

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

The Situation of Public and Private Early Childhood Education
in Bonga Town: A Comparative Analysis

By: Admassu Gebre

June, 2014
Addis Ababa

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

The Situation of Public and Private Early Childhood Education
in Bonga Town: A Comparative Analysis

By: Admassu Gebre

This thesis is submitted to Department of Special Needs
Education in Partial Fulfillment of the Requirement for the
Degree of Master of Art in Special Needs Education

June, 2014
Addis Ababa

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

The Situation of Public and Private Early Childhood Education in
Bonga Town: A Comparative Analysis

By
Admassu Gebre

Approval of Board of Examiners

Date of Approval

Chairman, Dep. Graduate committee

Signature

Advisor

Signature

External Examiner

Signature

Internal Examiner

Signature

Acknowledgments

Above all, from the deepest of my soul, I praise Almighty God who stands against all my obstacles and enabled me to bring this thesis to its completion.

Acknowledgments themselves appear casual and say very little about my thesis advisor Laureate, Professor Tirussew Teferra, who had devoted his precious time and knowledge to give me constructive and valuable suggestions, and who tirelessly marked the draft. His keen interest in the problems treated in this study and his generosity and patience served me as a source of constant enlightenment and encouragement.

I also greatly provide grateful to my wife Aster Bogale for her moral support and handling all responsibility as well as rearing children throughout my stay in the University. In addition to this, my deepest and heartfelt gratitude goes to my friends Ato Dubale Sahle and Ato Alemayehu Woldemariam who are edit and comment my research questionnaires and Ato Getachew Roba who help me to insert data in SPSS. My grateful thanks extended to the study participants who involving directly and indirectly responding the questionnaire and interview data.

Lastly but not least, my deepest gratitude goes back to my sincere friends Ato Kifle Haile (candidate of PhD student at Addis Ababa University) and Ato Tafesse Wale who had devoted their precious time and knowledge to give me constructive and valuable suggestions on the analysis and discussion sections.

Content of Tables

Content	Page
Acknowledgments.....	I
Table of Contents.....	II
List of Tables.....	V
Acronyms.....	VI
Abstract.....	VII
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the problem	4
1.3. Significance of the Study	7
1.4. Operational Definitions of Terms	8
CHAPTER TWO	9
REVIEW OF RELATED LITERATURES	9
2.1. Terms and Definitions of Early Childhood Education.....	9
2.2.Theoretical Perspectives of Early Childhood Education.....	10
2.3. Defining Quality Education	15
2.4. Training and Education Related to Quality of Childhood Education	18
2.5. System of Early Childhood Education.....	22
2.6. Teaching Methodology and Content of Curriculum	23
2.7. Supportive School Learning Environment.....	25
2.8. School Physical Environment	26
2.9. Parent –School Relationship	28
2.10. Early childhood care and education (ECCE) policy framework in Ethiopia	30
2.10.1. Vision.....	30
2.10.2. Mission	30
2.10.3. Goal and Strategic Objectives	30
2.10.4. Guiding Principles of the ECCE Policy Framework.....	31

2.10.5. Structural Set-up and Focus of Activities.....	32
2.11. Conceptual/Theoretical Framework.....	33
CHAPTER THREE.....	34
METHODOLOGY.....	34
3.1. Research Design.....	34
3.2. The Study Site/Area.....	34
3.3. Study Population and Source.....	34
3.4. Sampling Technique and Sample Size Determination.....	34
3.5. Data Collection Tools.....	36
3.6. Data Collection Procedures.....	37
3.6.1. The Pilot Study Stage.....	37
3.6.2. Main Study Stage.....	38
3.7. Techniques of Data Analysis.....	38
3.8. Ethical Consideration.....	39
3.9. Limitation of the Study.....	40
CHAPTER FOUR.....	41
RESULTS.....	41
4.1. Demographic Characteristics of the study.....	41
CHAPTER FIVE.....	59
DISCUSSION.....	59
5.1. Teachers Teaching Experience.....	59
5.2. Teachers Education/Training.....	60
5.3. Content of Curriculum.....	60
5.4. Teaching Methodology.....	61
5.5. Parent- School Relationship.....	62
5.6. Supportive Learning Environment.....	63
5.7. School Physical Environment.....	64

CHAPTER SIX	68
CONCLUSION AND RECOMMENDATIONS.....	68
6.1. Conclusion.....	68
6.2. Recommendations	71
References	
Appendices	

List of Tables	page
Table-1 Sample frame and Participants for research Study.....	35
Table-2 Sex, Age, and Teaching Experience of Preschool Teachers.....	41
Table-3 Sex, Age, and Educational Level of Parents.....	43
Table-4 Content of Curriculum.....	45
Table-5 Teaching Methods.....	46
Table-6 Teacher’s Training.....	48
Table-7 Parent-School Relationship.....	49
Table-8 Supportive School Learning Environment.....	51
Table-9 School Physical Environment.....	54

Acronyms

ECCE	Early Childhood Care and Education
ECD	Early Child Development
ECE	Early Childhood Education
ECEC	Early Childhood Education and Care
EFA	Education for All
ESDP	Education Sector Development Program
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome
IDEA	Individuals with Disabilities Act
ILO	International Labor Organization
MOE	Minster of Education
NAAEE	North American Association for Environmental Education
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children’s Fund
WHO	World Health Organization
ZPD	Zone of Proximal Development

Abstract

The objective of this study was to explore and describe the situation of early childhood education in both settings such as Public and Private Preschools. The basic questions were: - Do teachers have necessary qualifications? ; What is the content of the curriculum? ; Do preschools have adequate spaces and play grounds for indoor and outdoor plays? Etc. The concurrent mixed research design was employed for the study method. Questionnaire, structured interview and observation rating scale tools were employed for data collection. The available sampling was used to select teachers and simple random sampling was employed which is lottery method for parents. Purposive sampling method was also used to select educational administrators. The collected data was analyzed both quantitative and qualitative techniques. The quantitative data analyzed by using descriptive statistics that is percentage. The findings of this study were majority of preschool teachers in public setting had no specialized training in early childhood education, majority of public preschool settings have no appropriate play ground and material provision and etc. Therefore, the implication of these findings are quite crucial and timely for the Bonga Town Education office particularly, and Kafa Zone Education office generally. The outcome of this study was to raises awareness of the community, parents, teachers and educational administrators in Bonga Town particularly and Kafa Zone generally.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

It is an established fact that children's overall development depends upon the maximum utilization of effort by parents, teachers and community at large in early stage of them. Therefore, early childhood education is started at home by providing stimulation, initiation and supports then goes to school by providing cognitively oriented curriculum and teaching and learning strategies that engages them and interest them.

According to Education International (2010), Early childhood education is education from a broader point of view - wholesome education that encompasses children's holistic development and learning, where care forms an integral part of a child's development and education.

Children's holistic development and learning means: learning is the process whereby knowledge is created through the transformation of experiences. Here, experience transformed from parents, teachers and community to children. A development is the relative contribution of nature and nurture to the changes that occur in the child (Curtis & O'Hagan 2003). Hence, development is also occurring to the children through interaction between environment and nature. The environment indicates that home environment, social environment and school environment that foster children's development.

According to Curtis & O'Hagan (2003) stated that for Vygotsky, adult interaction and the quality of those interactions were crucial, and he therefore argued in favor of cooperative or supported learning.

ECCE program has social profit at individual, family, community and the societal level. It is the basis for shaping socially responsible citizens who are capable of building a stable and the pleasant multicultural society. To be sure, it is the right program to foster early appreciation of the desired social and ethical values of diversity, tolerance, respect, sharing, and cooperation in a plural society. These values shall in the long run clearly reduce domestic and school violence, crime, different forms of discrimination, child abuse and neglect. To realize these objectives, however, the determined actions of all the concerned bodies, most importantly the government, parents, teachers, the community, non-governmental organizations and the society at large, are very much desired (Tirussew et al., 2007).

To effectively run the preschool program planning appropriate curriculum, using the service of health, education, nutrition and other fields, and encouraging parent's interests and involvement in all aspects of the program should be given due attention. Preschool is the place where children gain maximum benefits other than their homes. So, its physical set up, site, surroundings, plan and programs are dominant important in achieving the goal of preschool education (Choudhary, 2002, P. 110)

The Ethiopian and Training Policy states that kindergarten education helps to prepare children for primary school and the program take up to three years by involving children between four to six years age. The education provided at kindergarten schools would enable children to express their feelings to appreciate beauty and learn numbers (MOE, 2002, P. 76)

The first two education sector development programs did not pay much attention to the education of children with disabilities. This changed with ESDP III which gives payable consideration to the expansion of educational opportunities for children with special needs in order to achieve the EFA goals.

Preschool education is very important to introduce children to basic learning skills that are needed in elementary schools and to promote their chances of success in the education system. It has been showed that educating children at early age is more critical than at latter age.

The good reason is that a well-conceived quality of early childhood education helps to meet the diverse needs of young children during the crucial early years of life, enhance their readiness for schooling, and have a positive and permanent influence on later schooling achievements (Carneiro, et al., 2006., cited in Woldehanna T.,2011)

Educating children during their preschools is believed to reduce repetition and dropout in lower grades of primary education. Hence, expanding access to preschool program will serve to enhance the quality of education and improving the internal efficiency of primary schools (MOE, 2005, P.41)

For this reason, Woodhead, 2009; cited in Woldehanna T., (2011) states that early education may be the single most effective intervention for helping poor children, families, communities and nations break the intergenerational cycle of poverty.

It is clear that the different regions of Ethiopia have adopted the education sector development program (ESDP) prepared at Federal Government level. Among these regions south nations, nationalities and people region (SNNPR) is also the one that is implementing the program to address the issue of preschool education in all Zones of the Region.

Based on this idea the situation of early childhood education in the provision of appropriate learning environments such as indoor and outdoor environment, teacher's qualification, content of curriculum, parent's involvement, the teaching methods and the engagement of children with special needs in the concern of this study at Bonga administrative town.

Finally, it is also equally important to note that the terms early childhood education and preschool education are used interchangeably in this study. Therefore, early childhood– or preschool – education in this study refers to educational efforts between three and six that aim at fostering cognitive, social, motivational and emotional development of young children in order to provide them with a good start in formal primary education. A good start in primary school, in turn, increases the likelihood of favorable educational and social outcomes later in life.

1.2. Statement of the problem

It is widely recognized that early childhood education is an integral part of basic education and represents the first and essential step in achieving the goals of Education-for-All in particular and the foundation for human development in general. To achieve this goal all children has to engage in preschool at their early age and having improved learning environment that helps them to inspire their creativity and ability.

It is pedagogically attested/showed that for quality education or factors used to measure quality of education are mainly curriculum, teaching materials, class size, qualification of teaching staff, pupil-textbooks ratio, and student-teacher ratio.

As it is stated in ILO, (2012) easy to measure indicators of quality: such as class size, child–teacher ratios, and teacher education and training, physical environment and availability of suitable materials. Other situation such as positive learning relationships between children and teachers, parental involvement, and responsiveness to diversity and children with special needs, are also important (Myers, 2006: 31–34; UNESCO, 2007: 177, Cited in ILO, 2012).

While there are many factors such as teacher-child ratios and class size related to high quality childhood education, one important factor is the training and education received by

childhood education professionals (Kontos & Wilcox-Herzog, 1997, Phillips & Howes, Phillips, Mekos, Scarr, McCartney, 1987 & Abbott-Shim, 2001., cited in Hough S. 2004).

The findings of the research indicate that well-trained professionals provide high quality care and education to young children because more specialized training leads to higher quality interactions including sensitivity to children, increased job satisfaction, and increase knowledge for professionals working with children with diagnosed disabilities (Galinsky, Howes, Kontos, & Shinn, 1994; Morgan et al., 1993; Rhodes & Hennessy, Weaver., cited in Hough S. 2004).

Specialized training in early childhood education received by child care professionals have been directly linked to quality care and education (Arnett, 1989; Morgan et al., 1993; Ruopp, Travers, Glantz, & Coelen, 1979; Whitebrook, Howes, & Phillips, 1997., cited in Hough Simon 2004).

Therefore, to have quality early childhood education in preschools it is required to provide training in this sub sector for teachers and caregivers. In other words, if there is more educated and well trained childhood care and education professionals in preschools they are more sensitive to children and more positive attitude towards their work, in turn, provide quality care and education to children.

In Ethiopia the demand for early childhood education has increased due to the growing recognition that the program can contribute to all aspects of children's development who are the future citizen of the country. Accordingly, the issue of early childhood education was given important place in the education and training policy.

However, according to Triussew (2007) indicated that accessibility of early childhood to the children is still insignificant. The finding also revealed that the government has left early childhood education for private sector, religious organization and communities. Moreover, the

private early childhood education fee charges are too high for many Ethiopian families who cannot afford to pay. Hence, the majority of children who live in the rural area and those from low economic status do not have access to early childhood education. Due to this reason there has been a low enrollment of children in early childhood education in the country.

Consequently, the South Nations and Nationalities of People Regional (SNNPR) state education bureau has set minimum standards in line with strategic operational plan and National Policy Framework that preschool education program must meet in order to achieve the intended goals and profiles set in the policy. Preschool is the place from where the children derive maximum benefits other than their home. Hence, its physical set up, site, material provisions, plan and programs are great consequence in achieving the goals of preschool education. To this concern, early childhood education its very fundamental nature requires the pending together of people, materials, appropriate strategies of instruction and program in to consistent unit so as to achieve its aim. Predominantly, teachers, parents, directors, and preschool administrators as well as nearby educational experts play an important role for ECCE program implementation.

Therefore, based on this general outline, the situation of early childhood education in Bonga administrative town was the concern of this study.

In light of these facts, this research aims to explore situation of early childhood education and, describe levels of teacher qualification, school facilities and quality of curriculum and school physical environment in public and private pre-schools.

Hence, based on this objective, this research explores the following basic/leading questions.

1. Do teachers have the required qualifications?
2. What is the content of the curriculum?

3. What are the educational materials available for children in the preschools?
4. Do preschools have adequate spaces and play ground for indoor and outdoor plays?
5. Are parents involved in the activities of preschools?
6. How is the teaching methodology in preschools?
7. Do children with special needs participate in the preschool programs?
8. What are the main challenges encountered by the pre-schools?

1.3. Significance of the Study

The finding of this research contributes to the existing literature as follows.

First, it makes clarity of early childhood education existed in private and public early child education that enables children to enter formal education ready to learn. Hence, this will cast an interesting implication for the expansion of public preschools, which are believed to be the foundation for sustainable educational quality in the Zone in general and town particularly.

Second, sense that most people consider preschool as extra and can be substituted easily by the primary school. So, this study shed some insight for creating communities' awareness to send their children to preschool education at their appropriate ages so that better educational performance can be achieved in the future.

Third, this research also adds emphasis in Kafa Zone generally in Bonga Town particularly, into the existing educational empirical literature for situation of early childhood education.

1.4. Operational Definitions of Terms

Situation: in this research refers to the factors that affect educational provisions for children in the preschool settings which are, safe environment, appropriate content of curriculum, processes which are trained teachers to provide appropriate pedagogy with children age and interest.

Early childhood education: in this paper refers to services for children age range from 3- to 6-year-old age group. For this reason, when discussing this age group, the paper also uses the term “pre-primary/ pre-school” education in line with UNESCO usage i.e. ECCE.

Early childhood: in this research refer; the period of child’s life from birth to seven years in Bonga town

Curriculum: in this research refers to cognitively oriented content that designed for preschool children.

Pedagogy/ teaching methods: in this research refers to strategies used in preschool level.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1. Terms and Definitions of Early Childhood Education

“Early childhood education” is a term used to describe programs focused on academic skills, learning and, more recently, school readiness. Indeed, “adequate care involves providing quality cognitive stimulation, rich language environments, and the facilitation of social, emotional, and motor development. Likewise, adequate education for young children can occur only in the context of good physical care and of warm affective relationships” (National Research Council 2001., cited in R.Tarlo & P. Debbink, 2008).

It is important to be clear about the terms used in this part: “early care and education” is used interchangeably with “early learning.” Both terms refer to the full scope of early childhood care and education settings that children encounter prior to mandatory school attendance, including child care, family child care, preschool, prekindergarten, nursery schools, and kindergarten.

Early childhood education recently used as school readiness mentioned above in line two.

UNICEF (2012) suggested that the quality of early childhood education “School readiness is the foundation of equity and quality education; it is linked to improved academic outcomes in primary and behavioral competences in adulthood”p.5. Accordingly, UNICEF defined school readiness in three interrelated dimensions such as ready children, ready school, and ready families. Furthermore, UNICEF elaborates that children, schools and families considered ready when they have gained the competences and skills required to interface with the other dimensions and support smooth transitions. For instance, the child transition to school,

the school transition to accepting new children in to Grade 1, and the families transition to sending their children to school on time and interacting with school.

In early childhood education or school readiness concept to bring the holistic development of children all parts i.e. the child, school and families has to develop competences and skills. Especially, parents/caregivers awareness is essential to stimulate the child's cognitive, emotional and social aspects foundation to send their children in to school on time. International Labor Organization ILO (2012) defined that, "Different terms: early childhood care and education (ECCE); early childhood education and care (ECEC); early child and early childhood development (ECD); and early childhood education (ECE).

The latter is used throughout this report, with a focus on the educational aspects of these services as opposed to the broader concept of "care" and education"(p. 2-3)

2.2. Theoretical Perspectives of Early Childhood Education

In the late 19s, the influential discourse of behavioral genetics met with growing criticisms, both methodological and theoretical (Bronfenbrenner & Ceci, 1994; Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000; Maccoby, 2000; Rutter, 2000; Turkheimer & Waldron, 2000; Wahlsten & Gottlieb, 1997). Bronfenbrenner and Ceci (1994) launched a severe attack on the statistical model assumptions and lack of content (developmental) theory of behavioral genetics and proposed a re-conceptualization of the nature-nurture problem. Referring to basic notions in biological and neurobiological sciences, Bronfenbrenner and Ceci questioned the assumption of direct genetic regulation of psychological structures (without environmental influences) and outlined an interactionist model in which the core process is the actualization of genetic potential into a phenotype through continuous interactions of the organism-person with the physical, social and cultural-symbolic environment. These, what they called, proximal processes are

supposed to have a quantitative aspect – duration, regularity, continuity, increasing complexity – and a qualitative aspect – reciprocity and culturally specific contents – both aspects determining the efficacy in actualizing genetic potential in a given cultural context (Leseman & van den Boom, 1999).

Following the changing windows on neuro-biological development and the re-conceptualization of the nature-nurture link, new models of child development have gained prominence in the psychological and educational sciences. In a new program, building on critically reinterpreted theories of Dewey, Piaget and Vygotsky, the fundamentally dynamic and situated nature of (cognitive) skills is emphasized, while traditional static notions of ‘inner’ competence and inborn mental faculties are radically rejected (Bidell & Fischer ; Fischer & Bidell; van Geert,1997).

The notion of skill, as opposed to competence, exemplifies this. Skill is defined as the ordered and hierarchically co-ordinate sequential pattern of goal-directed mental and behavioral actions that are required to solve a particular problem or to obtain a certain goal in a particular situation. The relation with Piagetian theory lays in the fundamental notion of the goal-motivated construction of a complex skill, integrating lower-level sensor-motor and cognitive schemas into a comprehensive higher-order, more abstract cognitive schema.

The relation with Vygotskian theory lies in the fundamental view that task characteristics and situation factors, including forms of social support and collaboration with others, co-determine how the skill is constructed. There is also a strong and intrinsic relation with emotion-motivation theories. A skill, seen as an in real time unfolding coordinated pattern of mental and behavioral actions serves an end (the desire to solve the problem) and skill construction is

regulated by monitoring whether this end is approached; new construction steps require concentration and effort that somehow must be mobilized and regulated.

The educational counterpart of this basic theory is found in recent work by Rogoff (1998) and others, who focus on situated social-constructive or co-constructive skill development. The starting point is Vygotsky's notion of the zone of proximal development, as the crucible of biological and cultural systems.

The ZPD, often interpreted as a property of the individual, as a kind of potential that hides somewhere in the individual's mind, is radically placed in the concrete social-interactive situations a child encounters, in which he or she collaborates with others, peers as well as more experienced others –parents, nurses, teachers - on culturally relevant tasks. Collaboration may involve different types or levels of activity: mere observation, working in the margin under guidance or full cooperative participation. Crucial for development to occur is that the individual somehow 'owns' a share in the collaborative process, or, in more psychological terms, is psychologically involved in the 'skill under construction'. The key factor here is called intersubjectivity. There must first be established some shared perspective, joint attentional focus, and common frame of reference or, in short, shared thinking and cooperation in order for collaborative construction of skills to take place.

A fundamental issue that deserves much attention of researchers as well as early childhood program designers in the next years to come, is how situated micro development in a single episode of constructive or co-constructive activity, relates to actually observed macro development of children over longer time periods, showing a gradual development of general cognitive skills (that, by the way, when assessed by the end of early childhood do relatively successfully predict later school achievement in several subject matter domains).

The issue at stake is how new, situated and, in particular, jointly constructed skills become ‘internalized’, ‘stable over time’ and ‘cross-situational transferable’, and how they further develop into even more complex and comprehensive skills. There is a neuro-biological aspect. The situational integration of new complex skills is neurologically fragile, that is, not yet supported by already well established and through repeated activation consolidated neuronal circuitry. As a first answer to the question how micro development leads to macro development, the consolidation, stabilization and transfer of new skills requires repeated similarly situated constructive activities, that is, it requires a cross-situational coherence of experiences (Fischer & Bidell, 1998). Similarly, generalization and increasing complexity of skills require experiences supporting through selective and repeated activation neurobiological development, that is, it requires gradual variation of tasks and situations, and increasing complexity and comprehensiveness of tasks and situations.

There is complementary cultural-ecological aspect, referring to the ‘systems’ or ‘codes’ that structure and regulate the situations developing children will participate in over time. Culture is presupposed to regulate the settings, tasks, problems and conflicts that are presented to the developing child and the social (educational) support that is given eventually, thereby co-determining the ‘content’ of skill construction. For instance, whether a child develops pre-literacy skills in early childhood depends fully on repeated and increasingly complex experiences with literacy situations that in turn depend on his or her parents’ literacy, cultural lifestyle and jobs, and also on the curriculum of non-parental care and education arrangements of the child. Culture regulates the timing, coherence, continuity and increasing complexity of situations that in turn determine the ‘efficacy’ of developmental processes. For instance, socialization of emotional control in the family may differ from the counterpart processes in a day care centre.

Parents may put much value on inhibition of impulses and strict control of emotional expression even in very young children, due to their cultural (religious) beliefs; whereas the centre may encourage emotional expressivity and impulsivity in pre-school children, because it is believed that this promotes healthy emotional development, independence, exploration and creativity. The issue is not who is right, but the incoherence in socialization contexts that, as such, may render socialization processes less effective whatever the culturally defined socialization goals.

There are some preliminary consequences that are relevant for the design of ECEC systems and the implementation of program of whatever kind. First, according to recent theory and research, child development is not mainly internally driven, but equally externally regulated and constructed. There is no such thing as the child's "own, spontaneous development" in this sense, that can, and as some say, should be contrasted with cultural learning and instruction in early childhood.

Neither is the child a tabula rasa: he or she has a rudimentary personality (viz., patterns of emotional reactivity), genuine bio-psychological motives, and basic perceptual, motor, language and cognitive functions right from the start. Second, neurobiological growth, co-ordination and consolidation processes, require time. These processes both facilitate the development of ever more complex skills in task-activities and social interaction, but also constrain what at a given age and in a given period of time can be appropriated by the child through activity and social interaction. Third, development should be seen as a gradually unfolding web of increasingly differentiated and integrated basic skills into complex (specialized) skills and functions cf. (Fischer & Bidell, 1998). This complex pattern of interrelated developmental trajectories cuts cross the artificial borders of the traditionally distinguished domains of cognition, language,

emotion and social competence. Cognitive, communicative, sensor-motor and emotional skills can and should not be separated in this process.

Finally, to recall Bronfenbrenner and Ceci's contentions, regularity, repetition and gradual variation, duration and continuity, and adaptation qua content to the cultural context, are essential efficacy parameters. An important question is to what extent present ECEC-systems do support the kind of coherent, continuous and increasingly complex, culturally adaptive proximal processes of children.

2.3. Defining Quality Education

What does quality mean in the context of education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept.

United Nations Children's Fund, (2000) stated that quality education includes:

- .Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- . Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- . Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- . Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
- . Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Historically, definitions of quality in ECE have included multiple proximal (e.g., curriculum and classroom interactions) and distal (e.g., program and state policies) features of classrooms that promote children's development in various domains (Dunn, 1993). However, because of the multitude of perspectives regarding what indicators of either proximal or distal features are most important, the resulting definitions of quality are often broad or nonspecific (Layzer & Goodson, 2006). In response to such broad definitions, some researchers have conceptualized ECE quality in terms of global quality with two primary components—"structural" and "process" quality (Vandell & Wolfe, 2000) for a review of the literature). Examples of indicators of structural quality include classroom materials, curriculum, teacher education, and teacher-child ratio.

These indicators are often the regulated aspects of classrooms and programs. Indicators of process quality focus on the more dynamic aspects of early childhood education, including human interactions occurring in the classrooms such as teacher-child and peer-to-peer interactions (Cassidy et al., 2005a; Hamre & Pianta, 2007; Vandell & Wolfe, 2000).

In attempting to evaluate early childhood systems, different aspects of quality can be examined. According to OECD, (2006) stated that

Orientation quality: By orientation quality is meant the type and level of attention that a government brings to early childhood policy, e.g. through national legislation, regulation and policy initiatives. For example, it is clear that in the last decade, government orientation in Sweden and the United Kingdom has been particularly high. Among the issues that arise in the area of orientation are the following: is orientation towards a market or public system or some combination of both; is the focus on the basic care and protection of young children while parents work or is a more developmental and educational approach

envisaged; is the focus on the readiness for school of older children or towards creating a more integrated system in which care, upbringing and the education of young children becomes an important national goal? Government orientations influence the training and the pedagogical concepts of the educators, as well as parental understandings of early childhood care and education.

Structural quality (often referred to in the United States as program standards): Primarily a responsibility of administrations, it refers to the overarching structures needed to ensure quality in early childhood programs, and is ensured by the clear formulation and enforcement of legislation or regulations. Structural requirements may define the quality of the physical environment for young children (buildings, space, outdoors, pedagogical materials); the quality and training levels of the staff; an appropriate curriculum properly trialed, and covering all the broad areas of child development; acceptable child-staff ratios; adequate work conditions and compensation of staff, etc.

Educational concept and practice: The educational concept and practice of centers are generally guided by the national curriculum framework which sets out the key goals of the early childhood system. These goals differ widely from country to country, and no doubt from decade to decade, but a common conviction is emerging across countries that lead staff need to be trained to a high level to achieve the broad goals of early childhood programming, e.g. the five goals proposed by the American National Education Goals Panel (NEGP) in 1997,¹ or the general goals proposed for education in the 21st century by the Delors Report (Delors, 1996), which seem particularly appropriate for young children: learning to be (forming one's self identity); learning to do (through play, experimentation and group activity); learning to learn (through a learning environment providing interest

and choice and that includes well-focused pedagogical objectives); and learning to live together (within the early childhood centre, in a democratic way, respectful of difference).

2.4. Training and Education Related to Quality of Childhood Education

While there are many structural factors such as teacher-child ratios and group size related to high quality child care, one important factor is the training and education received by child care professionals (Kontos & Wilcox-Herzog,1997, Phillips & Howes,1987, Phillips, Mekos, Scarr, McCartney, & Abbott-Shim,2001., cited in Hough S. 2004). The findings of the research indicate that well-trained professionals provide high quality care to young children because more specialized training leads to higher quality interactions including sensitivity to children, increased job satisfaction, and increase knowledge for professionals working with children with diagnosed disabilities (Galinsky, Howes, Kontos, & Shinn, 1994; Morgan et al, 1993; Rhodes & Hennessy, Weaver, 2002., cited in Hough S. 2004).

Since program quality affects child outcomes and training of child care professionals affects quality, then the logic follows that child care training affects children Morgan et al., 1993., cited in Hough S 2004). Specialized training in early childhood education received by child care professionals has been directly linked to quality care (Arnett, 1989; Morgan et al., 1993; Ruopp, Travers, Glantz, & Coelen, 1979; White brook, Howes, & Phillips, 1997., cited in Hough S 2004). Family child care professionals with more specialized training provide higher quality care than those with more generalized training Pence & Goelman, 1991., cited in Hough S 2004) . In addition, more educated and well-trained child care providers are more sensitive to children and have more positive attitudes about their work (Whitebrook et al., 1997., cited in Hough S 2004). Child care professionals who have had more years of formal education and have

had more training are more sensitive to children and are more appropriate caregivers than those childcare professionals with less years of formal education (Franyo & Hyson, 1999, Rhodes & Hennessy, 2001, Whitebrook, et al., 1997., cited in Hough S. 2004).

Child care professionals with some child care training are more likely to comfort children and provide more language/information and music/dramatic play activities than child care professionals with no training (Rhodes & Hennessy, 2001., cited in Hough S 2004). Even 20 hours of training “can stimulate caregivers to improve their child care setting and increase their involvement with children in their care” (Kaplan & Conn, p.1984, P.89 ., cited in Hough S. 2004). Clarke-Stewart, Gruber, and Fitzgerald, 1994., cited in Hough S. (2004) suggest that child care training is positively associated with the social interaction of child care professionals and children.

Training and education of child care professionals not only leads to more positive interactions between child care professionals and children, but to a more satisfied and stable workforce. More highly trained teachers were more likely to leave their jobs if they earned lower wages, or did not belong to a professional organization (Center for Child Care Workforce, 2002a). In addition, the Center for Child Care Workforce (2001b) reports those teachers were more likely to stay in a job if their colleagues were consistent and highly trained. Job satisfaction leads to fewer turnovers which, in turn, provide stable, quality environments for young children Morgan, et al.1993., cited in Hough S. (2004).

Researchers have found that when child care professionals have a higher degree of education, have the opportunity to engage in on-going training related to their jobs, and receive higher wages, they are more satisfied. The education and training of child care professionals has been shown to reduce burnout, stress, and turnover and to increase job satisfaction (Todd &

Deery-Schmitt, 1996 Whitebrook et al., 1997 Whitebrook & Eichberg, 2002., cited in Hough S.2004).

Manlove, 1993., cited in Hough S. (2004) reports that those child care professionals with more education/training reported higher levels of personal accomplishment in their work with young children. Moreover, Mueller and Orimoto (1995) state that family child care providers with more child care training are more likely to remain in the field and have higher levels of commitment, interest, and confidence than those family child care providers with less training. Family child care providers were more likely to be intentional in their work with young children and to view their position as a career (Kontos et al., 1996., cited in Hough S. 2004). Child care professionals who are more satisfied with their jobs and have a stronger sense of psychological well-being provide higher quality care for young children (Weaver., cited in Hough S. 2004).

Training is important for all caregivers, especially those who work with children with diagnosed disabilities. Child care professionals are increasingly confronted with a more diverse population including those children with special needs. In 1997, 559,000 preschoolers were served under Part B of the Individuals with Disabilities Act (IDEA). The trend indicates that these numbers will steadily increase. As society continues to change its views about people with special needs, it is inevitable that this population will encourage the inclusion of children in child care environments.

Child care professionals will be faced with the challenge of including children with special needs in a developmentally appropriate manner Gargiulo & Kilgo, 2000;cited in Hough S 2004) . It seems imperative that those child care professionals who work with young children be knowledgeable about and interested in child care training topics to ensure that they are prepared to care for all children. Child care professionals who work with children with diagnosed

disabilities often feel anxious, frustrated, and incompetent in meeting the individual needs of the young children they serve Davis, Kilgo, & Gamel-McCormick, 1998; cited in Hough S. 2004).

Through child care training related to children with diagnosed disabilities, child care professionals can obtain the appropriate knowledge and skills necessary to provide high quality care. Teachers who work with children with diagnosed disabilities are continuously seeking new knowledge and information related to a variety of topics in the field of special education (Davis, Kilgo, & Gamel-McCormick, 1998 Johnson, LaMontagne, Elgas, & Bauer, 1998; cited in Hough S. 2004).

Although training is beneficial for those who work with children with special needs, very few states have developed standards that address how those children are to be included in regular classrooms Kagan, Scott-Little, & Stebbins Frelow; cited in Hough S. 2004).

The research related to the effects of training on the quality of child care is quite substantial (Whitebrook et al., 1997); however, much of the research varies in scope and findings Blau, 2002; cited in Hough S 2004). Much of the variation is due to a lack of a consistent definition of training, the length and types of training programs examined, and the wide range of early care and education training systems in the United States. Other issues may include the comparison between the types of child care providers, the experience level, and the previous training received. Demographic variables may also be an issue as those child care professionals who seek out training may be different from those who do not Kontos et al., 1996; cited in Hough S. (2004).

The research mentioned in this section indicates that well-trained child care professionals may provide higher quality care to young children. Training may increase the quality of activities

provided to young children and may lead to an increase in more sensitive caregivers who are more satisfied in their current positions.

2.5. System of Early Childhood Education

R.Tarlov and P. Debbink, (2008) stated that

The components of a system of early care and education have been divided into two categories: those components that young children experience directly during their time spent in early learning programs; and those components that are more distal/differ from children's daily experiences, but provide critical system infrastructure and support for young children's learning and development. In the first category, that which addresses program components experienced directly by children, are four key components of an early care and education system:

1. A commitment to high-quality teaching that specifies explicit criteria for the qualifications of all adults working with young children, provides a system of professional development that provides ongoing opportunities for continuing training and education, and requires teaching staff to be licensed;
2. Dedication to program quality that offers a wide range of proven approaches to meet the social, emotional, cognitive, language, and developmental needs of young children;
3. A standards and accountability component that focuses on goals and results for children and includes appropriate measures to assess progress toward the accomplishment of those outcomes;
4. Family engagement as partners in their children's early care and education.

In the second category—the infrastructure that supports the functioning of the system—are five additional system components:

1. A permanent, legislatively mandated, state-level governance structure that is responsible for early care and education programs;
2. Full funding so that all families desiring early childhood services can access them at a rate commensurate with their ability to pay;
3. An informed and supportive public that understands the importance of the early years and invests and acts accordingly;
4. Alignment with kindergarten to provide continuity of developmentally appropriate learning for young children;
5. Alignment with other child- and family-serving systems including primary schools, health, mental health, dental health, nutrition, adult literacy, job services, and family income support.

2.6. Teaching Methodology and Content of Curriculum

Learning is seen as a result of the active interaction between the child and the social, cultural and physical environment. Children learn many ideas from concrete hands-on experiences which cannot be directly taught; children are seen to construct their own system of knowledge, intelligence, morality and personality in those interactive processes.

The child-centered and socio-constructivist approach, such as a holistic view of the child, children's own environments as the main source of content and context of learning, i.e., authentic learning, focus on concrete learning, i.e., learning-by-doing, an emphasis on the developing language and social interactions as the basis of learning, and child-initiated and explorative

activities, which enhance children's own thinking, questioning, problem-solving and imagination.

The pedagogy is seen to be based on the knowledge of the predictable sequences of children's development and take account the individual variation in it. Moreover, educators need to know the social and cultural context in which the children live in order to ensure that learning experiences are meaningful and appropriate for children and their families.

Montessori believed that the child needs freedom to explore and interact with the environment and so construct a cognitive understanding of the world around it. The child makes choices from a variety of materials, appropriate to its stage of development that will lead to greater understanding. However, it is the directress who controls and limits the freedom of the child within the educational environment. (Curtis and O'Hagan, 2003)

According to Ministry of Women and Child Development, Government of India, (2012) the curriculum must address the following interrelated domains of holistic development through an integrated and play based approach which focuses on development of life skills.

Physical and Motor Development: Gross motor skills; coordination of fine muscles with dexterity ; eye hand coordination; sense of balance, physical co-ordination, and awareness of space and direction; nutrition, health status and practices.

Language Development: Listening and comprehension; oral skills/speaking and communicating; vocabulary development; pre- literacy/emergent literacy skills like phonological awareness; print awareness and concepts; letter- sound correspondence; recognition of letters; building words and sentences and early writing.

Cognitive Development: Development of various concepts including pre number and number concepts and operations (knowledge and skills related to comparing, classification,

serration, conservation of space and quantity, one to one correspondence; counting); spatial sense; patterns and estimations in measurement; data handling; skills related to sequential thinking, critical thinking, observing, reasoning and problem solving; and knowledge about concepts and physical, social and biological environment.

Socio-Personal and Emotional Development: Development of self-concept; self-control; life skills/ self-help skills; habit formation; initiative and curiosity; engagement and persistence; cooperation; compassion; social relationships; group interaction; pro- social behaviour; expressing feelings, accepting others feelings.

Sensorial Development: Development of the five senses through visual, auditory and kinesthetic experiences.

Development of Creative and Aesthetic Appreciation: Exploring different art forms develop dispositions, expression and appreciation for artistic, dance/ drama and musical activities.

2.7. Supportive School Learning Environment

The emotional climate of the classroom influences peer-peer interaction. A democratic style of discipline is considered more conducive than other styles of discipline to helping children interact positively and peacefully with one another (Kemple & Hartle, 1997). Adults working within a democratic style of discipline set firm limits on inappropriate behavior and rely largely on explanations to help children learn appropriate behavior.

The democratic style of discipline falls in between a laissez-faire, or highly permissive, approach and an authoritarian approach which relies on harsh, punitive practices. A democratic style of discipline allows children “to feel listened to, to understand the rules and the reasons

behind the rules, and to feel confident that they will be protected” (Kemple & Hartle, 1997, p. 140).

Directive and coercive interactional behaviors, on the other hand, tend to impede the social/emotional development of young children (Dunst *et al.*, 1996). Where the teacher is in relation to the child and the way the teacher uses herself or himself to support or provide direction to the child is also an area that allows for environmental accommodation. If the goal is to enhance independent work, the teacher should provide greater distance between her or himself and the child. If, however, the child needs extra support and/or guidance, closer proximity would be appropriate.

The environment constantly provides messages to the learner. These messages can be positive or negative. If the experiences are positive, learners are more likely to return to the activities and conditions they enjoyed. A major task of early childhood educators is to maximize positive experiences and minimize negative experiences so that children will be motivated to interact with their environment. The positive experiences will promote learning, boost self-esteem, and minimize undesirable behaviors.

2.8. School Physical Environment

The physical environment is safe, suitable and provides a rich and diverse range of experiences which promote children’s learning and development.

Council of Australian Governments, 2009 stated that:

The design and location of the premises is appropriate for the operation of a service.

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

Premises, furniture and equipment are safe, clean and well maintained. Outdoor spaces include natural elements and materials which allow for multiple uses.

Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

The environment is inclusive, promotes competence, independent exploration and learning through play.

Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both built and natural environments. Resources, materials and equipment are sufficient in number and organized in ways that ensure appropriate and effective implementation of the program.

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. (United Nations Children's Fund, (2000).

Accordingly, the United Nations Children's Fund extends the idea that physical learning environment which relates in quality of early childhood education. The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task.

2.9. Parent –School Relationship

Parents are the child’s first cares and know their children; it is therefore imperative that early years workers establish good relationships with the parents of the children in their care. (Curtis & O’Hagan, 2003). There are some factors that may hinder parents not involve in the preschool activities. The factors are socio-economic and cultural. (Curtis & O’Hagan, 2003; p 95-96). To solve these problems early childhood teachers and caregivers have to empower and engage parents to involve in their children academic and social activities.

Early childhood programs value, respect, and celebrates families and honors the diversity of family composition. Quality programs use a range of strategies to connect with family members including those who may be reluctant to become engaged in the program. They accomplish this through not only program structure and activities but also through the establishment of a caring atmosphere that is viewed by families as welcoming, respectful, and nurturing, and a setting in which staff and administration are responsive to their needs and concerns. Quality programs also welcome the involvement and opinions of families in planning for continuous quality improvement of the program. (Michigan State Board of Education, 2005)

Although *Starting Strong* (OECD, 2001) made no particular recommendation about parental involvement, the topic received an extended presentation in the report. The key points of this treatment were as follows: “Parents are the first and primary educators of children, and despite some decline in both nuclear and extended family forms, their formative influence on young children remains central.

Supporting young children’s early development and learning requires ECEC staff to form a partnership with parents, which implies a two-way process of knowledge and information flowing freely both ways. After children themselves, parents are the first experts on their

children. Parents can much assist program staff to tailor programs to the needs of particular children or particular groups.” Parent engagement seeks to: a) build on parents’ unique knowledge about their children, fostering continuity with learning in the home; b) promote positive attitudes and behavior towards children’s learning; c) provide parents with information and referrals to other services; d) support parent and community empowerment.”

Patterns of parental, family, and community engagement in ECEC differ from country to country. Several formal and informal mechanisms are used to foster full participatory and managerial engagement. Some of the challenges to active engagement of parents include, cultural, attitudinal, linguistic, and logistical barriers, including lack of time. It is particularly difficult to ensure equitable representation and participation across families from diverse backgrounds.

The primary role of families in rearing children is protected in international law. Both the Universal Declaration of Human Rights (1948) and the UN Convention on the Rights of the Child (1989) make explicit reference to their role, *e.g.* the Preamble to the Convention on the Rights of the Child states:

“The family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community...”

This legal protection of society’s basic unit indicates the important nurturing and educational role that families play. While earlier research suggested that parental involvement in educating their children brings only a weak or temporary contribution to children’s cognitive development, as compared to centre-based early education program (White *et al.*, 1992), intuitively, the recommendation to involve parents in their children’s learning seems well-

founded. Bronfenbrenner's (1986) ecological model of early childhood development emphasized that child-rearing is a joint endeavor between the family and the early childhood centre, local school and community surrounding the family.

2.10. Early childhood care and education (ECCE) policy framework in Ethiopia

In Ethiopia, early childhood care and education policy has been stated in 2010 for the better improvement of children in their early year. These statements were put in the way that its vision, mission, goals and strategic objectives, guiding principles, and structural set-up and focus of activities. These statements were as follows:

According to National policy framework, (2010) stated that:

2.10.1. Vision: Ensure all children the right to a healthy start in life, be nurtured in a safe, caring and stimulating environment and develop to their fullest potential.

2.10.2. Mission: provide a comprehensive, integrated, quality, developmentally appropriate and culturally responsive service for the holistic development of all children.

2.10.3. Goal and Strategic Objectives

The overall goal of the policy framework is to promote early stimulation and the best start in life for all children from prenatal to seven years, and enhance the quality, accessibility and equitable distribution of services for education through more efficient partnership and capacity building programs.

Specifically, the strategic objectives of the policy framework are:

- Establish a cohort governance structure for ECCE and ensure mainstreaming of ECCE in all relevant national policies and programs.

- Promote and support development of accessible, equitable, and quality ECCE services for all children, particularly for vulnerable children with special needs and marginalized children.
- Protect young children from any form of abuse and harmful practices.
- Promote and strengthen partnerships and collaboration among all stakeholders required for the effective delivery of services and programs for young children.
- Mobilize, plan and allocate the necessary resources to ensure quality services for all children from prenatal to seven years of age.

2.10.4. Guiding Principles of the ECCE Policy Framework

- Upholding and reinforcing beneficial Ethiopian cultural values, including involvement of families and parents, and community participation.
- Ensuring the holistic needs of young children are met
- Equitable access to quality ECCE for all
- Inclusive approach addressing vulnerable and marginalized children particularly children with special needs
- Inter- sectoral and integrated coordination among relevant ministries and organizations working on child care, rights, health, education and development
- Community based approach, cost- effectiveness, and feasible road map, with concrete action programs that ensure every child has, in the near future, access to early child care, education and development before she/he joins formal schooling.
- ECCE serving the needs of all groups of children from prenatal to seven years.

- The family is the first responsible body for supporting the holistic development of their children and hence they need to be empowered and supported to ensure they are effective in their roles.

2.10.5. Structural Set-up and Focus of Activities

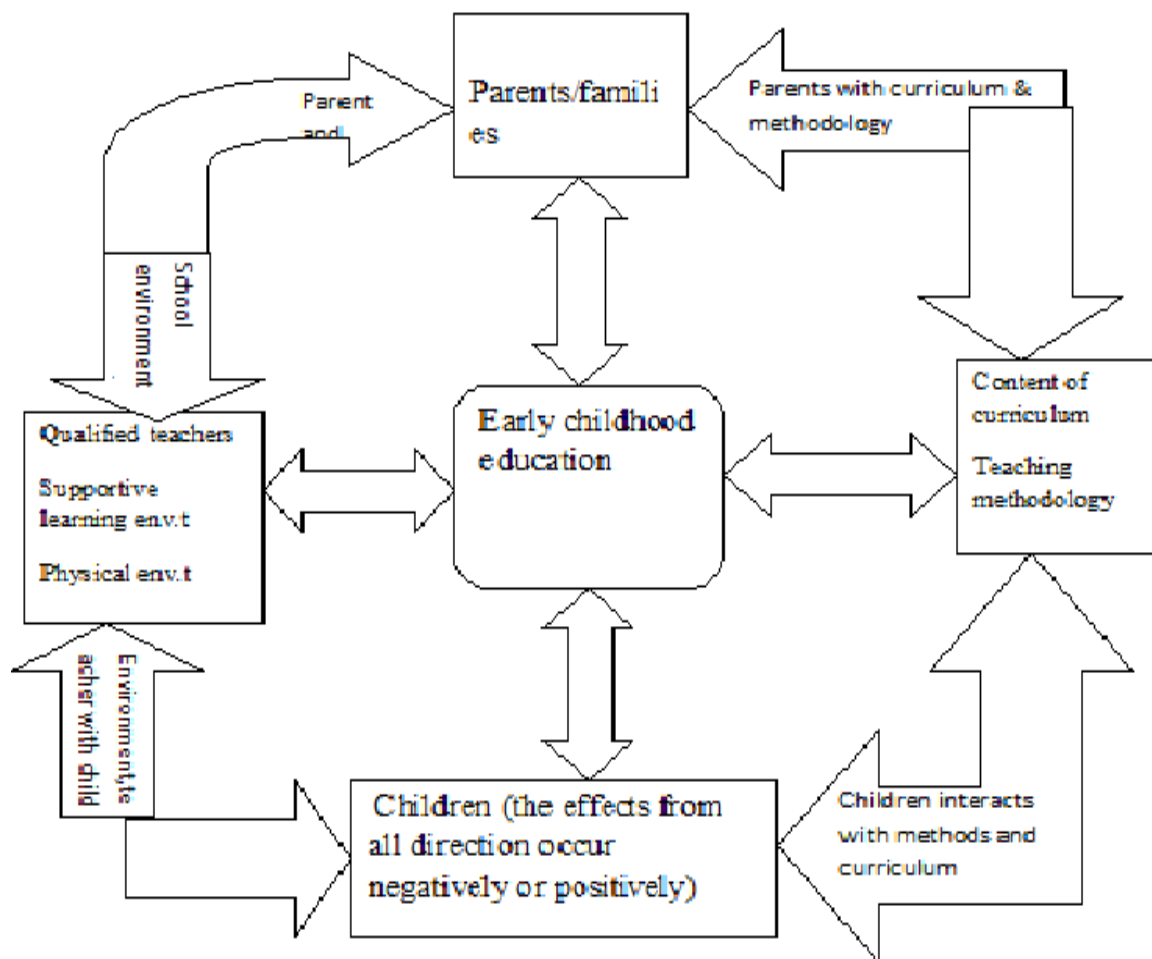
Early childhood education in Ethiopia covers the period from prenatal up to the primary. In describing the developmental needs two age cohorts are used: prenatal to 3+ years and 4 till 6+ years. The challenge is to design programs that promote the holistic development of the child for dynamic expression of behavior in environmental exploration, motor movement, psycho-emotional expression, social skills and communication skills.

The baseline study clearly indicated that ECCE in Ethiopia is still in its early development stage. Most parents are not fully aware of their crucial role in their children's development and/or lack basic parental competences. At the same time there is no comprehensive ECCE service system in place yet, and access to existing services such as health centers are limited. It will take more than a few years before policy goals can be achieved.

To begin with, an efficient and cost-effective route has to be developed for the comprehensive implementation of ECCE covering the prenatal period till 6+ year group. A broadly supported basic set-up has emerged from the discussions. According to this set-up, the ministry of health will have the lead for the young children from the prenatal period to 3+ year group, and the ministry of education for the 4+ to 6+ year groups. This division stems from the idea that, prenatal to 3+years of age, health, nutrition and early stimulation by the parents are the most crucial elements in the young child's holistic development. For the 4+ to 6+ years old children, on top of attention to the health and nutrition aspect, attention for the cognitive and

psycho-social development becomes more formal. The beginning of the early childhood education starts.

2.11. Conceptual/Theoretical Framework



CHAPTER THREE

METHODOLOGY

3.1. Research Design

The study was designed with concurrent mixed methods. It is a procedure that a quantitative and qualitative data integrated into coherent whole in order to bring an inclusive analysis of the research (Onwuegbuzie and Teddlie', 2003). In this design, the researcher collected both forms of data at same times and then integrated the information in the interpretation of overall results.

3.2. The Study Site/Area

The study was undertaken among preschool teachers, parents, and educational administrators in public and private preschool settings in Bonga Town, Kafa Zone. The study included five public and five private, totally 10 preschools. Bonga town is found at 449 km from Addis Ababa in the South West direction.

3.3. Study Population and Source

The study populations were early childhood education workers/ staff/ (teachers 27, education personnel (2) and parents (30) in Bonga Town, Kafa Zone. Therefore, the sources of data were teachers, parents, and educational administrators.

3.4. Sampling Technique and Sample Size Determination

The target population of the study was preschool teachers, parents and education personal who live in Bonga Town. To determine the sample size of the participants of the study, the list of all teachers and students of both preschool settings from Bonga Town education administration office has been taken as a sample frame. According to the statistics obtained from education administration the total population of beneficiaries (children or parents) and teachers

are 700. Out of this sampling frame total of 59 has secured as participant of the study which accounts for 8.4% of the total population. The reason why the number of participants are 59, because of the number of teachers in both preschool settings were 27 and the number of parents exceeds high so as to make proportional number of participants, 30 parents selected from both preschool settings.

A comprehensive/ an available sampling technique used to select teachers from both preschool settings. The simple random sampling technique employed which is lottery method, especially for parent participants. The parent participants were derived from children statistics obtained from Bonga Town education office.

Two education administrators were included in the study. The sample was selected purposely based on their focus and experience of work.

Table 1

Sample frame and Participants for research Study

Name of the preschools	No. of participants available	Participants selected		Total
		M	F	
Public preschool teachers				
Grazmach Paulos preschool	1	0	1	1
Bandera preschool	2	0	2	2
Unity preschool	1	0	1	1
Barta preschool	1	0	1	1
Sheta preschool	2	0	2	2
Sum	7	0	7	7
Public preschool parents				
Grazmach Paulos preschool	46	1	1	2

Bandera preschool	143	3	2	5
Umyity preschool	30	1	1	2
Barta preschool	21	1	1	2
Sheta preschool	60	3	1	4
Sum	300	9	6	15
Private preschool teachers				
Vision International preschool	5	0	5	5
Raiy preschool	3	0	3	3
Gacha Kara preschool	2	0	2	2
Bonga Ketema preschool	5	0	5	5
Bonga Ketema Kidanemihiret preschool	5	0	5	5
Sum	20	0	20	20
Private preschool parents				
Vision International preschool	95	1	2	3
Raiy preschool	66	1	1	2
Gacha Kara preschool	50	1	1	2
Bonga Ketema preschool	89	2	2	4
Bonga Ketema Kidanemihiret preschool	98	2	2	4
Sum	398	16	41	15
Educational officers	2	2	0	2
Total	700	18	41	59

3.5. Data Collection Tools

The major data collection tools were questionnaire, structured interview and observation rating scale. The questionnaire was prepared on the basis of review of related literature. It was distributed for teachers and parents.

The structured interview was employed for district educational office personnel; it allows participants to discuss their opinions, views and experiences fully in detail.

Lastly, observation rating scale was used to get indoor and outdoor children behavior. By using this observation rating scale the researcher used qualitatively describe the observation results. Best & Kahn, (2003) stated that the rating scale involves qualitative descriptions of a limited number of aspects of a thing or of traits of a person. The classification may be set up in five or seven categories. Therefore, my rating scale classification was set up five categories. The observation was takes place play ground, pupil- teacher relationship and school physical environment.

3.6. Data Collection Procedures

The data collection was made in two stages; pilot and main study

3.6.1. The Pilot Study Stage

My advisor examined the quality of the questionnaire at the very beginning and also colleagues seen latter it was tried out in a pilot study. The pilot study was conducted out of the study participants.

The pilot study was conducted having the following purposes.

- To ensure whether or not relevant lines of questions were held.
- To ensure the appropriateness of data collection plan
- To ensure reliability

Lessons learned

- Based on pilot study minor amendments and rejection regarding the questionnaire were considered in preparing the final version.

- To consider the usefulness, meaningfulness and appropriateness of the tools. It is also to identify how much the content is represented, i.e. a rational analysis, not an empirical.
- In order to minimize the language problem from the questionnaire Amharic version was used.
- The reliability coefficient (Cornbach alpha) was ensured.

3.6.2. Main Study Stage

In the main study the following procedures were used.

- First, official letter was written from the University for the Study Site. Later on, area of interest was visited and then rapport was secured from the Bonga town educational officials for public and private preschools. The concerned preschool teachers were contacted to parents to ask the willingness of them. And then the questionnaires were distributed for teachers and parents.
- From the study school, some selected schools were asked about their willingness to carry out observation in the class and outside the class
- The observation session took for three consecutive days.
- The interviewee was interviewed for 30 minutes.
- The total of 20 days has been required to collect the data.

3.7. Techniques of Data Analysis

The data has been analyzed and interpreted in line with the objective of the research. In this process quantitative and qualitative analytic procedures have been employed. This procedure is QUNAT + qual (quantitative dominant concurrent method) data analysis procedure which is data integrated in to coherent whole. Each data is organized and processed in the same

manner, such a way that would be appropriate for analysis. Data gathered from teachers and parents through questionnaire has been analyzed quantitatively.

In the quantitative part of the analysis, the data is tabulated, analyzed and discussed by applying descriptive statistics that is percentage to analyze response for each item.

Data obtained from structured interview and observation instrument are analyzed qualitatively. The reliability of item was measured by using coefficient alpha developed by Cronbach (1951).

In this study 31 items contains ordinal and categorical/ nominal type for teachers and 13 items for parents to measure the situation of early childhood education. Cranbach's Alpha coefficient for these items = 0.936 and 0.807 respectively.

Twenty two questionnaires were distributed through the researcher to five public preschools. Another, thirty five questionnaires were distributed to 5 private preschools. All questionnaires were returned and analyzed. In this research, two education officials assigned for interview. From these participants one of interviewee was participated in the study. The other one was not participated, because of the work load in the office and field work.

3.8. Ethical Consideration

Before starting this study the researcher was asked permission from the school with legal letter from the university. Then after rapport develop with the participants by discussion on the proposed study aim and their right until the end of the study. Therefore, throughout the study the researcher recognize the following ethical issues:

- Privacy and confidentiality will be maintained at all times, all findings were portrayed in a confidential manner no personal or identifiable information was recorded or printed in the study.

- The researcher has been respect the human right of free choice and was ensure informed consent is completed before carrying out any questionnaires and discussion. All participants were reassured that the option to withdraw from the research at any time without penalty or repercussions.

3.9. Limitation of the Study

Since this study has not been conducted at a Regional or zonal scale, the findings cannot generalized. In fact, the basis taken in to consideration for not under taking a Zone-wide based research was due, principally, to the time factor and the unmanageability of the size and number of teachers, parents and educational officials in the public and private preschools.

In addition, due to absence of sufficient and relevant materials/review literature related to the study in Ethiopian context, the researcher has been forced to rely on foreign sources. In spite of these however, the researcher has attempted to make the study as complete as possible.

Besides these, the instrument is highly dominated categorical/ dichotomous. It may fail to measure some situation in early childhood education. Generally, limited funding and resource were the major obstacles for not performing this research in larger sample size and in area of quality early childhood education.

CHAPTER FOUR

RESULTS

In this chapter, the data gathered through the different instruments are analyzed. First, the result of survey of preschool questionnaire, second the data obtained from the interview of educational officials and finally, the observation data were analyzed.

4.1. Demographic Characteristics of the study

Table 2

Sex, Age, and Teaching Experience of Preschool Teachers

Descriptors	Participants			
	Public		Private	
	No	%	No	%
Age				
≤18	0		2	10
19-25	0		6	30
26-31	0	0	8	40
32-38	2	28.6	3	15
39-45	2	28.6	1	5
≥45	3	42.9	20	100
	7	100		

<i>Teaching exp</i>				
<i>≤1 year</i>	1	14.3	2	10
<i>1-3 year</i>	4	57.1	10	50
<i>3-5 year</i>	1	14.3	2	10
<i>≥5 year</i>	1	14.3	6	30
	7	100	20	100

The sex ratio of public and private teachers was 0(0%) male and 7(100 %) female and 0(0%) male and 20 (100 %) female respectively. In relation to characteristics, especially public and private preschool teachers, were entirely female. There are no male teachers in both settings.

In addition, as table 2 the age ranges from 32-38 2(28.6%), 39-44 2(28.6%), and age ranges from above 45 3(42%) public preschool teachers, where as age ranges from less than 18 2(10%), 19-25 6(30%), 26-31 8(40%) 32-38 3(15%) and age ranges from 39-44 1(5%) private preschool teachers respectively. Here, the percentage result showed that private preschool teachers were younger than public preschool teachers.

Besides these, table 2 shows that teaching experience of majority of the sample respondents have been found to be in private preschools 1-3 year which constitute of 10(50 %), followed by 6(30%) who have been also found to be above 5 years, whereas the respondents from public preschool setting 4(57.1%) which is 1-3 year teaching experience. The remaining 2(10%) less than 1 year and 3-5 year teaching experience in private preschools and 1(14.3%) less than 1 year, 3-5 year and above 5 year teaching experience in public preschool settings

It is also observed from the interview that public preschool teachers have primary school teaching experience rather than preschool teaching experience. The Bonga Town school

supervisor reported that they have experience how they handle children’s behavior and approach to their children. The supervisor said the following:

Most of public preschool teachers have ample experience in their primary school teaching. Because of this they have the experience how to handle children’s behavior and approach them.

Nevertheless, having experience in primary school level is far apart having experience in preschool level, because in primary school level teaching is content dominated.

Here, also percentage results showed that private preschool teachers had have more teaching experience than that of public preschool teachers in teaching preschool settings.

Table 3

Sex, Age, and Educational Level of Parents

Descriptors	Participants				Total
	Public		Private		
	No	%	No	%	
Sex					
Male	6	40	7	46.7	
Female	9	60	8	53.3	
Total	15	100	15	100	

<i>Age</i>				
<25	2	13.3	2	13.3
26-31	3	20	2	13.3
32-37	5	33.3	4	26.7
38-42	3	20	4	26.7
43-48	2	13.3	3	20
	15	100	15	100

<i>Educational level</i>				
<i>10th complete</i>	3	20	1	6.7
<i>Certificate</i>	5	33.3	2	13.3
<i>Diploma</i>	5	33.3	5	33.3
<i>Degree and above</i>	2	13.3	7	46.7
	15	100	15	100

The total number of participants from public preschool male 9(60%) and female 6(40%), whereas parents from private preschool 7(46.7%) male 8(53.3%) and female respectively.

With regard to their ages parents from public preschool 2(13.3%) age ranged from less than 25, 3(20%), 26-31, 5(33.3%), 32-37, 3(20%), 38-42, and 2(13.3%) age ranged from 43-48 whereas 2(13.3%) age ranged from less than 25 and 26-31, 4(26.7%), 32-37 and 38-42, and 3(20%) 43-48 from private preschools respectively.

The majority of participants in this study responded 5(33.3%) age ranged from 32-37 in public preschool, whereas 4(26.7%) age ranged from 32-37 and 38-42 in private preschool.

On the other hand, with regard to their educational status participants from public preschools 3(20%) 10th complete, 5(33.3%) certificate, 5(33.3%) diploma, 2(13.3%) degree and above, whereas from private preschool 1(6.7%) 10th complete, 2(13.3%) certificate 5(33.3%) diploma, 7(46.7%) degree and above respectively.

The majority of parents in public preschool setting were 5(33.3%) diploma in their educational level, whereas in private preschool setting 7(46.7%) were degree and above educational level.

Table-4
Content of Curriculum

Items	Responses			
	Public		Private	
	Number	Percent (%)	Number	Percent (%)
Content of curriculum rendered				
Language & literacy				
Physical education				
Art				
Mathematics and science				
A and C	2	28.6	5	25
all	5	71.4	15	75
Curriculum rendered based on preschool				
Yes	5	71.4	19	95
No	2	28.6	1	5

As we can see from table 4, the percentage result of respondents 15(75%) all type of contents which are language and literacy, physical education, art and mathematics and science and 5(25%) language and literacy and arts in private preschool setting, followed by 5(71.4%) all types of contents and 2(28.6%) language and literacy and arts in public preschool settings. Here, the finding implies that both preschool settings gave types of content which are designed for early childhood level.

The percentage result showed that 5(71.4%) responded ‘Yes’ and 2(28.6%) responded ‘No’ in public preschools, where as 19(95%) responded ‘Yes’ and 1(5%) responded ‘No’ in public preschool settings respectively.

It is also observed from interview in both preschools teachers teach the content of curriculum based on preschool syllabus. The Bonga town school supervisor said that:

In both settings teachers teach the content of curriculum based on the preschool syllabus. However, in my supervision time some teachers told me that the content of curriculum is beyond capacity of the children and very difficult to prepare teachers. As they said the book is used as a guide rather as a text book.

Here, also, the finding implies that in both preschool settings nationally designed preschool content of curriculum delivered for children.

Table-5

Teaching Methods

Items	Responses			
	Public		Private	
	Number	Percent (%)	Number	Percent (%)
Area of focus in teaching methods				
Playing with toys				
Coloring			2	10

Color identification	4	57.1	5	25
Carton watching				
Building blocks				
Poems/rhymes	1	14.3		
all	2	28.6	13	65
<hr/>				
Method used to engage children in active learning				
Cooperative learning	3	42.9	8	40
Self regulated learning	1	14.3		
Reading stories			2	10
Playing	1	14.3	3	15
all	2	28.6	7	35
<hr/>				
Matched methods with children's ability				
Yes	5	71.4	18	90
No	2	28.6	2	10

As observed from table 5, the percentage result indicated that most of the respondents from private preschools 13 (65%) all from the mentioned methods focused which are playing with toys, painting, color identification, watching carton, building, and poems and rhythms, 5(25%) color identification and 2(10%) coloring, whereas in public preschools 4(57.1%) color identification, 1(14.3%) poems and 2(28.6%) all focus areas of methods.

Here, the finding imply that majority of private preschool setting apply early childhood teaching methods than public preschool setting.

The percentage result showed that most of respondents from private preschool 8(40%) cooperative learning method and 7(35%) all type of methods which are cooperative, self regulated, reading stories, and playing, 3(15%) playing and 2(10%) reading stories, whereas 3(42.9%) cooperative learning method, 1(14.3%) self regulated learning method and playing, and 2(28.6%) all types of methods from public preschools to engage children in their learning in private preschool settings.

It is observed from the interview the teachers in preschool provide teaching methods for their children based on their age. The Bonga town school supervisor said as following:

Teachers use teaching methods for their children by grouping according to their age, which are 3 and 4 years in one group, 5 years in one group and 6 years in one group.

However, the result obtained from the interview is contradicts with the result obtained from questionnaire. The finding in the percentage result implies that private preschool setting engage children in their learning by using variety teaching style better than public preschool setting.

The percentage result indicated that 5(71.4%) responded ‘Yes’ 2(28.6%) responded ‘No’ in public preschool, where as 18(90%) responded ‘Yes’ and 2(10%) responded ‘No’ in private preschool in provision of matched methods with abilities of children respectively.

The finding implies that in both preschool settings the methods used match with the abilities of children almost the same level; but somehow in public setting it needs improvement.

Table-6

Teachers’ Training

Item	Responses			
	Public		Private	
	Number	Percent (%)	Number	Percent (%)
Early childhood teacher training				
Yes	0	0	15	75
No	7	100	5	25

In the table 6 above, the majority of teacher participants responded concerning teacher specialization in early childhood education 0(0%) ‘Yes’ 7(100%) ‘No’ in public preschools,

whereas 15(75%) ‘Yes’ and 5(25%) ‘No’ in private preschools. As the interview discussion with school supervision indicates that:

Private preschool teachers were trained in early childhood education and they have good experience to support and treat children according to their needs. In public preschool teachers do not have early childhood education training, but they had certificate and above in primary school.

The finding implies that all of the teachers in public preschool setting do not have specialized training in early childhood education.

Table-7

Parent- School Relationship

Items	Responses			
	Public		Private	
	Number	Percent (%)	Number	Percent (%)
Parent-school relationship (from teachers)				
Yes	2	28.6	10	50
No	5	71.4	10	50
Way of receiving information about children (from parents)				
News paper				
Meeting				
Phone cells	9	60	10	66.7
Others	4	26.7	4	26.7
	2	13.3	1	6.6
To what extent parent visit school (from parents)				
Twice a week	5	33.3	3	20
Ones a week	6	40	4	26.7
Twice a month	4	26.7	6	40
Every day			2	13.3
Not at all				

As observed from table 7, the majority of teacher participants responded concerning parent-school relationship 2(28.6%) 'Yes' and 5(71.4%) 'No' in the public preschools, whereas 10(50%) 'Yes' and 10(50%) 'No' in the private preschools.

Similarly, majority of parent participants responded 9(60%) through meeting, 4(26.7%) through phone and 2(13.3%) by using other means in public preschools, whereas 10(66.7%) through meeting 4(26.7%) through phone and 1(6.6%) by using other means in private preschools they get information from school about their children

In addition to this parents were asked how often they go to school to observe their children's academic and social interaction in the school. The majority of parent participants responded 5(33.3%) twice a week, 6(40%) once a week and 4(26.7%) twice a month in public preschools, whereas 3(20%) twice a week 4(26.7%) once a week, 6(40%) twice a month and 2(13.3%) every day in private preschool settings. Therefore, here also the majority of parents from private preschools were go to school to observe and check their children's academic and social interactions in the preschool twice a month. This may be when they called for meeting

The participant of the study responded in open ended question, they gave their reason to 'Do you work with parents?' They responded that they work with parents, issues that related to children academic and social problems.

The interview discussion with Bonga Town school supervisor suggested that:

Parents should improve is that has to bring and take their children on time to school and from the school. This is because of some parents do not bring and take their children.

The finding shows there is inadequacy in parent involvement in both preschool settings.

Table-8***Supportive School Learning Environment***

Items	Responses			
	Public		Private	
	Number	Percent (%)	Number	Percent (%)
Accepting children with special needs (from teachers)				
Yes	3	42.9	8	40
No	4	57.1	12	60
School environment that support children with special needs (from parents)				
Yes	5	33.3	3	20
No	10	66.7	12	80
Enjoyment of children coming to the school (from teachers)				
Yes	5	71.4	19	95
No	2	28.6	1	5
Teachers inspiring children (from teachers)				
Yes				
No	5	71.4	18	90
	2	28.6	2	10
Equal treatment for all children (from teachers)				
Yes	6	85.7	18	90
No	1	14.3	2	10
Material provision (from teachers)				
Very limited	3	11.1	2	10
Limited	3	11.1	-	-
Medium			5	25
Enough			5	25
Ample	1	14.3	8	40
Material availability in preschool (from parents)				
Yes	5	33.3	7	46.7
No	10	66.7	8	53.3

It is observed from table 8, the majority of teacher participants responded concerning preschools accept children with special need 8 (40%) 'Yes' and 12(60%) 'No' in private preschools, whereas 3(42.9%) 'Yes' and 4(57.1%) 'No' in public preschool settings.

Teachers responded from open ended question, the result indicated that: private teachers responded that we do not accept them because of our program is the whole day; where the public teachers responded that there is no focus or emphasis concerning special needs students from school as well as from top managers. Similarly, majority of parent participants responded that 3(20%) 'Yes' and 12(80%) 'No' from private preschools 5(33.3%) 'Yes' and 10(66.7) 'No' from public preschool settings.

The interview discussion the Bonga town school supervisor suggests that:

Yes, some schools involved children with special needs in their program especially public schools. But, in private schools such participation is not seen. Inclusive education training was given by nongovernmental organization & government organization for primary school teachers. But what is difficult is getting teachers who are specialized in inclusive or special needs education.

From the above response one can understand that some public preschools involve children with special needs, but private preschools were not involved in this group of children. Other burning issue is shortage of trained teachers for these children. The finding indicates that in both preschool settings children with special needs are not admitted.

The majority of teacher participants responded concerning enjoyment of children coming to the school 5(71.4%) 'Yes' and 2(28.6%) 'No' in public preschool, where as 19(95%) 'Yes' and 1(5%) 'No' in private preschool in respect to student's enjoyment to coming to school respectively.

The majority of teacher participants responded concerning teacher inspiring children in taking part in various activities 5(71.4%) 'Yes' and 2(28.6%) 'No' in public preschools, where as 18(90%) responded 'Yes' and 2(10%) 'No' in private preschools in respect to teachers inspiring children in various activities respectively.

As the researcher observed that in the sampled public and private preschools had good relationship between children to children in the classroom and outside the classroom, but very few children those were less interactive in their social communication. From the observation result of relationship between children to teacher was positive interaction and also teacher student relationship was good. The finding indicates that in both preschool settings teachers inspire children to take part in various activities.

The majority of public and private teacher participants responded concerning preschool teachers provide equal treatment for every children 6(85.7%) 'Yes' and 1(14.3%) 'No' and 18(90%) 'Yes' and 2(10%) 'No' respectively.

As the researcher observed that in both sampled preschool settings teacher-children and child to child relation is very good. This relation is the result of teacher's fair treatment for all children equally. Here also the finding implies that both preschool teachers provide fair treatment/support for every child equally.

The majority of private teacher participants responded 8(40%) ample material provision, 5(25%) medium as well as enough material provision and 2(10%) very limited, whereas 4(51%) very limited, 2(28.6%) limited and 1(14.3%) ample material provision in public preschool settings.

Similarly, majority of parent participants responded concerning material availability in the preschools 5(33.3%) ‘Yes’ and 10(66.7%) ‘No’ in public preschools, whereas 7(46.7%) ‘Yes’ and 8(53.3%) ‘No’ in the private preschools.

However, as the researcher observed that there is availability of play materials in the classroom as well as outside the class in private preschools. Therefore, by supporting the teacher’s response with observation result, finding implies that private preschool settings have better material provision than public preschool setting.

Table-9

School Physical Environment

Items	Responses			
	public		private	
	Number	Percent (%)	Number	Percent (%)
Safe play area and facility (from teachers)				
Yes	2	28.6	19	95
No	5	71.4	1	5
Usefulness of school environment to support children (from parents)				
Very				
Somewhat	6	40	5	33.3
Not at all	9	60	10	66.7
Hazardous wastes & risks stored in safe area (from teachers)				
Yes	6	85.7	18	90
No	1	14.3	2	10
Safe school environment from risks (from parents)				
Yes	15	100	15	100
No	0	0	0	0
Location & structure of preschool (from teachers)				
Yes	4	57.1	19	95
No	3	42.9	1	5

School location and structure (from parents)				
Very satisfactory	3	20	3	20
Somewhat satisfactory	5	33.3	5	33.3
Not at all satisfactory	7	46.7	7	46.7
Provision of clean sanitary services (from teachers)				
Yes	3	42.9	15	75
No	4	59.1	5	25
Indoor & outdoor situation (from teachers)				
Yes	4	42.9	19	95
No	3	59.1	1	5
Barriers hinder preschool children (from teachers)				
Yes	1	14.3	7	35
No	6	85.7	13	65

As observed from table 9, the majority of teacher participants responded that 19(95%) ‘Yes’ and 1(5%) ‘No’ in private preschools, whereas 2(28.6%) ‘Yes’ and 5(71.4%) ‘No’ in public preschools, in the response to having safe play area and facility.

Similarly, the majority of participants from parents responded that 5(33.3%) very useful and 10(66.7%) somehow useful in private preschools, whereas 6(40%) very useful and 9(60%) somehow to support in public preschools the school physical environment to support children.

The interview with Bonga town school supervisor response indicates that:

The school physical environment is not suitable for children to move from place to place and play freely to each other. Because of the play ground for public preschool children is not prepared separately to them. And also in private setting some of them are running their program renting house and home environment. To this respect some private preschool play ground is not appropriate for children.

The above response shows that the school physical environment is not suitable for children to play and move freely. Public school accepts Preschool children with primary school children. Therefore, for these children (preschool) separate play ground highly required children play freely and move from place to place. Also in private setting some of them run their program in rented house which are very narrow compound.

As the researcher observed that the play ground is not safe for children; because it was not organized for preschool children separately. Not only lack of organized safe play ground but also, there is no the availability of play materials. Therefore, the finding implies that private preschools have better play ground and facility than public preschool setting.

The majority of teacher participants responded concerning hazardous wastes and other risks stored in safe area located away from children 6(85.7%) 'Yes' and 1(14.3%) 'No' in public preschool setting and 18(90%) 'Yes' and 2(10%) 'No' private preschool setting respectively.

Similarly, the majority of parent participants responded that 15(100%) 'Yes' from private preschools followed by 15(100%) 'Yes' from public preschools. The finding implies that in both preschool settings hazardous wastes and other risks stored in safe area are located away from children.

The majority of teacher participants responded concerning preschool location and structure safe for children 19 (95%) 'Yes' and 1(5%) 'No' in private preschools, whereas 4(57.1%) 'Yes' and 3(42.9%) 'No' in public preschool setting.

Similarly, majority of parent participants responded that 7(46.7%) not at all satisfactory 5(33.3%) somewhat satisfactory and 3(20%) very satisfactory in private preschools, whereas 7(46.7%) not at all satisfactory, 5(33.3%) somehow satisfactory and 3(20%) very satisfactory in

public preschool settings respectively. The teacher's response indicates that the school location and structure is safe for children. However, parent's response indicates that in both preschool settings the school location and structure is not satisfactory. In addition to this, as researcher observed that in some private preschools location and structure is not safe for children and public preschools are good in location and structure, but they need improvement.

The finding here, implies that in public preschool setting school location and structure better than private preschools.

The majority of teacher participants responded concerning provision of clean sanitary separately for female and male 3(42.9%) 'Yes' and 4(57.1%) 'No' in public preschool where as 15(75%) 'Yes' and 5(25%) 'No' in private preschool respectively.

The response of the open ended questions indicates that: public preschool teachers responded that toilet houses are not well built but the toilet serves for both sexes. The case of private preschools also the same thing is true, except Catholic missionary preschools.

As the researcher observed that in public preschool setting toilet rooms were not appropriate for children. The toilet rooms are built for primary school teachers. Furthermore, in most public and some private preschools there is no fresh water for drinking and to wash their hand after toilet and ate their food.

The finding is therefore in some private and most public preschool no adequate toilet provision for both sexes or there is no separated toilet for girls and males.

The majority of teacher participants responded concerning preschool indoor and outdoor situation 4(57.1%) 'Yes' and 3(42.9%) 'No' in public preschool settings, where as 19(95%) 'Yes' and 1(5%) 'No' private preschool settings respectively.

The interview discussion with Bonga Town school supervisor suggested that:

As I have mentioned above the outdoor and indoor play materials are not fulfilled children to play each other, and personally with materials especially in public preschools and some private preschools. We are going to improve this problem by communicating with parents.

As the researcher observed that the seating furniture was not available in public preschools. All children seat on the floor. All age groups were gathered together in one class. In the outdoor situation there is no availability of play materials and equipments.

Here, the finding indicates that private preschool have better indoor and outdoor situation than public preschool settings.

The majority of teacher participants responded concerning preschool barriers which hinder children 1(14.3%) 'Yes' and 6(85.7%) 'No' in public preschools where as 7(35%) 'Yes' and 13(65%) 'No' private preschool settings respectively.

As the finding implies, there were no barriers that hinder children with disability in the public preschool settings but when we see in private preschools there were some barriers. As we can see from the open ended question's response:-

Barriers that hinder children with disabilities are

- Shortage of trained teachers
- Shortage of infrastructures including building, material provisions etc
- Lack of awareness of parents to bring these children in the school.
- Shortage of appropriate site/location to build preschool.

CHAPTER FIVE

DISCUSSION

In this section, major findings of the present study are going to be discussed based on the major questions raised earlier in chapter one. The questions are:-

1. Do teachers have the required qualifications?
2. What is the content of the curriculum?
3. What are the educational materials available for children in the preschools?
4. Do preschools have adequate spaces and play ground for indoor and outdoor plays?
5. Are parents involved in the activities of preschools?
6. How is the teaching methodology in preschools?
7. Do children with special needs participate in the preschool programs?
8. What are the main challenges encountered by the pre-schools?

5.1. Teachers Teaching Experience

The percentage results showed that private preschool teachers had more teaching experience than that of public preschool teachers in teaching preschool setting. The interview result showed that public preschool teachers were assigned as a preschool teacher from primary school. Therefore, these teachers have had teaching experience of primary grade level rather preschool. Because of in primary level teaching is more dominated content aspect; where as in preschool setting teaching is more playing, stimulation etc.

This research finding supported the research reported by (Hough S. (2004) stated that the more experience with children with special needs leads to a significant increase in perceived knowledge of special needs training topics. That is preschool teachers who have more experience

with children in early grade leads to a significant increase in perceived knowledge of supporting and treating children according to their needs.

5.2. Teachers Education/Training

The finding implies that all of the teachers in public preschool setting do not have specialized training in early childhood education. This shortage of training on preschool level can influence negatively on the children's academic, social, emotional and moral development. This study confirmed with the research findings reported by (UNICEF, (2012) stated that primary school teachers with early childhood training are more effective in the early grades and more likely to use developmentally appropriate practice in the classroom. Furthermore, the research reported by Hough S. (2004) Child care professionals with some child care training are more likely to comfort children and provide more language/information and music/dramatic play activities than child care professionals with no training.

5.3. Content of Curriculum

The finding implies that both preschool settings gave types of content which are designed for early childhood education at national level. The content of curriculum provided in both preschool setting was based on syllabus designed at country level. As indicated in the National Policy Framework,(2010) the preschool program will cater for the acquisition of basic skills (pre-writing, pre-reading, counting and arithmetic) in preparation for formal education; social emotional competence, and learn basic life skills such as hand washing and good eating habits. Similarly, the literature suggested that the child-centered and socio-constructivist approach, such a holistic view of the child, children's own environments as the main source of content and context of learning, i.e., authentic learning, focus on concrete learning, i.e., learning-by-doing, an emphasis on the developing language and social interactions as the basis of learning, and child-

initiated and explorative activities, which enhance children's own thinking, questioning, problem-solving and imagination. (Leena Turja, 2007)

5.4. Teaching Methodology

The finding implies that majority of private preschool setting apply early childhood teaching methods than public preschool setting. From the finding in the public preschool setting there is limitation in applying early childhood methods (especially KG one) such as playing with toys, coloring, color identification, carton watching, building blocks and poems/rhymes. This may be shortage of experience, and training about early childhood education.

This finding confirmed the study reported by Bredekamp & Rosegrant, (1992) stated that moreover, educators need to know the social and cultural context in which the children live in order to ensure that learning experiences are meaningful and appropriate for children and their families.

Similar study reported by UNICEF, (2012) stated that children learn concepts and ideas by engaging them in activities that interest them; pointing out key features of objects and asking open-ended questions that stimulate children's thoughts and creativity.

The finding also confirmed by research reported by (Delores, (1996)., cited NAAEE (2010) , which seem particularly appropriate for young children: learning to be (forming one's self identity); learning to do (through play, experimentation and group activity); learning to learn (through a learning environment providing interest and choice and that includes well-focused pedagogical objectives); and learning to live together (within the early childhood centre, in a democratic way, respectful of difference). Oltman., cited in NAAEE (2010) stated that about the matched methods with developmental level of children "...developmentally appropriate practice

is matching the learning environment, the physical set up and materials, schedule, curriculum, teaching methods to the developmental levels of children” (p.19)

5.5. Parent- School Relationship

The finding shows there is inadequacy of parent involvement in both preschool setting. At the same time, finding obtained from parents indicate that majority of parents were not go to school to see their children’s academic achievement, social interaction and to discuss issues in preschools. Parents are primary teachers for their children. This means they know more their children’s behavior including what they like and dislike, and what they know and don’t know. This finding confirmed the literature reported by (Curtis & O’Hagan, 2003) stated that Parents are the child’s first cares and know their children; it is therefore imperative that in the early years workers establish good relationships with the parents of the children in their care. Similar research reported by, UNICEF (2012) stated that ready schools create continuity and maintain learning expectations for children between early learning and primary school environment and the school practice uses to bridge the cultural divide between home and school. The school can bridge this gap by working with parents and incorporating culturally responsive practices that includes the use of the child’s 1st language.

And also in National Policy Framework,(2010) stated in the guiding principles (number eight) families are the first responsible body for supporting the holistic development of their children and hence they need to be empowered and supported to ensure they are effective in their roles.

5.6. Supportive Learning Environment

The finding indicates that in both preschool settings are not accepting children with special needs. Finding obtained from parent's response indicated that both preschools environment was not supportive for children. According to interview result revealed *“some preschools are involved children with special needs in their program especially public schools. But, in private schools is not seen their participation.”* According to National Policy Framework, (2010) stated in its vision statement “ensure all children the right to a healthy start in life, be nurtured in a safe, caring and stimulating environment and develop to their fullest potential”. Accepting children with special needs in preschool is not choice but it is a right.

This finding supported by UNICEF (2000) restructuring of most learning environments needs to occur to improve learning opportunities for children of all abilities and backgrounds (emphasis add from researcher including children with special needs). In addition (NAAEE 2010) stated that an awareness of a child's special needs (strengths and challenges) can enable teachers and non formal educators to adapt easily the settings, activities, and materials to include all children in early childhood environmental education programs. Another research finding reported by UNICEF, (2012) stated that the school environment practice which includes: a) fosters and supports a smooth transition for children to primary school and beyond. b) Promote learning for all children.

The finding implies that private preschool settings have better material provision than public preschools. The finding obtained from parent's response indicated that there was shortage of material provision in both preschool settings. In any school, be it secondary, primary tertiary schools material provision is indispensable. If there is no material provision in the school there is no meaningful learning.

This finding confirmed the literature reported by Michigan State Board of Education, (2005) stated that material presents concepts in the curriculum through learning activities and materials that are real and relevant to the lives of children, and that move from the concrete to the abstract. Similar literature reported by NAAEE (2010) stated that the learning environment includes materials that can be used indoors or outdoors to allow children to express themselves about their experiences—paper, clipboards, crayons, pens, or puppets.

5.7. School Physical Environment

The finding implies that private preschools have better play ground and facility than public preschools. Public preschool accepts children with primary school children. Therefore, for these children (preschool) separate play ground highly required children to play freely and move from place to place. Also in private setting some of them run their program in rented house which are very narrow compound.

The finding confirmed the literature suggested by NAAEE (2010) stated that places and spaces must be well maintained to provide a safe, exemplary environment for the program. Maintenance should model best practices and should ensure that the children are protected from harmful situations that can be prevented through appropriate maintenance.

The finding implies that in private preschool setting school location and structure better than public preschools. Similarly, finding obtained from parent's confirmed this finding, that is public preschool structure is not comfortable for children. Public preschool structure is adjusted for primary grade level children. In this case, the public preschool structure and building is not satisfactory for preprimary children to play freely and move place to place each other.

This finding confirmed with literature suggested by NAAEE (2010) stated that the physical environment is varied and includes a spectrum of possibilities—ample shade, sunny

spaces, windbreaks, open areas, small hiding places or refuges, gathering areas, areas for building, and areas for art and music and movement.

The finding in sampled public preschool no adequate toilet provision for both sexes or there is no separated toilet for girls and males. Council of Australian Governments, (2009) stated that about sanitation “Toilet and washing facilities for children are accessible from both indoors and outdoors.” (P.16)

Having separated toilet room for female and male children is much advantage. The advantage may be psychologically and biologically secured each other. This means the toilet room used for same sex no indignity naturally.

This finding confirmed research reported by WHO (2009) stated that the separate toilet provision for male and female children “lack of adequate, separate private and secure toilets and washing facilities may discourage parents from sending girls to school” (p. 5) as WHO suggested Essential short-term measures required to protect health in schools “Provide basic sanitation facilities (with separate facilities for boys and girls) that enable school children and staff to go to the toilet without contaminating the school grounds or resources such as water supplies”(p.16)

Furthermore, the finding indicates that private preschool have better indoor and outdoor situation than public preschool settings.

Based on the interview analysis the interviewee suggested that

In preschools of public and some private settings there is the problem of space which is indoor and outdoor. Therefore, it should be solved by the collaboration of parents and other stakeholders

Indoor and outdoor spaces provide opportunities for development across social, emotional, physical, and cognitive development domains, (NAAEE 2010).

Similarly, this finding confirmed with literature reported by Council of Australian Governments, (2009) stated that:

Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both the building and natural environments. Resources, materials and equipment are sufficient in number and organized in ways that ensure appropriate and effective implementation of the program.

As the finding implies, there were no barriers which hinder children with disability in the public preschool settings but when we see in private preschools there were some barriers. These barriers are affecting preschool teaching learning environment negatively or positively. If the barriers are removed from the school environment teaching learning processes run positively and otherwise negatively.

This finding confirmed research reported by UNESCO (2012), stated challenges across in the entire region that:

- Inability to pay the fees at private institutions, with only 19% of institutions owned by governments;
- Lack of support from government to support participation of poor and vulnerable groups; Insufficient early childhood facilities, with overcrowding in existing ones;
- Limited human capacity to support expansion.
- Lack of infrastructure, and persistence of cultural and poverty barriers deny access to ECCE to millions of marginalized children, including those living in occupied territories and conflict and disaster affected areas. The benefits of ECCE are put at risk by low

quality and lack of inclusiveness of services. There is lack of reliable and timely information on the provision of equitable holistic ECCE services.

- Low capacity at multiple levels and among various stakeholders' compromise ECCE programs. Partnership for provision is not what it could be, and there is a need to for all partners to heighten their contribution to service provision-at the household/community level with civil society, the private sector, government and development partners.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Conclusion

The purpose of the study was to explore situations of early childhood education depend on factors and describe levels of teacher qualification, school facilities and quality of curriculum and school physical environment in public and private pre-schools.

The study consisted of total of fifty nine teacher, parent and educational officials. The sample schools were ten (5 public and 5 private preschools) in Bonga Town, Kafa Zone.

The available sample was employed to take teacher participants. And then, simple random sampling was employed to select parents by using lottery method. Finally purposive sampling was used to select education officials.

Data collection tools or techniques the researcher intended to carry out questionnaire, structured interview and observation rating scale.

The major method of data analysis employed in this study was both quantitative and qualitative data analysis techniques.

The main findings from the study were:

- The percentage result showed that private preschool teachers were younger than public preschool teachers
- The percentage results showed that private preschool teachers had more teaching experience than that of public preschool teachers in teaching preschool setting.
- In both preschool settings the types of content which are relevant for early childhood level.

- Majority of private preschool apply appropriate early childhood teaching methods from public preschool setting.
- The teachers in public preschool setting do not have specialized training in early childhood education.
- There is inadequacy of parent involvement in both preschool setting.
- In both preschool setting children with special needs are not admitted.
- In both preschool settings teachers inspire children to take part in various activities and provide fair treat/support for every child equally.
- Private preschools have better material provision than public preschools.
- Private preschools have better play ground and facility and school structure than public preschools.
- In both preschool settings hazardous wastes stored in safe area are located away from children.
- Public preschool setting school location and structure better than private preschools.
- Some private preschool settings have provided clean sanitary service than public private preschools.
- As the finding implies, there were no barriers hinder children with disability in the public preschool settings but when we see in private preschools there were some barriers.

As we can see from the open ended question's response:-

Barriers that hinder children with disabilities are

- Shortage of specialized teachers
- Shortage of infrastructures including building, material provisions etc
- Lack of awareness of parents to bring these children in the school.

- Shortage of appropriate site/location to build preschool.

It is possible to conclude that from the above findings, situations in preschools, even though in some private preschools there are certain attempts in material and sanitary service provisions are appreciable, in public preschools are not provided. In public preschools all of teachers do not train in early childhood education. In both preschool setting children with disabilities are not admitted. Therefore, it is possible to say that most of situations in public preschool settings are not suitable for children.

6.2. Recommendations

Although the data obtained do not allow generalizations about most teachers, parents and educational officials of preschools in the Zone/Regional level, the research suggests that there is a need to initiate preschool stakeholders about the importance of early childhood education.

Activities such as serious discussion with preschool teachers, awareness raising workshops for parents and teachers, provision of necessary materials and equipments, getting experiences having good practice preschools; need special consideration.

There is a need to give in-service training/ upgrading courses, incentives and encouragements for preschool teachers and material assistance for preschools of both public and private preschool setting from concerned bodies such as governments, NGO, and religious organizations.

It is suggested that the Zonal education bureau generally, Bonga Town education office particularly, should model for the employment of teachers of children with special needs. This may have a positive effect accepting children with special needs in preschool settings.

It is also recommended that Zonal Education Bureau should provide appropriate site/place for private preschool owners and even public preschools. This may solves the problem of play ground and sanitary problem from both preschool setting.

It is also necessary that preschool should open their door and invite parents to come and observe their children's behavior and academic, social and emotional development and should closely work with preschool teachers.

There is a need to give parent education about how to interact, stimulate and give support for their children early and bring them to preschool at the right age.

Finally, future research is suggested with a large sample size to investigate the quality of preschools in terms of in all indicators of quality.

References

- Best & Kahn (2003). *Research in Education* (6th Ed). Butler University, Emeritus, University of Illinois at Chicago
- Bidell, T.R., & Fisher, K.W. (1997). Between nature and nurture: The role of human agency in the epigenesis of intelligence. In R.J. Sternberg & E. Grigorenko (Eds.), *Intelligence, heredity, and environment* (pp. 193-242). Cambridge: Cambridge University Press.
- Blau, D. M. (2002). The Production of Quality in Child Care Centers: Another Look [Special issue]. *Applied Development Science*, 4(3), 136-148.
- Bordin, J., Marchida, S., & Varnell, H. (2000). The Relation of Quality Indicators to Provider Knowledge of Child Development in Family Child Care Homes. *Child and Youth Care Forum*, 29(5), 323-341.
- Bronfenbrenner, U., & Ceci, S.J. (1994). Nature-nurture Re-conceptualized in Developmental perspective: A bioecological model. *Psychological Review*, 101, 568-586.
- Byington A.T and Tannock T.M. (2011), Professional Development Needs And Interests of Early Childhood Education Trainers: *Early Childhood Research and Practice*. 13(2)
- Cassidy, Deborah J.; Hestenes, Linda L.; Hegde, Archana; Hestenes, Stephen; & Mims, Sharon. (2005b). Measurement of quality in preschool child care classrooms: An exploratory and confirmatory factor analysis of the early childhood environment rating scale-revised. *Early Childhood Research Quarterly*, 20(3), 345-360
- Center for the Child Care Workforce. (2001a). *Current Data on the Salaries and Benefits of the US Early Childhood Education Workforce*. Washington, DC: Center for the Child Care Workforce.

- Center for the Child Care Workforce. (2002b). *Current Data on Child Care Salaries and Benefits in the United States*. Washington, DC: Center for the Child Care Workforce.
- Center for the Child Care Workforce. (2002a). *Estimating the Six Components of the U.S. Child Care Workforce and Care Giving Population*. Washington, DC: Center for the Child Care Workforce.
- Center for the Child Care Workforce. (2004). *Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce*. Washington, DC: Center for the Child care solutions, 33.
- Center for the Child Care Workforce. (2001b). *Then and Now: Changes in the Child CareSetting, 1994-2000*. Washington, DC: Center for the Child Care Workforce.
- Choudhary, A. & Choudhary R. (2002). *Preschool Children: Development, Care and Education*. New Delhi: New Age International (P) Publisher.
- Cobb, Nancy J. (2001), *The Child: Infants and Children*: Mayfield publishing Company.
- Collins, W.E., Maccoby, E.E., Steinberg, L., Hetherington, E.M., & Bornstein, M.H. (2000). Contemporary research on parenting: The case for nature *and* nurture. *American Psychologist*, 55, 2, 218-232.
- Council of Australian Governments (2009). National Quality Standard for Early Childhood Education and Care and school age care: The National Quality Framework. Retrieved from <http://www.coag.gov.au/early-childhood> on 16/03/2014
- Curtis & O'Hagan (2003), *Care and Education in Early Childhood: A student's guide to theory and practice*. USA and Canada
- Dunn, Loraine. (1993). Proximal and distal features of day care quality and children's development. *Early Childhood Research Quarterly*, 8(2), 167-192
- Dunn, J. (1993). *Young children's close relationships: Beyond attachment*. Newbury

- Park, CA: Sage.
- Fischer, K.W., & Bidell, T.R. (1998). Dynamic development of psychological structures in action and thought. In W. Damon & R.M. Lerner (Eds.), *Handbook of child psychology (Fifth edition). Volume 1: Theoretical models of human development* (pp. 467-561). New York: Wiley.
- Hamai D., Hmidi M. and Reyes V.L. (2012), International Views of Inclusive Education: A Comparative Study of Early Childhood Educator's Perceptions in Jordan, United Arab Emirates and the United States of America: *International Journal of Special Education*, 27(2), 94-101
- Hough S. (2004). Perceived Knowledge and Interest of Child Care Professionals in Child Care Training. University of Georgia retrieved from www.fcs.uga.edu/ss/docs/simmon-amy-d-200412-phd.pdf on 28/13/2013
- Kochanska, G., Murray K.T., & Harlan E.T. (2000). Effortful Control in Early Childhood: Continuity and Change, Antecedents, and Implications for Social Development. *Developmental Psychology*, 36(2), 220-232.
- Leseman.P.P.M. Early childhood education from low-income or minority backgrounds, OECD, 2002 Retrieved from www.oecd.org/edu/school/1960663pdf. On 24/12/2013
- Layzer, Jean I., & Goodson, Barbara D. (2006). The “quality” of early care and education settings: Definitional and measurement issues. *Evaluation Review*, 30(5), 556-576
- Maccoby, E.E. (2000). Parenting and its effects on children: On reading and misreading behavior genetics. *Annual Review of Psychology*, 51, 1-27.

- Michigan State Board of Education (2005). Early Childhood Standards of Quality for Prekindergarten. Retrieved from <http://www.michigan.gov/documents/mde/Item-p-ECSQ> on 24/03/2014
- Minster of Women and child development Government of India (2012). Early Childhood Education Curriculum Framework. Retrieved from <http://wcd.nic.in/schemes/ECCE-draft> on 30/03/2014
- MOE(2002). The Education and Training Policy and its Implementation. A.A. MOE.
- MOE(2005). Education Sector Development Program III (ESDP III) Addis Ababa: MOE.
- North American Association for Environmental Education, (2010). Early childhood environmental education programs: *Guidelines for Excellence*, Washington, D.C. 20036 USA; Retrieved from www.eelink.net, on 27/03/2014
- National policy framework (2010). Early Childhood care and education. Ethiopia
- New Jersey State Department of Education (2004). Preschool Teaching & Learning Expectations: Standards of Quality
- Organization for Economic Co-operation and Development (OECD) (2006). Starting Strong: Early childhood Education and Care. Retrieved from www.oecd.org/newsroom/37425999.pdf on 24/12/2013
- Onwuegbuzie, A. J., & Teddlie, C. (2003). A framework for analyzing data in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 351-383). Thousand Oaks, CA: Sage.
- Rogoff, B. (1998). Cognition as collaborative process. In B. Damon, D. Kuhn & R.S. Siegler (Eds.), *Handbook of child psychology (Fifth edition). Volume 2: Cognition, perception, and language* (pp. 674- 744). New York: Wiley.

- Rowe, D.C., Jacobson, K.C., & van den Oord, E.J.C.G. (1999). Genetic and Environmental Influences on Vocabulary IQ: *Parental Education Level as Moderator*. *Child Development, 70*(5), 1151-1162.
- Rutter, M. (2000). Psychosocial influences: Critiques, findings, and research needs. *Development and Psychopathology, 12*, 375-405.
- R. Tarlov & P. Debbink (2008) Investing in Early Childhood Development (1st Ed): *Evidence to Support a Movement for Educational Change*. United States of America.
- Shonkoff, J.P., & Phillips, D.A. (Eds.) (2000). *From Neurons to Neighborhoods: The science of Early Childhood Development*. Washington, DC: National Academy Press.
- Woldehanna T. (March, 2011). The Effects of Early Childhood Education Attendance on Cognitive Development: Evidence from Urban Ethiopia. Paper Presented CSAE Conference at St Catherine's College, Oxford, 20-22 March 2011 Retrieved from tassew.woldehanna@wur.nl on 12/ 5/2013
- Tirussew et al., (2007). Status of Early Childhood Care and Education in Ethiopia. *Minister of Education in Collaboration with UNICEF*. A.A: Graphic printers.
- Turkheimer, E., & Waldron, M. (2000). Nonshared environment: A theoretical, methodological, and quantitative review. *Psychological Bulletin, 126*(1), 78-108.
- United Nations Children's Fund (UNICEF) (2012). *Inequities in Early Childhood Development: What the Data Say*. New York, NY 10017, USA
- United Nations Children's Fund (UNICEF) (2012). *School Readiness and Transitions*: New York, NY10017 USA
- United Nations Children's Fund (2000), **Defining Quality in Education**: 3 United Nations Plaza, H-7: New York, NY 10017

UNESCO (2012). The World Conference on Early Childhood Care and Education: *Response*

Opportunities and Challenges for the Caribbean Action Agenda, Jamaica. WI. Retrieved

from http://www.unesco.org/new/en/world-conference-on-ecce/reports/on_20/04/2014

Vandell, Deborah Lowe, & Wolfe, Barbara. (2000). *Child care quality: Does it matter and does it need to be improved?* Madison: Institute for Research on Child Poverty, University of Wisconsin-Madison.

Van Geert, P. (2000). The Dynamics of General Developmental Mechanisms: From Piaget and Vygotsky to Dynamic Systems Models. *Current Directions in Psychological Science* 9(2), 64- 68.

Wahlsten, D., & Gottlieb, G. (1997). The invalid separation of effects of nature and nurture: Lessons from animal experimentation. In R.J. Sternberg & E. Grigorenko (Eds.), *Intelligence, heredity, and environment* (pp. 163-192). Cambridge: Cambridge University Press.

Whitebrook, M., Howes, C., & Phillips, D. (1997). *Worthy work, unlivable wages: The national child care staffing study, 1988-1997*. Washington, DC: Center for the Child Care Workforce.

World Health Organization (2009). Water, sanitation and hygiene standards for schools in low-cost settings, Canberra, Australia. Retrieved from

http://www.who.int/water_sanitation_health/publications/wash_standards_school.pdf

on 16/04/2014

Appendix A
Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education
(Questionnaire for teachers only)

Dear participants, the purpose of this questionnaire is to assess the situation of early childhood education from preschools of private and public settings. The result will be presented to School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirement for the degree of Master of Art in Special Needs Education. In addition to this, the research aims to provide information about situation of early childhood education for the community, parents, teachers and educational administrators in Bonga Town particularly and Kafa Zone generally.

Therefore, the researcher requests the participant to provide genuine information concerning the situation of early childhood education for the purpose of bringing improvement on the quality of education.

All of the items in the questionnaires are put in the form of multiple choose, you can select one and circle the letter of your choice. In few cases, you may choose more than one option.

Thank you for your cooperation!!!

Demographic Questions

1. Name of school _____
2. Sex: a) Female b) Male
3. Age a) Less than 18 b) 19-25 c) 26-31 d) 32 -38 e) 39-44 f) 45 or above
4. School setting a) public b) private

Teachers' Experience

- 1) How long have you been working as a preschool teacher?
 - a) Less than one year b) 1-3 years c) 3-5 years d) More than 5 years
- *2) How long have you been working in this school?
 - a) Less than one year b) 1-3 years c) 3-5 years d) More than 5 years

Teacher-children ratio

- *3) How many students are there in your class?
 - a) Less than 20 b) 21-25 c) 26-30 d) More than 30

Teacher’s Qualification

4) Have you been trained in early childhood education? a) Yes b) No

*5) Which level of formal education do you have? a) Primary b) Secondary

Parent school relationship

6) Do you work with parents? a) Yes b) No

If yes, what do you do with them? _____

***Teacher’s job satisfaction**

*7) How much are you satisfied with your work/profession?

a) Very high b) High c) Low d) Very low

If you say low, what is the reason? State some. _____

Methods of Teaching

1) Which areas do you focus on?

a) Playing with toys b) Coloring c) Color identification d) Cartoon watching

e) Building blocks f) Poems/rhymes g) all

h) Other (please specify in detail) _____

2) What method do you use to engage children in active learning?

a) Cooperative learning b) self regulated learning c) Reading stories d) playing e) all f) Others

3) Are methods provided for children matched to the abilities of them?

a) Yes b) No

If No, why? _____

Content of curriculum

4) Is the content rendered for children based on standard of preschool curriculum?

a) Yes b) No

If No, why? _____

5) From the following which content of curriculum are rendered for children?

- a) Language and literacy b) physical activity & education c) arts d) mathematics and science
e) a & c f) all

Supportive School Learning Environment

*1) How would you explain the children's feeling towards their teachers?

- a) Poor b) satisfactory c) good d) very good e) excellent

*2) How often are teachers encouraged to be innovative?

- a) Very often b) Rarely c) Sometimes

3) How would you rate the supply and availability of resources for students?

- a) Very limited b) limited c) Medium d) Enough e) Excess

4) Does your school positively accept children with special needs?

- a) Yes b) No

If No, why?

5) Do students enjoy coming to your school?

- a) Yes b) No

If Yes, why?

6) In your school do children get along very well with each other?

- a) Yes b) No

If Yes, why?

*7) Do you think children are motivated to participate in learning?

- a) Yes b) No

If No, why? _____

*8) Are your children comfortable while interacting with teachers or caregivers?

- a) Yes b) No

If No, why?

9) Do teachers in your school inspire children in taking part in various activities?

Appendix B
Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education
(Questionnaire for parents only)

Dear participants, the purpose of this questionnaire is to assess the situation of early childhood education from preschools of private and public settings. The result will be presented to School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirement for the degree of Master of Art in Special Needs Education. In addition to this, the research aims to provide information of early childhood education for the community, parents, teachers and educational administrators in Bonga Town particularly and Zone generally.

Therefore, the researcher requests the participant to provide genuine information concerning the situation of early childhood education for the purpose of bringing improvement on the quality of education.

All of the items in the questionnaires are put in the form of multiple choose, you can select one and circle the letter of your choice.

Thank you for your cooperation!!!

Demographic information

1. Parent's sex a) Male b) Female
2. Parent's age a) Less than 25 b) 26-31 c) 32-37 d) 38 -42 e) 43-48 f) 49 or above
3. Educational level a)10th complete b) certificate c) diploma d) degree e) MA/MSc
4. Preschool setting a) public b) private

School physical environment

- 1) Is the school path way safe from vehicle traffic and other risks? a) Yes b) No
- 2) How useful is the school physical environment to support children?
a) Very b) Somewhat c) Not at all
- 3) Is the school building including furniture and lighting satisfactory?
a) Very satisfactory b) somewhat satisfactory c) not at all satisfactory

Supportive school learning environment

- 4) Are learning materials available in school to teach children?
a) Yes b) No
- 5) Do you think that there is proper academic development of your child in the school?
a) Yes b) No
- *6) Are opportunities made available to make decision by the school for you?
a) Yes b) No
- *7) Do schools communicate with you about child's education?
a) Yes b) No
- 8) Does the school show special support towards children with disabilities?
a) Yes b) No

Parent-school involvement

- 9) How do you receive information regarding your child?
a) Newsletter b) Parent teacher meetings c) Via phone calls (personal) d) others
- *10) Do you think the school increases the participation of parents in the school events?
a) Yes b) No
- 11) How often do you go to school?
a) Twice a week b) once a week c) twice a month d) every day e) not at all

School fee

*12) Is the school fee structure affordable to all class of people?

a) Yes b) No

*indicates that questionnaires removed after pilot study.

Appendix C
Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education
(Interview Guide questions for district administrators only)

- 1) Do you think teachers who teach in preschool level have adequate experience?
- 2) Do you think that teachers who teach in preschool level have received specialized training?
- 3) Do you think children with special needs are involved in this sector?
- 4) Do you think teachers of preschool have offered continuous training to develop their skill, knowledge and attitude?
- 5) Do you think that preschool teachers practice appropriate methodology? What are these methodologies?
- 6) Do you think that preschool content of curriculum appropriate for children? What are these contents?
- 7) How do you see the preschool physical environment for children safety and physical well being?
- 8) Are physical environments which are indoor and outdoor areas free for children learning & play?

Appendix D

Addis Ababa University
 College of Education and Behavioral Studies
 Department of Special Needs Education

A structured observation schedule check list for student behavior & physical environment

1= not at all 2= poor 3= medium 4= good 5= very good

No	Behavior observed	Rating scale				
		1	2	3	4	5
1	Positive relation child to child					
2	Positive relation children to teacher					
3	Positive relation teacher to children					
4	Children task in hand					
5	Teacher treat children equally					
	Physical environment observed					
7	Play materials/facilities					
8	Seating furniture's are comfortable					
9	Availability of play ground					
10	Availability sanitation/ water, toilet etc./					
11	Safe play ground					

4. ዕድሜ ሀ. ከ18 በታች ለ. ከ19-25 ሐ. ከ26-31 መ. ከ32-38 ሠ. ከ39-44 ረ. ከ45 በላይ

የመምህራን ሥራ ልምድና ስልጠና ሁነታ

1. በቅድመ- መደበኛ ትምህርት መምህርነት ለምን ያክል ጊዜ ሰርተሃል/ሻል?

ሀ. ከ1 ዓመት በታች ለ. ከ1-3 ዓመት ሐ. ከ3-5 ዓመት መ. ከ5 ዓመት በላይ

*2. አሁን በምታስተምርበት ት/ቤት ስንት ዓመት ሠርተሃል/ሻል?

ሀ. ከ1 ዓመት በታች ለ. ከ1-3 ዓመት ሐ. ከ3-5 ዓመት መ. ከ5 ዓመት በላይ

*3. በየትኛው ቅድመ-መደበኛ ትምህርት ደረጃ ነው የምታስተምረው/ሪው?

ሀ. ታችኛው ክፍል ለ. ላይኛው ክፍል መ. ሁለቱንም

4. በቅድመ-መደበኛ ትምህርት ሰልጥነሃል/ሻል?

ሀ. አዎ ለ. አይደለም

*5. የትኛው መደበኛ ትምህርት ደረጃ ነው ያለህ/ሽ?

ሀ. 1ኛ ደረጃ ለ. 2ኛ ደረጃ

6. ከወላጆች ጋር አብረህ/ሽ ትሰራለህ/ሽ?

ሀ. አዎ ለ. አይደለም

አዎ ካልክ/ሽ ምንድን ነው ከእነሱ ጋር የምትሰራው/ሪው?-----

*7. በሰራው ምን ያህል ትረካለህ/ክያለሽ?

5. ተማሪዎችን በአሳታፊ ስነ-ዘዴ ውስጥ ለማስገባት ምን ዓይነት ዘዴ ትጠቀማለህ/ያለሽ?

ሀ. በህብረት የመማር ዘዴ ለ. ራስን በመምራት የመማር ዘዴ ሐ. ተረት ማንበብ
መ. ጨዋታ

ለላም ካለ-----

ምቹ የትምህርት ቤት መማሪያ አካባቢ

*1. የተማሪዎች ስሜት ለመምህራን እንዴት ነው?

ሀ. ደካማ ለ. በቂ ሐ. ጥሩ መ. በጣም ጥሩ ሠ. እጅግ በጣም ጥሩ

*2. መምህራን ለፈጠራ ምን ያህል ይበረታታሉ?

ሀ. አልፎ አልፎ ለ. በጣም አልፎ አልፎ ሐ. አንዳንድ ጊዜ

3. ለተማሪዎች የግብዓት አቅርቦትና መገኘትን እንዴት ትገልጻለህ/ሽ?

ሀ. በጣም ውስን ለ. ውስን ሐ. መካከለኛ መ. በቂ ሠ. ከበቂ በላይ

4. ልዩ ፍላጎት ያላቸውን ተማሪዎች ትምህርት ቤትህ/ሽ ያስተናግዳል?

ሀ. አዎ ለ. አይደለም

አይደለም ከሆነ ለምን?-----

5. ወደ ትምህርት ቤትህ/ሽ ህጻናት ለመምጣት ደስተኞች ናቸው?

ሀ. አዎ ለ. አይደለም

አዎ ከሆነ ደስተኛነታቸውን ግለጽ/ጩ::-----

6. በትምህርት ቤትህ/ሽ ህጻናት እርስ በርሳቸው ጥሩ መስተጋብር ያደርጋሉ?

5. የመፀዳጃ አቅርቦት ለሴቶችና ወንዶች የተለየ ነው?

ሀ. አዎ

ለ. አይደለም

አይደለም ከሆነ ለምን? -----

6. ከወጫዊና ውስጣዊ አየር ብክለት የትምህርት ቤት አካባቢ ነፃ ነው?

ሀ. አዎ

ለ. አይደለም

አዎ ከሆነ እንዴት? -----

7. በትምህርት ቤት ውስጥ ለአካል ጉዳተኞች አደናቃፍ የሆኑ ነገሮች አሉ?

ሀ. አዎ

ለ. አይደለም

3. የትምህርት ደረጃ ሀ. 10ኛን ያጠናቀቀ/ች ለ. ሰርቲፊኬት ሐ. ዲፕሎማ መ. ድግሪና ከዚያ በላይ

4. ትምህርት ቤት ሀ. የመንግሥት ለ. የግል

የትምህርት ቤት አካላዊ አካባቢ

1. ከመክናና ከለሎች ችግሮች/ አደጋዎች የት/ቤት አካባቢ ነጻ ነው?

ሀ. አዎ ለ. አይደለም

2. የትምህርት ቤቱ ግንባታዎች ፣ መብራት፣ መቀመጫዎች እና የመሳሰሉ ነገሮች አጥጋቢናቸው?

ሀ. በጣም አጥጋቢ ነው ለ. ምንም አጥጋቢ አይደለም ሐ. በተወሰነ መልኩ አጥጋቢ ነው

3. የት/ቤት አካባቢ ህጻናትን ለመርዳት ያለው አመቺነቱ እንዴት ነው?

ሀ. አመቺ ነው ለ. በተወሰነ ሁኔታ አመቺ ነው ሐ. አይመችም

ምቹ የትምህርት ቤት አካባቢ

4. ህጻናትን ለማስተማር በትምህርት ቤት ውስጥ የማስተማሪያ ግብዓት በቂ ነው?

ሀ. አዎ ለ. አይደለም

5. ለህፃናት በዚህ ትምህርት ቤት ውስጥ ተገቢ የትምህርት ለውጥ አለ ትላለህ/ያለሽ?

ሀ. አዎ ለ. አይደለም

6. ለአንተ/ቺ በትምህርት ቤቱ በኩል የተፈጠሩ የወሳኝ አጋጣሚዎች አሉ?

ሀ. አዎ ለ. አይደለም

7. ለአካል ጉዳተኛ ህፃናት ትምህርት ቤቱ ልዩ ድጋፍ ይሰጣል?

ሀ. አዎ

ለ. አይደለም

8. የወላጆች ተሳትፎ በትምህርት ቤት ጉዳይ ላይ እንዲጨምር ትምህርት ቤቱ አስተዋጽኦ ያደርጋል?

ሀ. አዎ

ለ. አይደለም

የወላጅ -ትምህርት ቤት ግንኙነት

9. ስለ ህፃኑ ትምህርት ጉዳይ ትምህርት ቤቱ ከአንተ/ቺ ጋር ተነጋግሮ ያወቃል?

ሀ. አዎ

ለ. አይደለም

10. ስለ ህፃኑ መረጃ አንዴት ባለ ሁኔታ ታገኛለህ/ያለሽ?

ሀ. በጋዘጣ

ለ. በስልክ

ሐ. በስብሰባ

መ. ሌላም ካለ -----

11. ለምን ያክል ጊዜ ወደ ትምህርት ቤት ትሄዳለህ/ጃለሽ ?

ሀ. በሳምንት ሁለት

ለ. በሳምንት አንዴ

ሐ. በወር ሁለት

መ. ምንም

*13. የትምህርት ቤቱ ክፍያ ለሁሉም ማህበረሰብ ክፍል ተመጣጣኝ ነው?

ሀ. አዎ

ለ. አይደለም

*የሚያሳየው ከሙከራ በኋላ ከመጠይቁ የተሰረዘውን ነው።

Appendix -G

Number of Participant in Pilot Study

Descriptors	Participants				Total	
	Public		Private		No	%
	No	%	No	%		
Teachers						
Male	1	3.3	3	10	4	13.3
Female	3	10	3	10	6	20
Total	4	13.3	6	20	10	33.3
Parents						
Male	7	23.3	3	10	10	33.3
Female	5	16.7	5	16.7	10	33.4
Total	12	40	8	26.7	20	66.7

Appendix- H

Case Processing Summary					
		N	%		
Case s	Valid	10	32.3		
	Exclude d ^a	21	67.7		
	Total	31	100.0		
a. Listwise deletion based on all variables in the procedure.				Teachers item Reliability Statistics	
				Cronbach's Alpha	N of Items
				.936	31

Case Processing Summary					
		N	%		
Case s	Valid	20	95.2		
	Exclude d ^a	1	4.8		
	Total	21	100.0		
a. Listwise deletion based on all variables in the procedure.				Parents item Reliability Statistics	
				Cronbach's Alpha	N of Items
				.807	13