠብቀው።

- ጎበዝ አሁን ደግሞ የእግርህን አውራጣቶች ያዝ።

ጠያቂው/ዋ (አንተ/አንቺ/) የእግሩን አውራጣቶች በመንካት ያሳያል/ታሳያለች/ ። ልጄ የእግሩን አውራጣቶች እስኪነካ ድረስ ጠብቀ/ቂ/ው። ህፃኑ አንተ/አንቺ/ ያደረግከ/ሽ/ውን ማድረግ እስኪ/ክት/ ቸል ድረስ ሁለቱን ትዕዛዝ ደጋግመህ አለማምደው።

- አሁን ደግሞ ይህን ጨዋታ በተለየ መልኩ እንጫወታለንና እኔ ለምለው ተቃራኒውን ትሰራለህ። እኔ ራስህን ያዝ ስለህ ራስህን በመያዝ ፈንታ የእግርህን አውራጣቶች ትይዛለህ። የእግርህን አውራጣቶች ያዝ ስለህ ደግሞ ራስህን ትይዛለህ። ስለዚህ እኔ ከምለው የተለየ ትሰራለህ ማለት ነው።

**ልምምድ**

- ራስህን ያዝ ካልኩኝ ምን ታደርጋለህ/ለሽ/? (ጠያቂ አሁን ምንም ፍንጭ መስጠት አይኖርብህም ፤ ወይም ራስህን መያዝ የለብህም)
- እግርህን ያዝ ካልኩኝ ምን ታደርጋለህ/ለሽ/? (ምን ፍንጭ መስጠት አይጠበቅብህም፤ ወይም እግርህን መያዝ የለብህም))።

ሀፃኑ/ኗ/ ትክክለኛ መልስ ሲሰጥ/ስትሰጥ/ አበረታታው/አዎንታዊ ግብረመልስ ስጠው/ስጣት//። የተሳሳተ መልስ ከሰጠ ዋናውን ጥያቄ/ምዘና/ ከመጀመሪያ በፊት ለሶስት ጊዜ በማብራራት አለማምደው። ለሶስት ጊዜ አለማምደኸው ልጁ በትክክል መመለስ ካልቻለ ወደ ሚቀጥለው ጥያቄ እለፍ።

**ምዘና**

- አሁን የሚከተለውን ጨዋታ መጫወት እንቀጥላለን። በጥሞና አዳምጥ/ጭ/ እና እኔ የምናገረውን ተቃራኒውን ሥራ/ሪ/።

ጠያቂ (አንተ/አንቺ/) በዚህ ጊዜ አሁንም ምንም ዓይነት ፍንጭ መስጠት አይጠበቅበትም።(ራስህ/ሽን ወይም እግርህ/ሽን መያዝ/መንካት እንዲሁም ግብረመልስም ሆነ ተጨማሪ ማብራሪያ አትስጥ/ጭ/)

የነጥብ አሰጣጥ			
ሀ/ ልጁ የተሰጠውን ትዕዛዝ ተገንዝብዋል።( ያልተገነዘበው ከሆነ ወደሚቀጥሉት ጥያቄዎች እለፍ)	አዎ	አይደለም	
ለ/ ራስህን ያዝ	ትክክል (እግርህን ወዲያው ነክቷል/ነክታለች)	ከተሳሳተ በኋላ እራሱ/ሷ አርሞ እግሩን ነክቷል	ትክክል አይደለም( እግሩን መንካት አልቻለም)
ሐ/ የእግርህን አውራጣቶች ያዝ	ትክክል (ራሱን ወዲያው ነክቷል/ነክታለች)	ከተሳሳተ በኋላ እራሱ/ሷ አርሞ ራሱን ነክቷል	ትክክል አይደለም( ራሱን መንካት አልቻለም)
መ/ የእግርህን አውራጣቶች ያዝ	ትክክል (ራሱን ወዲያው ነክቷል/ነክታለች)	ከተሳሳተ በኋላ እራሱ/ሷ አርሞ ራሱን ነክቷል	ትክክል አይደለም( ራሱን መንካት አልቻለም)
ሠ/ ራስህን ያዝ	ትክክል (እግርህን ወዲያው ነክቷል/ነክታለች)	ከተሳሳተ በኋላ እራሱ/ሷ አርሞ	ትክክል አይደለም( እግሩን መንካት

		እግሩን ነክቷል	አልቻለም)
ረ/ የእግርሀን አውራጣቶች ያዝ	ትክክል (ራሱን ወዲያው ነክቷል/ነክታለች)	ከተሰሳተ በኋላ እራሱ/ሷ አርሞ ራሱን ነክቷል	ትክክል አይደለም( ራሱን መንካት አልቻለም)

በትኩረትና በአፅንኦት ስለማከናወኑ ሁኔታ			
ሀ) ህፃኑ በሚያከናውነው ተግባር ላይ በአትኩሮት ይቆያል	አዎ	አይደለም	ምላሽ አልተሰጠም
ለ) ህፃኑ የሚያከናውነውን ተግባር በጥንቃቄ ያከናውናል	አዎ	አይደለም	ምላሽ አልተሰጠም
ሐ) ህፃኑ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት አለው።  ማቋረጥ አይፈልግም	አዎ	አይደለም	ምላሽ አልተሰጠም

**ክፍል አሥራ አምስት** ነቢዮቹ የቃላት ክህሎት (መሰረታዊ የንባብ ግንዛቤ)

**የሚያስፈልግ ማቴሪያል** የለም

- አሁን የቃላት ጨዋታ እንሞክራለን። አንተ ወደ ገበያ እየሄድክ ነው እንበል። ለምግብነት የምትጠቀማቸውን ነገሮች ከገበያ ገዝተህ የምትመጣቸውን መጥራት /መዘርዘር/ ትችላለህ ? ወይም እናትህ/እህትህ ገበያ ገዝታ የምትመጣቸው ነገሮች ምን ምን ናቸው አስቲ አንተ/ኛ/ የቻልከውን/የቻልሽውን ያህል ዘርዝርና እኔ እቆጥራለሁ።

ሀፃኑ/ሷ/ አስር አይነቶችን እስኪዘረዝር ድረስ ቁጠር። ሀፃኑ/ሷ/ 2 ወይም 3 ብቻ ጠርቶ ካቆመ/ች/ አንዴ እንዲህ ብለህ አበረታታው/ት/

- “እስቲ ሌላ ልትጨምር ትችላለህ/ሽ/”?

ሀፃኑ/ሷ/ ሌሎች ነገሮችን መዘርዘር ካልቻለች ወደ ሚቀጥለው ጥያቄ በማለፍ እንዲህ በል ።

- አሁን ደግሞ የምታውቃቸውን እንሰሳት ዝርዝር እንድትነግረን እፈልጋለሁ። በቤትህም ሆነ በአካባቢህ ያየሃቸውን የምታውቃቸው እንሰሳት ስም ዝርዝር ልትነግረኝ ትችላለህ? አንተ የምታውቃቸውን ያህል ዘርዝርልኝና እኔም እንደቅድሙ እቆጥራለሁ።

አሁን አንዴ እንዲህ ብለህ አበረታታው።

- ሌሎች የምታውቃቸው/ቂያቸው/ ካሉ አስበህ/ሽ/ ልትነግረ/ሪ/ኝ ትችላለህ?

ሀፃኑ/ኗ/ ሌሎችን መዘርዘር ካልቻለ/ላች/ ወደሚቀጥለው ክፍል እለፍ።

የነጥብ አሰጣጥ		
ሀ) የዘረዘራቸው ከገበያ ተገዝተው የሚመጡ የምግብ ዓይነቶች/ ቁሳቁሶች/ ብዛት (0 – 10)		መልስ የለም
ለ) የዘረዘራቸው የእንሰሳት ዓይነት ብዛት (0 – 10)		መልስ የለም

**ክፍል አሥራ ስድስት** የህትመት ግንዛቤ (መሰረታዊ የንባብ ግንዛቤ)

**የሚያስፈልጉ መሣሪያዎች** ዕድሜው ከ 3 – 5 ለሆነ ሕፃን የሚመጥን ማንኛውም መፅሐፍ።

መጽሐፉን ወደ ታች ዘቅዝቀህ የመጽሐፉን የፊት ለፊት ገፅ ወደ ሀፃኑ/ኗ አድርገህ አቀብለው/አቀብላት።

- ሀ/ መጽሐፉን ልንመለከተው ስለሆነ እርዳኝ/እርጂኝ/ ። መጽሐፉን ማንበብ ብትፈልግ/ጊ/ እንዴት ከፍተህ ታነባለህ/ሽ/ ?

ወደ ንባቡ (ተረት/ታሪክ) ከመጀመሪያ ገጽ ጀምረህ/ሽ/ ግለጥ/ጭ።

- ለ/ ከየት ጀምራ ማንበብ እንዳለብኝ ታሳየኛለህ/ሽ/ ?።

የሚቀጥለውን ገጽ በመክፈት ወደ መጀመሪያው ቃል አመልክት/ኛ ።

- ሐ/ ከዚህ ከመጀመሪያው ቃል ማንበብ ከጀመርኩ ለማንበብ ወደ የት መቀጠል አለብኝ? በጣትህ አሳዩኝ።

ወደሚቀጥለው ጥያቄ ከማለፍህ በፊት ሕፃኑ መጽሐፉን ለመመልከት ከፈለገ የተወሰነ ጊዜ ስጠው።

የነጥብ አሰጣጥ			
ሀ) ሕጻኑ/ች/ በተገቢው ሁኔታ መጽሃፉን ከፍቷል/ከፍታለች  (ቃላት ሳይዘቀዘቁ መጽሃፉን ከፍቷል/ከፍታለች)	ትክክል	ትክክል አይደለም	መልስ አልተሰጠም
ለ) ሕጻኑ/ች/ በገዱ ላይ ያለውን ጽሁፍ ጠቁሟል/ጠቁማለች	ትክክል	ትክክል አይደለም	መልስ አልተሰጠም
ሐ) ሕጻኑ/ች/ ጽሁፉ ወደ የት አቅጣጫ እንደሚሄድ ጠቁሟል/ማለች	ትክክል	ትክክል አይደለም	መልስ አልተሰጠም

**ክፍል አሥራ ሰባት :** ፊደላትን መለየት (መሰረታዊ የንባብ ግንዛቤ)

**የሚያስፈልጉ መሣሪያዎች** ከፍተኛ ድግግሞሽ እና መካከለኛ ድግግሞሽ ያላቸው የተመረጡ ፊደሎች

- አሁን የፊደላትን ጨዋታ እንጨወታለን። እኔ ፊደሉን ስጠቁም አንተ/ች ደግሞ ፊደሉን ትጠሪያለህ/ሽ። ሁሉንም መጥራት ካልቻልክ/ሽ/ ምንም አይደለም። ብቻ ለመጥራት ሞክር።

ለሕፃኑ/ች/ የፊደል ገበታ አሣይ ። ሕፃኑ/ች/ እንዳይረበሽ ከአንደኛው መስመር ውጭ ያሉትን በሌላ ንጹህ ወረቀት ሸፍነው። በመጀመሪያው መስመር ፊደል ገበታ ላይ ካለው የመጀመሪያ ፊደል በመጠቆም መጠየቅ ጀምር።

- **ይህ ፊደል ምንድነው?** በማለት ጠይቅ።

ከአንዱ ፊደል ወደ ሌላው ፊደል በጣትህ በማሣየት የመጀመሪያውንና የ2ኛውን ረድፍ/መስመር/ እስከምትጨርስ /ሺ/ቀጥል/ይ። ሕፃኑ/ች/ ከ5 ሴኮንድ በላይ ምንም መልስ ካልሰጠ/ ትክክል አይደለም በማለት ነጥብ በመመዝገብ፤ የሚቀጥለው ፊደል ላይ በመጠቆም ሀፃኑ/ች/ እንዲቀጥል/እንድትቀጥል አበረታታ።

ፊደሎችን ተራ በተራ በጣትህ እያመለከትህ(ሽ) ረድፍ 1 እና 2 እስከትጨርስ(ሺ) ቀጥል(ይ) ። ሀፃኑ/ች/ ፊደል መለየት እንደጀመረ/ች/ ምላሽ በትክክል ያልሰጠባቸው ፊደሎች ላይ የ ' X ' ምልክት አድርግ(ገ)ባቸው። ሀፃኑ/ች/ በትክክል የመለሳቸውን ፊደሎች ብዛት ከረድፍ 1 እና 2 ቆጥረህ(ሽ) ለያቸው። ሀፃኑ/ች/ 3 እና ከዚያ በታች ፊደላትን ብቻ በትክክል ከመለሰ ጥያቄውን እዚህ ላይ አቁም/ሚ/ እና

ወደሚቀጥለው ክፍል ጥያቄ ተሻገር(ረ):: ሀፃነ/ኗ/ 4 እና ከዚያ በላይ የሆኑ ፊደላትን በትክክል ከለዩ(ች) ወደ ረድፍ 3 እና 4 በመሻገር እንዲህ በል::

- በጣም ጥሩ መልስ መልሰሃል/ሻል :: አሁንም ሌሎች የተወሰኑ ፊደሎችን እንለያቸው:: የትኞቹን መለየት ትችል/ይ ይሆን?

በረድፍ 1 እና 2 እንደተደረገው ሀፃነ/ኗ/ ፊደላትን እንዲለይ/እንድትለይ/ ጠይቅ/ቂ/ :: ትክክል ያልሆኑትን P ‘ X ’ ምልክት በማድረግ ቀጥል/ይ/::

E	T	A	N	I
O	S	H	R	D
L	C	U	M	F
G	W	B	Y	P

**ክፍል አሥራ ስምንት** የመጀመሪያ ፊደል ድምፆች (መሰረታዊ የንባብ ግንዛቤ)

- አሁን የማንባብ ጨዋታ እንጨዋለን:: ይህም በቃላት ውስጥ ስለሚፈጠሩ ድምፆችን በተመለከተ ይሆናል ነው:: “ ምሣ ” የሚለው ቃል /ም/ በሚል ድምፅ ይጀምራል (ድምፁን በማሰማት እንጂ በፊደሉ ስያሜ እንዳልሆነ ተናገር):: ከዚህ ቀጥሎ ካሉት ቃላት ውስጥ በ /ም/ ድምፅ የሚጀምረው የትኛው ነው ? በደንብ አድምጠኝ/ጩኝ እና ንገረኝ/ሪኝ:: (ድምፁን በማሰማት እንጂ በፊደሉ ስያሜ እንዳልሆነ ተናገር):: **ምራቅ ፤ ጥራት ፤ ወይም ፍራት ?**

ሀፃነ/ኗ/ ትክክለኛ ያልሆነ ምላሽ ከሰጡ/ች፤ ምራቅ የሚለው ቃል ልክ እንደ ምሣ በ /ም/ ድምፅ ይጀምራል::

**ምዘና**

➤ **አሁንም በመቀጠል ይህንኑ ዓይነት ጨዋታ እንጨወታለን። ዝግጁ ነህ/ሽ ?**

በእያንዳንዱ ጥያቄ ያሉትን ቃላት ዝርዝር አስፈላጊ ሆኖ ካገኘህ/ሽ አንድ ጊዜ ደግመህ/ሽ/ በመጥራት/በማለት/ የህፃኑ/ፍ/ ን ምላሽ ነጥብ መዝግብ/ቢ።

➤ **ሀ/ “ስልክ” የሚለው ቃል በ/ስ/ ድምፅ ይጀምራል። ከዚህ ቀጥሎ የምላቸውን ቃላት አድምጥ/ጪ እና**

**በተመሳሳይ ሁኔታ በ/ስ/ ድምፅ የሚጀምረውን ቃል ትነግረኛለህ/ሽ።**

**ስር                      ልብ                      ክር**

➤ **ለ/ ጥሩ። አሁን ደግሞ “ትል” የሚለው ቃል በ/ት/ ድምፅ ይጀምራል። ከዚህ ቀጥሎ የምላቸውን ቃላት**

**አድምጥ/ጪ እና በተመሳሳይ ሁኔታ በ/ት/ ድምፅ የሚጀምረውን ቃል ትነግረኛለህ/ሽ።**

**ፍየል                      ችግር                      ትንኝ**


➤ **ሐ/ በጣም ጥሩ። አሁን “ድመት” የሚለው ቃል በ/ድ/ ድምፅ ይጀምራል። ከዚህ ቀጥሎ የምላቸውን ቃላት**

**አድምጥ/ጪ እና በተመሳሳይ ሁኔታ በ/ድ/ ድምፅ የሚጀምረውን ቃል ትነግረኛለህ/ሽ።**

**በግ                      ግመል                      ድንጋይ**

የነጥብ አሰጣጥ			
ሀ/ ህፃኑ/ፍ ከ /ስ/ ድምፅ ጋር የሚጣመረውን ቃል ለይቷል/ለች	ትክክል	ትክክል አይደለም	መልስ አልተሰጠም
ለ/ ህፃኑ/ፍ ከ /ት/ ድምፅ ጋር የሚጣመረውን ቃል ለይቷል/ለች	ትክክል	ትክክል አይደለም	መልስ አልተሰጠም
ሐ/ ህፃኑ/ፍ ከ /ድ/ ድምፅ ጋር የሚጣመረውን ቃል ለይቷል/ለች	ትክክል	ትክክል አይደለም	መልስ አልተሰጠም

**ክፍል አሥራ ዘጠኝ**      ቅድመ ጽሁፍ (መሰረታዊ የንባብ ግንዛቤ)

**የሚወስደው ጊዜ :-** 2 ደቂቃ 

**የሚያስፈልጉ መሣሪያዎች:-** አንድ ባዶ ወረቀት እና እርሳስ ወይም እስክራብቶ

- አሁን ጨዋታና ጽሕፈት ልንጀምር ነው። ስምህ/ሽ/ን በምትችለው መንገድ ልትጽፍልኝ/ልልኝ/ ትችላለህ/ሽ/? በሚገባ ባጽትፍም/ፊም/ አትጨነቅ/ቂ/ ብቻ የቻልከውን/የቻልሺውን ያህል ሞክር/ሪ። አሁን ወደሚቀጥለው ጨዋታ እንለፍ።

የዚህ ክፍል ተግባር ህጻኑ/ኗ መፃፍ ስትጀምር/ሲጀምር ባለው በ2 ደቂቃ ጊዜ የተወሰነ ነው። እንዲጽፍ/እንድትጽፍ ከዘዝከው/ካት ጊዜ አንስቶ ባለው 1 ደቂቃ ውስጥ መጻፍ ካልጀመረ/ች አስቁመው/አስቁማት እና እንዲህ በል/ይ።

- አሁን ደግሞ ወደሚቀጥለው ጨዋታ እናልፋለን።

የዚህን ክፍል አተገባበር ስትከታተል (ማለትም ህጻኑ/ኗ እንዲጽፍ ሲጠየቅ/እንድትጽፍ ስትጠየቅ) ህፃኑ/ኗ/ የህፃኑ/ኗን የእርሳስ አያያዝ በትኩረት ተከታተል/ይ። እርሳሱን በትክክልና አጥብቆ ሊይዝ ይገባል። ስለአጻጻፉ ነጥብ እንዴት እንደሚሰጥ ከዚህ መጠይቅ በስተመጨረሻ ገጽ ላይ በተገለጸው ደረጃ መሠረት በማመሳከር/በማስተያየት ይሆናል።

የነጥብ አሰጣጥ		
የአፃፃፍ ደረጃ (0.....4)		ምላሽ አልተሰጠም

**ክፍል 4ያ** አዳምጦ የመረዳት ሁኔታ (መሰረታዊ የንባብ ግንዛቤ)

**የሚያስፈልጉ መሣሪያዎች፡-** - ከዚህ በታች የሚገኝ ተረት አስፈላጊ ከሆነ በአካባቢው የሚታወቅ ተመሳሳይ ተረት።

- አሁን በጣም አስደሳች የሆነ ተረት ልነግርህ ነው። ከዚያ በኋላ ስለነገርኩህ ተረት ጥያቄዎችን እጠይቃለሁ። ተረቱን/ታሪኩን በደንብ ተከታተል እሺ?።

ታሪኩን ቀስ ብለህ በግልጽና ጥርት ባለ ሁኔታ አንብብ።

**አይጥና ድመት**

ከዕለታት አንድ ቀን አንድ ወፍራም ድመት ነበር። ሁልጊዜ ቀይ ባርኔጣ ይለብሳል/ያደርጋል። ከዕለታት አንድ ቀን ተኝቶ እያለ ትንሽ አይጥ ቀስ ብለ ገብታ ባርኔጣዋን ሰርቃ ሄደች። ከእንቅልፉ ሲነቃ ባርኔጣውን ከቦታው በማጣቱ ይናደድና አይጡን ማሳደድ ጀመረ። ከትንሽ ጊዜ በኋላ አይጡ

ከጠረጴዛው ሥር ማምለጥ በማይችልበት ቦታ ይጠመዳል። በዚህ ጊዜ አይጡ ድመቱን “ እባክህን አትብላኝ በሕይወት እንድናር ብታደርገኝ ባርኔጣህን እመልስልሃለሁ” ብሎ ለመነው ። ድመቱም ባርኔጣውን ከወሰደ በኋላ እባክህን ሁለተኛ ባርኔጣዬን እንዳትነካብኝ ብሎት በደስታ ወደ ዕንቅፈፉ ተመለሰ ።

**አሁን ስለ ተረቱ/ታረኩ ጥቂት ጥያቄዎችን እጠይቅሃለሁ።**

በጥንቃቄ እና በዝግታ ጥያቄውን ጠይቅ። አስፈላጊ ሆኖ ከተገኘ ጥያቄውን አንድ ጊዜ ድገምለት/ላት።

እነዚህን ጥያቄዎች በምትጠይቅበት ጊዜ ህፃኑ/ኗ/ ምን ያክል በቀጣይነት/በአትኩሮት ጥያቄዎችን ለመመለስ እየሞከረ እንደሆነ ተመልከት ። በዚህ መሰረት መሰረት ውጤቱን በውጤት መስጫ ላይ አስፍር።

የነጥብ አሰጣጥ			
<b>ተረቱን/ታረኩን ስለመረዳቱ</b>			
ሀ/ “ ድመቱን ባርኔጣ የሠረቀው ማን ነው?”/አይጡ/	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ለ/ “ የባርኔጣውን ቀለም ትነግረኛለህ/ሽ?” /ቀይ/	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ሐ/ “ ድመቱ አይጡን ለምን አሳደደ?” /ባርኔጣውን ስለሰረቀ/	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
መ/ “ አይጡ የት ነው ሊጠመድ የቻለው?” / ጠረጴዛው ሥር/	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
ሠ/ “ ድመቱ አይጡን ላለመብላት ለምን ወሰነ? “ /ባርኔጣውን አይጡ ስለመለሰለት	ትክክል	ትክክል አይደለም	ምላሽ አልተሰጠም
<b>በትኩረትና በአፅንኦት ስለማከናወኑ ሁኔታ</b>			
ሀ) ህፃኑ በሚያከናውነው ተግባር ላይ በአትኩሮት ይቆያል	አዎ	አይደለም	ምላሽ አልተሰጠም

ለ) ህፃኑ የሚያከናውነውን ተግባር በጥንቃቄ ያከናውናል	አዎ	አይደለም	ምላሽ አልተሰጠም
ሐ) ህፃኑ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት አለው።  ማቋረጥ አይፈልግም	አዎ	አይደለም	ምላሽ አልተሰጠም

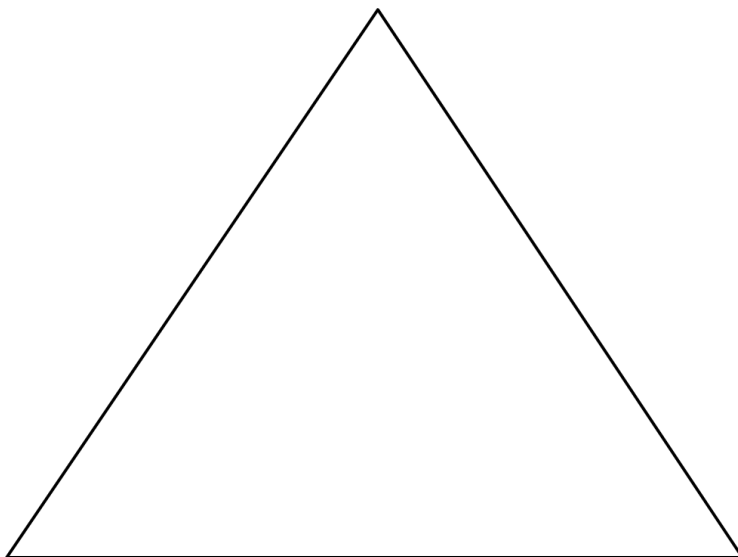
**ክፍል ሃያ አንድ፡ ቅርጽን በትክክል በመቅዳት መሣል /**

**የሚያስፈልጉ መሣሪያዎች፡-** ወረቀት፤ እርሳስና ሶስት ጎን ካርድ

ለሕፃኑ ሶስት ጎን ሥዕል አሳይ እና እንዲህ በል

- አሁን የተወሰኑ ሥዕሎችን እንስላለን ። ይህ የሆነ ሰው የሳለው ስዕል ነው። በትንሽ ወረቀት ላይ ይህን ሥዕል አስመስለህ ለመሳል ሞክር። የምትችለውን ሞክር።

የነጥብ አሰጣጥ			
ሀ/ ያለ ክፍተት የተገጣጠሙ ማዕዘኖች /0, 1, 2, 3/			ምላሽ አልተሰጠም
ለ/ ሥዕሉን ሊመሰል ተሞክሯል/ሰያፍ ፤ በአንፃራዊ መልኩ  ቀጥ ያለ መስመር/	አዎ	አይደለም	ምላሽ አልተሰጠም



**ክፍል ሃያ ሁለት      የሰው ምሥል መሳል**

**የሚፈጀው ጊዜ**    2 ደቂቃ 

**የሚያስፈልጉ ዕቃዎች**    እርሳስ እና ወረቀት

ለህፃኑ ወረቀትና እርሳስ ስጠው።

- **አሁን ደግሞ ሌላ የሥዕል ጨዋታ ይኖረናል። ይህንን ወረቀትና እርሳስ ተጠቅመህ የቆመች/ የቆመ ልጅ ሥዕል ልትስልልኝ ትችላለህ?**

ሕፃኑ መሣል ካጀመረበት ጊዜ ጀምሮ ለዚህ ሥራ ሁለት ደቂቃ ብቻ ስጥ። በዚህ ጊዜ ልጅ ሥዕል መሳል ካልጀመረ በማስቆም እንዲህ በል/በይ፡-

- **አሁን ደግሞ ወደሚቀጥለው ተግባር እናልፋለን።**

እነዚህን ጥያቄዎች በምትጠይቅበት ጊዜ ህፃኑ/ኗ/ ምን ያክል በቀጣይነት/በአትኩረት ጥያቄዎችን ለመመለስ እየሞከረ እንደሆነ ተመልከት ። በዚህ መስፈርት መሰረት ውጤቱን በውጤት መስጫ ላይ አስፍር።

የነጥብ አሠጣጥ			
U/ ሕፃኑ/ኗ የራስ ሥዕል ስሏል/ስላለች	ትክክል	ትክክል	መልስ የለም

		አይደለም	
ለ/ ሕፃኑ/ፏ የሰውነት አካል ስህተት/ስህተት			
ሐ/ ሕፃኑ/ፏ የክንድ/ትከሻ/ ሥዕል ስህተት/ስህተት			
መ/ ሕፃኑ/ፏ እግሮችን ስህተት/ስህተት			
ሠ/ ሕፃኑ/ፏ የፊት አንድ ገጽታ ስህተት/ስህተት			
ረ/ የፊት ሁለት ገጽታዎችን ስህተት/ስህተት			
ሰ/ ሕፃኑ/ፏ እጆችን ስህተት/ስህተት			
ሸ/ ሕፃኑ/ፏ የእግር መዳፎችን ስህተት/ስህተት			
<b>በትኩረትና በአፅንኦት ስለማከናወኑ ሁኔታ</b>			
ሀ) ሕፃኑ/ፏ በሚያከናውነው ተግባር ላይ በአትኩረት ይቆያል	አዎ	አይደለም	ምላሽ አልተሰጠም
ለ) ሕፃኑ/ፏ የሚያከናውነውን ተግባር በጥንቃቄ ያከናውናል	አዎ	አይደለም	ምላሽ አልተሰጠም
ሐ) ሕፃኑ/ፏ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት አለው።  ማቋረጥ አይፈልግም	አዎ	አይደለም	ምላሽ አልተሰጠም

**ክፍል ሃያ ሦስት      ወረቀት ማጠፍ**

**የሚያስፈልጉ መሣሪያዎች፡-** 20 X 20 ሳ.ሜ የሆነ ወረቀት

- አሁን ደግሞ ወረቀት የማጠፍ ጨዋታ እንጨወታለን። አብረን ጥሩ ቅርፅ እንሠራለን።  
ለአንተ/ቺ አንድ ንጹህ ወረቀት እስጥሃለሁ/ሻለሁ፤ ለራሴም እንዲሁ እወስዳለሁ።  
በወረቀቱ ምን እንደምሠራ እና ደረጃ በደረጃ እንዴት እንደማጥፍ በደንብ ተከታተለኝ ።  
አንተም በዚህ መሠረት ለመሠራት በትኩረት ተከተለኝ።

ተግባሩን በምታሳይበት ወቅት ከዚህ በታች ያሉትን ቅደም ተከተሎች/ደረጃዎች ተከተል። ሀፃኑ/ኗ እያንዳንዱን ደረጃዎች ማከናወን እንዲችል ጊዜ በመስጠት በትዕግስት ጠብቀው። ለእያንዳንዱ ደረጃ አንድ ተጨማሪ የመሞከር ዕድል መስጠት ይፈቀዳል። ሕፃኑ/ኗ ለመሠራት ፈቃደኛ ካልሆነ ወይም መሃከል ላይ ካቋረጠ ወደሚቀጥለው ክፍል እለፍ።

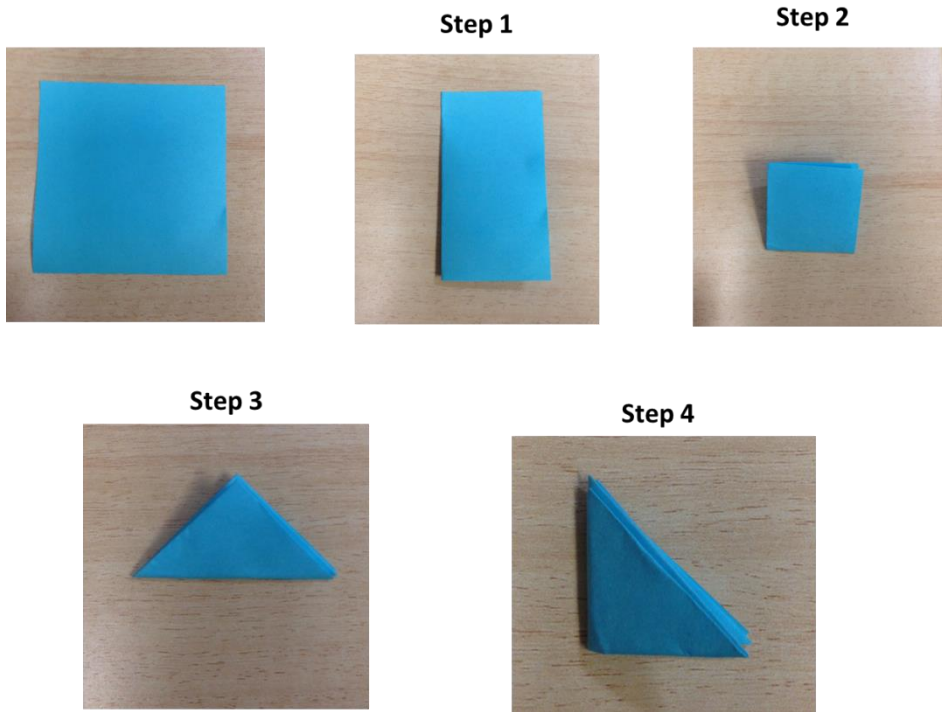
ደረጃ አንድ ወረቀቱን (ከላይ ወደ ታች) እኩል ወደ መሃል እጠፈው፤

ደረጃ ሁለት ወረቀቱን አሁንም ወደ መሃል (አግድም) እጠፈው

ደረጃ ሦስት ቀጥሎ በግማሹ ሰያፍ እጠፈው

ደረጃ አራት አሁንም በግማሹ ሰያፍ እጠፈው

ለደረጃዎች ነጥብ ለመስጠት በእጥፍዎች መሃከል ከ 1 ሳ.ሜ ያልበለጠ መራራቅ የለበትም።



የአዲህን ክፍል ተግባር በምታከናውንበት ጊዜ ህፃኑ/ፊ/ ምን ያክል በቀጣይነት /በአትኩሮት ተግባራትን ለማከናወን እየሞከረ እንደሆነ ተመልከት :: በዚህ ም መስፈርት መሰረት ውጤቱን በውጤት መስጫ ላይ አስፍር::

የነጥብ አሰጣጥ			
አስተጣጠፍ/ እጥፋት			
ሀ/ ሕፃኑ /ፊ በትክክል ያጠፋቸው ያጠፈችው የደረጃዎች ቁጥር/  ቅደም ተከተሎች ብዛት (በ 1 ሳ.ሜ ውስጥ) (0 - 4)			ምላሽ አልተሰጠም
<b>በትኩረትና በአፅንኦት ስለማከናወኑ ሁኔታ</b>			
ሀ) ህፃኑ/ፊ በሚያከናውነው ተግባር ላይ በአትኩሮት ይቆያል	አዎ	አይደለም	ምላሽ አልተሰጠም
ለ) ህፃኑ/ፊ የሚያከናውነውን ተግባር በጥንቃቄ ያከናውናል	አዎ	አይደለም	ምላሽ አልተሰጠም
ሐ) ህፃኑ/ፊ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት  አለው:: ማቋረጥ አይፈልግም	አዎ	አይደለም	ምላሽ አልተሰጠም

**ክፍል ሃያ አራት ሽከላ ( በአንድ እግር እየዘለሉ መሄድ)**

**የሚያስፈልጉ መሣሪያዎች:-** የለም

- **አሁን አንድ ሌላ ጨዋታ እንጨወታለን::** በአንድ እግርህ (ግራ ወይም ቀኝ ሊሆን ይችላል) እንድትቆምና ወደ ፊት የምትችለውን ያህል በአንድ እግርህ ከምሣሌ እንደዚህ እየዘለልክ እንድትሄድ እፈልጋለሁ ::

በቀጥታ ወደ ፊት 10 ያህል ሽከላዎችን ሠርተህ/ሽ/ አሳይ/ዪ::

- **ቀጥሎ አንተ/ኛ/ የምትችለውን/ የምትችዬውን ያህል ሸክላህ/ሽ አሣዩ/ዩኝ። እኔ ደግሞ ምን ያህል እንደሸከልክ/ሽ/ እቆጥርላሃለሁ/ሻለሁ።**

ሕጻኑ/ፈ በአንድ እግሩ/ሯ/ ብቻ ሣያቋርጥ በተከታታይ ምን ያህል እንደሸከለ/ች/ ቁጠር። ቢያንስ 10 ጊዜ።

የነጥብ አሰጣጥ	
የሸከላ ብዛት (0 – 10)	መልሱ አልተሰጠም

ሕፃናቱ ስለነበራቸው ትዕግስት እና ስለበረከቱት አስተዋጽኦ እንዲሁም ስለደረጉት ጥረት ያለህን /ሽን አድናቆት በመግለጽ ምስጋና አቅርብላቸው። ከዚህ በተረፈ የሚጠይቁት ጥያቄ ወይም መናገር የሚፈልጉት ነገር ስለመኖሩ ጠይቃቸው። ውጤቱን እያጠናከርክ ሣለህ ሕፃናቱ መውጣት የሚፈልጉ ከሆነ ፍቀድላቸው።

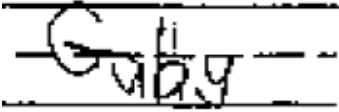
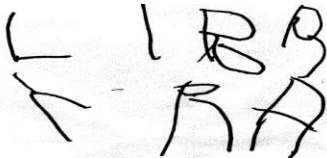
### **አጠቃላይ ግምገማ (ዕይታ)**

በዚህ ምዘና ስለ ሕፃኑ የነበረህን አጠቃላይ ግምገማ (ዕይታ) መሠረት በማድረግ ቀጥሎ ያሉትን ጥያቄዎች በተቻለ መጠን በጥንቃቄ ይመልሱ።

የነጥብ አሰጣጥ				
	ፈጽሞ የለም	አንዳንድ ጊዜ	ብዙ ጊዜ	ሁልጊዜ በሚባል ደረጃ
1. ህፃኑ/ፈ በምዘናው ወቅት ለመመሪያዎችና ለሠርቶ	1	2	3	4

ማሳያዎች ትኩረት ሠጥቷል/ሰጥታለች ?				
2. ሀፃኑ/ኗ ጥያቄዎችን ለመመለስም ሆነ ተግባራትን ለመስራት በራስ መተማመን አሳይቷል አሳይታለች፤ አለቅማማም ?	1	2	3	4
3. ሀፃኑ/ኗ ጥያቄዎችንም ሆነ ተግባራትን በትኩረት ወይም በሌላ ነገር ሃሳቡ ሳይሰረቅ አከናውኗል/ አከናውናለች?	1	2	3	4
4. ሀፃኑ/ኗ በጥንቃቄና በትኩረት ነበር ወይ ተግባራትን የሚያከናውነው? ሀፃኑ/ኗ በትክክል ለመሥራት ፍላጎት ነበረው/ነበራት?	1	2	3	4
5. ሀፃኑ/ኗ አንድን ተግባር ለማከናወን ሆነ ጥያቄዎችን ለመመለስ ፍላጎት ያሳይ/ታሳይ ነበር ?	1	2	3	4
6. ሀፃኑ/ኗ ተግባራትን የሚያከናውነው በንቃት ነበር? ሳይሰለች/ሳይሰለች ወይም ቶሎ ለማቆም አልሞከረም	1	2	3	4
7. ሀፃኑ/ኗ ከመጀመሪያ እስከ መጨረሻ ስለጥያቄዎቹ ለማወቅ በጉጉት ይከታተል/ትከታተል ነበረ/ረች?	1	2	3	4

**Appendix A. Scoring rubric for writing**

<b>Writing level</b>	
Level 4: Wrote name 	4 points
Level 3: Wrote letters 	3 points

