



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
PROGRAM- MA IN EDUCATIONAL POLICY AND PLANNING

**PRACTICES AND PROBLEMS OF EARLY CHILDHOOD CARE AND EDUCATION
(ECCE) IN GOVERNMENT AND PRIVATE SCHOOLS IN SEBETA CITY
ADIMINISTRATION**

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AUGUST, 2021
ADDIS ABABA, ETHIOPIA

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ADMINISTRATION

A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION
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MASTERS OF ARTS IN EDUCATIONAL POLICY AND PLANNING

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DEDICATION

This work is dedicated to my mother and father for their warm care and lovely parenthood and to my wife Buze Wakoya for the unreserved support she gave me while I was undertaking this research.

DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

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Practices and Problems of Early Childhood Care and Education (ECCE) In
Government and Private Schools in Sebeta City Administration

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ABBREVIATIONS AND ACRONYMS

ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
FGD	Focus Group Discussion
ESDP	Education Sector Development Program
KG	Kindergarten
ILO	International labor organization
MoE	Ministry of Education
MoLSA	Ministry of Labour and Social Affairs
NGOs	Non-Governmental Organizations
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The main purpose of the study was to investigate the Practices and Problems of Early Childhood Care and Education (ECCE) in Government and Private Schools in Sebeta City Administration. To realize this purpose. Descriptive survey research design that involved qualitative and quantitative approaches was used . The study used 120 preschool teachers, 7 school principals and 5 experts from education bureau as relevant data sources In order to select sample respondents, simple random sampling, availability and purposive sampling techniques were employed. Questionnaires, interview, focus group discussion and observation were the major data collection techniques used for the study. In order to analyze the data collected from the sample preschools, quantitative and qualitative data analysis techniques were employed. The findings revealed that implementation of ECCE curriculum in the studied preschools in terms of , providing adequate class rooms and outdoor spaces, supply of necessary materials, and its organization were inadequate and ineffective. It was also identified that there is lack of professionally trained and skilled preschool teachers, and weak parent-school partnerships in the preschools. Besides, the curriculum used both in Government and private preschools lack relevance to the actual situation of the children and there are gaps for improvement. Overall, the ECCE in studied preschools had been less considered and great attention is required for better achievements. ECCE is not considered as an integral part of formal education and it almost ignored by the parents as well as other stakeholders of ECCE. Therefore, it is recommended that regional education bureau better to provide inclusive and effective curriculum materials, administration body of preschools arrange short and long term training for professional developments of preschool teachers, organize classrooms and adequate outdoor spaces for the children, provide sufficient and durable playing materials and assign qualified preschool teachers for the success of ECCE. Furthermore, it is better to strengthen the parents-school partnership for the successful implementation of ECCE.

Key words: - *Early child hood care and education (ECCE), curriculum, education, preschool*

CHAPTER ONE

1. INTRODUCTION

This chapter presents background of the study, statement of the Problem and research questions of the study, the objectives, significance, delimitations, limitations, organizational structure of the study and operational definitions of terms.

1.1. Background of the study

Education is fundamental to all strivings for development that a country makes. It plays vital role in producing qualified, competent, well informed, socially effective individuals that a country needs to work in various sectors. To play such significant roles, education needs to meet quality standards at all levels. Education enables individuals and societies to make all rounded participation in the development process by acquiring knowledge, ability, skill and shaping attitudes (Landry, S.H., Swank, P.R., Smith, K.E., Assel, M.A., & Gunnewig, S.B. (2006).

Early Childhood education is base for the life any individual to play role in development process of any country. Early Childhood Care and Education has diversified meaning among different scholars. Different countries use different terms and phrases to explain the services and education given to young children. Some of these terms include Childhood Education, early childhood education, early childhood education and care, pre-primary education, kindergarten, etc. Early child hood education is curial to the future well-being of children, and establishes the foundation for the acquisition of knowledge and skills that will affect later learning and behavior Suivant (2006:17).The term ECCE has been used by UNESCO to refer to services for children from birth until the child enters primary education(Rao and Sun, 2010). For most people Early Child Hood Care and Education (ECCE) refers to education and care provided during the period from birth to the age of starting primary or formal school. But there are different age limits set by different scholars and organizations to the year that comprises of early childhood education.

According to Chowdhury and Choudhury (2002), early childhood begins when the ‘relative dependency of babyhood’ is over and it covers the age from of 2-6 years. In Australia early child hood education involves a program serving children birth to 8 years to promote children’s intellectual, social, emotional, language and physical development and learning (NAEYC,2005).

Early childhood is a period of great opportunity for shaping children's way of interacting with their environment, and shaping their adulthood and more generally their futures. Early childhood education is a sensitive period marked by rapid changes in physical, cognitive, language, social and emotional development World Health Organization (WHO, 2012). Early childhood learning not only supports the development of cognitive, social, emotional and motivational skills, but also drives later learning and achievement, which in turn contributes to the 'human capital' that underpins the economic well-being of the broader community ((Barnett, W. S. (2008)

Cognizant of this, the Ethiopian Government has given due attention to education (MoE, 2010). As a foundation, one of the strong works to be done in relation to having quality education is what we do at early childhood level. The New Education and Training Policy (1994), sets the aim of pre-school education in the country as the all-round social, emotional, intellectual and physical development of the child in preparation for formal schooling. Based on this aim, MoE set different regional states of the country to adopt the general objectives of Kindergarten education. As a result Early Childhood Care and Education enrollments increased significantly. In Ethiopia context early childhood care and education refers to comprehensive approach to policies and programs for children prenatal to seven years of age (MoE, 2010).

In 2010, the Ethiopian government developed Early Childhood Care and Education Policy and Strategic Framework. Following the development of the framework, the Ethiopian government introduced a new initiative called O-class in 2011/12 to enroll children who did not get access to attend a three years kindergarten program in government schools. According to Ministry of Education Educational Statistics Annual Abstract (2015), Early Childhood Care and Education (ECCE) which was formerly called Childhood Education include Kindergarten, O-class and Child to Child programs. Among these the most widespread response of local government for children who did not have the chance to attend Childhood Education program is O-class (MoE, 2015). As indicated by USAID, (2011) education is essential for human development and critical to lay basic ground for economic growth for every nation. It is difficult to achieve a sustainable economic growth or to be a developed nation without first investing in expanding access to quality education. In order to achieve the above benefit, the Education Sector Development Program (ESPP IV) was designed four main strategies for Early Childhood Education.

Education Sector Development Program (ESPP IV) covers four main areas where the first strategy is to mainstream Early Child Care and Education (ECCE) by clarifying the mandate and role of the various stakeholders and establishing a national steering committee, regional councils and *Woreda* technical committees. The second strategy is to enforce the monitoring and regulating the quality of ECCE delivery while the third strategy is to give direct support to quality improvement. The Fourth strategy has the intention to give more attention to early child care education oriented teacher training and development. With this background, the purpose of the present study is to assess the practices and problems of early child hood care and education (ECCE) in government and private preschools in Sebeta city administration.

1.2. Statement of the Problem

Childhood education is the place from where the children derive maximum benefits other than their home. Hence, its physical set up, site, material provisions, plan and programs are great consequence in achieving the goals of Childhood education. To this concern, early childhood education in its very fundamental nature requires the pending together of people, materials, appropriate strategies of instruction and program in to consistent unit so as to achieve its aim (UNICEF, 2013). It is pedagogically attested that for quality education or factors used to measure quality of education are mainly curriculum, teaching materials, class size, qualification of teaching staff, pupil-textbooks ratio, and student-teacher ratio. As it is stated in ILO (2012), it is easy to measure indicators of quality: such as class size, child–teacher ratios, and teacher education and training, physical environment and availability of suitable materials. Other situation such as positive learning relationships between children and teachers, parental involvement, and responsiveness to diversity and children with special needs, are also important (Myers, 2006.pp.31–34; UNESCO, 2007: 177, Cited in ILO, 2012).

Different research results showed that Early Childhood Care and Education in Ethiopia has been suffering from many challenges besides to its inaccessibility for children from disadvantaged families of urban residents in particular and rural parts of the country in general. It has been facing challenges like lack of qualified human resource, lack of appropriate indoor and outdoor materials, instructional resources, first aid services, lack of community participation and supervision and support from stakeholders (Sisay, 2013 and Tirussew, 2005).

In other words, if there is more educated and well trained childhood care and education professionals in Childhood Educations they are more sensitive to children and more positive attitude towards their work, in turn, provide quality care and education to children.

While there are many factors such as teacher-child ratios and class size related to high quality childhood education, one important factor is the training and education received by childhood education professionals (Kontos & Wilcox-Herzog, 1997, cited in Hough 2004). The findings of the research conducted by above mentioned authors indicated that well-trained professionals provide high quality care and education to young children because more specialized training leads to higher quality interactions including sensitivity to children, increased job satisfaction, and increase knowledge for professionals working with children with diagnosed disabilities (Morgan et al., 1993 cited in Hough 2004). Specialized training in early childhood education received by child care professionals have been directly linked to quality care and education (Arnett, 1989; Morgan et al., 1993; Ruopp, Travers, Glantz, & Coelen, 1979; Whitebrook, Howes, & Phillips, 1997., cited in Hough 2004). Therefore, to have quality early childhood education in Childhood it is required to provide training in this sub sector for teachers and caregivers.

Regarding Childhood Care and Education situation and performance in Ethiopia, it was briefly highlighted in the 2015/2016 annual abstract of Ethiopian MoE, that Childhood education of the country is not achieving the objectives expected in the policy documents (MoE, 2017). For the understanding of the Early Child Care Education (ECCE) in Ethiopia, the government established a strategic operational plan and guidelines which encourages private investors, faith-based organizations and Non-Governmental Organizations (NGOs) into the delivery of Childhood education. During the implementation of the first four ESDPs, particularly, in ESDP III, the government had no direct involvement in the expansion of Childhood education. In this regard, the ministry of education of the country explained that, “government policy for this sub-sector is not to establish and run Childhood education in the next five years” (MoE, 2005.p, 39). Predominantly, teachers, parents, principals, and Childhood Education administrators as well as nearby educational experts play an important role for ECCE program implementation.

Accordingly, the Oromia Education Bureau Planning and Project Service (OEBPPS) set minimum standards that Childhood Education program must meet in order to achieve the intended regional goals and profiles set in the policy (OEBPPS, 2003). As a result of this, the researcher is interested to investigate the practice and problems of early child care education. Even though there are various research works available on the issues of primary school education, none of these researches is not conducted on Childhood care and education in Sebata City Administration where the current research is proposed to be conducted. Based on the above perspectives, the situation of early childhood education in Sebata city administration has become the concern of this study. In this regard, the analysis of the current **status** of Early Childhood care and Education in the region in general, and Sebata city Administration in particular, would be an important source of knowledge and direction for further improvement of the situation.

Therefore, in light of these facts, this research aims to explore situation of early childhood education and, describe levels of teacher qualification, school facilities and quality of curriculum and school physical environment in government and private ECCE centers. Hence, the study will attempt to investigate the practical trends and major problems of ECCE centers in Sebata City Administration. Overall, this research tried to investigate the status of (teachers' professional competence and adequacy, curriculum implementation, physical environment, community participation (CP), and factors affecting the early childhood care and Education in Sebata City Administration in line with the set of ECCE policy, including two of the three modalities of Childhood Education.

To this effect the researcher sets out the following general and specific objectives of the study.

1.3. Objectives of the study

1.3.1. The General objective

The general objective of this study is to assess the current practices and problems of Early child hood care and Education (ECCE) in government and private schools in Sebata city Administration

1.3.2. The specific objectives

1. To examine the children's caring practices in terms of inputs and teaching and learning processes in government and private ECCE centers in the Sebata town.

2. To assess the standards of early child care Education, curriculum of education and the pedagogical tools used in early child care and Education in the schools.
3. To compare the state of ECCE in government and private schools in the study area
4. To identify the major challenges in government and private ECCE centers in Sebata city administration?

1.4. Research questions

The following research questions will be raised for deep investigation of the present study.

1. What are the children's caring practices in terms of inputs and teaching and learning processes in the sample schools (ECCE centers)?
2. To what extent the standard, the curriculum and the pedagogical tools of education prepared and implemented for children's cognitive, physical, social and emotional development?
3. To what extent do government and private schools differ in the provision of ECCE in the study area?
4. What are the major problems facing ECCE in the sample schools and ECCE centers?

1.5. Significance of the study

The results of the present study may create awareness among ECCE center teachers, pertinent experts and supervisors in providing relevant information about the practice and problems of early child hood care and education (ECCE) in the town. It also help the school principals to broaden their views about the current status of the Childhood Education, as a result develop capacity of working at their level best for clients' satisfaction. The findings of this research will provide a necessary basis for policy makers, planners, school principals, teachers, parents and other interested groups to realize the aim of Childhood Education and practice and problems of early child hood care and education(ECCE).Finally, it also serves as a base line for further study.

Overall, the study will have significances for policy makers, practitioners, and parents in different aspects. Firstly, the research may show direction to policy makers where the gap lies so that intervention of the government and practitioners is possible. Secondly, it may allow practitioners to share best practices and understand the underlying factors to improve their processes. Thirdly, it informs parents about the importance of investing on children and enable

them understand their role and the role of others on children development and learning. Fourthly, it may serve as a base for further research on the area of Early Child Care Education (ECCE)

1.6. Delimitations of the study

This study was delimited to the practices and Problems of Early Childhood Care and Education (ECCE) in Sebata city Administration. Sebata is located 24 km away to the North west from Addis Ababa, Jimma road. One can travel from Mercato via Ayer Tena-Kara Kore- Wolete – Alemgana or Mexico-Jemo- Alemgana to reach at Sebata city Administration. Due to financial and time constraint and to make the study more manageable the study is delimited to 10(13%6 government and 10 private) ECCE centers from 130 Early Childhood Care and Education in the 11 government and 119 private school in sebata city Administration. Moreover, the study was focus on practice of Early Childhood Care and Education (ECCE) centers administrative characteristics; the standard of Childhood Education , the syllabus of Childhood Education , the pedagogical tools, and opportunities in Early Childhood Care and Education (ECCE) .

1.7. Limitation of the Study

Because of financial and time constraints the study was not consider all preschools as participants; hence the study was focused on only 16 preschools .Moreover there were no sufficient reference books and researches works in preschools education. While this study is focused only on Sebata town a further study can be done by incorporating oromia regional States. Therefore, for the matter of manageability the study is delimited to only 16 within Sebata town.

1.8. Operational Definition of terms

Early childhood care and education: is educational program for children who reach his/her age 4 to 6 to learn and develop language skills, math, social interaction, aesthetic and physical activities.

Pre-primary education program: Refers a program for children from age 4 to 6 to make them ready for regular school. Pre-primary and pre-school can be used interchangeably.

Kindergarten: Refers a three years' program to make children / age 4-6/ ready for primary education (AACEB, 2013).

O-Class program: -It's one of the four modalities of pre-primary education program and it's

opened up in the already existing primary schools. It is single year program for 6 year olds children before entering grade one (MoE, 2013/14).

Child to child program: It refers is a non-formal one-year education program for children of age six who do not have the access of kindergarten and O-class (MoE, 2012).

Child care: It is the process of providing care, stimulation and safe environment for children (MoE, MoH and MoWA, 2016).

Curriculum - A document which describes a structured series of learning objectives and outcomes for a given subject matter area. It is an approved guide for incorporating developmentally appropriate content, concepts and activities in the pre-school program.

1.8. Organization of the study

The study is organized into five chapters. The first chapter is the introductory part which consists of background of the study, a statement of the problem, objectives of the study, the significance of the study, limitation and the delimitation of the study and organization of the study. The second chapter presents Review related literature. The third chapter consists of the method of the study which includes research method, sampling technique, data collection instruments and method of data analysis used in conducting the study. The fourth chapter deals with presentation, Analysis and Interpretation of data. The last, fifth, chapter contains summary of findings, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

There are a number of written works on the area of Early Childhood Care and Education Program. Therefore, this chapter is devoted to discuss on the Concept, Rationale and Benefit of the Program. In addition to this, Historical development of the program, Early Childhood Care and Education, Management and Structure of the Program are also included.

2.1. The concept and nature of Early Childhood Care and Education (ECCE)

2.1.1. The concept of ECCE

Under this part concept, rationale and benefit of ECCE program is presented:

2.1.2 Theory of Early Childhood Care and Education (ECCE)

Different countries and scholars give definitions for the term Early Childhood Care and Education (ECCE) in different ways. The common agreement about the term is its content or approach that means all acknowledge that Early Childhood Care and Education (ECCE) refers to a holistic and integrated approach to health, nutrition, protection, and education services (UNESCO, BRENDA, 2010). AU education outlook report, (2014) showed that Childhood Care and Education (ECCE) is the support for children's survival, development and learning from conception to the time of entry into primary school. It is also stated as a strategy to improve the development of children with difficulties and to maximize and expand health, nutrition and education services for children (UNICEF, 2005).

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

On the other hand, in the definition of UNESCO and UNICEF (2012), it is described that Early Childhood Care and Education (ECCE) is or early childhood care and education is a range of processes and mechanisms that sustain and support development during the early years of life. It encompasses education, physical, social and emotional care, intellectual stimulation, health care

and nutrition. It also includes the support a family and community need to promote children's healthy development. This would cover developmental priorities for each sub stage within the continuum, i.e. care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate Childhood Education for 3 to 6 year olds with a more structured and planned school readiness component for 5 to 6 year olds. According to the national ECCE policy of India (2012), early childhood care and education (ECCE) refers to programs and provisions for children from prenatal to six years of and child care is "ensuring and promoting children's survival, protection, growth and development in good health with proper nutrition in safe environment.

Because of different nature of the services given to young children, it often goes by a number of different names in different countries as well as between different stakeholders. Educators use different terms to mention early childhood care and education. Some of the terminologies used are "Early childhood development", "Early child hood care and education", "Early childhood education", "pre-primary education", "Childhood Education", "kindergarten" etc. (MoE, 2007). According to Education International Report, (2010) partners use different terms, for example, UNESCO refers to early education as early childhood care and education (ECCE), the OECD calls it early childhood education and care (ECEC), the World Bank calls it early child development (ECD), while UNICEF calls it early childhood development or ECD.

2.1.2. Values of Early Childhood Care and Education

Various research evidences have shown that Childhood Education has a very positive impact on the social, physical, emotional and intellectual development of young children that lasts well in to adulthood. It gives emotional strength, provides health self-concepts, increase intellectual achievement and physical wellbeing of children. In line with this a research findings by Chowdhury and Choudhury (2002), confirm that Childhood Education enhances school achievement and adjustment in children. Children who have had the benefit of Childhood Education experience are in a better position in the formal schooling; their educational achievement tends to improve, the chances of dropping out are reduced, and stand better adjusted in primary school.

The study summarized the value of Childhood Education for child in terms of future success as follows:

The team work between the home and school, which is encouraged, helps to make the child's beginning of school experience an easier one. In addition, general adjustment to school is facilitated by the gradual transition between home and school stressed in the activities and focus of the kindergarten. The formation of favorable attitudes toward the educational program and school is encouraged and personality development and social adjustment furthered by experiences and guidance in group living and learning. The encouragement of child's total development physical, intellectual, social and emotional is an aid to his further growth and development .In general, many studies have shown the paramount values of Childhood Education and the prominent roles that it plays in the life of children. It fosters social, emotional, intellectual and physical development of Childhood Education children. Above all, it lays a firm foundation for children who are the future citizens of the country to benefit themselves, their parents, and the society at large.

2.1.3. Rationale of the Early Childhood Care and Education Program

Studies in the field stress that the early years of life are so critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning (Cunah et al, 2006; Carneiro and Heckman, 2003).It is a sensitive period marked by rapid transformations in physical, cognitive, language, social and emotional development. According to UNESCO, the early years' education and socialization represent a window of opportunity for a lifetime development of a person (2010). Education at this stage is a dynamic process in which early learning begets later learning and the sooner it begins the greater the returns from it (Heckman and Klenow, 1997; Cunahetal, 2006).

Literature state that the first eight years of a child's life is a period of tremendous growth and development. Brain development is high in the first three years, and the potential for ensuring optimal development is very high up to age 8. It is imperative that this true 'window of opportunity' is fully used and strengthened to ensure long-term benefits, not just for each individual child's development but also for the larger community (Arnold, 2004).

Other literature further states that Early Childhood Care, Education and Development are a topic whose time has arrived in Africa as well as internationally (UNESCO, 2004). Young Lives, (2016) on the other hand underlines this idea by stating that early childhood is the most critical first phase of life, and the most cost-effective opportunity for investing in prevention and intervention programs that reduce the effects of poverty, inequality and trauma.

On the other hand, ECCE is referred as a range of processes and mechanisms that sustain, support and aid in the holistic development of children, from birth to age eight. To the rapid neural connections, brain development and growth that take place at this age, this period is considered a critical window of opportunity for optimizing children's development through the combined impact of education, care, health, nutrition, protection and stimulation (UNESCO and UNICEF, 2012). For this reason, the service should be provided to a child which is the prerequisite of success for the rest of life and their holistic development and reach goals. Early childhood education and the child's physical and social environment play a significant role in his/her development.

A number of research conducted on the area of Early Childhood Care and Education (ECCE) depict that high quality care, learning and experiences of Early Childhood Care and Education (ECCE) can be a powerful instrument for helping to be successful for the rest of life (ERPA, 2014). ECCE can assist governments in fulfilling their commitments (such as through the Convention on the Rights of the Child) to help young children exercise their rights and develop to their full potential (UNESCO and UNICE, 2012). It is also true that children's early development is a strong predictor of a variety of later outcomes including education, earnings, benefits receipt and even crime. It is well understood that the early years of child's life before the age of 8 are critical to his/her future wellbeing. This time or period is widely considered the most vulnerable and crucial stage of a person's life with 75% of brain development taking place at the early years. The home is where it begins and it is indeed clear that if the home is dysfunctional and does not impact positively on the child, it can result in damage which is difficult to undo through education at later stages in the child's life (Montserrat, 2011).

In general, the logic behind why Early Childhood Care and Education (ECCE) needed is stated by different literatures in a more or less similar way. Early life of a child is a crucial period in

which developmental foundation is laid. Hence, it is true that, this period requires attention to deliver all the supports in time to all children so that they would have a better quality life in the future and to make them able to contribute to the development of their society.

2.1.4. The Quality of Pre-primary education

To provide for quality Early Childhood Care and Education(ECCE) , the Ministry of Education (MOE) developed the national Early Childhood Care and Education(ECCE) policy framework that lays the foundation for a holistic, comprehensive and feasible development of Early Childhood Care and Education(ECCE) in Ethiopia (2010).

The framework puts emphasis for the importance of Early Childhood Care and Education (ECCE), and as a critical period that requires due attention and a great deal of investment. Failing to provide children at this stage of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society's growth. This framework was a commendable functional input to the work of Pre-primaries, but if not functional at Early Childhood Care and Education(ECCE)s level it can have a negative bearing on the quality of the Early Childhood Care and Education(ECCE) programs. The provision of quality pre-primary education entails multiple factors. Following are some of them.

2.1.5. Benefits of Early Childhood Care and Education (ECCE) Service

Investments in human capital yield the highest returns in the Childhood Education stage (Esping Anderson, Gosta, 2007). Some of the benefit countries gain by investing are early identification of vulnerable children, good economic returns, Cost savings for both the families and the nation, Reduction of poverty, Improved chances for the girl child, Improved family welfare, Increased opportunities for parental and community mobilization and empowerment (MoE, MoH and MoWA, 2010). On the other hand, to maximize the benefit of the program, the service delivered needs to be appropriate.

According to literatures education given for children need to be developmentally oriented and should develop in self-discipline and self-direction (Montosery, 1870-1952, Early life in Italy). Research validates that Early Childhood Development has been found to help alleviate future impoverishment for the child if the service provided is of a high quality. Ministry of Education, (

2007) further underscores the importance of Early Childhood Care and Education(ECCE) by stating that appropriate care and stimulation provided during this period has long lasting positive consequences in the later development, it helps to identify and provide early support for children with different problems, it has social benefit by shaping children at early age to make them socially responsible citizen, it promotes economic rate by reducing mortality rate, childhood illness, school repetition and drop out.

In general investment in human capital yields the highest returns in the Childhood Education stage for early identification of vulnerable children and good economic returns. Hence it is important to invest on children to make them have a good physical, mental and socio emotional development that leads to a good performance in school and ultimately linked to increased economic activity of the society.

2.2. Historical Development of Early Childhood Care and Education

The historical development of early childhood care and education in the World and in Ethiopia is presented as follows:

2.2.1. The beginning of Early Childhood Care and Education (ECCE) in the World

The aspiration for organized education of young children outside the home has long tradition. The time in which the recognition of its importance and activity of advocating towards educating young children traced as far back as 400B.C (Wills & Stedman, 1994 cited in Temesgen, 2006). Plato of Greek (427-347B.C) was the supporter of the importance of childhood education for children aged below 6 under the guidance of a trained teacher. John Amos (1592-1670) stressed that systematic education for children should begin early. Schools should be established for children for the first six Years. He was the first to underline the value of play and firsthand experience in education children (Butler, 2001).

Jean, Jacques Rousseau (1712-1778), French, said that since early experience serves as a base for latter life, should be educated at an earlier age. He also supported practical activity and learning by doing (Alken, 1992:352: wider, 1970), John Pestalozzi (1746-1827) of Swiss recognized the vital contribution of early years' education for later education at earlier times. Moreover, Early childhood education as a distinct discipline had its beginning with Johan Pestalozzi (1746- 1827) as the ninetieth century began. Therefore, one can understand that though early childhood

education is relatively new field it has developed out of a long historical tradition. And the base for many of the significant aspects and practices found in today's programs were laid by philosophers, writers, and teachers of the past. Friedrich Wilhelm Froebel (1782-1852) a German philosopher, like Pestalozzi and so many other before him, was deeply concerned with the education of children three through six ages by opening the first kindergarten (children's garden) in 1837.

The German educator Friedrich Froebel started the first Kindergarten in 1837 in Blankenburg, Prussia. Froebel chose the German term Kindergarten which was literally to mean children's garden because he intended the children in his school to grow as freely as flowers in a garden. Froebel's idea was influenced mainly by the work of Johan Amos Comenius, who in the 17th century introduced the idea that school should teach infants. Another influence was made by the French philosopher Jean Jacques Rousseau, who wrote *Emile* (1762), a treatise on child's education in nature. In addition, the Swiss education reformer who founded a school for infants in the late 18th and early 19th century also influenced Froebel (Curtis, 1998 and Gezehagn, 2005).

The fundamental ideas behind Froebel's concept of the Kindergarten were giving happiness to children by providing them with necessary environment for growth. He designed special play materials and introduced the idea of associating actions with singing songs (Seinfeld, 1989 as cited in Sisay, 2013). Froebel not only influenced the European pre-school education system but he also brought the concept of the Kindergarten to America when the German immigrant Margareta Meyer Schurz opened the first Kindergarten in Watertown, Wisconsin in 1856. The Kindergarten is now an established part of American education, and many of Froebel's ideas of childhood experience and methods of play have been incorporated into current theories of early childhood education and progressive schooling. Bruce (1991, as cited in Gebregizaber, 2014) described that Froebel's emphasis on learning through play is strongly supported music, stories and games have continued to be significant component of Kindergarten programming.

Jean Piaget's (1896, as cited in Gebregziabher, 2014) demonstrated that children in Kindergarten learn through manipulation of their physical world and make judgments on the basis of the way things took to them. It also provided the basis of the identification and description of a

developmental growth sequence in children where each stage is characterized by special modes of thinking about and responding to the environment. Maria Montessori was also another person who contributed for the development of Early Child Care and Education. She developed educational theory which combined ideas of scholar Froebel, Anthropologist Givseooe serge, French Physician Jean Itard and Eduard segueing (Bloch and Popkewitz, 2000).

Papalia and Olds (1990, as cited in Gebregziabher, 2014) noted that for more than 50 years, educators had recognized that children from a deprived socioeconomic background enter school with considerable limitation of knowledge because their parents struggle to survive, may have little time to support and recreate them. Hence, the best known compensatory Kindergarten program called “Project Head Start” was established in America with the aim of providing health care, intellectual enrichment, and a supportive environment to the children from low income families could improve their everyday effectiveness in dealing with the present and preparing for the future. From the above mentioned concepts, it is possible to say that each country has its own unique historical background about the concept and importance of early childhood education.

2.2.2 Historical Development of Early Childhood Care and Education (ECCE) in Ethiopia

Though there is a doubt that ECCE is for the first time started in the traditional form in the Ethiopian Orthodox church (Pankhurst, 1955) it’s still difficult to be sure about its exact time of beginning in the country. However, it was documented in the work of Ethiopian philosopher Zara ya’aqob and his follower walda Hayat which shows that there was a practice of Early Childhood Care and Education(ECCE) in the 17th century (MoE, 2007).

Two major systems characterized for the development of education in Ethiopia: the traditional and the western systems. The traditional education system was deeply rooted in the Ethiopian Orthodox Church and is recognized as one of the oldest education system in the world. For centuries, Orthodox Church monasteries and convents were the only center for formal school from Kindergarten through the university level Pankhurst (as cited in Hoot, Szente and Belete,2004). Although it was scant and exclusive for males, Kindergarten was available during the traditional medieval periods in Ethiopia. During the medieval period male children began attending church services at around age 4. The curriculum for children of this age consisted primarily of drill and practice of alphabets. Mastery of the alphabet was followed by reading and

recitations of religious texts that began with the psalms of David (Zaray,2011 as cited in Sisay, 2013).

In Ethiopia, the first modern Kindergarten was established in Dire Dawa for the children of French consultants who were helping the construction of the first railroad in Ethiopia in 1900 (MoLSA and MoE, 1990 as cited in UNESCO-IICBA, 2010). But Bizunesh (1993, as cited in Demissie, 1996), Amelework (2007) and Aregash (2005, as cited in Temesgen 2006) argue that the year of establishment of the first Kindergarten in Ethiopia was 1908. Demeke (2007, as cited in Sisay, 2013) praised the Socialist revolution of 1966 E.C as a turning point in the history of early childhood education in Ethiopia that resulted in an establishment of an independent commission called “Ethiopia Children’s Commission” in 1973 E.C with a task of caring and educating Ethiopian children. To begin its job with the then mission, a manual for Kindergarten in Ethiopia was produced by the commission for the first time in 1974 E.C. After the revolution, Kindergarten expanded from urban to rural area significantly in such a way that it grew in number from 77 to 912 accompanied by its enrollment growth of 7,573 to 102,000 from 1975 to 1990. Following the Socialist revolution of 1974, Kindergarten education became part of the national education policy and then its curriculum was developed for the first time (Demeke, 2007 as cited in Sisay, 2013). In 1994, the Ethiopian government introduced a new education and training policy which recognized Kindergarten education as a very important element in the overall development of early childhood and for the preparation of formal schooling (MoE, 1994). According to MoE (2002), Kindergarten education is the Kindergarten preparatory education for children aged 4–6 and can take up to three years. In this program, children are offered a fun education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letter and numbers.

According to education and training policy of 1994, the opening of Kindergarten seems to be left to private investors and religious organizations, and to the parents who can afford to pay the fees. The government indirectly supports the initiative and provides professional pedagogical training, childcare, health, counseling, and advice for private Kindergarten teachers. Furthermore, the government provides short term training on how to improve their quality and efficiency in Kindergarten education. MoE (2002) stressed that enrolment in Kindergarten in Ethiopia is run by non-government organization, owned by community, missions, and private individuals, religious institutions wishing to enhance the involvement of the private sector in education and

also maximize the government's efforts at other levels of education. The New Education and Training Policy (1994), sets the aim of Kindergarten education in the country as the all-round social, emotional, intellectual and physical development of the child in preparation for formal schooling. Based on this aim, MoE set different regional states of the country to adopt the general objectives of Kindergarten education. As a result Childhood Education enrollments increased significantly. In 2010, the Ethiopian government developed Early Childhood Care and Education Policy and Strategic Framework. Following the development of the framework, the Ethiopian government introduced a new initiative called O-class in 2011/12 to enroll children who did not get access to attend a three years kindergarten program. Early Childhood Care and Education (ECCE) which was formerly called Childhood Education include Kindergarten, O-class and Child to Child programs. Among these the most widespread response of local government for children who did not have the chance to attend Childhood Education program is O-class (MoE, 2015).

The Ethiopian Orthodox Church believed to be one of the bases for traditional education system through Churches and monasteries. Education provided in these centers was theology, philosophy, computation, history, poetry and music (Wagaw, 1979). During the medieval period, the curriculum of formal education attended by children around age 4 were practicing alphabet and reading of religious texts. The modern early education began in the early twentieth century, where the first modern kindergarten was established in Dire Dawa town in 1900. It was opened to serve children of foreigners who were participating in the building of rail road in the country (Negash, 1996, Pankhurst, 1986).

Following this establishment other Childhood Educations were opened in the country to serve children of foreigners and well to do families, these schools were English, German and Lise G/Mariam. However, Childhood Education for community service began in the country in 1963 in Addis Ababa around ras desta sefer, Debrezeiyt, Debrebirhan, Awasa and Asmara (MoE, 2007). In the Socialist revolution of 1974, the increased involvement of women in the economic activity leads to the need to centers for child care and education and following this department responsible for this activity opened in the ministry of education. Another study shows that after the socialist revolution pre-school education became part of the education system of the country and the curriculum developed for the first time (Demeke, 2007). After the down fall of

socialism, government established new education and training policy in 1994 which emphasizes the importance of ECCE program. Up to 2010 the role of the government was only to support the program indirectly. However, in 2010 government started to play a direct role in the expansion of ECCE service via establishing an ECCE policy to reach to all children including vulnerable and children with special needs (MoE, MoH and MoWA, 2010).

Therefore, based on what the literatures describe, it is possible to associate the beginning of ECCE with the traditional education of the Ethiopian Orthodox church. More over during that period ECCE service was not delivered for female children. On the other hand, there is concrete evidence as to when modern education and preprimary education began in the country.

2.3. Early Childhood Care and Education (ECCE)

Childhood Education was designed to be a developmental year for children with the understanding that the development of children at this age varies widely, as does their test taking ability. Some children are beginning to learn to read and write at early ages, while others are just learning their letters at early ages. Familiarization of children with school environment also varies depending on their experience. Some children may have spent time in center based early care and education programs whereas for others Kindergarten is their first encounter with regular and prolonged peer group interactions. This variation in experience and development forces policy makers and educators to make decisions regarding Kindergarten entrance age. This specific age at which children need to enter Childhood Education is a common question for policy makers, parents, teachers, and administrators (Stipek, 2002 as cited in Sosina, 2013). Datar (2006, as cited in Girma, 2014) noted that a motivation behind the trend of raising the minimum entrance age for Childhood Education is that it allows children to enter school at a time when they are ready to learn. It is a period of transition to school and the world at large, which parents should be encouraged to facilitate.

Depending on the degree of synchrony between home and school, this transition can be relatively easy or extremely difficult. From age four onwards, early childhood programs are typically associated with early learning and Childhood Educations, but health and nutrition remain key components of what young children need. It makes children /age 4-6/ ready for the primary education by using child-centered approach, (MoE, 2013/14). Therefore, in connection to this,

basic principles of childhood education and modalities of Childhood Education were presented as follows:

2.3.1 Basic principles of Early Childhood Care and Education (ECCE)

According to Tina Bruce, (2011) the most influential pioneers of early childhood practices (Frederic Wilhelm Froebel, Maria, Montessori and Rudolf Steiner) draws out commonalities among them that form the following ten bed rock principles on early childhood education.

The best way to prepare children for their adult life is to give them what they need as children, children are whole people who have feelings, ideas and need to be healthy, areas of learning for young children like humanities, arts, and sciences should be given in an integrated way and when they are given responsibility, children learn well. The other principles are instead of extrinsic reward ,children need their efforts to be valued and appreciated/intrinsic reward, there are times when children are especially able to learn particular things, What children can do is the starting point of a child's learning, when learning environment is conducive at home, in the ECCE settings, indoors and outdoors, then different kinds of symbolic behavior develops, relationship with other people (both adults and children) are of central importance in the emotional and social wellbeing of children and quality education is about three things and they are the child ,the context in which learning takes place and the knowledge and understanding that the child develops (Bruce, 2011).

2.3.2 Modalities of Early Childhood Care and Education (ECCE)

Pre-primary education is delivered by categorizing it in to four classifications: kindergarten, O-class, Child to Child approach and accelerated school readiness.

Firstly,Kindergarten is a three years' program. It makes children /age 4-6/ ready for the primary education by using child-centered approach. Children can learn through play at their own pace. This contributes to the formation of their identity, expression and social learning (AACEB, 2013).

Secondly,O-class is one of the four modalities of pre-primary education program and it's opened up in the already existing primary schools. It is single year program for 6 year olds children before entering grade one (MoE, 2013/14).

Thirdly, Child to Child Program is the core of the Child-to-Child Initiative is that older children in the community (so-called young facilitators) engage in structured play-oriented activities with their younger siblings and neighboring children. They do so in their own houses or in a place close to the participating children's homes. The activities are as much as possible adapted to the local context and fit in with the children's daily life. The young facilitators are preferable grade 5 and 6 students trained and guided by their teachers. Teachers are involved as trainers and supervisors. Parents take turn and observe. The main aim of the Child-to-Child Initiative is to better prepare young children for primary school. Facilitators play with younger children to make them ready for grade one (MOE, 2012).

Fourthly, Accelerated School Readiness is one of the four modalities of pre-primary education program and it's a two-month program for 6+ year old children who do not have other access. Children attend the program on July and August before entering grade one on September. The purpose is to avoid negative influence on those children who come to school without passing through Childhood Education (MoE, 2017).

2.4 .Early Childhood Care and Education centers Program

2.4.1 Scheduling and Structure of ECCE centers activities

It is stated in the ECCE centers teachers' guidebook that a single day of children's education should be organized to include indoor and outdoor playtimes, time for singing, for stories, for discussion in between other activities. Time is also allocated for brief writing and reading, for snacks and lunch, etc. (MoE, 2013/14). In preparing the schedule of the day, teachers need to discover that developing a schedule is more than just filling in time slots and various factors have to be taken into consideration depending on the setting and age groups of the children concerned (Perry, 2004).

2.4.2 Contents of Early Childhood Care and Education (ECCE) Curriculum

According to UNESCO, (2010) a Childhood Education curriculum is one that delivers educational content through daily activities, and furthers a child's physical, cognitive and social development. Early Childhood Care and Education (ECCE) curriculum is nothing but answering two basic questions and they are what young children should learn and what is the most effective way to teach children (Perry, 2004).

According to the report of these researchers, although some countries in the sample lean heavily in one of these directions, all of them include some mention of both approaches. The documents of every country in the sample include aims to enhance social, cognitive, linguistic, and personal development in children. Just as there is agreement on developmental domains that Childhood Education should enhance, agreement was also found amongst the countries that young children should benefit most from experiences centered on play and caring relationships expressed in social interactions. A curricular principles shared across Europe and based on common intellectual traditions can be summarized as, holistic pedagogical philosophy, child-centeredness, the child as a unique human being, inclusion and equality. Thus, at the global level there is widespread agreement about the content of the curriculum, although there are differences in the relative balance of its components (Melhuish *et al.*, 2015).

With regard to the Ethiopian Childhood Education, the curriculum program contains five areas of learning and development that must shape educational programs in early year's settings. These areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, from relationships and thrive. These are physical development, personal, social and emotional development, communication and language development, mathematics, and understanding the world (MoE, 2008).

Table 1: Period Allotted for Childhood Education Subjects

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

Source (MoE, 2011)

2.4.3 Language of instruction in Early Childhood Care and Education

As far as the instruction for Childhood Education children is concerned, it is undoubted that language and the ability to communicate can radically affect nearly all areas of a child's development, with perhaps the exception of physical development. It is more acute in Childhood

Education than at any other level of education because preprimary is often children's first experience of a setting where languages other than their home language are being used. Language diversity issues vary according to local patterns of language and dialect use, as well as school policies on language of teaching and learning. In all circumstances, it requires due consideration of the need for teacher trainees who speak local languages (Biersteker, 2008).

With regard to instructional language of Childhood Education the Ethiopian ministry of education has given due attention in the area. Hence, the ministry of education states that, "The language of teacher training for kindergarten and primary education will be the nationality language used in the area" (TGE, 1994:23).

2.4.4 Environment and Physical Space of the Early Childhood Care and Education (ECCE)

Children need a stimulating environment that has protection, safety, care and nurturing. To promote the growth and development of young children the physical environment should have: Concrete materials that are appropriate and safe (toys, books, blocks for construction, people to interact with a child, enough space for freedom of movement and adequate and high quality food (NACECE, 2003). Other literature states that since the child learns to accumulate information from many sources, it is the role of the teacher to prepare and continue to adapt the environment to link the child to it through well planned lessons. Furthermore, one of the most important features of the environment is that it must be both physically and psychologically safe and secure. In addition to this, ideal equipment and materials are of little value if the children do not feel emotionally safe and relaxed to explore and move around freely (Curtis, 1998).

2.4.5 Learning Methodology of the Early Childhood Care and Education (ECCE)

Young children are very eager to learn new things and they learn impulsively using play. For children to learn effectively and experience the world around them play is the most effective method. By using play and their senses children discover new knowledge and expand their ideas (NACECE, 2003).

Developmentally appropriate teaching is based on predictable sequences of growth and change on the age of children. It also requires the teacher to take account of the age of the child, his individuality, learning style and family background. In the teaching process the role of the teacher is to provide different activities, materials, and support whenever necessary (Curtis,

1998). According to the Ministry of Education (2009) to help children learn through play, the methodology should depend on children interest, thematic learning approach should be applied and teachers should use integrated learning approach.

2.4.6 Assessment of the Early Childhood Care and Education (ECCE)

In the pre-school education assessment is a process of measuring that address children's physical and motor development, social and emotional change, language skill and general knowledge (NAEYC, 2003). It is also a process focusing on children's status and progress in their abilities to learn about themselves and others (Car, 2001). The same literature states that to assess young children's strengths and progress the assessment approach should be developmentally appropriate. Some of the low-level skills can be assessed in the pre-primary education are: cutting with scissors, coloring between the lines, saying a series of numbers in the correct sequence, knowing the sounds of letters etc (NAEYC, 2003).

2.4.7 Learning Material and Environment of the Early Childhood Care and Education (ECCE)

According to AACAEB (2011/12), indoor learning materials for Childhood Education includes: puzzle, flash card, different geometrical shapes, story books, construction blocks, toys and materials to equip different corners in the classrooms (family corner, health, shopping, science, language and math's corner etc.). The same document states that outdoor playing material consists of balance, slide, Mary go round including some locally made playing materials. Furthermore, children develop their imaginative discovery and creative skill through the use of different learning materials. They have a very strong emotional attachment to them. Moreover, children also use this material as a link between themselves and the environment (NACECE, 2003).

Moreover, many of the skills and competencies which children develop during those early years are learned from the outdoor natural environment. Because it offers rich learning experiences not found indoors. In a well-planned outdoor environment children do much more than run, climb, and ride bikes. They notice the weather, insects, plants, and everything going on around them. Their curiosity is stimulated as they seek answers to their questions about new discoveries (Curtis 1998, cited in Haile, 2010).

2.4.8 Early Childhood Care and Education (ECCE) Teachers

According to Choudhury (2002) the role of Early Childhood Care and Education (ECCE) teachers and other care givers influence the development of children more than any specific curriculum or educational methodology. Moreover, there is some expected quality of pre-school teachers and they are: Working based on the interest of children, ensuring privacy of children and their families, recognizing diversity among children and families (Perry, 2004). Pre-school teachers should work hard on all areas of child's development. The teaching learning process in the pre-school is expected to emphasize the Social, emotional, intellectual and physical developmental aspects of children (Feeney et al, 1987 cited in Yalew).

2.4.9 Parent and Community Engagement of the Early Childhood Care and Education (ECCE)

Parents are the first caregivers of their children. This shows that all other caregivers and teachers need to work closely with them. Therefore, parents need to be involved actively in deciding what activities and services should be delivered in the pre-school. They can support Childhood Education centers by: -Sending their children to the centers, assisting in the provision of learning materials, coordinating and supervising the teaching learning process in the Childhood Education centers, raising funds for the running of the school etc. (MoE, 2016) .

Communities have a responsibility to make environments safe and conducive to children in their early years of development and they have the power to organize families, the state and other social institutions so as to support pre-school education (MoE, MoH, MoWA, 2010). The Childhood Education educational system can promote holistic child development through supporting comprehensive programs with active involvement of families and communities (Eagle, pallet al 2007 in Yalew, 2011). Additionally, a community initiates and manages community-based services for young children by providing supports in care, health, and nutrition (Yalew, 2011).

2.4.10 Children with Special Needs of the Early Childhood Care and Education (ECCE)

These are children that are different from the normal one in: physical characteristics, emotional, social adjustment and communication ability. They can be grouped as: visual impairment, hearing impairment, psychologically distributed, mentally retarded etc. Children that are gifted

and talented are also categorized under children with special needs and identified by their outstanding performance (NACECE, 2003). On the other hand, Childhood Education/kindergarten is a place designed for all children from three to six years. This means, the program includes also children with special needs (MoE, 2009).

2.5 Management and Structure of Early Childhood Care and Education (ECCE)

2.5.1. Target Children

Extensive research revealed that with respect to equity, countries must purposefully target specific children, families and communities in their ECCE policies, strategic plans and laws. ECCE services should provide the greatest help to marginalized groups and families living in difficult circumstances, including: Children with developmental delays, fragile birth status, disabilities, a typical behavior, malnutrition, and chronic illnesses, Families living in poverty and in rural and remote areas, Communities of ethnic and language minorities including, Communities affected by violent conflicts, Refugee and internally displaced group (UNESCO, 2000).

2.5.2 Starting Age for Early Childhood Care and Education (ECCE)

For delivering early childhood care and education services countries have almost similar starting ages. However, based on their economic status and other conditions countries indicate the minimum age in their policy to deliver ECCE service. Ethiopia includes children from prenatal to 3 for nutrition and health care and children 4 to 6+ years pre-school education is provided (MoE, MoH and MoWA, 2010).

In 2011, in Philippines to meet the EFA 2015 goals, the Department of Education made pre-school education mandatory for 5-year-old children. In Singapore, the Child Care Centers Act and the Child Care Centre Regulations of 1988 has been established to control, license and regulate child-care centers for children aged 18 months to 7 years. Thailand, early childhood development activities are provided to two age groups: 0–3 years old and 3–5 years. Timor-Leste, an ECCE policy has ensured the incorporation of at least one to two years of pre-school into the education system (UNESCO, 2012).

According to the African Union outlook on education (2014.) the majority of African countries start pre-primary school at the age of three. However, from the sixteen listed countries below, South Africa is the only that starts at the age of 6.

Table 2: Starting age for preprimary schools in different countries

Starting age	countries
3-5	Uganda, Swaziland, Madagascar, Lesotho, Kenya, Botswana and Comoros
5	Angola
4-6	Rwanda, Ethiopia, Burundi
5-6	Tanzania, Namibia, Eritrea
6	South Africa

Source (AU Outlook on Education, 2014)

2.5.3 Integrated Approach on Early Childhood Care and Education (ECCE) program

For historical reasons, policies for the “care” and “education” of young children have developed separately, with different understandings of children and fractured systems of governance. Responsibility for services may be divided among several ministries, based more on traditional divisions of government than on the actual needs of families and young children. Early childhood education and care systems tend to be more fragmented under governments that see early care as a private responsibility for parents, and not a Government responsibility. In order to enhance the integration of early childhood services for 0- to 6-year-olds the following are suggested: to formulate and work with coordinated policy frameworks, to nominate a lead ministry that works in cooperation with other departments and sectors, to adopt a collaborative and participatory approach to reform and to forge strong links across services, professionals, and parents in each community

a) Coordinated policy frameworks at Centralized level

Countries that aim to create systems that can deliver services to parents and young children in a coordinated way feel the need to pull together these various policy strands. A systemic approach entails developing a common policy framework with consistent goals across the system and clearly-defined roles and responsibilities at both central and decentralized levels of governance one policy option has been the creation of inter-departmental and/or intergovernmental co-

ordination bodies to generate co-operative policy frameworks. Such bodies are supported by an administrative unit and a Children's Committee at cabinet level, chaired by Ministry of Finance. However, the limitations of coordinating bodies and cross-sectorial co-operation can also be seen as ministerial boundaries remain an issue. Generally, though the fact of ministries working closely together constitutes real progress, the cultures and aims of different government departments can make it difficult to achieve coordinated policies in favor of the development and education of young children.

b) Appointing a Lead Ministry

Under this integrating policy approach, national responsibility for ECEC is shifted to one lead Ministry that has a strong focus on the development and education of young children. This ministry can be education, social welfare, family affairs or gender equality, as each can demand some legitimacy in the early childhood field. Integration under one ministry can occur by building expert capacity under one ministry, decentralizing management of services to municipal or county or school district levels and reinforced early childhood expertise in universities, research agencies, associations and unions .

c) Collaborative and Participatory Approach to Reform

While government should play a large leadership role, regional and local authorities, business representatives, organized civil society, and community groups should be involved in the formulation and implementation of the ECEC policy agenda. This inclusive and participatory approach will help ensure broad Government support for ECEC and ensure that multiple perspectives contribute to decision-making. In particular, parents need to be considered as the central partners in policy and program development in the field (OECD, 2006).

2.5.4 Management of Early Childhood Care and Education (ECCE) practices in Other Countries

Countries around the world are increasingly aware that early childhood education (ECE) can have a strongly positive impact on a child's further development (Bertram et al, 2016). Although there are differences among countries in policies, delivery models, providers, access to, and participation in the ECCE program, their objectives are almost the same. The experience on how they develop and implement the ECCE program varies based on their economic status, context and priority area of governments. This shows countries with different social context and

economic status have different experiences. Though there are no as such best experiences in Africa with regard to ECCE planning and implementation relative to others, just for the purpose of getting lessons from all sides, the practice of different countries including Africa would be discussed.

In Brazil, according to UNESCO (2009), *Current Issues in Comparative Education*, there's a program called millennium fund for early childhood education with the purpose of improving the capacity of ECCE staffs (principals, teachers, supervisors who are working in the Childhood Educations where vulnerable children are learning) and improving the facility of these selected ECCE centers. They carried out this program by engaging different partners, representative of government bodies and NGOs using the following strategies:

Establishing educational board (a place where continuous professional development on ECCE is practiced), providing training and supervision support to this establishment by coordinators from Municipal education office, and mobilizing partners for fund raising and mobilizing the community to increase sense of ownership on the program. The organization of the program has five components: Pre-school (for staff development), Executive team: responsible for the management of the program and consists members from (UNESCO, different organizations Providing financial support for the program and coordinators of the project), Local council: consist members from every municipalities, NGO and private sectors and work as joint manager and finally educational board: it is an ECCE classroom which can hold about 40 participants from five vulnerable Childhood Education centers. The room is equipped with all necessary teaching aid and corners (theater corner story telling corner).

Under this tool the ECCE educators develop their profession by sharing and discussing their work experience with other participants. The program is given for 4 hours in a week and 360 hours in 12 months. The program is found to contribute to the quality of ECCE service and it also helped to strengthen social commitment to ECCE through the partnership and networking of local Government and private sectors, daycare centers and Childhood Educations, families and the community members. From this we can see that the country has used this program as a mechanism to solve the problem of quality of ECCE program (UNESCO, 2009).

2.6 Challenges in Early Childhood Care and Education (ECCE) in Ethiopia

Research shows more than half of the world's children are still excluded from pre-primary education. From this some of them are more vulnerable than others, and this shows more service is still needed to ensure their development. Regarding this need, the Ethiopian government has established a national policy instruments in 2010 to regulate the existing private sector provision, to provide low-cost ECCE programmers through community based centers and primary schools including non-formal pre-primary education program.

However, there are a number of challenges : fund from government and donor is very limited, the majority of the burden to expand the program is placed on the already overstretched primary education system, an intense focus on primary education has resulted in relatively little attention to ECCE, a strong rural-urban division in ECCE provision, in rural areas, the private and non-governmental sectors provide very few pre-school service, the coverage and quality of the provision is low and finally the majority of ECCE service providers are located in urban areas. However, the ECCE provisions of 2010 marks significant progress and offers the promise of ambitious increases in the access of the service is unclear as to how this would be resourced (Young Lives, 2016).

2.7. Opportunities and Challenges of the Early Childhood Care and Education (ECCE)

The importance of early childhood care and education (ECCE) is now widely accepted by the City Government education Bureau and the Government at large in Addis Ababa. The education Bureau has taken the lead in opening ECCE centers in the primary schools and this was a commendable opportunity in terms of cost and in terms of using the existing resources in the primary schools.

There are 130 ECCE centers in the primary grades now (EMIS, 2015). However, 52 of the primary schools have not yet opened ECCE centers and, as anyone can imagine, children from poor families in the neighborhood of these school would not have any option except joining the “O” classes where good foundations might not be laid for their future education as this program is provided only for one year. Yet, the education Bureau has ample opportunities to work with none government organizations to secure the necessary resources and expertise to expand ECCE centers in Sebeta city Administration. However, the challenge will be availing new ECCES in the primary schools and furnishing them with the necessary human and material sources.

2.8. Summary

Early childhood is a crucial period for brain development is high in the first three years, the potential for ensuring optimal development is very high up to age eight, children who have participated in high quality ECCE demonstrate considerable gains in social, educational, health and intellectual spheres, distinctively different from those who have not participated in the programs. Benefits of the service include early identification of vulnerable children, good economic returns, cost savings for both the families and the nation, reduction of poverty, improved chances for the girl child, improved family welfare, increased opportunities for parental and community mobilization and empowerment. Regarding historical development of early childhood care and education, though it is a new field it has developed out of a long historical tradition. Moreover, the base for many of the significant aspects and practices found in today's kindergarten programs were laid by philosophers, writers, and teachers of the past.

Regarding pre-primary education, though the classification is not recognized by authorities in the field, the Ministry of Education delivers the service by categorizing it into four classifications: Kindergarten, O-class, and Child to Child approach and Accelerated School Readiness. On the other hand, regarding scheduling of pre-school activities it was mentioned that, it should be organized to include indoor and outdoor playtimes, time for singing, for stories, for discussion in between other activities.

The curriculum should focus not only on what young children should learn but also what is the most effective way to teach children. Regarding school environment, it must be both physically and psychologically safe and secure, the learning methodology should take account of the age of the child, and his/her individuality, learning style and family background.

Regarding target children, the program should provide the greatest help to marginalized groups and to families living in difficult circumstances. Concerning the starting age for Childhood Education, it depends on the economic status and other conditions of countries. Finally, regarding management of ECCE program, ways that would have a contribution to the program are suggested and they are: working with coordinated policy frameworks, using a lead Ministry and adopting a collaborative and participatory approach.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Description of Study Area

Sebeta is one of the 19 prime towns of Oromia National Regional State. The town is located near the largest and capital city of Ethiopia Finfinne/ Addis Ababa/ that has served as one the major administrative, political, economic center of the country. The establishment of the Sebeta town dates back to the late 19th century during the reign of Abba Jifar, the king of Jimma.

One can travel from Mercato via Ayer Tena-Kara Kore- Wolete –Alemgana or Mexico-Jemo-Alemgana to reach at Sebeta city. The town is located near the largest and capital city of Ethiopia Finfinne/ Addis Ababa/ that has served as one the major administrative, political, economic center of the country. The establishment of the Sebeta town dates back to the late 19th century during the reign of Abba Jifar, the king of Jimma.

The study area has geographical location of 8°55'N' latitude and 37°E' longitude. It has an elevation of 2,356 meters (7,730 feet) above sea level. Sebeta town's northern and north western parts have high elevation. Sebeta town is surrounded elevation areas such as Fury, Mogle and Wochacha, Dhertu Mountains. On the other hand the Southern, the South eastern part of the town has low elevation. The town is the largest industrial zone in Oromia special zone surrounding Finfinne.

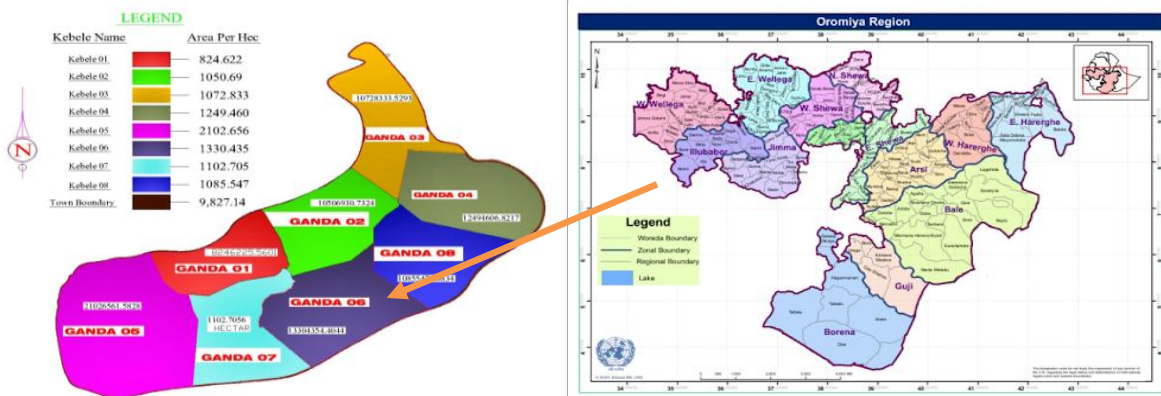


Figure 1: Map of Sebeta city administration

Source; Sebeta Town Administration Municipality

3.2. Research design

The main objective of this study was to assess the practice and problems of early child care education in Sebata city administration. To achieve this objective, descriptive survey research design that involve qualitative and quantitative research approaches was employed. This design was preferred to collect variety of data, organize and analyze.

3.3. Data sources

3.3.1. Primary sources of data

Primary sources are firsthand information that was collected from people who observed or heard when the event happened or books written by this people. Primary sources of data were teachers, principals, education officials, parents etc. The main sources of data for the study were Childhood Education teachers, school principals, cluster supervisors, PTA members and pertinent experts from City Administration education offices. Moreover, Childhood Education classrooms and outdoor play areas were observed to secure relevant information.

3.3.2. Secondary sources of data

Secondary sources of data were people who neither observed nor heard when the event happened but obtained the information from others or books written by such people (Wersma, 1996, cited in Yalaw, 2017). secondary data sources include books, journals, articles, web pages, blogs and the like and also.

Children's continuous assessment result report, communication book, minutes of PTA committee, teachers' daily lesson plan were served as secondary sources. Additionally, relevant national and regional education policy document were used as source of data for the study.

3.4. Population of the study

This study was conducted in government and private ECCE centers in Sebata city administration. To this end, 16 preschools were selected using random sampling method. Of these, 10 were private owned preschools while 6 (six) preschools were Government preschools. In the sampled preschools, teachers (120) for survey and the school principals (7) were used for key informant interview (KII). Additionally 5 cluster supervisors were included in the samples for KII. Moreover, classrooms and outdoor play areas were used as source of data. Besides, 4 PTA members and 5 Sebata city administration education experts were used for KII to secure

relevant information on purposive basis. Further, relevant documents were used as source of data for the study. Additionally, relevant national and regional education policy document were used as source of data for the study.

3.5. Sample size and sampling techniques

According to data obtained from Sebata city administration education office, there are 130 Early Childhood Care and Education in the 11 government and 119 private school in sebata city Administration. . So, in order to determine the sample Childhood Education centers , the researcher selected 16 pre-school using simple random sampling technique. In so doing the researchers wrote the name of the centers on equally sized piece of paper and samples were taken using lottery method. The main reasons for selecting the pre-school on random sampling base are to give equal chance for the pre-school to be selected as a sample. Assuming that adequate information can be gathered from 16early childhood care and education from 130 Childhood Education, the researcher limited the number to 16). The sample early childhood care and education accounted for 12.3% of the total Childhood Education and considered as adequate to represent the population. According to Miller and Smith (1983), 10% to 20% of sample respondent can represent the population. In order to get sample Childhood Education from the selected Childhood Education, the first thing is to identify and define the population; to determine the desired sample size, identify the subgroups (strata) which guarantee appropriate and equal representation. So it is proposed to use stratified sampling to give equal chances for subgroups i.e. for O-class and the pre-school, and again within the early childhood care and education based on the sponsorship. The selections of these 16 Childhood Educations from the total 130 Childhood Educations are for the purpose of observation. Secondly, the total of 5 (five) pertinent city education office experts were selected from the education office using purposive sampling method (individuals who were in charge of Childhood Education at education office level) for key informant interview (KII). Thirdly, 7 (seven) school principals of the selected Childhood Education centers were included as in key informant interviews (KII) based on availability sampling method. Fourth, 5 (five) cluster supervisors who accounted for 24% of their respective population, was randomly taken for key informant interview (KII).

Therefore, 16 ECCE Center (12.3 %) were selected as a sample of the study. In these selected sample pre-schools, altogether the total number of principals, teachers and assistance teachers 120 are selected for sample. According to Krejcie & Morgan, (1970) table of sample

determination, 120 sample sizes is assumed to be enough for this study. The ‘researcher’ used both probability and non-probability sampling technique to select the participants.

Table 3: Study population and sample size determination

	Participants	Total population	Sample population	%	Sapling techniques
Government	Experts from Sebeta Education	5		100	Purposive
	ECCE Teachers	246	60	24.4	Purposive
	Cluster supervisors	5	2	40	Purposive
	School principals	4	4	100	Purposive
	Ass/teachers from Kg	4	1	20	Purposive
	PTA members	5	5	100	Purposive
Private	ECCE Teachers	512	60	11.78	Purposive
	Cluster supervisors	6	3	50	Purposive
	School principals	6	3	50	Purposive
	Ass/teachers from Kg	6	3	50	Purposive
	PTA members	6	3	50	Purposive

3.6. Data Gathering Instruments

In this study, the ‘researcher’ used data gathering instruments both close-ended and open-ended questionnaire, observation and interview, and focused group.

3.6.1. Questionnaire

The researcher designed questionnaires for 120preschool teachers. It focuses on the main factors which have direct implication on preprimary education operations. Major themes included are environment and physical, learning environment, outdoor play equipment, curriculum, scheduling and structure aspect, teachers’ and assistance teachers’ perspective, teaching and learning methodology, relationship with parents and communities, assessment and management aspects of pre-school.

The questionnaire was used to obtain the data from ECCE in Sebeta City Administration are organize in three parts. The first part incorporates personal information of the respondents which included gender, age, marital status, educational level, and the ownership of pre-school, job position and working experience. The second part of the questionnaire were employed with typical form of fixed response rating by using linker scale that requires the respondents to

indicate their degree of agreement or disagreement with set of statements dealing with the aforementioned issues. The items in the questionnaire were designed to be rated on a five point likert scale type (very high, high, medium and low). Respondents were asked to make tick (✓) mark on the space to show their level of agreement with each statement. The third part of questionnaire were formulated as an open ended form so as to capture respondents' views and opinion on the practice and the challenges faced in pre-school education and their suggestions.

3.6.2. Interview

Interviews were conducted with Sebata City Administration education office experts in order to gather information about strategic policy issue. The interviews lasting for maximum of 45 minutes were conducted with key informants face to face. Interviews were conducted with twelve participants (12), school principals, 2 cluster supervisors, Sebata city administration education bureau expert and PTA concerning ECCE.

3.6.3. Observation

Observation was also conducted by using observation checklist. Observation is the process of gathering firsthand information at a research site through taking information as it occurs in a setting (Creswell, 2012). Hence, it was conducted in the class rooms, in the compound to observe game materials and facilities and different documents as well. Accordingly five ECCE centers were observed twice to observe the learning and teaching process as well as facilities found in ECCE centers

3.6.4. Focus Group Discussion (FGD)

Focus groups are a form of group interview, though not in the sense of a backwards and forwards between interviewer and group. Rather, the reliance is on the interaction within the group who discuss a topic supplied by the researchers (Creswell, 2012). Focus group discussions held with PTA members drawn from the 16 (sixteen) ECCE centers of the Sebata at a center suitable for the members. Guiding questions were prepared to collect overall Early childhood care and education (ECCE) program implementation issues such as their attitude, competence and interest of teachers and caregivers, sanitation hygiene and related issues. The participants of the FGD were members of the PTAs who were selected randomly from each target Childhood Education. The focus group discussion was undertaken with group containing 12 members.

3.6.5. Document analysis

To secure facts and figures along with new policies, directives and strategies, different documents like education abstracts, reports, annual and strategic plans were consulting as secondary source to supplement and/or triangulate the data or information collected through various means as mentioned above. Document analysis is the study of the written text and takes into account the document's physical condition, the handwriting or printing used, and its idiosyncrasies (Lisa, 2008).

3.7. Reliability and validity

To test the reliability and validity of the questionnaire and interview items, a pilot-test were conducted in a small sub-sample (Creswell, 2012). For the validity, the draft instruments were given 2 educational experts and 1 Childhood Education supervisor. The purpose of conducting the pre-test on the draft was to obtain information about the clarity of the questions, directions and for the data that it could draw from parents, educational experts' caregivers, teachers and Childhood Education principals. Based on their feedback (suggestions and comments) items which were found ambiguous and that are not the concern of respondents were refined and canceled. For the reliability, the draft questionnaires were administered in other Childhood Educations out of the targeted Childhood Educations for 16 parents. 8 parents were taken from Obadi Academy which was private school and 8 parents Betesab which was Government school, encoded using SPSS software Version 20 and the calculated Cronbach Alpha for the five Likert-scale items was found to be 0.79 which indicated the reliability of the instrument is adequate.

3.8. Data Collection Procedures

The pilot survey was conducted by distributing questionnaires for 120 ECCE centers (preschool teachers 60 from government and 60 from private preschools) to identify, whether the questionnaire is easily understandable as well as if there any vague and confusing questions in the questionnaire. The pilot test was done to check whether the questionnaire has the potential to enable get the required data as expected by the researcher. The result of the pilot study shows that the questionnaire is easily understandable and no confusing question except the minor corrections. By making the given corrections, final copies of the questionnaire were printed. To get the cooperation and easily administer the instruments, the researcher contacted the respondents of the study in person.

3.9. Method of Data Analysis

The data were analyzed by using both quantitative and qualitative techniques. The quantitative data collected through questionnaires were analyzed using descriptive and inferential statistical techniques such as mean, standard deviation, one sample *t*-test and independent sample *t*-test using Statistical Package for Social Sciences (SPSS) software version 20.

Descriptive statistics were applied to analyze the demographic characteristics i.e. sex, age distribution, educational level, marital status, occupation, work experience of the participants and ownership of pre-schools.

Besides percentages and tables were employed to compute different variables' these statistical techniques were used to compare and contrast the relationships between factors affecting the implementation of ECCE in private and Government Childhood Educations. Qualitative descriptive techniques were used to describe data acquired through observation, focus group discussion, and interview and document analysis.

3.10. Ethical consideration

In this study, the researcher secured a letter of cooperation from the college of Education and Behavioral Sciences of Addis Ababa University allowing the researcher to carry out the study. Next the researcher informed the Sebeta city education office and the concerned Schools about the research and request to ensure proper organization and co-ordination of data collection. To ensure informed consent, every participant in this research work was based on their full willingness and interest in the process of providing valuable information for this research. Furthermore, the participants were assured that the confidentiality of the information they provide would be kept secret and it was maintained in such a way.

On the other hand, in order to avoid plagiarizing others' work, the researcher paraphrased the sentences and dully acknowledged all sources used in the process of the thesis writing.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, the data gathered through the different instruments are presented, analyzed and interpreted.

In this chapter, the data gathered through the different instruments are analyzed. The results of survey data collected from pre-school teachers through questionnaire, data obtained from key informant interview of educational officials and the observation data were analyzed, interpreted and presented under this section.

4.1. The children's caring practices in terms of inputs and teaching and learning processes in the sample schools (ECCE centers)?

4.1.1. Year of Services and Academic qualification of preschool teachers

The table below describe about year of the experiences and the qualification of ECCE teachers As it is shown in table 4, the majority of sample respondents had teaching experiences ranging 2-5 years which constitute 56.67% of the total respondents. Regarding Organizational al category of the respondents, 75% of the respondents in Government schools had teaching experience of 2-5 years while 38.33% that of teachers in private schools was 2-5 years.

Table 4: Year services and academic qualification of preschool teachers

Year of service/work experience	Organizational al category			Percentage
	Government schools	Private schools	Total	
Less than 2 years	1	2	3	2.5
2-5 years	45	23	68	56.67
6-9 years	12	32	44	36.67
10-13 years	2	3	5	4.17
Total	60	60	120	100
Academic qualification				
Grade10 Complete	13	3	16	13.33
Grade 12 complete	16	20	36	30
Grade 10+1	6	2	8	6.67
Grade 12+1	9	3	12	10
Diploma	16	32	48	40
Total	60	60	120	

Besides, in table 4 it is revealed that 58.33% of respondent teachers' in private schools had teaching experiences 6-13 years while sample respondents in Government school that had teaching experience 6-13 years was 25%.

Regarding the academic qualification of the respondents, 40% of sample teachers had diploma, 30% were 12 complete followed by 10th complete (13.33%) and 10% were 12+1 while the remaining 6.67% of sample teacher respondents were with 10+1 academic qualification.

Table 5: Training in ECCE

Have you been trained in ECCE?	Organizational category			Percentage
	Government schools	Private schools	Total	
No	32	20	52	43
Yes	28	40	68	57
Total	60	60	120	100
For how long have you been trained in ECCE?				
Ten months	7	13	20	17
More than 10 months	17	31	48	40
Not trained	36	16	52	43
Total	60	60	120	

As it was presented in above table 5, 52.67% of the teacher respondents did train in ECCE while the remaining 43.33% of the respondents did not train in ECCE. With regards to Organizational category in ECCE, 60% of the teacher respondents in Government school confirmed that they did not train in early child care and education while 26.67% of teacher respondents were not trained in ECCE. Among the respondents, 40% were trained more than 10 months while the remaining 17% of the respondents were trained for 10 months. Those who trained more than 10 months were those who had diploma level academic qualification while those who trained for 10 months were those who had 10+1 academic qualification. Comparing Government and private schools status in terms of academic qualification based on interview with school principal, most of the private schools teachers were trained in ECCE and they had good experience that help them to provide better training and treatments. The result showed that Government school teachers do not have ECCE formal training and they were 10th and 12th complete.

This finding is in line with Yigzaw& Abdurrahman (2017) and Girma (2014) who reported that the majority of the preschools in Ethiopia had no teachers with required qualification to teach preschools; but it is against Early Childhood Care and Education Strategic Operational Plan and guideline for Early Childhood Care and Education (MoE, 2010) which requires all preschool teachers to have 24 minimum Certificate in Early Childhood Care and Education or have attended a 2 months course to upgrade their skills and knowledge, especially in the field of active learning of young children.

Similarly, Educational Statistics Annual Abstract (2016) found that 90% of preschool teachers in Ethiopia were in non-governmental preschools. This implies that teachers in the preschool sector prefer non-government institutions to government preschools due to low salary scale and benefit at the government preschools.

4.1.2. Training of teachers

As revealed in table 6, 43.33% of the teacher responded that the training they receive were not adequate while 56.67% of the respondents believed that the training they received in ECCE were adequate.

Table 6: Adequacy of training for preschool teachers in ECCE

Do you believe that training you have taken in Early Childcare and Education adequate?	Organizational category			Percentage
	Govern ment schools	Private schools	Total	
No	32	20	52	43.33
Yes	28	40	68	56.67
Total	60	60	120	100
Do you frequently get in-service or refreshment training?				
No	45	19	64	53.33
Yes	15	41	56	46.67
Total	60	60	120	

The above table 6 revealed that 53.33% of the respondents replied that there was no the opportunity of getting in-service or refreshment training related to ECCE. School principal interviewed confirmed that the chance of providing in-service or refreshment training for teachers is limited. The principals affirmed that lack of in-service training impacted the self-

confidence in their teaching performance as compared with those who had formal training in ECCE. It is believed that refreshment training for teachers is an essential element of capacity building and professional development. It vital to up-grade the knowledge and skills of teachers and enhance the ability of teachers in collecting and utilizing up-to-date information that have the potential to aware in the areas of their specialization. This mainly helps the teachers to hold multiple responsibilities like understanding the trends of ECCE with respect to changing time and technology, conduct researches, and apply the results for the advancement of children learning and curriculum development. Providing relevant short refreshment training for teachers can enable to critically analyze their environment, their own performance and identify gaps they have, the specific strength and articulate the mechanisms to fill the identified the respective gaps. ECCE teachers have the responsibility to evaluate the implication of their performances in the life time of their trainees. Lack of proper training in the area of ECCE hampers the teachers from attaining the objectives of preschool development including healthy mental and emotional development.

4.1.3. Length of training days for preschool teachers

Table 7: Number of days attended training by preschool teachers

How many days did you take training in the year?	Organizational category			Percentage
	Government schools	Private schools	Total	
Less than 10 days	8	14	22	41
10-20 days	6	12	18	15
21-30 days	7	9	16	13
More than 30 days	4	8	12	31
Total	25	43	68	100

As indicated in the table 7 above, 41% of the respondents were those who only attended the training the lasted less than ten days while 31% of the respondents where attended the short term training lasted for more than 30 days. The remaining 15% and 13% were attended 10-20 days and 21-30 days training in ECCE respectively. The respondents replied that the opportunity of getting refreshment training was rare and the data collected from the sample preschools revealed that the effort to improve the professional skills and experience of teachers through providing relevant refreshment trainings. This showed that the efforts by the responsible body in filling skills and knowledge gaps that can equip teachers in addressing the needs of preschool students.

There are the limited opportunities for teachers in update their knowledge and make their experiences up-to-date to fit with changing learning and teaching environments in the way their innovativeness and creativity develops. This imposes the negative impacts on the individual performances of the students and the school as whole.

4.1.4. Number of students in classrooms

As it was presented in the table 8, 55% of the respondents replied that the student-teacher ratio is huge and it is difficult to reach and assist all students according to their need. In the other hand, 45% of the respondents indicated that the numbers of children in the class are small enough to assist according to their needs. During classroom observation, the researcher confirmed that teachers-student ratio is very low that there were large number of students in single classroom and it was difficult for teachers to manage the classes.

Table 8: Number of students in classrooms

Is number of children in your classroom small enough to assist them?	Organizational category		Total	Percentage
	Government schools	Private schools		
No	47	19	66	55
Yes	13	41	54	45
Total	60	60	120	100

According to Huntsman (2008), higher staff-child ratios which refers to a smaller number of children per staff, usually found to enhance ECCE quality and facilitate better developmental outcomes for the children. The finding of the current study in contrast with the finding of Huntsman (2008) due the reason that the majority of the respondents were indicated that staff-child ratio is low and difficult to address the needs of individual children according to their needs. In condition when there is appropriate staff-child ratio, it facilitate better interaction between caregivers and children with less work pressure, increase the chance of providing better need based treatments and supports to the children. When the ratio of staff-children high, it enables children to actively participate in activities and interact in the way that improves cognitive and linguistic appraisal (Huntsman, 2008). In addition, this can reduce the chance of children not to being neglected that results in poor cognitive and physical development. This finding is in line with the study results of Sooter (2013; Osho et al., 2014) that firmly indicated that the classroom in early childhood development (ECD) centers in Nigeria are crowded holding

an average 130 children in classroom. Similar finding was reported by Good Planet Foundation (2013).

4.1.5. Classroom provided per children and organization of activity centers

As shown in table 9 below, majority of the respondents (61.67%) replied that classroom space provided per child is inadequate while the remaining 38.33% of replied that the classroom space provided per child is adequate. This shows that the adequacy of classroom space provided per children in most preschools. Comparing the Government and private schools, the data shows that private schools provide better space per children (65% respondents) while Government schools provide less space per children. According to the observation of the researcher, classroom space problem varies school to school. In some schools, over 60 children are found in one class while in some schools uses classes that were not primarily built for the purpose of classrooms. Including instructional materials resource centers were used as alternative classrooms when the number of students exceeds the expected numbers aimed to accept in specific academic years.

During observation, classrooms found in most of the studied preschools were undersized that resulted in crowded classroom which is not conducive for teaching-learning process. This evidenced that the classroom space under which both teachers and children work greatly affects the success of the learning-teaching program.

Based on interview with school directors, lack of adequate classroom working space for the children hindered children’s attending and activities engagement and limited the satisfaction of children and teachers in the process of teaching and learning processes.

Table 9: Classroom provided per children and organization of activity centers

Classroom space provided per child	Organizational category		Total	Percentage
	Government schools	Private schools		
Adequate	29	17	46	38.33
Inadequate	31	43	74	61.67
Total	60	60	120	100
Organizational of activity centers				
Adequate	12	39	51	42.5
Inadequate	48	21	69	57.5
Total	60	60	120	100

Regarding the organization of activities centers, table 16 revealed that the majority of the respondents (57.5%) responded that the organization of activities centers were inadequate while 42.5% of the respondents responded that the organization of activity centers are adequate. Inadequacy of the activities centers organization showed that activity centers in majority of preschools were poorly organized.

4.1.6. Supply and arrangements of teaching learning materials

As shown in the table 10, 54.17% of the respondents replied that supply of necessary teaching-learning materials were inadequate while the remaining 45.83% responded that the materials supplies were adequate. The result indicated that the supplies of materials in preschools are inadequate and it imposed negative impacts in the process of teaching-learning process.

Table 10 also revealed majority of the respondents (65%) replied that arrangements of available materials were adequate while the remaining 35% of the respondents. All kinds of materials such as manipulative, creative, literary and other education aid materials arranged adequately. However, the availability of materials are not adequate as per required by the preschools. The study verified that there are poor cultures of collecting naturally available objects from local environments.

Table 10: Supply and arrangements of teaching and learning materials

Supply of necessary materials	School type		Total	Percentage
	Government schools	Private schools		
Adequate	16	39	55	45.83
Inadequate	44	21	65	54.17
Total	60	60	120	100
Arrangement of Available materials in the class			Total	Percentage
	Government schools	Private schools		
Adequate	35	43	78	65
Inadequate	25	17	42	35
Total	60	60	120	100

The interview with school directors affirmed that there are financial constraints to supply and arrange the required materials, weak motivation by the teachers to collect and arrange as well as organize the resource material centers. Organization of activity centers and adequate materials are vital in providing effective preschool education and this can provide huge opportunities for the children to gain experiences and skills in handling materials, try out, develop skills and

improve their creativity and explorative capacity, discover and test the alternative learning option that enhances the achievements the preschool program objectives.

The observation results showed that access to utilize the available materials and equipments in most preschools were either non-existent or inadequate. The researcher observed that scarcely available literary materials, education aid equipments were not well arranged by types, sequences and concepts.

In most preschools, materials are collected and placed at the corner of rooms in the manner that makes the process of utilization difficult. Chairs, tables and other resource materials were arranged in rows though free movement and identifying the required materials were difficult.

These were placed at one corner of the room. Chairs / benches and tables were arranged in rows, even though free movement. Thus, arrangements of available materials in most studied preschools were not conducive for self-serving approaches.

4.1.7. Availability of child-sized table and chairs in preschools

Table 11 showed that 66.67% of the respondents indicated that child-sized tables are inadequate while 33.33% replied that there were adequate child-sized tables. The result revealed that in most preschools lack adequate child-sized tables. The researcher also observed that almost in all preschools, a single table was shared among three or four children that create discomfort learning environment to the children. In addition, the tables were not appropriate in relation to development level of the children and suitability for use.

Table 11: Availability of child-sized table and chairs in Preschools

Availability of child-sized tables	School type		Total	Percentage
	Government schools	Private schools		
Adequate	27	13	40	33.33
Inadequate	33	47	80	66.67
Total	60	60	120	100
Availability of child-sized chairs				
Adequate	36	23	59	49.17
Inadequate	24	37	61	50.83
Total	60	60	120	100

Table 11 showed that 66.67% of the respondents indicated that child-sized tables are inadequate while 33.33% replied that there were adequate child-sized tables. The result revealed that in most

preschools lack adequate child-sized tables. The researcher also observed that almost in all preschools, a single table was shared among three or four children that create discomfort learning environment to the children. In addition, the tables were not appropriate in relation to development level of the children and suitability for use.

Besides, the table 11 above indicated that almost half of the respondents (50.83%) responded that there were inadequate child-sized chairs while the remaining 49.17% of the respondents replied that child-sized chairs are adequate. The available tables and chairs are must meet the needs of children in preschools which is suitable for the children to sit and work on it comfortably. The inadequacy of child-sized tables and chairs observed in the studied preschools created discomfort and exhaustion leading to low attention of children and weak concentration on their study. In addition, this condition contributed in negative behavior development in children and in the long run, it affects the academic performances and healthy cognitive developments.

4.1.8. Availability of child-sized benches, playground, safety of outdoor play ground, and supply of play materials

Table 12 below revealed that the majority of the respondents (60.83%) of the respondents replied that child-sized benches were inadequate while the remaining 39.17% indicated that child-sized benches are adequately available in the preschools. In terms of organizational categories, private schools are better (71.67% respondents) in providing adequate child-sized benches while Government schools relatively supplying inadequate amount (50% of respondents) of child-sized benches.

As observed in table 12, majority of the respondents (55%) responded that the outdoor play ground provided per children are adequate while 45% indicated that the outdoor playground provided per children are inadequate.

Table 12: Availability of child-sized benches, playground, safety of outdoor play ground, and supply of play materials

Availability of child-sized benches	Organizational category		Total	Percentage
	Government schools	Private schools		
Adequate	17	30	47	39.17
Inadequate	43	30	73	60.83
Total	60	60	120	100
Outdoor play ground provided per child				
Adequate	32	34	66	55
Inadequate	28	26	54	45
Total	60	60	120	60
Safety condition of play ground				
Adequate	16	36	52	39.17
Inadequate	44	24	68	60.83
Total	60	60	120	100
Supply of playing materials				
Adequate	15	29	44	36.67
Inadequate	45	31	76	63.33
Total	60	60	120	100

Concerning the playing material supply for the children, table 12 showed that 63.33% of the respondents replied that the playing materials supply is inadequate while the remaining 36.67% of the respondents indicated that playing materials supply is adequate for preschool children.

The interview with Sebeta town education bureau head, indicated though the outdoor playground is adequate enough for the children, the physical environment of the playground is not suitable for the children to move from place to place and enjoy the playground as they needed. Comparing the playground of Government and private schools, there are no separate outdoor play grounds for Government preschool children while private schools are better in providing adequate and safe playgrounds for the children.

Regarding the safety of the playground, it is presented in table 12 that 60.83% of the respondents indicated that the safety of playing ground is inadequate while the remaining 39.17% replied that the safety condition of playing ground is adequate. Comparing Government and private preschool playground safety condition, the private one has better safety condition. The results of analysis showed in table 12 showed that majority (60%) of private preschool respondents replied that safety of playground in their compound is adequate while only 26.67% of the respondents of

Government preschools replied that there is adequate safety for children playgrounds. In some preschools, students supposed to start their regular primary school are studying with preschool children and this makes difficult to accommodate the needs of children with varied physical and mental development. Therefore, it is mandatory to prepare separate playground for the children based on the ages and their needs.

Besides inadequacy and unsuitability of the playgrounds, there is lack of playing materials and poor safety condition of playground is another challenge in preschools. Overall, as it was shown by the result, private preschools have better outdoor playgrounds and facilities than Government preschools.

Interview with Sebeta education bureau head indicated that Government preschools are relatively good in location and structure than private preschools though other improvements are required. According to observation by the researcher, some private preschools location and structure is not safe for children. In addition, during the observation it was identified that there is no separate sanitary area for male and male.

In the interview with Government preschools directors, it was verified that there is no separate toilets for male and female and both sexes use the same toilets. Except for some private schools, there is lack of sanitary problem where the environment is not conducive to serve male and female separately. Not only that, but also, the toilets are not suitable for children due that the toilets were basically built for primary school students. In the interview with preschool directors, it was also confirmed that there are lack of clean drinking water in both Government and private preschool compounds. The preschool directors clearly acknowledged that the poor safeties of condition of sanitary as well as playgrounds are due to weak attention by the schools and it is possible to correct it through cooperation among stakeholders. The playgrounds and open spaces in the schools compounds are aimed to be equipped with psychological and physical safety and security of children.

In order to supplement the information collected from school directors and teachers, school supervisors were interviewed and analyzed accordingly. During the interview, Sebeta city administration education bureau supervisor, the supervisor stated that outdoor and indoor playgrounds and materials are not adequate and there are plans of improving the problem

through working with Government and private preschools as well as with the parents of the children. The supervisor also stated that there is plan to improve this problem by communicating with parents. In order to help the children feel happy and relax, different play materials that address the age difference among the children are planned to be provided.

The other problem addressed by supervisor was the issue of children with disabilities. In preschool setting, there limited consideration in preparing teaching materials, and other related facilities. The supervisor particularly stressed on the situation on private schools regarding children with disability. According to the supervisor’s response, Government preschools are better in accommodating situation of children with disabilities while private preschools rarely consider the special needs of children with disabilities. There are barriers in private preschool setting in addressing problems of children with disabilities mainly due to lack of preschool teachers trained in the areas of children with special needs, lack of building that consider the situation of children with disabilities, materials provisions and other infrastructures.

4.1.9. Selection and arrangement of play materials

As shown in table13, majority of the respondents (70.83%) indicated that selection of playing materials is inadequate while 29.17% of the respondents replied that selection of play materials is adequate. Concerning the School type, the problem of play materials selection is similarly observed in both Government and private preschools. On the other hand, arrangements of play materials in preschool compounds were assessed and the results were presented in table13 below. Accordingly, majority of the respondents (50.83%) responded that arrangements of play materials are inadequate and the remaining 49.17% was replied that there is adequate arrangement of play materials.

Table 13: Selection and arrangement of play materials

Selection of playing materials	Organizational category		Total	Percentage
	Government schools	Private schools		
Adequate	22	13	35	29.17
Inadequate	38	47	85	70.83
Total	60	60	120	100
Arrangement of play materials				
Adequate	28	27	59	49.17
Inadequate	32	33	61	50.83
Total	60	60	120	100

Observation by the researcher also verified that there are problems of appropriate selection for play materials in preschool. Essential play materials like climbing frames, swinging, crawling tunnels and other materials are found in few private schools and Government preschools lacks such settings though private schools have also gaps in fulfilling these materials. Adding that, lack of appropriate play material selection and arrangements had impacts on children individual and group playing interest and resulted in poor interactions among the children with diversified needs and natures.

4.1.10. Durability of play materials

As indicated in table 14, majority of the respondents (52.5%) replied that durability of play materials is inadequate while 47.5% responded that the durability of play materials is adequate. This indicated that durability of play available play materials in almost all both Government and private preschool were inadequate. It was also observed by the researcher that outdoor play materials arrangement and durability was found to be inadequate in most of preschools.

It is known that the arrangement and durability of play materials can stimulate play. When durability of the play materials is guaranteed, the children can use the materials without fear for longer period of time.

Table 14: Durability of play materials

Durability of play materials	Organizational category			Percentage
	Government schools	Private schools	Total	
Adequate	21	36	57	47.5
Inadequate	39	24	63	52.5
Total	60	60	120	100

Placing play materials properly help the children to play without interference with other playing group. Besides, arranging play materials properly can help the preschool teachers to easily supervise the children during play effectively.

4.2. The extent to which the standard, the curriculum and the pedagogical tools of education prepared and implemented for children’s cognitive, physical, social and emotional development

4.2.1. Professional competence of teachers

Data was collected to assess the competency of preschool teachers (table 15) and accordingly, 36% of the respondents replied that teaching competency of preschool teachers’ are medium, 31% of the respondents replied that the competency of preschool teachers are high while remaining 18% and 15% of the respondents replied that the teaching competency of preschool teachers are very high and low respectively. It supposed that preschool teachers’ competency is one of vital factors in improving students’ effective learning and implementation of overall preschool programs.

Table 15: Teaching competency

Teaching competency	Organizational category		Total	Percentage
	Government schools	Private schools		
Low	12	6	18	15
Medium	29	14	43	36
High	10	27	37	31
Very high	9	13	22	18
Total	60	60	120	100
Management competency				
Low	12	3	15	13
Medium	19	10	29	24
High	9	26	35	29
Very high	20	21	41	34
Total	60	60	120	100

4.2.2. Communication and professional development competence

As it was presented in table 16, 37% of the respondents indicated that communication competency of preschool teachers are very while 13% of the respondents indicated that the communication competency of preschool teachers are low. Communication competency is the fundamental part of effective teaching and it is difficult to imagine what kind of learning and teaching activities will take place where there is weak communication competency.

Table 16: Communication and professional development competency

Communication competency	Organizational category			Percentage
	Government schools	Private schools	Total	
Low	9	8	17	14
Medium	6	9	15	13
High	30	14	44	37
Very high	15	29	44	37
Total	60	60	120	100
Professional development competency				
Low	9	3	12	10
Medium	15	7	22	18
High	8	11	19	16
Very high	28	39	67	56
Total	60	60	120	100

In table 16 above also revealed that 56% of the respondents had very high professional development competency.

The professional development training is needed because preschool teachers either trained or not trained in the area of ECCE. According to Goble and Horm (2010), whatever the profession is, professional development is needed due it enrich the knowledge and increase the intellect of professionalism in the areas of their careers and specialization and enable them to implement up-to-date research based practices. These two authors affirms that professional development in the area of early childhood has the capacity to bring significance of the early children’s learning and development highlighting the central role played by early childhood educators in children’s successful achievements. According the interview with official from city education head, lack of professional development opportunities is highly affecting the process of implementing ECCE in the city.

4.2.3. Protection, care competency and curriculum relevance to child learning

As it was indicated in the table 17, 58% of the respondents replied that child protection at both Government and private schools are very high while 17.5% responded that child protection is medium. On the other hands, 17% of the respondents verified that the child protection at both Government and private schools is high while the remaining 7.5% responded that the child protection is low in cumulative average for both Government and private schools.

Table 17: Protection, care competency and curriculum relevance to child learning

Protection and care of children competency	Organizational category			Percentage
	Government schools	Private schools	Total	
Low	5	4	9	7.5
Medium	10	11	21	17.5
High	7	13	20	17
Very high	38	32	70	58
Total	60	60	120	100
The relevance of the curriculum to prepare children for learning				
Low	17	16	33	27.5
Medium	18	19	37	30.83
High	10	10	20	16.67
Very high	15	15	30	25
Total	60	60	120	100

With regards to curriculum, as it was indicated in the table 17, 30.83% of the respondents replied that the relevance of ECCE curriculum to prepare children for learning are medium while 27.5% responded that relevance of ECCE curriculum to prepare children for learning is low. On the other hands, 25% of the respondents verified that the relevance of ECCE curriculum to prepare children for learning at both Government and private schools is very high while the remaining 16.67% responded that the relevance of ECCE curriculum to prepare children for learning is high in cumulative average for both Government and private schools.

The ECCE curriculum assists to ensure the ability of teachers to address important components of learning, follow and adopt pedagogical approaches, and acquire a certain level of education quality across the age groups.

4.2.4. Relevance of learning materials contents and teaching methods used

As shown in table 18 below, most of the respondents (35.83%) indicated that the content of the learning materials are related to the realities of children's environment is medium while 30.83% of the respondents indicated that the relevance of content of the learning materials are very highly related to the realities of children's environment. On the other hand, 17.5% of the respondents replied that the relevance of the content of the learning materials are poorly related to the realities (low) of children's environment while the remaining 15.83% of the respondents

indicated that the content of the learning materials are highly related to the realities of children's environment.

Table 18: Relevance of teaching materials contents and teaching methods used

The content of the learning material is related to the realities of children's environment	Organizational category		Total	Percentage
	Government schools	Private schools		
Low	13	8	21	17.5
Medium	24	19	43	35.83
High	7	12	19	15.83
Very high	16	21	37	30.83
Total	60	60	120	100
Teaching methods used in childcare and education				
Explanation	42	23	65	54
Question and Answer	2	2	4	3.33
Discussion	2	6	8	6.67
Field trip	6	13	19	15.83
Learning by doing	4	11	15	12.5
Role playing	4	5	9	7.5
Total	60	60	120	100

With regards to teaching methods used in ECCE (table 18), majority of the respondents (54%) indicated that teaching method used in ECCE is explanation followed by field trip (15.83%), learning by doing (12.5%), discussion (6.67%), role playing (7.5%) and question and answer (3.3%). The result showed that explanation and question and answer were the most commonly used teaching methods in most of preschool education in the studied preschools whereas the remaining methods are rarely utilized.

In addition to the data collected through questionnaire, the researcher verified that most classrooms focus on direct teaching using specific instruction tools specially emphasizing on reading, telling, showing and asking than using other teaching techniques. In question and answer processes, the questions are mostly raised from teachers and the children are rarely encouraged to ask whatever questions they had. It was observed that the students were not well included in class activities to best of their capacities.

An interview conducted with schools directors indicated that explanation and question and answer dominate in teaching methods in ECCE due to lack or absence of assistant teachers and

lack skill in the area of ECCE. In most cases, child directed teaching techniques like role playing discussion, play, learning by doing and field trips are poorly considered. These techniques can help to provide first hand experiences, discoveries, experimentation, and exploration of their learning environments. The teaching methods that are not under use are essential in promoting independent learning, cooperation, holding responsibilities, role consideration, and tolerance and respecting the rights of others. Besides, it was observed that the main focus of the teachers were on assisting the students to achieve better academic bases to have better performances while the children starts primary education. This is mainly done using limited instructional materials like books and activities while it is supposed that verbal explanation or describing things in their areas do not help preschool students. Preschool children need to have foundation on how to understand concepts, apply their skills, involve in problem solving tasks, interactive activities and learn how to hold responsibilities in accomplishing a certain given tasks under changing learning environments. Therefore, the teaching method identified in this study found to be not guarantee to lay strong foundation for children in their future education world.

4.2.5. The extent to which learning materials are prepared from locally available materials and properly utilized

Table 19 showed that 35.83% of the respondents replied that the extent to which ECCE learning materials are prepared from locally available materials is medium while 30.83% responded that the extent to which ECCE curriculum is prepared from locally available materials is very high. However, 17.5% of the respondents indicated that the extent to which ECCE curriculum is prepared from locally available materials is low and the remaining 15.83% responded that the extent to which ECCE curriculum is prepared from locally available materials is high.

Table 19: The extent to which learning materials are prepared and utilized

Extent of learning materials prepared from locally available materials	Organizational category			Percentage
	Government schools	Private schools	Total	
Low	11	12	23	17.5
Medium	29	21	50	35.83
High	8	7	15	15.83
Very high	12	20	32	30.83
Total	60	60	120	100
The extent to which instructional materials utilized by teachers				
Low	19	7	26	21.67
Medium	17	11	28	23.33
High	10	17	27	22.5
Very high	14	25	39	32.5
Total	60	60	120	100

It is also revealed in table 19 that most of the respondents (32.5%) replied that the extent to which instructional materials utilized by teachers is very high followed while 23.33% of the respondents indicated that the extent to which instructional materials utilized by teachers is medium and the remaining 22.5% and 21.67% of the respondents responded that the extent to which instructional materials utilized by teachers in high and low extent. Classroom observation by the researcher verified that there is lack of materials and tendency of teachers' dependence on reading pictures, the association of sound-letter, the way they name the letters and discriminating the words from the teaching materials, on blackboards or papers. The interviews with school directors also confirmed that there is lack of instructional materials in the preschools.

In order to help children to broaden and deepen their understanding and knowledge, appropriate utilization of instructional materials is essential. This can enable the children in initiating their interest of self-learning, aware them and increase their imagination capacities. Thus, when teachers in preschool appropriately utilize instructional materials in preschools, it helps to strengthen the effective implementation of the curriculum. Overall, the content and appropriate utilization of the curriculum has positive impact for the success of preschool effective teaching and learning programs. This can be achieved through maintaining the relevant contents in the curriculum based on the context of leaning-teaching environment like social and development aspects of the children.

During classroom observation and interview with preschool directors, the researcher analyzed the lesson topics and found that some examples used in the instructional materials were not familiar with the preschool students and they faced challenges to understand. Though the teachers tried to translate it to local language, it was time taking for the students to become familiar with the topic.

4.2.6. Assessment and record keeping techniques used

As it is presented in table 20, most of the respondents (29.17%) indicated that writing and drawing was commonly used assessment techniques in preschool followed by test (27.5%), class participation (20.83%) and daily attendances (18.83%) while 4.17% was responded that observation is used as one of assessment techniques used in preschool education.

With regards to the record keeping methods, majority of the respondents (61.67%) indicated that admission records are used as the main record keeping techniques in preschools while 26.67% and 11.67% replied that daily attendances and anecdotal records are the common methods of record keeping respectively.

Table 20: Assessment and record keeping techniques used

Assessment techniques commonly used in Childcare and education	Organizational category			Percentage
	Government schools	Private schools	Total	
Test	16	17	33	27.5
Observation	1	4	5	4.17
Class participation	17	8	25	20.83
Daily attendance	8	14	22	18.33
Writing and drawing	18	17	35	29.17
Total	60	60	120	100
The most commonly used record keeping				
Anecdotal record	10	4	14	11.67
Daily attendance	17	15	32	26.67
Admission record	33	41	74	61.67
Total	60	60	120	100

As it is presented in table 20, most of the respondents (29.17%) indicated that writing and drawing was commonly used assessment techniques in preschool followed by test (27.5%), class participation (20.83%) and daily attendances (18.83%) while 4.17% was responded that observation is used as one of assessment techniques used in preschool education.

With regards to the record keeping methods, majority of the respondents (61.67%) indicated that admission records are used as the main record keeping techniques in preschools while 26.67% and 11.67% replied that daily attendances and anecdotal records are the common methods of record keeping respectively.

The study result indicated that admission records are the most commonly used recording keeping mechanism in the studied preschools. The researcher also confirmed that the most available records about the preschool children were daily attendance and admission records. The preschools used attendances for student daily class attendance and admission records for semester registration and payment information. It was verified that important records like significant student data concerning their assessment documents, lesson plans, and special reports concerning the progress of the students were poorly organized and recorded.

Through interview with preschool directors, the researcher supplemented the data and the directors clearly admitted that there are gaps in record keeping and improvements are required in the future. The directors reported the reason why records keeping are poor that there are knowledge gaps and know-how in keeping appropriate students records according to their individual performances. It was identified that it was difficult to get appropriate records of students that shows their year to year progresses in order to trace back the academic performances.

Profile records of an individual student containing full information about the students' performances in the areas of curriculum, emotional and social adjustments, and parents' backgrounds particularly jobs and education status was not available. The daily attendances and admission records used provide limited information about the child and poorly reflect complete picture of the child. There is weak culture of compiling and keeping the records and using the records for academic progress guide as well as sharing the records with parents. Thus, developing and keeping appropriate records consisting of trustworthy, correct and well organized information were not kept in most preschool studied preschools. This might make difficult the process of providing academic guidance, share concerns with the children's parents and maintain the continuity of children's educational progress.

4.2.7. Parent-school partnership and means of communication

According to the data presented in table 21, most of the respondents (35%) replied that parent-school partnership to assist children's learning is very high followed by 24.17% respondents replied medium, 21.67% replied as parent-school partnership to assist children's learning is high while the remaining 19.17% respondents replied that parent-school partnership to assist children's learning is low.

Table 21: Parent-school partnership and means of communication

How do you rate parent-school partnership to assist children's learning	Organizational category		Total	Percentage
	Government schools	Private schools		
Low	15	8	23	19.17
Medium	14	15	29	24.17
High	12	14	26	21.67
Very high	19	23	42	35
Total	60	60	120	100
The most commonly used means of communication for parents to participate				
Meeting and discussions	8	3	11	9.17
Conferences	3	15	18	15
Written letters	23	22	45	37.5
Verbal message	26	20	46	38.33
Total	60	60	120	100

Concerning the parents' common means of communication with preschools to participate, the analysis result in table 21 showed that most (38.33%) of respondents indicated that verbal communication was used common means communication with children's parents. On the other hands, 37.5% of the respondents replied that written letters are the common methods communication between children's parents and preschool teachers and administration bodies. The remaining 15% and 9.17% of the respondents indicated that conferences and meeting and discussions are common means of communication respectively. Interview with selected teachers concerning the parent-preschool communication, the teachers replied that the teachers work closely with parents of the children in the areas of academic and social problems of the children. Besides, the detail interview with Sebeta city administration indicated that there are areas that require improvement with regards to parents' responsibility in bringing and taking their children on time to and from preschools. The supervisors raised this issue due to the gaps that some

families do not bring and take their children on time and this problem is boldly seen both in Government and private preschools. Among the effective means communication, telephone calls, forum with children parents, and parental home visits were not mostly considered in the communication lists of studied preschools. Overall, this study results showed that verbal communication was mostly utilized in both Government and private preschools as means of parent-school communication.

An interview conducted with different preschool directors confirmed that parents, teachers and preschools administrative bodies meet each other during the annual school opening ceremony and at the end of academic year. Even when families are gathered at school compound at the beginning and the end of the academic year, the parents of the children are not that much committed and involved to assess the problems, performances and the areas of improvements during the meetings. It goes only for the matter of ceremonial and the meetings are undertaken in short time where it is difficult to discuss various issues. In this situation, teachers are obliged to pass over the information they required and the meetings are cut shortly.

4.2.8. Community participation and means of participation in ECCE

As shown in table 22, majority of the respondents (55%) indicated that community always participate in early childcare education while only few (4.17%) of the respondents replied that community never participate in early childcare and education. However, 25.83% and 15% of the respondents indicated that the community participates sometimes and often respectively. In the same table (table 22) showed that community participates in early childcare and education through contributing cash. Accordingly, the frequency of the community participation varies according to the respondents rationings. In this regards, half of the respondents (50%) replied that community participate always in early childcare and education while 29.17% of the respondents indicated that community sometimes participate in early childcare and education though contributing cashes. The remaining 15.83% and 5% of the respondents indicated that community often and never participate in early childcare and education respectively.

Table 22: Community participation and means of participation in ECCE

How often does the community participate in early childcare and education?	Organizational category		Total	Percentage
	Government schools	Private schools		
Always	34	32	66	55
Often	6	12	18	15
Sometimes	19	12	31	25.83
Never	1	4	5	4.17
Total	60	60	120	100
Parents participate in childcare and education through contributing cash				
Always	32	28	60	50
Often	11	8	19	15.83
Sometimes	17	18	35	29.17
Never	0	6	6	5
Total	60	60	120	100

It is believed that effective means of communication between preschools and parents is vital to exchange information and strengthen the ties between the schools and contributes in enhancement of bi-directional communication and constructive feed backs where both parties are committed to hold responsibilities, accountably acts, and works towards mutual benefits. In this study, means communication used between schools and parents were not adequate and found to be less effective to achieve its goals. Parents are less considered in the process of learning teaching processes and the parents' contribution in their children's education is more of indirect.

4.2.9. Parents participation means in ECCE

As shown in table 23, majority (53.33%) of the respondents replied that parents sometimes participate in early childcare and education through contributing labor while 14.17% of the respondents replied that parents participate always in early childcare and education through contributing labor. Similarly, 14.17% of the respondents indicated that parents never contribute labor to early childcare and education. The remaining 18.33% of the respondents replied that a parent often contributes labor to enhance early childcare and education in preschools. However, the interview with school directors showed that the participation of families through contributing labor in the preschool affairs is still below its potential and needs awareness creations.

Table 23: Parents participation means in ECCE

Parents participate in childcare and education through contributing labor	Organizational category		Total	Percentage
	Government schools	Private schools		
Always	7	10	17	14.17
Often	13	9	22	18.33
Sometimes	30	34	64	53.33
Never	10	7	17	14.17
Total	60	60	120	100
Parents participate in childcare and education through contributing materials				
Always	4	4	8	50
Often	6	4	10	15.83
Sometimes	30	31	61	29.17
Never	20	21	41	5
Total	60	60	120	100

With regards to parents participation in early childcare and education through material contribution, table 23 showed that half (50%) of the respondents replied that parents always participate in ECCE through contributing materials for preschools. On the other hand, 29.17% of the respondents replied that parents sometimes participate in ECCE through contributing materials while 15.83% replied that parents often participate in ECCE through contributing materials. The remaining 5% of the respondents replied that a parent never participates in ECCE through contributing materials. This finding shows that the awareness of parents remained unsolved and needs to create the importance of preschool education for their children. This finding established the fact that the involvement parents in supporting the preschools in kind and cash is poor.

4.2.10. Parent participation in ECCE through different means

As it is shown in table 24, the majority (56.67%) of the respondents replied that parents participate in ECCE through monitoring schools student attendances and progresses while 23.33% of the respondents replied that parents contribute to ECCE through monitoring school student attendances and progress. The remaining 12.5% and 7.5% of the respondents indicated that parents never and often participate in ECCE through monitoring the school students' attendance and progress respectively.

Table 24: Parent participation in ECCE through different means

	Organizational category		Total	Percentage
	Government schools	Private schools		
Parents participate in childcare and education through monitoring student attendance and progress				
Always	14	14	28	23.33
Often	4	5	9	7.5
Sometimes	35	33	68	56.67
Never	7	8	15	12.5
Total	60	60	120	100
Parents participate in childcare and education through responding to teachers request for meeting				
Always	35	40	75	62.5
Often	8	7	15	12.5
Sometimes	16	13	30	25
Total	60	60	120	100

In the table 24, it was shown that majority (62.5%) of the respondents replied that parents participate in ECCE though responding teachers' requests to attend meetings while 25% of the respondents replied that parents sometimes participate in ECCE through responding to meeting requests by teachers. The remaining 12.5% of the respondents replied that parents often participate in ECCE through responding to teachers' requests for meetings. This finding implies that the parents of the children participate in ECCE through various contributions at different extents. Parent participation in preschool affairs is vital that parents are great shareholders in the process of sending their children to the schools and deciding the future fates of the schools in the long run. Therefore, it is mandatory to strengthen the means of parents' participation in ECCE in the way that both parties (schools and parents) benefit from the participations.

4.2.11. Parents participation and responses to invitation by schools

As revealed in table 25, majority (67.5%) of respondents replied that parents always participate in ECCE though managing income generation of the schools while 30.83% of the respondents participate sometimes through managing income generation projects of schools. The remaining small number 2 (1.67%) of the respondents replied that parents often participate in ECCE through managing income generation projects of schools.

Table 25: Parents participation and responses to invitation by schools

Parents participate in childcare and education through managing income generation projects	Organizational category			Total	Percentage
	Government schools	Private schools			
Always	42	39		81	67.5
Often	0	2		2	1.67
Sometimes	18	19		37	30.83
Total	60	60		120	100
How do you rate the situation of parents in welcoming invitations by schools?					
Low	18	20		38	31.67
Medium	29	32		61	50.83
High	13	8		21	17.5
Total	60	60		120	100

In table 25, it is shown that almost half (50.83%) of the respondents replied that parents welcoming situation of invitation by school is medium while 31.67% of the respondents indicated that parents situation of welcoming the invitation from schools is low. The remaining Strategies to facilitate two directional communication and support should be used; where both parties share mutual accountability, responsibility and mutual gains. Therefore, the means of communication used in almost all schools, for parents to participate were found to be less effective. It never invites parents to play a direct role in the education of their children.

4.2.12. Parents as integral parts of schools management aspects

As revealed in table 26, majority (80.83%) of the respondents replied that parents are not integral parts of the management body in preschools while the remaining 19.17% replied that parents are integral parts of management body in preschools. The result shows that there is less parental participation in management aspects of the schools.

Table 26: Parents as integral parts of schools management aspects

Are parents are integral parts of management body?	Organizational category			
	Government schools	Private schools	Total	percentage
No	46	51	97	80.83
Yes	14	9	23	19.17
Total	60	60	120	100

Besides the survey result, interviews with school directors indicate that involvement of parents in management affairs of schools is very limited. The directors justified that the main focus is given for primary and above level of education and there is no consideration to integrate parents in school management aspects. Although there are the legislations that recommend the integration of parents in schools management aspects, the practical application is not on the ground in most of preschools.

4.3. Research Question three: To what extent do government and private schools differ in the provision of ECCE in the study area?

4.3.1. The state of ECCE in government and private schools

To achieve objective three of this study, independent t-test was utilized and the results was used to compare the overall state of ECCE in government and private schools

4.3.1.1. Years of services as preschool teacher (KG or “0 classes”)

To detect the presence or absence of services between Government and private preschool teachers’ samples, independent sample t-test was employed to test the statistical differences between the means of two groups. Accordingly, the following hypotheses are formulated.

Ho: there is no difference in years of services between Government and private preschool teachers

Ha: there is difference in years of services between Government and private preschool teachers

Before proceeding to run the independent samples t-test, we looked in a descriptive statistics so as to obtain the mean values of Government and private preschool.

Table 27: Mean values of year services by School type

Group statistics					
	School type	N	Mean	Std. Deviation	Std. Error Mean
Years of services as preschool teacher KG or “0 class teacher	Government school	60	2.25	.541	.070
	Private school	60	2.60	.643	.083

M=Mean; SD=Standard deviation

The table above (Table 27) is concerned with basic information of the study population. Accordingly, the table reveals that the sample sizes for Government and private preschool are 60. Moreover, as shown in the above table, the analysis of the result revealed that Government preschools had lower year of service (M=2.25; SD=.541) than private preschools (M=2.60; SD=.643). Having the mean values of the two groups in mind, to check whether there is statistically significant mean difference is observed, independent sample test has been conducted and the results are presented below briefly.

Table 28: Independent t-test for teachers’ years of service as preschool teachers

		t-test for Equality of Means						
		t	Df	Sig. (2-tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Year of service as preschool teacher (“O” class or KG teacher)	Equal variances assumed	-3.227	118	.002	-.350	.108	-.565	-.135
	Equal variances not assumed	-3.227	114.622	.002	-.350	.108	-.565	-.135

As observed in the table 28above, the analysis of t-test employed to detect whether there is or no mean difference is observed between the two groups (Government and private preschools) in the year of services. The result of t-test shows that $t(114.6) = -3.227$, $p = 0.002$; $p < 0.05$) with the mean difference of the two groups is (MD= 0.35), with greater mean score of private preschools (2.60), which implies that the year of services for private preschools is significantly different from that of Government preschools with more mean scores.

Therefore, as a decision, H_0 is rejected and H_a is accepted. Thus, conclusion would be drawn that there is significant variation between Government and private preschools in the year services as preschool teachers.

4.3.1.2. Professional development competency

Here, what is required is to know whether there is difference in the in professional development competency or not between Government and private preschool teachers. The hypothesis set H_0 : there is no difference in professional development competency between Government and private preschool teachers. H_a : there is difference in professional development competency between Government and private preschool teachers. Let us look into the group statistics of the study groups (Table 29).

Table 29: Professional development competency

Group statistics					
	School type	N	Mean	Std. Deviation	Std. Error Mean
Professional development competency	Government school	60	3.92	1.154	.149
	Private school	60	4.43	.890	.115

The table 29above is dealt with basic information of the study groups. The analysis of the result showed that the mean for professional development competency for Government and private preschools are 3.92 and 4.43 in the order mentioned. Having the mean values of the two groups in mind, to check whether there is statistically significant mean difference is observed or not, independent sample test has been conducted and the results are presented below briefly.

Table 30: Analysis of independent sample t-test for teachers' professional development competency

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
		t	Df	Sig. (2-tailed)	Mean difference	Std. Error Difference	Lower	Upper
Professional development competency	Equal variances assumed	-3.315	118	.001	-.650	.196	-1.038	-.262
	Equal variances not assumed	-3.315	106.951	.001	-.650	.196	-1.039	-.261

The t-test analysis result has shown (table 30) that there is significant difference in professional development competency between Government and private preschool teachers at $P < 0.001$, and 95% confidence interval as. The mean difference is found to be 0.51 with the higher mean value for the private preschools (4.43) as indicated in table 30. The decision is therefore, reject H_0 and accept H_a . This clearly showed that private preschool teachers had better professional development competency as compared to that private preschools.

4.3.1.3. Teaching competency of teachers

Here, what is required is to know whether there is difference in the in Teaching competency of teachers or not between Government and private preschool teachers. The hypothesis set H_0 : there is no difference in teaching competency between Government and private preschool teachers. H_a : there is difference in teaching competency between Government and private preschool teachers. Let us look into the group statistics of the study groups (Table 31).

Table 31: Analysis of independent sample t-test for teaching competency means comparison

Group statistics					
	School type	N	Mean	Std. Deviation	Std. Error Mean
Teaching competency	Government school	60	3.27	.954	.123
	Private school	60	3.78	.904	.117

The table 31 above is dealt with basic information of the study groups. The analysis of the result showed that the mean for teaching competency for Government and private preschools are 3.27 and 3.78 in the order mentioned. Having the mean values of the two groups in mind, to check whether there is statistically significant mean difference is observed or not, independent sample test has been conducted and the results are presented below briefly.

Table 32: Independent t-test results for teaching competency

		t-test for Equality of Means							
								95% Confidence Interval of the Difference	
		t	Df	Sig. (2-tailed)	Mean difference	Std. Error Difference	Lower	Upper	
Teaching competency	Equal variances assumed	-3.045	118	.003	-.517	.170	-.853	-.181	
	Equal variances not assumed	-3.045	117.651	.003	-.517	.170	-.853	-.181	

The t-test analysis result has shown that there is significant difference in professional teaching competency between Government and private preschool teachers at $P < 0.01$, and 95% confidence interval as. The mean difference is found to be 0.51 with the higher mean value for the private preschools (3.78) as indicated in table 32. The decision is therefore, reject H_0 and accept H_a . This clearly showed that private preschool teachers had better teaching competency than that of private preschools.

4.4. The major problems facing ECCE in the sample schools and ECCE centers

4.4.1. Major problems in government and private ECCE centers

In order to identify the major problem that affects the preschool education, the researcher used different techniques like key informant interview, focus group discussion and observations. The results of key informant interviews, focus group discussion, observations and document review are presented under this section depending on the variables used.

4.4.2. Preschool teachers' professional competency and adequacy

The result obtained from the interviews with school principals showed that there are lack of professional competency and shortage of experienced preschool teachers in ECCE. Particular problems that were identified during the interviews were informed that the trained teachers are inadequate and those who have been trained were trained for the short period of time. In addition, there is shortage of in-service training for teachers related to ECCE as well as lack of preschool training centers were those raised during the interviews.

An interview with education bureau experts also confirmed that teachers' competency and their adequacy are hindering ECCE. Though there is limited number of preschools assigned to ECCE centers, they rarely get the chance to upgrade their education and attend refreshment courses. This had an impact on the teachers' motivation to serve the objectives of the ECCE properly.

According to different studies, the success of ECCE depends on the capacity, interests, and commitments of the stakeholders involved particularly the teachers. Whenever the stakeholders are capable to solve the problems in the area ECCE, it does not take long distance to achieve quality training for the target beneficiaries. This implies that preschool teachers with strong background in the area of ECCE are expected to contribute in early childhood education and enable children to grow emotionally, physically, socially and intellectually (Miller et al., 2015; Woodsfield, 2004; Mulugeta, 2015).

4.4.3. Curriculum implementation in preschools

Curriculum related problems were addressed and the identified problems were the issues of textbooks that are usable by children lack, there are limited teachers' guides, policy documents and syllabus that requires more detail re-definition, manuals and national directives prepared by government are rarely available to use. In addition, it was verified that there are variation in program implementation between government and private preschools.

The interview results with school principals and city administration education experts clearly showed that there are lacks of curriculum materials. During the interview, the issue raised strongly was that there should be consensus between regional education bureau, government and private preschools to maintain uniform and standard preschool training system and programs. Unless curriculum that considered the actual situation of students, it is difficult to deliver effective training for the children. This finding is supported by the work of Mulugeta (2015) who revealed that there is difference in the curriculum of preschools used by different organization where most Government schools use curriculum prepared by MoE while the private preschools use their own curriculum based on their own interest.

4.4.4. The physical environment of preschools

The condition of preschool physical environment was assessed using open-ended questionnaire and analyzed accordingly. The results showed that the physical environments of most preschools have problems and it does not encourage children learning as expected. The major problem raised with regards to preschool physical environments are lack of appropriate building that considered the physical and mental development of the children, inadequate indoor and outdoor spaces, limited quantity of playing materials, toilets, clean waters, dining rooms and first aid kits.

To supplement the data collected through interviews, the focus group discussions have been conducted with group of 8 persons in different preschools. The participants of the focus group discussion stated that the preschools where their children learn have the shortage of playing ground, playing materials and other facilities. One of the participants affirmed that most of the preschools are undertaken in rented rooms and the preschools were not built for the purpose of preschool education. Due to this, it lacks the basic facilities that are required for the children during their learning processes.

On the other hand, another person from focus group discussion indicated that some preschools share playing grounds and materials with primary schools and the needs of preschool children are poorly addressed in this situation.

It was approved by different scholars that physical environment of preschool have large influence of the learning processes of children. Under the situation where school environment is poor, it is difficult to promote effective learning and teaching processes. This may have impacts on children's' cognitive and physical development. This may also affect the academic

performances and progresses of the children in the long run. In order to ensure effective learning and teaching processes, it is vital to supply different materials for the children. The materials that should be supplied should have the capacity to promote and challenge the children to increase the experiences of the children. Playing in preschools promote language and social development and assists children to integrate academic concepts to their cognitive and physical structures (Copple and Bredekamp, 20009).

4.4.5. Community participation in preschools

Community participation is the back bone of preschool successes and developments. The results obtained from interview indicated that there are number of problems that are hindering the process of preschool children learning. In this regards, weak awareness of parents the consequences of not attending the meeting s that are called by the preschool management bodies, families misunderstanding about preschool importance for their children and their failures not to send their children to the preschools are the major problems identified.

Besides, the data obtained from focus group discussion indicated that there are gaps in parents-preschool relations.

According to the response from the participants of the focus group discussion, he replied that he did not understand the role of community in the process of teaching and learning in preschools. He pointed out that he has been thinking like the preschools are solely responsible for all the activities and progress of their children. Some other participants replied that they do not send their children to preschools due to low economic capacity and fear for the security of their children. The parents thought that the age of the children is not conducive for the process of learning and even the parents do not trust the transportation system the preschools use.

Number of researches indicated that community-preschool partnership highly benefits parties, the community and the preschools. The preschools can benefit from the partnership through developing positive contribution of parents to the schools affairs particularly in the areas of fundraise, decision making, getting resource persons and implementation of the preschool education as a whole. In this regards, the standards set by Oromia regional education bureau concerning preschools recommended that there should be strong parents-preschool ties for the benefits of the children and successful preschool education in the region.

Overall, the major challenges identified in 16 preschools in implementing ECCE in government and private schools are summarized as follows:

- ❖ Absence of trained KG teachers, assistant teachers and care givers in preschool education
- ❖ Absence of professional development in ECCE
- ❖ Lack of curriculum based books
- ❖ Low interest of the community to preschool education
- ❖ Inaccessible physical environment for most children with disabilities
- ❖ Inaccessibility and high cost of educational materials
- ❖ Lack of standardize class room space
- ❖ Absence of readiness to address the needs of disability
- ❖ Lack of budget

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter includes the major findings, conclusions and recommendations. It begins with the description of the study and goes to summarize the findings of the study followed by conclusions. Finally, recommendations are forwarded.

5.1. Summary of major findings

It is agreeable that children constitute the most important base of human resources endowment of any country. Therefore, educating children in the early years, have benefits for children themselves, their parents, and the society at large. Thus, preschool education aims at all round development of children and intends at preparing for the life ahead.

In Ethiopia to guide basic issues that education should address, the government had developed the education and training policy (TGE, 1994). The policy has been adopted in Oromia to educate preschool children. Thus, the region has set a minimum standard that preschool program must meet to achieve the intended purposes of the policy.

Therefore, the main objective of this study was to investigate the Practices and Problems of Early Child Hood Care and Education (ECCE) In Government and Private Schools in Sebeta City. For the purpose of investigation, descriptive survey design was employed as an appropriate methodology. To this end, 16 preschools were selected on the basis of Stratified sampling method. 10 preschools were Government owned, whereas 6 (six) preschools were of private. In the sampled preschools, teachers (120) and the school principals (4) were used as respondents. Additionally 5 cluster supervisors were included in the samples. Moreover, classrooms and outdoor play areas were used as source of data. Besides, 4 PTA members and 5 Sebeta city administration education experts were used to secure relevant information on purposive basis. Further, relevant documents were used as source of data for the study.

Different types of data collection instruments; i.e. questionnaires, observation, interview, FGD and document analysis were used. The data collected through close-ended questionnaires, were presented in tables for each case, and analyzed using percentage and frequency. Furthermore,

inferential statistics i.e. independent t-test was utilized to compare the two groups (Government & private). The qualitative data were used to supplement and explain quantitative data whenever necessary by summarizing the words of the respondents and the results of observations.

To sum up, the following findings have been documented in response to the four research questions formulated under the statement of the problem.

Research question one: What are the children's caring practices in terms of inputs and teaching and learning processes in the sample schools (ECCE centers)?

No adequate teachers are assigned in preschools and the available ones lack professional skills and competencies required to the program. Hence, the findings indicated that the majority of teachers (52.67%) lack professional training in ECCE. Most of teachers (43%) had no training or trained for very short duration. The courses that the great majority of teachers (56%) had attended in-service training were inadequate to build a firm theoretical and practical foundation required in the preschool.

The majority of teachers (53.33%) had no opportunities for frequent in-service training to improve or up-date their professional skills and expertise to work effectively in the ECCE. Teachers were inadequate (55%) in relation to the number of children attending preschools. Particularly assistant teachers were not available in most preschools. However, the vast majority of teachers were female (92.5%) while the remaining 7.5% of teachers were male.

As to instructional methods, explanation (54%), role playing (7.5%), discussion (6.67%), learning by doing (12.5%), question and answer (3.3%) and field trip (15.83%) were the most commonly used methods. The extent of instructional materials preparation from locally available raw materials by was found to be medium (35.83%). The degree of instructional materials utilization was very high, for the most of teachers (32.5%), used the available materials preschools.

Classrooms and outdoor spaces, materials and equipment, as well as its organization in the studied preschools were found to be inadequate and some of the facilities were not suitable to support children learning.

Because, the findings revealed that classroom space provided per child was found to be inadequate (61.67%), the organization of activity centers (57.5%), the supply of materials and

equipment in the centers (54.17%), and arrangement of materials was found to be inadequate.

In addition, the availability of child sized tables (66.67%) and child sized chairs (60.3%) was found to be inadequate. Concerning to the availability of chairs in majority of the preschools (50.83%) had inadequate child-sized chairs while the majority of the preschools (60.83%) had inadequate child-sized benches.

Concerning the outdoor spaces, materials and its organization, it was found that outdoor space and playgrounds (45%) and its safety condition (60.83%) found to be inadequate. The supply of play materials (63.33%), its selection (70.83%), arrangements (50.83%) and the durability of the materials were found to be inadequate.

Researches question two: To what extent the standard, the curriculum and the pedagogical tools of education prepared and implemented for children's cognitive, physical, social and emotional development?

The extent of curriculum implementation in the studied preschools was found to be low as the findings disclosed: the relevance of the content of the curriculum to prepare children for learning and life ahead was found to be medium (35.83%).

Concerning to the assessment techniques, writing and drawing work of children (29.17%), and class participation (20.83%) were the most commonly used; while test(27.5%) , daily attendance (18.33%), and observation (4.17%), were the common assessment techniques used that would fit the nature of young children and provide a complete pictures of children both in the classroom and outdoor environments.

Regarding to the record keeping system, admission records (61.67%) was the main record available for each child in almost all preschools. Whereas, daily attendance (26.67%), and anecdotal record (11.67%), that could provide accurate and reliable information about the child's performance were the least used.

The extent of parent school relationships to assist children's learning in the studied kindergartens found to be low. The finding results showed that parent-school partnership to assist children's learning was found to be high (35%).

The most commonly used means of communication with parents were identified to be verbal

messages (38.33%), written letters (37.5%), conferences (15%), and meeting and discussion (9.17%).

With regards to community contribution in the process of preschool learning and teaching processes, the extent to which community contributed was identified. Accordingly, community ever in contributing labor (14.17%), in contributing materials for infrastructures projects (5%), in visiting the school to check on progress of projects (12.5%), and in conducting income generation projects. In similar cases, community sometimes participate in contributing cash (29.17%), monitoring students attendance (56.67%), responding to teachers request for meeting (25%). Besides, parents' situation to welcome and respond to invitations made to them from the preschools was found to be medium (50.83%) and parental participation or involvement in the management aspects of the preschools was found to be absent (80.83%).

Extent to which government and private schools differ in the provision of ECCE

Results from teachers' survey, interviews, and observation identified that private schools assigned smaller number of students in class, more teachers, and different curriculum options. This is mainly due to the availability of resources and facilities. Student class size is manageable and teachers can address the needs of the students on individual basis.

In public schools, the curriculum is typically the same for all students, focuses on core subjects, use a regulated curriculum for all students. This can be a solid foundation for beginning an education for students of all learning levels. They are governed by the respective education bureau and follow policies and procedures established by the bureau. However, with bigger class sizes and fewer teachers, students may have a more difficult time getting the personalized attention they need.

In terms of teachers' year of experiences in teaching, the result of independent t-test revealed that the year of services for private preschools is significantly different from that of Government preschools with more mean scores. The teachers with higher years of teaching are employed in private preschools due to better salary and other incentives. Besides, the independent t-test result also showed that there is difference between government and private preschools in professional development and teaching competency.

The study findings showed that private schools are not obligated to adhere to legislative mandates in education delivery, admission process, and other services. This freedom allows

private schools to adopt a curriculum and standards that expand beyond the limitations placed upon public schools.

The study findings also revealed that parents are more involved in school affairs and their children's learning in private schools. Parents are often encouraged to be involved as possible.

Both public and private schools set teacher qualifications in education degrees, experience, certification, and background checks. However, the study findings verified that private schools prioritize advanced degrees in the subject matter to increase the performances of the students.

At the same time, the study finding revealed that private schools usually have better infrastructure facilities and up-to-date technology when compared to government schools.

Major problems facing ECCE in the sample schools and ECCE centers

The study findings showed that there are number of challenges in preschools regarding ECCE. The first challenge is absence of trained KG teachers, assistant teachers and care givers in preschool education. On the other hand, there is lack of professional development opportunity in the area of ECCE. There is also lack of curriculum based books in preschools and it is difficult to supplement the regular teaching and learning processes.

It was also identified that there is low interest of the community to send their children and participate in preschool education particularly for government schools. In government schools, there are limited facilities and inaccessible physical environment for most children with disabilities. Besides, inaccessibility and high costs of teaching and learning materials and lack of standardized classroom are the major problems identified in both government and private schools. The study findings verified that there are lack budgets in government preschools to address the problems in preschool settings.

5.2. Conclusions

Early child life experiences have influences on the later life of human being. The kinds of life experiences in early ages of the children need to meet the quality and complexities requirements in all aspects as much as possible. Thus, based on the major findings of this study, the following conclusions were made regarding ECCE situation of Sebeta City administration.

Preschool teachers in city were inadequate and the teachers lack professional skills and

competencies to execute quality ECCE. Most preschool teachers had either not trained or trained for short period of time. The teachers also lack the sound experiences of working with young children those who need close monitoring and supports. Preschool teachers in the sample studied preschools have limited opportunities of refreshment training which contributed in their low skills to meet the minimum acceptable professional requirements as ECCE teachers.

The curriculum that was used in both Government and private preschools was not implemented according to the policy and it rarely addresses its objectives in concerning children's development. The contents of the curriculum are not relevant to the children's learning and life experiences. Instructional techniques, materials, assessment methods and the techniques used in record keeping do not support the procedures that ensure the proper implementation of curriculum.

There are inadequate classrooms and outdoor spaces, supply and arraignments of materials in the studied preschools. The playing materials found in the studied preschools are inadequate, not suitable for the children to utilize it properly and its durability is very low.

The degree of parent-school partnerships to support learning and teaching processes in preschools is weak and effective techniques are required to strengthen the ties between the two parties. Consequently, preschools failed to establish successful parent-preschool partnership as it is recommended in the policy and resulted in the development of weak ECCE development.

Generally, according to Oromia region education policy, formal education aimed to be started from preschool level. In order to implement the policy successfully and attain the required goals, various factors remained great challenges in Sebeta city administration ECCE settings.

In conclusion, though there are sound policy settings with regards to ECCE, preschool education that is undertaken under weak institutional capacity and stakeholders' involvement will face the challenges of failure in the long run without attaining its original objectives. From the indicators identified, ECCE in Sebeta city administration is less considered as integral part of formal education and ignored as additional tasks in the education sector. ECCE requires great attention by the administrative bodies and parents of the children to bring successful achievements in the area.

Overall, unless the major problems that were addressed in this study are resolved, it is difficult to expect well structured, strong and inclusive ECCE in the studied preschools in Sebeta city administration.

Therefore, from these evidences, it can be concluded that the ECCE program in the study area is not effectively implemented, and significant achievement cannot be obtained to assure quality of education within preschools as it is demanded by the region's and country's education policy.

5.3. Recommendations

Success of ECCE requires the efforts of all parties involved in the programs. The study finding showed that there are varied commitments by stakeholders to advance ECCE. In this aspect, all responsible stakeholders are expected to involve equally and play their roles to improve the identified gaps in ECCE in Sebeta city administration.

Preparation and utilization of relevant ECCE curriculum is fundamental to deliver quality education. The current study revealed the extent to which relevant content of curriculum prepared and utilized is low in both government and private schools. Private schools in particular, seldom adhered to the curriculum prepared by education bureau and use their own guidelines in delivering ECCE education. Thus, the studied preschools better to use and properly utilize curriculum materials provided by region education bureau and evaluate for its relevance to the needs of the children participating in ECCE. This includes use of quality curriculum, teachers guide, and other related textbooks appropriate for ECCE. Besides, periodic awareness must be given for the teachers concerning assessment techniques, record keeping and school-parents partnership to make ECCE sustainable.

The primary role of education bureau is prepared curriculums for schools and monitoring for its implementation. In this study, there is weak monitoring by education bureau to check whether the government and private preschools are adhered to the curriculum materials prepared by the bureau. Therefore, it is better that if education bureau provide curriculum materials and facilitate the improvement and revisions when required. In addition, the region education bureau is responsible to assign qualified and well trained preschool teachers. Besides, it is important to facilitate short and long term training for preschool teachers' base on their needs and skill gaps

they have. In addition, preschool training centers should be organized and training should be given on need basis.

The organization of classroom and outdoor spaces, materials and equipment, play an important part in helping children to acquire the skills and competencies associated with preprimary education provision. Nonetheless, the study finding revealed that the organization of classrooms, outdoor spaces and learning materials are poorly organized particularly in government preschools. Therefore, the school administrative bodies should provide the minimum requirements of spaces and safety conditions for ECCE. Besides, teachers' initiatives, ingenuity and commitment should be strengthened to prepare instructional materials using low cost or locally available raw materials to improve the shortages. In addition, the use of real objects, specimens, and the nature itself should be encouraged. Further, mobilization of the community to effectively contribute with the available knowledge, skills, and fund could do much to minimize the problems.

Community participation is vital to provide effective and inclusive ECCE in both government and private preschools. However, the present study identified that there is weak community participation in ECCE in the study area. Thus, it is important to emphasize on community oriented and greater parental participation should be adopted in the all primary schools. Effective strategies for working with parents based on the realities of local environment should be employed by all primary schools. Continuous efforts should be made by preschool administration to strengthen the partnership with parents. Overall, to this effect, a forum for parent education, meetings and discussions, conferences, home visits, etc, are recommended and parents should also take full advantages of all formal and informal means of communication

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APPENDICES

APPENDIX-A

QUESTIONNAIRE TO BE FILLED BY EARLY CHILD CARE EDUCATION TEACHERS
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Data collector: Lema Mangasha students of AAU

Dear! Respondent,

The purpose of this questionnaire is to collect data for a study titled, ‘‘the practice and problems of Early child hood care education (ECCE) in Government and private schools in Sebeta city Administration’’. I would greatly appreciate for your willingness to take time to answer the following questions. I assure you that your responses will be used only for academic purposes. Please give your frank and unreserved opinion. Thus, I kindly request you to complete the questionnaire carefully and honestly. The researcher is interested to thank you in advance for your cooperation and kindness.

General direction:

- ❖ This questionnaire is designed to examine the practices and problems of early child care education. Hence, your responses for every item determine the effectiveness of this study.
- ❖ No need to write your name.
- ❖ After reading the questionnaire, indicate your answer by putting a "√" mark in the appropriate box that corresponds to your choice.
- ❖ For questions having no alternatives, I kindly request to give a short and precise response, on the lines provided.

Thank you in advance for your cooperation.

INSTRUCTION ONE

BACKGROUND INFORMATION

- 2.1. Name of your school _____program: A. Kindergarten[] B. “O class [
- 2.2. City Administration_____Kebele _____
- 2.3. Sponsoring body: A. Government [] B. Private [] C. NGO []
- 2.4. Sex: A. Male [] B. female []
- 2.5. Your age: A. 20-25 [] B. 26-35 [] C. 36-45 [] D. above 45 []
- 2.6. Year of service or experience as K.G or “O- Class” teacher
 - A. Less than 2 years [] B. 2-5 years [] C. 6-9 years [] D. 10-13 years []
 - E. above 13 years []
- 1.7. Qualification: A. Grade 10 complete [] B. Grade 12 complete [] C. Grade 10 + 1[]
 - D. Grade 12 +1[] E. Diploma [] F. BA/BSc [] G. MA/MSc []If any specify here _____

2. INSTRUCTION TWO:

2.1. Professional competence of teachers in the Early child care Education schools

1. Have you been trained in Early child care Education? If your response for question number 1 is “Yes”, answer questions 3-5.
 - A. Yes [] B. No []
2. For How long have you been trained? A. Three months [] B. Six months []
 - C. Ten months [] D. More than ten months []
3. Do you believe that the course you have taken during your training is adequate to your all round task in the Childhood Education?
 - A. Yes [] B. No []
4. If your answer for question number 4 is “No”, why? _____
5. Do you frequently get in-service training or refreshment courses?
 - A. Yes [] B. No []
6. If your answer for question number 5 is “Yes”, how many days did you take the training in a year? A. Less than 10 days [] B. 10- 20 days [] C. 21-30 days [] D. More than 30 days []

7. Is the number of children in your classroom small enough to assist each according to his/her ability?

A. Yes [] B. No []

8. If your answer for question number 7 is “No”, why? _____

9. How do you rate teachers’ professional competencies with respect to the following five dimensions?

No	Items	Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)
1	Teaching competency					
2	Management competency					
3	Communication competency					
4	Professional development competency					
5	Protection and care of children competency					

10. What challenges are there in the Childhood Education teachers’ professional competence?

11. What additional comments, suggestions or recommendations do you have regarding professional competence of teachers? _____

2.2. The extent to which the curriculum is being implemented in the Childhood Education.

1. The relevance of the content of the curriculum to prepare children for learning ahead is:

A. High [] B. Medium [] C. Low []

2. Which of the following is the main objective of the Childhood Education curriculum? (You can rate more than one)

A. Children’s social development [] B. Children’s intellectual development []

C. Children’s physical development [] D. Children’s emotional development []

3. The degree to which the content of the curriculum is related to the realities of the children's environment:

A. High [] B. Medium [] C. Low []

4. Which of the following teaching methods are commonly used in the Childhood Educations? (one or more answer is possible)

- A. Explanation [] E. Field trip []
B. Question and answer [] F. Learning by doing []
C. Discussion [] G. Role playing []
D. Play []

If others specify _____

5. In which areas of learning is the content organized (one or more answer is possible).

- A. Aesthetic and creative [] D. Language []
B. Environmental science [] E. Physical education []
C. Mathematics []

6. The extent of curriculum materials preparation by teachers from locally available raw materials in the kindergarten is:

A. High [] B. Medium [] C. Low []

7. The degree of instructional materials utilization by teachers in the Childhood Education is:

A. High [] B. Medium [] C. Low []

8. Which of the following assessment techniques are the most commonly used in the Childhood Education? (one or more answer is possible)

- A. Test [] D. Daily attendance []
B. Observation [] E. Children's writing and drawing work []
C. Class participation []

If others specify _____

9. Which of the following is the most commonly used children's record keeping system in the kindergarten? (One or more answer is possible).

A. Anecdotal record [] B. Daily attendance [] C. Admission record []

Specify if other _____

10. What challenges are there in the implementation of Childhood Education curriculum?

11. What comments, suggestions or recommendations you would like to give for further improvement in the implementation of the Childhood Education curriculum?

2.3 Adequacy of classroom and outdoor spaces, materials and equipment as well as its organization in the Childhood Educations

No	Items	Adequate	Inadequate	No exist
1	Classroom space provided per child			
2	Organization of activity centers			
3	Supply of necessary materials			
4	Arrangement of the available materials in the classroom			
6	Availability of child-sized tables			
7	Availability of child-sized chairs			
8	Availability of child-sized benches			
9	Outdoor play ground provided per child			
10	Safety condition of play ground			
11	Supply of play materials			
12	Selection of play materials			
13	Arrangements of play materials			
14	Durability of play materials			

2.4 The extent of community participation (parent- school relationship) so as to assist children's learning

1. How do you rate parent-school partnership to assist children's learning
 - A. High []
 - B. Medium []
 - C. Low []
2. Which is the most commonly used means of communication for parents to participate?
 - A. Meeting and discussions []
 - B. Telephone calls** []
 - C. Conferences []
 - D. Written letters []
 - E. Verbal messages []

If others specify _____

3. How often do communities participate in the following areas of participation in the Childhood Education? (One or more answer is possible).

No	Items	Rate			
		Always	Often	Sometimes	Never
1	Contribute cash				
2	Contribute labor				
3	Contribute materials for infrastructure projects				
4	Monitor student attendance				
5	Respond to teacher requests for meetings regarding monetary contribution or student behavior				
6	Participate in community meetings about improving the school				
7	Elect members of the PTA				
8	Visit the school to check on progress of improvement projects				
9	Conduct/manage income generation projects				
10	Meet with teachers regarding student academic performance				

4. How do you rate the parents' situation to well come to the invitations of the schools?

A. High [] B. Medium [] C. Low []

5. If your answer for question number 4 is "C", why? _____

6. Are parents an integral part of the management body of the schools?

A. Yes [] B. No []

7. If your answer for question number 6 is "No", why? _____

8. What do you think are the main challenges do community faces to participate in the activities of Childhood Education? _____

9. What comments, suggestions or recommendations you would like to give for further improvement in the parent- school relationship? _____

YUNIVARSITII FINFINNEETTII KOLLEEJJII MUUMMEE BARNOOTA FI JIJIRAMAA
AMALA

GAAFII BARREEFFAMAA BARSIIISOTAAN GUUTAMUUF QOPHAA'E

Jaalatamtoota deebii kennitootaa koo , kaayyoon ijoo gaafii barreeffamaa kanaa haala barnoota idileen duraa (BID) Magaala sabbata irratti ragaa barbaachisaa ta'e funaanuufi. Isinis gaafilee kana naa guutuuf jechas yeroo keessan aarsaa taasisuu keessaniif hedduun isin galateeffadha. Deebiin isin gaafilee kanaaf kennitanis icciitidhaan kan qabamu ta'uu isaa fi dhimma barnootaa qofaaf kan oolu ta'uu isaas durseen isiniif mirkaneessa. Kana waan ta'eefis gaafilee dhiyaataniif deebii keessan haqummaa fi amanamummaadhaan akka kennitan kabajaa guddaan gaafadha.

Qajeelfama waliigalaa:

- ❖ Gaafiin barreeffamaa kun Rakkoolee BID qorachuudhaaf kan qophaa'ee dha. Kanaafuu, gaafilee dhiyaatan hunda bifa tokkoon ilaaltanii deebiin isin kennitan milkaa'ina qorannichaatiif murteessaa dha.
- ❖ Maqaa keessan barreessuun barbaachisaa miti.
- ❖ Gaafilee filannoo qabaniif iddoo filannoo keessaniitti mallattoo "√" kaa'udhaan agarsisaa.
- ❖ Gaafilee filannoo hin qabneef, deebii keessan karaa gabaabaa fi ifa ta'een iddoo kanaaf qophaa'e irratti akka barreessitan kabajaa guddaadhaan isin gaafadha.

Deeggarsa keessaniif durseen isin galateeffadha!

AJAJA TOKKOFFAA

ODEEFFANNOO DUG-DUUBEE

- 1.1. Maqaa mana barumsaa _____ sagantaa: A. K/G [] B. “O-class” []
- 1.2. Magaala _____ Ganda _____
- 1.3. Qaama deeggaru: A. Uummata [] B. Dhuunfaa [] C. Miti- Mootummaa []
- 1.4. Saala: A. Dhi [] B. Dub []
- 1.5. Umrii keessan: A. 20-25 [] B. 26-35 [] C. 36-45 [] D. 45 ol []
- 1.6. Muuxannoo akka barsiisaa/tuu K.G ykn “O- Class” tti qabdan.
A. Waggaa 2 gadi [] B. Waggaa 2-5 [] C. Waggaa 6-9 [] D. Waggaa 10-13 []
E. waggaa 13 oli []
- 1.7. Sad. barnootaa: A. Kutaa 10 xumure [] B. Kutaa 12 xumure [] C. Kutaa 10 + 1 []
D. Kutaa 12 +1 [] E. Dippiloomaa [] F. BA/BSc [] G. MA/MSc []
kan biroo yoo ta’e _____

AJAJA LAMAFFAA

- 2.1 Ga’umsa ogummaa barsiisotaa manneen Barnoota idileen duraa /BID/ ilaalchisee
 1. Barnoota idileen duraa/BID/ irraattii leenjii fudhattanii jirtuu?
A. Eeyyee [] B. Lakki []
 2. Gaafii lakk. 1 tiif deebiin keessan “Eeyyee”, yoo ta’e (gaafilee 3-5) deebii kennaa
 3. Yeroo dhabbata leenjii Barnoota Idileen dura irraattii Leenji yeroo ammamiif fudhattan?
A. Ji’a sadii [] B. Ji’a jaha []
C. Ji’a kudhan [] D. Ji’a kudhanii ol []
 4. Yeroo dhabbataa leenjii turtanittii Koorsiiwwan isin fudhattan hojii baruu fi barsisuu hunda hojjechuuf ga’aa dha jettanii amantuu?
A. Eeyyee [] B. Lakki []
 5. Gaafii lakk. 4 tiif deebiin keessan “Lakki” kan jedhu yoo, maaliif?

 6. Ammaa yeroo hojii irraa jirtan Leenjii hojii irraa yeroo yeroon ni argattuu?
A. Eeyyee [] B. Lakki []

7. Gaafii lakk. 6 tiif “eeyyee” kan jettan yoo ta’e waggaatti guyyaa meeqaaf leenjicha argattu?
A. Guyyaa 10 gadi [] B. Guyyoota 10- 20 [] C. Guyyoota 21-30 [] D. Guyyoota 30 ol []
8. Daree barsistan keessaattii Baay’inni barattoota daree keessanii akkaataa dandeettii isaanitiin addaan baaftanii gargaaruuf mijaawaa dhaa? A. Eeyyee [] B. Lakki []
9. Gaafii lakk. 8 tiif deebiin keessan “Lakki”, yoo ta’e, maaliif? _____
10. Ga’umsa ogummaa barsiisotaa kallattii hojii armaan gadiitin akkamitti sadarkeessitu?

No	Items	Baay’eeolaanaa (5)	olaana a (4)	Giddu galeessa a (3)	Gad- aana a (2)	Baay’ee gad- aanaa (1)
1	Ga’umsa barsiisummaa					
2	Ga’umsa hoggansaa (qabiinsa daree)					
3	Ga’umsa walquunnamtii (Communication)					
4	Ga’umsa fooyya’insa Ogummaa					
5	Ga’umsa eegumsaa fi qabiinsa daa’immaniif					

11. Manneen barnoota idileen duraa keessatti Ga’umsa ogummaa barsiisota rakkoolee akkamiitu jira? _____
12. Ga’umsa ogummaa barsiisota manneen barnoota idileen duraa ilaalchisee yaada dabalaata qabduu? _____

2.2. Haala (hamma) hojjii irra oolmaa sirna barnootaa manneen barnoota idileen duraa

- Qabiyyeen sirna barnootaa, barnoota idileen duraa daa’imman barnoota itti aanuuf kan qopheessuu ta’uu isaa:
A. Olaanaa [] B. G/galeessa [] C. Gad-aanaa []
- Kanneen armaan gadii keessaa kaayyoo ijoo sirna barnootaa, barnoota idileen duraa kan ta’e kami? (tokkoo ol filachuu ni dandeessu)
A. Dagaagina hawaasummaa daa’immanii [] C. Dagaagina qaamaa daa’immanii []

- B. Dagaagina beekkumsa daa'immanii [] D. Dagaagina currisa (emotional) daa'immanii []
3. Qabiyyeen sirna barnootaa, barnoota idileen duraa hammam haala qabatamaa naannoo daa'immanii waliin kan wal simatee dha?
- A. Olaanaa [] B. G/galeessa [] C. Gad-aanaa []
4. Kanneen armaan gadii keessaa malli baruu-barsiisuu ijoo manneen barnoota idileen duraa keessatti itti dhimma bahamu kami? (tokkoo ol filachuun ni danda'ama)
- A. Od-ibsa [] B. Gaafif deebii [] C. Daawwannaa dirree []
- D. Gochaan barachuu [] E. Marii [] F. Diraamaa [] G. Tapha []
- Kan biroo yoo jiraatan ibsaa _____
5. Akkaa atii yaduttii Qabiyyeen barnoota idileen duraa naannoo barachuu kam jalatti gurmaa'e? (tokkoo ol filachuu ni dandeessu).
- A. Esteetiksii fi kalaqaa [] D. Afaan []
- B. Saayinsii naannoo [] E. Jabeenya qaamaa []
- C. Herreega []
6. Akkaa mana barumsa atii jirtuttii Barsiisonni manneen barnoota idileen duraa hammam meeshaalee barnoota naannootti argaman irraa meeshaalee sirna barnootaa qopheessu?
- A. Olaanaa [] B. G/galeessa [] C. Gad-aanaa []
7. Akkaa mana barumsa atii jirtuttii Barsiisonni manneen barnoota idileen duraa hammam meeshaalee deeggarsa barnootaatti fayyadamanii barsiisu?
- A. Olaanaa [] B. G/galeessa [] C. Gad-aanaa []
8. Barnoota idilee duraa keessatti Malli madaallii akka ijooitti itti dhimma bahamu kami? (tokkoo ol filachuu ni dandeessu)
- A. Battallee [] D. Argamtii guyyaa []
- B. Daawwannaa [] E. Barreessuu fi fakkeessuu daa'immanii []
- C. Hirmaann daree [] Kanneen biroo yoo jiraatan ibsaa _____
9. Kanneen armaan gadii keessaa manneen barnoota idileen duraa keessatti sirni qabiinsa ragaa barattootaa ijoo dhimma itti bahamu isa kami? (tokkoo ol filachuu ni dandeessu).
- A. Galmee seenaa [] C. Argamtii guyyaa []
- B. Galmee simanna [] Kan biroo yoo jiraate ibsaa _____
10. Barnoota idileen duraa keessatti Hojii irra oolmaa sirna barnootaa, rakkoolee akkamiitu jiru? _____

11. Fooyya'insa sirna barnootaa, barnoota idileen duraatiif yaada dabalataa qabduu?

2.3 Ga'aa ta'uu bakka (space) dareewwan barnootaa, daree barnootaan alaa, meeshaalee barnootaa fi gurmaa'insa isaanii

T/I	Ibsa	Ga'aa dha	Ga'aa miti	Hin jiru
1	Bal'inni daree barattootaa			
2	Gurmaa'ina buufataalee gochaaa			
3	Dhiyeessii meeshaalee barbaachisoo			
4	Haala teessuma meeshaalee daree barnootaa			
6	Teessoon barattootaaf simu jiraachuu			
7	Kursiin barattoota gitu jiraachuu			
8	Minjaalli barattoota gitu jiraachuu			
9	Dirreen taphaa ga'aan jiraachuu isaa			
10	Haala nageenyummaa dirree taphaa			
11	Dhiyeessii meeshaalee taphaa (Supply of play materials)			
12	Haala filannoo meeshaalee taphaa (Selection of play materials)			
13	Gurmaa'ina meeshaalee taphaa (Arrangements of play materials)			
14	Meeshaaleen taphaa turuu kan danda'an ta'uu			

2.4 Walitti dhufeenya maatii barattootaa fi mana barnootaa ilaalchisee

- Haala walitti dhufeenya maatii barattootaa fi mana barnootaa akkamitti sadarkeessitu?
 - Olaanaa []
 - G/galeessa []
 - Gad-aanaa []
- Kanneen armaan gadii keessaa tooftaa ijoo mala wal quunnamtii hawaasaa fi mana barnoota BID kan ta'e kami?
 - Fooramii barnoota maatii []
 - Walga'ii fi marii []
 - Waamicha bilbilaa []
 - Xalayaa []
 - Ergaa afaanii []

Kan biraa yoo jiraate ibsaa _____

3. Hawaasni fi maatiin barattootaa hojiiwwan mana barumsaa armaan gadii keessatti hammam hirmaatu? (tokkoo ol filachuun ni danda'ama).

No	Gosa hojii	Sadarkaa			
		yeroo mara	yeroo baay'ee	yeroo tokko tokko	gonkumaa
1	Maallaqa callaa buusuu				
2	Humnaan deeggaruu				
3	Meeshaalee ijaarsaa adda addaa dhiyeessuu				
4	Argamtii barattootaa hordofuu				
5	Yeroo barsiisonni dhimma barataatiif walgayii (marii) waaman dhufuu				
6	Waltajjii uummataa dhimma fooyya'insa mana barnootaatiif waamame irratti hirmaachuu				
7	Miseensota GMB filachuu				
8	Pirojektoota manneen barnootaa hojjatamaa jiran hordofuu				
9	Pirojektoota galii manneen barnootaaf maddisiisan qopheessuu				
10	Dhimma barachuu barattootaa irratti barsiisota wajjin mari'achuu				

4. Maatiin barattootaa yeroo manneen barnootaa waamicha taasisaniif haala simannaa isaanii akkamitti madaaltu?

A. Olaanaa [] B. G/galeessa [] C. Gad-aanaa []

5. Gaafii lakk. 4 tiif filannoon deebii keessanii "C", yoo ta'e maaliif? _____

6. Maatiin barattootaa hoggansa manneen barnootaa keessatti qooda fudhatuu?

A. Eeyyee [] B. Lakki []

7. Gaafii lakk. 6 tiif deebiin keessan "lakki" yoo ta'e, maalif? _____

8. Rakkooleen ijoo hirmaannaa hawaasaatiin walqabatee manneen barnoota idileen duraa keessatti calaqqisan maal maal fa'aa dha?_____

9. Hirmaannaan hawaasaa manneen barnoota idileen duraa keessatti caalaatti akka fooyya'u yaada dabalataa qabduu?_____

APPENDIX-B

QUESTIONNAIRE TO BE FILLED BY ECCE CENTERS PRINCIPALS AND CLUSTER SUPERVISORS

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Dear! Respondent,

The purpose of this questionnaire is to collect data about the practice and problems of early child care education in Sebeta City Administration. I would greatly appreciate for your willingness to take time to answer the following questions. I assure you that your responses will be used only for academic purposes. Please give your frank and unreserved opinion. Thus, I kindly request you to complete the questionnaire carefully honestly. The researcher is interested to thank you in advance for your cooperation and kindness.

General direction:

- ☞ This questionnaire is designed to examine the status of Early child care education. Hence, your responses for every item determine the effectiveness of this study.
- ☞ No need to write your name.
- ☞ After reading the questionnaire, indicate your answer by putting a "√" mark in the appropriate box that corresponds to your choice.
- ☞ For questions having no alternatives, I kindly request to give a short and precise response, on the lines provided.

Thank you in advance for your cooperation.

INSTRUCTION ONE :

Background information

- 1.1. Position: A. Supervisor [] B. Principal []
- 1.2. Woreda _____; Kebele _____
- 1.3. School program (for principals only): A. Kindergarten [] B. “O- Class” []
- 1.4. Sponsoring body (to be filled by kindergarten principals only)
 - A. Government [] B. Private [] C. NGO []
- 1.5 Your age: A. 20-25 [] B. 26-35 [] C. 36-45 [] D. above 45 []
 - Sex: A. Male [] B. Female []
- 1.7 Year of service or experience: A. Less than 2 years [] B. 2-5 years [] C. 6-9 years []
 - 10-13 years [] E. Above 13 years []
- 1.8. Qualification: A. Grade 10 complete [] B. Grade 12 complete [] C. Grade 10 + 1 []
 - D. Grade 12 +1 [] E. Diploma [] F. BA/BSc [] G. MA/MSc []

2. INSTUCTION TWO

2.1 Professional competence of teachers in the Childhood Educations

1. How will you rate the professional competency of Childhood Education teachers’ with respect to the following five dimensions?

No	Items	Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)
1	Teaching competency					
2	Management competency					
3	Communication competency					
4	Professional Development competency					
5	Protection and Care of Children competency					

12. What challenges are there in the Childhood Education teachers’ professional competence?

13. What additional comments, suggestions or recommendations do you have regarding professional competence of teachers? _____

2.2. The extent to which the curriculum is being implemented in the Childhood Education.

1. The relevance of the content of the curriculum to prepare children for learning ahead is:

A. High [] B. Medium [] C. Low []

2. Which of the following is the main objective of the Childhood Education curriculum?

(You can rate more than one)

A. Children's social development [] B. Children's intellectual development []

C. Children's physical development [] D. Children's emotional development []

3. The degree to which the content of the curriculum is related to the realities of the children's environment:

A. High [] B. Medium [] C. Low []

4. Which of the following teaching methods are commonly used in the Childhood Educations? (one or more answer is possible)

A. Explanation [] E. Field trip []

B. Question and answer [] F. Learning by doing []

C. Discussion [] G. Role playing []

D. Play [] If others specify _____

5. In which areas of learning is the content organized (one or more answer is possible).

A. Aesthetic and creative [] D. Language []

B. Environmental science [] E. Physical education []

C. Mathematics []

6. The extent of curriculum materials preparation by teachers from locally available raw materials in the kindergarten is:

A. High [] B. Medium [] C. Low []

7. The degree of instructional materials utilization by teachers in the Childhood Education is: A. High [] B. Medium [] C. Low []

8. Which of the following assessment techniques are the most commonly used in the Childhood Education? (one or more answer is possible)
- A. Test [] D. Daily attendance []
- B. Observation [] E. Children's writing and drawing work []
- C. Class participation [] If others specify _____
9. Which of the following is the most commonly used children's record keeping system in the kindergarten? (One or more answer is possible).
- A. Anecdotal record [] C. Daily attendance []
- B. Admission record [] Specify if other _____
10. What challenges are there in the implementation of Childhood Education education curriculum? _____
11. What comments, suggestions or recommendations you would like to give for further improvement in the implementation of the Childhood Education curriculum?

2.3 Adequacy of classroom and outdoor spaces, materials and equipment as well as its organization in the Childhood Educations

No	Items	Exist	Doesn't exist
1	Classroom space provided per child		
2	Organization of activity centers		
3	Supply of necessary materials		
4	Arrangement of the available materials in the classroom		
6	Availability of child-sized tables		
7	Availability of child-sized chairs		
8	Availability of child-sized benches		
9	Outdoor play ground provided per child		
10	Safety condition of play ground		
11	Supply of play materials		
12	Selection of play materials		
13	Arrangements of play materials		
14	Durability of play materials		

2.4 The extent of community participation (parent- school relationship) so as to assist children’s learning

1. How do you rate parent-school partnership to assist children’s learning
 - A. High [] B. Medium [] C. Low []
2. Which is the most commonly used means of communication for parents to participate?
 - A. Meeting and discussions [] **B. Telephone calls** []
 - C. Conferences [] **D. Written letters** [] E. Verbal messages []

If others specify _____
3. How often do communities participate in the following areas of participation in the Childhood Education education? (One or more answer is possible).

No	Items	Rate				
		Always	Often	Sometimes	Rarely	Never
1	Contribute cash					
2	Contribute labor					
3	Contribute materials for infrastructure projects					
4	Monitor student attendance					
5	Respond to teacher requests for meetings regarding monetary contribution or student behavior					
6	Participate in community meetings about improving the school					
7	Elect members of the PTA					
8	Visit the school to check on progress of improvement projects					
9	Conduct/manage income generation projects					
10	Meet with teachers regarding student academic performance					

4. How do you rate the parents' situation to well come to the invitations of the schools?

A. High [] B. Medium [] C. Low []

5. If your answer for question number 4 is "C", why? _____

6. Are parents an integral part of the management body of the schools?

A. Yes [] B. No []

7. If your answer for question number 6 is "No", why? _____

8. What do you think are the main challenges do community faces to participate in the activities of Childhood Education? _____

What comments, suggestions or recommendations you would like to give for further improvement in the parent- school relationship? _____

APPENDIX-C

INTERVIEW GUIDE TO be administered to MoE, OBE, Sebata City Administration Education Office Experts

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The main purpose of this interview is to collect data about the practice and problems of early child care education in sebata city Administration. So, I kindly request you to provide information needed objectively and honestly. I assure you that the collected information will be kept confidential and will be used for this research purpose only.

Thank you in advance for your cooperation!

1. How do you explain the professional competence of teachers in the Childhood Educations?
2. What opportunities do you think that teachers have to improve their professional competencies?
3. What sort of problems exists with respect to teachers' professional competence?
4. What do you recommend for further improvement?
5. What do you think about the curriculum implementation of Childhood Education?
6. What sort of challenges do you think the curriculum face in its implementation?
7. What alternative solutions do you suggest for further improvement?
8. How far do you think that the physical environment of Childhood Educations is suitable?
9. Are the indoor and outdoor materials and equipment adequate in the Childhood Education?
10. What challenges do you think that the adequacy or shortage has on the effective attainment of the objectives of the curriculum?
11. How is the situation of community participation to assist children's learning?
12. To what extent do you think that the parents involve in the management aspect of the kindergartens?
13. What challenges do you believe are influencing the CP in the Childhood Educations?
14. What alternative strategies do you suggest for further improvement?
15. To what extent do ECCE centers implement the standards set?
16. Are they trained for teaching ECCE?
17. Do you have any other comments, suggestions or recommendations for the overall implementation of Childhood Education

APPENDIX-D

FOCUS GROUP DISCUSSION (FGD) PROTOCOL TO BE ADMINISTERED TO PTA MEMBERS

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The main purpose of this Focus Group Discussion (FGD) is to collect data about the practice and problems of early childhood care and education in Sebata city Administration. Thus, your direct participation has been found essential and you have been selected for the discussion. So, I kindly request you to provide information needed objectively and honestly. I assure you that the collected information will be kept confidential and will be used for this research purpose only.

Thank you in advance for your cooperation!

1. Do Childhood Educations involve community in the management of the schools?
2. What are the major activities on which community mostly participate in Childhood Educations?
3. What do you feel about participating in Childhood Educations? Probe ...why?
4. What do you think might happen if parents participate in Childhood Educations? Probe.....Why?
5. What means of communication do Childhood Educations use to let community participate?
6. What other comments or suggestions do you have on the activities of the on Childhood Educations?

I. Knowledge about “Early Childhood Care and Education”

1. What do you know about “Early Childhood Care and Education” ?
2. Do you think that it is advantageous for children? What are the advantages of “Early Childhood Care and Education” ?

3. What changes did you observe on your children in the areas of education, play, social interaction?

3. Where children of the community stay before the opening of this “Early Childhood Care and Education”?

II. About stakeholder Involvement

1. Does the school facilitate discussion time for you and other guardians of children from “Early Childhood Care and Education” ? Have you ever participated on the discussion?

2. What are the roles of local community in ensuring quality of “Early Childhood Care and Education” ? How the communities participate?

3. Do you think that the local government has engaged in supporting “Early Childhood Care and Education”?

IV. About physical environment of the School

1. Does the school have separate play field for “Early Childhood Care and Education” students? Is it conducive for “Early Childhood Care and Education” students?

2. Are there separate toilet for “Early Childhood Care and Education” students? Is there water near the toilet? Is the toilet conducive for the children?

APPENDIX- E DOCUMENTARY SOURCES OF DATA

ADDIS ABABA UNIVARSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

1. Name of the school_____ Type of school_____
2. Sponsorship_____
3. Date of visit_____

This schedule is aimed at collecting data from the various documents in order to check various aspects of Childhood Education in the 10 sampled centers. The researcher and his assistant will visit the centers and tick the appropriate boxes in their schedules helped by the principals of such schools.

Checklist for some basic policy materials in each schools

No	Materials	Clearly evident	To some extent	Not at all
1	The ECCE standards explains the standard student-teacher ratio			
2	The guideline explains the standard classroom - student ratio			
3	The Guideline for Childhood Education education indoor materials to be fulfilled in the Childhood Education education			
4	The Guideline for Childhood Education education outdoor materials to be fulfilled in the Childhood Education			
5	The objectives of Childhood Education is stated in the syllabus			
6	Contents of Childhood Education is stated in the syllabus			
7	The teaching methods is addressed in the syllabus			
8	The assessment methods is described in the syllabus			
9	The teachers' guide lists students' activities across the contents of the lesson			
10	The teachers' guide lists teachers' activities across the contents of the lesson			

APPENDIX-F IN-DOOR AND OUTDOOR OBSERVATION CHECKLIST

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

1. Name of City Administration_____
2. Name of the school_____ Type of school_____
3. Sponsorship_____ Date of observation_____

This schedule is aimed at observing the condition and availability of the physical facilities in the 10 sampled Childhood Education centers. The researcher and his assistant will visit the centers and tick the appropriate boxes in their schedules helped by the Childhood Education teachers.

A checklist for the availability of some basic outdoor play equipment

No	Equipment	Available	Not available
1	Climbing frame		
2	Balance		
3	Tricycle		
4	Merry-go-round		
5	Crawling tunnels		
6	Swinging		
7	Slide		

A checklist for adequacy of materials in the activity centers

No	Materials	Adequate	Inadequate
1	Natural materials (leaves, rock, sand, water, etc)		
2	Literary materials (books)		
3	Exploratory materials (puzzles, matching, playing cards, etc)		
4	Self- expressive materials (toys, musical instruments, dress up clothes, dolls, etc)		
5	Manipulative materials (markers, pencils, etc)		
6	Construction materials (block, building sets, etc)		
7	What about their availability		

A checklist for the implementation of the curriculum in the classroom

No	Item	Clearly evident	Needs attention
1	Teaching learning activities are organized around central themes		
2	Individual and cooperative works or activities are emphasized		
3	All children are included equally in all activities to the best of their interest		
4	The teacher uses different strategies to guide children's learning		
5	The classroom runs smoothly with order and clear purpose		
6	Different kinds of assessment procedures are employed		

A checklist for classroom and outdoor spaces, materials and equipment organization in each school

No	Items	Clearly evident	Needs attention
1	Classroom aspects		
1	The classroom aspects provides an orderly arrangement of well defined work areas		
2	The centers are well equipped with necessary materials and Equipment's according to specific purpose		
3	Children's books, toys, and work are a displayed at child eye level		
4	The arrangement enhance the use of materials, methods, and time		
5	Tables, chairs/benches and shelves are all comfortable to child to use		
6	The classroom is clean, pleasant and stimulating		
7	The windows, doors, walls and decorations are all suitable		
	Outdoor aspects		
8	Adequate outdoor space is provided per child		
9	Separate toilet for children		
10	The space is safe and secure		
11	Play materials are selected to suit children's development level		
12	Play materials and equipment are durable		
13	The arrangement of play materials and equipment enhance children's individual and cooperative play activities		

Number of teachers, children and sections in the schools

2.1 Total number of teachers_____

2.2 Total number of children_____

2.3. Total number of sections_____