

**THE CURRENT PRACTICES OF PRE-SCHOOL EDUCATION
IN WOLAITA ZONE**

By:

GIRMA TESSEMA

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN CURRICULUM AND INSTRUCTION**



MAY, 2011

ADDIS ABABA

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES, COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES, DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL DEVELOPMENT STUDIES


THE CURRENT PRACTICES PRE-SCHOOL EDUCATION IN WOLAITA ZONE

BY:

GIRMA TESSEMA

APPROVED BY BOARD OF EXAMINERS

Abdulaziz He
Chairman, Department of Graduate Committee


Signature Date

Enguday Adese
Advisor

G.H. 16 June, 2011
Signature Date

Abdulaziz Hussien
Examiner

[Signature] 13/6/2011
Signature Date

Acknowledgements

First and foremost, I would like to express my deep and heartfelt thanks to my advisor, Dr. Enguday Ademe for her professional advice, constructive comments and timely responses which apparently enabled me to produce this research in its present shape content.

I would like also to express my special thanks to Wolaita zone, Damot Woide Woreda, Damot Gale Woreda, Humbo Woreda and Boditti Administrative Town Education offices; pre-school/ kindergarten directors, teachers and parents of all sample Woredas for their cooperation during data collection.

I am also indebted to school of graduate studies of addisababa university for covering the expences of this research work.

Further, I would like to thank to my brothers and my sister (Fekadu Tessema, Bergene Tessema, Aklilu Tessema, Alemu Tessema, Ayelech Tessema and Desta Tessema) for their moral material and financial support during my research work.

My sincere and profound gratitude also goes to Ato Daniel Arega who has extended his special support during my stay in school of graduate studies and Ashenafi Tilahun for his moral and material support during my research study.

Table of contents

Contents	page
Acknowledgements.....	i
Table of contents.....	ii
List of Tables.....	vi
Acronyms/ Abbreviations.....	vii
Abstract.....	viii
CHAPTER ONE	
1. Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Objectives of the Study.....	3
1.4 Significance of the Study.....	4
1.5 Delimitation of the Study.....	5
1.6 Limitation of the study.....	5
1.7 Operational Definitions of Key Terms.....	5
1.8. Organization of the Study.....	5
CHAPTER TWO	
2. REVIEW OF RELATED LITERATURE.....	7
2.1. Historical Development of Pre-School Education.....	7
2.2. Aims of Preschool Education.....	8
2.3. Common Principles of Early Childhood Education.....	9

2.4 The Curriculum Implementation of Preschool Education.....	10
2.4.1 Preschool Teachers and Personnel.....	10
2.4.2 The Content of Pre-School Curriculum.....	12
2.4.3 Teaching Methods of Preschool Education.....	13
2.4.4 Assessment in preschool education	14
2.4.5 Record Keeping in Pre-school education.....	15.
2.5 Learning Environment of Preschool Education.....	15
2.5.1 Pre-School Building.....	16
2.5.2 Site of the Pre-School.....	16
2.5.3 Pre-School in-Door Equipment and Materials.....	17
2.5.4 Pre-School Out-Door Organization.....	18
2.6 Parental Involvement in their Children's Learning.....	19
2.7 Government support in Pre-School Education.....	20
2.8 Opportunities of Preschool Education.....	21
2.9 Challenges of Pre-School Education.....	23
2.10 Pre-School Education in Ethiopia.....	25
CHAPTER THREE	
3. The Research Design and Methodology.....	28
3.1 Research Design.....	28
3.2. Sources of Data.....	29

3.3 The Population, the Sample and Sampling Technique.....	29
3.4 Instruments and Procedures of Data Collection.....	30
3.5 Pilot Study.....	32
3.6 Data Analysis Technique.....	33

CHAPTER FOUR

4. Data presentation, analysis's and discussion	34
4.1 Background Information of Respondents.....	34
4.2 The Curriculum and its Implementation in the Selected Pre-Schools.....	37
4.2.1 Teachers awareness of the main objectives of pre-school education.....	38
4.2.2 Teachers training and Other Personnel in Pre-Schools /KGs and preparation.....	39
4.2.3 Appropriateness of the content and the extent of instructional materials utilization	44
4.2.4 Teaching Methods in Pre-Schools.....	47
4.2.5 The Most Commonly used Assessment Techniques.....	50
4.2.6 The Most Commonly Used Record Keeping System.....	51
4.3 Learning Environment of Pre-Schools/KG.....	53
4.4 Parent School Partnership and Methods.....	56
4.4.1. Parent school partnership and methods.....	57
4.4.2 Most Commonly used Means of Communications	58
4.5 The Government support in Pre-School Education.....	60
4.6 Opportunities of Pre-School Education.....	62

4.7 Challenges of Pre-School Education 66

CHAPTER FIVE

5. Summary, conclusions and recommendations 70

5.1 Summary and Findings 70

5.2 Conclusion 74

5.3 Recommendations 76

References 78

Appendices

List of Tables

Table 1. Background Information of Respondent.....	35
Table 2. Teachers awareness of the Main Objectives of the Curriculum of Pre-School Education.....	38
Table 3. Issues Related with Pre-School Teachers and Other Personnel.....	40
Table 4. Issue Related to Curricular and Instructional Materials.....	44
Table 5. The Commonly used Teaching Methods.....	48
Table 6. The Most commonly used assessment Technique	50
Table 7. The Most commonly used Children’s Record Keeping System	51
Table 8. Physical Set up, In-Door and Out-Door Materials and Equipment.....	53
Table 9. Issues Related to Parent School Partnership and methods	57
Table 10. issue related to means of communications	58
Table 11 support of government in pre-school education	60
Table 12. Opportunities of Pre-School Education.....	62
Table 13. Challenges of Pre-School Education.....	66

Acronyms/ Abbreviations

E.C	Ethiopian Calendar
ESDP	Education Sector Development Program
IDRC	International Development Research Center
MOE	Ministry of Education
NGO	Non-Governmental Organization
SNNPR	Southern Nations Nationalities Peoples Region
TGE	Transitional Government of Ethiopia
TTI	Teachers' Training Institute
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
ECCE	Early Child- Care and Education.
NIO-ECCE	National Integrated Office for ECC

Abstract

The purpose of this study was to assess the current practices of pre-school education in Wolaita zone regarding curriculum implementation, learning environment, parent's partnership, government support as well as opportunities and challenges. Hence, to conduct this study, a mixed research method which consists of concurrent triangulation design was employed. Accordingly, 3 Woredas and 1 administrative town were selected as a sample among 12 Woredas and 3 administrative towns on the bases of stratified random sampling technique. The stratas were Woredas and Town and it gives equal chance for each stratum. Furthermore, 12 pre-schools were selected from 25 pre-schools of selected sample Woredas/town on the basis of random sampling technique. This technique gives equal chance for all target population. All sampled pre-school teachers (30) were used as data sources. All educational experts of the Zone and sampled Woredas/ town (5) and sample pre-schools principals were selected purposively. This technique helps to pick cases likely to be information rich and hospitable to the inquiry. In addition to this, sampled pre-schools children's parents (12), were selected by systematic random sampling which gives equal chance for target population and used when the sample size is relatively large. Moreover, classrooms were selected for observation on the bases of availability sampling technique. The selected pre-school documents, national and regional policy documents were used as secondary sources of data. From the above mentioned informants, data were gathered using questionnaire, interview, observation and document review. The major findings of this research revealed that: most of the studied pre-school teachers, principals and assistant teachers were not trained; most of the studied pre-schools had no assistant teachers and personnel; most of the teachers were lacking experiences; inadequate and inappropriate in-door and out-door materials and equipment; lack of proper teaching methods & instructional material preparation; lack of relevant assessment & record keeping method; low parents partnership & low government attention were among the challenges. As a result, no opportunities of education for pre-school age children of rural majorities and urban poors and no quality provision of pre-school education. Finally alternative recommendations were also forwarded.

CHAPTER ONE

1. Introduction

This chapter treats about the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of study, definition of operational terms and organization of study.

1.1 Background of the Study

Children are not just individuals in themselves. They are at the same time the future of a society. Through its children, a society reproduces itself, establishes nexus to successive generations and there by keeps the wheel rolling. A country's economy depends on the competencies of its citizens and those competencies are set early in life. For instance, warm responsive care has a protective function "Immunizing" a child against the effects of stress experienced later in life. This means lack of proper care and support during childhood period implies wastage of human as well as material resources for a country (UNICEF, 2001).

Furthermore, according to Chowdhury and Choudhury(2002), the development of human resource is a basic prerequisite for nation building. Children constitute the most important base of human resource endowment. This realization has generated immense interest and creative thinking in the field of child development and education.

In relation to this, Friedric Wilhelm Froebel (1782-1852), highly focused on the preschool education. In 1837 he opened the first kindergarten in Germany (Austin, 1976). Therefore, this brings an important change in preschool education since Frobel's days, educators like Maria Montessori (1870-1952) and others have viewed the preprimary school years as a period of great educational possibilities. In the 20th century, pre-school education becomes a desirable program for children in several countries.

Regarding this, Ethiopia also set forth the aim of pre-school education as all round social, emotional, intelectual and physical development of the child in preparation for the formal schooling (MoE, 1994 ; MoE, 2002). However, expanding pre-school education has not been. the priority issue. Regarding this, MoE states that in the coming five years the

government is not to establish and run pre-school education. However, the government has a critical role in policy development, curriculum design, standard setting, supervision, licensing and monitoring kindergarten schools (MoE, 2002; MoE, 2005). Based on this, this study was attempted to assess the current practice of preschool Education in Wolaita Zone, SNNPR.

1.2 Statement of the Problem

In Ethiopia, in 1908, Menelik established the first public school called Menelik II school. Likewise, eight years prior to this first public school, the first modern preschool (kindergarten) was established in DireDawa for the children of French consultants who were helping build the first rail road in Ethiopia (Demeke, 2003).

More than 100 years past from the establishment of pre-school education in Ethiopia. However, no significant change has been observed both in expansion and provision of quality pre-school education except some kg, in urban centers for some well to do families. According to annual abstract of MoE the recent pre-school age population is about (7127383). Out of the estimated (7.12) million children of the appropriate age group (age 4-6), only about (34315) children have been reported to have access to the pre-school education in (3318) kindergartens all over the country. The gross enrollment rate for kindergarten is (4.8). Both the enrollment and gross enrollment rate are small when compared to the appropriate age group (MoE, 2009/10).

MoE, further states that the gross enrollment is comparatively small in almost all regions. The recent school age population in SNNPR, for example is about (1583958), the pre-school children enrollment is about (56308), and the gross enrollment rate is (3.6). In fact the enrollment and the gross enrollment rate are higher than the previous year by about (17%) and (0.6%) respectively. However, the increment is particularly in urban areas and it is very small when compared to school age population (Ibid).

To this end, especial emphasis has not been given to this sector in order to narrow the disparity between urban and rural parts. In support of this, ETEC (2006), and Ttirusew (2007), in Demeke (2007), state that due to the absence of special emphasis in education and training policy TGE (1994), the access of pre-school education to the society is very limited

until recent time (Demeke, 2007). On the other hand, NGOs, communities, private institutions and faith based organizations are the predominant operators of KGs particularly in urban areas. The existing KGs and the zero classes in government schools are suffering from lack of different quality indicative issues like qualified teachers, appropriate curriculum materials, indoor and outdoor materials and equipment parents partnership, and government support affect the proper implementation of the pre-school curriculum. In support of this, Messay (2009), in his study, the current practices and challenges of pre-primary education in Hawassa City Administration reported that lack of appropriate curriculum implementation, insufficient provision of facilities, inadequate parent school partnerships and inadequate support of the government were the major challenges hindering the proper implementation of pre-school curriculum. However, since it was done in particular setting and not deeply involved in to the opportunities of pre-school age children, the researcher was intended to assess the current practices of pre-school education in Wolaita Zone, SNNPR to answer the following questions.

- What does the pre-school curriculum implementation look like in Wolaita Zone?
- What does the government support look like in implementation of pre-school education in Wolaita Zone?
- What are the opportunities of pre-school education in Wolaita Zone?
- What are the challenges of pre-school education in Wolaita Zone?

1.3 Objectives of the Study

General Objective:

The general objective of this study was to assess the current practice of preschool education in Wolaita zone, SNNPR.

Specific Objectives:

The specific objectives of this study were to:

- Investigate the implementation of pre-school curriculum in Wolaita Zone.

- Identify the support of the government in pre-school education implementation in the Zone.
- To identify the opportunities and challenges of pre-school education in Wolaita Zone.
- Indicate the relevant measures that should be taken by concerned bodies' against the challenges associated with the current practices of pre-school education in Wolaita Zone

1.4 Significance of the Study

In the last few years, the private sector has shown a growing interest in investing in early childhood education. However, there are some concerns revolving around the emerging preschool education with respect to meeting national standards. On the other hand these private schools are registered in the urban sector. That means they are only accessible for well to do families. Since the government involvement in the preprimary education (MOE, 2005:14) is only to set standards and maintain quality, the majority of population who lives in the rural areas and those children who are from poor families do not have access to preschool education. Therefore, the findings of this study was contribute to:

- Make pertinent authorities and policy makers aware of the need and supply of pre-school education both in rural and urban so as to look for possible solutions.
- Initiate the different levels of education offices to follow up the implementation of preschool education so as to maintain the national standard.
- Enhance the awareness of sponsors of preschool to equip preschools with essential materials and qualified human resources.
- Prepare young children in advance for formal schooling. Thus, reduce tremendous wastage and stagnation that are seen in grade one and two.
- Raise the awareness of the family and the community at large about the importance of pre-school education as to bring quality education in primary schools.
- Serve as a base for further research development in the area of pre-school education.

1.5 Delimitation of the Study

The research problem must be delimited in scope as well as in depth to be manageable. There were a number of issues to be addressed through study in the pre-schools. However, this study was delimited to the competencies/skills of teachers, appropriateness of the curricular materials, supply of the indoor and outdoor materials and equipment, conduciveness of learning environment, parent pre-school partnership the government support and opportunities and challenges of pre-school education in sample pre-schools of 3 Woredas and 1 administrative town.

1.6 Limitation of the study

Lack of well documented evidences of pre-school education in the Zone, Woreda/ administrative town and pre-schools limited in wasting the researchers time in search of the relevant data. Furthermore, some teachers were not volunter to be observed while teaching in the classrooms. Moreover, the experts of the zone, Woredas/administrative town were not available for interview. Finally, pre-school children were not matured enough to participate in the study. As a result, they were not got opportunities to talk about their concern. However, the researcher overcome all the challenges faced by making continuous discussion with concerned bodies and using different alternative methods.

1.7 Operational Definitions of Key Terms

- Pre-school education, early childhood education, preprimary education and kindergarten are different names for the education of children that prepares children for primary education.
- Kindergarten- the children of age 4-6 enrolled in pre-school education.
- Zeroclass- pre-school education given in government schools for children of age 6.

1.8. Organization of the Study

The study was made of five chapters. The first chapter is dealt with the introductory part of the study that comprises; background of the study, statement of the problem including questions to be answered, objectives, significances, delimitations, and limitations of the study as well as operational definitions of some key terms. The second chapter focused on the

review of related literature that provides a basic framework for the study. The third chapter treats the design and methodology employed to conduct the study. The data presentation, analysis, and discussion was provided in the fourth chapter. Finally, chapter five presented brief summaries of the findings and conclusions followed by possible recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with major concepts and ideas of different scholars regarding the practices of pre-school education in the world including Ethiopia.

2.1. Historical Development of Pre-School Education

Education aims at the all round harmonious development of an individual. The development of a nation depends up on the development of its children and there is no doubt that the childhood is the foundation up on which the development of an individual depends. Development of proper attitudes, habits, and patterns of behavior formal during the early years determines to a great extent how successfully an individual will adjust himself as he grows older (Aggarwal, 1996).

In relation to this, according to Mahatma Gandhi, "The real education begins from conception as the mother begins to take up the responsibility of the child. If a mother is correctly instructed and prepared for her coming responsibility, then that will be the education of the child as well". (Chowdhry and Choudhury, 2002).

The importance of organized education of young children outside the home was recognized as early as 400 B.C. During this period, Plato, a Greek philosopher (427-347 B.C), was a great influential in advocating the crucial importance of organized education. He argued that children under age of six have to be taken from home and educated in properly organized environment under the guidance of a trained teacher in the care and education of young children (Wills and Stegeman, 1954; Butler, 2001).

Similarly John Amos Cemenius, a Czech (1592-1670), stressed the fact that systematic education of children should begin early, and schools should be established for the first six years of life. He was the first to emphasize the value of play and firsthand experience in educating children (Butler, 2001).

More recently, during seventeenth to nineteenth centuries, Rousseau, Pestalozzi, Froebel, Locke, Dewey, and Montessori visualized schools of early childhood as one of the means of

improving social condition. The guiding principles and methods advocated by these reformers were colored by their own philosophical beliefs and had laid the foundation of early childhood education (Chowdhury and Choudhury, 2002).

Modern researchers have proved that the preschool age is the most important development stage. During these ages children who have been handled in preschools show better progress at their later ages of schooling especially for children who come from unsatisfactory home back ground. Concerning this, Aggarwal (2002) stated that kindergarten education has its root in the historical epoch of Fredrick Froebel (Ornstein and Levene, 1981).

Froebel (1782-1852) formulated the idea of the kindergarten as a means of educating young children. In German, he opened the first kindergarten in 1837. The term kindergarten (Children garden) reflects the metaphors he used to describe and explain his educational theory. In Froebel's view of early childhood, a child was likened to a seed, the process of learning 'unfolding' to the flower emerging from a bud, and the educator likened to a gardener nurturing the plant.

Froebel had the Motto of his famous saying "Come let us live for children" in which he propounded love and sympathy for children which should be granted by parents and teachers of children. He developed learning strategies for his kindergarten school children, under the leading slogan known as "learning by doing" which involved sense training of shapes, forms, colors, size and numbers (Aggarwal, 1996).

German immigrants brought Froebel's kindergarten ideas to the United States. Hence, Froebel's model is working in most parts of the world today.

2.2 Aims of Preschool Education

According to Webb in Curtis (1998), the aims of education are the same at all levels. She states that:

Education is...that process by which an individual is aided by informed instruction, guidance, demonstration, provision, and opportunity to pursue worthwhile activities to as high a degree of critical awareness and retains personal autonomy as possible to him (Webb, 1974:58)

The first large-scale attempt to research into the aims of nursery education was carried out in 1972 by Tyler, Exxon and Holley who asked 578 teachers to complete a questionnaire on the main purpose of nursery education. The aims of the study focused on the following major areas:

- The intellectual development of the child, i.e. encouraging the use of the language, helping her to learn how to learn, stimulating her curiosity and encouraging the development of her ability to use concepts.
 - The social and emotional development of the child, i.e. helping her to form stable relationships, encouraging her sense of responsibility, her consideration for others, herself confidence, independence and self control.
 - The aesthetic development of the child, i.e. giving her opportunities to experiment with a variety of materials in art and music, encouraging her to be creative and expressive and awakening in her a growing awareness and appreciation of beauty.
 - The physical development of the child, i.e. helping the child to use his/her body effectively by providing, fresh air, space to play and sleep good food, training in personal hygiene and regular medical attention.
 - The creation of an effective transition from home to school, i.e. providing mutually supportive conditions for the Childs development in both the home and the school
- Curtis (1998)

2.3. Common Principles of Early Childhood Education

There are different approaches in different books. For example, Early Childhood Education Forum 1997, in India cited in Curtis (1998), produce a set of nine underpinning principles with regard to children's learning. However, in this study the ten common principles of early childhood education (Bruce 1987:10), quoted in Macleod-Brudenell (2004) are used. These are based on the philosophical approaches of the three figures that Bruce considers to be the most important influential pioneers in this field: Froebel, Montessori and Steiner.

- Childhood is a part of life, not simply a preparation for the future.
- The whole child is considered to be important
- Learning is not compartmentalized, for everything links
- Intrinsic motivation, resulting in child-initiated, self directed study is valued

- Self-discipline is emphasized
- There are especially receptive periods for learning at different stages of development.
- What children can do (rather than what they cannot do) is the starting point in the child's education.
- There is an inner life in the child which emerges especially under favorable conditions
- The people (both adults and children) with whom the child interacts are of central importance. The child's education is seen as an interaction between the child and the environment (MacLeod-Brudenell, 2004).

2.4 The Curriculum Implementation of Preschool Education

There is no doubt that early year's education is vital to future life children. But the question is what they learn, how they learn and where they learn (Christine and Jill, 1999). The quality curriculum is the one which is organized around central themes and integrated areas of development; designed to accommodate a broad range of abilities and personalities; employs sound and consistent assessment and documentation procedure; integrates objectives, methods, materials, as well as implemented by teachers who have formal training and experiences (Miller and McDowell, 1993).

According to McCarthy (1980) a curriculum of early childhood education is the core of the educational program. Nevertheless, this holds if and only if the curriculum is prepared to meet the needs and interests of children and when it is carried out with collaboration of parents and the community.

2.4.1 Preschool Teachers and Personnel

The staff is the most important element in a preschool. Teachers and other categories influence the development of children more than any specific curriculum or educational methodology. Obviously selection of staffing deserves thoughtful attention with regards to their competencies and number of staff members (Chowdhury and Choudhury, 2002).

According to Husen and Postleth Waite (1994), the selection procedures used for teacher education programs range from open admissions to rigorous application of standards. The quality and character of early childhood programs are primarily dependent up on the quality

and character of the teachers who staff them. Some of these qualities, such as the personal characteristics of teachers might be used as criteria to select teacher candidates these personal qualities considered valuable are warmth, enthusiasm, and a business like attitude (Ryans 1960); patience, maturity, energy, encouragement of individual responsibility, and ingenuity in providing teaching and play materials (Almy 1975); flexibility, warmth and an ability to enjoy and encourage children (Katz 1969), and the ability to plan and reflect, to tolerate ambiguity, and to make and correct inferences about pupils and teaching techniques (Clark 1988).

The crucial role of leadership the preschool teacher plays in shaping the attitudes, skills and learning of children makes the preschool teacher the key personnel to the successful programme in the preschool. He/she needs sensitive to the needs of young children, respect the dignity of the individual child, and recognize the existence of individual differences in human personalities and human capacities. He/she should also think of education in terms of lives, problems as people face them today. A good preschool teacher gives human orientation and social direction to his/her teaching. He/she endeavours to emphasize the best of the culture heritage with the ever expanding fund of knowledge in order to provide learning experiences relevant to the demands of the contemporary society (Chowdhury and Choudhury 2002). They further explain that the head teacher of a preschool must have a basic knowledge of child development and psychology. He/she must know how to run a preschool, its requirements for safety and health, nutrition and mental health service, should be able recruit and guide the other staff; work with parents and maintain their involvement and collaborate with other community agencies (Ibid).

Regarding, the training duration and qualification of preschool teachers it varies from country to country. Qualification for early childhood teachers vary not only geographically but also with different institutions within nations and states. In addition, early childhood teachers are not all prepared at similar levels and in similar settings. In the United States, for example, teachers in public schools are usually prepared a four year colleges and universities at least a bachelors degree. Teachers in private preschools and childcare centers may be prepared in community or junior colleges and, at most, be required to have a two year associate degree. Indeed, many childcare teachers may need only rudimentary preparation for employment (Powel and Dunn 1990).

In some countries, like Japan and Korea, graduates of two or four year programs are qualified to become kindergarten teachers with graduates of two year colleges predominating (Saracho and Spodek 1990). Many countries, including England, Australia, and Israel, have extended early childhood teacher preparatory programs from two or three year programs to four year bachelor degree programs. In other countries, such as the people's republic of China where college programs are being developed, teacher training as provided in normal schools, which are parallel to high schools (Spodek 1988). The level of preparation required of early childhood teachers and the conditions under which they practice are related to issues of professionalism in the field (Husen and Postleth Waite 1994).

In addition to the teacher, there is necessity of one or two pre-school assistants for housekeeping services like cleaning, washing and care of the grounds, putting up new sheets on the bulletin and easel board, putting on and taking off the equipment and mending etc. A physician is desirable to be the staff of a pre-school as a part time worker who is responsible for the physical examination of the children at least once a week. In case of a whole day preschool a cook is necessary to prepare food (Chowdhury and Choudhury 2002).

2.4.2 The Content of Pre-School Curriculum

Contents are considered as facts, concepts and information a child learns, while process as how the preschool child learns and what s/he can do with what is learned. Even though one argues that one element is more important than the other, many contend that both content and learning experiences are critical and that they are important components of any curriculum. However, both are influenced by general objectives of the program (McCarthy, 1980). Bruce (1997) states that the content of preschool curriculum need to be relevant and have meaning for the child.

The content should be rich, stimulating and allow children to be well prepared for the life and learning ahead (Neaum and Tallack, 1997). It should also enable the child to make the best adjustment to life and extend his experience. Thus, the child's in school experience must reinforce his out of school experience and need to prepare him for a future life out of school and for fuller life in later years (Heffernan and Todd, 1960).

The educators working with preprimary children must give careful attention to the content of the child's learning (Curtis, 2003; McCarthy, 1980). According to them the content of preschool curriculum should be based on areas of learning experience: aesthetic and creative, human and social, language and literacy, mathematics; physical; moral and spiritual; and technical. Curtis further explains that, the content also needs to include many opportunities for children to practice thinking and reasoning skills through fun, interesting and age appropriate. When designing curriculum based on activities and experiences, the educationalists should consider the worthwhile knowledge and fields. Preschools should use a curriculum whose content has been geared to the developmental needs of the children and will see the content areas as progressing along a continuum and allowing sufficient flexibility to ensure that the individual interests of children in their community can be met. The learning experiences of the preschool must reinforce the learning which has occurred at the preschool stage (Curtis, 2003).

2.4.3 Teaching Methods of Preschool Education

In different countries of the world, different teaching methods are used. For example in India, Colombia, and USA, Montessori's approach is observable, where as in Australia, Greece, Peru, Britain, and so many other countries Froebel's idea appears to be quite marked as methods chosen (Hunt, 1985).

Isenberg and Jalongo (1993) state that, teaching methods of preschool should be based on the better understanding of the children's present needs and abilities which can prepare them for future life career. It should enable children, how to learn, how to cope with change how to build and evaluate a body of knowledge that will evolve throughout their life and how to adapt to a changing work of environment. Hence, the above authors recommend the use of learning by doing, play, discussion, questioning, field trips and role playing.

According to Chowdhury and Choudhury (2002), the important teaching methods in preschools include play; story telling; motivating the curiosity of the child; helping the child to learn through experience; discussion; rhythm, music and movement; dramatization and field trips and excursion.

As a whole, preschool teachers are urged to use developmentally appropriate and varied teaching methods in order to help develop the children's scientific knowledge, attitudes and skills.

2.4.4 Assessment in preschool education

An important aspect of educational system is the evaluation of children's learning. The assessment of pupils' progress has always been a part of a teacher's role. Teachers should be able to show the progress that their children have made (Curtis, 1998). Curtis further explains that the process of assessment is an integral part of teaching since it provides continuous feedback between education and learners. Thus, assessment is a meaningful part of a child's learning activities.

According to Leavitt (1958), assessment in preschool education is a continuous process through which progress toward goals in whole some knowledge, attitudes, interests, ways of behaving, habits of work and play are measured in-terms of desired changes in the behavior of the children. It entails a growing knowledge of young children in general and all of the individuals with in a group. It is on this basis, that the preschool teacher decides what guidance should be given and what the next experiences should be. Further-more, assessment during the preprimary years used for a benefit from a particular course of study or activity, to evaluate the individual Childs progress, to pass information for a concerned bodies and to assist staff development (Curtis 2003; Hespe 2002).

For assessment teachers can make use of techniques like observation, rating forms, narrative description, anecdotal records, play way techniques, checklists, portfolios and conversation of individual and group of children (Chowdhury and Choudhury, 2002).

There are a number of reasons why teachers should want to assess children of any age range. These relate to assessment for the benefit of the child, the school and external agencies. We assess children for a diagnostic reason. This is to know the child's present state as a learner, to know his/her strengths and weaknesses, to know whether he/she does cope with any given task, and, even if he/she cannot cope with any given task, to know the reasons for his/her failure; we also assess to match learning opportunities to children's development that is,

children with special needs may be identified and an appropriate programme devised; to find out what children have gained from a particular course of study or activity; to keep a balance in all areas of the curriculum; to evaluate either the individual child's progress or a classroom effect; to pass on information to other teachers, either in the school or between schools and to assist in staff development (Curtis, 1998).

2.4.5 Record Keeping in Pre-school education.

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

According to Chowdhury and Choudhury (2002), there are different types of records in a preschool. These are: personal record of the child, Home background of the child, health records, attendance record, stock register, house visits records, parents-teachers meeting records, records of admission forms and progress report of the children.

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

2.5 Learning Environment of Preschool Education

For the first time the child is brought away from home when he enters the preschool. It is up to the preschool to making the environment and teaching-learning process pleasant and appealing to the child in order to reduce the tension and anxiety. It is therefore important to make careful planning with regards to the physical setup, program planning, curriculum,

personnel etc while planning to set up a preschool for young children (Chowdhury and Choudhury, 2002).

Concerning this, Curtis (1998) states that one of the most important features of the nursery environment is that it must be both physically and psychologically safe and secure; ideal equipment and materials are of little value if the children do not feel emotionally safe and relaxed to explore and move around freely.

2.5.1 Pre-School Building

School buildings should be located far away from unnecessary noise, air pollution and other impediments such as places of amusement, taverns, dancehalls, cemeteries or other installations which would in any way demoralize or adversely affect the children's attitude. These situations distract the children's attention and even frustrate and make feel of insecurity. In addition they also attack the health condition of the children spoiling the fresh air the children took in. So they must be far away from the causes of such problems like heavily traveled high ways, air parts, market areas and factories (Hallack, 1990).

The building according to Chowdhury and Choudhury, (2002) which houses the preschool may be stimulating and may be conducive or inhibiting to the development of children. Hence, the first basic requirement is a clean, pleasant and well maintained building. Children spend most of their time during the day in preschool rooms or grounds. Hence, the surroundings and environment of the preschool are bound to exert a far reaching influence on their growth, development and general health. Moreover, it has its significant influence on the behavior of the children. Therefore, the school building, its situation, design, lighting, ventilation and general environment has important role to play in the behavior and welfare of the children.

2.5.2 Site of the Pre-School

The preparation of an evaluation checklist could enable to select and obtain a favorable and suitable site that consists of drainage capabilities, access to utilities, size and shape, type of soil, play ground features, road ways, traffic conditions, residential surroundings and the like (Hallack, 1990).

Poorly sited schools are worthless in their educational contribution and selecting educationally inadequate site is wastage of human and material resources Herrick, et al (1956). Davis and Lovels (1981) strengthened this idea by stating that a well planned and designed site is necessary to fulfill inspiring and desired educational objectives.

Generally, according to Chowdhury and Choudhury (2002), the site of the preschool includes proper location, soil, the aspect of elevation. The ideal location of preschool as far as possible should be in the neighborhood of the children served. The preschool may be located away from the crowded areas of the city/town, burial ground and main traffic areas for the purpose of children's safety. The vicinity must also be such as to permit any future expansion. Proximity to a garden or a public park permits direct play of sunlight even in the remotest corner of the school building for the greater part of the day. It will also add to the influence of the preschool on children's appreciation of beauty.

2.5.3 Pre-School in-Door Equipment and Materials

Equipment and materials make the frame of preschool educational program by giving the children first hand experiences. Regarding this Bruce (1997), stated that providing appropriate equipment and materials for the variety of activities promote children's social, emotional, intellectual and physical development.

According to Isenberg and Jalongo (1993), among the major categories of materials of great significance for preschool children include: self expressive materials (dolls, dress up clothes, housekeeping toys, musical instruments, and puppets); skill and concept materials (simple card games, books of various types and puzzles); gross motor materials (balls, pull toys, riding toys, etc); manipulative materials (building sets, markers, pencils, scissors, etc); construction materials (blocks, building sets, and wood working materials); and natural materials (Sticks, leaves, rocks, sand, mud, water, etc).

Bruce (1997) suggested that preschool chairs must be of such weight and design that can be carried easily and safely about the room by children. It should permit the child to sit comfortably in relaxed position. Tables should be square and wide enough to allow children to work opposite to each other encourage conversation and appreciation of the work of others required.

2.5.4 Pre-School Out-Door Organization

As Baldock (2001) cited in Garrick (2004), out- door environments offered rich opportunities for preschool children not easily provided in door materials. According to him, the child's early experience of exploring outdoor spaces may be critical to the development of various domains of children, since it provides children with greater opportunities for independence than more adult controlled in door space.

In order to facilitate children's learning, there are a number of requirements of outdoor organization. Among these, adequate space is prime importance. The space available need to encourage large muscle activities such as jumping, running, climbing, rolling, swinging, so enjoyed by and beneficial for fast growing youngsters (Widmer, 1970). There are also equipment of minimum essentials including slides, merry-go-round, wheel, toys, swings, boards, sand bloc, climbing frames, tricycles, balance, bars, wagons etc (Gray, 1966). Moreover, the outdoor space and play ground must be safe and secure for the children to play freely. It should be free from nails, rocks, broken parts, end edges, and glass pieces. The areas should be well fenced, drained and surface materials and equipment should be appropriate and well arranged for the activities in the area (Curtis, 1998).

Therefore adequate outdoor organization can play a crucial role in helping children to develop the social, intellectual, emotional and physical competencies. Thus, it needs very careful attention like indoor organization.

Curtis (1998) stated that many of the skills and competencies which develop during the early years are learned from the outdoor natural environment. Children will gain more from digging in the garden and watching worms and insects than they will from looking at pictures.

Curtis further explained that the value of an outdoor play area has long been appreciated. Early educationalists such as Margaret McMillan and Susan Isaacs were well aware that there must be places where children can dig and watch things grow and die. The need for outdoor play areas was expressed very clearly by Lady Allen of HurtWood (1968) who wrote, children seek access to a place where they can dig in the earth, build huts and dens with timber, use real tools, experiment with fire and water, take really great risks and learn to

According to Butler,(2001), the participation of parents in the education of their children is emphasized in many programs, and research findings also have confirmed that parents partnership enhances the value of the program for the child. Accordingly, Eldridge (2000) found that when parents and teachers work together in early years settings, the results have positive impact on the child's development and learning. These include; increased achievements, better attendance, an improved attitude to learning and less behavior problems.

Both parents and the school need to share common perception and responsibilities about the child, mutual involvement, accountability, and cooperation as well as reciprocal communication systems are more vital (Seigel, 2002).

The home school or parent teacher relations help to create: a better understanding between parents and teachers concerning what children are like; a better understanding with regard to what is preschool education; an opportunity for parents to meet other parents and learn from their experiences; and understanding of the new techniques of child-rearing and training practices. In order to achieve these goals, the teachers should help the parents to gain confidence in them to play the role of parenthood effectively and to learn more about their children and child development. Moreover, home school relations promote a bond between home experiences and the educational program. It also engage parents in assessing, implementing, and evaluating their child's growth (Chowdhury and Choudhury, 2002).

2.7 Government support in Pre-School Education

According to Husen and Postleth Waite (1994), government involvement in pre-school has usually been motivated by public interest in providing adequate welfare for young children, facilitating the labor force participation of women, and increasing the level of investment in human capital. However, the roles of government in pre-school education vary considerably from country to country. For instance, in many developing countries, government does, not provide pre-school education, where as in developed countries the provision of pre-school education by government recently introduced after they achieved universal primary education (MOE, 2002).

For instance in United States of America Kindergarten Schools are authorized by law to collect state funds. In France, the Ministry of national education and the municipal

government finance community kindergartens. However, each child pays an insignificant amount of money for his meal (MOE, 1983).

Tessa (1971), adds that in France the government runs pre-school education in the same way as elementary school which allocates especial funds for the construction and equipment of these establishments. Parents pay very small amount of money. They further explains that child-centered, family focused, community based holistic care and education of pre-school children is essential for securing the well being and rights of all children and should be supported by national policies and sufficient funds. This should be the result of a synergistic partnership among families, communities, civic societies, NGOs and the government. In all cases, the government effort is focused mainly to certain strategic areas such as training of teachers, evolving suitable teaching techniques, production of teaching materials, provision of supervision, ensuring standards, controlling and evaluating (Chowdhury and Choudhury, 2002).

As a whole; although the government involvement in pre-school education show a considerable variation from one country to un other, it is possible to say that the government can play significant roles in policy and curriculum development, standard setting, controlling and evaluating, training of teachers and supervising the pre-schools to improve the pre-school education.

2.8 Opportunities of Preschool Education

There is a worldwide consensus among the psychologists, sociologists and biologists that preschool age is the critical period in the life span of a child. It is during this period that foundation for all later development is laid (Chowdhury and Choudhury, 2002). The authors further state that preschool is an ideal period for learning new skills. During this period speech skills are developed.

During this period the child learns the fundamentals of social behavior. It is during this period that interests, habits, attitudes and values of the individual are learnt. Children are active learners. They construct their own knowledge and understanding of the world through repeated interactions with people and materials in their environment. The more stimulating their environment and the more opportunities they have to explore, to question, to

experiment, to play and to symbolize, the better they are for later life. Therefore, all kinds of facilities should be provided to the child to explore, to enquire, to play and to interact with his peers for optimum development (Ibid).

The UNICEF summit of 1990 explained that preschool program has a significant economic value, for a person who is physically, mentally, socially and emotionally well, will contribute better to the economy as well as the community than a person who is not. Moreover, investment in health, nutrition, education and psycho-social development during the child's early year is believed to bring about the efficiency of educational programmers through reductions in dropout, repetition, prolonged illiteracy and also reduced rates in delinquency and drug indulgence (UNESCO, 1976; UNICEF, 1990).

Similarly, Fowett and Sylva cited in Moore (1988) have emphasized that Americans who attended pre-school were found more likely to obtain jobs, have fair dealings with the police, and have fewer teenage pregnancies than matched "control" groups without preschool education.

Another obvious advantage of pre-school education is the opportunity it provides for screening children in their physical, emotional, and behavioral difficulties and the launching of treatment before conditions become harmful to the individual as well as to the society.

In relation to this, Gluek (1966), observed that if children are salvaged as early as possible from probable handicaps or difficulties, not only will society be spared possible dangers of disturbed adolescents, but children can also be helped to become productive adults. The author further stated that pre-school education can also serve as a form of "intervention" programme against deprivations and the poverty cycle, like the American Head Start of 1965 that evidenced particular attention to the children of the poor and minority groups (Austin, 1976; McCarthy and Houston, 1980).

- Developing a healthy personal hygiene.
- Developing concepts of morals and personal rights
- Dealing with certain psychological impulses as with guilt, anxiety and shame.
- Learning how to get along with others.
- Mastering language and using it to produce desired results.

- Learning more about the symbols and concepts of culture (for example, numbers and letters, drawing "realistically").
- Acquiring concepts of space, time, and objects.

Furthermore, Chowdury and Choudhury stated the intervention function of pre-school as particularly important for three groups of children:

- Children who are vulnerable
- Children who are handicapped or disabled
- Children from families who live in poverty

The authors also further elaborated that pre-school as compensatory education which is a special program for children with special needs and also pre-school as developmental care or quality care that provides security and warmth, together with a range of developmental opportunities. These opportunities further include:

- The chance to be with other children
- Individual attention to each child's strengths and needs, and
- Activities designed to promote physical, social, emotional and intellectual development.

To ensure that these opportunities are provided, preschools are need to follow a carefully planned curriculum, using the services of consultants in health, education, nutrition and other fields, and encourage parents interest and involvement in all aspects of the program (Ibid).

Thus, pre-school is the place from where the children derive maximum benefits other than their homes. Hence, its physical set up, site, surroundings, plan and programs are of greater significance in achieving the goals of pre-school education.

2.9 Challenges of Pre-School Education

During 1980s there has been tremendous growth in understanding the needs of young children and their families. Persuasive arguments regarding the economic benefits of early childhood programming have convinced many policy makers of the importance and necessity of early childhood provision. Further, there is an increased understanding of the interrelationship of children's health, socio emotional, and cognitive needs and appropriate programming is being created to meet those needs. The more that is achieved in the field, the

more evident is the need for greater achievement and learning. The challenges ahead are abundant:

- Given the economic benefits of quality early childhood programs, there is a need for greater understanding of what resources are required to produce the desired results, and boldness in advocating those resources.
- Given the ability to develop and implement quality pre-school programs, there is an opportunity to apply lessons learned at the pre-school level to improve the quality of education provided at the primary level, capitalizing on investments.
- Given the relationship between early and later learning, there is a need to be aware of the context within which programs are being developed, and to create them so there is continuity for children from one educational level to another.
- Given the interests of government and donor agencies in developing policy to support increased investment in early childhood provision, there is a need to provide them with the kinds of technical support that will assist them in training policy in to high quality viable programs.
- Given the widespread availability of strategies for pre-school provision, there is a need to evaluate their validity and then to build on what is good and discard what is inappropriate.
- Given the value of integrated efforts, there is a need to support the development of different models of integrated programming for young children and their families, and to evaluate the effectiveness of each approach.
- Given the importance of the earliest years in terms of later development and evaluation of flexible and appropriate models of care for 0-3 year olds.
- Given the interdependence of women and children, there is a need to support the creation of program models that meet their interesting needs.
- Given the range of resources that different groups can bring to a situation, there is a need to promote greater private and public sector cooperation in the creation and dissemination of innovative models to care and provision.

Husen and Postleth Waite (1994)

2.10 Pre-School Education in Ethiopia

In most cases, children in Ethiopia begin to go to traditional priest schools at the age of four. In the last three decades, in addition to the long standing traditional priest and koranic early childhood establishments, different modern types of early childhood establishments have emerged in the country. These include early childhood establishments sponsored by the Government, Community, NGOs, Faith-based organization, and private sector (Tirussew, 2005). All these undertakings were encouraging efforts, even though, the increase did not bridge the gap between demand and supply (Ibid).

The New Education and Training Policy (1994), set forth the aim of preschool education in the country as all round social, emotional, intellectual and physical development of the child in preparation for formal schooling. Based on this aim MOE set the following objectives and different regional states of the country adopt the general objectives of pre-school education (MOE, 1987 E.C)

According to ICDR (1996 E.C), the objectives of pre-school education are:-

- To lay foundation in producing active, happy and physically strong child by designing balanced physical exercise
- To initiate the child's ability to think, analyze and remember
- To create suitable conditions that could promote the development of child's sense organ
- To help the child to develop the ability to express himself
- To help the child to develop the ability to appreciate nature and manmade things around him.
- To acquire the ability to work in group and feeling of responsibility and discipline
- To develop democratic behavior and love of work
- To develop basic literacy and numeracy concept
- To prepare children for their future education
- To develop love of music, art and craft in children
- To enable children to grasp important cultures for their future life.

ESDP II states the importance of preschool education as, the provision of early childhood education plays a positive role on the learning potential of the children. A comprehensive

pre-school program, focusing on the cognitive as well as physical and health needs of the child, enhances its ability to perform and increases the survival rate of the child in the primary school (MOE, 2002).

According to MOE (2004), a pre-school must have outdoor play materials like different size balls, skipping ropes, Foam Javelin, gymnastic mat, multipurpose mats, large and mobile toys, tricycle and small car tires. In addition a preschool need to have outdoor play apparatus namely, swinging, merry-go-round, slide, balance, boxes, crawling tunnels and climbing.

The trends of Ethiopia, regarding preschool teachers training, kindergarten teachers attend one year pre-service training of a certificate program after completing grade ten. Teachers should be provided with periodic refresher courses of workshop to keep themselves a breast of current trends and research and their application to the understanding of children and curriculum development.

Regarding the types of subjects designed for pre-schools in the new education and training policy are play in pre-schools, language (mother tongue), environmental and labor education and Mathematics, aesthetics and physical education. For these subjects tentative syllabus was prepared in Amharic that would be improved through time and expected to be developed when translated into regional/zonal media of instructional language based on the tangible situation of the region/zone. In addition to this, kindergarten teachers are also expected to prepare books based on the syllabus by considering the real environmental conditions and children's background (Ibid).

The total weekly periods allotted are 25. Among these, ten periods are for play; six periods for language, environmental and labor education; three periods for mathematics; and six periods for aesthetics and physical education (Ibid).

Regarding the government support, MOE states that in the coming five years, the government is not to establish and run preschool education. However, the government has critical role in policy development, curriculum design, standard setting, supervision and etc. As a result, the government would encourage the private sector, NGOs and communities. (MOE, 2002; MOE, 2005).

Regarding the opportunities, since the government involvement in pre-school education is only "to set standards and maintain quality" (MOE, 2005), the majority of pre-school age population who live in the rural area and those children who are from poor families do not have access to pre-primary education. As a result, the gross enrollment rate of pre-primary education of the national level currently is 4.8 and in SNNPR 3.6 (MOE, 2009/10). This accounts only for urban areas while the largest number of pre-school age children in the rural areas doesn't have access to preprimary education.

But, the Ministry of Education has recently acknowledged the very low preschool enrollment ratio and felt the need to assess the general status of early childhood care and education in Ethiopia and design mechanisms to enable the country meet millennium development goals of universal primary education by 2015. As a result, the ministry has undertaken a national survey on the status of early childhood education in Ethiopia in early 2007 by contracting from Addis Ababa University. Up on the recommendation of the research team, the Ministry organized a task force and technical committee to develop the Early Childhood Care and Education policy in the country Demeke (2007). In the policy, it is proposed that Early Childhood Care and Education Curriculum (ECCE) would be organized in three overlapping age categories. Infancy and Toddler hood (birth to 3 years of age), Lower Kindergarten (3 to 5 years of age), and Upper Kindergarten (5 to 6 years of age). One of the major principles of ECCE policy is holistic development of the child. The key stakeholders who take the responsibilities are, the Ministry of Education who take the leading role to coordinate the activities of the different ministries, Ministry of Health, Ministry of Labor and Social Affairs, Ministry of Agriculture, Ministry of Women's Affairs, NGO Forum, Religious Council and Universities. These identified sectors are represented in the national ECCE Framework named- National Integrated Office for ECCE (NIO-ECCE). It will be organized at National, Regional and Woreda levels (Ibid). However, this was not implemented in the Zone under study.

Regarding the opportunities, since the government involvement in pre-school education is only "to set standards and maintain quality" (MOE, 2005), the majority of pre-school age population who live in the rural area and those children who are from poor families do not have access to pre-primary education. As a result, the gross enrollment rate of pre-primary education of the national level currently is 4.8 and in SNNPR 3.6 (MOE, 2009/10). This accounts only for urban areas while the largest number of pre-school age children in the rural areas doesn't have access to preprimary education.

But, the Ministry of Education has recently acknowledged the very low preschool enrollment ratio and felt the need to assess the general status of early childhood care and education in Ethiopia and design mechanisms to enable the country meet millennium development goals of universal primary education by 2015. As a result, the ministry has undertaken a national survey on the status of early childhood education in Ethiopia in early 2007 by contracting from Addis Ababa University. Up on the recommendation of the research team, the Ministry organized a task force and technical committee to develop the Early Childhood Care and Education policy in the country Demeke (2007). In the policy, it is proposed that Early Childhood Care and Education Curriculum (ECCE) would be organized in three overlapping age categories. Infancy and Toddler hood (birth to 3 years of age), Lower Kindergarten (3 to 5 years of age), and Upper Kindergarten (5 to 6 years of age). One of the major principles of ECCE policy is holistic development of the child. The key stakeholders who take the responsibilities are, the Ministry of Education who take the leading role to coordinate the activities of the different ministries, Ministry of Health, Ministry of Labor and Social Affairs, Ministry of Agriculture, Ministry of Women's Affairs, NGO Forum, Religious Council and Universities. These identified sectors are represented in the national ECCE Framework named- National Integrated Office for ECCE (NIO-ECCE). It will be organized at National, Regional and Woreda levels (Ibid). However, this was not implemented in the Zone under study.

CHAPTER THREE

3. The Research Design and Methodology.

This chapter examines the research method; sources of data; the population, sample and sampling technique; data gathering instruments and procedures of data collection; pilot study and data analysis technique.

3.1 Research Design

To assess the current practices of pre-school education the researcher intended to employ mixed research method. As a methodology, mixed methods research involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study. Its central idea is that the use of qualitative and quantitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell and Plano Clark, 2007).

In mixing the two types of data, concurrent triangulation approach, was used. According to Creswell (2009), the model generally uses separate quantitative and qualitative methods. In this approach, the quantitative and qualitative data collections are concurrent, happening in one phase of the research study and then integrates or merge the two data base by transforming the qualitative themes into counts and comparing these counts with descriptive quantitative data. In this case, the mixing consists of integrating the two data bases by actually merging the quantitative data with the qualitative data.

The mixing of this approach usually happened during the interpretation or discussion section of the research by merging the data i.e. transforming one type of data to the other type as mentioned above or integrates or compares the results of two data bases side by side in a discussion. Such side by side integration is often seen in published mixed methods studies in which a discussion section first provides quantitative statistical results followed by qualitative quotes that support or disconfirm the quantitative results (Creswell, 2009). Hence, both quantitative and qualitative data were gathered at the same time (Concurrently).

3.2 Sources of Data

The primary sources of data included in this study were: pre-school teachers; pre-school principals; Zonal, Woreda and administrative town education office experts and pre-school children parents. Furthermore, pre-school classrooms and out-door physical environment were also used as sources of information. In addition to this, pre-school documents, relevant national and regional education policy documents were used as secondary sources of information.

3.3 The Population, the Sample and Sampling Technique

All 43 kindergartens sponsored by private sectors, and faith based organizations and 30 government pre-schools / Zero classes in Wolaita Zone were the study population (the universe of the study). To achieve maximum precision three Woredas and one administrative town were selected from among twelve Woredas and three administrative towns on the basis of stratified random sampling technique which gives equal chance for each stratum (Woredas and administrative towns). The selected Woredas and administrative town were DamotWoyde, Damot Gale, Humbo, and Boditti administrative town.

On the other hand, in the sample Woredas and administrative town there were 15 kindergartens and 10 government pre-schools /zero classes. Among the total of 25, twelve kindergartens /zero classes pre-schools were selected as a sample population on the basis of simple random sampling technique which favors the population by giving equal independent chance (Kumar, 1996). Among the selected kindergartens/ zero class pre-schools, six were sponsored by religious organizations, these were Kidus Franchescos from Humbo Woreda, Kidus Meskel from Damot Woyde Woreda, Hana Association from Boditti town, Boditti KaleHiwot from Boditti town, Buge Kindergarten and Mokonissa Kindergarten from Damot Gale Woreda. The other three were for private sectors named Bilichita Kindergarten from Damot Woyde Woreda, Yederesse Fre and Idiget Fana Kindergartens from Humbo Woreda and the remaining three zero class pre-schools were of the government named Boditti Idiget pre-school from Boditti town, Bedessa primary school pre-school from Damot Woyde Woreda and Shasha Gale primary school pre-school from Damot Gale Woreda (Refer to appendix F). The total number of teachers in sample pre-schools were 30 and all of them were used as sources of information.

Moreover, 12 principals of sampled pre-schools, and 5 Zonal and Woreda (town) education experts were selected on the basis of purposive sampling technique. According to stake (1995), purposive sampling method is useful in that we need to pick cases which are easy to get and hospitable to our inquiry, perhaps, for which a prospective informant can be identified and with actors willing to comment on certain draft materials. Gall et al (1996), add that purposive sampling technique helps to pick cases likely to be information rich and it does not help to achieve population validity but to achieve in depth understanding. Moreover, 12, pre-school children's parents were selected by using systematic random sampling technique from the list of students which gives equal chance for target population and used for relatively large sample size. And finally, 12, class rooms for observation were selected on the basis of availability sampling technique. To sum up, 30 teachers, 12 principals, 12 parents and 5 experts, the total of 59 individuals were the informants of this study.

3.4 Instruments and Procedures of Data Collection

Both qualitative and quantitative data collecting instruments were used for the study. These include questionnaire, observation, interview, and document review. Multiple instruments are useful to check the consistency of information and to gather supplementary ideas, which will be impossible by one means. According to (Brewer and Hunter, 1989; Patton, 1987), multiple data collection instruments favor the researcher in strengthening the inefficiency of any source of data.

- Questionnaire – Kumar (1996) states that questionnaire is less expensive particularly, when it will be administered collectively to a study population and it offers greater anonymity. Thus, questionnaire is extensively used in educational research to collect information that is not observed directly. In this study questionnaire was administered to all sample teachers. It was first prepared in English and was given to expert in English so as to check the grammatical clarity of the items. Then it was shown to the advisor in order to comment the extent to which the items were appropriate in securing relevant information to the research. Further, the questionnaires were translated into Wolaita language to facilitate smooth communication and shown to the expert of Wolaita language so as to ease any unnecessary complication in translation. Then, it was distributed to 30 sampled pre-school teachers. Moreover, the

questionnaire was consisted of two parts the first part focused on the background information of the respondents. Part two contained close and open ended questions. The close ended questionnaires were items related to curriculum implementation, learning environment, parent's partnership; the government support the opportunities and challenges of pre-school education. The open ended questions were used to collect additional information or used to generate rich information from respondent's comments, suggestions or recommendations. All, 30 respondents were filled the questionnaire correctly and returned it back on time.

- Observation – observations was used to obtain supplementary data for the study. The aim of using observation was to obtain pertinent data from classrooms and outdoor organization. Before classroom observation protocol sheet was prepared and the observation was done more according to the schedule on the protocol sheet. The observation protocol consists of the role of the observer, the confidentiality of discussions, commitment to the program, date, time or place of the observation, how often the observation is to take place, and which classes and lessons are to be observed (Hopkins, 2002:75). Hence, direct observation was conducted both in the classrooms and out-doors. Accordingly, in the classrooms the use of teaching methods, instructional materials utilization, assessment procedures and pre-school teacher children interactions were observed. In addition to this, organization of classrooms and activity centers, supply of materials and equipment, out-door play materials and equipment were observed in sampled pre-schools. In this case, 12, classroom was selected to observe teaching learning process and pre-school environment based on the prepared checklist.
- Interview –According to kumar (1996), interview will be more appropriate approach for collecting in depth information. Best and Khan (1993); Fraenkel & Wallen (1993) state that interviewing people is to find out what is in their mind, what they think or how they feel about something. Therefore, in this study, interview guides were organized at different levels. They include: Zonal, wereda (town) education experts and pre-school principals interview guides, and parents interview guides. The interview guides were the same for education office experts and pre-school directors to crosscheck the reliability of information. But the interview guides prepared for

educational office experts and parents were different. Important items covered in Zone, Woreda (town) education experts guide include the supports given to pre-schools such as providing curriculum materials, standards, pre-service and in-service training and supervision. Whereas interview guides for principals include Knowledge of the objectives of pre-school education, the appropriateness of curricular materials, relationship made with parents and the management system. In addition to this, the interview guides for parents include the support system they provide to the pre-schools and to their children, the awareness of pre-school education and the participation in pre-school meetings.

Moreover, most of the questions were close ended and some were open ended. Recording interviews on tape was performed because it was convenient and inexpensive and obviate the necessity of writing during the interview which may be distracting to both interviewer and subject Best & Kahn (2006). For a research ethics, interviews were recorded with the knowledge and permission of the subject. Finally, the language interviews conducted was according to the interests of the subjects.

- Document Review: Best Khan(1993), stated that document sources will serve as a useful purpose in yielding information that is important in explaining social or educational practices .Based on this, relevant documents of the three woredas and one town administration and sample pre-schools were reviewed and used as the sources of data for the study. Hence, the documents used were such as children's attendance record, children's developmental record, teachers background record, standards and policy materials.

3.5 Pilot Study

To check the validity of data collecting instruments, critical and in depth review of related literature was made to select pertinent issues, instruments initially prepared in English language were given to the expert in English .to check the grammatical clarity of the items and finally, it was shown to the advisor to comment the appropriateness of items in securing relevant information to the research. Then based on the feedbacks, some amendments were made. Finally, the questionnaires were translated in to mother tongue and were shown to the mother tongue expert to avoid

any mistakes in translation .Besides, for the reliability, the pre-testing of data collecting instruments was made. To affect this, a pilot test was carried out in 2, pre-schools/ zero classes and 2, kgs. Thepre-schools were Dalbo Atwaro, Dalbo Wogene and Kocate Mara Chare from Sodo Zuria Woreda, while, the kgs were Chora and Hopeful New Generation KGs from Sodo Town Administration and all of them were out of sample pre-schools and KGs. Moreover, questionnaires were distributed to 11, teachers of the selected pre-schools/KGs. Interviews were also held with 3, parents, 3, principals and 2 experts. Furthermore, 3, classrooms and outdoor spaces were observed. Finally, documents of the piloted pre-schools/KGs were also observed. Based on the gathered suggestions and recommendations, from questionnaire, 2, items were modified and 1, was canceled. From interview guides, 1, item was modified. Similarly in observation checklists 2, items were added. After making the necessary modifications, the instruments were retyped and the data were collected accordingly. .

3.6 Data Analysis Technique.

In a design and methodology section, it was discussed that in a mixed method concurrent approach and triangulation design were employed to achieve the intended objective. Accordingly, in this section for the triangulation design, a concurrent form of data analysis was used by conducting a separate initial data for each of the qualitative and quantitative databases. This involved coding, theme development and the interrelationship of themes for the qualitative data analysis and descriptive analysis for quantitative data analysis. The researcher was merged the two databases so that a complete picture is developed from both data bases. Finally, comparisons were made by examining the similarities of the quantitative and qualitative data results in the discussion section of a study. A discussion section first provided quantitative statistical result followed by specific qualitative quotes that confirms or disconfirms the quantitative results.

CHAPTER FOUR

Data presentation, Analysis and Discussion

In this chapter the study deals with presentation, analysis and discussion of data that are gathered through questionnaire, interview, observation and documentary sources on the current practices of pre-school education in Wolaita zone.

4.1 Background Information of Respondents

The data related with background information of the research participants is summarized in table 1, below.

Table 1. Background Information of Respondents

No	Characteristics	Questionnaire		Interview						Total participants	
		Teachers		Parents		Principals		Experts			
		No	%	No	%	No	%	No	%	No	%
1	Sex										
	Male	5	16.7	9	75	4	33.3	5	100	23	39
	Female	25	83.3	3	25	8	66.7	-	-	36	61
	Total	30	100	12	100	12	100	5	100	59	100
2	Age										
	below 18	-	-	-	-	-	-	-	-	-	-
	18-25	9	30							9	15.3
	25-30	14	46.7	2	16.7	3	25			19	32.2
	31-40	6	20	7	58.3	7	58.3	5	100	25	42.3
	Above 40	1	3.3	3	25	2	16.7	-	-	6	10.2
	Total	30	100	12	100	12	100	5	100	59	100
3	Educational level										
	First cycle PE	-	-	1	8.3					1	1.7
	Sec- cycle PE	-	-	4	33.3					4	6.7
	Sec.Edu.	5	16.7	5	41.7					10	17
	Certificate	14	46.7	-	-	3	25			17	28.8
	Diploma	11	36.7	2	16.7	9	75			22	37.3
	BA/BSC	-	-	-	-	-	-	5	100	5	8.5
	Total	30	100	12	100	12	100	5	100	59	100
4	Service										
	Year 5 and below	19	63.3	-	-	4	33.3			23	48.9
	6-10	9	30	-	-	8	66.7			17	36.2
	11-15	2	6.							2	4.3.
	16-20	-	-					4	80	4	8.5
	21 and above	-	-					1	20	1	2.1
	Total	30	100			12	100	5	100	47	100

As observed in table 1, the characteristics of the respondents categorized by sex, age, educational level and service year. Accordingly, teachers, parents, principals and educational experts were respondents of this study.

The above table is drawn from questionnaire, interview and document review. Table 1, shows the characteristics of respondents of sampled pre-schools in terms of sex, age, educational level and service year. As indicated in the first item of table 1, majority of the teacher respondents 25 (83.3%) and principals 8 (66.7%) were females. This shows that females' participation in studied pre-schools was high. This seems to be done deliberately because different studies indicate the preference of female teachers for the fact that female teachers can play motherly roles in teaching children and considered to be more suited to the task of instruction at this stage (Aggarwal, 1996; Chowdhury and Choudhury, 2002; MOE, 1987 E.C). On the other hand most of the parent respondents 6 (75%) and all of experts 5 (100%) were males. This is because information rich parents were purposely selected on the bases of information from pre-schools and the relation of work process of woreda experts with pre-schools.

Therefore, based on the responses, it is possible to say that female teachers dominance in the studied pre-schools have a positive influence on children's learning, for the fact that they deal with the young's with their soft and motherly affection.

The second item in table.1 depicts age of the respondents. Regarding age most of the teachers 14 (46.7%), were in the range of 25-30 years, 9 (30%) were in between 18-25 years and 6 (20%) were in between 31-40 years regarding parents, the majority 5 (62.5%) were in the age range of 31-40 and most of the principals 7 (58.3) were in the age range between 31-40 years and 3 (25%) principals were lying between 25-30 years. Finally all experts 5 (100%) were lying between 31-40 years. None of the respondents were below 18 years. This shows that majority of the respondents were in between 18-40 years which indicates the active working age and maturity. Regarding this, studies suggest that pre-school teachers should be at least 18 years old-mature enough to handle young children (Chowdhury and Choudhury, 2002). Hence, it could possibly be said that the status of age of respondents in the studied pre-schools seems beneficial to pre-school children. Very few, 1 (3.3%) and 2 (6.7%) were in the range of 9-12th grade and 10th grade.

The third item in table suggests the educational level of the respondents. As indicated in the table, the majorities 14 (46.7%) of the respondents were a one year certificate 11(36.7%) were diploma graduates, 5(16.7%) were completed primary and secondary education. On the other hand, the majorities 10(75%) of the parents were attended primary and secondary education 2(25%) were diploma graduates. Regarding the principals, majorities9 (75%) were diploma graduates and the remaining 3(25%) was with a one year certificate. Finally, all the experts 5(100%) were first degree graduates.

Moreover, document review made by the researcher was also supported the responses given by the teacher respondents. Evidences of different research studies suggest that pre-school teachers must meet at least the minimal educational standards for the specific tasks (Decker and Decker, 1988). Hence, it would be possible to conclude that majorities of the respondents in studied pre-schools were in a good position regarding general education.

The fourth item in table 1, presents service year which focuses on educational experience of respondents as a teacher in pre-schools. In this regard, majority of the teacher respondents 19 (63.3%) were the age of below 5 years and 9 (30%) and 2 (6.7%) were lying range of age 6-10 years and 11-15 years respectively. In addition, most of the principals (8 (66.7%) were in the age range between 6-10 years service where as 4 (33.3%) were lying on age range below 5 years service and majority of the experts 4 (80%) were with service between 16-20 years.

Experienced teachers as many research findings indicated would have well developed knowledge that would be more relevant to the teaching situation than beginners (Calliods, 1989; Fuller, 1987 cited in Desta, 2006).

Thus, it would be possible to infer that most teachers in the studied pre-schools lack good experience in teaching young. On the other hand it is possible to say that most of the principals and experts were in a good position that they can manage and give effective support for pre-schools.

4.2 The Curriculum and its Implementation in the Selected Pre-Schools

To find out the extent to which the curriculum implementation in the studied pre-schools, various components of the curriculum such as the objectives, contents, methods, instructional

materials, assessment and record keeping and parent-school partner were presented to the respondents and the results are analyzed as follows.

4.2.1 Teachers awareness of the main objectives of pre-school education.

To see the teachers' awareness about the objectives of pre-school education, teacher respondents, were given the options in order to select one or more objectives among provided social, intellectual, physical and emotional developments. The results are summarized in table 2, below.

Table 2. Teachers' awareness of the Main Objectives of the Curriculum in Pre-School Education

No	Objectives of pre-school education	Respondents	
		No	%
1.	Child's physical development	23	76.66
2.	Child's intellectual development	24	80
3.	Child's emotional development	13	43.3
4.	Child's social development	15	50

As indicated in table 2, The majorities 24(80%) and 23(76.7%) of the respondents were selected intellectual and physical development respectively where as 15(50%) and 13(43.3%) of the respondents were selected social and emotional development respectively. This shows that most of the teachers in studied pre-schools were aware more about intellectual and physical development but their awareness about social and emotional development was limited.

In addition to this, most of the interviewed educational experts including zonal expert and pre-school directors supported that the main objectives of pre-school education were mostly child's intellectual, physical and social development but little emphasis was given to the emotional development. More specifically, according to one educational expert at Humbo Woreda, fictitiously named Laalo, "Pre-school is the base for the future, it molds the

children's development by providing physical fitness, communication with peer groups, knowledge of letters and numbers". 6/5/2010 E.C

Regarding this issue, different studies suggested that carefully planned kindergarten curriculum aims at the development of well-balanced and competent personalities (Butler, 2001). Similarly, children whose all aspects have developed in a balanced way will strive to learn whatever is necessary to make their life a satisfactory one (Tassoni, 2002).

In the same veins, the Education and Training Policy (TGE, 1994), states "kindergarten will focus on all round development of the child in preparation for formal schooling. Moreover, recent development try to see the field of early childhood care and education in 'a holistic approach that supports children's survival, development and learning-including health, nutrition, and hygiene as well as cognitive, social, physical and emotional development from birth to entry into primary schools in formal, informal and non-formal settings' Education for All (EFA, 2007).

Therefore, it would be possible to conclude that the unbalanced practice of objectives in studied pre-schools shows that there were lack of awareness of the objectives of pre-school education by teachers and other school communities and experts. This inturn may lead to lack of harmonious development of children's personality.

4.2.2 Teachers training and Other Personnel in Pre-Schools /KGs

In this section respondents were asked different issues related to the training of teachers, and other personnel. The results are summarized in table 3 below.

Table 3. Issues related with pre-school teachers and other personnel.

No	Item	Respondents	
		No	%
1.	Have you been trained to teach pre-school?		
	A. Yes	11	36.7
	B.No	19	63.3
2.	If you have trained for pre-school teaching, how long have you been trained?		
	3 months	-	-
	6 months	-	-
	10 months	11	36.7
3.	In what Language have you been trained?		
	mother tongue	-	-
	Amharic	11	36.7
	English	19	63.3
4.	Have you got teaching practice during your training?		
	Yes	18	60
	No	12	40
5.	Opportunities of in-service training		
	Once in two years	-	-
	Once in a year	11	36.7
	Twice in a year	-	-
	I haven't got in service training still now.	19	63.3

As observed in table 3, item 1, majority of the respondents 19(63.3%) were not trained to teach pre-schools where as 11(36.7%) were trained for pre-schools. Document review also supported this during data collection.

Regarding teachers training, studies suggest that pre-school teachers should be academically well trained and qualified, preferably training in early childhood education or child development or child psychology (Chowdhury and Choudhury, 2002).

Hence, based on the responses, it would be possible to deduce that majority of the teachers were not trained in early childhood education.

In the second item on table 3, the teacher respondents who were trained to teach pre-school education were asked to indicate the duration of training. Thus, 11(36.7%) teachers were responded that they were trained for 10 months. Although, pre-school teachers training varies from country to country (Powel and Dunn, 1990), the responses given were agreed with the standards of ministry of education (MoE, 2004)

In the third item of table 3, respondents were asked their language of training. Accordingly, most of the respondents 19(63.3%) were responded English, 6(20%) were responded Amharic and 5(16.7%) were responded that they were not participated in any training. Besides, the interviewed directors replied the same. One of the directors, fictitiously named Totayo from Damot Woide woreda said:

Most of the teachers in my school were not trained in mother tongue. Some were trained in English, Others, in Amharic. The reason behind was that the training institute, offered courses in these languages. Feb, 10/2011/

On the other hand, according to one interviewed zonal expert, fictitiously named Lakeso explained the following:

There is one kindergarten teachers' training institute at zonal town, which belongs to catholic missionary. However, its medium of training is mainly English followed by Amharic. There are also two private institutes which are recently licensed. They have not yet produced kindergarten graduate teachers. Jan, 20/2011.

Regarding the language of teachers training, the Education and Training Policy (TGE, 1994), states "The language of training for kindergarten and primary education will be the

nationality language used in the area". This has been adopted in the region to address the task of teacher training for kindergarten education in the zone under study as well. Nationality or zonal language that is spoken in the area has also pedagogical advantage. Concerning this, in Education and Training Policy (1994), states that cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages. However, its merits have not been considered to train pre-school /KG teachers in the zone under study. This undoubtedly limits the competencies of teachers in the studied kindergartens due to the differences of training and teaching languages.

The fourth item in table 3, reveals about the teaching practice during their training. Thus, 18 (60%) responded positively, where as 12 (40%) replied that there was no teaching practice. According to the responses given by respondent teachers, the majority of teachers were participated in teaching practice while the remaining 40% of the teachers haven't got teaching practice.

The practice component of the teacher education program includes field experiences such as workshops, observations, simulations, practical and student teaching. Workshops allow student to gain practical knowledge, practice teaching techniques with different types of materials. Classroom observation allows students to see teachers in action and relate observations of practice to theory. Simulation serves as analogies to actual practice. The assumption is that students can more easily apply what they learn in a simulated situation to actual situations than they could by knowledge gained through lectures or reading. Early field experiences such as visits to school board meetings, conferences with officials or teachers' unions, and meetings with parents and members of child advocacy (Hussen and postlethwaite, 1994). Thus, the responses given by the respondents were positively coinciding with the above explanation.

The fifth item in table 3 depicts in service training opportunities of the respondents. Regarding in-service training, 19 (63.3%) of the respondents replied that there was no in-service training at all, while, 11 (36.7%) have responded that there was in-service training once in a year. In addition, almost all interviewed principals and officials ascertained the

absence of in-service training provision for teachers. According to one of the woreda officials, from Damot Woyde Woreda fictitiously named Bulacho said that:

There is no in-service training given to pre-school teachers and principals. This is because of the deficiency of budget for in-service training. In addition to this, our focus was in primary education. Feb, 9/2011

Regarding in-service training, evidences show that: periodic refresher courses, workshops, seminars, and conferences are required so that teachers can keep themselves a breast of current trends and research and their application to understanding of children and curriculum development. Therefore, both qualified and unqualified teachers need to have access to up-to-date information that enables them aware of standards required at all times (Sadek and Sadek, 1996). In service training should not be seen merely as a way of bringing teachers up-to-date but training that is worthwhile will allow teachers to look critically at their own practice and identify strengths and weaknesses in it along with ways of moving forward (Neaum and Tallack, 1997).

Based on the results obtained from teacher respondents and responses from Woreda experts, it would be possible to say that the opportunities for in-service training of teachers were minimal and limited. This situation therefore would have a negative effect on the teacher's performance as well as children's learning as a whole.

Regarding the assistance teachers, the document review showed that there were two assistant teachers in Kidus Franchiscos. The researcher observed 2 teachers and two assistants for 80 children, one teacher and one assistant teacher to 40 children in one class.

The same was also true in Hana Association and Kidus Meskel kindergartens. All the three kindergartens mentioned above belong to catholic missionaries. The kindergartens under private sector and the government pre-schools which are opened under the auspices of primary schools have no assistant teachers. For the government pre-schools even the main teachers were not trained for pre-schools. They were assigned from primary schools.

Concerning the importance of assistance teachers, Mccarthy (1980) indicates that, for the effective implementation of pre-school education program, two teachers are necessary for

one classroom (one main teacher and one assistant teacher). Regarding this, Chowdhury and Chowdhury (2002) state that a pre-school must have one or two assistants for housekeeping services like cleaning, washing the linen and care of the grounds, putting up new sheets on the bulletin and easel board, putting on and taking of the equipment.

Similarly, the Ministry of Education set standards of pre-school education such as the teacher-child ratio that should be 2:40 (a main teacher and an assistant teacher in a class).

Therefore, based on the document review, it would be possible to wrap up that except in three kindergartens, there were almost no assistance teachers and personnel in the studied pre-schools. In addition to this, the existing assistance teachers were not trained to assist pre-school education. Hence, the practice of pre-school programs without adequate and trained assistant teachers was among the challenges in most of the studied pre-schools.

4.2.3 Appropriateness of the content and the extent of instructional materials utilization and preparation.

The provision of curricular materials (Syllabi, teacher's guide and textbooks) and other related materials in quality is another essential aspect in education of pre-schools. Regarding this, information collected from the respondents is analyzed as follows.

Table 4. Issues Related to Curricular and Instructional Materials

SA-strongly agree; A-agree; UD-undecided; D-disagree; SD-strongly disagree

No	Item	SA		A		U/D		D		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Curricular materials and the content of the curriculum are appropriate							2	6.7	28	93.3	30	
2	Instructional materials utilization and preparation by teachers is encouraging	7	23.3	18	60			5	16.7			30	

As shown in table 4, item 1, majorities, 28(93.3%), of the respondents in studied pre-schools were disagree, where as 2(6.7%), were agree with the appropriateness of the contents and curricular materials in their pre-school. In addition to this, the school principals witnessed that the inappropriateness of the curricular materials and the content .They added that some pre-schools/KGs teach primary school material while some others use outdated syllabus. The expert taken from Humbo Woreda education office fictitiously named Laalo explained that:

In Humbo woreda there are three kindergartens, of which two are private and the other, belongs to religious organization. They all have their own curriculum which is not appropriate to pre-school children. They teach in the same way that primary schools teach. Now, we discussed with them to supply them with recently prepared syllabus that we obtained from Ministry of Education, so that they will teach referring to it. Jan, 21/2011/

Similarly, another expert from Damot Woide woreda fictitiously named Bulacho has the following to say

Pre-schools newly started in the government primary schools do not have trained teachers, play ground separated from adults and pre-school curricular materials. Teachers teach first grade textbooks which is beyond the scope of pre-school age children. However, we are in preparation to distribute the copies of the pre-school syllabus sent from Ministry of Education. Feb, 9 (2011)

A study by Bridges and Ridley (2002, P.1) documented in Ethiopian teacher training institutes as cited in Demeke (2007), states that:

Libraries consist almost entirely of imported educational texts of mainly American origin and ... nothing reflects the realities of educational practices of Ethiopia

Regarding the curricula of the pre-schools in the country, there is a huge variability among different pre-schools. Most private pre-schools and pre-schools of religious organizations use curriculum borrowed from other countries such as India, England and America and non of the elements of the curriculum reflects Ethiopian culture and tradition. Almost a complete

absence of culturally relevant story books for children in most of the pre-schools seems to force these pre-schools to collect Indian and European books. Some of these were even not appropriate to the age of children. English and other foreign languages are used as a medium of communication.

Hence, based on the responses given by teacher respondents, direct observation of the researcher and responses of interviewed experts, it would be possible to conclude that almost all of the studied pre-schools were suffering from the lack of appropriate curricular materials, the content that reflects the Ethiopian culture and tradition. Moreover, the content lacks revision and updating. It also does not address the problem, interest, abilities and developmental level of the children.

Evidences show that, relevant curriculum will fit the learner to live his/her life in most effective way (IDRC, 1983). Moreover, relevant curriculum, according to Miller and McDowelle is, it provides the children learning experiences. It is up-to-date, age appropriate, meaningful, and culturally worthwhile and environmentally sounds (Miller and McDowelle, 1993).

Table .4 item 2, reveals that majority of the respondents 18 (60%) show their agreement positively in the utilization and preparation of instructional materials in their pre-schools. The remaining 7 (23.3%) and 5 (16.7%) responded strongly agree and disagree respectively. This shows that most of the pre-schools under study were in a good position regarding instructional materials utilization and preparation from locally available materials.

However, the direct classroom observation by the researcher indicated that there was acute shortage of materials in most of the pre-schools except three pre-schools (Kidus Franchis Cos, Kidus Meskel, Hana Association Kindergartens).

In most kindergartens the utilization of readily available materials was in a better state than preparation of instructional materials from locally available raw materials. Observation confirmed that essential curricular materials that guide the teachers to prepare instructional materials were scarcely available in most kindergartens.

Besides, most of the interviewed directors confirmed that there was critical shortage of instructional materials, but claimed that most teachers in the kindergartens have trend of

using readily available materials. The low degree of teachers participation in preparation of instructional materials ascribing the fact to lack of time, finance, interest, commitment and practical knowledge of teachers to prepare instructional materials.

In support of instructional materials utilization, Curtis (1998) states that utilization of instructional materials increases the quality of education and enables teachers and students to achieve educational objectives by making learning more concrete and meaningful. It is important to note that, instructional materials support children's self initiated learning, stimulates interests, awareness and imagination. Consequently, utilization of proper instructional materials enhances the implementation of the curriculum. However, the right kind of teacher will not solely depend up on ready-made or manufactured materials. It is possible to produce low cost materials from raw materials available in the local environment.

To this end, most of the teacher respondents were supported that, the utilization and preparation of instructional materials in their pre-schools was high. Nevertheless, based on the observation and the interview results of principals, it could be said that most of the teachers in studied pre-schools were more dependent up on the utilization of readily available instructional materials than preparing by their own from locally available raw materials. The implication is lack of commitment and initiative of teachers to prepare the substitute instructional materials from low cost locally available materials.

4.2.4 Teaching Method in Pre-Schools

Respondents were asked to indicate the commonly used teaching methods in their pre-schools. They were provided with the lists of teaching methods and allowed to indicate one or more of the lists. The results are summarized in table 5 below.

Table 5. The Commonly used Teaching Methods

No	Items	Respondents	
		No	%
1.	Play based instruction	10	33.3
2.	Categorizing	9	30
3.	Explanation	19	63.3
4.	Discussion	18	60
5.	Question and answer	16	56.33
6.	Learning by doing	13	43.3

As shown in table 5, majority of the respondents 19 (63.3%), 18 (60%), and 16 (56.33%), indicated explanation, discussion and question and answer respectively. Whereas, 13 (43.3%), 10 (33.3%) and 9 (30%) of the respondents were indicated learning by doing, play based instruction and categorizing. This shows that explanation, discussion followed by question and answer were the commonly used teaching methods in most pre-schools under study. While, learning by doing, play based instruction and categorizing were the least emphasized teaching methods in sampled pre-schools.

Besides, observation was conducted in 12 classrooms, out of 30. The classrooms were observed to see whether pre-school teachers were used multi method of teaching or not based on the prepared checklist (see appendix-c). Except some of the teachers in Hana Association, Kidus Meskel and Kidus Franchescos, most of the teachers were not used different teaching strategies. Most of the teachers used explaining of facts, asking questions and conducting discussions with the children. It was a lecture method. On the other hand, strategies like play, learning by doing and categorizing were used by very few teachers in few pre-schools mentioned above.

Moreover, most interviewed principals agreed that play based instruction was not frequently practiced in their school. According to the principals, attitudes of the parents and the society at large about play is not encouraging the pre-schools to be concentrated more on play.

Regarding this, one of the pre-school principals, fictitiously named Mushkare from Humbo Woreda was mentioned the following:

We believe the advantages of play based learning.

But, most of the parents believed play as wastage of time. Since parents are our customers, we are working for their satisfaction. Therefore, we teach subjects formally. Feb, 22/2011/

From the above response we can understand that the attitudes of parents towards pre-school learning especially well to do families who can afford school fee send their children to private pre-schools. They prefer their children to learn in schools where the medium of instruction is English. Besides, parents want their children to gain knowledge through formal subjects. Another pre-school principal, fictitiously named, Sikote, from Damot Galle woreda mentioned:

We know that children can learn from play more, but the only problem in our pre-school is that shortage of money to buy outdoor play materials like those in some private and religious based pre-schools. Most of the children's parents are poor in my school. Feb, 17 (2011)

Several studies have shown that, education in pre-school is not about imparting facts rather it is about listening, guiding and helping each child to make sense of real world (Paciorek and Munro, 1999). In new Education and Training Policy of Ethiopia, four subjects were designed for pre-schools. The total weekly periods allotted for four subjects are 25, among which ten periods in a week which is the largest portion is allotted for play (ICDR, 1996).

Based on the responses given by respondents and information gathered through interview and observation it is possible to conclude that most of the studied pre-schools trends seem to become more academic and structure through the use of more books or specific instructional activities intended to improve children's achievement in first grade depending solely on prescribed materials. But, children learn more from what they can see, hear, feel and do. So that they can bring more of their senses put in to use.

4.2.5 The Most Commonly used Assessment Techniques

Respondents were asked to indicate the most commonly used assessment techniques in their pre-school. They were provided the lists of assessment techniques from which to select one or more. The results are summarized in table.6, below.

Table 6 the Most Commonly Used Assessment Technique

No	Teaching method	Respondents	
		No	%
1.	Test	23	76.7
2.	Observation	8	26.7
3.	Classroom participation	20	66.7
4.	Practical activity	10	33.3
5.	Daily attendance	19	63.3
6.	Class work and home work	19	63.3

As shown in table 6, above, most of the respondents, 23 (76.7%), indicated test as the most commonly assessment technique. Whereas, 20 (66.7%), the next large number of the respondents selected classroom participation, followed by 19 (63.3%) and the same number 19 (63.3, replied daily attendance, class work and home work respectively. Some few number of respondents 10 (33.3%), 8 (26.7%) selected practical activity and observation respectively.

The results indicated that the assessment techniques like test, classroom participation, daily attendance and class work and homework were encouraging in most of the studied pre-schools. The remaining assessment technique like practical work and observation were least focused. During classroom observation, document review also indicated that periodical test results were common except few pre-schools. The recorded classroom participation results were not common in most pre-schools. Except in five pre-schools, class work and homework

were regularly checked and recorded. Daily attendance was also recorded as assessment result in most pre-schools. However pre-schools like Yederesse Fre, Bilichita and government pre-schools /Zero classes were not posted even the enrollment data. Very few pre-schools recorded the practical activity results and finally, assessment through observation was even none in all pre-schools.

Evidences show that pre-school teacher assessment must be based on informal evaluation techniques like observations, structured interviews, analysis of children's products /work and play techniques like group games, quiz etc (Chowdhury and Choudhury, 2002). Similarly, (Isenberg and Jalongo, 1993), states that assessment of young children should be based on continuous observation both in the classroom and outdoor environments. It should be an ongoing process rather than a single paper-and-pencil test. It should look at child's activities, attitudes and efforts than mere presence in the classroom.

From the responses of teacher respondents, observation results and evidences from different studies, it is possible to conclude that assessment techniques in most pre-schools were averagely appropriate except regular use of periodical test and less attention given to the important part, observation and practical activity which could affect the teachers understanding to record children's progress, assist in identifying the needs of the children and enhance to reflect in education program.

4.2.6 The Most Commonly Used Record Keeping System

Respondents were asked to indicate the most commonly used record keeping system of children's from the given options. It is possible to select one or more

Table 7 The Most Commonly used Children's Record Keeping System

No	Types of record	Respondents	
		No	%
1.	Anecdotal record	16	56.3
2.	Admission records	27	90
3.	Daily attendance record	28	93.3
4.	Parent teacher's meeting	19	63.3

As revealed in table 7, the majority 28 (93.3%) and 27 (90%) of the respondents selected daily attendance and admission record respectively. The remaining, 19 (63.3%), 16(56.3), were selected parents teachers meeting anecdotal record respectively.

This shows that most of the record keeping methods used by most of the studied pre-schools were the daily attendance record followed by admission record, while, little attention was given to the parents' teacher's meeting record and anecdotal record. Besides, document analysis carried by the researcher confirmed that daily attendance and admission record were the most commonly available records than others in the majority of the studied pre-schools.

Moreover, document review showed that all of the pre-schools were used attendance record to keep a record about the number of days the child attends the school in a month. During admission record a form was given to the parents to record information about the child and family background as a whole.

However, most pre-schools observed were lacking progress report of the children which includes progress in different aspects of development such as emotional, personal, social, language and intellectual from time to time. Parents-teachers meeting record which is very important for coordinating the overall growth and development of the children was also less prevail. Further, most of the interviewed principals were not denied the shortage of keeping record for each child. One of the principals from Boditti town, fictitiously named, Eranchu mentioned.

*Records like child's progress need teachers' commitment and knowledge.
But most of our pre-school teachers are not committed and lack know how
about deep assessment and record keeping Feb, 14 (2011)*

Evidences show that anecdotal records with brief descriptions of children's performance both indoor and outdoor, continuously recorded from year to year provide valid information about the child (Curtis, 1998). Hesper (2000), states that appropriate record keeping provides parents with a bases for discussion with a teacher about their child performance and progress in the kindergarten.

Thus, based on the responses obtained, it would be possible to infer that appropriate records (reliable, accurate and well organized) were not evident in the studied pre-schools. This

might make difficult in assessing child rate development, curriculum planning, understanding the individual child, share concern with parents and others.

4.3 Learning Environment of Pre-Schools/KG

To know the status of pre-schools learning environment, teacher respondents were asked to show the degree of agreement or disagreement of items related to pre-schools and the results are summarized as follows in table 1

Table 8. Physical Set Up In-Door and Out-Door Materials and Equipment

No	Item	SA		A		U/D/D		D		SD		Total
		No	%	No	%	No	%	No	%	No	%	No
1	The site of pre-school is appropriate for the practice of pre-school education	4	13.3	22	73.3	-		4	13.3	-		
2	The classroom space, the in-door equipment and materials are adequate and appropriate			7	23.3	1	3.3	22	73.3			
3	The outdoor play ground and play materials are appropriate			7	23.3	2	6.7	16	53.3	5	16.7	

As indicated in table 11 item 1, above, the majority of the responded teachers 22 (73.3%) and 4 (13.3%) were selected agree and strongly agree respectively. Whereas, 4 (13.3%) of them were responded disagree to the question. The researcher's observation results also supported the teachers' idea. Except zero classes which are newly constructed by the government in side primary school compounds, most of the visited pre-schools had good site. Most of them are in a proper location, soil and elevation. Most of them are away from the crowded areas of

the town, burial ground and main traffic areas except some, the vicinity of most pre-schools seen were food future expansion.

However, some of the visited pre-schools area were very hot most of the year and need planting of trees as sun breakers. But, most of the pre-schools were poor in planting trees except Bodditti Kalehiwot, Bedessa Kidus Meskel and Bodditti Idiget.

Research evidences show that, appropriate site of pre-schools should include proper location, soil, the aspect of elevation, away from the crowded areas, good vicinity for future expansion, proximity to a garden or a public park. The site should allow the construction of the school building to face south and planting of trees are important aspects of pre-school site (Chowdhury and Choudhury, 2002). Another author Koivula (1983) suggested that the location of a school should be surrounded by residential areas than business and industrial areas.

It is possible to conclude that, most of the pre-schools under study had good site. However, attention should be given for such aspects like garden which adds beauty to the pre-school so that the children can appreciate and love their school. Planting of trees are also advisable which would serve as sun breakers.

Regarding sanitary facilities, observation results revealed that most of the studied pre-schools had latrines but no facilities. For example, the latrines were not adequate for the number of children; there were no separate toilets for children. In some pre-schools, children share the same toilet with adults especially the newly started government pre-schools/Zero classes. In addition, in most of the observed pre-schools tap water was available but there was lack of bathroom, thus, children were suffering from suffocations especially in pre-schools of hot areas.

However, Chowdhury and Choudhury (2002), stated that water facilities are essential for cleaning up activities in the pre-school. The toilet and washing facilities should be easily accessible for children from both indoors and out-doors. They further stated that the pre-school building should fulfill the minimum requirements of play rooms, lavatories and wash rooms.

Based on the data obtained from the respondents and observation results by the researcher, it is possible to conclude that, in most of the pre-schools under study, there were no sanitary facilities such as latrines, bathrooms in proportion to the children and in quality.

As shown in table 11, item2, most of the respondents in studied pre-schools 16 (53.3%) and 6 (20%) showed their agreement and strongly agreement of proportionality and appropriateness of in-door materials and equipment. On the other hand 4 (13.3%), and 4 (13.3%) equally showed their disagreement and strongly disagreement of the proportionality and appropriateness and in-door equipment and materials.

However, observation results showed that in most pre-schools some concept and skill materials (Puzzles, book, and play card). Gross motor materials, construction materials and manipulative materials were inadequate their proportionality and their appropriateness were in question. In some schools there were no child sized chairs. The children sit in the desks prepared for the primary schools. The available shelves and cupboards were not suitable for the height of children. Some pre-schools have no in-door materials except some equipment. Thus, the indoor materials in the visited pre-schools were hardly adequate.

The research evidences show that indoor equipments include chairs, tables, and shelves. Chairs must be of such weight and design that can be carried easily and safely about the room by children. It should permit the child to sit comfortably in relaxed position Tables, which are square and wide enough to allow children to work opposite to each other, encourage conversation and appreciation of the work of others required. Child sized and open shelves make it easy for children to have toys and books (Chowdhury and Choudhary, (2002).

Regarding classroom space,, in most of private kindergartens, the rooms were not primarily built for classroom purpose. As a result, the classrooms were so much compacted. Review of research findings for classroom space suggests that in crowded classroom children always feel discomfort and lack freedom of choice for every activity (Mizel, 1982). It is clear that activity centers are the important features of preschool classroom. It provides variety of experiences and learning opportunities. Centers are the source of so much imaginative play, place to explore experiment, discover, solve problems and use various materials and equipment (Curtis, 1998).

Based on the evidences and observation results, it is possible to conclude that, child sized chairs benches, and shelves were inadequate in most of the studied preschools. There was also lack of materials in activity centers. This might hamper the achievement of educational objectives intended in the studied pre-schools.

In item 5 of table 11 The majority,16(53.3%), of the respondents were disagree with the appropriateness of outdoor play grounds, outdoor materials and equipment.7(23.3%),5(16.7%),and 2(6.7%) of the respondents were selected agree, strongly disagree and undecided respectively.

Observation also confirmed the above idea. In most of the studied pre-schools, outdoor play ground and materials and equipment were not available and/or inadequate. Some of the studied pre-schools, like Yederesse-free, Bilichita and all of the pre-schools under the auspices of primary schools lack outdoor play materials and equipment Regarding the outdoor play ground, out-door play materials and equipment, different research studies suggested that emphasis should be given to fitness of outdoor environment like the indoor environment in space, material and equipment (Isenberg and Jalongo, 1993).

Therefore, based on the responses of interviewed teachers and the observation results, it could be possible to conclude that, the outdoor play grounds and play materials in studied preschools were inadequate.

4.4 Parent School Partnership and Methods

The respondents were asked to judge the extent of parents partnership in studied pre-schools. The results are summarized in table.8, below

4.4.1. Parent school partnership and methods

Table 9. Issues related to parent school partnership and methods

The respondents were asked to judge the extent of parents' partnership in studied pre-schools. The results are summarized in table 8, below.

No	Issues	Respondents					
		High		Medium		Low	
		No	%	No	%	No	%
1	The extent of parents involvement in your pre-school			3	10	27	90
2	The degree of parents acceptance to the invitations of pre-school			7	23.3	23	76.7
3	The recognition given to parents as partners by teachers and principals			13	43.3	17	56.7

As revealed in table 8, item 1, the highest number of respondents 27 (90%) indicated that the degree of parents partnership in pre schools were low. Whereas, only 3 (10%), responded medium. In the second item of the same table, majority 13 (76.7%) of the respondents replied, parents acceptance as low. The remaining 7 (23.3%), replied medium. The majority 17 (56.7%) of the respondents in item 3 replied that parents recognized less.

This indicates that both the extent of parent's involvement and the degree of parents acceptance of school invitation were low. The interviewed principals and parents answered similar to that of teachers. One of the interviewed parents fictitiously named Solano from Damot Gale woreda said:

Parents are reluctant to involve in their children's learning When we are called for meeting, some of us come on time and waiting other members whom to come late. We feel tired and hunger. As a result we returned to our home, Feb, 14 (2011)

However, the importance of parents' partnership in pre-school program was supported by so many evidences. Eldridge (2000), found that when parents and teachers work together in early years settings, the results have positive impact on the Childs development and learning. Similarly, Wolfendale (1983) pointed out that parents should be viewed as partner but not as clients.

Therefore, based on the results, it could be said that most parents in studied kindergartens did not welcome the invitations made to them. The rationale behind this might be due to lack of awareness and ineffective means of communication. On one hand parents were not encouraged to take part, on the other hand unwillingness of many of the parents to take responsibility. As a result parent's partnership is very low in studied kindergartens.

4.4.2 Most Commonly used Means of Communications

Teacher respondents were asked to indicate the means of communication that pre-schools use with parents. They were allowed to choose one or more of the given options. The results are summarized as follows in table 9.

Table 10 Issues Related to Means of Communication.

No	Means of Communication	Respondents	
		No	%
1.	Verbal messages	14	46.7
2.	Conferences	8	26.7
3.	Meeting and discussions	21	70
4.	Telephone calls	19	63.3
5.	Written letters	23	76.7
6.	Children's circulating books	9	30

As revealed in table 9, above most of the respondents 23 (76.7%) and 21 (70%) indicated written letters and meeting and discussion respectively were the commonly used communication methods followed by 19 (63.33%), 14 (46.7%), 9 (30%), and 8 (26.7%)

indicated telephone calls, verbal messages, children's circulating books and conferences respectively.

The responses indicated that written letters and meeting and discussion were the most commonly used means of communication in most of the pre-schools followed by telephone calls and verbal messages; others were least used communication methods.

On the other hand interviewed directors were supported teacher respondents. However, they suggested that meeting and discussion was the only available method of communication with parents but due to time constraints parents rushed soon and enforced teachers to look another means of communication so, there was little room for discussion and debate.

Maximum returns in school program require various channels through which information is exchanged. Among these, parent education, home parental visits, children's circulating books, conferences, meetings, and discussions, all provide valuable opportunities to exchange concrete information (Decker and Decker, 1988; Fitzgerald, 2004).

On the contrary in the studied kindergartens, an attempt was made to use written letters, meeting and discussion, telephone calls, verbal messages and the like provide minimum opportunities for exchange of ideas face-to-face. Therefore, based on the results obtained the means of communication in most of studied pre-schools were found to be in effective to invite parents to play direct role in pre-school program.

4.5 The Government support in Pre-School Education

Teacher respondents were asked questions in order to know the sort of support given by the government to pre-school education. The results are summarized as follows in table 10, below.

Table 11 Support of Government in Pre-School Education

No	Item	Respondents					
		High		Medium		Low	
		No	%	No	%	No	%
1	Giving pre-service and in service training of teachers					30	100
2	Providing supervision			17	56.7	13	43.3
3	Providing standards			1	3.3	29	96.7
4	Distributing curriculum materials to pre-schools.			7	23.3	23	76.7

As indicated in item 1 of table 10, 30 (100%), of the respondents reported that pre-service and in-service training of teachers, given by the government was low. As indicated by item 2 of table 10, majority of the respondents 17 (56.7%) reported that supervision given by the government was medium. The remaining 13 (43.3%), respondents replied low.

Similarly, in the third item of table 10, the majority of respondents 29 (96.7%), replied that the provision of standards to the pre-schools was low. In item 5, table 10, teacher respondents were asked about the degree of distribution of curricular materials to their pre-school by the government. Accordingly, 23 (76.7%), 7 (23.3%), of the respondents replied that the distribution of curriculum materials were low and medium respectively.

The interviewed Woreda Education Office experts almost had the same response with the teacher respondents regarding the government role. Supervising pre-schools, giving standards and monitoring the pre-schools based on the given standards were low. One of the woreda experts fictitiously named, Laalo, said:

We supervise private kindergartens along with the primary schools. Whenever we plan supervision, we include all pre-schools and kindergartens in our woreda. Concerning the curricular materials, it is different in different pre-schools because the source is not the same. When we were in the field, they always ask about the curricular materials and textbooks but our answers do not satisfy them. As a result, we are not strictly supervising them. However, now we have the curriculum guide recently sent from Ministry of Education following adult education and pre-school education movement all over the country. We are planning to distribute copies to all pre-schools including those held by private and religious organizations Feb, 21 (2011).

As many evidences suggested, the role of the government is vital to pre-schools. Hussen and Postleth Waite stated that, the unwillingness of the government to assume responsibility leads to serious inequalities in coverage and quality, and that public intervention is necessary in certain fields. Research and statistical information; policy making, planning and monitoring; development of curricula and teaching materials; institution and capacity building; adequate and continued training of personnel; and regulation of quality, materials and environment are all areas that governments can best coordinate, especially in multicultural and multilingual settings. In addition, recognition and accreditation by public authorities of community and private initiatives that already exist-not to mention some form of grant aid-can make an enormous difference in improving both quality and stability of supply (Hussen and Postleth Waite, 1994).

In the studied pre-schools, the Woreda, zonal and Regional Education Offices support in supervision, training of teachers, providing standards and curriculum materials were insufficient. Therefore, based on the results, it would be possible to conclude that the pre-schools lack essential support from government. Even though, the Woreda experts sometimes

provided pre-schools with standards and supervision, it was not effective and efficient to ensure that minimum standards maintained so that children acquire desirable knowledge, attitude and skills associated with pre-school education.

4.6 Opportunities of Pre-School Education

Teacher respondents were asked to indicate the opportunities of pre-school education. The results are summarized below in table 12.

Table 12 Opportunities of Pre-School Education

No	Items	Respondents		
			No	%
1	Is there any child care intervention for vulnerable, handicapped and children of poor families?	Yes		
		No	30	100
2	Is there a special program for children with special needs?	Yes	10	33.3
		No	20	66.7
3	Is there a carefully planned curriculum; consultants in health, education, nutrition and other fields?	Yes	7	23.3
		No	23	76.7
4	Do parents deeply involved in your pre-school as the major force in the personal deferent of the child?	Yes	12	40
		No	18	60
5	Are all age 3-6 children in your locality joined pre-schools?	Yes	5	16.7
		No	25	83.3

As shown in table 12, item 1, an attempt was made to know whether there were opportunities of education and care for the children such as vulnerable, handicapped and children from

poor families. Thus most of the respondents (100%) confirmed that there was no intervention program for all of the children in the studied pre-schools.

The interviewed woreda and zonal educational experts responded in the same manner all, 5 (100%) woreda and zone education experts responded that except one school for blinds at Otona in the zone center, no educational and care opportunities were available for disabled children.

However, the Education and Training Policy (1994), indicated that to enable both the handicapped and the gifted learn in accordance with their potential and need.

Furthermore, according to Chowdhury and Choudhury (2002), the intervention function of pre-school is particularly important for three groups of children. The first groups are vulnerable children who have special needs for the continuity of care, stimulation, affection, stability, and thoughtfulness of a quality pre-school programme. The second groups are children who are handicapped or disabled. These groups include those who suffer from such afflictions as sever mental retardation, physical handicaps, or a childhood psychosis. The care of these children will be overload for families alone. Hence, in this case, pre-school can relieve such parents of a portion of their care giving burden. The third groups are children from families who live in poverty. These are largest group. Many of poor families need pre-school, but many of their children lack the healthy and developmentally sound environment that pre-school can provide.

Therefore, based on the response of teacher respondents, and response of interviewed experts, it would be possible to conclude that, despite of the policies and research findings, all of the disabled, vulnerable, and handicapped children in studied pre-schools have got no opportunities of pre-school education.

In the second item, of table 12, respondents were asked whether or not the special program was arranged for special needs. Accordingly, 20 (66.7%) of the respondents were not agreed with the special program provision for special needs. This implies that there was no special needs program available in most of the pre-schools under study. On the other hand, the remaining 10 (33.3%) of the respondents were believed the presence of special program for

special needs. Besides, most of the interviewed principals' responses have coincided with the responses of teacher respondents. One of the pre-school principals had the following to say:

We do not have separate classes for special needs, but we teach them inclusively. First we deal with the screening process and then we help them individually or in group, inside the classroom or outside Jan, 17/2011/

Observation by the researcher also confirmed the absence of special program for special needs in most pre-schools. Regarding special program for special needs, different studies suggested that pre-schools should be functioned as compensatory education that is a special program for children with special needs. Pre-school education should provide disadvantaged children with the basic attitudes and skills which most other children acquire naturally during the pre-school years (Chowdhury and Choudhury, 2002).

Hence, based on the responses obtained by the teacher respondents, the interviewed principals, and observation, it could be possible to conclude that in most of the studied pre-schools, special program were not arranged for special needs.

As depicted in table 12, item 3, the majority 23 (76.7%) of the respondents indicated that there were no curricular materials and consultants available. The remaining 7 (33.3%), responded the opposite. This implies that the majority of the respondents in the studied pre-schools were agreed with the absence of curricula and consultants. Whereas, 33.3%, of the respondents were agree the presence of curricular materials and consultants.

Besides, most of interviewed principals confirmed the absence of curricular materials in the studied pre-schools. As confirmed by observation, in all of the studied pre-schools there were no curricular materials and consultants. Regarding this, Chowdhury and Choudhury (2002), stated that the pre-school curriculum should be a carefully planned set of lessons to be taught of lessons to be taught and learned or a set of opportunities to be presented in a certain way.

To this end, based on the responses of the teacher respondents and the interviewed principals, it is possible to conclude that most of the studied pre-schools were no opportunities of getting carefully planned curriculum and consultants in health, education and nutrition.

As depicted in table 12, item 4, the majorities of the teacher respondents replied negatively that there were no deep involvements of parents in studied pre-schools. The remaining 12 (40%) replied positively. Respondents who supported the deep involvement of the parents were made to give their opinions. Many of them expressed the parents' existence during admissions that the parents come with school fee of their children.

In addition to this, the majorities of the principals expressed the reluctance of the parents to be a partner with pre-schools. According to Seigel (2002), both parents and the school need to share common perception and responsibilities about the child, mutual involvement, accountability, and cooperation as well as reciprocal communication systems are more vital.

Therefore, based on the responses of teachers and responses by principals, it would be possible to conclude that in the studied pre-schools parents did not have ample opportunities to involve deeply in their children's learning.

As depicted in table 12, item five, the great majorities of the respondents 25 (83.3%) were not believed in the early childhood schooling opportunity in their locality. On the other hand, most of the interviewed principals shared the idea of the teacher respondents. One of the principals from Damot Galle Woreda, fictitiously named Solano mentioned:

There is no access of pre-school education to our children. In this case, there is a great disparity between urban and rural if this problem is not solved. Our children are in problem of competing with other children who passed through this program .Feb, 14 /2011

Evidences also supported the above idea. For example, according to Ministry of Education (2007), the current participation rate of pre-school education is about 2.7% which is nationally negligible figure. Even, this small percentage accounts only the urban areas and the largest children population in the rural area doesn't have access (Demeke, 2007).

Hence, based on the responses given by the respondent teachers and the responses of interviewed principals, it could be possible to conclude that 3-6 age children in studied pre-schools had no access of pre-school education.

4.7 Challenges of Pre-School Education

Teacher respondents were asked to identify the major challenges of pre-school education. The given options were “Yes”, “No”, and “UD”, for undecided. The results are summarized in table 13 bellow.

Table 13 Challenges of Pre-School Education

No	Items	Respondents		
			No	%
1	Are there regular supervision and monitoring in your school by woreda, zonal and regional education experts?	Yes	10	33.3
		No	20	66.7
		UD		
2	Are there carefully planned curricula and teaching materials in your school?	Yes	3	10
		No	27	90
		UD		
3	Are community and private initiatives in your locality recognized and accredited by public authorities?	Yes	7	23.3
		No	22	73.3
		UD	1	3.3
4	Do teachers in your pre-school got pre-service and in service training?	Yes	12	40
		No	18	60
		UD		

As depicted in table 13 item 1, the majority 20 (66.7%), responded that there was no regular supervision and monitoring in their schools by concerned experts. Furthermore, according to the school principals, the supervision activity was very weak. Sometimes, in the beginning

and middle of the school year, they were asked different statistics to fill by woreda educational experts. Besides, the majorities of the interviewed principals supported the idea forwarded by teachers. However, they have not denied the monitoring activity of woreda supervisors and other concerned experts even if it was not frequent. Most of the time, Woreda experts were been monitoring but not supervising. The reason for a weak supervision as to them seems more attention was given to the primary education.

However, Husen and Postleth Waite (1994), stated the role of government as, the unwillingness of the government to assume responsibility leads to serious inequalities in coverage and quality and the public intervention is necessary in certain fields such as research and statistical information, policy making planning and monitoring, development of curricula and teaching materials, institution and capacity building, adequate and continued training of personnel, and regulation of quality, materials and environment.

Hence, based on the responses given by the teacher respondents and principals, it is possible to conclude that most of the studied pre-schools did not get regular supervision and monitoring. This, in turn might be hindered the quality provision of pre-school education in the pre-schools.

As shown in table 13, item 2, 27 (90%) of the teacher respondents replied “No”. Whereas, 3 (10%) of them said “Yes”. This implies that there were no carefully planned curricula and teaching materials in the studied pre-schools. On the other hand, the interviewed principals confirmed that pre-schools have no curricula and other teaching materials prepared by the Ministry of Education. Hence, almost all of the pre-schools follow different approach and the book shelves of most pre-schools were filled with not relevant and legal materials among which foreign gifted and out dated materials were dominating. The researcher also realized it during his observation period. All pre-schools went their own way. Thus, based on the responses of the teachers, interview response of the principals and observation results, it is possible to conclude that there were no curricula and teaching materials in the studied pre-schools and this which could be challenged the pre-school education in the studied pre-schools specifically and in the country as the whole. Regarding the curricula of pre-schools in the country, Demeke (2007) mentioned the following:

There is a huge variability among different pre-schools. Most of private pre-schools use curriculum borrowed from other countries such as India, England and America and none of the elements of the curriculum reflects Ethiopian culture and tradition. Almost a complete absence of culturally relevant story books for children in most of the pre-schools seems to force these pre-schools to collect Indian and European books. Some of these were even not appropriate to the age of children English and other foreign languages are used as a medium of communication and instruction are also highly favored by most parents and pre-school owners. Though important to learn English as one subject, using English as a medium of instruction and children communication tool as a school rule in the Ethiopian soil neither benefits the kids nor the nation at all.

As can be seen in table 13, item 3, most of the respondents, 22 (73.37%), replied that public authorities have not accredited the community and private initiatives. 7(23.3%), of the teachers responded that there was accreditation and recognition for communities, private sectors and NGOs. However, all of the interviewed principals agreed with the first idea except one who was reserved to the two extreme positions. Regarding this, National study on Early Childhood Care and Education in Ethiopia (UNICEF and MOE, 2006/07), cited in Tirussew (2007), mentioned areas of intervention that need to be undertaken in the years to come in order to scale up and systematically address early childhood care and education in the country. Accordingly, the measures that the ministry should take are mentioned. Among these, the Ministry of Education should encourage the private sector, the community and other non-governmental organizations to open and run early childhood educational programs.

To this end, based on the responses given by the teachers and interviewed principals, it could be possible to conclude that the recognition and accreditation given to private sector and community initiatives in the studied pre-schools were limited in order to promote the expansion of pre-school education in urban and mainly in rural.

As shown in table 13, item 4, the majority 18 (60%) of the respondents replied negatively whereas, 12 (40%), of them, replied positively. This implies that most of the teachers in studied pre-schools didn't get either pre-service training or in-service training. The interviewed principals also confirmed the teacher respondent's idea. Regarding the training

of teachers, the Education and Training Policy (TGE, 1994), article 3.4 and article 3.4.5, states:

Teachers starting from kindergartens to higher education will be required to have the necessary teaching qualification and competence in the medium of instruction, through pre-service and in-service training. Likewise, the standard set by the Ministry of Education indicates pre-school teachers are expected to be trained in the kindergarten education for ten months and certified (MOE, 1997 E.C).

Therefore, based on the responses of teacher respondents, interviewed principals and document review, it is possible to conclude that most of the teachers in studied pre-schools did not get either pre-service or in-service training which seems a great challenge in most of studied pre-schools.

CHAPTER FIVE

5. Summary, conclusions and recommendations

This chapter discusses about summary of the major findings, the conclusion drawn from the findings and the recommendations.

5.1 Summary and Findings

The early experiences to which a young child is exposed is said to have an irreversible effect upon his/her future development. To this effect, what the child generally learns in the first six years has a lasting effect for the later learning.

To the above response, the attention of increasing number of scholars has focused up on the theme of pre-school education, emphasizing that to wait until age six or seven for the school is too long. The effects of positive as well as early child intervention or its deprivations are decisive in enhancing or retarding the assumed cognitive development of a child. By understanding this idea many countries of the world are striving to increase both the qualities and coverage rates of their countries pre-school education.

In Ethiopia to guide basic issues that education should address, the government had developed the Education and Training Policy (TGE, 1994). Within the framework of the Education and Training Policy, the government prepared specific strategy indicative plan document called Education Sector Development Program (ESDP) to implement the policy. The ESDP has been translated in to serious of national ESDPs. In all the three, ESDPs pre-school education has not got special attention.

For example, (ESDP III, 2005) states that Government policy for this sub sector is not to establish and run pre-schools in the next five years. However, the document has underscored its critical role in policy development, curriculum design, standard setting and supervision. That means the policy framework as well as the education sector development program III set a favorable environment for policy formulation which could be instrumental to scale-up and improve the quality of early childhood care and education in the country. On the other hand, since the government involvement in the pre-school education is only “to set standards and maintain quality” (MOE, 2005 p.14), the majority of children population who lives in the

rural area and those children who are from poor families both in urban and rural do not have access to pre-school education.

Hence, the main objective of this study was to assess the current practices of pre-school education in Wolaita zone pre-schools. For the purpose of assessment, a mixed method approach was employed. To affect this, three woredas and one town administration were selected. Among twelve woredas and three town administration in the zone, on the basis of purposive sampling technique. Accordingly, the total of twelve pre-schools, three, from each woreda and town administration were selected on the basis of simple random sampling technique. All teachers of sample schools and all Zone and Woreda experts were used as sources of data. The principals; and parents were selected as data sources on the basis of purposive sampling technique. Classrooms for observation were selected by availability sampling technique.

Besides, relevant documents of the Zone, Woreda (town administration), and pre-schools were reviewed. In addition, relevant national and regional education policy documents were used as corner stone of references of information for the study. To maintain the validity of data, multiple data gathering instruments, were employed. These were Questionnaire, observation, interview and document review. The data collected through close ended questionnaire were presented in tables for each case and analyzed using percentage and descriptive statements. The qualitative data were integrated and organized for discussion in themes. From the analyzed data the following major findings were observed.

I. Curriculum Implementation

A. Teachers

- Teachers lack professional competencies and skills because most of them 63.3% did not have enough professional experiences to deal effectively with young children in pre-schools.
- Majority of teachers had no training. Only 11 (36.6%) of the teachers were trained to teach pre-schools. The remaining 63.3% were not trained neither pre-service training nor in-service training for pre-school curriculum. In addition to this, lack of training facilities, shortage of training duration, inadequacy of number and depth of

courses, lack of refresher in service training such as seminars, workshops and employing of untrained teachers were affected the implementation of pre-school curriculum in the Zone under study.

- Most of the pre-schools were no assistant teachers, and other personnel such as health worker, Caretaker, Cook and guards. Those, very few personnel in some pre-schools work without any training.

B. Curriculum

- All domains of the objectives of pre-school education were not well aware by teachers in most pre-schools. Majority (80%), were exercised intellectual development followed by (76.6%), physical development. There was no attention given for others.
- The appropriateness of the content of the curricular materials in general found to be low. Syllabi, teachers guide and textbooks also were not related with the experiences of children and their environment.
- Instructional materials preparation was not satisfactory. More than half of the teachers were using already existing materials, but not preparing the instructional materials from locally available materials.
- Teaching method follows more academic and structured in most of the pre-schools. Play was not encouraged. In general multi method was not employed.
- Test (76.6%), classroom participation, 63.3% and daily attendance and class work and home work (19%), were commonly used assessment technique and observation and practical activity were the least.
- Daily attendance and add mission records were commonly used record keeping methods. The methods such as anecdotal and parent teacher meeting & other useful record keeping methods were least attended.

C. Learning Environment

- Indoor and outdoor materials, equipment play ground in most pre-schools were inadequate and inappropriate.
- The sanitation facilities were also poor since there was no bath room and the personnel who care the children.
- Appropriate child sized table, chairs, benches, shelves were inadequate and/or absent in most pre-schools.
- In half of the pre-schools out-door play grounds and play materials were inappropriate.
- Classrooms were not conducive in most pre-schools
- The site of pre-schools (73.33%), appropriate
- The buildings were not fulfilling the minimal standards as play corners, wash rooms, outside play grounds and so on.

II. Parent Pre-School Partnership found to be Very Low

- Low parent's involvement (90%) of the parents was not involved in pre-schools.
- The parents were reluctant to accept teacher's invitation.

The most commonly used means of communication with parents were written letters, (76.6%), meeting and discussion 70%, telephone calls 63.3% were the major means of communication followed by verbal message, children circulating books and conferences. Teachers and principals were not encouraging parents due to lack of skill, commitment and recognition.

III. The Role Government

- The government support for both quality and expansion was very minimal. Giving in service training, 100%, in providing supervision low, providing standards, monitoring and distributing curricular material found to be inefficient.

IV. Opportunities that pre-school education provided for the children in the zone understudy were very low. The intervention program for handicapped, vulnerable and children from poor families was absent.

- Inadequate special program for the children with special needs. Parents deep involvement were also low, and carefully planned curriculum, consultants in health, education and nutrition were absent.
- In general, pre-school age children of urban poor and rural majorities had no access to pre-school education in the Zone.

V. Challenges of Pre-School Education

- The absence of regular supervision and monitoring.
- The absence of carefully planned curricula and teaching materials.
- Accreditation or recognition of community and private initiatives by public authorities was very low.
- There was no in service as well as pre-service training for teachers only 40% of the respondents said “Yes”.
- Parents’ partnership was low because teachers and principals commitment to raise parents’ awareness was very low.

5.2 Conclusion

The early experiences to which a young child is exposed is said to have an irreversible effect up on the child’s future development. To this effect, what the child generally learns in the first six years has a lasting effect for the later learning. Thus, services for pre-school children must meet and reflect the complexities of their lives in all developmental aspects. Hence, based on the major findings of the study the following conclusions were made in Wolaita zone pre-school education.

Teachers lack awareness about the objectives of the curriculum. Therefore teachers were not practice all objectives in balance. Thus most pre-schools lack to address all domains of children’s development: physical, social, intellectual and emotional development. Therefore, curriculum implementation was poor to attain the objectives of pre-school education, Professional teachers who trained for the required level, adequate and appropriate curriculum materials and different inputs were not satisfactory. Besides, the curriculum lacks balance to address the harmonious development of children’s personality. It also lacks the content which have meaning for the child, addresses the academic needs of children by providing

learning experiences that enriches all round development of children. The contents were not also selected from the children environment, so that they were not concrete and real.

In this case, the contents of the curriculum and the methods of teaching was not appropriate for the development of children, the assessment technique was not based on continuous observation both in the classroom and out-door environments, so it lacks validity and reliability. Record keeping system was also poor. The record keeping system was poor to serve as reference to the pace of individual progress, evidences of the child's strength and weakness.

Furthermore, the studied pre-schools were lacking child directed teaching methods, emphasizing child directed activities. It was mostly based on imparting facts rather than listening, guiding and helping each child to make sense of real world. Verbal explanation or description was common. Children were not bringing more of their senses into use. Moreover, there was acute shortage of instructional materials. Syllabi, teachers guide and related materials were not available. Instructional material scarcity made the children not to broaden and deepen their knowledge, self initiated to learn, stimulated their interests, awareness and imagination. Instructional materials preparation found to be low. Producing low cost materials from raw materials available in the environment, using real objects and specimens were low.

Furthermore, in most pre-schools there were no clearly defined activity centers. Literary, manipulative, construction, aesthetic, creative and natural materials were lacking. Only available materials were charts, mounted pictures posted on the wall. There were also some materials made from clay, wood & paper. In addition to this, lack of space, play ground as well as its safety, as in most of the studied kindergartens limit children's opportunities to investigate and explore their environments. Well attention was not given to play.

Thus, equipment of minimum essentials like balance, tricycle, crawling tunnels, climbing frames, swinging etc were not available in most pre-schools. Besides, the available equipment lacks suitability to be used by children due to the size in relation to the maturity level of children. The extent to which parents school partner to assist children was low. Most parents lack clear awareness about the objectives, activities of kindergarten education. Teachers also lack professional initiatives, commitments and responsibilities. The

government support and special attention were insignificant. Generally, the above discussed and other related challenges effected low opportunity of learning and quality provision for the children in the study area.

5.3 Recommendations

In order to achieve the intended objectives, by improving the current deficient practices of pre-school education in both the quality and coverage, the following relevant measures should be taken in Wolaita zone pre-schools.

1. Training the pre-school teachers, personnel, experts and assistant teachers on the pre-school education is indispensable to improve the current poor practices so that the training of teacher, deserve thoughtful attention from Regional Education Bureau.

Based on expert based research, standard setting and quality control should be made on teacher education institutions to enable the trainees to be competent for pre-school education program.

2. The pre-school teachers, assistant teachers and other personnel and experts should be provided with in-service training giving priority to females on pre-school education. So that, sponsoring agencies and woreda education office should jointly organize ongoing workshops, seminars, and conferences. Otherwise teachers might not come up with rapidly changing concepts, methods and techniques.
3. Adequate and appropriate human power is vital if one visualizes pre-schools as centers to help to improve the quality of life of children they serve. So that sponsoring agencies should employ adequate number of teachers and assistant teachers should be required urgently to make possible an improve care and guidance of pre-schools.
4. There is a huge variability among different pre-schools. Most of private pre-schools and pre-schools of religious organizations use curricula which were borrowed from other countries, none of the elements of the curriculum reflects Ethiopian culture and tradition. So that revising and updating of the outdated

curriculum should be urgently made by MoE, and Regional government should adopt and use according to the condition of the environment.

5. Out-door and in-door materials and equipment play unimportant role in helping children to acquire the skills and competencies associated with pre-school provision. So, that keeping the standards in view sponsoring agencies should equip the pre-schools with adequate, carefully selected and appropriate materials and equipment.
6. To meet the need for pre-school education the public authorities and Woreda Education Office should give accreditation and recognition to communities, public private individuals and NGOs to open and run pre-school education. Besides, it should strictly made sure that a minimal level of requirement in program qualities maintained in licensing and in ensuring and controlling standards, training of teachers and supervising, in the provision of valuable policy and curriculum materials.
7. Opportunities for children learning are strengthened, as the partnership across the parents, school and community are acknowledged and respected. So, that community oriented parental participation is necessary. To do this, effective strategies, continuous efforts should be made by pre-schools to work with parents by using all formal and informal means of communication. Moreover, the Woreda (Town) Education Office should provide strong support in raising the awareness of the community.
8. Finally, the researcher recommends a more detailed and comprehensive studies in the same area to investigate and further strengthen the practices of pre-school education in the zone and in the region in general.

References

- Aggarwal, J. (1996). **Methods, Principles and Techniques of Teaching**. New Delhi: Vikas Publishing House Pvt. Ltd.
- Alkin, M. (1992). Early Childhood Education. **The Encyclopedia of Educational Research (6th Ed.)**. New York: Macmillan Library Reference. V.2, PP. 351-360.
- Austin, G.R. (1976). **Early Childhood Education an International Perspective**. New York: Academic Press, Inc.
- Best, J. W & Kahan, J.V (2006). **Research in Education (10thed)**. NewDelhi Prentice Hall. India.
- Bruce, T. (1997). **Early Childhood Education (2nd ed.)**. Hodder and Stoughton Publishing Group.
- Butler, A. (2001). **"Pre-school Education"**. **The Encyclopedia of America**. Durban: Grolier Publishers. PP. 553-555.
- Chowdhury, A. & Choudhury, R. (2002). **Pre-School Children: Development, Care and Education**. New Delhi: New Age International (P) Publisher.
- Christine, H. & Jill, F. (1999). **A Practical Guide to Activities of Young Children**. London: Nelson Thornes Ltd.
- Curtis, A. (1998). **A Curriculum for Pre-School Children: Learning to Learn (2nd ed)**. London: Routledge Publisher..
- Curtis, M.A. (2003). **A Curriculum for the Pre-school child**. Learning to learn. Great Britain: Routeledge Falmer (Reprinted).
- Decker, C. & Decker, J. (1988). **Planning and Administering Early Childhood Program (4th Ed.)**. Toronto: Merrill Publishing Company.
- Demeke,G. (2007) **"Early Childhood Education"**. In Belay Tefera and Abebaw Minale (Ed.) Child rights, Childhood Education and the use of Mother Tongue in Schools: Proceedings of the 7th National conference pp 152-198.

- Desta, B. (2006). **An Investigation of History Teaching-Learning Process.** A survey Study of the Status in Scondary Schools of Hadiya Zone SNNPRs. Un published Master's Thesis: AAU.
- ETEC (2006), **Study Report on Early Childhood Care and Education.** UNESCO and MOE: AA.
- Gray, P. (1966). **A Tropical Nursery School: A Guide for Teachers.** London: Evas Brothers Limited.
- Hallak, J. (1990), **Planning the Location of Schools: An Instrument of Education Policy.** Parisi UNESCO.
- Heffernan, H. & Todd, V. K (1960), **the Kindergarten Teacher.** Boston: D.C. Heath and Company.
- Herrick, J.H. et al., (1956), **From School Program to School Plant.** New York: Harry Holtan Company Inc.
- Hespe, D. (2002). **Early Childhood Education Program Expectations: Standard of Quality.** Trenton: New Jersey Department of Education.
- Hunt, J. (1985), **The Pre-primary Education, the International Encyclopedia of Educational Research and Studies.** New York: Elsevier Science Ltd. V.3, PP. 1477-1495.
- Husen, T. & Postlethwaite, N. (1994), Early Childhood Education History. **The International Encyclopedia of Education (2nd ed.).** New York: Elsevier Science Ltd. V.2, PP. 4667-4676.
- ICDR (2006), **Curriculum for Kindergarten Education** (revised edition)
- Isenberg, J. & Jalongo, M. (1993), **Creative Expression and Play in the Early Childhood Education.** New York. Macmillan Publishing Company.

- Jhon, W. Creswell and Vickil Plano Clark (2007), **Designing and Conducting Mixed Methods Research**. Sage Publications, Inc.
- Jhon, W. Creswell (2009), **Research Design: Qualitative, Quantitative, and Mixed Methods Approaches**. Third Edition, Printed in United States of America.
- Kumar, R. (1996), **Research Methodology, a Step by Step Guide for Beginners**. London: SAGE Publications Ltd.
- Kuppuswamy, B. (1980), **A Textbook of Child behavior and Development**. (2nd ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Kuzin, N. and Kondakov, M. (1977), **Education in the USSR**: Moscow: Progress Publisher
- Lain MacLeod-Brudenell (2004). **Advanced Early Years Care and Education**. For levels 4 and 5. England.
- Leavitt, J. (1958), **Nursery-Kindergarten Education**. New York: McGraw Hill Book Company, Inc.
- McCarthy, M.A & Houston, J.P. (1980). **Fundamentals of Early Childhood Education**. Cambridge. Winthrop Publishers, Inc.
- Messay (2009). **The current Practices and Challenges of Pre-primary School Education in Hawassa City Administration**. Un published Master Thesis. AAU.
- Miller, P. & McDowelle, J. (1993) **Administering Pre-School Programs in Public Schools. Practitioners Handbook**. California: Singular Publishing Group, Inc.
- Mitzel, H.E. (1982). **Early Childhood**. **Encyclopedia of Educational Research**. Vol. 1 New York: Cambridge Winthrop Publisher..
- MOE. (2002). **Education Sector Development Program II (ESDP II)**. Addis Ababa: MOE.
- ____ (2002). **The Education and Training Policy and its Implementation**. AA: MOE.
- ____ (2005). **Education Sector Development Program III (ESDP-III)**. Addis Ababa: MOE.

- Neaum, S. & Tallack, J. (1997). **Good Practice in Implementing the Pre-school Curriculum**. London: Stanley Thornes Publisher Ltd.
- Ornstein, A.C and Levene. D.U (1981). **Foundations of Education**. Boston: Houghton Mifflin Company.
- Paciorek, M. & Munro, H. (1999). **Early Childhood Education (4th ed.)**. Michigan: Dushkin/McGraw Hill.
- Sadek, E. and Sadek, J. (1996). **Good Practice in Nursery Management**. London: Stanley Throners Publishers Ltd.
- Seigel, J. (2002). **The Community Scholar**. Harvard: National Academy Press.
- Spodek, B. (1986). "Pre-School Education" **Academic American Encyclopedia**. New York: Connect Cut Grolier, Inc.
- Tassoni, P. (2002). **Planning for Foundation Stage**. Oxford: Heinemann Education Publisher.
- Tessa, B. (1971). "Some aspects of the structure and extent of nursery in five European countries." **Comparative Education Journal**. Oxford: Carfax Publishing Company. V.7, PP.91-104.
- TGE. (1994). **The Education and Training Policy**. Addis Ababa: Berhanena Selam Printing Enterprise.
- Tirussew Tefera (2007). **Child Rights, Childhood Education and the Use of Mother Tongue Language in Schools**. (In Belay Tefera and Abebaw Minaye (eds). Proceedings of the 7th National Conference of the Ethiopian Psychologists Association. PP. 199-216.
- UNICEF (2001). **The State of the World's Children**. New York: UNICEF. House 3 Un Plaza.
- UNICEF South Africa Country Office (2007). **Early Childhood Development in Developing Countries**. Popular Summary of the 2007 Lancet Series on Child Development in Developing Countries) /Original Source articles available on www.thelancet.com/
- Widmer, L. (1970). **The Critical Years: Early Childhood Education at the Crossroads**. Florida: International Textbook Company.
- Wills, C. & Stegeman, W. (1954). **Living in the Kindergarten: A Handbook for Kindergarten Teachers**. Chicago: Follett Publishing Company.

APPENDICES

APPENDIX-A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Sciences

Department of Curriculum and Teachers Professional Development Studies

Questionnaire to be filled by preprimary school teachers

This questionnaire is designed to assess the current practice of preschool education in Wolaita zone. Your responses will be kept confidential and used for research purpose only. The Success of this study to a great extent relies on your genuine responses. Hence, you are kindly requested to be honest in your responses to all items provided in this questionnaire.

Thank you in advance!

Direction

Don't write your name

Put "x" mark in the boxes and write your own opinion and suggestion for open ended questions.

Part One: Questionnaire

A. Back ground of the respondents

Name of the preprimary school _____

1.2 Woreda _____ Town administration _____ Kebele _____

1.3 Age A. 25 and below B. 26-30 C. 31-40

D. 41 and above

1.4 Sex: Male Female

1.5 Qualification 10th grade complete B. 12th grade complete

C. Preprimary education certificate D. TTI graduate E. 10+3 (Diploma)

If any other, specify _____

- 1.6 Service Year A. 5 years & below B. 6-10 years
C. 11-15 years D. 16-20 years E. 21 and above years
- 1.7 Types of school A. Public B. Private C. Government
D. Missionaries (religious organization) E. Others _____
-

B. Information on Curriculum Implementation

1. Information on teachers' qualification and training

1. Have you been trained in pre-school education?
A. Yes B. No
2. If your response for question No. 1 is yes, for how long have you been trained?
A. 3 months B. 6 months C. 10 months D. More than 10 months
3. In what language have you been trained?
A. Mother tongue B. Amharic C. English
4. Have you got a chance to practice teaching during the pre service training?
A. Yes B. No
5. If your answer for item no. 4 is "Yes" for how long have you been practiced?
A. 1-15 days B. 16-30 days
C. 31-45 days D. 46-60
6. Have you got chance to in service training? A. Yes B. No
7. If your response for question no. 6 is yes, how many times in a year?
-

2. Information on learning environment and teaching-learning process

1. Teacher's awareness of the objectives of preschool education. (more than one answer is possible).

- A. Children's social development
- B. Children's intellectual development
- C. Children's physical development
- D. Children's emotional development

2. Teaching learning materials (teacher's guide, syllabus, text books) are adequate in your preschool. A. Strongly agree B. Agree C. Undecided

D. Disagree E. Strongly disagree

3. The most commonly used teaching method in your pre- school is/are: (more than one answer is possible)?

- A. Discussion B. Question and answer C. Learning by doing
- D. Play E. Categorizing F. Cooperative learning G. Lecture

Others, specify _____

4 What is the medium of instruction in your school?

- A. English B. Amharic C. Mother Tongue

5. How would you rate the degree of instructional material preparation by teachers using local materials?

- High B. Medium C. Low D. Undecided

6. How would you evaluate the extent of instructional material utilization by teachers in your preprimary school is?

- High B. Medium C. Low D. Undecided

7. The most commonly used assessment technique in your preprimary school is/are: (more than one answer is possible).

- A. Test B. Observation C. Class activity D. Daily attendance
- E. Practical activities F. Class work G. Home work H Specify, if others

8. The most commonly used record keeping system in your pre-school are(more than one answer is possible).

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

D. Children performance record E. Specify, if others

D. Information on physical set-up, indoor and outdoor materials and equipment

Please, indicate the degree of your agreement by putting ‘‘X’’ mark under ‘‘SA’’, ‘‘A’’, ‘‘UD’’, ‘‘DA’’, or ‘‘SD’’. Note: SA=strongly agree, A=Agree, UD= Undecided, D= Disagree, and SD= Strongly Disagree

NO	Issues	SA	A	UD	DA	SD
1	The site of your pre-school is appropriate for the practice of pre-school education					
2	Your pre-school building provides such facilities as lavatories, washrooms ,out-door play areas and office					
3	The in-door equipments and materials are in proportion and convenient to the children					
4	The classroom space provides well work areas					
5	The outdoor play area provides materials that will be appropriate for the level of development of each and every child					
6	The doors and windows are easily operated for children					

E. Information on parental involvement in the pre-school

1 .Is there parent school partnership in your pre- school?

A. Yes

B. No

C. Undecided

2. If your response for question item 1 is ‘‘yes’’, what is the degree of parent involvement in your preprimary school to enhance learning?

A. High B. Low C. Medium

3. If your response for item 1 is "No", give your reasons. _____

F. Support of Government in Preschool Education

1. Does the government support to your pre-school? A .Yes B. No

2. If your answer for question number one is yes, please put an "x" mark in the appropriate box for the sort of government support (more than one answer is possible).

A. Guiding in-service training of teachers.

B. Providing supervision

C. Policy making and setting standards.

D. Monitoring preschools based on the standards.

E. Development of curriculum and supply of curriculum materials to pre- schools.

F. Specify, if others _____

G. Information on the Opportunities of Pre-School Education Put on "X" mark in the Boxes Corresponding Your Choice

		Yes	No
1	Is there any child care intervention for vulnerable, handicapped and children of poor families?	<input type="checkbox"/>	<input type="checkbox"/>
2	Is there special program for children with special needs?	<input type="checkbox"/>	<input type="checkbox"/>
3	Is there a carefully planned curriculum, consultants in health, education, nutrition and other fields	<input type="checkbox"/>	<input type="checkbox"/>
4	Are all age 3-6 children in your locality joined pre-schools?	<input type="checkbox"/>	<input type="checkbox"/>

H. Information on the Challenges of Pre-School Education Put on “X” Mark for Your Choice in the Boxes Corresponding Your Choice

		Yes	No
1	Are there regular supervision and monitoring in your school by woreda, zone and Regional Education Experts?	<input type="checkbox"/>	<input type="checkbox"/>
2	Are there carefully planned curriculum and teaching materials in your school?	<input type="checkbox"/>	<input type="checkbox"/>
3	Are community and private initiatives in your locality recognized and accredited by public authorities?	<input type="checkbox"/>	<input type="checkbox"/>
4	Do teachers in your pre schools got pre-service and in service training?	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX-B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Sciences

Department of Curriculum and Teachers Professional Development Studies

Interview

Objectives – the main purpose of this interview is to collect information regarding the current practices of preschool education in Wolaita zone. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to give information honestly.

It is assured that the collected information will be kept and used for research purpose only.

Thank you for your cooperation!

A. Interview for Zone, Woreda and Town administration education office experts and preschool directors.

1. What do you think that the main objectives of the preschool education?
2. Do you provide support to the preschool education program?
3. How and when do you give support to the pre-schools?
4. How far do you think that the content of the curriculum is relevant to realize the objectives?
5. How do you evaluate the existing condition of man power and the supply of materials and equipments in pre-schools?
6. How do you explain parent school relationship in your pre-school?
7. What opportunities does the pre-school education provide to the children?
8. What are the challenges hindering the implementation of preschool education ?
9. Do you have any other comments and suggestions for further improvement?

B. Interview for Parents

1. Do you have a child/children learning in preschool?
2. How do you follow your child's/children's learning?
3. Is your child happy going to school? If yes/No. why?
4. Is there a meeting with pre-school communities or a visit to pre-school about your children's learning?
5. If there is no meeting or visit why?
6. What are the opportunities of preschool education?
7. What are the challenges of pre-school education?
8. What kind of improvements needed to strengthen the preschool parent partnership?

APPENDIX-C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Sciences

Department of Curriculum and Teachers Professional Development Studies

Observation checklist

Name of pre-school _____ Date of observation _____

1. A checklist for implementation of the curriculum in the classroom.

NO	Question Items	Remark
1	Individual and cooperative works or activities are emphasized	
2	All children are included equally in all activities to the best of their interests.	
3	The teacher uses different strategies to guide children's learning.	
4	The teacher lovingly guide children, show respect, and cooperation.	
5	The classroom runs smoothly with order and clear purpose.	
6	Different kinds of assessment procedures are employed.	
7	Records are kept for each child	

2. Checklist for the presence and absence of policy materials in pre-schools.

No	Observation items	Remark
1	Preschool Standards	
2	Guideline for Preschool Education	
3	Text books	
4	Syllabus	
5	Teacher's Guide	

3. A checklist for the physical environment of preschools

NO	Observation items	Remark
1	The classroom space provides an orderly arrangement of well defined work areas.	
2	Materials and equipment are accessible, easy to use and invite self serving approach.	
3	Tables ,chairs ,benches and shelves are all child sized and comfortable to use.	
4	The classroom is clean, pleasant and stimulating.	
5	The windows, doors and decorations are all suitable.	
6	Out-door space is adequate, safe and secure.	
7	The supply of play materials and equipment provides ample opportunities for play.	
8	Play materials and equipments are selected to suit children's developmental level.	
9	The arrangement of play materials and equipment enhance children's individual and cooperative play activities.	
10	The pre-school is located away from the crowded /traffic areas.	
11	The vicinity is good for future expansion.	
12	The compound is fenced and free from non splintering materials.	
13	The pre-school site is a raised area, dry and have natural drainage free from water logging.	
14	The classroom and compound are attractive.	
15	There are attractive pictures in the walls.	

4. A checklist for the presence and absence of materials in the activity centers

NO	Observation items	Remark
1	Literary materials(various books)	
2	Construction materials (blocks, building sets etc.)	
3	Self expressive materials (toys, musical instruments, dress up cloths, dolls etc.)	
4	Exploratory materials (puzzles, matching games , playing cards etc)	
5	Manipulative materials (markers, pencils, etc)	
6	Natural materials (leaves, sand rock, water ,etc.)	

5. A checklist for the presence and absence of outdoor play equipment and materials

No	Observation items	Remark
1	Balance	
2	Merry-go-round	
3	Swinging	
4	Slide	
5	Climbing frame	
6	Crawling tunnels	
7	Tricycle	
8	Footballs, giant balls etc	
9	Skipping ropes	
10	Gymnastic mat, multipurpose mat	
11	Large and mobile toys	
12	Small car tires	

6. A checklist for the sanitary facilities

No	Observation items	Remark
1	Separate child sized toilets for children and adults	
2	Separate adult sized toilets for males and females	
3	Provision of water	
4	Toilet and washing facilities are easily accessible for children from both the indoors and outdoors	
5	The toilet floor is washable and not slippery	

APPENDIX-D

Addisaaba Umburshiyaa

2^{to} Digiriyaa pillggetaa Timirtte keettaa

Timirttenne Eeshshaa saynisiyaa kolloojjiyaa

Kochchooro 1ro xekkaa T/keetta Astamaaretun kumiyaa oyshata

Haa oyshay giigidoogee wolaytta zooniyani ha'I wode de'iyaa kochchooro 1^{ro} xekkaa timirttiyaa hanotaa pilgganaassa

Intte zaaroy qosan /xuuran/ uttiyaagaanne pilggettaa hoolle xalaalawu pee'iyaagaa gidees. Ha pilggetta kuushshay intte zaaruwan haniyaaba gidiyo gishhawu wolqqaama bonchchuwaara imettida ubba oyshata zaaranaadan oychchayssi.

Wozanappe galatayssi !

Ginaa

Sunttaa xaafoppite

“x” ha mallataa saxiniyan wottite. Intteyyoo de'iyaa qofaa, intte malaatiyobata yeda /doya/gidoda oyshatussi immiite

Koyro Shaahuwaa Oyshaa

A/ Oyshettiya asatu izawaatettaa beessiya nagaashata

1^{ro} xekkaappe kasetiya T/kettaa suattaa-----

Woradaa -----katamaa aysuwaa-----

Layttaa /bariyaa/ A/25ppe garssa B/ 26-30 C/ 31-40 D/ 41ppe bolla

1.4 Mattumaa Attuma Macca

1.5 Timirtte xekkaa A) 10tta B) 12tta C) 1ro xekkaappe kasetiya timirtte nagaashaa D) TTI loohiis (Loohaasu) E) 10+3 (Diplomaa) koollojjiyan loohaasu /Loohiis

F) Hara gujoy de'ikko wotta _____

1.6 Haggazido (oottido)layttaa A) 5ppe Garssa B) 6-10Laytta

C) 11-15Laytta D) 16-20 Laytta E) 21nne bolla

1.7 T/ keettaa gommuwaa A) Dere asaagaa B) Buzo asabaa C) kawobaa

D/ Kiitaa Oottiyaageetuba/Ammano keetatubaa E) Haraati de'ikko wotta _____

B/ Asttamaaretu eraanne loohissuwaa Bollan demmiyo naqaashata

1. kochchoo.ro ./kasetiyaa/ 1ro xekkaa timirttiyaa hiillan 100hissuwa ekkadii?

A. .Ee B) Akkay /chii

2. 1ro oyshawu zaaroy " Ee " gidikko woqqa wodi yawu loohadii?

3 Ayba doonaani /qaalan / loohadii ?

A/ wolayttattauwane B/ Amaarattuwan C/ Inggilizettu waa

4/ Haqqaa zuwaa doommanaappe kasee, tammaariss dimaliyo qaasaa

demmadii? A/ Ee B/ Chii

5. 4tto oyshawu ne zaaryo "E" gidikko woqqu wodiyaassi demmadii?

A/ 15 gallassaappe garssa B/ 16-30 gallsassi

C/ 31-45 gallassassi D/ 46-60 E/ 60ppe bolla gallassassi

6. Ooso bollan daayda loohissuwaa gaadaa demma eray?

A/ Ee B/ Chii

7. Ne zaaroy 6tta oyshawu "Ee" gidikko, layttan qppatoo demmadii?-----

C) Timirtte maaraa-mankka (Kaarikuleemiyaassi) Haniyaa miishshati de'iyoo gaanne, Ha miishshata suure ogiyaan go"ettiyoogaa xeelliyagaanne; Tamaariyoonne Tamaariyo hanotaa bessiya naqaashata.

1. Huuphe gidida hoollee 1^{ro} xekkaa kasetiyaa timirtte keettaa kaarikuleemiyaassi) timirtte hiillaa ciirettawu/ay bee? (Issuwaappe dariyaa zaaroy hanees.)

A. Naato dere duussaa dichchanawu.

B. Naatu hiillaa /Wolqqaama era/ dichchanawu.

C. Naatu bolla dichchanawu /gassttatettawu

D. Naatu garssa kahaa dendetuwa dichchanawu

2. Tamaariisio –tamaariyo miishshati (Astamaareta kaalettiyaaa xuufeti,

huuphenne ayfe yohota oyqqida qeeri maxaafati, Tamaaretu maxaafatii inttet/keettani de'iyoonaa?

A. Minuwan maayayiis B. Maayayiis C. Erttena D. Minuwan maayikke.

3. Intte kochchooro 1^{ro} xekkaa T/keettan de'iyaa keehippe go'ttiyo tamaariisio

Ogeti/ogee(issuwaappe dariyaa zaaroy hanees)

A. Tobbiyoogaani B. oyshaaninne zaaruwani C. Malibe'uwan tamaariyoogani

D. kaassan E. citan shaakkiyoogan F. issipetettan tamaariyoogan .
G. Astaamaree haasayyoogaappe demmiyoogan.

4. Intte timirtte keettan astamaaree naata loohissio qaalay ayggee?

A. Inggilizettuwa B. Amaarattuwa C. Wolayttattuwa

5. Heeraappe beettiyaa miishshatun astamaareti woysaa go"ettiyaakkonne

giigissuwa geeddaray ?

A. Xoqqa B. Giddo C. Ziqqa D. Erettenna

6. Ne kochchooro 1^{ro} xekkaa T/keettaa astamaareti timirtte naqqaashaa

miishshata go"ettiyakko waatada yiggay?

A. Xoqqa B. Giddo C. Ziqqa D. Erettenna

7. Tamaareta yiggiyo daro erettida ogeti 1^{ro} xekkaappe kasetiyaa timirtte

keettani de"iyageeti .

A. Sima paaciyaa B. sitta xomoosu C. Kifiliyaa qaatta D. Galla
galla beettidoogaa E. Oottimaliyo oosotun F. Kifiliya oosotun

G. So oosotaa

haray de'iko qonccissa. _____

8. Naatu wurssetta ayfiya oyqqiyonne wottiyo daroppe go ''ettiyo daro zaaroy hanees)

A. Naatu taarikkiya huphphya huphiyan xaafi oyqqiyogan

B. Naati taamareso geliyode xaafi oyqiyooogan C. Galla galla beettidoogaani

D. Naatu timirtte qaattan

Harati de''ikko guuja _____

D. Eqotawu de'iyaa so bagganne kare- bagga timartte keettaa utettaanne sobaagaaninne kareebaagan de'iyaa t/mishshaattaa.

Kaalliyaa oyshatussi hayyanintta intte maayettiyoogaa " X" mallattaa wottiyoogani " M" " E " "MK" "KMk" "KM" keehippe maayettays, M = maayettays, E= erttena, MK

MP	Allaalleta	KM	M	E	MK	KMK
1	Kochchooro 1ro xeecka t/keettatu utettay timirttiyaawu lo'o					
2	Ne timirtte keettaa keettati koshshiabata heetikka shesha keettata,boollaa meecettiyo keettata kaa''iyosatanne biirota kunttees					
3	Ne timirtte keettan de'iyaa so mishshati naatu yesuwan gigidosona					
4	Kifleti tamarissiyonn tamaariyo hanotassi mikketoosona					
5	Kareen de'iyaa ka'iyo mishshaati issi issi naatu laaytaadan giigidosona					
6	Pengeenne maaskkoottee naatusi dooyanawunne goordanawu injjeettoosona					

E/ So asaa hanotaa beessiyaa koochchooro 1ro xeecca t/keettaabaa shiishiyo naqashata.

1. Ayibakko so-asanne timirite keettaa issipeteti de'7ii ? A. Ee B. Chii
C. Eretena

2. Qoomoora qooda issuwan diya oyshsha asi ne zaaroy 'Ee' gidikko

Taamaariyo hanota kafaanawu, so asaa issipetettay inte timirite keettani ayikeene ?

A. keehippe xoqqa B. Xoqqa C. Gido D. patena
(Laafa)

E. Keehippe patena (Laafa)

3. Qoodda issuwan de'iya oyshshawune caarroy " chii" gidikko ayssi
giiddaako xaaffa.

F..Kawotettaa kaafiyaa xeeliaagani shiishiyo naqashata.

1. Ne Timirte keettaa kawotettay kaafi erii ? A. Ee B. chii

2. Ne zaaroy payduwaa 1awu 'Ee' gidik ko, hayanaa Haggaappe duggeera de'iyyaa maadottuppe aygani kaafi? (issuwaappe dariya zaaroy hannes)

A. OOssuwa boola de'yaa astamaretta loohissiyogaa

B. Timirte keettaa ossuwa xoomossiyoga

C. Kaaletotanne maaraa mankaa kaaletota keessidi imiyogaa

D. Tamaariyyonne tamaariyo maxaafataa gigissidi gishshiyogaa

E. Hara gujoy de'ikko wotta _____

APPENDIX-E

Addisaaba yuniveristtiya

Anijjettiyaageetu tinirtte keettaa

Tmirttiyaanne Eeshshaa sayinisiya kollojjiya

Timirttiya maaraanne Asttamaaretu oosuwa dichchiya pilggettaa Hurudaa

2^{ntta} shaahuwa: Oyshaa Halchchuwa: Ha oyshawu ayfe yohoy ha"I oosuwan qoncciya qeeri naatu timirtte wolaytta zooniyan de''yo hanotaabaa shishshanaassa .

Hegaa gishshawu, Ne polo hashetoy keehi koyttiyaba gidiyo gishshawu ha oyshawu neeni doorettadasa- Hodde neeni oyshettiyobaa ashikketettan zaarana mala oychchayiiis.

Koyrotta qonccissiyobay, ha oyshsatan amppidi shiishshiyo yohoy pilggetta allaalle xalaalaassa gidiyooogaa errissaysi.

Haneeni immiyo maaduwassi koyrttada galatayiiis.

A .Oyshaa zooniyassi, woraddassinne katamaa timirtte x/keettan oottiya eranchchatussinne qeeri naatu deretteretussi .

1. Qeeri naatu timirttiyabaa ay qoppayii/waata qoonciissayi?
2. Qeeri naatu timirttiya maadda/kaafa eayii?
3. Awude awudenne waattadaa ha timirttiyawu maaduwa imayii ?
4. eeri naatussi giigida timirttiya maaraa gomppay halchchuwa qonccississees gaada qoppayii ?
- 5 .Qeeri naatu timirttiyawu imettiya asaa, timirtte miishshatanne go'ettiyobata neeni waatada yigga xeellayii ?
6. Qeeri naatu timirttiyabaa kaalliya yelikessaanne timirtte kaattaa gayttotettaa waatada qonccissanawu danddayayii ?
7. Qeeri naatu timirtte keettay naatussi ay qaaldaa immii ?
- 8 Qeeri naatu timirttiya xubbiya metoti aybee aybee ?
9. Ane hodde ha qeeri naatu timirttiya puulayanawu gujo qofayenne haayyoy de'ikko qonccissa.

Declaration

I, the undersigned, declare that this thesis is my original work and all sources of materials used have been duly acknowledged

Name _____

Signature _____

Date _____

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

Name Enguday Ademe (PhD)

Signature _____

Date _____