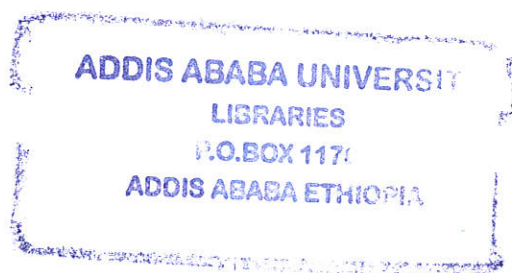


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE CURRENT PRACTICE AND CHALLENGES OF PREPRIMARY
SCHOOL EDUCATION IN HAWASSA CITY ADMINISTRATION**

**BY
MESAY KEBEDE**



**JUNE 2009
ADDIS ABABA**

**THE CURRENT PRACTICE AND CHALLENGES OF PREPRIMARY
SCHOOL EDUCATION IN HAWASSA CITY ADMINISTRATION**

**By
Mesay Kebede**

**A Thesis Presented to the School of Graduate studies of
Addis Ababa University Department of Curriculum
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of Master of Arts in Curriculum and Instruction**

June 2009

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ACRONYMS

ETEC:	Ethio-Education Consultants
ESDP:	Education Sector Development Program
EFA:	Education for All
FDRE:	Federal Democratic Republic Ethiopia
MoE:	Ministry of Education
NGO:	Non Governmental Organization
SDPRP:	Sustainable Development and Poverty Reduction Program
SNNPR:	Southern Nations Nationalities and Peoples Region
TGE:	Transitional Government of Ethiopia
REB:	Regional education Bureau

ABSTRACT

The main objective of this study was to investigate the practices and challenges of preprimary education in Hawassa City Administration. To achieve this end, a descriptive survey method was employed. The sources of the data for the study were 92 preprimary teachers, 16 head teachers (principals), 3 education experts, and 12 parents selected from sixteen preprimary schools and education offices using stratified, random, available and purposive sampling techniques. The instruments used to collect the data were questionnaires, interviews and observations. The data collected were analyzed both quantitatively and qualitatively. The data gathered through questionnaires were analyzed by using frequency counts and their percentages; where as the data gathered through observation and interview were analyzed qualitatively under each category to supplement the quantitative data. The findings of the study indicated that the curriculum implementation in the preprimary schools was found to be low. In the study, it was also found out that the physical organization of classrooms and outdoor spaces and play-grounds were inadequate and materials and equipments in the preprimary schools were found to be insufficient. The findings also revealed that teachers were inadequate and they were not equipped with the necessary competencies and pedagogical skills to implement the preprimary curriculum effectively. The study further indicated that the degree of parent-school relationship to assist children's learning was low. Moreover, reluctance to the relation, lack of time to involve, considering teaching only teachers concern, lack of skill due to poor training on the part of teachers and principals, inability to create conducive environment for the relation were the major problems identified during the study. On the bases of the findings it was concluded that the preprimary schools in Hawassa city administration are not up to the standard in terms of facilities, materials and human resources and in involving parents. The findings also revealed that the support given to preprimary schools was low. However the above conditions are relatively better in few NGOs and public schools. Based on the findings and conclusions , establishment of communication and feedback channels, making a study on the implementation, supervising and evaluating the program, improving and enhancing the condition of school physical and material organization, updating and upgrading teachers, improving the partnership with parents and enhancing government support were suggested. Moreover, further investigations in other setting were also recommended.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Education is at the heart of human progress. Economic and social prosperity relies on the ability of nations to educate their societies. As stated by Taye (2004:1) “It is through education that man influences the environment he lives in. Education is a means of material as well as spiritual development. That is why nations, whether poor or rich, dearly invest in to the sector.”

The contribution of education to development and the recognition of nations, all over the world, have made it possible to get more and greater attention. It has invited scholars to contribute for the development of various fields of study, and to find new educational institutions. For example, development in medical sciences, psychology, and education led to better understanding of the nature and needs of young children. This progress in various fields of study also motivated educators and societies to provide more concern for optimum development and growth of children at their preprimary school ages.

On the other hand, the need for organized education of young children is not a recent phenomenon; rather it has a long historical process. For example, Plato (427-347 B.C.) was the one who advocates the crucial importance of organized education in early years of children life (Butler, 2001:555). Furthermore, Jean Jacques Rousseau (1712-1778), claimed that children should be educated at an early age for the fact that early experience serves as a basis for later education (Alkin, 1992:352).

In relation to the above idea, Friedric Wilhelm Froebel (1782-1852), highly focused on the possibilities of educating children before the age of seven. In 1837, he opened the first kindergarten in Germany for children between the ages of four and six, and demonstrated that children could learn through play (Austin, 1976:268). Therefore, this

brings an important change in pre school education. Since Frobel's days, educators like Maria Montessori (1870-1952) and others have viewed the preprimary school years as a period of great educational possibilities.

In the 20th century, in several countries the preprimary school education comes to be viewed as a desirable program for children. Its contribution for physical health, emotional security, social and intellectual development has got witnesses from a number of personalities. For instance Kuzin and Kondakov (1977:36) mention the importance of pre school education as follows:

Attending kindergarten has a great effect on a child's expanding knowledge, teaches a child to think, to be disciplined and organized. The children learn to speak well at an early age and to express themselves in various art forms.

In general, the above statement explains how much pre school education is helpful to children to develop their knowledge, discipline, speech and manner of expression.

As young adults, children who attended kindergarten program competently made greater gains in education, employment and social responsibility than similar young adult, who were not competent in the kindergarten attendance (Welkeart's Findings in Erick 1991).

In the life span of the children two and half year to six year is the most important period at which the necessary foundation should be laid for their better future life. During this time home, school and their surrounding highly influences their characteristics, habits, behavior both within and outside the family especially in the school (Choudhury & Choudhury, 2002).

Although it is a recent phenomena, modern pre-primary education has been given due attention in the Ethiopian constitution and education and training policy. For instance, the education and training policy of the FDRE (TGE, 1994:14) explains, "preprimary school education will focus on all-round development of the child in preparation for formal

schooling.” This reflects the intention of the country to cultivate the personality of its children at their early ages to make them contributing citizens.

Besides, according to MoE (2002) the Ethiopian education and training policy states that kindergarten education which takes up to three years, helps to prepare children of four to six years for primary school which would enable them to express their feelings, to appreciate beauty and learn numbers.

With respect to the actual practice, the current Ethiopian government gives more emphasis to increase the preprimary school education programs by involving private individuals, NGOs and communities to run the sub sector. As a result, the enrollment in preprimary school in different regional states has increased over the last few years. For instance, according to the educational statistical abstract of SNNPR education Bureau, the enrollment in the region increases from 28,446 in 2004/5 to 44,703 in 2007/8 (SNNPREB, 2008).

The SNNPR government is also encouraging private investors, the public and NGOs to work in the area of preprimary education. This is particularly true in Hawassa city administration where there are fifty two preprimary schools in the present time.

With this background, this study aimed to assess the practice and challenges of preprimary education in Hawassa city administration. To facilitate the process of assessment designed, the historical perspective of preprimary school, values of preprimary school education, aims and objectives of preprimary school, preprimary education curriculum, preprimary school facilities and its organization, preprimary school teacher competence and roles, parent-school relationship, the role of government in preprimary school education will be investigated.

1.2 Statement of the problem

As mentioned earlier, preprimary education helps children by cultivating them to develop self-dependence and self-reliance, foster their intellectual curiosity, build their mental and physical health and uphold their thinking and problem solving skills.

According to MoE (2005) this level of education is very important to introduce children to basic learning skills that are needed in primary schools and to promote their chances of success in the education system. Besides, expanding access to preprimary school program will serve to enhance the quality of education and improve the internal efficiency of primary schools.

All the indicated advantages of preprimary school education, however, would be obtained if and only if preprimary school teachers, directors, parents, the community and the concerned bodies take a profound interest to cultivate and train their children at early ages. It is only possible when parents and the community recognizes the use of preprimary schools, and provide the necessary attention. According to Sadker and Sadker (2003), “parents should be recognized as children’s first and continuing educators and consulted as partner in any decision making process that related to their children education.”

Furthermore, the quality of preprimary school education depends greatly on the teachers and the training received by them. As stated by Klinizing and Tisher (1993) cited in Thair and Treagust, (2003:201), the quality of education in schools is linked directly to the professional development of teachers in the areas of subject knowledge and teaching methodology.

However, although its objective differs, Gezahegn (2005) in his study the relevance of kindergarten curriculum and its implementation in south Wollo, reported the unfavorable conditions in schools and classrooms, poor training background of the teachers to

implement the curriculum, absence of curriculum revision, parent's influence, as major problems for preprimary education program not to become effective.

However, Gezahegn (2005) in his study did not see the degree of curriculum implementation, the adequacy of facilities, teacher's competence, status of parent school relation and the support rendered by government in detail. In addition, since it was done in particular settings it cannot indicate the current practice of the study area.

In Hawassa, though the provision of preprimary school education has been widely expanded, issues like implementation of curriculum, quality of educational facilities, professional requirements of teachers, parental involvement and government support to preprimary education have not well addressed. This has been confirmed in the ETEC (2006:7) "In many of the regions early childhood education program receives the least attention."

It is to fill this gap that this researcher is initiated to assess the practice and challenges of preprimary education of Hawassa city administration. In addition, Hawassa was selected to conduct this research because it is the working place for the researcher and has access to get relevant data for the study.

1.3. Objectives of the Study

The study was intended to analyze the practice and challenges of preprimary school education in Hawassa city administration of SNNPR. Specifically, the study attempted to:

- Examine the extent to which the curriculum was implemented in the preprimary schools as recommended.
- Find out the adequacy of services, and also its organization in the preprimary schools in relation to the standard.
- Examine the professional competency of preprimary teachers in teaching children.

- Find out the extent to which parent school relationships were maintained to assist children learning.
- Point out supportive services that the government offered to increase education in preprimary schools.

1.4. Research Questions

The study would answer the following basic research questions

1. To what extent the implementation of preprimary school curriculum has been undertaken in Hawassa city administration?
2. What is the level of provision of facilities and its organization in the preprimary schools to meet the minimum standard demand?
3. To what extent the preprimary schools have adequate and professionally competent teachers?
4. What is the current status of parent-school relationships to assist children's learning in the preprimary schools?
5. Do the preprimary schools get support rendered by the concerned government bodies to increase quality of preprimary program?

1.5. Significance of the Study

Preprimary school in Ethiopia as one of the educational institutions requires having a tangible research, and a basic task to increase its adherence to the development of integrated personality in our children. In connection to the above points, the research would have the following contributions to make.

- It increases the awareness of the community about preprimary school education.
- It enhances the awareness of sponsoring agencies to equip preprimary schools with essential resources required for effective preprimary school education.

- It enhances the collaborative and interactive efforts and responsibilities of all concerned groups
- It indicates possible solutions for the concerned bodies to improve the qualities of preprimary school.
- It will contribute to the development of further research.

1.6. Delimitation of the Study

The study was confined only to Hawassa city administration preprimary schools. The researcher was also delimited to the practice and challenges of preprimary education. While dealing with this issue special focus would be given to curriculum implementation, adequacy of facilities, teacher competency, the role of parents and support given by the concerned bodies.

1.7. Limitation of the Study

In order to evaluate the practices and challenges of preprimary school education, continuous classroom observations were vital tools. In this study, however, only sixteen teachers were observed two times while teaching in the classroom due to time constraints. It would have been better if all the classes necessary for the observation were include to get more information for the study. In addition, in few schools some of the teachers were not voluntary to be observed in classrooms due to fear. Because of this few observations was not made as expected and one teacher replaced by other volunteer.

1.8. Operational Definition of Terms

City Administration: is part of regional state which is equivalent to zonal administration.

Equipment: all facilities such as tables, chairs, classroom and outdoor play materials and others that are expected to support the child's overall development

Preprimary school: a school or an institution for young children between the ages of four and six before primary schools of first grade

Primary education: primary education in Ethiopian takes eight years duration which comprises the first cycle(grade 1-4)and the second (grade 5- 8).

Preprimary school curriculum: a plan or program for the learning experiences of children geared to promote maximum intellectual, social, emotional and physical development.

Preprimary school teacher: trained personnel who teaches in the preprimary school.

Practice: putting the curriculum prepared in to implementation in order to bring significant positive changes in preprimary children.

Preprimary children: young boys/girls who are from age 4-6that are enrolled in the preprimary program.

Materials: smaller and less expensive items such as games, toys, story books etc, which provide opportunity for overall development of the children.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the study examines review of the related literature regarding the problem understudy. Accordingly, the whole of this chapter deals with the major concepts and ideas regarding the practice of preprimary education. To this end, this section brings forth, the overview of preprimary education, preprimary education in Ethiopia ,rationale for early childhood education, aims of preprimary education, common principles of preprimary education ,curriculum of preprimary education, the physical environment of preprimary education, parent involvement in preprimary education, teachers training in preprimary school education, and government initiatives on preprimary education.

2.1 Overview of Preprimary Education

The overall development of a country mainly depends on education. Progress and economic growth scored with development in education. Hence, the progress and prosperity of a country is closely related to the maximum growth and development of its children. As a matter of fact, preprimary education of a child begins at birth. In relation to this Aggrawal (1982:54) emphasized the importance of early childhood education by stating "... the real education begins from the concept as the mother begins to take up the responsibility of the child."

The emphasis given to child education was dates back to the age of early Greek philosophers such as Socrates 469-399 B.C, Plato 425-347 B.C and Aristotle 384-322 B.C. In addition to this, Plato and Aristotle had fully recognized the importance of early training in human development and advocated for the establishment of community nurses for better growth of a child (Hilderband, 1971).

Those issues advocated by the early philosophers open the road for scholars like John Comenous to organize schools for small children. John Comenous the father of the above idea who lived (1592-1670), wrote the first picture book known as 'orbis pictus'. Comenous established the first 'mother schools' for children whose age ranged from birth to six years, where sense training and mastery of some elementary facts were thought by the mother (Spodek, 1986).

Though the recognition of early education of children came as early as the time of Plato and then Comenous, educators such as John Lock, Rousseu, Pestalozzi, Piaget, Dewey, Froebel, Montessori and many other have contributed a great deal to the course of early child education. In short, these were important thinkers whose writings and works had influenced the form and function of the present day early childhood education in general and kindergarten educational programs in particular (Mitizel, 1982).

In relation to child education, modern researchers have proved that the most important development stage in the life of the child covers from three to ten years of age. During these early ages, children who have been handled in preprimary schools show better progress at their later ages of schooling especially for children who come from unsatisfactory home background.

Regarding this, Aggrawal (2002) stated that kindergarten education has its root in the historical epoch of Fredrick Froebel (1782-1852). Kindergarten as a leading concept had been originated from the German word meaning, "the children's garden" i.e. a place where young human plants are cultivated, taking the teachers principles, methods and techniques of gardener while the child as plants. The idea behind was, teacher like a skillful gardener is responsible to take care of the child to grow mentally as well as physically.

Froebel had a profound interest about children, opened the first kindergarten in 1837 at Blankenburg (Germany) as the foundation of the present day preprimary schools. Although there were so many others before him, it was Froebel, who came up with comprehensive idea of preschool education (Ornstein and Levene, 1981). What is more, Froebel under the idea of his famous saying “come, let us live for our children” advocated love and sympathy for children which should be granted as parents and teachers of children. Besides, he developed learning strategies for children for his kindergartens, under the leading slogan known as “learning by doing” which involved sense training of shapes, forms, colors, size and numbers (Aggrawal, 1996).

Later, Froebelian model kindergartens were spread in the second half of the 19th c. In American early childhood education seriously began in the later half of the century. The first American kindergarten, was opened in 1855 in western, Wisconsin, by Mrs. Carl Schurz, who had studied in Germany under Froebel himself. In 1860 Elizabeth Pebody also opened a kindergarten of her own. However, for many years such activity of kindergarten in America was not part of the public schools system, but they were supported by churches and philanthropic organizations. But in 1873, due to the efforts of William T. Harris and Susan E. Blow, the first public kindergarten was opened in St. Louis, Missouri (McCarthy, 1980).

In the 20th century in Europe, preprimary education was strengthened by the work of Dr. Maria Montessori. She is the first of her children’s house called the Casa Dei Bambini in Rome in 1907. Now the entire world has adopted her programs (McCarthy, 1980). Dr Montessori successfully found ways to teach retarded children who were not thought to be capable of learning. She adapted the methods employed by Froebel, ‘sense training and explore the method with normal children. The school was also used as a laboratory for the development of Montessori educational method. By observing the child, she considered that intelligence was not fixed and could be stimulated or stifled by the child’s experience. She believed that children learn best through their own direct sensory experience of the world (Aggrawal, 2002).

Montessori was influenced by the work of Pestalozzi, Froebel, Freud and others. She was interested in the first years of the child's life and believes that children have sensitive period for everything. In this time they have special interest and capacity of making particular things for themselves. She also concerned with preserving the dignity of the child and she valued the development of independence and productivity (Feeney, 1987).

In Montessori environment, the classroom is attractive; the material is movable and light enough for a child to move. Montessori stressed the importance of an orderly environment which helps the child to concentrate. The classroom is equipped with didactic materials developed by Montessori in order to help child to sharp his senses. Each material have single isolated quality and sequenced from simple to complex and concrete to abstract. The aim of each material is different from another (Aggrawal, 2006).

In Montessori class children can learn practical life activities which enable them to gain the skill and being independent. These all materials help the child to concentrate and develop his senses, perceptions as well as conception of size, shape, color, texture, and sound. These conceptual learning extends to other areas including writing and reading (Feeney, 1987). In Montessori class, activities reorganized primarily, for individual work rather than group interaction and children are allowed to move freely and they choose their own activities.

Preprimary education in its modern context mainly the product of 20thc beginning from 1940 to mid 1960's in which preprimary education has become the subject of serious studies by scholars and researchers, because of the accelerated social changes in this period. In addition, during this time various research evidences and provocative literature on child development, early earning had alerted the public in general and policy makers in particular (Mitzel, 1982).

Currently, the Froebelian and Montessori models or a combination of both is being practiced for the majority of world's preprimary school methodology for teaching preprimary students.

2.2 Preprimary Education in Ethiopia

The beginning of modern education is a recent phenomenon for Ethiopia. It was at the beginning of the 20th c that modern educational system was introduced in our country. The importance of introducing modern educational opportunity for the Ethiopian young people was first recognized by Menelik II (1889-1913), (Tekeste Negash, 1990).

Likewise, in Ethiopia preprimary school education began in 1916, almost the same time as the introduction of modern education, in Dire Dawa. It was begun or established by the Ethio-French Railway Company for the children of the workers. The initiative was taken by the French Embassy to Ethiopia (Demeke, 2003; Bizunesh, 1983; ETEC 2006). The second preschool was established in 1966. Then a number of private preprimary schools related to the then existing educational institutions like English school, the German school, Lycee Gebremariam and others were established, giving services for children of the rich parents in Addis Ababa (Demeke, 2003; Aregash, 2005; ETEC 2006).

However, preprimary education as a public service began in 1971, with few pilot projects established in the major towns of the country under the Ministry of National Community Development and Social Affairs. Foreign nationals mainly Swedish and American Peace Corps volunteers run these centers. When these volunteers left for their country, the program was taken over by women village level workers who were not specifically trained for preprimary school (MNCDSA, 1972 cited in Demeke 2007).

As indicated by ETEC (2006) the expansions of preprimary education was very low until 1974 revolution. For instance, only 77 preprimary schools were established between 1915 to 1974 (ETEC, 2006); only 7,573 out of 3.5 million children aged 4.6 admitted in the program. This shows preprimary education expansion was very low in the country before the revolution. Besides, the kindergartens were limited to urban areas of the country and were administered by missionaries, private organizations and Ministry of National Community Development and Social Affairs. The Ministry of Education did not pay much attention to early childhood education during this period (ETEC, 2006).

After 1974 revolution, however, the retarded development of preprimary education in Ethiopia has been enhanced by the economic, political and social changes in the country. The government paid due attention to early childhood education and established National Children's Commission. The commission has a task of caring and educating Ethiopian children. The Commission have accomplished many activities by organizing important seminars and workshops and produced the first kindergarten manual in Ethiopia in 1982. There after the establishment of the National Children Commissions, the concept and the importance of modern kindergarten education was known by the society at large (National Children's Commission, 1982 cited in Demeke, 2007).

Moreover, during this period, for the first times preprimary education becomes part of the national education policy, and the first national preprimary school curriculum was developed. Further, with the political change, specialized preparation of teachers for very young children was reconsidered again after the revolution. In relation to this, in 1986, with the help of UNICEF, Menen preschool teacher training centre was established in Addis Ababa. In advance, three separate departments were established within the new Ministry of Education to support the specialized training of teachers, curriculum and textbooks appropriate for very young children and supervision and evaluation of preprimary programs (Demeke, 2007).

In line with the above changes, the number of preprimary schools and preprimary children enrolled in these programs rapidly expanded. From 1975-1990 preprimary schools grew from 77 to 912. Furthermore preschool enrollment grew from 7,573 to 102,000. In 1982 a UNICEF-sponsored project called Integrated Family-Life Education (IFLE) was established to further support rural efforts in early childhood education. However, with the change of government in 1991, most programs initiated in the previous regime were halted. But the established kindergartens in towns continued to function (Tirussew, et al., 2007).

In 1994, the new government of Ethiopia adopted a new education and training policy. Within the framework of the Education and Training policy, the government prepared specific strategy indicative plan document called education sector development program (ESDP) to implement the policy. This ESDP has been translated into series of national ESDPs (from 1997-2010). In all the three ESDPs, preprimary education has not got special attention except a simple statement of recognition of preprimary education (Demeke, 2007).

The Ministry of education of current government came up with a different view. In one of its documents it conspicuously stated the position of the government regarding preschool education, “Even though the importance of preschool education is believed to be tremendous...it may not be an absolute necessity for children to pass through it...as children can get the required skill and knowledge informally from their families”. In addition, the document stated, “in a condition where families can play such role, and in a situation where the country wouldn’t be able to accommodate all children who are ready for school, preprimary education is not a priority of the government under the current economic status of the country. Therefore, programs for preprimary can be covered by private, public, religious and other organizations for those children whose parents can afford to send them (Tirussew, et al., 2007).

In spite of the government’s claimed low priority of concern to preschool education, a number of preschools have been flourishing in the country particularly in urban areas. They are supported primarily through non-governmental organizations, private individuals, religious institutions and other organizations. However, the majority of population who lives in the rural areas and those children who are from poor families do not have access to preprimary education. As a result, currently the gross enrollment rate of preprimary education is only 2.7% (Ibid).

2.3 Rationale for Early Childhood Education

- According to EFA (1990); “learning begins at birth. This calls for early childhood care and initial education. These can be provided through arrangements involving families, communities or institutional programs as appropriate.”
- Preprimary education is basic right of the child United Nation convention on the rights of the child (UNCRC) adopted in 1989 (Article 3,6 and 18).
- There is a scientific support that the first years of life of a child are critical for the cognitive, physical, social and emotional developments.
- Research shows that preprimary education interventions minimize dropout and repetition rates and promotes success in the levels after preprimary schools. Therefore, investing on early childhood care and education is ultimately profitable.
- Early childhood education interventions help to prevent childhood suffering.
- Early childhood education helps mothers to have more time to engage in fruitful work (ETEC, 2006)

2.4 Aims of Preprimary Education

The aims of education are almost the same at all levels of education. As Webb in Curtis (2003) said the concept and aims of education is the same at all levels, that is, at preprimary, primary and secondary levels but what is different is the knowledge that can be learnt at each stage. Curtis (2003) stated the following aims of preprimary education.

- The intellectual development of the child: encouraging the child’s use of language, helping him/her to learn how to learn, stimulating his/her curiosity and encouraging the development of the child ability to use concepts
- The social and emotional development of the child, i.e. helping her/him to form stable relationships, encouraging his/her sense of responsibility, his/her consideration for others, his/her self confidence, independence and self control.
- The aesthetic development of the child, i.e. giving his/her opportunities to experiment with a variety of materials in art and music, encouraging him/her to be creative and expressive and awakening in his/her a growing awareness and appreciation of beauty.

- The physical development of the child, i.e. helping the child to use his/her body effectively by providing fresh air, space to play and sleep, good food, training in personal hygiene and regular medical attention.
- The creation of an effective transition from home to school, i.e. providing mutually supportive conditions for the child's development in both the home and the school (Curtis, 2003).

2.5 Common Principles of Early Childhood Education

According to Early Childhood Education Forum (1997) cited in Curtis (2003) whatever the methodological approach of any preprimary schools is different, they all shared common principles. These are

- Learning begins at birth
- Care and education are inseparable-quality care is educational and quality education is caring
- Every child develops at his/her own pace, but adults can stimulate and encourage learning
- All children benefit from developmentally appropriate practice and education
- Skilled and careful observations are the keys to helping children learn.
- Cultural and physical diversity should be respected and valued: a proactive anti-bias approach should be adopted and stereotypes challenged.
- Learning is holistic and cannot be compartmentalized: trust, motivation, interest, enjoyment and physical and social skills are as important as purely cognitive gains.
- Young children learn best through play, first-hand experience and talk.
- Educators should work in partnership with parents, who are their children's first educators quality education requires well trained educators and ongoing training and support.

2.6 Preprimary Education Curriculum

Curriculum in its broadest sense, as several scholars defined refers to all the planned and unplanned learning activities or experiences provided by an educational program to a group of learners. In line with this, Ball in Curtis (2003) stated that “the curriculum includes all the activities and experiences (planned and unplanned, formal and informal, overt and hidden) from which a child learns. In its broadest form, the curriculum involves a consideration of process of learning (how a child learns) the learning context (where and why a child learns)”. Furthermore, Curtis himself (2003:23) defined it in a wider sense curriculum as:

...Everything that affects the child in the learning environment Overt and covert. It includes not only the activities, both indoors and outdoors, offered to young children, but the attitudes of the preprimary school staff not only towards each other, to parents and anyone who visit the setting.

As for older students the curriculum for young children needs to be broad, balanced, differentiated and relevant: to take into account the assessment of children’s progress; to promote equal opportunities irrespective of gender, ethnic grouping or socio-economic background; and to respond effectively to children’s special educational needs. This kind of curriculum firstly, promotes the spiritual, moral, cultural, mental and physical development of pupils at the school; and secondly, prepares such pupils for the opportunities, responsibilities and experiences of adult life (Curtis, 2003; Maxwell, 1996). Even though, the already mentioned and many other educators agreed with the above general definition there is a possibility of the presence of a subject-based curriculum with its set programs of study for preprimary children. For instance, as McCarty (1980:187) put it, early childhood curriculum refers to a specific program. This program has a goal depending upon the program; this goal focuses on the development of the children.

Furthermore, according to McCarthy (1980) a curriculum of early childhood education is the core of the educational program. Nevertheless, this holds if and only if the curriculum

is prepared to meet the needs and interests of children and when it is carried out with collaboration of parents and the community. In support this Halsey in Austin (1976:100) said

Preschool must be for learning and therefore need ... a carefully worked out curriculum ... but at the same time there is the need for parental cooperation and local community involvement.

There is a belief that a quality early childhood curriculum is one that is in line to each child's level of learning and development. This match should be accomplished with regard to both the children's general age-related patterns of development and their unique individual patterns of development. Developmentally appropriate curriculum contributes for all areas of child's physical emotional, social, and cognitive development through an integrated approach. Furthermore, children learn best when their social and emotional needs are met (Elkind, 1991; Dockendorf and Close, 1990).

It is obvious that children's intellectual, physical social, emotional, and creative dimensions are interrelated. Integrated educational program with integrated curriculum helps children by helping them to connect their learning to their own lives and the world around them and that helps them to see how knowledge and skills in one area are relevant for other areas. Integrated curriculum is an educational approach that prepares children for life long learning (Curtis, 2003; Derebssa, 2004).

It has been suggested that one of children's effective ways of ensuring continuity of children's experiences is to use a curriculum model which takes as its starting point the child's life experiences as part of a family and community. There are two main ingredients which are likely to contribute to successful learning previous experience and motivation. The child will be developing knowledge and skills based upon her/his earlier experiences and will be more likely to see the relevance of school-based activities if ideas arise from her/his immediate environment (Pugach and Wager, 1996; Curtis, 2003).

In general, appropriate curriculum contributes for all areas of child's physical emotional, social, and cognitive development based on integrated approach. It also helps to achieve the basic objective teaching learning process.

2.6.1 Content of Preprimary Education

According to McCarthy (1980) considered content as facts, concepts, and information a child learns, while process (learning experience) as how the preprimary child learns and what she/he can do with what is learned. Even though some argue that one element is more important than the other, many contend that both content and learning experiences are critical and that they are important components of any curriculum. However, both are influenced by general objectives of the program.

The educators working with preprimary students must pay careful attention to the content of the child's learning. The content of the preprimary education curriculum should be based on areas of learning experience: aesthetic and creative, human and social, language and literacy, mathematics; physical; moral and spiritual; and technical (Curtis, 2003; McCarthy, 1980). It also needs to include many opportunities for children to practice thinking and reasoning skills through fun, interesting and age appropriate contents. According to Curtis (2003) when designing curricula based on activities and experience, the educationalist needs to consider which activities and fields of knowledge are worthwhile.

Preprimary schools should use a curriculum whose content has been geared to the developmental needs of the children and will see the content areas as progressing along a continuum, and allowing sufficient flexibility to ensure that the individual interests of children in their community can be met. The learning experiences of the preprimary school must anticipate what follows during the later years. Likewise, education in the primary school must reinforce the learning which has occurred at the preprimary stage (Curtis, 2003).

2.6.1.1 Preprimary curriculum in Ethiopia

Regarding the curriculum of preprimary schools in Ethiopia there is a huge variability among different preprimary schools. Most private preprimary schools use curriculum borrowed from other countries such as India England and America and none of the elements of the curriculum reflects Ethiopian culture and tradition (Tirussew, et al., 2007; Demeke, 2007).

Almost a complete absence of culturally relevant books for children in most of the preprimary schools seems to force these preprimary schools to collect Indian and European books. Some of these were even not appropriate to the age of children. English as a medium of communication and instruction are highly favored by most parents and preschool owners (Tirussew, et al., 2007).

It seems that the ministry of education curriculum is simply serving these preschools as instruments during accreditation and supervision. In general, the national curriculum was not used in the preschools and even not known in most school teacher (Tirussew, et al., 2007; Demeke, 2007). Though the policy has addressed the preprimary curriculum development and implementation in the country; the design and development of good curriculum alone will not guarantee, goal attainment of the preprimary school; unless implemented effectively. According to Anberber (1985) Ethiopia's educational system is challenged by a number of unsolved difficulties. Due to this, there has been an increasing criticism about the declining quality of education in Ethiopia. Hence, from the above preceding discussion one can conclude that of many unsolved educational problems of the country ineffective implementation of the curriculum is among the major ones.

2.6.2 Assessment in Preprimary Education

One of the major areas of preprimary educational system is the evaluation of children's learning. Teachers are expected to show the progress that their children have made. According to Curtis (2003), the assessment of pupil's progress has always been a part of a teacher's role. This is because the assessment is an integral part of teaching since it provides continuous feedback between teachers and learners. Assessment can help to measure what a child has learned since school entry. Therefore, the informal and formal assessments of children before primary schooling has become common place and those working with under primary school age required to assess their children's progress and to prepare records if it is necessary.

Assessment of preprimary education has always been part of the early childhood education process, but has in most cases been formative not summative, based on judgment not statistics, and building on children's strengths rather than identifying their weaknesses. Teachers may assess children of preprimary schools for the benefits of the child himself, the school and external agencies (Ibid).

It is important that these assessments are carried out over a period of time and used to review and evaluate the provision made for the children. Thus, the assessments can form the ground for further assessment. Assessment during the preprimary years used for a diagnostic reason, curriculum planning, to know what children's benefit from a particular course of study or activity, to evaluate the individual Childs progress, to pass information for concerned bodies and to assist staff development (Curtis, 2003, Hespe, 2002).

There are some problems which need to be considered by the teacher in the assessment of young children. Young children are notoriously changeable and these problems inherent in assessing in any age. Those problems particularly related with assessment of preprimary school children are: the stage of development, limited span of concentration on a given task, limitations in children thinking (e.g. refusal), the time of the day, fear or anxiety and Childs own personality or emotional instability (Curtis, 2003). Although the

above problems exist during assessment, the teachers use different techniques like observations, rating formal anecdotal records, play way techniques, checklists, portfolios, narrative description etc (Chowdhury and Choudhury, 2002).

In the early years most practitioners properly rely upon observational techniques to help teachers in the assessment of young children. Assessment based on observations during the daily routine is the most powerful assessment tool available to preprimary educators. However, good observation is a skill which has to be learned; it is 'taught not caught'. In order to ensure that the observations are relevant and of value, it is important that they are structured and placed within a relevant framework (Curtis, 2003).

2.6.3 Record Keeping in Preprimary Education

Recording keeping is important to build up a picture of individual child, to monitor individual progress, to plan for the future progress and communicate achievements and progress to parents. It is an important part of preprimary curriculum. Its main purpose is to gain information about the performance of preprimary children, evaluate their progress, identify constraints, provides enrichment and optimizes each child's achievement in relation to the objectives of preprimary education (Neaum and Tallack, 1997). A large part of the records are concerned with the child's health, physical and intellectual developments. Teachers need to record both negative and positive behavioral incidents (Curtis, 2003).

Early years educators must have a very clear picture in their minds as to what particular information they wish to record about the children's behavior and performance, and the potential readership unless early decisions are made on these issues the records kept are likely to become boring and inefficient. There are few records which can fulfill a number of purposes simultaneously.

Records made in the preprimary school institutions are not solely for the receiving teachers but may be read by parents, governors, management committees and other agencies concerned with the welfare of the child. In deciding what to record about the children's behavior and performance, it is important to remember that the assessments themselves must not dictate the curriculum (Curtis, 2003).

Generally, record keeping has an important part to play in maintaining the continuity of children's educational experience. Good records state clearly not only what the child can or can not do, but give some guidelines to the next teacher as to the types of activity in which the children have been engaged over the previous one or two years.

2.6.4 Play Activities of Preprimary School Children

According to Biber, (1984), Curtis (2003), when children play, they learn different concepts, skills understandings, and attitudes simultaneously. They also draw relationships among concepts. They measure, draw relationships among concepts. They measure, match and classify. They face problems of construction. They share materials with others and communicate their ideas. Play can also be the means by which the child discovers, learns and creates. Even without the involvement of teachers and staff, children will engage in several quantities of play. As a result, a playing child often tends to be a happy child, unworried and secure. In addition, if a child can have a really full wholesome experience with play, he will behave the most whole some kind of fun a child can have. For a child to have fun is basic to his future happiness. His early childhood play may become the basic substance out of which he plays down on his life pattern: namely, that one not only can have fun but can create fun.

Play assumes an important role in any early educational setting. It is an accepted part of child life. Throughout the childhood years, play makes many contributions to children's personal and social adjustments. These contributions may differ some what from one level of development to another. Having this in mind, some of the contributions of play to children's development are physical development, emotional development,

encouragement of communication; it is a means by which needs and desires are expressed; it is source of learning social moral standards, it is stimulant for creativity; it helps to learn appropriate sex role and desirable personality traits (Lindberg and Swedlow 1980).

Thus, play is of paramount importance in preprimary school learning to lay foundation for next levels of education and thereby produce productive citizens for well being of the individuals and the society as a whole.

2.7 The Physical Environment of Preprimary School

One of the major ways in which children can learn better is by providing appropriate learning environment i.e. where range of equipment and materials should be available freely and when their appropriate organization is conducive for learning. Well organized learning environment helps to develop positive behavior and promotes the development of self-control and mastery. Regarding, this Curtis (2003:103) explains it in a better way as follows.

If children are needed to develop the required skills and competences in preschools they should be able to work and play in a safe and secure environment. This includes making a wide range of materials and apparatus freely available in the preschools and there should be with little or no constraint upon the use of the materials.

This type of setting helps children to control their surroundings when appropriate and encourages the movement needed by young children in order to interact with things and people in that environment.

The learning environment setting should be fruitful and stimulating in which children can explore and develop their individual interest. All the buildings and surrounding play areas should be purpose of built to meet the needs of young children. However, a safe, secure environment must not prevent opportunities for appropriate challenges according to the age and abilities of the children. Furthermore, the psychological safety of the child is the

one that should be given emphasis. Children have to be free in order to acquire the desired physical, emotional, social and intellectual development for their career and to serve the society as well (Curtis, 2003).

Even though the indoor and outdoor learning environments should be seen as a whole, for the sake of convenience this part of the literature examines the different features of learning environment as an indoor and outdoor environment.

2.7.1 Indoor Preprimary Schools Environment

In the present time many preschool buildings have been designed as large open-plain areas in which there is scarce storage space and little opportunity for children to play away from keen sight of adults. In such buildings it is crucial to arrange the available space in such a way that the children can make maximum use of it. The arrangement should include isolated areas, corners where children can construct and manipulate equipment without any disturbance; encourage independence and self-help which is the fundamental goal of early childhood education. In addition for looking at books near shelves or to gather for a story isolated area is necessary (Curtis, 2003, Marion 1987).

The other important features of learning environments in the indoor environment are the home corner. It is the source of so much imaginative play that should be large enough for children to play in, but free from unwanted adults; the block corner, an area which should be large enough to allow children to leave out their constructions overnight without fear of interference: the messy area, where activities like sand, water play, clay, painting and junk modeling can take place: the woodwork table, child sized furniture, where children can sit and work at puzzles, games and other table-top toys; an area where children can listen to sounds and make music; an area where there are animals and plants, which should be a permanent feature in every preschool and other areas of interests. All these areas have their own contribution for the development of the child. However, it is not advisable to have all the areas operating simultaneously and therefore, select from the various activities available changing the equipment on a regular basis (Curtis, 2003).

Preschool classroom need to have adequate space it must be suitable size and arranged to permit good program planning activities and supervision. The indoor playroom should have clean and sufficient floor area available for play occupied only by children's play materials and equipment. Furthermore, activity centers need to be designed and equipped sufficiently with a variety of equipment and materials that can promote active learning, planning, decision making, problem solving and interactions (Todd and Heffernan, 1964; Isenberg and Jalongo, 1993).

The number of children within classroom may enhance or retard children's opportunities to learn (Zirpoli, 1995). The kind of experience a child has in preprimary schools depends on a number of children in the group. Small group size can have benefits to promote children's attending and engagement in tasks, facilitates their social interaction, and fosters independence and feeling of competence (Kuppswamy, 1980). It is accepted that the standard for group size within the classroom should not be more than twenty for the five and six year olds (Chowdhury and choudhury,2002)

2.7.2 Outdoor Preprimary School Environment

It is true that learning environment is constituted of both indoor and outdoor physical organization of the preschool. Without taking into account the outdoor physical organization, no preschool operate its complete function. Outdoor play area provides materials appropriate for the level of development of each and every child. So many of the skills and competencies which develop during these early years are also learned from the outdoor natural environment children will gain more from digging in the garden and watching worms and insects than they will from looking picture (Curtis, 2003).

The outdoor organization needs to include different conditions, adequate space which helps for muscle activities (Jumping, running, climbing rolling, Swinging etc), equipments and materials (slides, merry-go-round, wheel, toys, swings, boards, sandbox,

climbing frames, tricycles, balance, bars, wagons, etc. (Widmer, 1970; Gray, 1966) in line with this lady Allen as quoted in Curtis, (2003:111) indicates.

Children seek access to a place where they can dig in the earth, build huts and dens with timber, use real tools experiment with fire and water, take really great risks and learn to overcome them. They have an irresistible urge to built house and dens, dig holes, make gardens, trot after pets, make bonfires and cook meals out-of-door. These are all delightfully messy occupations and they make the planners, who are mostly tidy-minded people, unhappy.

Therefore, both the indoor and the out-door areas should reflect what the school wants to accomplish. These areas need to fulfill the necessary conditions, basic materials and equipments, adequate spaces for play, storage and work etc. A well organized indoor and out door physical environment is conducive for children learning.

2.8 Teachers Training in Preprimary Education

Preprimary teachers are responsible for almost all the activities taking place in preprimary schools. They shoulder double responsibilities that are not only the education of the children but also in the upbringing and care of children. Thus, preprimary teachers must have adequate qualification to support the children (Heron, 1979). The need for training of well qualified teachers for preprimary schools is indispensable, because preprimary children are the future builders of nations. The success in training teachers is expected to bring about the success in producing competent teachers (King, 1978).

A preprimary teacher is expected to provide an environment which sustains the individual child's needs, interests and capabilities. At the same time the teacher supposed to offer the child with opportunities to share in common interest. However, the teacher could perform such tasks if he/she is given the training based on the nature of the children with whom he/she works. For instance, regarding skills needed to preprimary teacher, Rudolph and Cohen (1994:15) suggests that:

The kindergarten teacher needs many skills. She or he is called upon to know more about human behavior and learning than personal experience yields, and more than is required than other levels of schooling which are subject matter based and grade oriented.

This reflects what a preprimary teacher should know, and the responsibility of training-centers to make teacher ready in human behavior and learning so as to guide children in acquiring the essential development.

In relation to the above points, Academic American Encyclopedia (1986:521, Vol. 15) has this to say. *“The quality of a preschool program depends to a great extent upon the quality of the teacher”*. Therefore, training of preprimary teachers should be managed carefully. Without trained teachers it is impossible to attain the objectives of preprimary school education. Thus, in any country to run preprimary schools in a good manner, the need for qualified teachers is indispensable Rudolph and Coher (1984:6) summarizes the training of preprimary teacher as follows: *The early childhood teacher must grow as a thoughtful, professional person if the education of young children is to be vital and meaningful*. The training method of preschool teachers is highly expected to be enriched by different educational approaches. Kuzin (1972:37) explain this point by stating:

Great demands are made on the direction and teachers of preschool establishments. They must be highly versatile, possess knowledge of child care and psychology and educational methods, they must be good story-tellers and know how to sing, dance and draw.

To become competent teacher in preprimary schools, one should possess some basic pre-service knowledge, skills and abilities through the courses offered in the training program. According to Chowdhury and Choudhury (2002) the preprimary school teacher should be academically well trained and qualified he/she needs to have training in early childhood education, child development, child psychology, and in organizing better physical and psychological environments to young children. In addition, Woodfield (2004:98) states about the courses offered in the training of preprimary teachers. These knowledge and understandings are:

- All aspects of child development including theories and approaches to learning
- How to combine and apply pedagogic knowledge and understanding
- Multi-sensory learning and teaching approaches for young children, and
- Safety issues and application in practice

Besides professional preparation, to effectively carry out this responsibility and update their preprimary school teachers of preprimary education should sustain professional development through various means. Teachers' education does not end after initial training. Foster and Headily (1960:60) have stated that:

Period refresher counselor workshops are required so that teachers can keep themselves a breast of current trends and research and their application to the understanding of children and curriculum development.

The in service course provided to teachers should be able to help teachers to adjust themselves to the present condition. A newly trained teacher cannot be effective immediately after training. He has to practice and gain experiences. Teachers develop as children do. Thus, needs of teachers must be taken seriously like that of children's needs (Katz in McCarthy, 1980).

Preprimary teachers training duration differs from country to country and even with in the same country. The trends of preprimary teachers training is concerned in the United States of America for example, teachers in public schools, are usually prepared in four year colleges and university and completed at least a bachelor degree. Teachers in private preprimary school and child care centers may be prepared in community or junior and almost be required to have a two year associate degree (Decker and Decker, 1988).As focus of the trends of some European countries are concerned, in France and Italy preprimary teachers have been trained at the teacher training colleges for three years and take a state examination leading to preprimary school teaching diploma. In addition, the training duration in German lasts from 2-3 years, Canada from 1-4 years, (UNESCO 1991).). In India the duration of course lasts from 1-2 years (Aggrawal, 2002).

With regard to the teacher training programs for preprimary education in Ethiopia, the Education and training policy does not make a special adjustment or improvement on the quality of the training with the exception of extending the training period to one year as of 2005 as compared to the 6 months training period during the 1970s, 80s. But, research shows that since most of the training institutes are privately owned, the duration of the training varies from 3 months to one-year. There are some institutions with a period of three months training; some others six-months and only few maintain the national standard of one-year training period (Tirussew, et al., 2007).

In general, it can be observed from the above reviewed literature that, teacher role in preprimary education are central and will remain crucial. Therefore, the teacher knowledge and competence are found to be the important aspects of teachers for the successful implementation of pre primary curriculum.

2.9 Parent Involvement in Preprimary Education

According to Click (1987) and Curtis (2003), parents are the children's first teachers. They have great influence on what children learn before they go to school. After the children have joined the school also, they have a great role to play and things to benefit from by involving in the education of their children. Parents can learn a lot from school about their own child. They can adequately understand what problems other parents have in raising their children. They can identify that school community is a social unit as well as an educational one. Generally parents are concerned about their children and want to have some control over what happens to them during the day. The teacher also needs parent's help to learn more about the children. Thus, parents and teachers must share the responsibility for determining the best environment for the children's physical, social and intellectual growth.

In addition, parents can take part in many ways. Professional parents can offer their skills. Some can provide their abilities to enrich the curriculum. However, the kind and extent of parent's involvement in a school depends on the program. Expressing the ways

in which parent involvement would be possible. Click (1987) and Curtis (2003) state that parents may be involved in a school in several different ways. They may participate in the policy-making activities, play a supportive role, function as aides in the classroom, or be trained as teachers of their own children at home. Furthermore, Laishely (1987:189) stating the wide range of ways in which parents may be involved stated:

...Parents may be involved or offer to become involved. As organizers or supporters of fund raising events sharing responsibility for a continuing activity such as running a toy library, collecting materials for use by children.

Therefore, since each community and each school is different, the appropriate kind of parent involvement must be determined if it is to be effective.

However, in spite of obvious gains from a constructive interaction between parents and teachers, barriers often exist on both sides which hinder good relationships. Some take a defensive stand, feeling uneasiness that they may be criticized for the child's problem or handicap and others may be hesitant to take in activities. Parents from lower classes of the society feel a sense of inferiority in the eye of teachers or other parents. However, within short period of time most parents will be active participants. The only thing we have to provide them is systematic handling. On the other hand, teachers also may be insecure in their relationships with parents. They may not wish to upset parents by suggesting that their child is being particularly difficult in class. Some teachers may think that the handling of children at school is not the concern of parents, but only of teachers (Chazan and Laing, 1987).

To resolve the above mentioned conflict between parents and teachers, mechanisms have to be designed. According to Click (1987), the most important steps in bringing about parent involvement are: "The initial contact and incentive". There are some kinds of contact. As to Laishley, 1987:189) this may be any of the following:

An invitation for parents, with or without their children, to visit the establishment before taking up the child's place; a visit by staff to the family's home; some written information for parents about the establishment; a meeting to clarify the conditions under which the child (and/perhaps the parents) will attend-the agreement to a contract of attendance.

Incentive is parents' interest in their children. If parents have interest in the education of their children they are willing to communicate with the teachers of their children in order to benefit from the interaction (Click, 1987). Insisting on the building of a relationship between home and school, Parry and Archer as quoted in Smith (1980:20) wrote:

The good school should be an extension of the child's home or family rather than a substitute and therefore, it should cooperate positively with the parents. Lack of understanding and communication between home and school often lies at the root of children's poor school adjustments and performance.

Therefore, the more parental interest and support that can be aroused the better it will be for the children certainly. Preprimary schools have the responsibility to keep parents informed about the school itself and their children's progress and to involve parents in out of school activities.

In general, parents have a legal right to be involved in school affairs. Positive parental support for and interest in their children education is markedly associated with positive achievement on the children part. Therefore, preprimary schools need to involve parents in their program to accomplish their task successfully.

2.10 Government Initiatives on Preprimary Education

The then Transitional Government of Ethiopia (TGE) adopted the United Nations convention on the Rights of the child on December 1991. And the constitution of the Federal Democratic Republic of Ethiopia (FDRE) states in its Article 9(4) that all international agreements ratified by Ethiopia are an integral part of the law of the land. All organs of the government are responsible to respect and enforce the ratified conventions (Tirussew, et al., 2007).

The Education and Training policy, by confirming the importance of early childhood education, proclaims, “Kindergarten will focus on all-round development of the child preparation for formal schooling (TGE, 1994:14). In relation to this the development and social welfare policy (1996) affirms that all efforts shall be done to implement all international and regional conventions and legal instruments connected to the rights of children, which Ethiopia has already acceded (Article 5.1.3). The policy further declares that protecting and ensuring the healthy development of children’s deserves special attention. All the above policies in general shows the importance of early life experience and helps to pave the way for early intervention practices (Tirussew, et al 2007).

In line with this state policy and the liberal market, the expansion of education at all levels is easily observed. A component of this educational expansion has been the expansion of preprimary and primary centers. Yet while the present government has been financing and managing the primary education, the preprimary education has been left to the attention of the community. That is the early childhood development is reserved solely for the private sector. Government operated schools only enrolled children age 7 and above (Amanuel, 2005). According to the sustainable Development and poverty Reduction program of Ethiopia, “The Government plays the crucial role in policy development and standard setting. It develops the curriculum, provides supervision, sets standards for facilities and issues licenses for the institutions” (SDPRD cited in Tirussew, et al 2007).

2.11. National Research Findings on preschool Education

From research findings to Ethiopian context, ETEC (2006) indicated that though the government of Ethiopia has given special emphasis to education the practice of early childhood education has not given sufficient attention and importance. The findings further indicated that, the government has no strategy for the expansion of preschools. The few pre schools in the country are run by some NGOs, religious organizations and communities. The standard set by MOE for preschools does not encourage the expansion of preschools. In addition, with the exception of very few religious and NGO preschools all charge fees which are too high for many Ethiopian families to afford .As a result preschools are mainly found in major towns where there are families who afford to pay.

Tirussew, et al. (2007) also in their research findings on the status of early childhood care and education in Ethiopia, indicated that despite a long recognition of the importance of quality care and education of children ,the contribution of early child care and development programs to sound human development has not yet received the necessary attention. Their research further indicated that, there is an attempt of taking the right of care and education of young children in to account by the Ethiopian constitution and the different policies and proclamation. However, there seems lack of integrated efforts to put the policies in practice due to lack of clear implementation strategy framework.

The above research findings are conducted in national level and clearly show the problem of preprimary education in general. And Recommendations were also forwarded for better progress of teaching learning process of preprimary school in common. Even though all these efforts were made, the problem seems to be continued in SNNPR region. Thus, this study tries to investigate if similar or different problems in Hawassa city administration may be found in order to cite necessary recommendations for the concerned bodies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Design of the Study

As mentioned earlier the main objective of this study was to investigate the practice of preprimary school education in Hawassa City Administration and Challenges encountered during its implementation. To get pertinent information of the present status of the issue under study, descriptive method was employed to gather a large variety of data related to the topic under study. As Creswell (2003) noted descriptive method enables to collect diverse types of data which best provides an understanding of research problems. Therefore, the researcher believed that the chosen method helps to describe the practices of preprimary education and its challenges in the city administration.

3.2. Sources of Data

The sources of data for this study include the following informants: teachers, head teachers (principals), Regional and City Administration education experts and parents. Besides, classroom and outdoor physical environments were used as sources. Furthermore, preprimary education documents used as references of information.

3.3. Sampling procedure

The universe of the study includes all preprimary schools in Hawassa city administration. According to the data of Hawassa city Administration Education Office (2008/9), there were 52 preprimary schools currently working in the city. Among these preprimary schools, 34 were private, 12 were public, and 6 were owned by non governmental organizations. With in these preprimary schools, there were 333 teachers and 5968 students. To conduct the study 30% of the preprimary schools were taken as a sample

schools by considering time and financial constraints. A sample size of 30 % of the population is appropriate if the number of populations is already known (Best and Khan, 2003; Cohen and Manion, 1994). The samples were taken by the help of proportionate stratified random sampling and purposive sampling.

Accordingly, all the 52 preprimary schools were stratified into 3 groups as private, public & NGO. Number of preprimary schools in each group were identified and listed. Then, 10 private, 4 public and 2 Non- governmental preprimary schools were selected as a sample schools using Stratified random sampling techniques in proportional bases. Thus, a total of 16 preprimary schools were used as sources of data. Table 1 below shows the summary of the number of sample schools taken from the total population.

Table 1: Summary of Population and Number of Sample Taken.

Types of preprimary schools	Total Population				Sample Taken			
	No of schools	Preprimary Teachers			Preprimary school	Teachers		
		M	F	Total		M	F	Total
Private	34	22	205	227	10	9	50	59
Public/communiy	12	10	69	79	4	1	21	22
NGO	6	--	27	27	2	-	11	11
Grand Total	52	32	301	333	16	10	82	92

From the sampled preprimary schools, 92 teacher respondents (82 females and 10 males) were selected using available sampling technique; this teachers account for 28% of the total preprimary school teachers in Hawassa city administration.

One regional and two Hawassa city administration education office experts were selected purposively for the interview due to their responsibilities in preprimary school education. Sixteen preprimary head teachers (principals) were also selected using available sampling. In addition, twelve parents (Seven females and five males) were also selected using convenient sampling for interview to strengthen the data.

3.4 Instruments of data collection

Quantitative and qualitative methods of data collection were used as both required for the study. Employing multiple data collection helps the researcher to get adequate information for the study. Hence, multiple approaches of both methods were adapted in this study. Accordingly, questionnaire, observations check list and interview guide were used. In the design of these instruments, the researcher made use of the literature review as a reference.

Questionnaire

Questionnaire is used extensively in educational research to collect information that is not observed directly. In this study questionnaires were administered to all sample teachers of sampled preprimary schools to gather the necessary data.

The questionnaire was first prepared in English and translated into Amharic language .It has two sections .The first section was designed to collect general information of the respondents (sex, age, qualification, experience) in the preprimary schools. The second section contains closed and a very few open ended questions to reason out if it was necessary. The second part included curriculum implementation, indoor and outdoor physical organizations, teacher's competence, parent school relation and the support of the government. In the questions the respondents were offered a set of answers that closely represent their view.

Observation

The researcher used observation check lists to collect data about the indoor and out door physical environment organization and application of teaching learning process in preprimary schools. The observation helps to gain supplementary information about the classroom and out door organization, provision of materials and their arrangements. Teacher student interactions, the teaching methods employed, assessment techniques and other related issues were also observed. The researcher observed one class in each randomly selected preprimary school for two periods in order to check the classroom

organization and the teaching learning process. As Kumar, 1996 and Best, 1993 indicated questionnaires and interview methods rely on self-report by research participants; many individuals can bias the information. Hence the alternative for such bias is to observe the behaviors and the environment being studied. This researcher used observational method to avoid the inaccuracy and bias that may be reported by some respondents.

Interview

For this study, interview (semi-structured) guides were developed to collect data from principals, regional and Hawassa City Administration educational experts and parents. An interview guide was made to include list of questions that are to be used in the course of an interview. The guide provides areas about which the interviewers were free to explain.

3.5. Data Collection Procedure

The data collection procedure incorporated different steps. Actual data collection was preceded by a review of related literature, which helps to develop instruments for data collection. Then, a contact was made with Hawassa city administration education officials to get preliminary information which helps to collect data in preprimary schools. Later data gathering instruments i.e., Questionnaire, interview guide and observation check lists were prepared in English. First, the instruments were given to two graduate students one from the department of curriculum and the other from language department. They were asked to give their reaction on each item. After that, it was given to the research advisor for comments. Consequently, ambiguity of statements was modified, clarity of two items and directions was examined and the lengthy character of two items was properly corrected. By incorporating the necessary comments and suggestions, some corrections were made. Having done these corrections, the researcher translated the instruments into Amharic with the help of language experts for the purpose of clarity and to make easy understanding by the respondents. Then, a pilot study of the questions was carried out and some amendments were made on ambiguities.

Then after, questionnaires were distributed by the researcher. Interviews were scheduled with the respondents' ahead of time and then held in Amharic. In addition, direct observations were used both in the classroom and outside the classroom.

3.6 Pilot Study

The purpose of the pilot study was to assess the relevance of the instruments designed to collect data for the main study. The aim was to find out ambiguities and misunderstanding of each item. The pilot-study was conducted in three preprimary schools of Hawassa city administration, which were not included in the sample schools (one from each stratum). Fifteen teachers, two parents, and three head teachers participated in the pilot study in order to check language clarity and appropriateness of the items in the content. Both the questionnaire and interview were in Amharic version. After the pilot study was conducted, the necessary modifications were incorporated. Hence, refinement was made on four open ended items of the instruments and changed in to close ended items (two of them were in curriculum part and other two were regarding support).

3.7 Methods of Data Analysis

In presentation and analysis of data, mainly descriptive statistical analysis was used. The data collected through structured questionnaires were presented in tables and analyzed using frequency counts and percentages or descriptive statements. On the other hand, the data collected through the observation and interview were coded, summarized and qualitatively described in words to supplement the quantitative analysis whenever necessary.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

This chapter, as the main part of this study, deals with presentation, analysis and discussion of the findings of the data collected from teachers, head teachers, experts and parents. The chapter consists of two major parts. In the first part, the characteristics of the respondents involved in the study were presented in terms of sex, age, qualification and work experience.

In the second part, the analysis of the findings was presented and discussed based on the responses collected from teacher respondents. To supplement the data obtained by questionnaire, information gained by the interview and the observation were used for triangulation purpose or strengthen the quantitative data. The data were presented in tables and analyzed and discussed using frequency counts and percentages or descriptive statements. The important points included under this part are: the extent of curriculum implementation, organization of the in-door and outdoor physical environment, the degree of parent involvement in the school, competence and training of teachers and government initiatives to support preprimary schools.

4.1 Background Information

Through questionnaire, preprimary teachers were asked to indicate their background information. Accordingly, their sex, age, educational background (qualification) and years of experience are summarized in table two.

Table 2: Demographic Characteristics

No	Characteristics	level	Respondents in	
			NO	%
1	Sex	Male	10	10.9
		Female	82	89.1
		Total	92	100
2	Age	25 and below	50	45.3
		26 - 30 years	30	32.6
		31 - 35 years	6	6.5
		36 - 40 years	4	4.3
		41 and above	2	2.2
		Total	92	100
3	Educational background	10 th Grade	2	2.2
		preprimary Certificate	66	71.7
		TTI certificate	8	8.7
		Diploma	12	13.1
		Any other	4	4.3
		Total	92	100
4	Work experience	5 years and below	71	77.2
		6-10 years	14	15.2
		11 -15 years	2	2.2
		16 – 20 years	1	1.1
		21 and above	4	4.3
		Total	92	100

Table 2 shows that out of 92 teacher respondents, 89.1% teacher respondents were females, while 10.9% respondents were males. This means, females' participation is very high in teaching preprimary school children as they are usually preferred for child care in preprimary school. The findings of the this study regarding sex composition are in congruent to the standard adopted by SNNPR Education Bureau (MoE, 1995:15) which suggests that preprimary school teachers need to be females for they have good qualities of tolerance during misconduct and show motherly love for children. That is, females know how to better handle and take care of children at early stage than male teachers.

Regarding the age structure of teacher respondents, 54.3% were between the ages of 25 and below years; 32.6% were in the range of 26 to 30 years; 6.5% were 36 and above. From this, we can deduce that majority of the teachers in the preprimary schools were in their productive ages.

Regarding the qualifications of the samples, 71.7% of the teachers were preprimary certificate holders, where as, 13% and 8.7% were diploma and TTI certificate holders respectively. The remaining 4.3% have first degree in different fields. Only 2.2% were 10th grade completers. Thus, from the data, we can infer that most of the teachers have the required level of qualification to teach in preprimary school. Only few untrained individuals in preschool education are found teaching in the preprimary schools.

As to work experience, majority of the teachers, 77.2% have worked for 5 and below years; 15.2% for 6 to 10 years, and the remaining 7.6% have worked for 11 and above years. From this we can see that most teacher respondents have few years experience in the preprimary school teaching.

4.2 Standard of the Preprimary School Curriculum Vs Teachers' Implementation

In order to obtain information on the extent of implementing preprimary school curriculum the data collected from teacher respondents presented and analyzed as follows.

4.2.1. Objectives Emphasized by Preprimary School Teachers.

Children whose multifaceted learning behaviors have developed in a balanced way will strive to learn what ever is necessary to make their life a satisfactory one. Like intellectual and social development of children; healthy, emotional and physical developments are important for better learning. Thus, the preprimary teacher and schools need to foster the growth and competence of children in the area of emotional and

physical development. Children who are developing positive self feelings about their abilities are more likely to be curious and motivated to learn than those who have feelings of inadequacy and fear of failure (Tassoni, 2002; Curtis, 2003).

In order to obtain information concerning aspects of child development to which teachers give more emphasis, teacher respondents were asked to indicate the objectives they give more attention in teaching.

Table 3: Objectives Emphasized by Preprimary Teachers

	Item	Respondents in	
		No	%
*	Objectives of the curriculum (more than one answer is possible)		
1	intellectual development of children	88	95.7
2	social development of children	72	78.3
3	emotional development of children	48	52.2
4	physical development of children	44	47.8

As far as objectives of preprimary education concerned, table 3 clearly indicates that the great majority of respondents *i.e.*, 95.7% replied that they emphasize intellectual development of children; 78.3% of the respondents also replied that social development of the children is their main concern. Relatively small number of teacher respondents *i.e.*, 52.2% and 47.8% replied that they emphasize emotional and physical development of children respectively.

Based on the responses obtained, more emphasis was given for intellectual and social development of children. In contrast, less emphasis was given for emotional and physical development of children. This implies that teachers are considering mainly preprimary school curriculum as a means for intellectual and social development.

The above idea is supported by the result obtained from the interview held with city administration and regional education experts where all of the them agreed that the objectives of preprimary curriculum is to provide intellectual ability (knowledge) which helps the children as a prerequisite for primary education (grade one). They further

indicated that getting chance for preprimary school helps to supplement the primary school education.

Furthermore, the observation that the researcher made supported the data obtained through the questionnaire and the interview .In most preprimary schools, there is no enough and attractive out-door spaces which helps for physical and emotional development of children. This seems in conflict with the demand of the education and training policy which states that preprimary education should focus on all round (intellectual, social, emotional and physical) development of children in preparation for formal schooling.

In short, from the results indicated, one can conclude that emotional and physical developments of children were not given equal emphasis like intellectual and social development.

Therefore, giving equal emphasis for the most important areas of competence for the young child will have far reaching consequences upon the skills, attitude and knowledge learned during the preprimary years and beyond.

4.2.2 Relevance of the Content of Preprimary Curriculum to the Age level of Children

Curtis (2003) explained that contents need to include many opportunities for children to practice thinking and reasoning skills through fun, interesting and age relevant contents. All activities and experiences need to be relevant to the children's level of development and abilities. If the content is irrelevant to the age level of children, it would be difficult to expect the attainment of the objectives intended. He further stated that preprimary schools should use a curriculum whose content has been geared towards the developmental needs of the children and will see the content areas as making progress along a continuum.

Preprimary school teachers were asked to give their opinion about the relevance of the contents of preprimary school curriculum to preprimary children. The respondents were provided with three alternative items (high, average and low) with regard to relevance of the content. The responses were organized in a table 4 as follows.

Table 4: Relevance of the Content to the Age level of Students

Relevance of the Content to the age level of students	Respondents in	
	No	%
High	60	65.2
Average	28	30.4
Low	4	4.3
Total	92	100

As can be seen from the data presented in table 4, majority of the respondents 65.2%, replied that the relevance of the contents to the age level or mental development of children is high. The remaining 30.4% and 4.3% respondents replied that the relevance was average and low respectively. That means the majority of teacher respondents accepted the contents of preprimary curriculum as relevant to the age level of children.

In addition, those teachers who said “low” were asked to explain their reasons. They indicated that there was modification and inclusion of some heavy contents in the area of language and mathematics in their schools in order to please parent’s desire beyond the adopted national curriculum expectations.

Interview responses of preprimary experts of the regional and city administration education bureau indicated that the preprimary curriculum contents in relation to the age level of students is appropriate. However, the experts further explained that a few schools import contents from foreign curriculum in place of the existing national curriculum. The interviewee with parents also indicated that the contents such as language and mathematics in a few schools are closer to primary education than to preprimary education and suggested that the contents deviations need to be adjusted in line with preprimary education and the age level of children.

Similarly, in SNNPR the standard setting adopted (MoE, 1995:5) suggested the contents of preprimary curriculum that respond well to children’s age, abilities and problems. Furthermore, activities and exercises in the contents need to be appropriate to the age level of children.

In general, relevant contents to the age level of children helps for their physical, emotional, social, and intellectual development. Thus, there need to be a fair balance and treatment between preprimary education content and the age level of children.

4.2.3 Association of Contents to the Realities of the Environment.

According to Giroux (1981), educational objectives in general and effective teaching and learning in particular are realized only when similarities are created between learning processes that are taking place in school and situations that are encountered in actual life. The data in the following table show teachers’ responses about the extent to which the contents of the preprimary curriculum were associated to the realities of children’s environment.

Table 5: Association of Contents to Children’s Environment

Extent of relation between content and children’s environment	Respondents in	
	No	%
High	24	26.1
Average	59	64.1
Low	9	9.8
Total	92	100

As indicated in table 5 above, 64.1% of the teacher respondents reported that the content of the preprimary curriculum is averagely associated to the realities of the children’s environment. The remaining 26.1% and 9.8% replied that the extent of relation is high and low respectively.

Regarding this Curtis (2003), stated that if ideas arise from the child’s immediate environment, he/she would likely develop knowledge and skills based on his/her earlier

experiences and understand the relevance of school based activities. Each principle, theory, and concept need to be taught in relation to local contexts. When seen against this assertion, it seems that preprimary school curriculum averagely related to the realities of children’s environment.

Therefore, it is very important if we use curriculum which the contents allow sufficient flexibility to ensure the individual interests of children in their community. This helps students to understand the contents easily and to show effective development.

4.2.4 Commonly Used Teaching Methods

According to Derebssa, (2004), applying a variety of teaching methods helps to promote the over all development of children. The use of appropriate teaching methods provides opportunities to achieve learning objectives and helps the students to learn actively .The following table show teacher’s responses about the most commonly used teaching methods in their preprimary schools. They were given a chance to choose one or more possible alternatives.

Table 6: Commonly Used Teaching Methods

commonly used teaching methods	Teacher respondents	
	No	%
Discussion	9	9.8
Play way methods	39	42.4
Question and answer	22	23.9
Learning by doing	7	7.6
Explanation/ lecture	76	82.6
Cooperative learning	10	10.9

As can be seen in table 6 above, the majority of teacher respondents, 82.6%, reported explanation as the most commonly used teaching method in their preprimary school followed by play way methods 42.4%. Small number of respondents, 23.9% selected question and answer. Whereas, the remaining 10.9%, 9.8%, and 7.6% teacher

respondents selected cooperative learning, discussion and learning by doing. This reveals that the majority of teachers used explanation/lecture methods most commonly.

Similarly, during observation in majority of the class sessions, the dominant teaching learning methods were explanation/lecture. Besides, the teaching activities were not planned and well organized. The teaching methods suggested in the syllabus: learning by doing, cooperative learning and question answer methods seemed were given less regard. As a result, children were not exposed to a variety of teaching methods in the classroom. This might show teachers limitation to use different teaching methods and its impact in the children's development. This is confirmed by the interviewed preprimary principals. According to them, teachers frequently use explanation and play way methods. That is why some of them recommended further training on "methods of teaching preprimary school children" to improve the situation in their respective schools.

The above discussions in general show the dominance of one or two teaching methods in the studied preprimary classrooms. The teaching methods used by teachers in the studied preprimary schools might not enable the learners to be actively involved in the practical activities of the school.

4.2.5 Availability of Necessary Materials to Each Child.

The availability of the necessary materials in preprimary schools is a very important factor for the quality of education in general and to initiate preprimary teachers in teaching children. According to Isenberg and Jalango (1993), activity centers need to be planned and equipped sufficiently with variety of equipments and materials to promote implementation of preprimary curriculum in a better way. Teachers' responses with regard to the availability of necessary materials to each child are summarized as follows.

Table 7: Availability of the Necessary Materials to Each Child.

Are the necessary materials available to each child?	Respondents	
	No	%
Yes	38	41.3
No	54	58.7
Total	92	100

As indicated in Table 7 above, majority of the respondents, 58.7% replied that the necessary materials were not available to each child in their preprimary school. The remaining number of teacher respondents 41.3% said that the materials were available to each child.

Those who said “materials are not available” also indicated that furniture, teacher’s guide, text book, playing materials, pictures, balls *etc* lacking in their schools. Therefore, existing materials available in the preprimary schools were inadequate.

In addition to the data gathered through questionnaire, the researcher conducted an observation in the preprimary schools to see the availability of the necessary materials. During the observation of the sample schools, it was found that in most of the schools the necessary materials like story books, papers, markers, toys, pictures, playing materials *and others* mentioned in the standard were inadequate. Furthermore, the necessary curriculum materials did not exist in most of the observed schools. Most of the teachers did not have syllabus and teachers guide, even they did not know the availability of the syllabus in their school. In addition to this, there was also shortage of student text in almost all the schools as observed by the researcher. This implies that there might be preprimary teachers who did not know the over all objectives of the preprimary curriculum they were teaching.

The researcher also proved the inadequacy of the necessary preprimary materials during the interview made with preprimary principals. Most of the principals and all experts confirmed the inadequacy of materials in most of the preprimary schools. Even the major

curriculum materials (syllabus, teachers' guide, and student's text books) that are vital for the implementation were not available adequately in many schools.

From the above information, it is possible to understand that the necessary materials have not been given much attention by the preprimary schools. Though schools are expected to pay attention to the availability of the necessary materials in order to initiate teachers and students in the teaching learning process, the findings of the study indicate that availability of the necessary materials was not taken as a serious issue by many preprimary schools and teachers.

4.2.6 The Extent of Instructional Material Utilization by Teachers

Children learn best when they interact verbally and intellectually with the materials being presented. According to Curtis (2003) equipments and instructional materials should be made available freely and appropriately to be used by teachers for children's better learning. Utilization of instructional materials increases the quality of education and enables teachers and students to achieve educational objectives by making learning more concrete and meaningful. This requires teachers' devotion and initiation. Data collected to examine the extent of instructional material utilization by teachers in the sample preprimary school were presented in the following table.

Table 8: The Extent of Instructional Material Utilization by Teachers

Extent of Instructional Material utilization by teaches	Respondents in	
	No	%
High	49	53.3
Average	33	35.9
Low	10	11.8
Total	54	100

As table 8 shows, among those who said that the necessary materials are available, majority of them 53.3%, said that the extent of instructional material utilization by teachers was high. The remaining 35.9% and 10.8% teachers responded that the extent of material utilization was "average" and "low" respectively.

In addition to the data gathered through questionnaire, observation was made in the sample schools. During the observation time, only very few teachers were found using one or two instructional materials in the classroom; while, most of the teachers in the sample preprimary classrooms were observed teaching without the necessary instructional materials and the students were simply listening and answering when they were asked by teachers. Besides, teachers were writing notes on the blackboard and explaining what they were writing on the board.

Similarly, the interview conducted with principals confirmed the observation result. The principals said, most teachers were reluctant to use the available materials in the classrooms. Only few teachers properly use the available instructional materials and applied active teaching methods using these materials. According to the principals, though the administrative bodies tried to initiate teachers to use the available instructional materials, there were little attempts to use the materials from the teacher's side.

From the above information one could understand that though most of the teachers replied that the extent of materials utilization was high, the information obtained from principals and classroom observation indicated that the extent of instructional material utilization appeared to be low in the studied preprimary schools.

In general, from the information obtained, it is obvious that most of the teachers lacked initiation and commitment to use the already available instruction materials. Only few teachers applied them in the classroom.

4.2.7 Instructional Material Preparation by Preprimary Teachers

As Aggarwal (1996) indicated preparing instructional materials from available local resources is one important means to teach children easily. This helps teachers overcome the problem of lack of expensive materials in preprimary schools. Teachers can prepare appropriate instructional materials by coping or cutting it from the original material, modifying and designing new materials, that enhances the teaching learning process.

Preparing a variety of and appropriate teaching materials is the responsibility of teachers in preprimary schools. In relation to this, data gathered from teacher respondents and their responses were presented in the following table.

Table 9: Preparation of Instructional Materials from Locally Available Resources

Preparation of Instructional Materials	Respondents in	
	No	%
High	43	46.7
Average	33	35.9
Low	16	17.4
Total	92	100

As can be seen from table 9, majority of the respondents, 46.7%, informed that teachers' preparation of instructional materials from local resource was high, while 33.9% and 17.4% responded that teachers' preparation of instructional material from local resources was "average" and "low" respectively.

In addition to the data obtained from teacher respondents, observation made by the researcher in the preprimary schools showed that most of the classrooms faced scarcity of locally made instructional materials. In the observation, it was noticed that lack of locally prepared materials (toys, charts, pictures, graphs, *etc*) was prevalent in the classrooms.

Besides, in the interview conducted, the preprimary principals confirmed that the preparation of instructional material by teachers was average. Many preprimary principals further suggested that though most of the teachers had pre- service training in preparation and utilization of instructional materials, they need further in-service training and workshops in preparing the materials from local resources. This, according to them, would bridge the gap created because of lack of required skill to prepare materials from locally available resources.

In general, from the information gained through different data gathering instruments, it seems that preparation of instructional materials from local resources was not taken as serious issue by teachers.

4.2.8. Assessment Techniques Used by Preprimary Teachers

Assessment of preprimary education has always been part of the early childhood education process, but has in most cases need to be formative not summative, based on judgment not statistics and building on children's strengths rather than identifying their weaknesses. Assessment includes many procedures used to obtain information about students' learning and tends to the formation of value judgment about learning progress. (Curtis, 2003; Meenakshi, 1994; ICDR, 2004). Thus, assessment during the preprimary years could be use for a diagnostic reason; to know what children's benefit from a particular course of study, to evaluate the individual child progress, and to pass information for concerned bodies.

In relation to this, teacher respondents were asked to show the practices of assessment techniques used in their preprimary schools. Respondents were given a chance to choose one or more possible answers and their responses were organized in the following way.

Table 10: Assessment Techniques Used by preprimary teachers

Assessment Techniques Used by preprimary teachers	Respondents in	
	No	%
Test	72	78.3
Observation	56	60.9
Question and answer	53	57.6
Writing & Drawing work of children	35	38
Home work	68	73.9
Daily Attendance	47	51.1

The data in table 10 show that the majority of respondents, 78.3%, selected test as the most commonly used assessment technique, while 73.9% of respondents selected homework. Still 60.9% and 57.6% of the respondents selected observation and question and answer respectively. 51.1% respondents replied daily attendance. Small number of respondents i.e., 38% selected writing and drawing work of children. From this one can understand that majority of the teachers in the sample preprimary schools used test most commonly to assess children's development followed by homework, whereas,

observation, question and answer and daily attendance were used sometimes. The least used assessment technique in the preprimary schools was writing and drawing work of children.

Besides, the observation and interview made with principals revealed that preprimary teachers assess the performance of children through continuous testing and home works at large. This implies that teachers in the studied preprimary schools might have not a full understanding of the concept of assessment and this partly contributes to the poor practice of assessment in the primary schools.

However, assessment is more than testing and giving home works, which gives an over all picture of the learners if it is implemented in the right way (Curtis, 2003). Teacher reliance on periodic testing and home works may not provide learners the opportunity to demonstrate their true potential. Since formative assessment promotes student engagement in learning, improve their understanding by inviting them to respond and check their work against the comments encouraging self learning, it seems important to use variety of the techniques than relying only on few techniques of assessment.

In general, from the information obtained one can conclude that giving tests and home works periodically was emphasized in the studied preprimary schools. This implies that multidimensional nature of continuous assessment other than testing and home work has not been fully practiced in the studied preprimary schools.

4.2.9. Record keeping System in Preprimary schools

Record keeping is the most important part of preprimary curriculum. Its main purpose is: to gain information about the performance of preprimary children, evaluate their progress, identify constraints, provide enrichment and optimize each child's achievement. A large part of the records need to concern with the child's health, physical and intellectual developments; teachers need to record both negative and positive behavioral incidents (Curtis, 2003; Neaum and Tallack, 1997). Therefore, Records are used by different groups like: teachers, parents, administrative bodies, and helps to get information about children development. In recognition of this fact, teachers were asked

about record keeping system used by them. Respondents were given a chance to select one or more possible answers.

Table 11: Record System in preprimary schools

Types of record	Respondents in	
	No	%
Admission record	40	43.5
Children performance record	46	50.0
Daily attendance	86	93.5

As shown in table 11 above, almost all of the respondents 93.5% emphasized on the use of daily attendance. Whereas, 50% and 43.5% focused on, children performance record and admission record keeping system respectively. This implies that the main record keeping method applied in the studied primary schools was daily attendance.

In addition, during the observation time, the researcher observed daily attendance and admission record documents in most of the sample preprimary schools. However, there was no document that showed children performance in detail with brief descriptions about the child's health, physical, emotional and intellectual developments. Only mark lists and monthly fee documents were found in most preprimary schools.

That is, most of the preprimary schools in the study area did not have proper record keeping system: they did not have children's performance record or a description of some incident or situation in the life of the child. Most of the preprimary schools did not have a culture to document and describe significant daily events and relevant aspects of children's activity.

In short, the above information indicates that proper record keeping system was not applied in most of the studied preprimary schools. Only daily attendance and mark lists were observed in the studied schools. This, in turn, may affect the teaching process of the preprimary schools.

4.3. Indoor and Outdoor Physical Environment of preprimary schools

Well organized learning environment helps to develop positive behavior and promotes the development of self control and mastery. The learning environment to be organized needs conscious planning on the part of teachers. The preprimary education standard adopted by SNNPR recommended 63 square meters classroom sizes for forty (40) students and 1.5 square meters per child, for free movement and learning (MoE, 1995: 9). Congested classroom is a problem for the teaching learning process of preprimary schools. Normal classroom space allows pupils to learn efficiently and promotes the academic success of children. Besides, comfortable out door setting, where properly arranged and durable materials and equipments available freely promotes the children's development. It is not only the availability of materials and equipments that matters, but their appropriate organization and accessibility should be conducive for learning. The way materials and equipments are arranged in the classroom and outdoor environment affects the children's interest. (Muttasa and Wills, 1994; Montessori, 1988; Read, 1993).

4.3.1. Indoor Physical Environment.

The data in the following table show teachers responses regarding classroom environment.

Table: 12. Classroom Space, Materials and Equipments

NO	Item	Alternative	respondents in	
			No	%
1	Classroom space provided per child	A. Sufficient	14	15.2
		B. Insufficient	78	84.8
		C. Not exist	-	-
		Total	92	100
2	Arrangement of different activity centre in the classroom	A. conducive	41	44.6
		B. not conducive	51	55.4
		C. highly in conducive	-	-
		Total	92	100
3	Provision of basic materials and equipments in the corner(centers)	A. Sufficient	38	41.3
		B. Insufficient	54	58.7
		C. Not exist	-	-
		Total	92	100
4	The arrangements of the available materials and equipments in the classroom	A. Very good	20	22.7
		B. Moderate	56	60.9
		C. poor	16	17.4
		Total	92	100
5	The accessibility of materials and equipment for utilization in the classroom	A. High	25	27.2
		B. Average	50	54.3
		C. Low	17	18.5
		Total	92	100
6	Sufficiency of child sized table ,chairs and benches and shelves	A. Highly sufficient	22	22.8
		B. Moderately suffi-	59	64.2
		C. Not sufficient	11	13.0
		Total	92	100

As can be seen from item 1 of table 12, classroom space provided per child seems to be insufficient. Because, the majority of the teacher respondents, (84.8%) reported that the size of the classroom per child was insufficient and only 15.2% of the respondents said that, it was sufficient.

The observation made and the interview witnessed the problem of large class sizes. The observations showed that, averagely thirty to thirty five students were found in a small classroom. Due to this students were crowdedly sitting in a small room which was below the standard. There were three students in a single desk in the observed private classes. Besides, most of the classes were not built for the purpose of primary education. The

classrooms were unpleasant and crowded. However, in few NGO and public primary classes, the situation was somewhat better. The classrooms were large enough to accommodate the standard number of students. In the observed classes there were two pupils on a single desk and in some school each individual child had his/her own chair.

The interview with principals confirmed the observation. They said most of the classrooms were small and initially not built for preprimary education. The interview with expert of the city administration also showed that averagely 35 students in a class of 48 m^2 which was below the standard. As the result, most of the classrooms were not able to accommodate the standard number except few NGO and public schools.

As the result, it is obvious that the classroom space provided per child was insufficient. The crowded classes in the studied preprimary schools did not allow children to learn efficiently and to receive attention to their individual needs. The teachers were not also able to control and manage the instructional activities in a better way.

However, according to the preprimary standard adopted by SNNPR (MoE, 1995) the standard class size was 40 students in a class of 63 m^2 and 1.5 square meters per child. In relation to this, the optimum class size helps to promote the teaching learning process in the classroom. Thus, there should be appropriate class size in appropriate classrooms to facilitate teaching and learning process in the studied preprimary schools at maximum level.

In general, the result indicates that most of the studied preprimary schools had unequal number of children which means below or above the standard adopted by SNNPR education office, which are 40 children per class.

Regarding arrangement of different activity centers in the classroom, 55.4% of teacher respondents responded that the arrangement of activity centers was not conducive. The remaining 44.6% respondents reported that it was conducive. This implies that the arrangement of different activity centers in the classroom was not conducive. As far as the provision of basic materials and equipments in the corner concerned, 58.7% of the

teacher respondents reported that the provision was insufficient, 41.3% of the teacher respondents reported that the provision was sufficient.

Similarly, in most of the observed classrooms, there was no separate arrangement for particular activities as a centre. The classrooms were organized in a traditional row pattern. There were no isolated areas and corners where children could construct and manipulate materials and equipments. Almost the majority of the observed classrooms had some kind of materials but most of the materials that were displayed in the class were old and outdated hand written papers hanged on the walls one over the other. It is difficult to say that these papers would encourage children to learn through all their senses. Out of the sample schools, only 2 NGO, 2 public and 2 private school teachers were observed using the necessary materials during the observation time. On top of this, the interview made with principals revealed that the required materials were not provided in the classrooms properly. Besides, they accepted that the activity centers were not arranged the way they should have been.

In relation to this, the preprimary standard adopted by SNNPR education bureau (MoE, 1995) demands the establishment of different activity centers provided with different necessary materials and equipments mentioned in the curriculum. According to the standard, the classroom environments need to foster learning for the children. Different teaching materials and equipments need to be displayed with in the classroom. The classrooms need to be resourceful with teaching materials to encourage pupils learn through all senses by seeing, touching, trying and doing.

When seen against this standard, the arrangement of activity centers in the preprimary schools seems not suitable and sufficient, and there were inadequate materials, equipments, and suitable furniture. Thus, in such a way the classroom condition was very difficult for children to engage in active learning. In turn, the condition may negatively affect the teaching learning process in the studied preprimary schools.

Regarding arrangement of materials in classrooms item 4 of table 12 depicts, the majority of teacher respondents 60.9% reported that the arrangement of the available materials and equipment of the classroom was moderate. While 22.7%, and 17.4%, reported that the

arrangement was “very good” and “poor” respectively. This implies that the arrangement of the available material and equipments in the studied preprimary schools need improvement. Regarding the accessibility of materials and equipments in the classroom, in item 5, 54.3% teacher respondents responded that the material and equipments were accessible for utilization averagely. The remaining 27.2% and 18.5% of the teacher respondents reported that the accessibility for utilization was “high” and “low” respectively. This indicates that the materials and equipments were averagely accessible for students in the preprimary school classrooms.

During the observation, it was found out that the available materials and equipments were placed in the one side of the front corners on big table together in many schools. These materials lacked proper arrangement in most of the studied preprimary schools. The office of the principals were sometimes used as store- rooms .In addition, there were many old books and papers, broken chairs and tables improperly handled in the classrooms. This made the situation unsafe for students and inconvenient working environment for teachers. However, in few preprimary schools, there was sufficient space for placing their materials and equipments in different corners. As a result, materials and equipments were properly arranged and handled or accessible to the children in these particular preprimary schools.

In line with this, it would be possible to realize that the arrangement of the materials and equipments and their accessibility in the studied schools were not in the manner they should have been. This in turn may have a negative impact on how teachers teach their students in the preprimary schools under study.

Lastly, as far as sufficiency of furniture concerned, table 12 reveals that, 64.2% of the teacher respondents said that the furniture are moderately sufficient, 22.8% said that the furniture are highly sufficient, where as, only 13% respondents reported the insufficiency. This implies that in most of the studied preprimary schools the furniture (child sized tables, chairs, benches and shelves) were moderately sufficient.

In most of the observed preprimary schools, there were child sized desks/ chairs, tables and benches. Yet they were not sufficient for the number of students. Besides, desks and

tables were fixed and seating arrangement was on a traditional raw bases. The desks were not light enough to move from place to place. There were no child sized shelves in many schools but rather big tables replaced the shelves. Thus, students were not favored to work in group.

Therefore, based on the above discussion, though some child sized desks, tables and benches existed in the studied preprimary schools, they were not appropriate and did not stimulate students to play, explore and discover. Further more, there were some broken desks and tables improperly handed by the preprimary schools.

4.3.2. Out Door Physical Environment

The data in the following table shows teachers' responses regarding out door physical environment (space, materials and equipments)

Table 13: Out Door physical Environment

No	Item	Alternatives	Teacher's responses	
			No	%
1	Sufficiency of out door space and play ground	A. highly sufficient	27	29.3
		B .Moderately suff-	52	56.5
		C .Not sufficient	13	14.2
		Total	92	100
2	Safety and security of the out door play ground	A .high	26	28.3
		B .Moderate	62	67.4
		C .Poor	4	4.3
		Total	90	100
3	Provision of out door play materials and equipments	A .high	24	26.1
		B .Average	61	66.3
		C .Poor	7	7.6
		Total	92	100
4	Selection of play materials & equipments in the outdoor physical environment	A .Very good	37	40.2
		B .Average	45	48.9
		C .Poor	10	11.9
		Total	92	100
5	Arrangement of outdoor play material and equipments	A .Good	25	27.2
		B .Moderate	58	63.0
		C .Poor	9	9.8
		Total	92	100
6	Durability of outdoor play material and equipments	A .High	38	41.3
		B .Average	46	50.0
		C .Low	8	8.7
		Total	92	100

As the data in the table 13 indicates 56.5% of teacher respondents replied that the outdoor space and play grounds were moderately sufficient, where as 29.3% respondents replied that the sufficiency was high. The rest, 14.2% respondents, said that the space and play ground were not sufficient.

Similarly, the out door play ground seemed to be moderately safe and secure in the studied preprimary schools. This is confirmed by the majority of teacher respondents *i.e.*, 67.4% who reported that the safety and security of out door play ground was moderate. Of the remaining, 28.3% teacher respondents said that the safety and security of play grounds was high. Only 4.3 % respondents said that it was poor.

From the observation of the out door physical environment of the preprimary schools, the researcher realized that the sizes of the out door spaces could not fulfill the criterion of 2.5 m^2 per student in most preprimary schools because they are built for residence. Besides, the compounds were not well cleaned. The play grounds and out door spaces for practical tasks in these schools were not safe and secure. The researcher also observed students to fear to play freely due to the rough nature of the play grounds and other things that affect their free movement (fences, edged stones & broken woods *etc.*).

In addition, the interview held with head teachers also confirmed the above observation. They reported that there was space and financial problems to improve the out door space and play grounds and they also believed that the situation affected the teaching learning process. Though scholars like Roberts (1987) noted that many skills and competencies which develop during the early years are also learned from the outdoor natural environment, the situation in the preprimary schools of Hawassa city is not up to the standard. The current outdoor space and play ground obviously require renovations for free movement and should be made a place where all children move freely and play voluntarily with out disturbing one another.

In general, from the above analysis it is understood that students of the studied preprimary schools were not exposed to a better learning activities due to the in adequacy

of play grounds and outdoor spaces. In addition, the safety and security of most preprimary schools were found to be below the standard.

Regarding the provision of out door play materials and equipments, item 3 in table 13, shows that 66.3% of the teacher respondents rated the provision as “average”, while 26.1% respondents said the provision was high. The remaining 7.6% respondents said it was poor. Item 4 in the same table show that 48.9% of the teacher respondents rated the selection as “average”, where as, 40.2% of teacher respondents said it was good, and 11.9% respondents said it was poor.

As the researcher has tried to observe the actual situation of the schools, both the provision and selection of outdoor material and equipment were inadequate. Even if different materials and equipments were provided in the out door play ground, they were not properly working to support the practical teaching learning process. The facilities of the outdoor space were very poor. For instance, there were no adequate slide, climbing frame, crawling tunnels, tricycle and the balance, marry- go round and swinging hardly found in some schools. Furthermore, the materials found in the play ground were not appropriate to the children’s level.

Though according to the standard adopted by SNNPR education office (MoE 1995): swinging, balance, marry- go round, slide, climbing frame, try cycle, crawling tunnels, sand boxes and other equipments are minimum essentials for preprimary schools, the provision of such materials and equipments was limited almost in all preprimary schools.

The outdoor space and play ground need to be supplied in line with children’s play materials and equipments. The out door play area must provide materials appropriate to the level of development of each and every child. The selected materials and equipments of children need to promote the teaching learning process.

However, the provision and selection of materials and equipments in most of the studied preprimary schools were below the standard for the children’s over all development. The existing materials and equipments generally did not meet the minimum standard in this

area. With out making any improvement in the material and equipments, it seems difficult to keep the quality of preprimary education.

In relation to the arrangement of the existing outdoor materials, table 13 shows that 63% of teacher respondents rated the arrangement of out door play materials and equipments as “moderate”, 27.2% respondents rated the arrangement as “high”, and 9.8% respondents rated as “poor”. Regarding the durability of out door play material and equipments, 50% of the teacher respondents replied that the durability is average, where as 41.3% respondents said the durability is high, and only 8.7% of the teachers said it is low.

In most of the observed outdoor spaces, some areas were jammed with materials and equipments with little space to move around and play. And it was difficult to properly follow up pupils. The out door play area materials and equipments seemed arranged in a way that could not facilitate the interaction and equipments were aged and in a difficult situation to work. Some materials were not durable and in a good quality even though they were new. Generally, the outdoor spaces were partially full of aged and poor quality materials.

In general, the arrangements of outdoor play materials and equipments in the studied preprimary schools were not adequate. Their durability also requires the attention of the preprimary owners to make the students safe and secured.

4.4. Training of Teachers in Preprimary Schools

With out well trained teachers, it is impossible to attain the objectives of preprimary education. Thus, to run preprimary schools in a good manner the need for qualified teachers is indispensable (king, 1978; Curtis, 2003).In this section teachers were asked to give information about the pre and in service training such as duration of the training, its adequacy to make them competent to teach in the preprimary school and problems during the training.

4.4.1 Duration and Adequacy of Pre- Service Training

The Education and Training Policy states that teachers of preprimary schools like other teachers are required to have the necessary teaching qualification and competence in the media of instruction through pre-service training (TGE, 1994). In addition, the preprimary standard adopted by SNNPR education office (MoE, 1995) recommended that preprimary teachers are expected to be trained in the preprimary education for a year.

Teachers have been perceived as key guarantors of the successful implementation of the preprimary school programs. That is why preprimary education requires professionally committed teachers who are willing to work with enough knowledge and skill for the better achievement of their children. Thus, they should have enough training on what to teach and how to teach children effectively. In short, in depth training is necessary.

Those teachers who had pre service training asked for how long they have been trained and its adequacy to teach in preprimary schools. The result is summarized as follows:

Table 14: Duration and Adequacy of the Pre-Service Training to Teach in preprimary school

No	Item	Respondents in	
		No	%
1	If you get pre- service in preprimary teaching, for how long have you been trained?		
	A. For three month	-	-
	B. For six month	5	7.5
	C. For a year	56	85
	D. other (more than a year)	5	7.5
	Total	66	100
2	How do you rate the adequacy of your pre-service training to teach in preprimary school?		
	A. Adequate	24	36.4
	B. Somewhat adequate	42	63.6
	C. Not adequate	-	-
	Total	66	100

As item 1 in table 14 indicates, out of 66 preprimary teachers who received the pre service training, 85% teacher respondents noted that they were trained for a year, while, 7.5% teacher respondents replied their training was for six months. The rest 7.5% teacher respondents replied that they were trained almost more than a year. This implies that the majority of preprimary teachers had training for a year which is in line with the standard adopted by the SNNPR education bureau.

Similarly, in the interview many head teachers and experts have confirmed that majority of the teachers in the studied schools were trained on preprimary education for one year. Besides, education experts agreed that owners of schools were informed to recruit trained teachers in their preprimary schools. Further, they stated that schools ability of recruiting effective trained teachers was taken as one major point in performance evaluation.

Regarding the adequacy of the training, in item 2 of the same table, majority of the teacher respondents, 63.6%, replied that the pre service training was “somewhat adequate”, while, 36.4% teacher respondents said the training was adequate.

In line to this, head teachers of preprimary schools were interviewed and most of them explained that the necessary competence and knowledge could not be covered with one year training. According to them, to cover these and other related issues or points, the need to extend the duration of the training period is indispensable.

The data generally indicated that it is possible to say that there was at least basic pre service training. The one year training received by preprimary teachers of the studied schools was some what adequate to accomplish the activities, which they were expected to carry out. This may help teachers in the studied preprimary schools to apply their skills and knowledge in preprimary teaching and may positively affect the implementation of the curriculum. However, further support may need to help them to improve their knowledge.

4.4.2 Provision of Practice Teaching during the Training

Instructional methods by themselves cannot do much to improve learning, and their value lies on the professional skill of the teachers in using or handling them. Preprimary

teachers require many practical skills to know more about children behavior and learning. Thus, the training of teachers on instructional methods calls for special attention. This includes practical experiences of teachers (Mutassa and Wills, 1995; Rudolf and Cohen, 1994).

Table 15: Practice Teaching during the pre service training

No	Item	Respondent in	
		No	%
1	Have you got a chance to practice teaching during the training?		
	Yes	64	97
	No	2	3
	Total	66	100
2	If your answer is 'yes' for question no 1 for how long is it?		
	A. For a week	-	-
	B. For two week	62	97
	C. For a month	2	3
	D. More than a month	-	-
Total	64	100	
3	If your answer is 'Yes' for question no 1 how do you rate the usefulness of the teaching practice to your daily activity?		
	A. highly useful	6	9.4
	B. Moderately useful	58	90.6
	C. Not useful	-	-
	Total	64	100

As item 1 in table 15 indicates, majority of the teacher respondents, 97% have got a chance to practice teaching in preprimary education during the training. Only 3% respondents have not got a chance. Regarding the duration of practice teaching the same table show that 97% teachers reported that they had attended a two weeks teaching practice. In relation to the usefulness of the teaching practice to their daily activity, item 2 of the same table reveals that majority of the teacher respondents, 90.6%, rated the usefulness of the practice teaching for their daily activity as "moderate".

The interview held with principals and experts confirmed the information gained through questionnaire. They said teachers have practical skills on how to teach children. However, they need to develop their skills continuously.

In general, the result obtained indicated that the majority of teachers took practice teaching in implementing preprimary education; however, they need to develop to their skills which help them in their day to day activity.

4.4.3 On the- Job- Training or Refresher Courses after Employment

On the job training or refresher courses are essential to raise the teaching competence of the practitioners. It is wrong to assume that teachers once passed through pre service teacher training program are always perfect in classroom teaching. It is through in service (on the job- training) program that teachers often modify their teacher behavior and shaped their skills of teaching. Teachers' education does not end after initial training (Foster and Headily, 1960; Katz in McCarthy, 1980; Friedman, et al.1980).

If teachers lack knowledge and skill of teaching children, the implementation will be hampered seriously. Hence, provision of in service/ on the job- training/ is essential to acquaint teachers with the necessary knowledge and skill. Whatever preprimary teaching was given or missed during the regular teacher training, it should be refreshed and updated after the teachers joined the world of work. The subsequent discussion also portrays this argument.

Table 16: On the- Job Training

No	Item	Respondents in	
		No	%
1	Do you get any on the job training or refresher courses after employment?		
	Yes	28	30.4
	No	64	69.6
	Total	92	100
2	If yes , what are the major problems you encountered during your on the job training?		
	A. Inconsistency of the training	12	43
	B. In adequacy of the training	10	35.7
	C. Poor quality of the training	4	14.3
	D. Untimely training	2	7
	E. Others	---	---

As indicated in the table above, 69.6% teacher respondents did not receive any kind of on-the-job training or refresher courses since they joined preprimary school. Those teachers who had got a chance to participate on the job-training/ refresher courses concerning preprimary education were 30.4%. This implies that the majority of preprimary teachers did not receive any kind of in-service training. This may make work of preprimary teaching somewhat difficult, and may result to create low task performance in schools.

The interview held with principals confirmed the above idea. They said that there was no any in-service training for teachers for along period of time. The education office did not consider the professional development of preprimary teachers as its responsibility. Equally, the owners of the school did not give attention for the in service training

Therefore, from the earlier discussion it could be inferred that majority of teachers did not have chance to participate on the job-training. This in turn affects children development.

As indicated in item 2 of table 16, teachers revealed that the major problems encountered during on the job training were inconsistency of the training (43%), inadequacy of the training (35.7%), poor quality of the training (14.3%), and untimely training (7%). This indicates that the major problems of the training was inconsistency of the training followed by inadequacy of the training.

4.5 The Degree of Parent Involvement in preprimary School

The contact between parent and preprimary schools are very important to effectively implement preprimary curriculum. To this end, the data was gathered to see the degree of parent schools relation through questionnaire and interview.

4.5.1 Parent- School Contact and the Means of Communication Used

Table 17: Parent school contact and means of communication used

No	Item	Responses in	
		No	%
1	Do parents have contacts to your preprimary schools to help their children education?		
	Yes	58	63
	No	34	37
	Total	92	100
2	Which one of the following means of communication parents use most commonly?		
	A. Parents visits	29	31.5
	B. Telephone calls	43	48.7
	C. Meetings and discussions	30	32.6
	D. Written letters	19	20.7
	E. Verbal messages	52	58
	F. Communication book	50	54.3
	G. Other	6	6.3
3	Do parents give positive and immediate response to the calls of the primary school?		
	Yes	82	89.1
	No	10	10.9
	Total	92	100

Table 17 above shows that 63% of the respondents have responded that parents have contact with preprimary school. While 37% of the respondents have indicated that parents did not have any contact with preprimary school. That is, though the majority of parents had contacts with preprimary school, the number of parents who were not involved in preprimary education was not a negligible figure; rather it was a number that could affect the effectiveness of preprimary curriculum.

Item 2 of the same table indicates that 58% and 54.3% of the respondents replied that the means of communication was verbal messages and communication books respectively, followed by telephone calls which accounts for 48.7% of the respondents. The rest of the respondents, *i.e.*, 32.6%, 31.5% and 20.7%, have indicated that the means of communication was through meeting and discussion, parents visit, and written letters respectively. This implies that the most commonly used means of communication were verbal messages and communication books followed by telephone calls.

As to the responses to the interview, most of the preprimary principals and parents agreed that there was a contact between parents and preprimary schools to help children. However, as the interview made with principals reveals, many parents created contact with preprimary school only when they were invited by the school. Little efforts were made by the majority of the parents to have initiatives to create contacts. Besides, parents explain that they usually receive telephone calls from preprimary schools whenever their children have some problems on their physical body during learning or play. They also noted that most of the time they give the responsibility for teachers and were not active in helping their children's learning.

In most of the studied preprimary schools, there were contacts between parents and preprimary schools. However, schools did not establish joint and close relationships with parents so as to bring desired behavioral changes in children, which in turn facilitate their learning. Few means of communication were also used by most of the schools.

In general, as the investigation here reveals, limited parent school contact was observed on preprimary school program of the study area. The practice of encouraging parent involvement was medium.

Regarding parents response, the majority of teachers, 89.1%, replied that parents gave positive and immediate response to the calls of the preprimary school regarding their children. On the other hand, 10.9% teacher respondents replied that no positive responses are given by parents. This means, most of the teachers in the studied preprimary school realized parent's immediate and positive response for their Childs education. This obviously can strengthen the relationship between the schools and the parents and may

have positive impact on the learning of children. The interview held with principals also confirmed teacher's response.

4.5.2 Parents' Participation in the Administrative and other Important Issues

Table 18: Participation of parents in the administrative issues

No	Item	Respondents in	
		No	%
1	Do parents participate in the administrative and other important issues?		
	Yes	69	75
	No	23	25
	Total	92	100
2	If your response for the above question is "yes" in which administrative issues do parents participate? (more than one answer is possible)		
	A. Serve in the school committee	38	41.3
	B. Participate in teacher parent conference	48	52.2
	C. Participate in school goal setting	21	22.8
	D. Provide materials to the school	12	13
	E. Participate in fund raising	15	16.3
	F. Monitor school activities	26	21.7
	G. Give advice and comments	36	39.1

Table 18 summarizes data related to parents' participation in administrative issues and other areas of participation. Accordingly, 75% respondents have responded that parents had participation in the administrative issues, while 25% respondents said that there was no parent participation on the administrative issues. As indicated in item 2 of the same table, 52.2%, and 41.3% of the teacher respondents have indicated that parents participate in the administrative issue by serving in the school committee and by participating in teacher parent conference respectively followed by parents' participation in providing advice and comments to the school. This accounts for 39.1%. The rest 22.8%, 21.7%, 16.3%, and 13% of the respondents said that parents participate in school goal setting, monitor school activities, fund raising and by providing materials respectively. According

to the above data, parents participate mainly in school committees, in teacher parent conferences and also give advice and comment to the schools.

4.5.3 Major problems that Challenged Parent school relationship

Parents have some control over their children; teachers need parents support to know more about the children. Therefore, teachers, parents and principals must share the responsibility for determining the best environment for the children. Informing parents about the school and children's progress and to involve parents in other issues of the school is the responsibility of the school (Click, 1987; Roberts, 1983).

Table 19: Major Problems that Challenged Parent School Relationship

No	Item	Respondents in	
		No	%
1	Major problems that challenged parent school relationship(more than one answer is possible)		
	•On the part of parents		
	A. Reluctance to the education of their children	57	62
	B. Lack of awareness about the importance of preprimary education	25	27.2
	C. Lack of time to follow in their children education	55	60
	D. Negative attitude towards teachers	10	10
	E. Negligence of the advise of the school	38	41.3
	F. Lack of education	15	16.3
2	• On the part of the Teachers		
	A. Lack of encouragement from teachers to attract parents	10	10.9
	B. lack of skill due to poor training on relation with parents	46	50
	C. Considering teaching only as their responsibility	62	67.4
	D. Feeling insecurity in the relation with parents	20	21.7
	E. Lack of time to strengthen the relation with parents	30	32.6
3	• On the part of administrative body		
	A. Poor implementation of the decision made with parents	20	21.7
	B. Inability to create conducive environment for the relation	27	29.3
	C. Negative attitude towards parents	19	20.6
	D. Not encouraging parents in the relation	27	29.3
	E. Reluctance to strengthen the relation	49	53.3
	F. Lack of skill due to poor training on the relation with parent	59	64.1

As indicated in item 1 of table 19, teachers were asked to identify the major problems that challenged parent school relationship from different angles. Accordingly, teachers' respondents revealed that the major problems on the side of parents were reluctance to the education of their children (62%), lack of time to follow their children's education (60%) and failure to apply the advices given by the schools (41.3%). Responses to item 2 revealed that the major problems on the side of teachers were considering teaching only their responsibility (67.4%), lack of skills due to poor training on parent school relationship (50%), and lack of time to strengthen the relationship (32.6%). Likewise, in response to item 3 of the same table, teachers revealed that major problems on the side of administrative body were lack of skill due to poor training on parent school relationship (64.1%), reluctance to strengthen the relationship (53.3%) and inability to create conducive environment (29.3%).

From the information obtained one can deduce that reluctance was the main problem among parents, teachers and administrative bodies. This obviously can affect parent school relationships. Besides, lack of skill due to poor training on parent-school relationship was another major problem on the side of teachers and the administrative bodies. The other major problem on the side of the parents was failure to apply advices given by the school. Considering teaching children only as their sole responsibility was the major problem on the side of teachers and inability to create conducive environment was another problem on the side of the administrative body.

4.6. Support to Preprimary Education

4.6.1. The Support given by Experts of the Education Office

Teachers were asked to respond whether they get assistance or not and the kind of Support they get. The results are summarized as follows.

Table 20: The support given by experts

No	Item	Respondents in	
		No	%
1	Is there any support by experts of the regional/ Woreda education office to assist the implementation of preprimary curriculum?		
	Yes	27	29.3
	No	65	70.7
2	If your response for question is 'yes' what kind of support you get?		
	A. Curriculum development		
	B. Supervision services	21	77.8
	C. Provision of teaching materials	-	-
	D. Setting standards	6	22.2
	E. Pre-service training	-	-
	F. In service training	-	-
3	If your response for question No "1" is "yes" how you evaluate the support of the government bodies in your implementation?		
	A. High	-	-
	B. Average	3	11.1
	C. Low	24	88.9
4	Have you observed problems related to the support system given to preprimary schools by education office?		
	Yes	25	92.6
	No	2	7.4
5	If your answer for No 1 is "yes", what problems have you observed in the support given to preprimary schools by experts?		
	A. Inconsistency of the support	6	24
	B. Insufficiency of the support	10	40
	C. Poor quality of the support	1	4
	D. Irrelevance of the support to the day to day activity	8	32
	E. Untimely of the support	-	-
	F. Specify if any other	-	-

As can be observed from item 1 of table 21, the teacher respondents were asked if education experts support them. Majority of the teacher respondents, 70.7% replied that the school did not get any kind of support. Only, 29.3% respondents replied that they have got support. Regarding the kind of support provided out of the total respondents, 77.8% of them selected only supervision services. The rest 22.2% respondents indicated “standard setting”. In response to item 3, majority of the teacher respondents, 88.9% rated the support of the education office in implementing the curriculum as low.

The interview held with principals also indicated the limited and low support to the preprimary education program. They also commented that experts visited their schools once in a year to collect statistical data and to make simple observation. The principals further stated that though education offices are responsible for preprimary education and evaluate the schools, they did not have regular schedule or plan to perform activities and provide supports to preprimary schools. The interview made with regional experts confirmed that there is little effort made due to financial and other constraints.

Though the support provided by the experts of educational offices and other concerned bodies is important for successful implementation of preprimary curriculum, the aforementioned discussion implies that experts of education offices most of the time leave the responsibility to schools; they do not support the efforts of preprimary schools.

In relation to the nature of the supports given in item 4, data obtained from 92.5% teacher respondents show that there are problems related to the support system. Only 7.4% respondents reported the absence of problems in the support system. Item 5 of the same table showed that out of all teachers who said there was a problem, 40% of respondents' list insufficiency as the major problem followed by irrelevance 32%, and inconsistency of the support 24%.

The interview held with principals also reveals that there was no proper and regular support except a one time simple observation to gather data for annual report. Though the implementation of any curriculum demands the cooperative efforts of the entire staff and the concerned education offices, even the minimum support given by the education offices was insufficient and seems below the expectations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The main purpose of the study was to investigate the practice and challenges of preprimary education in Hawassa city administration. To this end, the following basic questions were formulated.

1. To what extent the implementation of the preprimary school curriculum has been undertaken in Hawassa city administration?
2. What is the level of provision of facilities and its organization in the preprimary schools to meet the minimum standard demand?
3. To what extent the preprimary schools have adequate and professionally competent teachers?
4. What is the current status of parent- school relationships to assist children's learning in the preprimary schools?
5. Do the preprimary schools get support rendered by concerned government bodies to improve quality of education?

In dealing with the research problems, descriptive method was employed and relevant literature was reviewed. Sixteen sample preprimary schools were selected using stratified sampling. After stratification, random method was used to select 10 private, 4 public and 2 NGO preprimary schools from each stratum. To answer the basic questions, questionnaires, observation checklists and interview guides were used for collecting the necessary information. The major sources of data were 92 preprimary teachers, 16 preprimary head teachers, 1 regional and 2 city administration level education experts and 12 parents.

The collected data from the questionnaire was tallied, grouped and analyzed using frequency counts and percentages or descriptive statements. The data collected through

observations and interviews were analyzed qualitatively under each category to supplement the quantitative data. The major findings of the study in relation to the basic questions of the research were summarized as follows.

With regard to preprimary curriculum implementation, less emphasis was given to the emotional and physical development, rather intellectual and social developments were of high concern for teachers. The contents are relevant to the age level of the students. Content relation to the realities of the environments was average. Majority of the teachers used explanation teaching methods most commonly followed by play way methods. However, question and answer, discussion, cooperative learning and learning by doing were the least commonly used teaching methods. The availability and utilization of instructional materials were found to be “inadequate” and “average” respectively. Preparation of materials from local resources was not up to the expectations. Test was the most commonly used assessment techniques followed by homework. While, writing and drawing work of children and daily attendances were the least used. Record keeping system mostly used by teachers was taking daily attendance. On the other hand, child performance records, and admission record were the least used in the preprimary schools.

The physical organization of classrooms and outdoor spaces and play grounds were inadequate and materials and equipments in the preprimary schools were found to be insufficient. As indicated by 85%, 55% and 59% of the teachers, Classroom spaces provided per child, the organization of activity centers, and the provision of basic material in the centers were found to be insufficient. The accessibility of materials for utilization in the classroom was average. The outdoor space and play grounds and its safety and security were found to be moderately sufficient. The provision and selection of outdoor play materials and equipments, the arrangement and durability of the materials were found to be moderate.

The results show that though majority of the teachers (87%) were trained in preprimary education, the training was not adequate enough to effectively perform activities in preprimary schools. Most of the teachers got a short period practice teaching during the

pre- service training and lacked enough practical experience as evidenced by 91% of the teachers. Besides, majority of teachers did not have a chance to participate on the- job training. Teachers-children ratio was high indicating inadequacy of teachers in relation to the number of children.

Parent-school relationship to assist children's learning was below expectations mainly because of low involvement of parents and the practice of encouraging parent involvement was medium. The number of parents who were not involved was not a negligible figure to affect better relation. As shown by 58% and 54% of the teachers, the most commonly used means of communication between parents and the schools were found to be verbal messages and communication books respectively followed by telephone calls. On the other hand, meetings and discussion and parent visits were the least used means of communication.

Concerning the major problems challenging parent-school relationships on the part of parents, reluctance to the relation, lack of time to follow children's day-to-day activities, negligence for the advice given by the school and lack of awareness were the major ones. On the part of the teachers, on the other hand, considering teaching as only their responsibility, lack of skill due to poor training on parent-school relationship and lack of time were the major ones. On the part of the administrative body, lack of skill due to poor training on parent-school relationship, reluctance to strengthen the relationship, inability to create conducive environment for the relation and to encourage parents in the their relation were the major challenges. However, parents give immediate and positive responses to the calls of the schools

Lastly, the preprimary schools in Hawassa city were not given adequate support required for effective implementation of the preprimary education they should have got from regional and city administration education offices and other concerned bodies. As shown by 71% of teacher respondents, many schools did not get any kind of support. Even the limited supports were found to be problematic as indicated by 93% of the respondents.

5.1 Conclusion

In light of the findings of the study, the following conclusions were drawn.

- Preprimary education curriculum was not implemented as properly as it was intended to be in Hawassa city preprimary schools. The reason for this was that some objectives did not get equal emphasis in the preprimary schools; Contents did not consider the age level of children. Play based and explanation teaching methods dominated the classrooms. The availability and accessibility of the materials were insufficient. Only test and homework were used as dominant assessment techniques. The extent of material utilization and preparation was low.
- Majority of the preprimary schools in Hawassa city administration were not well organized in the area of classrooms and outdoor spaces. And they were not adequately equipped with the necessary materials and equipments which could enhance the program.
- Though the level of qualification of majority preprimary teachers fulfilled to the standard set by Ministry of Education (MOE), the training was not adequate enough for the teachers to accomplish the preprimary curriculum effectively. Besides, teachers couldn't get opportunities to improve their knowledge through in service and refresher or on the job training courses.
- The relationship between parents and the preprimary schools was not strong enough to create a partnership for the purpose of improving the preprimary school performance and the development of children. The habit of coming to school by self initiation was not common to most parents. The school also did not give much attention to involve parents. Most of the time parents were called for the purpose of solving problems.
- The support the preprimary schools obtained was found to be very limited to implement the curriculum effectively

5.2 Recommendation

Based on the findings of the study and the conclusions drawn, the following recommendations are forwarded so as to get the effective practice of preprimary education program in Hawassa city administration in general and in sample preprimary schools in particular.

- ❖ The implementation of the curriculum need to be effective or at least as expected. Hence, communication and feedback channels related to the preprimary curriculum and its implementation need to be established within preprimary schools and among experts of regional Education Bureau, city administration education office and preprimary schools. In addition to this, the preprimary schools need to make use of inbuilt supervision and in-staff trainings based on actual observation to help the preprimary teachers implement the curriculum effectively. It is also advisable if the curriculum experts in SNNPR Education Bureau and Hawassa city administration education office study the curriculum of preprimary schools in the city in relation to the students' previous knowledge and exposure so that curriculum would be more relevant, appropriate and well organized to the needs and background knowledge of the students.
- ❖ In order to solve the inadequacy of classrooms and outdoor spaces, the city administration need to give the required space to construct preprimary schools which fulfill all the necessary facilities such as better classrooms, adequate outdoor spaces and play grounds, bureau and the like. The preprimary schools need to plan income generating activities and fund raising, to buy and secure material and equipments necessary for the teaching-learning process. They also need to make local resources available to teachers for preparation. In addition, teachers should give emphasis to the preparation of teaching materials and equipments from locally available resources.
- ❖ In order to alleviate the inadequacy of pre service training, MOE and SNNPR Education Bureau need to extend the duration and improve the quality of the training

program to make it effective. Frequent and consistent in-service trainings, workshops, seminars, etc. need to be arranged for teachers by SNNPR Education Bureau and the city Administration Education Office to update and upgrade teachers' knowledge and practical skills. The preprimary teachers need to improve their knowledge and skills by their own initiative through reading and experience sharing with others.

- ❖ Parent-school relationship needs attention and support by the concerned bodies. Thus, Regional Education Bureau and City Education Office experts need to make parents and preprimary schools more aware of the importance of strong partnership in order to attain the goals of preprimary education. The preprimary schools need to improve the partnership with parents. A preprimary school management in which parents directly participate in the administrative issues need to be established. In order to avoid the inadequacy of the means of communication that affects the relation, preprimary schools need to device a new communication system which can facilitate the effective practice of the program such as monthly or semester meetings, telephone calls, written letters, home visits, pamphlets, *etc.*
- ❖ The SNNPR Education Bureau and the city administration education office need to share the responsibilities with preprimary schools. They have to support the efforts of preprimary schools effectively. They need to provide direction and guidance regularly. In order to enhance the support for preprimary schools better supervision programs need to be established at regional and city administration education office level. Meetings need to be arranged to deal with and solve problems in the process of implementing the program. Preprimary schools need to be motivated through some rewards (money, gifts, promotion etc.). and recognition for their better achievement.
- ❖ Finally, as this study is only limited to the practice and challenges of preprimary education program of one City Administration in SNNPR, interested researchers in the field can conduct similar study in another setting to see the extent of the practice of such program.

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Declaration

I, the undersigned declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been dully acknowledged.

Name _____

Sign _____

Date _____

This thesis has been submitted for examination with my approval as university advisor

Name _____

Sign _____

Date of Approval _____

Appendix 1

Sample preprimary schools

No	Preprimary school	Types of school	Built for preprimary school	Not Built for pre primary school
1	Yeshi	Private		✓
2	Comboni	Public	✓	
3	Rohobot	Private		✓
4	Atnatewos	Private		✓
5	Adventist	Public		✓
6	Wisdom	Private		✓
7	Abune Gorgorios	Public	✓	
8	Tabor	NGO	✓	
9	M T	Private		✓
10	Dynamic	Private		✓
11	Genet Acadamy	Public	✓	
12	Osis Acadamy	Private		✓
13	Bright Future	Private		✓
14	South Dimond	Private		✓
15	SOS Children village	NGO	✓	
16	Benvolence	Private		✓

Appendix 2

Addis Ababa University
School of Graduate Studies Faculty of Education
Department of Curriculum and Instruction

Questionnaire to be filled by preprimary teachers

This questionnaire is designed to survey the current practice and challenges of preprimary education in Hawassa city administration. Its purpose is to collect relevant data for the subject under study. The success of this study, to a great extent, relies on your genuine responses. Hence, you are kindly requested to be honest in your responses to all the items provided in this questionnaire. Your responses will be used only for purpose mentioned above and will be kept confidential.

Direction

1. The questions have equal importance to attain the objectives of the study
2. You are not required to write your name
3. Put 'x' mark in the boxes and write your own opinion for questions with open ended.

Section one: Personal data of the respondents

- 1.1. Name of the preprimary school _____
- 1.2. City administration _____ sub city _____ Kebele _____
- 1.3. Age A. 25 and below B. 26-30 C. 31-40 D. 41 and above
- 1.4. Years of service
A. 5 and below B. 6-10 C. 11-15 D. 16-20
E. 21 & above
- 1.5. types of school : A. Public B. NGO C. Private
- 1.6. Sex A. Male B. Female
- 1.7. Qualification
A. 10th grade
B. 12th grade
C. Preprimary education certificate
D. Primary Teachers training certificate
E. 10+3 (Diploma)
F. If any other list _____

Section Two

2.1. The Extent of Preprimary School Curriculum Implementation

1. The main objective of the preprimary school curriculum is: (more than one answer is possible)
 - G. The intellectual development of the child
 - H. The social development of the child
 - I. The emotional development of the child
 - J. The physical development of the child
2. The Relevance of the contents of the preprimary curriculum to teach children is:
 - A. High
 - B. Average
 - C. Low
3. If your answer for item No 2 is **“low”** please write your reason _____
4. The extent to which the content of the preprimary curriculum is associated to the realities of the children’s environment
 - A. High
 - B. Average
 - C. Low
5. The commonly used teaching methods in your preprimary school are: (more than one answer is possible)
 - A. Discussion
 - B. Play based instruction
 - C. Question and answer
 - D. Learning by doing
 - E. Lecture
 - F. Cooperative learning
 - G. If any other list _____
6. Are the necessary materials available to each children in your in your preprimary school?
 - A. yes
 - B. No
7. If your answer is **“No”** for question no 6, please write your reason.

8. The extent of instructional material utilization by teachers in your preprimary school is

A. High B. Average C. Low

9. The preparation of instructional materials from locally available raw materials by preprimary teacher is:

A. High B. Average C. Low

10 The most commonly used assessment techniques in your Preprimary school is: (more than one answer is possible)

A. Test

D. Attendance

B. Observation

E. Writing and drawing work of children

C. Class participation

F. State if others _____

11 The record keeping system used by you in your preprimary school are: (more than one answer is possible)

A. Daily attendance

B. Admission record

C. Children performance record

D. Specify if others _____

2.2 The organization of the indoor and outdoor physical environment of the preprimary schools.

1. Classroom size provided per child
A. Sufficient B. Insufficient C. Not exist
2. Organization of different activity centers in the classroom
A. Conducive B. Not conducive C. Not exist at all
3. Provision of basic materials and equipments in the corner
A. Sufficient B. Insufficient C. Not exist
4. The arrangements of the available materials and equipments in the classroom
A. Good B. Moderate C. poor
5. The accessibility of materials and equipment for utilization in the classroom
A. High B. Average C. Low
6. Sufficiency of child sized tables, chairs, benchers and shelves
A. Highly sufficient B. Moderately sufficient C. Not sufficient
7. Sufficiency of Outdoor space and play ground provided per child
A. Highly sufficient B. Moderately sufficient C. Not sufficient
8. The safety and security of play ground
A. Sufficient B. Insufficient C. Not exist
9. Provision of outdoor play materials and equipments
A. High B. Average C. Poor
10. Selection of play materials and equipment in the outdoor physical environment
A. Good B. Average C. Poor
11. The arrangement of outdoor play materials and equipment
A. Good B. Moderate C. Poor
12. Durability of outdoor play materials and equipments
A. High B. Average C. Low

2.3 Training of Teachers in the Preprimary Schools

1. If you get pre- service training in preprimary teaching for how long have you been trained?
A. For three month C. For a year
B. For six month D. If others specify _____
2. If your response to question No, 1 is “**Yes**” how do you rate the adequacy of your training to teach in preprimary school?
A. Highly adequate B. Moderately adequate C. Not adequate
3. If your answer for item no. 2 above is “**Not adequate**” please write your reason _____
4. Have you got a chance to practice teaching during the pre- service training?
A. Yes B. No
5. If your answer for item No 4 is “**yes**” for how long have you been practiced?
A. For a week
B. For two weeks
C. For a month
D. For two months
6. If your answer for question No 4 is “**Yes**” how does you rate the usefulness the practice teaching to your daily activity?
A. Highly useful
B. Moderately useful
C. Not use full
7. Do you get any on job training or refresher courses after employment?
A. Yes B. No
8. What are the major problems you encountered during the on the- job training you have under gone?
A. In consistency of the training
B. Insufficiency of the training
C. Poor quality of the training
D. untimely of the training

2.4 The Degree of Parent Involvement in the Preprimary School to help children's learning

1. Do parents have contacts to your kindergarten to help their children learning?
A. Yes B. No
2. If your answer for item no. 1 above is "Yes", which one of the following means of communication parents use most commonly?
A. Parent visits D. Written letters
B. Telephone calls E. If others specify _____
C. Meetings and discussions
3. Do parents give immediate and positive response to the calls of the preprimary school?
A. Yes B. No
4. If your answer for item no. 3 above is "No" please write your reason.

5. Do parents participate on the administrative and other important issues of the preprimary school?

- A. Yes B. No

6. If your response for question No 5 is "yes", on which administrative Issues do parents participate?

- A. Serve in the school committee
B. Participate in teacher parent conference
C. Participation in schools goal setting
D. Provide materials for the schools
E. Participate in fund raising
F. Monitor school activities
G. Give advice and comments

7. If your answer for item no. 6 is "No" please write your reason.

8. What are the major challenges /problems on the part of the parent that challenged parent school relationship? (More than one answer is possible)

- A. Reluctance to the education of their children
- B. Lack of awareness about the importance preprimary education
- C. Lack of time to follow in their Childs schooling
- D. Negative attitude towards teachers
- E. Negligence of the advice of the school
- F. Lack of education

9. What are the major /common/problems on part of teacher's that challenged school parent relationship in your preprimary school? (More than one answer is possible)

- A. Lack of encouragement from teachers to attract parents
- B. lack of skills due to poor training on relation with parents
- C. Considering teaching only as their responsibility
- D. Feeling insecurity in their relation with parents
- E. Lack of time in their relation with parents

10. What are the major challenges on part of principals/administrative bodies that challenged school parent relationship in the KG?

- A. Poor implementation of the decision made with parents
- B. Inability to create conducive environment' for the relations
- C. Negative attitude of the principals towards parents
- D. Not encouraging parents in the relation
- E. Reluctance to create the relation
- F. lack of skills due to poor training on relation

2.5 Supports to Preprimary School Education

1. Are there any supports by experts of the regional/woreda education office to assist the implementation of preprimary curriculum?

A. Yes B. No

2. If your answer for item no 1 above is “Yes” what kind of support you get?(More than one answer is possible)

A. Curriculum development

D. Supervision services

B. Providing teaching materials

E. In-service training of teachers

C. Setting standards

F. Pre service training of teachers

3. Have you observed problems related to the support system given to preprimary schools by education office?

A. Yes B. No

4. If your answer for item No 3 is “yes”, what problems have you observed in the supports given to preprimary school by experts?

A. In consistency if the support

B. Insufficiency of the support

C. Poor quality of the support

D. Untimely of the supports

E. Irrelevance of the support

F. Specify if any other

5 .Please suggest some possible recommendations that have to be done regarding the support of the concerned education offices to increase education in preprimary schools. _____

Appendix 3

Addis Ababa University

School of Graduate College of Education

Department of Curriculum and Instruction

Indoor and Outdoor Physical Environment Observation Checklist

Name of the sub city _____

Name of the school _____

Date of observation _____

1. Curriculum Implementation in the classroom

No	Items	Observed	Needs improvement	Not observed	Remark
1	Proper organization of contents and activities				
2	Equal emphasis for individual and group activities				
3	Dynamic interaction between the teacher and students				
4	Play based instruction (fun, interesting and appropriate)				
5	Application of different teaching materials				
6	Application of different assessment techniques				
7	Employing record keeping techniques in the classroom for each child				
8	The use of different teaching methods for students learning				

2. Curriculum materials

No	Materials	Provided	Not provided	Remark
1	Policies and preschool standards			
2	Syllabus /curriculum			
3	Textbooks			
4	Teachers guide			

3. Indoor materials and equipments in the activity centers

No	Materials and equipments	Sufficient	Insufficient	Remark
1	Books, references, pamphlets (literary materials)			
2	Block, buildings, sets etc (self-expressive materials)			
3	Toys, musical instruments dress up clothes, dolls etc (exploratory materials)			
4	Games, playing cards, puzzles (exploratory materials)			
5	Pencils, makers, makers etc (manipulative materials)			
6	Rock, water, sand, leaves etc (natural material)			

4. Outdoor Play Materials and Equipment

No	Materials and equipment	Available	Not available	Remark
1	Balance			
2	Marry-go-round			
3	Swinging			
4	Slide			
5	Climbing frame			
6	Crawling tunnels			
7	Tricycle			

5. Checklist for indoor physical environment

No	Indoor physical environment	Yes	No	Remark
1	Enough room to do various activities			
2	Properly arranged and well defined classroom space			
3	Provision of necessary material and equipments at the corners			
4	Accessibly and easy operation of materials and equipment			
5	Child sized tables, chairs, shelves and benches			
6	Neat, comfortable and attractive classroom			
7	Suitable doors, windows and walls to children			

6. Checklist for outdoor physical environment

No	Outdoor physical environment	Yes	No	Remark
1	Is there provision of adequate outdoor space for individual child?			
2	Are the spaces safe and secure for each child?			
3	Does the supply of play materials and equipments are suitable for different play?			
4	Are play materials and equipments are durable?			
5	Are play materials and equipments selected in relation to the students' level?			
6	Do the arrangements of the materials are suitable to all form of play?			

Appendix 4

Addis Ababa University
School of Graduate College of Education
Department of Curriculum and Instruction

Interview Guide for Regional and city administration education office experts and directors of preprimary directors.

The purpose of this interview is to collect data on the current practices and challenges of preprimary education. Hence, I confirm that the information you provide will be used only for this research purpose. Thus you are kindly requested to contribute your own in giving responses honestly and responsibly.

Thank you in advance

1. Would you explain the main objectives of preprimary education curriculum
 - Do the contents of the preprimary curriculum is relevant and adequate in relation to the objective?
 - Do teachers participate in curriculum development?
 - What are the major challenges /problems preprimary schools faced in practicing the curriculum?
 - If you have any suggestions on the implementation procedure and contents of the preprimary program, please mention them
2. How do you evaluate the adequacy of the materials and equipments in the preprimary schools?
 - In your opinion, what effects has the shortage of the materials brought in the attainment of the objectives
 - How do the materials and equipments organized in the schools?
 - What is your suggestions to overcome the problems regarding materials and equipments

3. How do you judge the performance and adequacy of teachers in preprimary schools?
 - Do you think that teachers implement the preprimary program effectively? If not, what are the problems was any in-service training provided to teacher to increase their teaching skills?
 - Was there any follow-up and monitoring system to promote the skills of teachers
 - Do you suggest the type of improvements teachers needs to show? How?
 - If there are any other important topics for teachers competence development. Please mention.
4. How do you see the importance of parent's involvement in their children's learning?
 - What is the level of understanding of parents about the objectives of preprimary education curriculum?
 - What are the major challenges /problems that hinder parent and preprimary schools partnership?
 - What do you think the role of preprimary schools to strengthen the relationship?
 - What do you suggest about the tasks done by parents and concerned government bodies for the effectiveness of the curriculum
5. Does the regional and city administration education office provide supports/assistance to preprimary schools? If not, why? If yes, to what extent?
 - Would you please explain how the Bureau promotes preprimary schools
 - What do you suggest and recommend to improve the support of the government in preprimary schools
6. Please mention if you have any suggestions, solutions and recommendations about preprimary school program in general.

Appendix 5

Addis Ababa University
School of Graduate College of Education
Department of Curriculum and Instruction

Interview Guide for parents of preprimary school children

The purpose of this interview is to collect data on the current practices and challenges of preprimary education. Thus you are kindly requested to contribute your own in giving responses honestly and responsibly.

Thank you in advance

1. What kinds of relationships do parents established with schools to help children's learning?
2. How do you describe parent-school relation?
3. What you think about the benefits of parent's participation in the school activities?
4. What are the major challenges /problems that hinder parent-school relationship
5. How does preprimary schools able to strength the relationship between teacher and parents?
6. What do you think the role of the parents in assisting their children learning?
7. Do you know what your child daily learns and the strategies and assessment practices in the school?
8. What kinds of improvements are needed to strength the partnership on children's educational development?

Appendix 6

በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ቤት የስነ ትምህርት ኮሌጅ

የመምህራን ትምህርትና የስርዓተ ትምህርት ጥናት ክፍል

በአፀደ ህፃናት መምህራን የሚሞላ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በአዋሳ ሽግግር አስተዳደር በአፀደ ህፃናት ውስጥ ያለውን ወቀታዊ ሁኔታና የአጋጠሙትን ችግሮች ለመመልከት ነው። የመጠይቁ ዋና አላማ ለጥናቱ የሚሆኑ አስፈላጊ መረጃዎችን መሰብሰብ ነው። የጥናቱ መሳካት የመወሰነው በእናንተ ትክክለኛና እውነተኛ መልስ ላይ ነው። ስለዚህ ይህንን መጠይቅ ሲሞሉ በግልፅኝነትና በታማኝነት ላይ ተመርኩዘው እንዲሆን በትህትና እጠይቃለሁ። በተጨማሪ ይህ የሰጡት መረጃ የሚውለው ለጥናቱ አላማ ብቻ እና በሚስጥር የሚጠበቅ መሆኑን አረጋግጣለሁ።

ለትብብርዎ በቅድሚያ አመሰግናለሁ

መመሪያ

1. ሁሉም ጥያቄዎች ለጥናቱ አላማ መሳካት እኩል የሆነ ዋጋ አላቸው
2. ስምዎን መፃፍ አያስፈልግም
3. መልስዎን የ'x' ምልክት በሳጥኖቹ ውስጥ በማስገባትና ዝርዝር ገለፃ ለሚያስፈልጋቸው በተሰጡት መስመሮች ላይ አጭርና ግልፅ አርገው ያስቀምጡ።

ክፍል አንድ:- የመላሹ አጠቃላይ መረጃ

1.1 የአፀደ ህፃናቱ ስም _____

1.2 ክፍለ ከተማ _____ ቀበሌ _____

1.3 ዕድሜ ሀ. 25 እና ከዚያ በታች ለ. 26-30 አመት ሐ. 31-35 አመት
መ. 36-40 አመት ሠ. 41 አመትና ከዚያ በላይ

1.4 የመምህሩ አገልግሎት ዘመን ሀ. 5 አመትና ከዚያ በታች ለ. 6-10 አመት
ሐ. 11-15 አመት መ. 16-20 አመት ሠ. 21 አመትና ከዚያ በላይ

1.5 የአፀደ ህፃናቱ አይነት ሀ. የህዝብ ለ. የድርጅት ሐ. የግል

1.6 ያታ ሀ. ወንድ ለ. ሴት

1.7 የትምህርት ደረጃ ሀ. አስረኛ ክፍል ያጠናቀቀ

ለ. አስራ ሁለተኛ ክፍል ያጠናቀቀ

ሐ. የመዋዕለ ህፃናት መምህርነት ስልጠና ሰርተፍኬት ያለው

መ. የመጀመሪያ ደረጃ መምህርነት ስልጠና ሰርተፍኬት ያለው

ሠ. በመምህርነት ዲግሎማ

ረ. ሌላ ካለ ይግለፁ _____

ክፍል ሁለት

2.1 የመዋዕለ ህፃናት ስርዓተ ትምህርት አተገባበርን በተመለከተ መምህራን ያላቸውን ግንዛቤ በተመለከተ

1. የመዋዕለ ህፃናት ስርዓተ ትምህርት ዋና አላማ የሆነው የቱ ነው? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. የህፃናቱ አእምሮአዊ ዕድገት

ሐ. የህፃናቱ ስሜታዊ ዕድገት

ለ. የህፃናቱ ማህበራዊ ዕድገት

መ. የህፃናቱ አካላዊ ዕድገት

2. የስርዓተ ትምህርቱ ይዘት ከህፃናቱ የትምህርት ደረጃ ጋር ያለው ቁርኝት ወይም ተገቢነት ሀ. ከፍተኛ ነው ለ. መካከለኛ ነው ሐ. ዝቅተኛ ነው

3. ከላይ በተራ ቁጥር 2 ለተጠየቀው ጥያቄ መልስዎ «ዝቅተኛ» ከሆነ ምክንያቱን ይግለፁ _____

4. የስርዓተ ትምህርቱ ይዘት ህፃናትን ይረዳ ዘንድ ከአካባቢያቸው ተጨባጭ ሁኔታ ጋር የመገናኘቱ ሁኔታ

ሀ. ከፍተኛ ነው

ለ. መካከለኛ ነው

ሐ. ዝቅተኛ ነው

5. በትምህርት ቤት ውስጥ በአብዛኛው የሚጠቀሙበት የማስተማር ዘዴ የትኛው ነው? (ከአንድ በላይ መልስ መስጠት ይችላሉ)

ሀ. ውይይት

መ. በመስራት ማስተማር

ለ. በጨዋታ ዘዴ ማስተማር

ሠ. በጋራ በመተባበር መስራት

ሐ. ጥያቄና መልስ

ረ. ሌላ ካለ ይግለፁ _____

6. በመዋዕለ ህፃናቱ ውስጥ አስፈላጊ የሚባሉ የማስተማሪያ መሳሪያዎች በእያንዳንዱ ልጅ መጠን ይገኛል? ሀ. አዎ አሉ ለ. የሉም

7. ለተራ ቁጥር 6 መልስዎ «አዎ» ከሆነ ከሆነ ምክንያቱን ይግለፁ _____

8. በአፀደ ህፃናቱ የመምህራኑ የትምህርት መርጃ አጠቃቀም ደረጃ

ሀ. ከፍተኛ ነው

ለ. መካከለኛ ነው

ሐ. ዝቅተኛ ነው

9. መምህራኑ ከአካባቢያቸው የሚገኙ ጥሬ እቃዎችን በመጠቀም የትምህርት መርጃ መሳሪያዎችን የማዘጋጀትና የመጠቀም ደረጃ

ሀ. ከፍተኛ ነው

ለ. መካከለኛ ነው

ሐ. ዝቅተኛ ነው

10. በአፀደ ህፃናት ውስጥ መምህራኑ በአብዛኛው የሚጠቀሙባቸው የምዘና ዘዴዎች የትኞቹ ናቸው?(ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. ሙከራ /ቴስት ለ. የተማሪዎች ምልክታ ሐ. ጥያቄና መልስ
መ. የቤት ስራዎች ሠ. በየቀኑ ክፍል ውስጥ መገኘት

ረ. የተማሪዎቹ የፅሁፍና የስነ ስዕል ስራዎች ሸ. ሌላ ካለ ይግለፁ _____

11. በአብዛኛው የትኛውን የህፃናት የማህደር አያያዝ ዘዴ በትምህርት ቤትዎ ውስጥ ይጠቀማሉ? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. የየቀኑ የቀሪ መከታተያ መዝገብ ሐ. የተማሪዎች ውጤት መመዝገቢያ ማህደር

ለ. የምዝገባ ማህደር መ. ሌላ ካለ ይግለፁ _____

2.2 የአፀደ ህፃናቱ ውስጣዊና ውጫዊ አደረጃጀትን በተመለከተ

1. እያንዳንዱ ህፃን ያለው የቦታ ክፍፍል በክፍል ውስጥ

ሀ. በቂ ነው ለ. በቂ አይደለም ሐ. ጨርሶ የለውም

2. በክፍል ውስጥ የተለያዩ ስራዎችን መስሪያ ቦታ አደረጃጀት

ሀ. ምቹ ነው ለ. ምቹ አይደለም ሐ. ጨርሶ የለም

3. በክፍል ውስጥ ባሉ ቦታዎች አስፈላጊ የሆኑ መሳሪያዎችና ቁሳቁሶች አቅርቦት

ሀ. በቂ ነው ለ. በቂ አይደለም ሐ. ጨርሶ የለም

4. በክፍል ውስጥ ያሉት መሳሪያዎችና ቁሳቁሶች አደረጃጀት

ሀ. ጥሩ ነው ለ. መጠነኛ ነው ሐ. ደካማ ነው

5. በክፍል ውስጥ ያሉ መሳሪያዎችና ቁሳቁሶች በቀላሉ ለመጠቀም ያለው አመችነት

ሀ. ከፍተኛ ነው ለ. መካከለኛ ነው ሐ. ዝቅተኛ ነው

6. በተማሪዎች ልክ የተሰሩ ጠረጴዛዎች፣ ወንበሮች፣ ቤንች፣ መደርደሪያዎች ሁኔታ

ሀ. በጣም በቂ ነው ለ. በመጠኑ በቂ ነው ሐ. በቂ አይደለም

7. ለእያንዳንዱ ህፃን መጠቀሚያ የሚሆን ቦታና የመጫወቻ ሜዳ

ሀ. በጣም በቂ ነው ለ. በመጠኑ በቂ ነው ሐ. በቂ አይደለም

8. የመጫወቻ ስፍራዎቹ ምቹትና ደህንነት የተረጋገጠ መሆን

ሀ. በቂ ነው ለ. በቂ አይደለም ሐ. ጨርሶ የለም

9. ከክፍል ውጪ ያሉ የመጫወቻ መሳሪያዎች ቁሳቁሶች አቅርቦት

ሀ. ከፍተኛ ነው ለ. መካከለኛ ነው ሐ. ደካማ ነው

10. ከክፍል ውጪ ያሉ የመጫወቻ መሳሪያዎችና ቁሳቁሶች አመራረጥ

ሀ. ጥሩ ነው ለ. መካከለኛ ነው ሐ. ደካማ ነው

11. ከክፍል ውጪ ያሉ የመጫወቻ መሳሪያዎችና ቁሳቁሶች አደረጃጀት

ሀ. ከፍተኛ ነው ለ. መካከለኛ ነው ሐ. ደካማ ነው

12. ከክፍል ውጪ ያሉ የመጫወቻ መሳሪያዎችና ቁሳቁሶች ጥንካሬ /እድሜ/

ሀ. ከፍተኛ ነው ለ. መካከለኛ ነው ሐ. ዝቅተኛ ነው

2.3 የአፀደ ህፃናት መምህራን መታዘዝ ስልጠናን በተመለከተ

1. በአፀደ ህፃናት መምህርነት የሰለጠኑ ከሆነ ለምን ያህል ጊዜ ስልጠና ወስደዋል?

ሀ. ለሶስት ወራት ሐ. ለአንድ አመት

ለ. ለስድስት ወራት መ. ሌላ ካለ ይግለፁ _____

2. ከላይ በተራ ቁጥር 1 ለተጠየቀው ጥያቄ መልስዎ «አዎን» ከሆነ የወሰዱት ስልጠና በአፀደ ህፃናቱ ለማስተማር ምን ያህል በቂ ነው ይላሉ?

ሀ. በጣም በቂ ነው ለ. በመጠኑ በቂ ነው ሐ. በቂ አይደለም

3. ከላይ በተራ ቁጥር 2 ለተጠየቀው ጥያቄ መልስዎ «በቂ አይደለም» ከሆነ ምክንያቱን ይግለፁ _____

4. በስልጠና ላይ እያሉ የማስተማር የተግባር ልምምድ አድርገዋል?

ሀ. አዎን አድርጌአለሁ ለ. አላደረግኩም

5. ከላይ በተራ ቁጥር 4 ለተጠየቀው ጥያቄ መልስዎ «አዎን» ከሆነ ለምን ያህል ጊዜ የተግባር ልምምድ አድርገዋል?

ሀ. ለአንድ ሳምንት ሐ. ለአንድ ወር

ለ. ለሁለት ሳምንት መ. ለሁለት ወር

ሠ. ሌላ ካለ ይግለፁ _____

6. ከላይ በተራ ቁጥር 4 ለተጠየቀው ጥያቄ መልስዎ «አዎን» ከሆነ የተግባር ልምምዱ በአፀደ ህፃናት የእለት ተእለት ስራዎች ምን ያህል ጠቃሚ ነው?

ሀ. በጣም ጠቃሚ ነው ለ. በመጠኑ ጠቃሚ ነው ሐ. ጠቃሚ አይደለም

7. ተከታታይ የመታዘዝ ላይ ስልጠና ወስደው ያውቃሉ?

ሀ. አዎን ወስጃለሁ ለ. አልወሰድኩም

8. ከላይ በተራ ቁጥር 7 ለቀረበው ጥያቄ መልስዎ «አዎን» ከሆነ በስልጠናው ወቅት ያጋጠሙ ችግሮች ምንድን ናቸው?(ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. ስልጠናው ቀጣይነት የሌለው መሆኑ መ. ስልጠናው ያለጊዜው መሰጠቱ

ለ. የስልጠናው በቂ ያለመሆን ሐ. የስልጠናው ደካማ መሆን

2.4 የህፃናቱን ትምህርት በማገዝ ወላጆች ከአፀደ ህፃናት ት/ቤት ጋር የሚያደርጉትን ግንኙነት በተመለከተ

1. የህፃናቱን ትምህርት የበለጠ ለማገዝ ወላጆች ከመዋዕለ ህፃናት ት/ቤቱ ጋር የሚያደርጉት ግንኙነት አለ
ሀ. አዎ አለ ለ. የለም
2. ከላይ በተራ ቁጥር አንድ ለተጠየቀው ጥያቄ መልስዎ «አዎ» ከሆነ በአብዛኛው የሚጠቀሙበት የመገናኛ ዘዴ የትኛው ነው? (ከአንድ በላይ መልስ መስጠት ይቻላል)
ሀ. የቤተሰብ ጉብኝት መ. ደብዳቤ በመፃፍ
ለ. የስልክ ጥሪ ሠ. ሌላ ካለ ይግለፁ _____
ሐ. በስብሰባና ውይይት
3. ወላጆች በአፀደ ህፃናት ት/ቤቱ ለሚደረግላቸው ጥሪ ያላቸው መልስ ፈጣንና አዎንታዊ ነው?
ሀ. አዎን ነው ለ. አይደለም
4. ከላይ በተራ ቁጥር 3 ለተጠየቀው ጥያቄ መልስዎ «አይደለም» ከሆነ ምክንያቱን ይግለፁ _____
5. ወላጆች በአፀደ ህፃናቱ የአስተዳደር እና ሌሎች ጉዳዮች ዙሪያ ይሳተፋሉ?
ሀ. አዎን ይሳተፋሉ ለ. አይሳተፉም
6. በተራ ቁጥር 5 ለተጠየቀው ጥያቄ መልስዎ «አዎን» ከሆነ በየትኞቹ የአስተዳደርና ሌሎች ጉዳዮች ላይ ይሳተፋሉ (ከአንድ በላይ መልስ መስጠት ይቻላል)
ሀ. በትምህርት ቤት ኮሚቴዎች ውስጥ ይሳተፋሉ
ለ. የመምህራንና የወላጆች የጋራ ስብሰባ ላይ ይገኛሉ
ሐ. በት/ቤቱ የጋራ ዕቅድ ላይ ይሳተፋሉ
መ. ለት/ቤቱ የሚሆኑ የትምህርት መሳሪያዎች ያቀርባሉ
ሠ. ለት/ቤቱ የገንዘብ ማሰባሰቢያ ሂደት ላይ ይሳተፋሉ
ረ. ክትትልና ቁጥጥር በማድረግ ይሳተፋሉ
ሸ. በትምህርት ቤቱ የምክር አገልግሎት በመስጠት ይሳተፋሉ
7. ከላይ በተራ ቁጥር 6 ለተጠየቀው ጥያቄ መልስዎ «አይሳተፉም» ከሆነ ምክንያቶቹን ቢገልፁልን _____

8. በወላጅና የአፀደ ህፃናቱ ግንኙነት በወላጅ በኩል የሚታዩ ዋና ዋና ችግሮች ምንድን ናቸው? (ከአንድ በላይ መልስ መስጠት ይቻላል)

- ሀ. ለልጆቻቸው ትምህርት ግዴታ መሆን
- ለ. ስለ አፀደ ህፃናት ትምህርት ጠቀሜታ ያላቸው ግንዛቤ ማነስ
- ሐ. በልጆቻቸው ትምህርት ላይ ለመወያየት ጊዜ ማጣት
- መ. ወላጆች በመምህራን ላይ ያላቸው አሉታዊ አመለካከት
- ሠ. የአፀደ ህፃናቱ የሚሰጣቸውን ምክርና አስተያየት ያለመቀበል ችግር
- ረ. የወላጆች ያልተማሩ መሆን

9. በወላጅና የአፀደ ህፃናቱ ግንኙነት ላይ በመምህራኑ በኩል የሚታዩ ዋና ዋና ችግሮች ምንድን ናቸው? (ከአንድ በላይ መልስ መስጠት ይቻላል)

- ሀ. ወላጆች በአፀደ ህፃናት ት/ቤት እንዲሳተፉ ለማድረግ ተነሳሽነት ማጣት
- ለ. የወላጅና አፀደ ህፃናት ግንኙነት ለማጠናከር ያላቸው ክህሎት አነስተኛ መሆን
- ሐ. የማስተማርን ስራ የመምህሩ ሃላፊነት ብቻ አድርጎ ማሰብ
- መ. መምህራን በወላጆች ላይ ያላቸው አሉታዊ አስተሳሰብ
- ሠ. ከወላጆች ጋር ግንኙነት ለመፍጠር ጊዜ ማጣት

10. በወላጆችና የአፀደ ህፃናት ግንኙነት ላይ በአስተዳደሩ በኩል ያሉት ዋና ዋና ችግሮች (ከአንድ በላይ መልስ መስጠት ይቻላል)

- ሀ. ከወላጆች ጋር የተወሰኑ ውሳኔዎችን ተግባራዊ አለማድረግ
- ለ. በአፀደ ህፃናት ወስጥ ለተሳትፎ የተመቻቸ ሁኔታ አለመፍጠር
- ሐ. አስተዳደሩ በወላጆች ላይ ያለው አሉታዊ አመለካከት
- መ. ወላጆች በትምህርት ቤት የሚያደርጉትን ተሳትፎ አለማበረታታት
- ሠ. ግንኙነት ለመፍጠር ግዴታ መሆን
- ረ. በትምህርት ቤትና በወላጅ መሀከል ያለውን ግንኙነት ለማጠናከር ያላቸው ክህሎት አነስተኛ መሆን

2.5 የአፀደ ህፃናት ትምህርት ኅጋሌታዎችን የመገገህት ድጋፍን በተመለከተ

1. በክልሉ ት/ት ሀ.ር.ና በከተማው አስተዳደር ት/ት ጸ/ሀ/ት የአፀደ ህፃናት ባለሙያ ሁሉ-ል

የአፀደ ህፃናት ስርዓት ትምህርቱን ትግበራ በተመለከተ የሚጻጸግ ድጋፍ አለ?

ሀ. አዎ ስህ ላ. የሌላ

2. ከላይ በተራ ቁጥር 1 ስተወደቀው ጥያቄ መልስዎ «አዎ» ከሆነ ምን አይነት ድጋፍ

ይጻጸግላችኋል? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. የስርዓት ትምህርት ዝግጅት በማድረግ ሀ. የስራ ላይ ስልጠና በመስጠት

ላ. የት/ት መርጃ መሰረታዊ መረጃን በማቅረብ ለ. የቅድመ ስራ ስልጠና በመስጠት

ሁ. የጸረጃ መሰሪያዎችን በማቅረብ ሁ. ሌላ ሌላ ሌላ ይጻጻፉ

መ. የሁ-ፐ-ፒ-ፒ-ፒ ምልክት በማድረግ

3. ት/ሀ.ር.ውን የከተማ ት/ት/ሀ/ት በሚያደርገው ድጋፍ ላይ የሚታዩ ትግሮች አሉ?

ሀ. አዎ ስህ ላ. የሌላ

4. ከላይ በተራ ቁጥር 3 ስተወደቀው ጥያቄ መልስ «አዎ» ከሆነ በት/ት ሀ.ር.ው

የከተማ ት/ት ጸ/ሀ/ት በሚያደርገው ድጋፍ ላይ የሚታዩ ትግሮች የትኩረት ናቸው?

(ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. ድጋፍ ቀጣይ ያልመሆኑ መ. የድጋፍ ያልሰጠውን ያለገዘው መስጠት

ላ. የድጋፍ ስቅ አለመሆን ሀ. የድጋፍ ለመወሰን ህፃናት የማወቅም መሆን

ሁ. የድጋፍ ደካማ መሆን ለ. ሌላ ሌላ ይጻጻፉ

5. እርስዎ እንደመገኘው ስርዓት ትምህርት ስርዓት ትግበራ ላይ የመገገህትን ድጋፍ

እንዴት ይመለከቱታል?

ሀ. ከፍተኛ ነው

ላ. መካከለኛ ነው

ሁ. ዝቅተኛ ነው

Appendix 7

በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ቤት የስነ ትምህርት ኮሌጅ የመምህራን ትምህርትና የስርዓተ ትምህርት ጥናት ክፍል

በክልልና ከተማ አስተዳደር ውስጥ ለሚገኙ የአፀደ ህፃናት ትምህርት ባለሙያዎችና ርዕሰ መምህራን የተዘጋጀ ቃለመጠይቅ

የዚህ ቃለ መጠይቅ ዋና አላማ በአሁኑ ጊዜ የአፀደ ህፃናት ትምህርት ያለበት ሁኔታና በችግሮቹ ዙሪያ መረጃ ማሰባሰብ ነው። ይህ የምትሰጡት መረጃ ለዚህ ጥናት ብቻ የሚውል መሆኑን አረጋግጥላችኋለሁ። ስለዚህ በእውነትና ሀላፊነት በተሞላበት ሁኔታ መረጃ በመስጠት እንዲተባበሩኝ በትህትና እጠይቃለሁ።

በቅድሚያ አመሰግናለሁ

1. የአፀደ ህፃናት ስርዓተ ትምህርት ዋና ዋና አላማዎችን ቢገልፁልን?
 - የስርዓተ ትምህርቱ ይዘት ከአላማው ጋር የሚጣጣምና በቂ ነው ብለው ያስባሉ?
 - በስርዓተ ትምህርቱ ዝግጅት ላይ መምህራን ይሳተፋሉ?
 - በስርዓተ ትምህርቱ ትግበራ ወቅት የአፀደ ህፃናት ትምህርት ቤቱን ያጋጠሙት ዋና ዋና ችግሮች ምንድን ናቸው?
 - በስርዓተ ትምህርቱ ኘሮግራም ይዘትና አካሄድ ላይ ተመርኩዘው አስተያየት ካለዎት ይግለፁ
2. በአፀደ ህፃናቱ ውስጥ ያሉትን የትምህርት መገልገያ መሳሪያዎችና ቁሳቁሶች ብቃትና ደረጃቸውን እንዴት ይገመግሙታል?
 - የትምህርት መገልገያ መሳሪያዎችና ቁሳቁሶች እጥረት የትምህርቱን አላማ በማሳካት ላይ ያላቸውን ተፅዕኖ ቢገልፁልን
 - የትምህርት መገልገያ መሳሪያዎችና ቁሳቁሶች ችግር ለመቅረፍ ምን መደረግ አለበት ይላሉ?

3. በአፀደ ህፃናቱ ውስጥ ያሉ መምህራንን ብቃትና ብዛት ከተማሪዎች አንፃር እንዴት ይገመገሙታል?

- መምህራኑ የአፀደ ህፃናት ትምህርት ኘሮግራም በስርዓቱ ይተገብሩታል ብለው ያስባሉ? ካልተገቡት ችግሩ ምንድነው? የመምህራኑ የማስተማር ክህሎት ለማሳደግ የስራ ላይ ስልጠና ተሰጥቷቸው ያውቃል?
- የመምህራንን የማስተማር ክህሎት ለማሳደግ የተደረገ ክትትልና ቁጥጥር ካለ ቢገልፁ
- መምህራን ለወደፊት ማሻሻል ያለባቸው ነገር ምን እንደሆነ ቢገልፁልን? በምን መልኩ መሻሻል አለባቸው?
- የመምህራንን ብቃት ለማሻሻል ይጠቅማል የሚሉት አጠቃላይ ሀሳብ ካለ ይጥቀሱ

4. በአፀደ ህፃናት የወላጆችን ተሳትፎ እንዴት ይገመገሙታል?

- ወላጆች የአፀደ ህፃናት ስርዓተ ትምህርትን አላማ ምን ያህል ይረዳሉ?
- በአፀደ ህፃናትና በወላጆች መሀከል ያለውን ግንኙነት የሚያደናቅፉ ዋና ዋና ችግሮች ምን ይመስላሉ?
- ግንኙነትን ለማጠናከር የአፀደ ህፃናቱ ሚና ምን መሆን አለበት ይላሉ?
- ለስርዓተ ትምህርቱ መሳካት ወላጆችና የሚመለከታቸው የመንግስት አካላት ማድረግ ያለባቸውን ተግባራት ቢገልፁ

5. የክልሉ ትምህርት ቢሮና የከተማው ትምህርት ጽ/ቤት ለአፀደ ህፃናቱ የሚያደርገው ድጋፍ አለ? የማያደርግ ከሆነ ለምን? የሚያደርግ ከሆነ ምን ያህል ድጋፍ ያደርጋል?

- ትምህርት ቢሮና ትምህርት ጽ/ቤቱ የአፀደ ህፃናቱን በምን መልኩ እንደሚያበረታቷቸው ቢገልፁልን
- መንግስት ለአፀደ ህፃናቱ የሚያደርገው ድጋፍ ለማሻሻል የሚያቀርቡት ሀሳብ ካለ

6. የአፀደ ህፃናት ትምህርት ኘሮግራምን በተመለከተ ያሉትን አስተያየት መፍትሄ እንዲሁም ገንቢ ሀሳብ ቢገልፁ

Appendix 8

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የስነ ትምህርት ኮሌጅ

የመምህራን ትምህርትና የስርዓተ ትምህርት ጥናት ክፍል

ለአፀደ ህፃናት የተማሪ ወላጆች የተዘጋጀ መጠይቅ

የዚህ ቃለ መጠይቅ ዋና አላማ በአሁኑ ጊዜ የአፀደ ህፃናት ትምህርት ያለበትን ሁኔታና በችግሮቹ ዙሪያ መረጃ ማሰባሰብ ነው። ይህ የምትሰጡት መረጃ ለዚህ ጥናት ብቻ የሚውል መሆኑን አረጋግጥላችኋለሁ። ስለዚህ በእውነትና ሀላፊነት በተሞላበት ሁኔታ መረጃ በመስጠት እንዲተባበሩኝ በትህትና እጠይቃለሁ።

በቅድሚያ አመሰግናለሁ

1. ወላጆች የልጆቻቸውን ትምህርት ለማገዝ ከአፀደ ህፃናቱ ጋር ያላቸው ግንኙነት ምን ይመስላል?
2. የወላጅና የአፀደ ህፃናቱን ግንኙነት እንዴት ይገልፁታል?
3. ወላጆች በአፀደ ህፃናት ውስጥ የሚያደርጉት ተሳትፎ ምን አይነት ጥቅም አለው በለው ያስባሉ?
4. በወላጆችና በአፀደ ህፃናቱ መሀከል ያለውን ግንኙነት የሚያደናቅፉ ነገሮች ምንድን ናቸው?
5. አፀደ ህፃናት በእነሱና በወላጆች መካከል ያለውን ግንኙነት እንዴት ማጠናከር ይችላሉ?
6. ወላጆች የልጆቻቸውን የመማር ሂደት ከማገዝ አንፃር ያላቸው ሚና ምን ይመስልዎታል?
7. ልጅዎ በየቀኑ ምን እንደሚማርና አፀደ ህፃናቱ የሚጠቀሙበትን የማስተማሪያና የመገምገሚያ ዘዴዎች ምን አይነት እንደሆኑ ክትትል ያደርጋሉ?
8. የህፃናቱን ትምህርት ለማገዝ ይረዳ ዘንድ በአፀደ ህፃናቱና በወላጅ መሀከል ያለው ግንኙነት ለማጠናከር ምን አይነት መሻሻሎች ያስፈልጋሉ?

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Declaration

I, the undersigned declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been dully acknowledged.

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This thesis has been submitted for examination with my approval as university advisor

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Date of Approval 7/7/08