

**Leadership Practices in Early Childhood Care and Education
Center in the case of 'Abado' area, Yeka Sub City, Addis Ababa
City Administration**

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College of Education and Behavioral Studies
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By: Girma Eshetu

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This is to certify that the thesis prepared by Girma Eshetu, titled: "Leadership Practices in Early Childhood Care and Education Centers: the case of Abado in Yeka Sub City" and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Name: Girma Eshetu

Signature _____ Date _____

Advisor: Dr. Yekunoamlak Alemu

Signature _____ Date _____

Signed by the examining committee:

External Examiner _____ Signature _____

Internal Examiner _____ Signature _____

Chair of Department or Graduate Coordinator

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LIST OF ABBREVIATIONS/ACRONYMS

AAEB ó Addis Abba Education Bureau

ADEA - Association for the Development of Education in Africa

ECCE - Early Childhood Care and Education

ECCD ó Early Childhood Care and Development

ECE -Early Childhood Education

EFA ó Education For All

ESDP- Education Sector Development Program

ELEYS - Effective Leadership in the Early Years Sector

INGO ó International Non-Government Organization

KGs -Kindergarten(s)

MDGs- Millennium Development Goals

MoE -Ministry of Education

UNEICEF - United Nations Childrenø Emergency Fund

ABSTRACT

The general objective of this study was to assess the leadership practices in Early Childhood Care and Education Center in the case of 'Abado' area of Yeka Sub City. To achieve this objective, a descriptive survey research was employed, and both quantitative and qualitative data were collected. The quantitative data were gathered through a questionnaire from 15 preschool head teachers/teachers and 15 preschool facilitators and supervisors from Wereda Education Office. The qualitative data were gathered through interviews from Early Childhood Care and Education center management committee members and parents in the area. It has been found out that the participation of both females in preschool facilitation and supervision and males in terms of leadership were high. A considerable portion of facilitators and supervisors as well as principals/head /teachers still need to be certified, though they were experienced. Safety for children, inclusion for disability, safe drinking water, shortage of qualified teachers and external Government body interference reflected as a challenge. Meanwhile, building strong relationships with local and international NGO's, providing professional need based training, leadership encouragement and facilitation on teamwork, raising awareness on national policy framework and strategic operational plan, can be appreciated. The study also identified that leaders at all levels articulate a collective vision, but there were some identified gaps in setting direction & encourage staff to achieve the expected goals. Based on the findings the study reflects a democratic instructional leadership style with some limitations.

CHAPTER ONE: INTRODUCTION

In this chapter; background of the study, statement of the problem, research question, objective of the study, significant of the study, operational definition of key terms and organization of the study were briefly presented.

1.1 Background

There are almost as many different definitions of leadership as there are people who have tried to define leadership in various ways. The term leadership has been defined differently at different times. For example; in the 1970s leadership was viewed as the process of *‘initiating and maintaining groups or organizations to accomplish group or organizational goals.’* During the 20th century (1900-1929), leadership was classified as *‘the ability to impress the will of the leader on those led and induce obedience, respect, loyalty, and cooperation.’* In the 1960s leadership was considered as *‘acts by persons who influence other persons in a shared direction.’* Whilst the 21st Century development was said to be the timeframe, in which leadership scholars agreed and defined leadership as a complex concept for which a determined definition may long be inflow (Ayalew; 2014)

From the above point we can easily understand that the definition of leadership has been constantly changing with time. Similar to its definition, the practices of leadership also varies from time to time and from organizations to organizations, as well as to accomplish group or organizational goals. Therefore; this particular paper tries to assess the leadership practices in Early Childhood Care and Education Center in the case of *‘Abadoø* area of Yeka Sub City, Addis Ababa City Administration in reference to the National Policy Framework and Strategic Operational Plan and Guideline of the Ministry of Education. The core intention of the study is to evaluate the appropriateness of the National Policy Framework implementation to lead the ECCE centers as per the designed objectives. Furthermore, this paper aims to assess the leadership practices of ECCE center management committee and other key stakeholders to achieve the desired objectives. This is based on the premise, that leadership practice in schools at all levels is the collective hard work and effort of teachers, students, parents and principals in a respectful working environment.

In the human life cycle, the early childhood (from birth to six/seven) is a critical period that requires due attention and a great deal of investment. Failing to provide children with better nutrition, health care and education at this essential stage of development, deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society's growth as grown-ups (Belay & Hawaz, 2015). Childhood experiences are critical for rapid brain (Tierney & Nelson, 2009), cognitive (Korjenevitch & Dunifon, 2010) and language development (Vandell & Wolfe cited in Korjenevitch & Dunifon, 2010). It is at the same time foundational for infants and toddlers (ITs) to develop ability to learn and relate to others (Citizens' Committee for Children, 2004), to acquire general well-being and emotional health (Gunnar & Cheatham, 2003; Citizens' Committee for Children, 2004), to build internal model of representation of the self (Howes, 1998; Lally, 1995), and to achieve resilience among high-risk groups (Elicker & Fortner-Wood, 1995).

The term Early Childhood Care and Education (ECCE) is used interchangeably with other terms such as Early Childhood Care and Development (ECCD), Early Childhood and Development (ECD) and Early Childhood and Education (ECE). However, the Government of Ethiopia opted for ECCE and this paper follows the same terminology.

The Government of Ethiopia recognized the fundamental importance of Early Childhood Care and Education (ECCE) in accelerating attainment of education for all, along with the Millennium Development Goals (MDGs). Correspondingly; the Government has taken many initiatives to implement ECCE across the country. To this end -The Notional Policy Framework and -Strategic Operational Plan and Guideline are the major stepping stones towards the implementation of ECCE across the country.

Accordingly; the third *Education Sector Development Program*, ESDP-III (MoE, 2005) indicated the importance of early childhood care and education program for later learning. The document states;

...Pre-primary educational opportunity has significant importance since it introduces children to basic learning skills that are needed in primary schools and enhance their chances of success in the education system. It has been proved that educating children at an early age is more critical than at a later age..... (p. 41)

Usually the implementation, leadership practices, as well as provision of ECCE programs have been in the hands of various Non-Government partners such as faith-based initiatives & local NGOs. However; the practices of their leadership and approaches have been different and this can directly contribute to the effective implementation of the program. Likewise; as per my personal observation, inadequate involvement of the Government, due to the early stage of the national policy framework has led to the implementation for fragmented activities together with a number of gaps and overlaps.

Recently, the Government of Ethiopia developed an ECCE National Policy Framework, which has assisted in institutionalizing ECCE and in co-coordinating and streamlining ECCE services all over the country, thereby ensuring effective and efficient delivery of quality service for the improvement of young children's lives.

Though the sector shows some improvements; implementing all the above important experiences are not smooth and without gaps/challenges in terms of practicing leadership skills in the implementation of ECCE across the country. Due to this fact, the Government of Ethiopia has paid more attention to the in-depth research of early childhood care and education collaboration with international and local non-governmental organizations.

According to the 2015/16 Education Statistics Annual Abstract, only 48.1% of the children aged from four to six attend an ECCE program in Ethiopia. Out of these, a total of 168, 348 male & female children have been enrolled in ECCE program in 2015/16 GC in Addis Ababa. Yeka Sub City is one of the 10 sub cities in Addis Ababa City Administration with total population of 368,774. The sub city borders with Oromia in the north and east, Gulele, Arada and Kirkose Sub City in the west, Bole sub city in the South east. According to Yeka Sub City report (2009), about 2.2% of the population comprises of those under the age of one year; whilst 7.2% of the population accounts to those under the age of five years.

Based on the 2015/16 Addis Ababa Education Bureau Abstract, a total of 24,113 children were enrolled in 184 pre-primary schools, both in private and Government, ECCE centres in Yeka Sub City.

Moreover; pre-primary class as a pre - primary is centered and implemented in government primary schools. These centers are established for children of age five to six that do not have access to formal preschool program. The centers use in- door and outdoor playing and learning materials to target these children and playfully educate them. To ensure the successful transitions of the children from pre-primary class to the formal primary school, the pre-primary classes are either established inside or linked to nearby primary schools. The total population of preprimary pre-primary class had increased with time, which indicates that preprimary programs are increasing and more children are enrolling.

Regarding the preprimary school teachers, in Yeka Sub City government ECCE centers; there are a total of 214 teachers, of which 46 are below certificate, 162 with certificate and six teachers have obtained a Diploma and above. Where as in the non-government preprimary or ECCE centers; there are a total of 1056 teachers, of which 60 are below certificate, 588 are with certificate and 408 are with diploma and above.

Abado area is one of the villages that Woreda 12 Administration encompass in Yeka Sub city. Accordingly: there are 3723 children under five and four private & one Government ECCE centres. Thus this paper tries to show the leadership practices of ECCE centres in this specific area taking the fact into consideration that this is a new settlement area and there is a high demand as compared with the supply of the service.

Therefore, this research paper tries to assess Leadership Practices of ECCE in the case of Abado area, Yeka Sub City, Addis Ababa City Administration for the past two consecutive years.

1.2 Statement of the problem

It is reported that, Early Childhood Care and Education (ECCE) program in Ethiopia has been implemented since 2010 GC. However; how the leadership practice of this program is contributing towards achieving its objectives in line with the National Policy Framework - improving the level of primary education system as well as children's performance in their primary education - should be the concern of every one engaged in the sector. In addition, as ECCE is a holistic and comprehensive approach to policies and programs for children, parents, caregivers and teachers,

it requires detailed investigative research to evaluate their leadership contribution towards improving the education system and level of children's performance in their education.

So far there are different research papers that revolve around ECCE. *'Historical and Philosophical Foundations of Early Childhood Education in Ethiopia'* by Demeke (2006), *'The practices and challenges of Kindergarten Education in Addis Ababa City Administration'* by Sisay (2016); *'Quality of Early Childhood Care and Education in Addis Ababa: Caregiver Child Interaction, Parental Perception and Social Competence of Children'* by Girma (2014). And *'Practices and Challenges of Leadership in Private Kindergarten in Bole Sub city'* by (Hiwot, 2014) are some to mention. Most of the studies reflected the leadership practices and challenges of principals in a specific area, however this study differs from others and focuses on the leadership practices of leaders at all levels in the Abado area of Yeka sub city.

According to Tirusew, and others (2010) ECCE in Ethiopia is marked by low enrollment rate, understaffed caregivers, teachers and leaders, ill-equipped facilities and learning materials and lack of adequate space for play-ground and classrooms. In addition, ECCE program is inaccessible to many children either due to location, since most of the centers are concentrated in urban areas or due to the cost of ECCE program, as most of the centers are owned by private investors.

Furthermore many challenges and gaps in the leadership practice of ECCE were identified in different researches. However; this study tried to show specifically *'Leadership Practices in implementing ECCE the case of Abado Yeka Sub City of Addis Ababa City Administration'*.

The study will also serve as an instrument to show other similar cases for the leadership practice in implementing ECCE in the case of Abado in the sub City and pave the way forward for further studies that will help and improve the country's education system through identifying the gaps in leadership practices of ECCE and the possible solutions.

Therefore; this research differs from others in terms of its scope, content and dimension and focus solely on *'Leadership Practices of Early Childhood Care and Education the case of Abado in Yeka sub city of Addis Ababa City Administration for the past two years since 2017'*.

1.3 Research questions

The current research is guided by the following research questions:

- A) What is the leadership practice of parents, teachers, community leaders and government partners towards implementing ECCE in reference to the National Policy Framework,
- B) How is the involvement of these stakeholders in leading the ECCE centers as per the National Policy
- C) What are the challenges encountered by ECCE practitioners while implementing ECCE policy in their day to day activities?

1.4 Objective of the study

The general objective or purpose of this study is to look in-depth of the leadership practice and to examine the active involvement of parents, communities and government leaders in leading the practice of Early Childhood Care and Education the case of ፉAbadoø in Yeka Sub City of Addis Ababa City Administration during the past two academic years; since 2017.

Specifically this study tires to identify:

1. The leadership practices of ECCE in ፉAbadoø area of Yeka Sub City, in reference to the National Policy Framework
2. To find out the involvement and awareness of main stakeholders in practicing leadership in the centers,
3. To identify the challenges or gaps in practicing leadership skills in ECCE in the sub city that hinder the program from achieving its objectives?

1.4 Significance of the study

The effect of this new understanding into the realm of ECCE attracted the attention of the public at large and has brought the problem of ECCE as an important social, and research agenda. The growing interest in early childhood care and education by the Ethiopian Government, researchers

and practitioners were further impetus to move the sector from being marginal problem to a shared and central concern.

Leadership skills - knowledge, qualification, and training in the field of early childhood education and care is very critical for the effectiveness of schools to improve the academic performance of students. To this end, conducting a research, exploring how ECCE leaders in the selected ECCE center of Abado area of Yeka sub city enact their leadership, assessing their performance and challenges is highly significant to enhance the professional/academic experience of leaders in particular for improvement of early childhood education in general. Therefore, assessment of the leadership practices in this study will help in improving the quality of the program in order to address challenges that are faced by students at a later stage of their education.

Furthermore, this study may bring the agenda for the wider group, to raise awareness among the community at large and key stakeholders in particular through providing some suggestions on how to improve the leadership practices as well as active involvements in sector. Above all this research study may provide valuable information on how leadership skill is exercised in private sector as compared to the Government ECCE centers with the aim of serving as a spring board for researchers and policy makers for further action.

Therefore; I do believe that assessing the leadership practices of ECCE in the case of Abado, in Yeka sub city contribute towards finding possible solution in strengthening the leadership practices in the sector so as to promote child education across the city and further throughout the country.

1.5 Scope of the study

Due to limited resources including time and other relevant issues this research focused solely on Abado area of Yeka Sub city in Addis Ababa City Administration. The decision to choose this area was based on the fact, that there were only five ECCE centers functioning in Abado area that include: Governmental and four private, a fact that was considerable as these centers were very limited compared to the demand in the sub city. In addition to this, the geographical location of the area, as well as the newness of the settlement along with its amorphous structure emphasis the importance of this research.

Furthermore the paper tried to assess the leadership practices in the sector from the National policy framework point of view.

1.6 Operational Definition of Key Terms

Early Child hood - The period of a young child between the ages of 3 to 6 years old.

Early Childhood Care and Education (ECCE): ECCE refers to a comprehensive approach to policies and programs for children from prenatal to seven years of age, (MoE et al., 2010a).

Kindergarten - a school that focuses on all-round development of the child (age 3-6) in preparation for formal schooling. (MOE 1994:14)

Kindergarten education - is the pre-school preparatory education for children and can take up two to three years.

Preschool education -The group settings specifically designed to provide care, supervision, and education for children outside of their home. (With same meaning as preprimary education and early childhood education) (Katz & Cain, 1992).

Preschool Teachers: Teachers who teach between 3 and 6 years-olds children

1.7 Organization of the Study

This thesis contains five chapters. Chapter 1, the introduction, attempted to put the research problem in to perspective. This chapter presented the background of the study, statement of the problem, objective of the study, significance of the study, the scope of the study. Chapter 2, was devoted to review of related literatures to the different aspects of Early Childhood Education and leadership concepts and theories in-depth. Chapter 3, discussed the research design and method, the population and sample, the data needed to answer the research questions, the source of the data and the procedures followed in gathering and analyzing the data. In Chapter 4 data presentation analysis and interpretations discussed thematically to present the research outcome. Data presentation was made in tables. The main body of the thesis comes to an end in chapter 5, which summarized the entire research proceedings, presented conclusions drawn and forwarded recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The chapter of this study deals with review of some related literatures. It incorporates the meaning, nature and origin of ECCE, Importance of Early Childhood Education, Historical Development of Preschool Education in Ethiopia, Nature & Definition of Leadership, Leadership and management, Styles of Leadership & Leadership in preschool settings.

2.1 Meaning, Nature and Origin of Early Childhood Education

The origins of many preschool education theories and practices trace back to early educators and philosophers (Comenius, Locke, Rousseau, Pestalozzi, Froebel, Dewey and Maria Montessori), who had contributed for the development and education of young children (Platz & Arellano, 2011). Betty (1995), stated that it was in the seventeenth century that childhood was beginning to be recognized as a separate life stage that require a unique approach to care, development and education (cited in Platz & Arellano, 2011,)

Explain this trend further, Puckett & Diffily, 2004 for example, argues that Comenius was the first to mention the mother as the children's first teacher. Comenius's School of Infancy was first published in 1650. The book identified a full curriculum to be used by mothers to educate their children. In years to follow Pestalozzi, Froebel, Dewey, and Montessori began to design educational programs which later had a major influence on preschool curriculum focused on formal schooling away from the home environment (Platz & Arellano, 2011).

Froebel continued to advance early childhood. Froebel is greatly credited for developing the kindergarten curriculum and is often identified as being "the father of kindergarten education". He opened the first kindergarten in 1837 (Puckett, 2004). He also developed a number of instructional materials that he called "gifts and occupations" where children use and interact with specified play.

Like Froebel, in 1907 Montessori also reported to have built her curriculum based on the philosophy that children should be "active participants in learning". Maria Montessori developed a series of materials to help children develop skills more associated with present day preschool curriculum. (Rahel, 2014)

The definition of early childhood care and education varies among childhood educators. Different countries use different terms and phrases to explain the services and education given to young children. Some of these terms include preschool education, early childhood education, early childhood education and care, pre-primary education, kindergarten, etc. For most people early childhood education (ECE) refers to education provided during the period from birth to the age of starting primary or formal school. But there are different age limits set by different scholars and organizations to the year that comprises of early childhood education. For Chowdhury, and Choudhury (2002), early childhood begins when the relative dependency of babyhood is over and it covers the age from of 2-6 years.

According to Hiwot (2014) in Australia early childhood education involves a program serving children birth to 8 years to promote children's intellectual, social, emotional, language and physical development and learning NAEYC(2005). The term ECCE has been used by UNESCO to refer to services for children from birth until the child enters primary education. (Rao and Sun, 2010). In Ethiopia context early childhood care and education refers to comprehensive approach to policies and programs for children prenatal to seven years of age (MoE, 2010). For this study ECCE is taken as educational programs given in kindergartens, which mainly serve as a preparation age before entering the formal school, mostly children between the age of 3 and 7.

2.2 Importance of Early Childhood Education

In the human life cycle, the early childhood (from birth to six/seven) is a critical period that requires due attention and a great deal of investment. Failing to provide children at this stage of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society's growth. (Belay & Hawaz, 2015). Childhood experiences are critical for rapid brain (Tierney & Nelson, 2009), cognitive (Korjenevitch & Dunifon, 2010) and language development (Vandell & Wolfe cited in Korjenevitch & Dunifon, 2010). It is at the same time foundational for infants and toddlers (ITs) to develop ability to learn and relate to others (Citizens' Committee for Children, 2004), to acquire general well-being and emotional health (Gunnar & Cheatham, 2003; Citizens' Committee for Children, 2004), to build internal model of representation of the self (Howes, 1998; Lally, 1995), and to achieve resilience among high-risk groups (Elicker & Fortner-Wood, 1995).

The International Agencies and Conventions underlines the significance of Early Childhood Care and Education. For example; The UN Convention of the Rights of the Child (CRC) stipulates that every child has the right to care and education (CRC, Article 28, 1992). The World Conference on Education for All (EFA) that took place in Jomtien, Thailand also underscored the fundamental place of Early Childhood Care and Education (ECCE). The 1999 UNICEF World Summit (cited in Dereje, 1994) even stipulated that a society that pays no attention to the early period of childcare and education fails to recognize the high social return or cost in the future.

The Government of Ethiopia also recognized the fundamental importance of Early Childhood Care and Education (ECCE) in accelerating attainment of education for all and the millennium development Goals.

The program plays a significant role to the overall improvement of the quality of education and may lead to the reduction of drop out and repetition rates in primary grades. It also contributes for increment of enrolment in primary education, particularly for girls.

Accordingly; the third *Education Sector Development Program*, ESDP-III (MoE, 2005) indicated the importance of early childhood care and education program for later learning. The document states;

...Pre-primary educational opportunity has significant importance since it introduces children to basic learning skills that are needed in primary schools and enhance their chances of success in the education system. It has been proved that educating children at an early age is more critical than at a later age..... (p. 41)

Recently however, the government of Ethiopia has developed an ECCE policy framework, which will greatly assist in institutionalizing ECCE and in co-coordinating and streamlining ECCE services all over the country, thereby ensuring effective and efficient delivery of quality service for the improvement of young children's lives. Therefore; in my understanding, the role and practices of leadership in this aspect plays a paramount role and, it is a major boost to the improvement of the lives of children and needs to be further strengthened.

2.3 Historical Development of Preschool Education in Ethiopia

Even though it is difficult to exactly say when early formal education began in Ethiopia, it is believed that it has its roots in the Ethiopian Orthodox Church. For male children, the importance

of early education was recognized as early as Medieval Ethiopia. Back then Male children began attending church services at around age 4 (Hoot et al., 2004).

There is consensus with the idea that the Ethiopian Orthodox church has laid the foundation for the recent developments of our educational and developmental system.

The concept of preschool education in the modern sense is a recent event in Ethiopia. It was not introduced even at the end of the nineteenth century when formal and modern education was introduced by Emperor Menelik II in 1908.

The establishment of the first modern preschool (kindergarten) was in Dire Dawa, city for the children of French consultants (who were helping to build the first railroad in the country) had to wait for some eight more years (Hootand & others, 2004). However, up to 1974, only 77 kindergartens were established indicating that the focus given in the expansion of kindergarten was very slow and were limited to urban areas for those children came from well-to-do family (Hoot et al.,2004) and by 2011 the number of kindergartens were expanded to 3,418 all over the country's urban area (MoE, 2011). Even though the expansion of kindergarten (KG) in the urban area has recently increased, the national enrollment rate is still low: 5.2%. Even then, the largest enrollment registered in Addis Ababa, Dire Dawa, and Harari and KGs primarily serve children of the well-to-do (MoE, 2011).

This level normally includes children of ages 4-6 enrolled in the pre-primary education. Non-governmental organizations, communities, private institutions, faith-based organizations, etc run kindergartens. Though the government is involved only in developing curriculum, training teachers and providing supervisory support, the number of these institutions is increasing every year, particularly in urban areas MoE, (2006).

According to Addis Ababa Education Bureau annual abstract 2015/16, Pre-primary education is a right of every child which is strengthened by Sustainable Development Goal /SDG/ and Education For All /EFA/ goals. It is one of the priorities in the ESDP V. This program is also known as Pre-school or kindergarten. It covers age range from 4 to 6. It is also designed for the acquisition of basic skills (pre-reading, pre-writing, counting and arithmetic) in preparation for the child's formal

schooling. The pre-school can also be a place where children develop reading, writing and arithmetic skills and learn basic life skills such as hand-washing and table manner. It is, in Addis Ababa, delivered in two approaches (KG and šO class).

Due to the limited number of ECCE service delivery points, enrolment and participation rates are extremely low in the school year 2008-2009, preschool enrolment was only 4.2% and this is mostly in the urban areas. Accordingly; in Addis Ababa City Administration, Gross enrolment rate has increased from 88.50% in 2003 to 94.04 % 2008. The gross enrolment rate for girls has increased from 84.9% in 2003 to 92.24% in 2008 while the boys enrollment goes from 92.8% to 95.85. However, the highest GER; 99.2%, and 103% is recorded in 2005 and 2006 E.C. respectively. In contrast; the GER for the year 2007 and 2008 becomes 93.5%, & 94%. (AAEB, 2015/16)

2.4 The Nature & Definition of Leadership

Based on its nature, Leadership can be defined in different ways by different authors; it is also present in all cultures and society whatever the economic and social status is. Several educators, scholars, social workers and political orators have used the word leadership. It has been a topic of interest to historian and philosophers. There is however, not much universal consensus regarding its meaning (Adane et.al, 2003).

The process of influencing the activities of an organized group toward goal achievement. (Rauch & Behling, 1984.) The process whereby one or more individuals succeed in attempting to frame and define the reality of others. (Smircich & Morgan, 1982.) Is articulating visions, embodying values, and creating the environment within which things can be accomplished.ö (Richards & Engle, 1986.) and many others.

I personally prefer the below definition from the above lists which defined leadership as *“The ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization... (House et al., 1999. P 184)*

This is because the definition consider leaders as transformational leaders, who articulate vision for their organization and move or change their culture (organizational culture) to bring change.

2.5 Leadership and Management

There is a continuing controversy about the difference between leadership and management. It is obvious that a person can be a leader without being a manager, like an informal leader. A person can also be a manager without leading, example some people with the job title "manager" who do not have any subordinate.

Some writers contend that leadership and management are qualitatively different and mutually exclusive. The most extreme distinction involves the assumption that management and leadership cannot occur in the same person.

Accordingly; Kotter (1990) differentiated the two in terms of their core processes and intended outcomes. Management seeks to produce predictability and order by: setting operational goals, establishing action plans with timetables, and allocating resources, organizing and staffing, and monitoring results and solving problems. On the other hand, leadership seeks to produce organizational change by: developing a vision of the future and strategies for making necessary changes, communicating and explaining the vision, and motivating and inspiring people to attain the vision.

Rost (1991) is also a proponent of distinguishing between leadership and management. He defined management as an authority relationship that exists between a manager and subordinates to produce and sell goods and services.

Rost (1991) contended that leadership is a multidirectional influence relationship and management is a unidirectional authority relationship. Whereas leadership is concerned with the process of developing mutual purposes, management is directed toward coordinating activities in order to get a job done.

2.6 Styles of Leadership

Different types of leadership styles exist in work environments based on the structure and goals of the organization. The culture and goals of an organization determine which leadership style fits

the firm best. Some organizations offer several leadership styles within the organization, dependent upon the necessary tasks to complete and departmental needs.

The term Leadership style refers to the fundamental need structure of the leader that motivates behavior in different interpersonal situations. Most writers in the field deals with three styles of leadership: Authoritarian or directive, democratic or participative and laissez-fair or non-directive (Adane et.al, 2003 and Goel, 2009).

2.7 Authoritarian Style of Leadership

The leader relies much more on exercising power and punishment. The leader makes almost all decisions regarding the activities of a group. In this style of leadership, the Subordinates, do what they are told to do. This style is based on the assumption that the leader derives power from the position they occupy and that the people are naturally lazy and unreliable. Members of the group or the system are treated as if they are machines, with no considerations for their basic human problems and needs. Thus, leaders try to influence their subordinates through negative motivation by criticizing them and imposing penalty so as to hide their incompetency. The followers in this leadership style feel insecure and are usually afraid of the power position of their leader. Consequently, by the fear of different sanctions that range from scold to dismissal followers become silent when they face decision from above which they consider unfair and unwise. Studies found out that autocracy can create much hostility and aggression (Adane et. al., 2003 and Goel, 2009).

2.8 Democratic Leadership Style

This style of leadership **argues** that the group is greater than the sum of its parts. The leader takes note of the need of the group in decision- making process. The decisions functions within the group are decentralized and delegated. The leader assumes the roles of a coordinator and organizer of several components of the system. In this style of leadership, everybody in the system is kept actively involved in the administrative process and allowed to function and interact. This leader also creates a work environment which promotes the desire in each member of the group to perform

to the best of his or her ability, to cooperate with others and to develop his/ her own skills and abilities.

The subordinates are encouraged to use their creativity and initiative in handling their assigned tasks. Moreover, subordinates are considered socially equals and are respected for their deep knowledge and ideas. Thus, they are consulted and taken into account before taking decisions. Although this style is admired yet it is not free from certain limitations like the complex nature of an organization requires a comprehensive understanding of problems which the lower level employees may not have. (Adane et. al., 2003 and Goel, 2009)

2.9 Laize-faire style of leadership

A non-directive leader avoids exercising monopolistic power by delegating it to his subordinates. The leader refuses to make decision for other, uses silence until someone in the group speak put and gradually fades out of the group when others in the group show an ability and willingness to take over. Such a leader hates crisis situations. Hence, the leader tries to satisfy everybody in the system. In this type of leadership style the leader prefers to solve problems by him/her in rather than allowing the group to participate. The leader gives very little or no direction and allows his subordinates a great deal of freedom. It's obvious that, this style cannot be useful in most of cases (Goel, 2009)

2.10 School / Instructional Leadership

Similar to any organization, School leadership is important to prepare students to achieve their future accomplishments. It has been shown that principals have significant impacts upon the success of schools. Gurret et.al (2005) and Raihani (2008). Therefore, leadership has been mirrored by increased policy reform activity in schools. Mertkan (2011). Similarly recent Wallace's research (2013), suggests that the dramatic changes in what public education needs brings shift for school principals.

Likely; Instructional leadership also defined by DeBevoise (1984) as those actions that are taken by a principal or allocated to others that facilitate student learning. Calabrese (1991) defines

instructional leadership as defining and promoting the school's mission, establishing parameters and goals for the school's instructional program.

Thus, schools principals can no longer function simply as building managers, tasked with adhering rules, carrying out regulations and avoiding mistakes. Instead, they have to become leaders of learning who can develop a team delivering effective instruction (Wallace, 2013).

A school reform is an effort to realize effective school leadership. The transformation which is based on school leadership has been and will continue to be an important corner stone of government's economic growth plans. School leadership depends largely on principals' capacity to adopt a collaborative leadership styles. For instance, involving teachers and parents in decision making (Barnnet and Williams, 2008). As a result, educational leaders of new kind are needed to build a school system structured for student's success (Darling óHammond, 2007).

The author suggests several elements of effective school leadership in response to what principals actually do when they perform their leadership. They are:

- i. Shaping a vision of academic success for all students by developing a consensus around vision, goals, and direction.
- ii. Help individual teachers, through support, modelling, and supervision, and develop collective teacher capacity, through collaborative planning and professional training that creates shared purpose.
- iii. Reform the organization to enable the learning and collaboration among staff that means support for students, as well as to engage families and communities.
- iv. Managing the people, allocating resources and foster school improvement Darling-Hammond (2007; P: 4).

2.11 Leadership in Preschool Setting

In the search for increasing quality provision of education and care for young children and families many early childhood experts consider leadership as a key element. Thus dynamic and visionary leadership continues to be regarded as an important issue for early childhood principals around the world in the twenty-first century (Waniganayake, 2003). Leadership in the early childhood is

characterized by: the experiences and environment provided for the children; the relationships between teachers, teachers and administration and between adults and children; working collaboratively crossing existing artificial boundaries to meet the needs of all concerned with the care and education of young children (Pugh, 2001:1).

Leadership is very important as early childhood principals have many responsibilities to many different people: different staff, parents and children. Thus, leaders in early years settings are charged with managing the related areas of care, health and family support integrating these with education; they will also need to continue effectively manage, organize and develop staff with different professional perspective as well as varying level of experience and exposure to professional trainings.

In general, leadership in the early childhood is defined as demonstrating contextual literacy that is a capacity to speak fluently about context (including staff, children, and families) as well as the capacity to reflect upon the past and present when considering the future. Leaders in the early childhood should balance the concern for work, task, quality and productivity with the concern for people, relationship, satisfaction and morale. They do this by using personal qualities which command respect and promote feelings of trust and security. (Hiwot; 2014).

Leaders in the early childhood settings are also responsible for setting and clarifying goals, roles and responsibilities, collecting information and planning, making decisions and involving members of the group by communicating, encouraging and acknowledging commitment and contribution. Rodd (1998:2). To provide effective leadership in preschool settings, the leader has to articulate a clear vision of the future and general plan of action for getting there. (Waninganayake, 2000).

Meeting people's needs involves clarifying the group goals to help people understand the purpose of the group and to help gain commitment; providing guidelines to support people know what is expected of them in group interaction; provide sense of inclusion and acceptance in order to draw on the full resources of the group; keeping means of communication open; and creating a warm and friendly atmosphere in the setting where group members are valued through encouragement and recognition (Waniganayake, 2000).

To sum up, the origins of many preschool education theories and practices trace back to early educators and philosophers that lays down the foundation for childhood to be recognized as a separate life stage that require a unique approach to care, development and education. The foundation grow in to program through time and plays a significant role to the overall improvement of the quality of education and may lead to the reduction of drop out and repetition rates in primary grades. To achieve this goal, the role of leadership has a paramount importance. To this end; practicing School /Instructional leadership is important to prepare students to achieve their future accomplishments. Therefore; the above review of related literature on the subject can guide and shape the researcher to find out the Leadership Practices of ECCE in the case of Abado area, Yeka Sub City

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

In this chapter, research design and methodology, data gathering instrument and sampling technique have been briefly presented. Furthermore; the necessary data for the study gathered through self-developed questionnaires from principals, ECCE center facilitators, supervisors and teachers. There was also an in-depth interview with ECCE center management committee, parents and community representatives also presented.

3.1 Research Design and Method

A mixed method research design has been used for collecting, and analyzing, whilst the usage of both quantitative and qualitative research methods have been utilized to encompass and adequately respond to the research problem/question. The use of a compound method consisting of both quantitative and qualitative analysing, is believed to provide a better understanding of the research problem and questions, rather than a stand-alone method.

Thus, the research design used in this study was a descriptive survey design, which is a common characteristic used by both qualitative and quantitative research approach (Cohen: 2007) and others. The purpose of descriptive survey research is to describe some aspects of phenomenon, i.e. the status of a given phenomenon. Particularly, descriptive survey research design gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which conditions can be compared, or determining the relationships that exists between specific events (Abiy and others, 2009). Hence, descriptive survey design was employed, as it help to gather data about and describe the existing leadership condition and practice of -Abadoø area ECCE center leaders. Moreover; it may also appropriate to answer the basic questions stated and judge the strength and weaknesses of key partners in practicing leadership in the centers by comparing the conditions at the governmental led and private institutions.

Consequently, as stated above, this research employed a mixed research approach that involve a combination of quantitative and qualitative methods to gather data from both primary and secondary sources. The study has been benefited from both qualitative and quantitative data collection techniques by means of multiple forms such as, questionnaires, oral interviews, and

document reviews. Further, the data has been analyzed using both qualitative and quantitative analysis methods.

3.2 Data Gathering Instruments and Procedures

Questionnaire

One of the data collecting instrument employed in this study was the questionnaire. Information collected from ECCE teachers, principals and district supervisors through questionnaire. The questionnaire contained close ended questions.

The basic reasons of using questionnaire for primary data collection includes; its practicality, large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way. It can be carried out by the researcher or by any one with limited affect to its validity and reliability, the results can usually be quickly and easily quantified, it can also be easily compare and contrast with other research and may be used to measure change and others.

Responses from participants evaluated using Likert Scale method of rating and the respondents expressed their degree of agreement on point of scale that is relevant to the issues.

There were two questionnaires prepared for head/teachers and principals, in one group and facilitators, & supervisors in the other group. Both of them are developed to answer the research questions as much as possible.

ECCE Head/Teachers and principals Questionnaire: The contents of this questionnaire included: background data about themselves and the preschools they are associated with, training experiences particularly as preschool teacher and reflections, key stockholders involvement, attitude towards the National Policy Framework & staff development, other related factors that affect leadership practice and challenges. In total there are 30 questions and one open ended general remark.

Facilitators & Supervisors Questionnaire: The contents of this questionnaire included: background data, key stockholder involvement, attitudes & challenges towards the practice of leadership in preschool education, and relationships they have with the children and teachers. In total 15 questions and one open ended general remark.

Interview

Interview was also the second most important data gathering instrument in this study. This data gathering instrument selected with the belief that deeper information is obtained on issues critical to the study underway. In order to obtain deeper information related to the leadership style of ECCE center as well as a role leadership play in the study area, a semi structure interview was organized for ECCE center management committee and parents.

These groups of respondents were selected for interview in the ground that more information can possibly obtained from them due to their daily engagements in the core activities of the sector as well as this group constitute, mothers & elders who were part of the community and they may not be able to write /or read, analyze and answer questionnaires, therefore the researcher opt to use an interview for this particular group. In the same token, it is believed that they have more responsibility for challenges or gaps existed in the sector.

Document Analysis

Document analysis was also the other essential data collecting tool. Various documents including ECCE performance reports, guidelines of the MoE, National Policy Framework, Strategic Operational Plan and Guideline of the Ministry of Education as well as minutes that show what leadership decisions made and discussed, and records explored in the process of the study. It is believed that the data obtained in this method used to validate and substantiate the information gathered by the questionnaire and interview.

Data Analysis Techniques

Data analyses was performed by using the descriptive statistical techniques as the main ones for the summarizing quantitative data obtained from documents. The data obtained from

questionnaires and interview also analyzed by using statistical analysis techniques such as frequencies and percentages.

Likewise qualitative data such as physical observations & dialogue has been analyzed through conceptualization, categorizations and examining relationship.

3.3 Sampling Technique

In this paper the researcher used a purposive sampling - a non-probability sample that is selected based on characteristics of a population to carry out the research. This is due to the fact that the researcher needs to reach a targeted sample as the availability of ECCE center was low in the targeted area as compared to the needs. Further it was expected that studying this area would reveal insights that can be applied to other similar cases and provide as much insight as possible into the event or phenomenon under examination. As this study employed a mixed research approach and the above mentioned basic reasons & availability of ECCE centers (low in number), similarity in socio economic background and population status and limited resources including time and proximity to working environment in the sector leads to use purposive sampling to identify its target group mainly for interview.

Based on my knowledge of the population, judgment has been made about which cases should be selected to provide the best information to address the purpose of the research. The reason behind this include that the real quantitative data probability was low, there was no more data based information and the program was a new phenomenon in the area.

In Abadø area, there were a total of five ECCE centers of which one government owned and four private. There were also a total of 62 teachers of which 35 teachers in the private and 27 teachers in the government and five principals in both private & government one in each center. There were also five facilitators of four in the private & one in government. Including other areas there were also 13 government focal person both in private and government centers. Each ECCE center has its own ECCE center management committee and the number of committee was not more than five, thus in Abadø area 25 ECCD center management committee -who were also parents of the students enrolled were found. Therefore the total number of participants for this particular research

paper were 110. In order to determine the sample size, out of the total population, the researcher employed sample size determining table (<https://www.eriari.com/onlinetextbook/table6>) to determine sample size from each group.

Accordingly; based on the sample size determining table (stated above); 52 teachers, five principals, five facilitators, 10 government focal person and 24 ECCE center management committee were selected. Therefore; to manage the data, the total sample size for this study constitute 40 respondents.

Accordingly; both questionnaire and interview were employed in this research paper; and therefore; the questionnaire belongs only for a total of 30 respondents -of which 15 Head/ teachers & principals and 15 facilitators and supervisors both from government & private, this was mainly because the number of principals, facilitators and government focal persons were limited (one in each ECCE centers) in all the targeted five ECCE centers whereas interview has conducted only for a total of 10 ECCE center management Committee, this was mainly due to the fact that most of the center management committee may not have the ability to read and write on the questionnaires. However; the total sample size for this research constituted 40 respondents.

3.4 Data Collection Process

In this research paper, data has been collected both from primary and secondary sources. Primary data collection tools used to collect data from primary sources include questionnaires, interviews and physical observation and secondary data also gathered from relevant documents.

The basic reasons of using questionnaire for primary data collection includes; its practicality, large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way. It can be carried out by the researcher or by any one with limited effect to its validity and reliability, the results can usually be quickly and easily quantified, it can also be easily compared and contrasted with other research and may be used to measure change and others.

Meanwhile; the basic reason for the other means of primary data collection ó interview - was that; among the respondents; the second largest, active partaker & influential group in this program was ECCE center management committee. These group of people constitute, mothers & elders who

were part of the community and they may not be able to write /or read, analyze and answer questionnaires, therefore the researcher opt to use an interview for this particular paper. Moreover; it can be carried out by the researcher himself and more of subjective to find out the desired information accordingly.

Primary Data Sources

The necessary data gathered by questionnaire and interview from active partnersø- leaders - of the program like; School principals and head/teachers, Supervisors, ECCE center facilitators and community management committee.

Secondary Data Sources

The main sources of secondary data for this study include documents such as annual reports on studentsø participation, baseline survey on ECCE, studies and written documents (published and unpublished) has been searched for a general and theoretical approach.

3.5 Pilot Study

In this research, a Pilot study - a preliminary investigation intended to collect data to prepare for a larger & more definitive study was conducted in two ECCE centers which have similar socio-economic background in the nearby districts of Yeka sub city. This allowed the researcher to know what things go wrong or needs adjustment in the questionnaire and/ or procedure so that the researcher can fix and adjust them before the start of the actual data collection began.

Following the pilot test, the draft questionnaires were distributed to two school principal/teacher and four school supervisors purposively. Based on the data; judgmental evaluation, comments and suggestion on the questionnaire had made to modify certain items just to amend the items which were found to be defected based on the results of the pilot testing.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data collected from ECCE /preschool teachers/ head teachers or principals, supervisors, Wereda education office and ECCE management Committee members from the local community in Yeka sub city of Abado Area. Generally 30 copies of questionnaires were distributed and collected, furthermore; interviews were also conducted for 10 local ECCE management committee members in the area. Of which 15 copies (50%) were given to preschool head teachers/ teachers and principals and 15 copies (50%) were given to preschool supervisors and facilitators in Abado area at Wereda level.

Table I. Demographic & Educational Status of the Participants

N.O	Item	ECCE Center Facilitator /Supervisors		ECCE Center Principals/Head teachers/teachers	
		#	%	#	%
1	Sex				
	Male	5	33.3%	9	60%
	Female	10	66.6%	6	40%
	Total	15	100%	15	100%
2	Age				
	20-25	4	26.6%	3	20%
	26-35	7	46.6%	6	40%
	36-45	4	26.6%	4	26.6%
	Above 45	0		2	13.3%
	Total	15	100%	15	100%
3	Work Experience				
	< 1 year	1	6.66%	2	13.3%
	2-5 years	8	53.33%	5	33.3%
	6-10 years	6	40%	5	33.3%
	>10 years	0		3	20%
	Total	15	100%	15	100%
4	Current Educational level				
	10+3			2	13.3%
	12+2	3	20%	5	33.3%
	Certificate	6	40%	5	33.3%
	10 th Completed	6	40%	1	6.66%
	BA			2	13.3%
	Total	15	100%	15	100%

Table 1 shows that, the majority 10 (66.6%) of ECCE center facilitators and supervisors in Abado area were female while the remaining five (33.3%) were male. This shows that the participation of female in preschool facilitation and supervision is high.

On the other hand, nine (60%) of ECCE center principals/ head teachers and or teachers were male while the remaining six (40%) were female. This also shows that the participation of male in terms of leadership position remains high, however; female participation also increasing as compared to facilitators and supervisors in the area.

In terms of educational level of ECCE center facilitator and supervisor were: three 12 + 2 diploma holders (in the first cycle), six certificate from higher institution and six 10th grade completes.

This shows that only 40% of center facilitators & supervisors were certified whereas 40% still need to be certified from higher institution. With respect to the educational level of ECCE center principals and or head teachers /teachers, their qualifications are as follows: two BA holders, five 12+2 Diploma holders, (five of them had certificate), two 10+3 under certification, and one 10th grade complete. This may show that most of the ECCE / preschool principals/ head teachers or teachers were not certified in Educational Leadership and Management rather they are Diploma & Certificate holders in different fields of study.

The New Guideline on human resource recruitment and development (MoE, 2002) indicates that minimum educational requirement for principals need to have at least a first degree. However, Table 1 shows that the majority were found to be Diploma and certificate holders, and only two were BA holders or first Degree holders, indicating that the system has long way to go to meet the requirement for minimum level of qualified principals / head teachers/teachers while it has done well in training teachers required for the level. Therefore, based on the two findings, it is possible to say that principals and preschool teachers/head teachers lack the necessary knowledge and skill to show effective leadership to manage ECCE centers and realize internal educational efficiency.

Concerning service years of ECCE center supervisors and facilitators; only one participant was less than one year of service, six are 6-10 years of service and eight were 2-5 years of services. From this we can say that the majority of supervisors and facilitators have experiences so that they

can demonstrate their potential in the center to achieve the desired goal in the sector. Whereas; concerning ECCE center principals/ head teachers/teachers; only three had more than 10 years of service, five participants had 6-10 and 2- 5 years of service respectively, and two of them had less than a year of service.

Table.2 School Compound/Environment

S · N	Item	ECCE Center Facilitator & Supervisor					ECCE Center Head/teacher				
		S.A	A	N	S.D	D	S. A	A	N	S.D	D
1	Safe for children against their well being	4 (27%)	9(60%)	0		2(13%)		4(27%)	4 27%	3 (20%)	4 (27%)
2	Sustainability of outdoor playing materials	6 40%	5 (33%)	4 27%				5(33%)	0	3(20%)	7(47%)
3	Presence of indoor playing materials/learning corner	9(60%)	4(27%)	2 13%			3(20%)	4(27%)	2 13%		6(40%)
4	Suitable for children with disability/inclusion	4(27%)	2(13%)	4 27%		5(33%)	3(20%)	2(13%)	3 20%	1(7%)	6(40%)
5	Presence of sufficient water supply	6(40%)	3(20%)	0	2(13%)	4(27%)		2(13%)	3 20%	3(20%)	7(47%)

Key for the table: **S.A** ó Strongly Agree, **A-** Agree, **N-** Neutral, **S.D** ó Strongly Agree, **A-** Agree, **N-** Neutral, **S.D-** Strongly Disagree, **D-** Disagree

Regarding the safety and wellbeing of children in the ECCE compound, (see table two)out of the targeted ECCE center facilitators and supervisors, 13 (87%) showed their agreement while only two(13%) disagreed, on the safety for children against anything that affect their well-being and sanitation. Meanwhile; of the targeted ECCE center head/teachers and principals; four (27%) participants agreed, four (27%) Neutral and seven (47%) disclosed their disagreement. This shows that, though there is improvement in child safeguarding in the centers, still there is a gap in ensuring the safety of children against anything that affect their well-being. However; the strategic operational plan and guideline for ECCE in Ethiopia (MoE, 2010) indicate that the preschool has to be fenced where it is safe for children to learn and play together and has to select in an organized

manner to allow for accident ó free play. In this regard, the leadership has to work hard to meet the minimum standard of the operational manual.

As per the strategic operational manual/plan, there should be an outdoor playing materials which are locally made, well maintained, clean and developmentally appropriate so as to provide ample opportunity for creativity and development skills. However; as to ECCE center facilitators and supervisors; 11(73%) agreed and four (27%) neutral, Whereas; as to ECCE center head/teachers and principals; only five(33%) participants showed agreement, and 10(67%) participants disagreed on the presence and comfort of outdoor playing materials. This showed that the leadership has to go long way to implement and practice the operational manual in the targeted ECCE centers so as to achieve the desired goal.

Out of the ECCE center facilitators and supervisors, regarding the presence of indoor playing materials and different learning corners, 13(87%) of the respondents expressed their agreement and only two (13%) neutral. However, considerable proportion of ECCE head/teachers and teachers seven (47%) expressed their agreement, two (13%) neutral and six (40%) disagreed on the same issue. In referring the operational manual; there should be an area or corner for displaying the children's creative work. Accordingly a variety of stimulating play and learning materials and corners that promote not only simple but also higher thought process (Puzzles, riddle and guessing games stories and fairy tales, etc) should be available. Therefore; from the data that the researcher collected, it is possible to say that there is still gap in implementing the strategic operation manual that needs the attention of effective leadership practices in the centers.

The National Policy Framework for Early Childhood Care in Ethiopia (MoE, 2010) states that; the social and physical environment in the kindergarten has to be safe and secure as well as receptive and child ófriendly. The policy framework also highlights the need to give special attention for inclusion and disability. However; based on the above Table, as to ECCE center facilitators and supervisors; six (40%) showed their agreement, four (27%) neutral and the remaining five (33%) disagreed. However, of the ECCE head/teachers five (33%) agreed, three (20%) neutral and seven (47%) disagreed on the same item of inclusion and disability in the construction of the targeted centers. This may also show that leadership in the centers has to enforce the practice of the policy in implementing the program in the centers.

Furthermore; the strategic operational plan identified as a minimum standard that there should be clean drinking water, hand washing facilities and one latrine in each center. However; as per the targeted ECCE center facilitators & supervisors; nine (60%) of them expressed their agreement and six (40%) expressed their disagreement while of ECCE head/teachers, only two (13%) expressed agreement, three (20%) neutral and 10 (67%) expressed their disagreement in the presence of sufficient water supply and facilities. This indicates that there is still needs hard work and attention among the leadership to discharge their role and attain the minimum standard of the operational plan set by the Ministry of Education.

Table 3: Key Stakeholders' Involvement

S · N	Item	ECCE Center Facilitator & Supervisor					ECCE Center Head/teacher				
		S.A	A	N	S.A	D	S.A	A	N	S.A	D
1	Presence of strong community involvement	6(40%)	6(40%)	0		3(20%)	3(20%)	4(27%)	5 33%	2(13%)	1(7%)
2	Presence of joint continuous supervision/ monitoring		7(47%)	4 27%	2(13%)	2(13%)	2(13%)	9(60%)	2 13%		2(13%)
3	Presence of standard teachers ó student ratio	9(60%)	3(20%)	2 13%		1(7%)					
4	Presence of strong preschool to preschool relationship.	5(33%)	5(33%)	1 7%		4(27%)					
5	Presence of good relationship with parents	4(27%)	8(53%)	1 7%		2(13%)					
6	Center principals/ head teachers/ make all decision by themselves						2(13%)	5(33%)	3 20%	1(7%)	4(27%)
7	School principals /head teachers/ consult staff and other concerned management committee.						6(40%)	4(27%)	3 20%		2(13%)
8	Presence of strong local and/or International NGOø involvement in school leadership improvement program						5(33%)	4(27%)	3 20%		3(20%)

As per the strategic operational plan collaboration with community representatives and parents/caregivers should be established for supporting the leadership practice and other activities at the preschool. This imply that there should be an open and strong community involvement among the centers. Furthermore; community representatives and parents/caregivers should be given the opportunity to provide input for running the preschool. However; based on the above data; out of the total ECCE center facilitators and supervisors, 12(80%) showed agreement, and only three (20%) disagreed. While out of the total ECCE center head/teachers and principals, seven (47%) agreed and five (33%) neutral and three (20%) disagreed on the presence of strong community involvement among the targeted ECCE centers. From this we can understand that, as strong community involvement has a paramount importance in the general leadership practice of the center, therefore leadership among the centers should give special attention & work hard towards strong community involvement so as to meet the minimum standards of the strategic operational plan. In the same token, opportunities for government staff to conduct regular monitoring should be initiated and findings of the monitoring activity will be shared with the Parent Teachers Associations /PTA/. To this end, based on the data collected and presented in the above table; of ECCE center facilitators and supervisors seven (47%) agreed, four (27%) neutral and four (27%) disagreed; whereas 11(73%) expressed agreement, two (13%) neutral and two (13%) disagreed in the targeted ECCE center head/teachers and principals. In this case; still the leadership needs to work hard to attain the desired objective.

Once a day, when bringing or collecting their child, parents have a contact with teachers according to the strategic operational plan. This will enable to strengthen bilateral relation between teachers and students. As to the targeted ECCE centers facilitators and supervisors, 12(80%) expressed agreement, two (13%) neutral and only one (7%) disagreed on the presence of good relationship with parents. This may depict that though the leadership in the center has laid the foundation, still it needs to work more as part of their leadership practices.

In relation to parent - teachers associations the strategic operational plan identifies that, adequate opportunity should be provided through the year for interaction and communications between the parents and the teachers. Information on all events that have taken place in the preschool should be shared at the end of the school year on parents/caregivers day. Due to this fact,

parents/caregivers and teacher should regularly share information on the child progress. Therefore based on the data collected from the targeted ECCE center facilitators and supervisors, 12(80%) agreed, one (7%) neutral and two (13%) expressed disagreement on presence of strong relationship between teachers and parents. Therefore from this we may understand that the leadership in the centers have laid the foundation and showed progress but still they need to work hard on it at least to meet the minimum standard of the strategic operational plan stated above.

Form our discussion on instructional leadership, Group leadership is a critical and fundamental role of an instructional leader. The principal is a team leader, assisting the staff and the school community in building consensus and commitment to working toward commonly improve the learning of students in the school. Based on this understanding, from the data collected on the targeted ECCE center Head/ teachers and principals; seven (47%) showed agreement, three (20%) neutral and five (34%) expressed disagreement on the sole decision made by the head teachers or principals, meanwhile; out of the same respondent; 10(67%) agreed, three(20%) neutral and two (13%) disagreed on that head teachers/ principals consult other concerned bodies & management committees before they made any decision by themselves in every issues that matters. This may show that the leadership role in the selected ECCE centers seems good in in terms of group leadership. However it may not satisfactory and leaders at all levels in the center should work hard to realize its standard.

Preschool services will be delivered through community based preschools, privately run preschools, preschools attached to primary schools and faith -based preschools and other cost effective modalities according to operational plan. Most of the time preschool build strong relations with different local and or International NGOø and this will create a good opportunity to enhance their capacity in many ways and it is also considered as one of the strength of the leaders at all level. Based on the above point; out of the selected ECCE centers of head/teachers and principals; nine (60%) agreed, three (20%) neutral and three (20%) disagreed on the presence of strong relations with local and or international NGOø in school improvement program. Therefore we may say that the targeted preschools are on the right truck to the journey of building strong relationships with local and international NGOø to build their capacity and it should be improved more in their future academic year.

Table. 4 Attitude towards the National Policy Framework & Staff Development

Part III – Attitude towards the National Policy frame work & staff development - ECCE principal/Head teachers and teachers - Based on the questionnaire, the following are the response from the respondent.													
NO	Item - Attitude towards the National Policy frame work & staff development	Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	Total	%
1	Leaders /head teachers/ support teachers in professional need based training and encourage open communications.	1	7	8	53	5	33	1	7			15	0.1
2	Leaders in the center encourage and facilitate teamwork, group decision making & collaboration	4	27	10	67		0	1	7			15	0.1
3	All management committee are aware of the National policy framework and strategic operational plan	2	13	6	40	5	33	2	13			15	0.1
4	Leaders develop mechanism of experience sharing, work on building learning community, and allocate budget for staff development	4	27	4	27	6	40	1	7			15	0.1
5	Principal in the center relay more on punishment than give order and direction	1	7	6	40	1	7	5	33	2	13.3	15	0.1
6	Principals in the center articulate a collective vision and valued adult – child interaction	5	33	9	60	1	7		0			15	0.1
7	leaders in the center provide feedback and support following classroom observation	8	53	7	47		0		0			15	0.1
8	Leaders always stick on the written policy & rules than innovation and transformation		0	6	40	2	13	6	40	1	6.67	15	0.1
9	Leaders set direction & encourages staff to achieve expected goals	1	7	8	53	1	7	5	33			15	0.1
10	Principals/ head teachers/ teachers attitude towards ECCE is satisfactory	6	40	7	47	1	7	1	7			15	0.1
	Total	32		71		22		22		3		150	1

Like any other school teachers, preschool teachers also need an on-going professional development and support. Teachers need support in trying out new approaches in the classroom through observation, assessment and incentives. It is the task of the instructional leader in planning for professional development to ensure open and collaborative communication with staff, understand and analyze the school situation, and identify clear goals for student learning.

Professional development is an ongoing, planned, continuing education through which certified, qualified teachers, and other education professionals improve skills, knowledge, and attitudes/dispositions related to assisting students achieve the goals of the organization (i.e. improved student performance and outcomes) (Achilles and Tienken in Hughes, 2005:206).

Based on the above analysis, out of the targeted ECCE center head/ teachers and principals, nine (60%) agreed, five (33%) were neutral and only one(7%) disagreed on leadersø/head/ teachers and principalsø support of teachers in professional need based training and encourage open communications. On the other hand, 14 (94%) showed their agreement and only one (7%) participant disagreed on leaders in the center encourage and facilitate teamwork, group decision making and collaboration. From the above two analysis, it is possible to say that the majority of respondents agreed on leaders support towards professional need based training and leadersø encouragement and facilitation on teamwork, group decision making and collaboration.

The Government of Ethiopia Recognize the importance of Early Childhood Care and Education /ECCE/, as a critical period that requires due attention and a great deal of investment and developed the National Policy Framework. This national policy framework is the result of consultative processes and lays the foundation for a holistic, comprehensive and feasible development of ECCE in Ethiopia. The implementation of the policy will ensure a big step forward in giving children in Ethiopia healthy start in life, an enabling and stimulating environment for development their talents and stimulate and help them to become caring and productive citizens (MoE, 2007). Due to this fact leaders at all levels should have at least basic knowledge of the National Policy framework and responsible to facilitate it with others.

Based on the data collected on the targeted ECCE center, head/teachers and principals; considerable number of the participants eight (53%) agreed, five (33%) neutral and only two (13%) disagreed on the awareness of all management committee towards the national policy framework and strategic operational plan. This may show that the majority of the respondents agreed on the awareness of the national policy framework and strategic operational plan. But it needs more effort to make it more familiar with the rest of the management committee so as to work with the standard set by the ministry. Furthermore leaders including community leaders should be the owner of the ECCE program as per the national policy framework. Regarding ownership, most of the participants 13(87%) showed their agreement, only one (7%) neutral and one (7%) expressed disagreement on principals and head/ teachersø attitude towards ECCE is satisfactory. This shows that leaders accepted the program as their own and needs further improvement until fully accepted and implemented.

Leaders of educational change should have a vision of how they would like to see their schools developed. They give their schools a sense of direction and are capable of operationalizing their goals and values both through a long term strategy and at the level of their day to day action (Terrant and Newton, P.219). Based on this fact, out of the targeted ECCE center head/teachers and principals, 14(93%) agreed and only one (7%) participant found to be neutral on head/teachers and principals in the center articulate a collective vision and valued adult child interaction. On the other hand, majority of the respondents nine (60 %) agreed, one (7%) neutral and five (33%) disagreed on the item related to leaders/head/teachers and principals set direction and encourages staff to achieve expected goals. From this, we can identify that though leaders at all levels articulate a collective vision, they are weak in terms of setting direction and encourage staff to achieve the expected goals. Therefore, leaders in the targeted center should work hard in this regard.

Table. 5 Challenges

I. ECCE center Facilitators and supervisors responses

Part III – Challenges - ECCE Center Facilitator /Supervisors													
NO	Item - Challenges	Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	Total	%
1	Presence of shortage of qualified teachers	3	20%	6	40%	4	27%	2	13%	0	0%	15	0.2
2	Absence of culturally relevant and supplementary books	3	20%	3	20%	0	0%	6	40%	3	20%	15	0.2
3	Lack of supervision and continuous inspection	2	13%	3	20%	1	7%	9	60%	0	0%	15	0.2
4	Presence of clear understanding among facilitators and supervisors on the National Policy framework	9	60%	3	20%	1	7%	0	0%	2	13%	15	0.2
5	Presence of separate toilet for both female & male children	7	47%	4	27%	1	7%	3	20%	0	0%	15	0.2
Total		24		19		7		20		5		75	1

As far as the strategic operational plan concerned, the curriculum will be used as a guide for incorporating developmentally appropriate content, concepts and activities in the preschool programme. Teachers will therefore need to use their creativity in addition to the curriculum to

foster the holistic development of all children. Accordingly, teachers should be hold a 10 months preschool teacher training course certificate from the teacher Education Institute, or have attended a two months course to upgrade their skills and knowledge, especially in the field of "active learning of young children". However availability of qualified teachers is a major challenges in many preschool. Likewise, out of the targeted ECCE center facilitators and supervisors, nine (60%) showed agreement, four (27%) neutral and two (13%) expressed their disagreement on the presence of shortage of qualified teachers. This shows that there is still shortage of qualified teachers in the targeted ECCE centers and this may bring challenges in the practice of effective leadership in the sector. Furthermore there should be an active learning in a communal setting: children have common experience, which they enjoy; share experience in a communal setting helps them develop group problem solving skills. To this end, locally available materials and the local environment are used for active learning as per the operational plan. However based on the data collected, out of the total number of ECCE center facilitators and supervisors, six (40%) agreed and nine (60%) expressed their disagreement on the absence of culturally relevant & supplementary books. From this we may say that presence of supplementary books can be considered as a challenge for the targeted ECCE center.

The National Policy Framework stipulates that there should be a clear understanding among facilitators and supervisors on the national policy framework, to this end, of the targeted ECCE center facilitators and supervisors, 12 (80%) showed agreement , one (7%) neutral and two (13%) expressed disagreement on the presence of clear understanding among facilitators & supervisors on the national policy framework. Therefore, based on this fact, we may say that this will not considered as the challenges in practicing leadership in the targeted ECCE centers.

With respect to wash facility; the manual identified that there should be a separate toilet for both sex, as to the targeted ECCE center facilitators and supervisor; 11(74%) agreed, one (7%) neutral and three (20%) disagreed on the presence of separate toilet both for male and female children. Therefore from this data, we can easily say that children toilet facility is not a challenge in practicing leadership in the center.

Table 5. Other related factors that affect leadership practice and challenge

Part IV – Other related factors that affect leadership practice and challenges - Based on the table found in the questionnaire, the following are the response from ECCE center principal, head teachers and teachers on the bases of the below rate.													
NO	Item -	Very High	%	High	%	Average	%	Low	%	Ver Low	%	Total	%
1	Absence of guidelines and clear expectation among leaders	1	7	6	40	2	13	1	7	5	33	15	0.1
2	Teachers turn over					6	40	2	13	7	47	15	0.1
3	Knowledge and competency among leaders	5	33	6	40	3	20	1	7			15	0.1
4	Readiness to assume responsibility among leaders/ Commitments	3	20	6	40	5	33	1	7			15	0.1
5	Mismatch between parents expectations & school performance	1	7	3	20	8	53	3	20			15	0.1
6	Interference of senior government management	3	20	5	33	5	33	2	13			15	0.1
7	Lack of encouragement & trust from management	2	13	2	13	6	40			5	33	15	0.1
8	Absence of freedom to exercise full power	2	13	5	33	5	33	2	13	1	7	15	0.1
9	Poor planning between teachers & principals			1	7	7	47	2	13	5	33	15	0.1
10	Unable to be a role model in the area of work	1	7	5	33	6	40			3	20	15	0.1
	Total	18		39		53		14		26		150	1

Most of the above items in Table 5. have been raised in one way or another in the above analysis, however in this section we can explain items that have not been raised. In most of the time, among the many challenges that preschool in particular faced high turnover of teachers; out of the total targeted ECCE center head/teachers and principals; six (40%) are on average level, and nine (60%) responded by saying low in terms of the level of teachers turnover. From this we may understand that teachers turnover may not be considered as a primary challenge for the targeted ECCE centers. However the leadership should improve and maintain its position in the future.

According to the strategic operational plan, the skills and competency of teachers and leaders at all level should not be compromised. Therefore, as to ECCE center head/teachers and principals; 11 (73%) expressed by saying high, three (20%) average and only one(7%) say low in terms of

knowledge and competency of leaders. From this we may understand that in terms of knowledge and competency the leaders at all level of the targeted ECCE centers are satisfactory. And this has to be enhanced in the future. Therefore; knowledge and competency is not be a challenges for the target ECCE centers.

According to different researchers and supplementary materials, including the Operational Manual & National Policy Framework, though strong collaboration among key stockholders is recommended for mutual benefit, they strongly not advised any other external /political involvement in the implementation of the program. Therefore as to the targeted ECCE centers head/teachers and principals; eight (53%) expressed high, five (33%) average and only two (13%) say low in terms of interference of government management in the ECCE program. Based on this finding we can understand that there was an external Government body involvement in the program which was outside of the preschool program. Therefore in the targeted ECCE centers, external Government involvement may be considered as a challenge in practicing leadership in the center and this should be stopped and the center should be free from external government and or any other political influence.

Following the interview conducted among 10 ECCE center management committee, seven (70%) of them participated in their monthly or quarterly money contribution whereas three (30%) of them participated in their time, money and idea whenever as it required. Likewise considerable number of interviewee, eight (80%)of them expressed their positive attitude towards early child education and only two(20%) of them indicated still they were not clear about child education, rather they consider it as a place where they put their children so as they might get some time for their daily activity. " I am very happy to see my child in the ECCE center at her age, I couldn't get this chance before. Now my child can count numbers and write alphabets." said Ato Tadese one of the interviewee. Further; W/o Almitu, another interviewee woman explained " I have got time to work by sending my child to this school, previously I couldn't." in contrast to these, " I don't have any idea about it, and I don't have money to pay for my child so I didn't sent my child" said W/o Roman from the village. From this we can identify that ECCE center management committee's participation in the program has been appreciated and further strengthen until the committee agreed

to own the program as their program and act on it towards the betterment practice of leadership in the sector.

Moreover, seven(70%) of the interviewee, expressed their best agreement in terms positive school principals attitude towards approaching parents & community in matters of school administration, while two (20%) of them explained still the principals need to improve their approach towards parents in matters of school administration. In referring to the responsibility of ECCE management committee, the majority of the interviewee, explained that they were expected to create and increase the awareness of parents towards early child education in most cases, however, as per the interview five (50%) of them they were not successful in achieving their responsibility due to other social and economic factors. Furthermore the interview indicate that there was a difference in parents participation in government and private ECCE centers with limited difference in roles and responsibility. Concerning center management discussion, almost all of them explained that there was an invitation /call/ to participate in the discussion of different management issues, however almost half of them (five) 50% were not avail themselves in many times for discussion due to their personal economic or other social factors. To this end the leadership has to work hard and encourage the center management committee's participation in discussion of different management issues to meet the Strategic Operational Plan.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION

This final chapter presents summary of findings, conclusions and recommendations.

5.1 Summary of Major Findings

Generally the study tries to assess the leadership practices in Early Childhood Care and Education Center in the case of ፉAbadoፅarea of Yeka Sub City, Addis Ababa City Administration in reference to the National Policy Framework and Strategic Operational Plan of the Ministry of Education. The core intention of the study was to evaluate the practical implementation of the National Policy Framework to lead the ECCE centers as per the designed objectives. Furthermore, the paper aimed to assess the leadership practices of ECCE center management committee and other key stakeholders to achieve their ultimate goal. This was based on the premise, that leadership practice in schools/ preschools at all levels is the collective hard work and effort of teachers, students, parents and principals in a respectful working environment.

And the research has answered such basic research questions as:

- A) What is the leadership practice of parents, teachers, community leaders and government partners towards implementing ECCE in reference to the National Policy Framework,
- B) How is the involvement of these stakeholders in leading the ECCE centers as per the National Policy
- C) What are the challenges encountered by ECCE practitioners while implementing ECCE policy in their day to day activities?

The main purpose of this research was to make educational policy makers, leaders at all levels and educational experts become aware of the importance of ECCE at preschool level and take relevant action for the practical implementation of leadership skills in line with the National Policy Framework & Strategic operational Plan.

The study investigated the practice of leadership in selected ECCE centers of ፉAbadoፅarea of Yeka sub city of Addis Ababa City administration. A lot of data were collected and analyzed on matters related to the practice of Leadership at all levels and major challenges that affected the practical

implementation of leadership in line with the national policy framework & strategic operational plan.

Based on the research, among others the following include summary of major findings of the study.

1. Female participation in supervision and facilitation was high as male participation in leadership position was.
2. Safety for children, inclusion and disability, safe drinking water shortage of qualified teacher and high government interference were considered as a challenge for exercising leadership.
3. Community participation, group decision making, student óteachers /parent association, understanding among facilitators & supervisors on the National Policy Framework, teacherø turnover, knowledge and competency of leaders at all level was good
4. Building strong relationships with local and international NGOø, professional need based training, encouragement and facilitation on teamwork, awareness on national policy framework and strategic operational plan, can be appreciated.
5. Leaders at all levels articulate a collective vision, but they reflected some gap in setting direction & encourage staff to achieve the expected goals.

5.2 Conclusion

It has been found out that participation of female in preschool facilitation & supervision and that of male in terms of leadership position were high, a considerable portion of facilitators & supervisors as well as principals/ head /teachers still need to be certified, though they were experienced. Safety for children, inclusion and disability, safe drinking water, hand washing facilitates and hygiene, shortage of qualified teachers and external government body involvement reflected as a challenge. However; community participation, group decision making, acceptance of the program by stakeholders, relation among teachers, students & parents, availability of supplementary and culturally relevant books, clear understanding among facilitators & supervisors on the national policy framework, teacherø turnover, knowledge and competency of leaders at all level show great improvement but not satisfactory. Meanwhile, building strong relationships with local and international NGOø, professional need based training, encouragement and facilitation

on teamwork, awareness on National Policy Framework and Strategic Operational Plan, can be appreciated but still needs close follow up to ensure its sustainability.

The study also identified that leaders at all levels articulate a collective vision, but difficulty in setting direction & encourage staff to achieve the expected goals. Based on the findings the study reflects democratic instructional leadership style with some limitations so far has been practiced in the targeted ECCE centers.

5.3 Recommendation

Based on the conclusion of the study, the following recommendations were suggested:

- In order to achieve preschool educational goals, through practical implementation of National Policy Framework and Strategic Operational plan, leaders at all levels need to be trained & certified from higher institution in the relevant fields of study. To this end, the Ministry of Education has to work closely with different training centers and other concerned organizations and should give special attention.
- To ensure safety for children, inclusion and disability, safe drinking water, hand washing facilitates and hygiene, all concerned Government & Non-Government agencies should provide their strong leadership commitment by designing and supporting through finance, material and capacity building program.
- To improve strong community participation, attitude towards ECCE, group leadership and relationships with local and international NGOø, the Ministry of Education should design an awareness campaign and work hard in collaboration with others to raise their awareness and capacitate more.
- Instructional leaderships ó providing professional need based training, teamwork, group decision making and collaboration, acceptance of the program by the community should be enhanced. To this end the Ministry of Education has to create a platform to strengthen partnership.
- Leaders at all levels articulate a collective vision, but showed some difficulty in terms of setting direction & encourage staff to achieve the expected goals. Therefore, this is one of the aspects of the quality of leadership, therefore, educational institutions and the Ministry

need to design a framework that give special attention for continuous improvement program in this regard.

- The preschool should be free from external Government and or any other political influence. Therefore the Ministry of Education as well as other key stakeholders should work hard to maintain it.

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APPENDIX

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Questionnaire to be field by five targeted ECCE Center principals/Head teachers/ & teachers

The purpose of this questionnaire is to collect information / facts about the leadership practices of ECCE centers in Abado area of Yeka sub city in Addis Ababa City Administration.

Hence, you are kindly requested to respond honestly and thoughtfully. The success of the study depends on your genuine information. The information to be gathered will be used only for research purpose. The information from participants will be used confidentially and will not affect anybody in any way in what so ever. Your frank and sincere responses will be highly appreciated. There is no need of writing your name.

I thank you in advance for your sincere cooperation.

Direction: Please, indicate your choice by using tick (√) mark except those that require written answers in each of the following sentences.

1. Name of the Center _____

Type of the school Government Private

2. Sub city _____

3. Wereda _____ Location ó-----

4. Sex: Male Female

5. Age: 20-25 26-35 36-45 above 45

6. Work experience: < 1year 2-5 years 6 -10 years >10years

7. Your Current Highest Educational Level: 10+3 12+2 Certificate BA/BSc

MA/MSc Other if any, _____

Part – I School Compound/Environment

Instruction: the following items deals with the general set up of the school compound in response to activate physical & cognitive skills of the child. Please choose your response by selecting one of the choice.

1. The area is safe for children against anything that affect their wellbeing and good sanitation.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
2. There is an outdoor playing materials in the center & are comfortable for children.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
3. There is an indoor playing materials/ different learning corners/ that can contribute for the development of children cognitive skill.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
4. The center is constructed to incorporate children with disabilities and inclusion.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
5. There is sufficient water supply in the compound for children.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree

Part II – Key Stockholders involvement

1. There is strong community involvement in the school administration.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
2. There is a joint continuous supervision/ monitoring and evaluation among key stakeholders.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
3. Center principals/ head teachers/ make all decision by himself/herself.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
4. School principals /head teachers/ consult staff and other concerned management committee and take their ideas in to consideration.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree

5. There is strong local and/or International NGO's involvement in school leadership improvement program.
- A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree

Part III - Attitude towards the National Policy frame work & staff development

1. Leaders /head teachers/ in the center support teachers & other staff members in professional need based training as well as practice and encourage open communications.
- A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
2. Leaders in the center encourage and facilitate teamwork, group decision making & collaboration between teachers.
- A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
3. Are all the management committee aware of the National policy framework and strategic operational plan of ECCE
- A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
4. As a leader the principal /head teacher/ in the school develop mechanism of experience sharing among teachers, work on building learning community, and allocate budget for staff development
- A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
5. Principal in the center relay more on punishment than give order and direction
- A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
6. The principal in the center articulate a collective vision and valued adult ó child interaction
- A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
7. Based on the instructional leadership, leaders in the center provide feedback and support following the classroom observation
- A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
8. Leaders in the center always stick on the written policy and rules than innovation and transformation
- A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree

9. Leaders in the center set direction to achieve expected goals, encourages staff to achieve the expected goals.

A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree

10. School principals/ head teachers/ and teachers attitude towards ECCE is satisfactory.

A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree

Part IV – Other related factors that affect leadership practice and challenges

Instruction: the following items are related to factors that affect the leadership practices and challenges in the center. Indicate your response by selecting one of the alternative.

5 - Very High 4 - High 3 - Average 2 - Low 1 - Very low

N.O	Items	5	4	3	2	1
1	Absence of guidelines and clear expectation among leaders					
2	Teachers turn over					
3	Knowledge and competency among leaders					
4	Readiness to assume responsibility among leaders/ Commitments					
5	Mismatch between parents expectations & school performance					
6	Interference of senior government management					
7	Lack of encouragement & trust from management					
8	Absence of freedom to exercise full power					
9	Poor planning between teachers & principals					
10	Unable to be a role model in the area of work					

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Hence, you are kindly requested to respond honestly and thoughtfully. The success of the study depends on your genuine information. The information to be gathered will be used only for research purpose. The information from participants will be used confidentially and will not affect anybody in any way in what so ever. Your frank and sincere responses will be highly appreciated. There is no need of writing your name.

I thank you in advance for your sincere cooperation.

Direction: Please, indicate your choice by using tick (√) mark except those that require written answers in each of the following sentences.

1. Name of the Center _____

Type of the school Government Private

2. Sub city _____

3. Wereda _____ Location ó-----

4. Sex: Male Female

5. Age: 20-25 26-35 36-45 above 45

6. Work experience: < 1year 2-5 years 6 -10 years >10years

7. Your Current Highest Educational Level: 10+3 12+2 Certificate BA/BSc

MA/MSc Other if any, _____

Part – I School Compound/Environment

Instruction: the following items deals with the general set up of the school compound in response to activate the physical & cognitive skills of the child. Please choose your response by selecting one of the choice.

1. The area is safe for children against anything that affect their wellbeing and good sanitation.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
2. There is an outdoor playing materials in the center & are comfortable for children.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
3. There is an indoor playing materials/ different learning corners/ that can contribute for the development of children cognitive skill.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
4. The center is constructed to incorporate children with disabilities and inclusion.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
5. There is sufficient water supply in the compound for children.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree

Part II – Key Stockholders involvement

1. There is a strong community involvement in the school administration.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
2. There is a joint continuous supervision/ monitoring and evaluation among key stakeholders.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
3. There is a standard teachers ó student ratio.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
4. There is a strong preschool to preschool relationship.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
5. The center has good relationship with parents.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree

Part III – Challenges

1. There is a shortage of qualified teachers in the center.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
2. Absence of culturally relevant and supplementary books creates a big challenge in the practice.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
3. Lack of supervision and continuous inspection at district level in line with supporting preschools creates a problem in the effective leadership practice.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
4. There is a clear understanding among facilitators and supervisors on the National Policy framework of ECCE and strategic plan.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree
5. There is a separate toilet for both female & male children.
A. Strongly Agree B. Agree C. Neutral D. Disagree. E. Strongly Disagree

ADDIS ABABA UNIVERSITY

**SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION AND
BEHAVIOURAL SCIENCE**

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

**Interview Questions for ECCE management committee/parents /who can't understand the
questionnaire**

N: B The interview question will be translated to the local language as it is demanded.

The purpose of this interview is to collect information / facts about the leadership practices of ECCE centers in Abado area of Yeka sub city in Addis Ababa City Administration.

Hence, you are kindly requested to respond honestly and thoughtfully. The success of the study depends on your genuine information. The information to be gathered will be used only for research purpose. The information from participants will be used confidentially and will not affect anybody in any way in what so ever. Your frank and sincere responses will be highly appreciated.

I thank you in advance for your sincere cooperation.

1. Do you participate in ECCE center management?
2. In what way do you participate? With your money/time/idea contribution or others?
3. What is your attitude towards early child education?
4. What is the school principal's attitude towards approaching parents & community in school administration matters?
5. What is your responsibility in the center?
6. Is there any difference between parental involvement in private and government centers?
7. How often you participate in center management discussion?