

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**Relevance of Kindergarten Curriculum and  
its Implementation in South Wollo**



**Gezahegne Abate**

**June 2005  
Addis Ababa**

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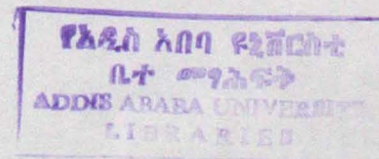
**June 2005  
Addis Ababa**

**Relevance of Kindergarten Curriculum and its  
Implementation in South Wollo**

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Addis Ababa University**

**In Partial Fulfillment of the Requirements for the Degree of  
Masters of Art in Curriculum and Instruction**

**By  
Gezahegne Abate**



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## Abstract

Currently, kindergarten school practice shows that the program (kindergarten for children of age 4-6) is being run by private owners, non governmental bodies and members of the communities. This setting has now become an issue of debate and discussion among parents, teachers and researchers. Thus, the primary purpose of this study is to investigate the issues surrounding the curriculum of kindergarten education in South Wollo Zone in Amhara Regional state. In order to achieve the purpose of the study, the research method employed was survey method and basic questions were raised for teachers; principals and parents towards kindergarten education, and the problems encountered during the implementation of this set up.

The study was carried out in 10 kindergartens in South Wollo. The subjects included 37 teachers, 3 college instructors, 10 principals acting as directors 2 woreda education office experts assigned as "special need and kindergarten expert", one expert from the zone assigned as curriculum expert, one regional, one high posted official from MOE and 15 parents from three kindergartens.

The instruments used to gather information for the study were questionnaire, interview, observation, and document analysis. The data obtained were analyzed through percentages, in a table form and thorough discussion. Based on the analysis made:

The unfavorable conditions in schools and classrooms, poor training background of the teachers to implement the curriculum, the absence of professional support (supervision, curriculum revision etc), parents influence, large class size, were found to be the major problems for kindergarten program not to become effective and relevant.

• Based on the findings obtained, the following recommendations are forwarded. Provide adequate training and awareness for teachers and parents, so as to apply appropriate teaching methods so that children can develop peer interaction, interest towards learning, provide land for the private owners so that they can build and accommodate educative and attractive schools and facilities and adequate materials; and assign experts in each level with clear job descriptions and responsibilities. If these pre-conditions are not fulfilled, it is hardly possible to attain the desired objectives in kindergarten education.

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

Nowadays education has been characterized by increases in the provision of educational programs for pre-school age children. The largest wave of early childhood education activity has been established to help children overcome and/or the cognitive, social, emotional, and physical potentials and/or deficits. It is known that the overall objectives of successful education are: to enable the individual learners solve problems, successful in living and meeting the needs of the society. Since children need certain skills and understandings to become intelligent citizens of their country, and meeting the needs of children with a school program that will foster their best development (Morrison and Perry, 1961).

Children's early learning experiences have a profound effect on their development. During the kindergarten years, children's receptivity to new influences and capacity to learn are at their peak. They acquire a variety of important skills, knowledge and attitudes that will affect their ability to learn, personal development, relationship with others, and future participation in a greater society (Curtis, 1998). To this end Smith (2001) indicated that the early education is termed as the foundation stage of education, where children experience rapid physical, emotional, intellectual and social growth

Tegene and Tsegaye (1999/2000) noted that education is a process and practice engaged in by different societies at all stages of development and geared towards shaping (an) all round personality by a harmonious and integrated development of the mental, physical, social, moral, spiritual, aesthetic etc. power of the human being. According to them, education is the total process of human experience imparted by which knowledge is acquired, skills developed and attitudes and values formed.

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From a human rights perspective, child labour is viewed as a fundamental violation of a child's rights in part because it deprives them of educational opportunities. The UN Convention on the Right of the Child (CRC) cited in Mull and Eskins (1994) codified these rights, and UNICEF has been its most articulate proponent. The 1999 UNICEF Report, the states of the world's children, in the same document states "what were once seen as the needs of children have been elevated to something far harder to ignore their rights." The 1990 Jomtien World Conference cited in Mull and Eskins (1994) on education for all in Thailand marked the emergence of the international consensus that education is the single most vital element for the promotion of human development, whether in combating poverty, empowering women, promoting human rights, establishing democracy, protecting the environment, influencing population growth, or protecting children from hazardous or exploitative labour.

Researchers in general, give evidence that early childhood education is valuable in later school adjustment, improvement, and all areas of a child's development. It is believed that students in kindergartens program will develop a positive attitude towards learning, acquire concepts and information that lead to the attainment of the life skills that are necessary to function independently, develop logical thinking skills, express interest in future learning experiences, develop the ability to listen in order to understand the meaning and intent of others, use language to bring meaning to what they observe, feel, think, hear, taste and smell, participate in activities which encourage self-expression and etc (Seefeldt, 1989; Morrison and Perry, 1961; Dockendorf and Close, 1990; Aggarwal, 1982 and Aggarwal 1996). Good kindergarten curriculum is considered as, a ballet between a sensitive adult and enthusiastic children both in response, control and take cues from one another.

An issue relevant to early years in the life of a child is the role of surroundings in stimulating or retarding development. The early years thus seem to be spotlighted as a new frontier in education. It has been believed now-a-days that careful influence of children in their early years constitute to the best from

which attitudes, habits, values, and later abstract formal learning grow (Smith, 1978).

Positive early experiences with school are paramount importance to young children-what they learn in kindergartens provides the basis for the acquisition of literacy, mathematics, and science skills, and prepares them for successful learning experiences in later grades. This assumption may lead to the opening of more kindergarten in Ethiopia in a very fast rate. With the intention of having intelligent and active children even in our country, the government itself indirectly supports the initiatives for private kindergartens by preparing the curriculum as well as by training teachers (MOE 2002). More particularly, the education policy aimed at expanding kindergarten education by assuming it as the pre-school preparatory education for children and can take up on three years. In this program, children between the ages of four to six years are offered fun-like education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers (Ibid: 76).

Therefore, steps are necessary to achieve objectives of the program taking in to consideration, well-trained teachers, adequate and appropriate equipments, relevant and well-designed curriculum and relevant experiences of the teachers for the implementation of a successful kindergarten program in a country.

## **1.2. Statement of the Problem**

Many educators and researchers have the view that the relationship of the early childhood education research to the general effective schooling research is also of interest to teachers, administrators, theorists, and researchers (Cotton and Conklin, 2001). Therefore, such researches have to be conducted with the idea of discovering the challenges and prospects of kindergarten in changing the lives of the child.



The quality and standard of education in a given country is mainly determined by the essence of its curriculum and the process of its implementation. The relevance of any curriculum is also determined by the degree it meets the educational objectives (Cotton and Conklin, 2001).

As a result, the relevance of kindergarten education to children can be discussed by the virtue that children can acquire knowledge needed to attend primary education by using fun-like education and familiar with their culture and their environment. This could be attempted by expressing their feelings, appreciate beauty and distinguish and form letters and numbers. In this regard, a thorough understanding of the needs and interest of school children help to determine what should be put in the curriculum of the kindergarten education. As discussed above it should contain interesting activities, skills, attitudes and values students need to develop as a result of what a school does (Dodge and Colker, 1992; Smith, 2001 and Morrison and Perry, 1961). These observations motivate the designing and implementation of proper education that address both the physical, social, psychological aspects of the children. As it will be discussed in the review of literature part, kindergarten education is one such proper level of education to make the child's' active citizen.

With this understanding, this study was aimed at examining the degree of relevance and implementation of kindergarten curriculum. Through this the research answers the following basic questions in relation to the relevance of kindergarten curriculum and its implementation.

1. Is the kindergarten curriculum relevant in terms of?
  - Objectives?
  - Methodologies?
  - Contents?
  - Level of the children?
2. What major factors affect the implementation of the curriculum?
  - Level of understanding of kindergarten teachers about the kindergarten curriculum and its implementation.
  - Teachers training to teach in the kindergarten.

### **1.3. Objectives of the Study**

The concept of preschool curriculum for this century is being developed in response to the growing recognition that too many children are not ready for school, when they enter kindergarten the development of essential cognitive foundations (not academic skills) within a context of interesting, meaningful activities and a positive, supportive environment were emphasized. However, the extent to what the curriculum and its implementation is appropriate to the children's needs investigation. Hence, the objectives of this study are:

- to evaluate the existing curriculum and its implementation strategies and advocate for more appropriate approaches in kindergarten of the zone.
- to assess the state of kindergarten education in three Woredas of South Wollo of Amhara Region. (Dessie, Kombolcha and Haik).
- to identify the type of implementation strategies used in the classroom to address the needs of the kindergartens in the Zone.
- to explore the extent to which the existing curriculum is implemented in the kindergartens of south wollo.

### <sup>1.4</sup> ~~4.1~~ **Significance of the Study**

The appropriateness of the curriculum and its implementation has crucial importance for the betterment of the children at their early age. It is true that to prepare children for formal school, there is a need to focus on the early years of childhood, when children are more receptive to learning rudimentary skills. Thus, findings of this research will be useful in the designing of strategies that may help to:

- take corrective measures so that there will be congruence between the level of the children and the curriculum.
- encourage the kindergarten teachers, curriculum experts, supervisors for the level and teachers of training institutions to notice the problem and improve their practices.

- transfer the solution recommendations of the study to other level of education.
- to the knowledge of the researcher, a thorough study was not carried out so far in those kindergartens of the Zone that could alleviate prevalent problems of implementation of the curriculum and hence it will help as a base line for;
  - Concerned bodies to take care of the education of preschool children,
  - further studies on similar issues in contributing additional information and document base.

### **1.5. Delimitation of the Study**

The number of kindergartens are increasing from time to time with the intention of having well-educated children in the country. As noted in the background, the government of our country supports the kindergartens to achieve certain objectives. Achieving all the issues regarding the kindergarten education is not the aim of this study. However, the main and particular education programs pertaining to our country in general and to the zone in particular that have to be addressed at this level will be examined. The scope of the study is limited to show the problems related to the relevance of curriculum and its implementation in the zone and indicating the essential way education could help to solve these problems in kindergartens. The extent of the relevance of the curriculum and its implementation in the program will be the focus of the study. This level is selected on the basis of questions raised in the mind of the researcher from his experience, the rumours he had from kindergarten teachers and parents. The research used as a source of data the central team or actress around curriculum implementation, as kindergarten education is a base for future life of the child. Therefore, the study involved teachers, classrooms, curriculum materials, experts, parents and principals only. Nevertheless, due to constraints of time and other resources the dimension of this study was confined to some selected kindergartens of three

Woredas of South Wollo. The natures of the Zones in the region and time constraints have forced the researcher to limit his study to one zone only instead of considering the eleven Zones.

### **1.6. Limitations of the Study**

A feasible curriculum and its implementation should address all criteria such as interest, attitude, knowledge and skills etc. In assessing the implementation of the educational program all the facilities and criteria needed must have been addressed. However, due to time and resource limitations this study has focused on the classroom instruction, utilization of materials, factors that affect the implementation, teachers training and parents involvement in kindergartens of the zone.

School principals and experts in Zonal and Woreda level hold key positions in the process of implementation of the innovations designed in the educational programs. They can give balanced information on the different factors affecting implementation both from administrative and academic aspects. However, many of them seem to lack confidence in whatever they say as they feel they might lose their positions due to what they spoke. Getting the experts especially express their feelings openly has been difficult process, two experts from the Woreda were not even willing to be recorded. Getting entrance to the MOE was another problem not to conduct interview with the official in MOE.

### **1.7. Definition of Terms**

- **Curriculum:** - instructional plan that serves for the translation of the educational goals in to an organized set of teaching experiences.
- **Curriculum implementation:**- an activity put in to the planned curriculum materials into effect in the schools.
- **Early childhood:** - the periods from four to six years, usually used interchangeably with preschool children.
-

- **Early childhood education:** - refers to the educational program intended to provide for children from 4 to 6 years, prior to their entry to primary school.
- **Kindergarten:** - is an institution that prepares children for formal schooling in a more structured academic environment.
- **Principals:-** refers to the school head administrators or directors in the kindergarten schools and experts in different levels(woreda,zone,region and MOE)
- **Relevance of curriculum:** - the extent to which the curriculum is related to the real-life situation in which the learners may apply learning.

### 1.8. Acronyms

**EMIS** - Education Management Information Systems

**ICDR**-Institute for Curriculum Development and Research

**IQ-** Intelligence Quotient

**MOE-** Ministry of Education

**MOI** - Ministry of Information

**NAEYC-** National Association for the Education of Young Children

**NAECS/SDE-** National Association of Early Childhood Specialists in State  
Department of Education

**NR-** Number of Respondents

**SNNP-** South Nations, Nationalities and Peoples

**TGE-** Transitional Government of Ethiopia

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Historical Review of Kindergarten Education

Kindergartens owe their name and origin to Fredrich Froebel, Philosopher and Educator, who opened the first kindergarten. Although his pedagogy has long been considered dominant, there is no doubt that other educators played a great role in early childhood education. Rudolph Steiner, Maria Montessori, Margaret Mcmillan and Susan Isaacs, are still exerting influences on early childhood education today, either directly or indirectly. Thus, according to Curtis (1998) and Ornstein and Hunkins (1998), Morrison and Perry (1961) these five educators held the view that the young child is first and foremost a whole person, with thoughts, feelings and imagination that need to be cared for and cherished. That young children no longer sit in rows of desks all day and are free to carry out in the main to these early thinkers who had a child-centered approach to education and who believed that young children are intrinsically motivated and wish to learn.

From the earliest of the five educationalists, it is better to consider in Froebel, who died more than a century ago yet still exerts an important influence upon early childhood education in this century. Although his pedagogy has long been considered sterile there is no doubt that Froebel pioneered a new approach to our understanding of children's activities and ways of learning, demonstrating that children need a vast number of experiences before they can arrive at an awareness of themselves and the world.

It has been stated that the beginning of the kindergarten can be traced to the work of Froebel. Venkateswaran (1993), Seefeldt (1989), Aggarwal (1982), Cohn (2001), Curtis (1998) Ornstein and Hunkins (1998), Morrison and Perry (1961), Range et al., (1980) and Webster's New Encyclopedic International

(1974) noted that Froebel, influenced by both Rousseau and Pestalozzi argued that play was a serious and deeply significant activity for the young child. Froebel, who in 1837 established the first kindergarten in Blankenburg, Germany, understood and respects the nature of young children and believed that they learned best through activity.

Furthermore, these scholars such as Curtis (1998) pointed out that the concept of kindergarten was given to the world by Froebel, who well known as the father of this concept. The word "kindergarten" means a garden for children. To him, children are like tender plants. They have different abilities, like each plant, each child has its unique qualities, potentials and abilities. The fundamental ideas behind Froebel's concept of kindergarten are giving happiness to children by providing them with the necessary environment for growth. He designed special play materials and introduced the ideas of associating actions with singing songs (Seefeldt 1989).

According to Ornstein and Hunkins (1998), Range et al., (1982), Bredekamp et al (1992), Curtis (1998) and others, Froebel not only influenced European preschool education but he brought the concept of kindergarten to America by German immigrants, and the first American kindergarten was established in 1855. The kindergarten is now an established part of American education, and many of Froebel's ideas of childhood experiences and methods of play are incorporated into current theories of early childhood education and progressive schooling. The same is true for the rest part of the world, for instance England launched in 1967's (Curtis, 1998).

In general, the major efforts of the whole authors listed above have convinced most countries in the world by the fact that the earliest years of a child's life are key to predicting ultimate success in school and life. Thus, they also created an unprecedented social awareness and the shift in thinking above child development in the modern context of life (Venkateswaran, 1993). Aggarwal

(1996) and Curtis (1998) witnessed that to Froebel children were essentially creative and yet easily corrupted by adults. The play of Children had definite educational significance, and he was certain that, the school should utilize the adventurous spirit of young children. He also wrote (1896) in the same book that, at this age play is never trivial: it is serious and deeply significant, the focus of play at this age is the core of the whole future, since in them the entire person is developed and revealed in the most sensitive qualities of his mind.

## **2.2. The degree of the demand for relevant kindergarten education**

Kindergarten is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world. Education in general has been tried to be made relevant to contemporary life has a very long history. For instance, Tyler has suggested that studies of contemporary life should be made one of the important efforts to derive educational objectives. He noted that "I would suggest taking a community with which you are very familiar and outlining the kinds of studies that are already available that would throw light up on the nature of contemporary life, then outline the sort of studies that would need to be made for the school as a whole (Tyler, 1949).

Other educational planners noted that the community relevance and the general qualitative aspects of educational planning have to be seriously considered. They suggested that the expansion of schools, especially in the third world countries should be accompanied by curricular changes that would make it more relevant to the life and work of their mainly rural communities (Ornstien and Hunkins, 1998).

The demand for a more relevant education has been a widespread issue for many years. Later on, the mere addition of early childhood education had been taken as a means of making education more relevant. It is known now a day that positive early experiences with school are of paramount importance to

young children. What they learn in kindergarten provides the basis for the acquisition of literacy, mathematics, and science skills, and prepares them for successful learning experiences in later grades (Curtis, 1998).

With regard to the early childhood education different educators give different rationales for the demand for such relevant education. Young children are developmentally capable of classroom experiences which call for (and practice) higher level thinking skills, including *analysis* (breaking down materials into component parts to understand the structure, seeing similarities and differences), *synthesis* (putting parts together to form a new whole, rearranging, reorganizing), and *evaluation* (judging the value of material based on definite criteria) (Edward and Springate, 1995 cited in Sadeed, 2004 and Curtis, 1998).

Activities that are meaningful and relevant to the child's life experiences provide opportunities to teach across the curriculum and assist children in seeing the interrelationships of things they are learning. Socially oriented contents, students would do well and probably better in traditional attainments simply because their educational exercises will be directly geared towards their experiences (Hendrick, 1988 and Sadeed, 2004). The ideas of these and other educators showed that in the year before kindergarten, it may be possible for children to learn to count and to learn letter names and some letter sounds. However, these are not really the important skills for kindergarten readiness. Children can learn numbers and letters easily once they enter kindergarten. There are much more important things to learn during the preschool years, these are what they call the essential cognitive foundations: a strong knowledge base sufficient to support comprehension, a drawing inferences making predictions and problem solving skills (Yang, 1997).

It has been stated that children with these cognitive foundations in place will be ready to meet the intellectual demands associated with formal schooling. Capable kindergarten and first grade teachers will find it relatively easy to teach

early reading and number skills to children who have a rich knowledge base, good language skills, listening comprehension and attention management skills, and a positive attitude toward learning and themselves as learners (Yang, 1997).

Therefore, relevant kindergarten education has to be the type that prepares its recipients for self-esteem, creative, or to occupy risk-taking and decision-making and problem solving position in their communities.

### **2.3. Kindergarten Curriculum**

Controversy about the specific goals, contents, and methods of the early childhood curriculum has raged through out the generations. The main debate focuses on which developmental and educational aims and corresponding experiences are of most worth for young children: the nurturance of social and emotional competence or the promotion of early academic achievement (Zigler, 1990). Other issues, such as the appropriate settings for early education and bringing curricular cohesion to the full age span of early education offerings, are offshoots of the curriculum question (Kegan and Newman, 1997 and Pugach and Warger, 1996).

It has been stated that the traditional kindergarten approach of a given country has contributed significantly to the mainstream curriculum patterns of today. The specific defining feature of the traditional approach is commitment to nurturing children's social and emotional development. Particular emphasis is placed on the general goals of learning to control personal feelings and to cope with peers (McCarthy, 1983). Indeed, according to McCarthy "if the child learned something beyond these skills, it was quite acceptable, but not considered extremely important" (McCarthy, 1983:42).

Planning and evaluation of the curriculum for children of non- compulsory school age hold true for the under six. As for older pupils, the curriculum for young children needs to be broad, balanced, differentiated and relevant: to take in to account the assessment of children's progress; to promote equal opportunities irrespective of gender, ethnic grouping or socio- economic background; and to respond effectively to children's special educational needs (Curtis, 1998; Maxwell, 1996 and Pugach and Warger, 1996).

It has been suggested that a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, and prepares such pupils for the opportunities, responsibilities and experiences of adult life is important. Although early childhood educators as Shonkoff and Meisels (1990), Curtis (1998), and Maxwell (1996) agree with this broad general statement there was some concern that there might also be a subject- based curriculum with its set programmers of study for children under school age, which is believed that every child should acquire certain knowledge and information, and concentrates upon what children are to become rather than upon what they are now.

As far as early childhood is concerned Curtis (1998), Maxwell (1996), Hendrick (1988) and other advocated that it is the educators task to provide experiences which supports, stimulate and structure children's learning to bring about a progression of understanding appropriate to the child's needs and abilities.

Careful planning and development of the child's experiences, with sensitive and appropriate intervention by the educator, will help nurture an eagerness to learn as well as enabling the child to learn effectively.

They believe that, in fulfilling this task for the under six, educators should guard against pressures which might lead them to over concentration on formal teaching and upon the attainment of a specific set of targets. Drummond et al., (1989), Ainscow and Tweddle, (1979) and others stated that the curriculum for young children includes the following; - all the activities and experiences provided for them by adults, all the activity they devise for themselves, the language that adults use to them and that they use to each other and all that they see and hear in the environment around them.

They asserted that educators in this level must pay attention not just to the content of the child's learning, but also to the way in which that learning is offered to and experienced at the end, and the role of all those involved in the process. Since the period prior to the beginning of formal schooling, defined the age range of predominant concern, children at this level are affected by the context in which learning takes place, the people involved in it and the values and beliefs which are embedded in it.

Nevertheless; the kindergarten program is designed to help children broaden their base of information, from concepts, acquire foundation skills and positive attitudes to learning and begin to develop their abilities and talents in a wide range of areas. The knowledge, skills and attitudes that the program help children develop should be outlined in the learning expectations at the document. The curriculum therefore should be developmentally appropriate, integrated and have relevant contents strategies.

### **2.3.1. Developmentally appropriate curriculum**

Although it is not within the scope of this paper to attempt a comprehensive summary of Piaget's work, any discussion of the thought processes of young children should begin with at least a brief review of his work, since he devoted a life time to studying the mental development characteristics of young children (Piaget, 1965, 1983; Piaget and Adinhelder, 1969) as cited in Hendrick, 1988).

He was primarily interested in how people come to know, what they know, the origins of knowledge, and his work has important implications for teachers who are interested in the cognitive development of the children in their care. However, his own realm of investigation was primarily in the cognitive area, Piaget in the same book agreed that affective, social and cognitive components go hand in hand. Since these components are interdependent, it is evident that a school where good mental health policies are practiced and where sound social learning is encouraged will also be one where mental growth is more likely to occur (Weber, 1984).

Piaget (1983) as cited in Hendrick (1988) theorized that children acquire three kinds of knowledge as they grow. Social/ conventional knowledge is the first which is information that society has agreed on and that is often learned through direct social transmission, physical knowledge is the second it is information children gain by acting on objects in the real world. Information about the quality of things and what they do are examples of physical knowledge. The third kind of knowledge is knowledge that is developed in the mind of the child as she/ he think about objects; Piaget calls this logico-mathematical knowledge. The development of logico-mathematical thought, which we might also think of as being the ability to reason, ultimately enables children to assign a common name to that group, by classifying or grouping the things together Piaget(1983)cited in (Lefrancois(1995) .

A well- rounded cognitive curriculum requires that teachers and curriculum experts appreciate and include development levels when they plan their educational program. Piaget (1965) as cited in Curtis, (1998) classifies age of kindergarten 2 to age 7 as preoperational stage, which is characterized by language development acceleration, internalizes events econometric in thought education. Thinks everything has a reason or purpose is perceptually bound makes judgments primarily on basis of how things look (Smith, 1990; Lefrancois, 1995 and Feldmen, 1987).

During this stage children make the profound transition from depending on the way things appear to depending on logic and reasoning when making a decision. They become able to keep two ideas in their minds at once. In other words, children acquire the ability to think back to the original starting point and at the same time compare it in their minds to a current situation, Piaget call this mental operation reversibility, and it is a good example of what is meant when we say the child is freed from concrete experience, since she/he performs this logico- mathematical reasoning process in her/his mind (Weber, 1984). Piaget and colleagues have identified behavior commonly associated with this stage: overt action is transformed in to mental action, child uses signifiers mental images, imitation, symbolic play, drawing, language to deal with experience, understands verbal communication, uses play to assimilate reality is to her/his self, believes what she /he sees is "locked in to" the perceptual world, sees things from her own point of view, only one way at a time (centering) and is learning to decanter, thinking is not reversible, intensely curious about the world, busy laying foundations for understanding at the later concrete operations stage which involves grasping concepts of conservation, transitivity, classification, serration and reversibility ( Copple,1984 and Biber, 1984).

At this stage, also children may have difficulty of shifting objects into more than one kind of category (sorting according to size and then shifting to color), taking two attributes in to account at the same time (sorting large pink circles and pink squares, small blue circles and blue squares into separate categories) or arranging a long series of graduated cylinders in regularly ascending order (Curtis, 1998). Adults, however, no longer have difficulty of grasping these concepts. This difference in the way children and adults think illustrates an important Piagetian principle that the thinking of children and adults differs in kind from each other. Children reasons differently from the way adults do. For preoperational children, seeing believes (Hendrick, 1988).

Nothing is more disheartening to a youngster than being confronted with material that is too difficult. To foster pleasure in learning is necessary to match the child's learning opportunities with his/ her developmental level. This means that learning opportunities must be challenging but not beyond the child's grasp.

On the other hand, they should be challenging enough, the bright 4-6 year-olds in the class are not bored by too much repetition at the same ability level all year. Teachers have to know what level of learning can reasonably be expected at various developmental stages so that they expect neither too much nor too little (Hendrick, 1988). In its most basic interpretation, "developmentally appropriate practice connotes the belief that a quality early childhood curriculum is one that is matched to each child's level of learning and development" (Elkind 1991). He also posited that this match should be accomplished with regard to both the child's general age-related patterns of development and his/ her unique individual patterns of development (Bredekamp, 1987; Pugach and Warger, 1996; Curtis, 1998; Kegan and Newman, 1997 and Markus et al., 1999). These scholars agreed that, the consideration of developmentally appropriate practice thus is being moved beyond what started as a concern for advocacy to intensified efforts to explicate more clearly the standards underlying premises and practical implications. Through a philosophical and theoretical summary developmentally appropriate content standards along three interrelated dimensions as summarized by Elkind (1991):

1. assumptions about the nature of young children as learners,
2. assumptions about the nature of learning processes in young children,  
and
3. assumptions about the appropriate aims for early education and the types of learning and development that are most worthy of educational concern .

Although other constructivist orientations are gaining influence (eg Vygotsky), the work of Piaget and associated cognitive developmental psychologists has continued to predominate since the 1960s and still defines the generally accepted theoretical core for early childhood curriculum viewed as a creative scientist, the child is assumed to be naturally curious. This natural curiosity presumably motivates the child to seek an every increasing understanding and mastery of his /her physical, social, and moral environments, including the school environment. More specifically the child's natural curiosity is believed to provide the foundation for his/ her intrinsic motivation to learn and to persist in learning as long as the learning is relevant and personally meaningful (Bredekamp 1987 and Curtis 1998). Developmentally appropriate curriculum provides for all areas of a child's physical, emotional, social, and cognitive development through an integrated approach. Indeed, children learn best when their social and emotional needs are met (Dockendorf and Close, 1990).

### **2.3.2. Integrated Curriculum**

Children grasp ideas more easily and effectively, while maintaining their interest in school when they have an educational program that is integrated one that enable them to connect their learning to their own lives and the world around them, and that helps them to see how knowledge and skills in one area are relevant for other areas. Kindergarten programs should emphasize the interconnected learning that occurs (Sadeed,2004). Foundational understanding for each required areas of study (Art education, English language Arts, Health, Mathematics, Physical Education, Science and Social Studies) is best developed with young children through integrated experiences. Integrated curriculum as Derebssa (2004) is an educational approach that prepares children for life long learning. He noted that there is a strong belief among those who support curriculum integration that schools must look at education as a process for developing abilities required in life in the twenty first century, rather than discrete, departmentalized subject matter.

Regarding with this Dockendorf and Close (1990) and Pugach and Warger (1996) noted that foundational understanding in several areas will develop as children use numerous concrete materials and participate in teacher directed experiences such as going on outings and singing songs. An activity such as block building can lead for instance, to the learning of maths concepts (How many blocks do you think we'll need?), science concepts (How can we move these big blocks over there?) Social studies concepts (this city needs a fire hall and police station) and language development (let's make a sign that says, please don't knock our tower over ;) It is known that in each child, the intellectual, physical, social, emotional, and creative dimensions are interrelated. In order to address all dimensions of the child, the kindergarten program should also include opportunities for learning and appreciating the rich tradition of the country. The purpose of integrating curriculum therefore, according to Pugach, and Warger (1996), Bredekamp and Rosegrant (1992) and Sadeed (2004) are to facilitate the natural way children learn and to help children make connections between different disciplines or subject matter areas.

#### **2.4. The Process of Developing Kindergarten Curriculum**

Curriculum would be designed to help children's achieve their individual potential and create a positive future for themselves, their families and their communities. Then curriculum development can be seen as the process of considering pupils interest and activities, aims, methods, contents and in fact everything that influences the experience of the learner (Derebssa, 1999 and Abebe, 1991).

Tyler (1949) defines curriculum development as a systematic attempt at problem solving, namely the understanding and guidance of learning in school. Curtis(1986), also define curriculum development as developing plans for educational objectives, the selection of contents & learning experiences, and the evolutionary program, including the identification and selection of educational objectives of educational program.

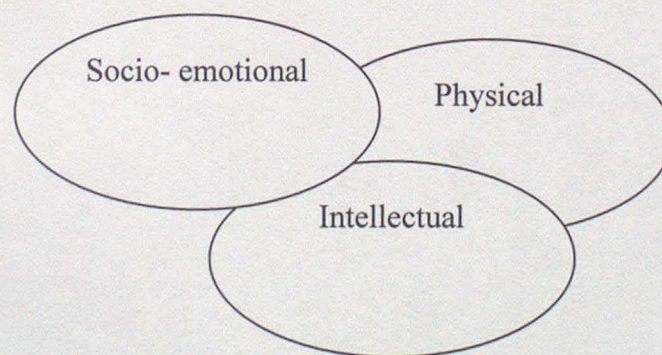
#### **2.4. 1. Determining the Objectives of Kindergarten Education**

The progress and prosperity of a nation are intimately related to the maximum growth and development of its children of the age group 4 to 6 years. Gondhiji in Aggarwal (1996) stressed the importance of early childhood in his words the real education begins from conception as the mother begins to make up the responsibility of the child. If a mother is correctly instructed and prepared for the coming responsibility then that will be the education of the child as well (Aggarwal, 1982).

Researchers as well as educators in the area wrote about the importance of education in early age for children from age 3 to 8 years old. In this field there are four learning goals that early programs have for a young child. These are knowledge (consists of facts, concepts, ideas, and vocabulary), skills (small units of action that occur in short period of time), disposition (respond to certain situations) and feelings (emotional states), Katz (2003) and Wilson (2003) also noted that the earliest years of a child's life are key to predicting ultimate success in school and life. With this regard different scholars listed more importance of kindergarten education. Snow et al (2003), Biber (1984), Curtis (1998), Wilson (2003) and Hendrick (1988), to use the word of Handrick, educational goals for the preschool years are to:

- Serve the child's need to make an impact on the environment through direct physical contact and maneuver.
- Promote the potential for ordering experience through cognitive strategies.
- Advance the child's functioning knowledge of the environment
- Support the play mode of incorporating experiences
- Help the child's internalize impulse control
- Meet the child's need to cope with conflict's intrinsic to this stage of development
- Facilitate the development of an image of self as a unique and competent person
- Help the child establish mutually supporting patterns of interaction

On the other hand Wasserman (1990) pointed out that the aim of the program can be achieved through meeting the following goals by participating in the kindergarten program: children will develop confidence in themselves and their ability to learn, demonstrate curiosity and the ability to focus their attention, acquire a level of communicative competence that is personally satisfying, acquire social skills and abilities which enable them to relate to other children and to adults and remains true to their individual natures, being free to develop to their own potentials. Finally he stressed that a kindergarten student well prepared for grade one can: make fine visual discriminations, scanning and categorizing new materials or symbols, locate objects and events in time and space, talk comfortably with adults and use language for learning, use examples as a way of learning new concepts and ask questions to gather new information and attend to tasks with concentration, resist distractions, focus on appropriate details, and persist until a task is completed. However, as experts design experiences and activities to meet the developmental needs of children they should plan learning experience that will enable children to accomplish kindergarten program objectives. As illustrated in the diagram below, the kindergarten program advocated development of the whole child socio emotionally, physically and intellectually. (Kagan and Newman, 1997 and Markus et al., 1999).



#### **2.4.2. Determining and Selecting Appropriate Contents and Learning Experiences**

Most of the time it has been agreed that every child should acquire certain knowledge and information, and concentrates upon what children are to become rather than upon what they are now. In order to achieve effectiveness

in selecting appropriate curriculum experiences it is essential to recognize the fact that curriculum experiences consists of two important components; the content and the learning experiences both of which are necessary for students in the schools. Taba (1962) cited in Abebe (1991) thinks that in the actual learning act the two are in constant interaction one can not deal with content without having a learning experience.

Curriculum content generally speaking is understood as elements of information selected from the various field of knowledge and systematized to constitute program objectives (Derebssa, 2004; Abebe, 1991 and Smith, 1978). According to them learning experience also refers to the interaction between the learner and external conditions in the environment to which he/she can react. As far as early childhood education is concerned educators advocated that it is the educator's task to provide experiences which support, stimulate and structure children's learning to bring about a progression of understanding appropriate to the child's needs and abilities help nurture an eagerness to learn as well as enabling the child to learn effectively (Ornstein and Hunkins, 1998 and Ainsco and Twedde, 1979).

The aim for curriculum as expressed by scholar (Curtis, 1998; Tassoni, 2000; Pugach and Warger, 1996; NAEYC and NAECS/ SDE, 2003; Bredekamp, 1987; Bredekamp et al., 1992 and Erickson, 1989) at a very global level is to develop children knowledge and skills in all developmental areas or to develop areas of

learning experience: aesthetic and creative, human communication, language and literacy, mathematical development, science, moral and spiritual, and technological. They also asserted that the curriculum to be thought of in terms of activity and experience rather than knowledge to be acquired and facts to be stored. Emphasis should be placed on the goal of promoting young children's general problem- solving and critical thinking abilities, along with the positive

emotional and social dispositions required to support the development and use of abilities.

It is believed that all individual want children to think and learn, and they are more likely to continue to do so if they experience pleasure while they are involved in learning. Therefore the most important priority that curriculum experts, teachers, parents and any other concerned bodies, should consider when planning curriculum content is presenting it so that it is a genuine source of pleasure to the child. This can be accomplished in a number of ways: (Williams and Kamii, 1986; Kammii, 1985; Chandler, 1982and Honig, 1986).

#### **2.4.2.1. Sustain Interest by Making Curriculum Content Relevant**

These days relevant curriculum has become almost truism to say that a good curriculum for any age is based on the student's interests and that it teaches his/ her what he/she wants to know .A curriculum that does not accomplish this goal breeds disinterested, dissatisfied learners, no matter how old they are. Yet even preschool teachers often lay out a year's curriculum in advance, formulated at best on knowledge of what other children in previous years have cared about. It does mean that the subject matter should be drawn from the current interests of the group.

The teachers' responsibility is to use the children's interests in two ways: he/she supplies the children with information and vocabulary about subjects that matter to them, and he/she also employs the material as medium for teaching, a number of basic skills he/she feels they need to acquire for instance, almost any topic of interest to children, whether it be animal homes or changes in the weather, can be used to provide interesting facts, to foster proficiency in language, and to develop such thinking and reasoning skills as grouping, ordering, or learning about simple cause and effect relationships(Hendrich, 1988).

#### **2.4.2.2. Organize Real Content**

It has been discussed various times that cognitive learning should be based on actual experience and interests of the child. What ever the backgrounds all children have common needs. These may be described as: a need, feel, sense of trust, security and competence, know to reason and to solve problems, to be creative, develop physical coordination, share experiences with other children and adults (Katz and Chard, 1989 and Hendrick, 1988).

#### **2.4.2.3. Brief and distressful contents**

It has been noted that thinking is a hard work. The episodes should be brief enough that the children do not feel strained from working too long. It is always better to stop before stress and boredom set in, since strapping at the right moment makes it more likely the child will want to return the next time. The teacher must learn to recognize common signs of stress in children because these behaviors are in indication that it is part time to stop or that the activity needs to be modified to a more attractive and appropriate level. These signs include thumb sucking, Wiggling, inattention, restlessness, hair twisting, constantly trying to change the subject, asking to leave or just departing, picking fights and creating disturbances (Morrison and Perry, 1961; Pugach and Warger, 1996 and Curtis, 1998).

As it has been reviewed the priorities for maintaining and fostering curiosity (Keeping Learning pleasurable, linking feelings and language to cognitive learning, gearing learning to the correct developmental level, and including reasoning along with learning facts). The curriculum also needs to provide many opportunities for children to practice thinking and reasoning skills through fun, interesting and age appropriate contents. It is easier to think of this kind of curriculum as having three parts as stated by Pugach and Warger (1996):

**First**, there is the basic foundation on which the other two parts rest. It consists of the topic that the teacher picks to provide a thread of consistency to

the curriculum. It is terribly important that the topic be interesting to the children, so it is best to select one based on their current interests.

**Second**, the curriculum includes the facts about the topic the teacher and children find out together. As we have seen in most cases Piaget terms this physical knowledge, and it consists of all sorts of information about all sorts of things.

**Thirdly**, the curriculum provides the opportunities for children to think and reason. There will be success if and only if the children are interested in the subject and if they have some facts to use as a basis for practicing their thinking skills. As the preschool level, these thinking skills include being able to tell whether things are the same or different, deciding which item belongs in the same group or are closely related, arranging objects in order, and understanding simple cause and effect relationships. The best way to find out what the children are interested in is to observe their play (Ainsco and Tweddle 1979; Flavell, 1993 and McCormick and Pressley, 1997).

#### **2.4.3. Principles in selection of appropriate contents**

There are theoretical principles of child development and learning that are critical in selection of appropriate practices. These principles are based on the work of Piaget, Vigotsky, Erikson and others as cited in Bredekamp et al (1992):

1. Children learn best when their physical needs are met and they feel psychologically safe and secure. This principle emphasizes that children are not made to sit and attend to paperwork or listen to adult lectures for long periods of time. It calls for active play and periods of quiet and, restful activity.
2. Children construct knowledge; constructed as a result of dynamic interactions between the individual and the physical and social environments. In a sense the child discovers knowledge through active experimentation. Central to experimentation is making constructive errors that are necessary to mental development. Children need to form their own hypotheses and keep trying them out through mental actions

- and physical manipulations observing what happens, comparing their findings, asking questions, and discovering answers and adjust the model or alter the mental structures to account for the new information.
3. Children learn through social interaction with other adults and other children.
  4. Children learn through play- provides opportunities for exploration, experimentation, and manipulation that are essential for constructing knowledge and contributes to the development of representational thought.
  5. Children's interests and need to know motivate learning they have a need to make sense of their experiences, activities that are based on children's interests provide motivation for learning. This fosters a love of learning, curiosity, attention, and self-direction.
  6. Human development and learning and care characterized by individual variation. A wide range of individual variation is normal and to be expected. Each human being has an individual pattern and thinking of growth development as well as individual styles of learning- personal family experiences and cultural backgrounds also varies.

### **2.5. Kindergarten Teachers**

Teaching characteristically is a moral enterprise. The teacher, whether he/she admits it or not, is out to make the world a better place and its inhabitant's better people. Sykes and Turner (1980) noted that teachers are constantly observing the behavior and activities of their pupils as a basis for action or intervention to maintain the smooth running of their class. Teachers play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world and can affect their later success or failure in school, work and their personal lives. Weikart and Lambie (1970) stresses that no matter what kind of curriculum model was followed that involvement of the teacher and his/ her

implementation of the curriculum were fundamental to the success of the outcome.

Regarding this, Wilson (2003) and Hendrick (1988) pointed out that teachers can take action by giving guidance and support to the young child that is encountered with the transaction journey of coming in to a new school environment. They also contend that teachers in this level introduce children to mathematics, Language, science, and social studies. They have to use various tools to teach basic skills. Almost all scholars in the area noted characteristics of effective (good) teachers (Wilson, 2003; Gaetano et al., 1998; Hendrick, 1988; Morrison and Perry, 1961; Phyfe- Perkins, 1981; Biber, 1984; Sadeed, 2004; Isenberg and Jalongo, 1993; Saracho, 1993; Wright, 1987; Smith, 2001; Ainscow and Tweddle, 1979). The summary of these authors about characteristics of skillful teachers are presented as follow:

- encourages children to include those who are different in their games and activities, initiative independence and work habit,
- help them learn good habits and ways of working which will continue to be of value as the child grows older
- encourage the child to secure materials for him/her and or provide opportunities for him/ her to make choices among a variety of materials.
- provide opportunities to choose activities on which the child would like to work and friends with whom to share in these activities
- plan many experiences through out the year to help lead the child toward the acquisition of the general understandings which he/she wishes the pupil to acquire
- structure the learning environment and activities in ways that made use of the children's cultural and individual experiences and backgrounds
- see children and themselves as being involved in a positive series of encounters, intended to facilitate growth and happiness.
- encourage independent activity, planned a variety of activities, and used criticism and negative commands sparingly such teachers were aware of

several activities at the same time and could do more than one thing at a time

- allow children to take the lead: do less telling and more asking and take less and listen more.
- strive to extend their repertoire of teaching strategies, read professional Journals and magazines and participating in other professional development activities.
- possess a positive attitude of trust, respect and acceptance of children and an appreciation for their total development in order to provide a receptive and supportive environment.
- well-organized and knowledgeable about children's growth and development in order to individualize instruction.
- have a broad knowledge base in order to be resourceful with respect to multi-level and multi- content experiences.
- use a variety of instructional methods, and is skillful in setting specific objective, asking questions and assessing children's progress.
- resourceful, recognizing the teachable moments and involving the community around the school
- has a broad view of the learning process and capitalizes on the children's interests and experiences
- attentive to the needs of all the children, including children from Various cultures and those with special needs
- recognizes the need to develop a sense of self -worth and competence through successfully meeting appropriate challenges.

For effective utilization of kindergarten education teachers should internalize these characteristics. These qualities can be achieved through adequate training and experience.

### **2.5.1. Teachers training**

Kindergarten teachers play a vital role in the development of children. They are trained at certain universities teacher training departments. Teachers may be licensed to teach the early childhood grades (usually preschool through grade 3). (Brisons and Hill,1966 and Mialazet,1976) cited in Dereje,1994) have stated that teachers of young children in this rapidly changing world need to have profound knowledge about the child's biological growth and development, his /her general living environment theories of education and, the principles of learning, etc

Teacher training, on the other hand, has also played a role in passing on the day care tradition. One can claim that day care pedagogy is born of and passed on through training. It has been noted that up to now Froebel's theories of pedagogy have influenced both the contents and organization of the curriculum. The teacher can no longer rely on experience, common- sense, and common room conversation about such matters, if he/she is going to hold his/her own against vociferous and intelligent parents and against every type of expert who is advising him/ her what sciences of man is becoming as essential to a teacher as a knowledge of anatomy and physiology is to a doctor (Peters, 1977).

As noted by different authors as Peters (1977), Curtis (1998), Pugach and Warger (1996) and other kindergarten teacher education should aim at helping trainees to acquire knowledge, skills and attitudes necessary to:

- Guide and support child growth and development,
- Continually develop the trainees and her/his professional skills
- Keep up to date with research on early childhood and apply it
- Work positively and successfully in the work unit

- Work actively in society to secure the right and well- being of children and develop the kindergarten teaching profession and
- Carry out and develop work –related administrative tasks

Education is becoming increasingly a matter of public concern and public scrutiny. Unless teachers are well trained in these sciences which are ancillary to their task there is little hope of their establishing themselves as a professional which can retain some kind of authority in the community (Peters, 1977).

Teachers of preschool education program in general should be given to receive appropriate training to acquire necessary job tasks, knowledge, skills, abilities, and activities that helps them cope with difficult and changing situations that may arise during their caring and educating processes (Copple et al., 1984; Dereje, 1994 and Katz, 2003).

The content of preschool teacher training in most cases have been stated that teachers of the preschool should learn psychology, elemental natural and social science, personal hygiene, music, art literature, sociological history, theory, home and family life (Peters,1977; Hendrich,1988;Derje,1994;and Venkateswaran ,1993). As noted by Dereje (1994) in an international course analysis of preschool education of pre service training made by UNESCO (1991) a choice of 8 subjects (child development, teaching methods, theory of education, curriculum development, handicrafts, health and hygiene, music and movement, and parent education) given child development (96.2 % ), Health and hygiene ( 92.5%) teaching Methods (91.5%) and music and movement (88.7%) took the rank of one up to four places, while parent education ranked to the extreme end of the scale (59.4%).

### **2.5.2. Duration of preschool teachers training**

Teachers create a mechanism by which employers, training institutions and the teachers associations participate in the recruitment of trainees. Teachers,

starting from kindergarten to higher education, will be required to have the necessary teaching qualification and competency in the media of instruction through pre-service and in-service training (MOE, 2002). Despite the fact that there is a common understanding that preschool teachers have to have a sound training, certification of this level personnel, particularly teachers, varies from institutions to institutions, countries to countries, and above all from one agency to another that runs the schools (Dereje, 1994).

It is known that training time is differing from place to place. For instance Italy is probably unique in the amount of time and enthusiasm spent by its teachers on inservice training. The positive side of this is that local teachers' groups flourish, that the self-help element is strong, and teachers centers are beginning to be established Swedish, Finland, US and other countries give much emphasis for the training of preschool teachers (Johansson, 1992).

In a UNESCO's survey study of (1976) cited in Dereje (1994) of 64 member states most training courses were found lasting for two years. Nevertheless, in some countries the study found that no specialized certification is required beyond the completion of primary or secondary level. To this end, the study cited Sudan as the typical example where the preschool teachers have to only know the Koran and Islamic teaching (Dereje, 1994). Nevertheless the training time in most countries ranges from 1- 4 years. The experiences of different countries including Ethiopia shown in the table below:

Table: 1- **Duration of teachers training in different countries**

Country	Training institution	Year of study
Canada	Teachers College	1-4
Finland	College & universities	3
France	Teachers college	2-4
Germany	Practical Training special Secondary Technical Schools	2-3
Sweden	College of education	2
US	Institutions, colleges & universities	1-4
Ethiopia	Preschool teachers' training institute	¼-1
Kenya	Preschool teachers' training institute	1/2
Zambia	Preschool teachers' training institute	¾-2

(Dereje, 1994; Johansson, 1992; US Department of Labour Bureau, 2004)

As can be seen the table above the period of training in developed countries is more than third world countries as Africa.

## **2.6. Teaching strategies for kindergarten**

The mission of kindergarten school is to offer every child full and equal educational opportunities regardless of the background, education and income of the child's parents. Most fundamental and important issue facing schools is how to teach children's particularly in the kindergarten. It has been noted that the program at this level is designed to help children broaden their base of information, form concepts, acquire foundation skills and positive attitudes to learning, and begin to develop their abilities and talents in a wide range of areas (Bredekamp et al., 1992).

Nevertheless, developing effective teaching strategies takes many years of experience. Today's teachers spend much time working on reading lesson plans. Regarding this Genie (2003) noted that teaching strategies are often shared teaching ideas among colleagues. As a teacher in kindergarten should aware of the many hours that he/she spend on the preparation of daily reading lesson plans if they teach at that level.

One of the ways the kindergarten teacher can help children achieve the program goals and specific objectives, such as develop self confidence in themselves and collaborating with others to solve problems, is by becoming involved in and extending children's play.

As it has been agreed by almost all scholars of the level as: Froebel (1896) cited in Handrich (1988), Maria Montessori cited in Curtis (1998), Aggarwal (1982), McMillan (1904) Isenberg and Jalongo (1993) Snow et al (2003), Pugach and Warger (1996), Genie (2003), Cohn (2001) and Robinson et al.,(1986):

Play is the first and most important mode of instructional strategies in kindergarten. By providing an environment in which children are free to play

with each other and with a wide range of carefully selected materials, teachers facilitate children's development and learning. There are other appropriate modes of instruction suitable for facilitating kindergarten children's development and learning. Children enjoy and benefit from short group sessions during which they learn to listen to each other and the teacher, sing together, listen to stories, and develop a sense of time by remembering what they have done and planning ahead.

Children arrive at school with different backgrounds and experiences and at different stages of development. To give each student the best start possible, it is essential that kindergarten programs provide a variety of learning opportunities and experiences. Teachers, early childhood educators, members of the community, and families must work together to provide a constructive and consistent learning experiences that will build students' confidence, encourage them to continue to see learning as both enjoyable and useful, and provide a strong foundation of their future intellectual, physical, and social development (Cohn, 2001).

The sections that follow identify different types of teaching strategies adopted from the scholar's mentioned earlier. These strategies are summary from them that are suitable for kindergarten.

### **2.6.1. Brainstorming**

It encourages children to focus on a topic and contribute to the free flow of ideas. The teacher establish a warm, supportive environment, emphasize that a quantity of ideas is the goal, encourage and provide opportunity for all students to participate and emphasize initially the importance of listening to express ideas, to teach acceptance and respect for individual differences to demonstrate to students that their knowledge and their language abilities are valued and accepted.

For the effectiveness of this method teachers should introduce the topic or pose question, ask students to take turns sharing ideas and possible answers, print the main words or phrases of students' contributions on a chalkboard or chart while students observe, add his/ her own idea, and acknowledge and praise students for their contributions.

### **2.6.2 Categorizing**

It is a method that focuses on concrete objects such as toys or materials readily available in the classroom during introductory categorization procedures that provide the criteria by which objects are to be grouped in their reasons for placing items in particular categories. It also enable children provide an opportunity to share existing knowledge and understanding, extend students thinking and understanding by requiring them to organize ideas and incorporate new ones.

It is advisable here that teacher should encourage comments and discussions about similarities and differences among classification and category components.

### **2.6.3 Choral speaking**

In this strategy, students are involved in the oral interpretation of literature; Choral speaking refers to experiences in which students recite passages from memory. This activity allows students to deepen their understanding and enjoyment by experimenting with elements of voice (tempo, volume, pitch, stress and juncture), movement and gestures with in a supportive environment.

Children's are encouraged to interpret poems and stories by exploring the elements of voice and movement. With the support of additional voices, all students experience. The method will be successful if and only if teachers select class room poems or story considering students interests and performances (strong rhythmic and/ or rhyming patterns, appropriateness of language structures and vocabulary.

#### **2.6.4. Cooperative Learning**

Cooperative learning involves students working together to complete a task or project pairs usually work best in kindergarten. The task is structured in such a way that involvement of each members contribute to completion of the task, success is based on the performance of the pair rather than on the performance of each individual. It stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners. The method also increase students' respect for, and understanding of each other's unique abilities, interests, needs, peer interaction, self-esteem etc.

Although there are many methods of structuring cooperative learning, teachers should use common guidelines of the following.

Pair students heterogeneously (varying abilities and cultural and linguistic backgrounds), structure the task in such away that the involvement of each member is necessary to complete the task. Individuals must be aware of their responsibilities and must be accountable to their partners and for their own learning. Monitor the group dynamics and intervene when necessary. Clarify task directions, modeling desired collaborative behaviors and observing students participation.

#### **2.6.5. Discussions**

A discussion is an oral exploration of a topic, object, concept or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage and accept students' questions and comments with out judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas.

It help students make sense of the world, stimulate thought, wonder, explanation, reflection and recall, promote positive group interaction and conversation. It is possible to use open- ended to which there is no one correct or concise answer posed by teacher or student and guided discussions begins with teacher- posed questions that promote the exploration of a particular theme, topic or issue.

#### **2.6.6. Illustrating stories**

By illustrating particular events or sections of a story students can improve their comprehension and interpretation of the selection. Children's will develop imaginations, ability to interpret and visualize aural and printed information, understanding that illustrations can clarify and extend the text and assist story comprehension and awareness of various illustrating media and techniques. When they visually depict story characters, settings, events and objects and if they introduce this activity by using picture books and choose a story with characters, events and settings that are interesting and relevant to children's at this level.

#### **2.6.7. Reading environmental print**

Through the incorporation of this strategy, students and teachers explore print and its many functions using materials that are readily available in the immediate environment. Children and parents should be encouraged to add to collections and classroom displays of environmental print. These displays should change and expand to include materials related to specific themes of study, students' interests and experiences, and community events.

Building on the previous instruction, writers examined instructional practices that were supported by convergent evidence. They sought evidence about individual differences in response to treatment. Furthermore, they were interested in studies that assessed both short and long term outcomes, selection of instructional programs in kindergarten classrooms are not

numerous, yet inferences about what such programs must cover are tightly constrained by the preschool predictors of success on one side and the first – grade requirements on the other.

Moreover, the major instructional tension associated with kindergarten objectives is less about what children should learn than how they can be helped to learn it in an appropriate manner. Questions of how to organize and support learning in a way that results in the best possible outcomes for the largest number of children are an urgent educational priority. In view of this and because of the research base of permits, the instructional strategies should select on the basis of children's interests and levels. To a greater or lesser extent depending on the classroom, every kindergartner must learn to sit quietly, to listen considerately to both the teacher and other students, to communicate cooperatively, to restrain behavior within acceptable limits, to accomplish tasks both independently and with others, to share resources, to treat others respectfully and to try to learn and do what she or he is asked to learn and do.

### **2.7. Parents role in their children learning**

One of the most important changes that have taken place in the understanding of scholars has been the introduction of legislation, which has given recognition to the role of parents in their children's education (Pugach and Warger, 1996). However, the awareness of the importance of parents, particularly mothers, in their children's education is not a new phenomenon.

Curtis (1998) noted that over the centuries the influence of mothers in young children's learning has been recognized. Comenius was writing about the school of the mother's lap arguing that parents should systematically educate their children during the first six years of life. He advocated that mother should tell stories and rhymes to their young children.

Studies show that, children perform better in school if their parents are involved in their education. Parents, therefore, have an important role to play in supporting their child's learning. Open communication and partnering between teachers and parents is essential for consistent, positive experiences at both home and school (Sadeed, 2004).

It has been believed that parents are not ogres: they simply want what's best for their children. They see the world as a difficult place to grow up in, they see technology advancing as a frightening place and they want their children to be successful, competent grown ups who can cope with that world. They think of the ABCS and numbers, reading and arithmetic, as being the cognitive skills that will provide their children with that competence. To this end parents should be made aware of what is happening in the classroom through posting of daily schedules and weekly lesson plans. The more involved parents are in what goes on in the classroom, the more likely they are to understand the teacher's goals and practices (Katz, 1995; Sadeed, 2004 and Hendrick, 1988).

For parents to be involved in their children's education they need to be seen as partners not clients Wolfendale (1983). She argued that the client concept implies that: parents are dependent upon experts' opinions, passive in the receipt of services, apparently in need of redirection, peripheral to decision making and perceived as inadequate, deficient. In contrast the partner concept includes these characteristics: parents are active and central in decision making and its implementation, perceived as having equal strengths and equivalent expertise, able to contribute to, as well as receive, services and share responsibility, thus they and professionals are mutually accountable.

Various scholars and researchers agree that parent's involvement is vital for the betterment of children's early learning. Ainscow and Tweddle (1979), Hendrick (1988), Curtis (1998), Morrision and Perry (1961), Sadeed (2004), Katz (1995), Snow et al (2003) and Beredekamp et al (1992) stated different activities of

parents for the betterment of their children's early learning. The following are the summary from these scholars.

- Serve on early childhood committees to identify early childhood needs and resources and ways their group or agency can support developmentally appropriate practice in early childhood (looking at curriculum issues).
- Consider ways that schools and community members can work together to provide: materials for a rich learning environment, opportunities for children and teachers to learn out of school, opportunities for children to become involved with and contribute to the community.
- Promote schools and community forums to debate the national education goals.
- Be involved in classroom and activities at whatever level work and family responsibilities allow
- Initiate regular contact : parents need not wait for the teacher to call them: they can contact the teacher at times the teacher has indicated are convenient
- Know how and when they can contact the school and the teacher.

### **2.8. Kindergarten classroom organization**

Much have been said about kindergarten which is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world. While kindergarten marks an important transition from preschool to the primary grades, it is important that children still get to be children.... getting kindergartners ready for play time, forcing children to master first grade skills or relying on standardized tests to assess children's success. Kindergarten curriculum actually includes such events as snack time, recess, and individual and group activities in addition to those activities we think of as traditionally educational (Curtis, 1998; NAEYC, 1996 and Isenberg and Jalongo, 1993).

In the past few years' interest has grown in studying the ecological relationship between children and their environments Bronfenbrenner, (1979), Smith and Connolly, (1980), and some of these findings are helpful to know about when planning ways to prevent discipline situations from occurring. Rohe and Patterson (1974) Cited in Hendrick (1988) found that a combination of many children in a small space (a high density of children) combined with few resources produced more aggression and more destructive and unoccupied behavior. In another study Smith and Connolly (1980) found that reducing square footage per child to 15 square feet also produced more aggression more parallel play, less rough and tumble play, and less running activity.

The conclusion from such research seems obvious. If enough space is provided for the children to use, discipline problems will be reduced accordingly. The ideal kindergarten classrooms according to the scholars are believed to be safe and comfortable place that is well lit and well ventilated. It has ample window space and direct access to a playground, water and toilet facilities. The room needs to be large enough to provide adequate storage space for materials and floor space for activity centers. Within the limits of what is possible in a given room, teachers must plan the space for storing, clothing and personal possessions, place where small groups of children can work together, spaces where children can be quite and alone, space for messy activities and, if possible, space for gross motor activity such as climbing and jumping. In rooms where space is limited, activity centers may have to be rotated or set up in nearby hallways. The materials children use should be stored in places that are accessible to them (smith and Connolly, 1980; Isenberg and Jalongo, 1993; Curtis, 1998 and Hendrick, 1988).

Materials for kindergartners should support their developing social skills and interest in adult roles, their growing imaginations, increasing motor skills, and rapidly expanding vocabularies (Hughes,1991). They need: dramatic play props like discarded adult clothes, props from familiar adult roles, and literacy tools

to write, realistic replicas of models like telephones and cars, construction materials (like simple building sets, to create products), sensory materials, like sand and water, to explore, manipulative materials ( like simple puzzles, to test), wheeled vehicles to demonstrate gross motor skills and to facilitate social interaction, books that capitalize on familiar themes and every day objects(Decker and Decker,1984).

In every early childhood classroom, children need a variety of materials for self-expression. Developmentally appropriate materials for children of all ages provide important opportunities for children to use divergent thinking. The above scholars agreed that good kindergarten classrooms should be prepared in such a way that enables the program successful at this level. The whole scholars have asserted the following concluding signs of good kindergarten classrooms directly or indirectly. Here are 10 signs of a good kindergarten classroom written by NAEYC (1996).

- Children are playing and working with materials or other children. They are not aimlessly wondering or forced to sit quietly for long periods of time.
- Children have access to various activities throughout the day, such as block building; pretend play, picture books, paints other art materials, and table toys such as pegboards, and Puzzles.
- Children are not all doing the same time.
- Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend time only with the entire group.
- The classroom is decorated with children's original artwork, their own writing with invented spelling, and dictated stories.
- Children work on projects and have long periods of time (at least one hour) to play and explore. Filling out work sheets should not be their primary activity.

- Children learn numbers and the alphabet in the context of their everyday experiences. Exploring the natural world of plants and animals, cooking, taking attendance, and serving snack are all meaningful activities to children.
- Children have an opportunity to play outside every day that weather permits. This play is never sacrificed for more instructional time.
- Teachers read books to children throughout the day, not just at group story time.
- Curriculum is adapted for those who are ahead as well as those who need additional help. Because children differ in experiences and background, they do not learn the same things at the same time in the same way
- Children and their parents look forward to school. Parents feel safe sending their child to kindergarten. Children are happy; they are not crying or regularly sick.

It should be know that individual kindergarten classrooms will vary, and curriculum will vary according to the interests and backgrounds of the children. But kindergarten classrooms will have one thing in common: the focus will be on the development of the child as a whole (NAEYC 1996).

### **2.9. Factors affecting kindergarten education**

Despite the actual and potential advantages of kindergarten education, some problems remain to be overcome before its promise can be fully realized. Different scholars identify some of the frequently recurring factors that affect the success of kindergarten program. The factors are not presented in a ranked order here. What effects factors have on implementation in school division, specific schools or with individuals are relative to the educational context in which it is encountered (Snow et al., 2003), Bredekamp et al., (1992) and Taylor(2004)) finding regarding factors that affect the kindergarten program provide a genesis for this purpose as initial point. There are many factors facing to implement kindergarten education.

To summarize the most important factors, identified in this literature shown by the above scholars to have an effect on the implementation and success of kindergarten curriculum are: child based risk factors, family-Based Risk factors, Neighborhood community and school-based risk factors.

These factors are broad categories:

- **Child based risk factors:** includes age of children's severe cognitive deficiencies, hearing impairment, early language impairment, and attention deficit /hyperactivity disorder.
- **Family-Based Risk factors:** includes family history of education, home literacy environment (the ability to value place on education, literacy, press for achievement, availability and instrumental use of reading, playing, technological materials and reading with children), opportunities for verbal interaction, home language, socioeconomic status and very limited or totally absence of parents involvement to the school.
- **Neighborhood,community and school-based risk factors:** also includes the practices from factors such as the neighborhood where the family lives, the cultural and economic community of which the family is a part, and the school the child attends, teachers qualification, curriculum and center facilities, time factor, availability of equipments, pedagogical factors etc.

#### **2.10. An over view of Ethiopian kindergarten education/trends and its policy implication.**

Education in Ethiopia changed tremendously since the 1800's because the government has made an attempt to improve children's education. When formal education started in Ethiopia during the fourth century, Christianity was the recognized religion. For many years the church controlled all education. Muslim communities also have Qoranic schools in mosque in similar way. The Ethiopian church had the longest history of church education that had involved preschool age children (Bizunesh, 1983; Demissie, 1996; and Dereje, 1994).

It has been stated that the poor education the children receive places us at a disadvantage our country fall behind other African countries in acquiring basic academic skills such as reading, writing and maths (Pankhrust et al, 1991). Children in Ethiopia who receive education are lucky and privileged. Social awareness that education is important is something that Ethiopia lacks- most people in Ethiopia feel that work is more important than education, so they start at a very early age with little to no education (Pankhrust et al., 1991).

In Ethiopia, the concept of preschool education in a modern way is a recent phenomenon. It's believed that the first kindergarten in the country was established in 1908 in Diredawa, Hararghe (Bizunesh,1983), and the time in which formal education began. Misguided policies caused very few children to receive education. As a result Ethiopia did not meet the educational standard of other African countries (UNICEF, 1995 and Pankhrust et al., 1991). After Ethiopia gained independence, the government tried to improve the kindergarten by designing curriculum and training teachers. As MOE (2002) kindergarten education is the pre-school preparatory education for children and can take up on three years. In this program, children between the ages of four to six years are offered fun-like education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers.

According to the document, the opening of kindergarten is an area that has been left for private investors and religious organizations, and for parents who can offer to pay the fees. The government indirectly supports the initiatives for private kindergartens by: preparing the curriculum, training kindergarten teachers as well as by offering professional council and advice. When necessary on how to improve their quality and efficiency MOE (2002) and MOI (2004) stressed that enrollment in kindergarten in Ethiopia are run by non government organizations, owned by community, missions, and private individuals' religious institution to enhance the involvement of the private sectors in education and also maximize the government effort in the other levels of education.

The proportion of total number of children in kindergarten, irrespective of age to total population of age 4-6 in 1992 E.C only about 99710 children in 834 kindergarten schools have been reported to have success out of the estimated total 5,396,040 children of the relevant age group. Around 98% of the 4-6 aged children do not have access to pre-primary education (MOI, 2004). Regarding this the document noted that number of kindergarten in 2001/02 was 1028, number of students were 118,986 and 3676 teacher. In 2002/03 number of kindergarten become 1067, number of students grown to 123,057 and 3716 teachers. Growth in percentage for kindergarten shows 3.8 teachers 1.1% students 3.4 (MOI, 2004).

Regionally, it is possible to observe from the data that Tigray, Afar, Amhara, Oromiya, Somalia, Benshangull Gumuz, SNNPR and Gambella regions have a ratio of less than 2%. Addis Ababa has the highest Gross enrollment ratio 32.2% followed by Harari and Diredawa 8.7%. In Amahara Region the document asserted that 19090 children's were engaged in 182 kindergartens with 335 teachers. These days however, sees to have shown relatively a steady progress in the spread of kindergartens in Ethiopia. Despite the fact that there is an increase in number of kindergartens, there were only insignificant achievements in the program when compared with the magnitude of preschool age children that seek the opportunity (MOI2004).

### **2.11 Research Based Support on Kindergarten Education**

Kindergarten enrollment has increased dramatically in recent years. In USA 95% of all children currently attend kindergarten and 23% of these attend full-day programs (Karweit 1988). The reasons for this rapid increment are to provide support to children from low income homes, and the dramatic increase in educational programs for children before first grade. This is the increase alluded to above, of mothers in the workforce, many parents who are not at home with their children in the daytime are not satisfied with in structured day care or babysitting, preferring that their children participate in more formal learning experiences. Finally, some of the increased interest in and push for

structured preschool programs comes from the unfortunate notion, held by some, that education is a race to be won, and those who start first are more likely to finish a head.

A great many researchers view, early childhood education as beneficial to children's cognitive and social development. It is important to note, however, that some educators such as (Elkind, 1991; Katz, 1987 and Zigler, 1986 cited in Cotton and Conkline, 2000) and Representative of the National Association for the Education of Young Children (1996) warn against too much formal, highly structured education for very young children. These and other writers have called attention to three major objections to school-based programs. As summarized by Katz, these objections include:

- Such programs, because they are to be conducted in schools normally serving elementary age children, will inevitably adopt formal academic teaching methods that early childhood specialists generally consider developmentally inappropriate for under- six -year-olds.
- Research reporting positive long-term benefits of early education programs is based on the kind of high quality of staff and program implementation unlikely to be duplicated in most school districts.
- Others cite the special risks of public school programs for young black children, suggesting that such children need comprehensive programs that include health, nutrition, social services, and parent involvement, as well as informal curriculum/methods.
- In addition researchers also feel that the additional hours are too fatiguing for young children and that, in any case, increasing allocated time does not necessarily enhance program quality.
- IQ and achievement scores increase dramatically. In addition, preschool graduates to exhibit better task completion and more cooperative interaction with peers of the various curriculum models used in kindergartens, the greatest short-term benefits are obtained when children participate in so-called "didactic programs-programs which have

a pre-academic focus, in which the teacher selects and directs the majority of the classroom activities, and in which there is a high degree, of structure”.

- Many researchers have found that, life IQ differences, the majority of achievement differences between preschool participants and non participants disappear by the middle of the primary years. Other researchers and reviewers, however, such as Gray, et al., (1982) and the Illinois State Board of Education (1985) report that cognitive gains did persist beyond the primary years among the disadvantaged student populations with which they were concerned.

It is in the non cognitive realm, however, that the greatest benefits of preschool experience occur longitudinal studies, some of which have followed preschool graduates all the way in to adulthood, have identified many positive and significant relationships between preschool participation and task-related, social, and attitudinal outcomes. According to the researchers and reviewers of school improvement research series report, preschool graduates outshine non participants in the following areas:

- for remedial classes or special education.
- preschool graduates were more likely to remain in regular classes throughout their public school years.
- graduate had fewer failing grades through out their school years.
- those who attended preschool received higher teacher ratings on measures of social and emotional maturity.
- preschool graduates completed high school in greater numbers.
- preschool participants were rated higher than non participants on greater academic motivation, on-task behavior, capacity for independent work, and time spent on homework,
- preschool graduates hold lower incidences of absenteeism and detentions.

- preschool graduates had much higher scores on measures of attitude toward school and toward particular subject areas.
- those who attended preschool had higher scores on self-esteem and locus of control measures than did those who did not attend preschool.
- older students who had attended preschool as small children had lower incidences of illegitimate pregnancy, drug abuse, and delinquent acts.
- preschool graduates were more likely to engage in school sponsored sports.
- preschool graduates had higher aspirations for their futures than non participants and were more likely to enroll in postsecondary programs.
- they were found to have better relationships with family members.

(Cotton and Conklin, 2001)

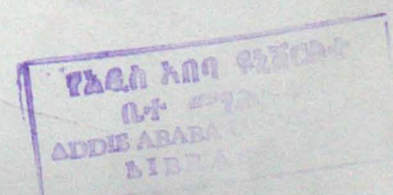
#### Parents of Preschool Graduates:

- had better attitudes towards their children's schooling
- had higher expectations for their children's learning and greatest satisfaction with their children's achievements.
- contacted teachers more often, even though their children had fewer school problems than children who had not been to preschool.

(Katz, 1987)

Virtually all successful programs have parent education and parent involvement components, and nearly all investigators cite these as critical to program success. Cotton and Green's (1988) review of the parent involvement research revealed the powerful effects of such involvement on children's learning and the learning of very young children in particular. The early childhood education research underscores the importance of parent participation, including the finding that the more intensively parents are involved, the greater are the cognitive and non cognitive benefits to their children (Bronfenbrenner, 1974; Irvine 1982 and Bronson et al., 1985). To use Bronson's summary:

Most investigators who have examined the discrete effects of different program elements have identified small class size as vital to quality programs. While different ratios are cited, most researchers seem to agree that the student-teacher



ratio should not go above 16:1 and many favor a 10:1 ratio for four-year olds. A 1985 report by the Chicago public schools found that children performed better in a small half day kindergarten class (16:1) than in all-day class with a 28:1 ratio. Like the general class size research summarized in Robinson and Wittebols (1986), the early childhood education research indicates that smaller class size benefits children by allowing for more individual attention and making possible teaching practices which are not feasible in larger groups.

- Program continuity in collaboration with, kindergarten and first grade teachers year to year improve student outcome.
- The general research on the effects of teacher in-service tells us that professional development for teachers' pays off in terms of improved students out comes. Irvine et al. (1980), Chicago public schools and others have identified benefits when in service for early childhood specialists focuses directly on early child development, ways to achieve program continuity, and ways to involve and work with parents.
- Some researchers have compared different preschool program approaches and found one or another of them to be superior to others. For example, Hustonstein et al (1977) in Cotton and Conkline (2000) found that less-structured programs with more child-selected activities to be more beneficial than other approaches in fostering imagination, task persistence and independence. Schweinhart, et al. (1986) also found that teenagers who had participated in didactic programs as small children engaged in far more negative social behavior when they grew older. At the conclusion of their investigations of different approaches, Lazar and Daylington (1982) in the same document state, the results indicate that high quality programs with careful design and supervision, using a variety of strategies, can be effective, and that various strategies(provide in-service training, involve parents, keep to small class size etc. ) can be effective for different types of low income children. This gives program planners the flexibility to be responsive to local needs and parental inputs in designing programs which build on strengths and abilities of the families they serve.
- The study of children's play has gained increasing legitimacy in the western world due to the emergence of strong theoretical claims about the function of

play in children's development. For instance, play is essential for the development of language, for the mastery of effective experiences and physical world, for learning to interact with peers, and for the development of the ability to categorize experience (Vygotsky, 1978, Bruner 1972, Erickson, 1972 Piaget 1945) cited in Goncu, 2001).

- Research on teacher-child relationships is based on two foundations. 1-the common experience of teachers, parents, and children that children's relationships with their teachers are an important component of the school experience and are related to children's adjustment: and 2- research in social development, attachment theory, and teaching learning that increasingly shows the importance of adult-child relationships as contexts for development. Another recent interest calls attention to the primacy of social process in learning and development and suggests that teacher-child interactions and relationships play a meaningful role in schooling (Pianta, 1994).

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Research Design

The principal objective of this study is to investigate the relevance and implementation of kindergarten curriculum in South Wollo of Amhara Regional state. The study focuses mainly on describing, recording, analyzing and interpreting the conditions that exist in relation to the implementation of kindergarten curriculum in the three woredas of the zone. The study has taken a form of descriptive survey method in that it is appropriate to gather several data related to the problem under the study. Since kindergarten is an institution of the social unit the study examines a single aspect of kindergarten program (curriculum) of 10 kindergartens. The study analyzes interactions among factors that have either positive or negative contributions, to the present status of the kindergarten program.

Once the school was selected, the next step in the research process was reviewing related literature. The literature review helped in determining what to look for in the kindergartens of the woredas and in the development of the instruments for data collection. Therefore, the sources of data have been classrooms, teachers, principals, parents, curriculum guide and school facilities. The data from these sources were gathered in various methods of data collection including observations by the researcher and by assistants, interviews, questionnaires and document analysis.

Curriculum implementation is a process of putting the planned documents in to effect. Hence, classroom observation has given tangible information about factors like; school conditions, classroom activities and children's behavior, etc. However, questionnaires for teachers and interview with principals and parents

have also helped in describing the status of the curriculum and the challenges and extensive view in its implementation. Purposive sampling has been used in selecting kindergartens. All available teachers filled the questionnaires and principals of the whole schools were interviewed. To put these in to effect, negotiation was made with the main research participants about the ethical procedures that are attached in Appendix "4." Once the data were gathered from the sources, the next phase was to present and analyze the data. The data from questionnaire, observation, interview and documents were presented and discussed under different themes that pertain to the implementation of kindergarten curriculum in appropriate manner.

### **3.2 General Context of the Research Settings**

South Wollo is found in Amhara Region, about 400 km North of Addis Ababa. The zone covers an area of 17,736 Km<sup>2</sup> with a population of 2.7 million. According to a data obtained from South Wollo Information Bureau, the Zone is organized in 18 woredas and 23.4 % of the land is covered by mountains, 39.3 %rugged and escape 26% Plateau and 11% is Gorge. It has also Cold and Semi Desert atmospheres.

### **3.3 Sources of Data and Sampling Procedure**

#### **3.3.1 The Schools**

The samples were selected purposefully on the bases of the following reasons. The study included ten kindergartens in the zone which are accessible for transportation and those which were launched before three years with the assumption that they might have better experience.

**Table 2- The Sample Schools Teachers and Principals Included in the Study**

NO	Name of Kindergarten	Wereda	Sample Teachers			Principals			Total
			M	F	T	M	F	T	
1	Arsoline	Dessie Ketema	1	4	5	-	1	1	6
2	HoPe	"	-	3	3	1	-	1	4
3	Wisdom	"	-	6	6	-	1	1	7
4	Royal	"	1	5	6	1	-	1	7
5	Askale Abuye	Kombolcha	-	4	4	1	-	1	5
6	Selam	"	-	4	4	1	-	1	5
7	Tigil Fire	"	-	2	2	-	1	1	3
8	Mekaneyesus	"	1	2	3	1	-	1	4
9	Biruk	Tehuledere/Haik	-	2	2	1	-	1	3
10	Bethlehem	"	-	2	2	1	-	1	3
<b>Grand Total</b>			<b>3</b>	<b>34</b>	<b>37</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>47</b>

### 3.3.2 Teachers

As teachers are considered the main source of information, the plan was to use all 40 teachers currently teaching in the sample kindergarten schools as a source of data. The teachers were well informed about the objectives of the research at the end of their working time and were asked to take questionnaire and fill at home. Three teachers were absent from three kindergartens because of different reasons and all other 37 teachers filled and returned the questionnaire. In addition three teachers from dessie teacher training college were interviewed.

### 3.3.3. Principals

All the principals of the ten schools, the zone, woreda and regional experts and authorized professional person from MOE were used as sources of data. However, one of the woreda has no expert and those who were assigned as experts were of no clear job description and demanding profession. So ten

principals of the schools, two woreda, two Zonal(the former and the newly assigned), one from Region and one from MOE, totally sixteen principals were participants in this study.

#### **3.3.4. Curriculum Materials**

Analysis of the curriculum guide was made with respect to its importance in the implementation of kindergarten program. Given the concentration of the materials for kindergarten, the research focus was on the curriculum guide prepared for kindergarten group 1 (age 4-5 years) and kindergarten group 2 (5-6 years) by the Institute for Curriculum Development and Research (1989E.C) Maths, Language, Environmental Science and Labour education, Play and Aesthetics and Physical Education were given as subjects and were very essential to the implementation of the kindergarten program.

#### **3.3.5 Parents**

Fifteen parents from three kindergartens were involved in focus group discussion.

### **3.5 Instruments and Procedures of Data Collection.**

#### **3.5.1 Classroom Observations**

It has been believed that student -teacher interactions, their intention and efforts occur in the classrooms. Thus, it is possible to say that classroom observation is a key instrument of data collection in examining how kindergarten programs are being implemented. Written curriculum material is highly influenced and characterized by classroom interaction. Classroom instruction is a kind of activity in which the teachers' and students' experience, the classroom condition, the quality of curriculum materials and necessary facilities meet and interact to create the citizens supposed to be molded by the education and training policy. Therefore, classroom observations were used to describe the classroom interactions they provided the reasons how and why things were going on in the way they were happening. On the other hand, compared to the central position classroom interactions hold in describing the variable of methodology, teachers training, curriculum guide, professional

support are not of central importance. Therefore, classroom observations were made as a starting and central point in describing the implementation of kindergarten curriculum in South Wollo.

Eighty two observations were made in ten kindergartens (see table 2) there were an average of 8 observations in one school. The observations were evenly divided between kindergarten level one and two. At least two observations were made for one selected activities (subjects) and teachers. The activities observed were Amharic, Maths, English, and Environmental science. Due to the shift of periods from play and aesthetics and physical Education to Maths, English and Environmental Science the researcher couldn't get periods for Play and Aesthetics and Physical Education. Rather the researcher observed Environmental Science and English in the place of the two subjects.

**Table 3-classroom observation and subjects observed**

NO	Name of Kindergartens	Kindergarten level one (age 4-5)				Kindergarten level 2 (age 5-6)				Total
		Amh	Maths	Eng.	En.Sci	Amh.	maths	Eng.	Env. Sci	
1	Arsoline	2	-	2	-	-	2	-	3	9
2	Hope	-	2	-	2	2	-	2	-	8
3	Wisdom		3	2	-	-	3	-	2	10
4	Royal	2	2	-	-	-	-	2	-	6
5	Askale Abuye	2	-	2	-	-	2	-	2	8
6	Selam	-	2	-	3	2	-	2	-	9
7	Tigil fire	2	-	2	-	-	2	-	2	8
8	Mkaneyesus	-	2	-	2	2	-	3	-	9
9	Biruk	3	-	-	-	2	-	-	2	7
10	Bethlehem	-	2	-	2	-	2	2	-	8
	<b>Grand total</b>	<b>11</b>	<b>13</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>82</b>

The observations were made in two ways. The first one was observing and making notes based on the checklists prepared for the purpose (Appendix 3). The assistant researchers filled the checklist based on the training and with some assistance from the researcher. While the assistants filled the check list the researcher took field notes about actions and events observed in the

classrooms from the beginning to the end of the period. Finally, the observations were focused on finding out how the kindergarten curriculum was being implemented in the kindergartens of South Wollo.

### **3.5.2 Questionnaire**

Questionnaire for teachers was used. The questions were open and close ended type (Appendix-1). The questionnaires were prepared in English and then translated to Amharic as it was assumed that teachers better understand and respond to questions in Amharic than in English.

The questionnaires were pilot tested on 15 teachers of the Zone. The first plan was to make all questions open ended with the notion that it gives chance for the teachers to express their ideas freely. But as a result of the pilot test showed, kindergarten teachers didn't have the necessary writing skills to fill a questionnaire and most of them were not able to express their idea clearly and also it was unreadable and can't be understood. It was decided to make most of the questions close ended. Some questions were also corrected to make them clearer and to reduce redundancy.

The questions in the questionnaires for the teacher were aimed at discovering what qualification and/or training they had in kindergarten education, how they understand, and evaluate the curriculum material in general and the contents, methods, elaborations, assessment techniques and teaching materials in the curriculum in particular, how they are trying to implement it, how they understand children's behavior and what factors hinder the implementation.

### **3.5.3. Interview**

The central way in which a researcher achieves to perceive the understanding, feelings, and knowledge of people in a certain programs is through indepth, intensive interviewing (Best and Kahn, 1993). In this research, interview was

used to get data from the parents, principals and teachers. The interview was ~~in~~ held in Amharic so as to minimize communication barrier. These people were selected because of their important positions and contributions in describing the implementation of the program. In the zone the expert was assigned before one month and he was volunteer to be interviewed with the former expert while he is assigned in other department, but was found in one office with the new one in order to give appropriate information. Fourteen interviews (two Zone experts, one woreda expert, three teachers from dessie college of teacher education four groups of teachers and three groups of parents focus group discussion), were recorded with cassette recorder one school principal of the school and one of the expert in the woredas was not willing to be recorded, telephone conversation with one high posted person of MOE was held and one regional expert also was not recorded due to the unfavorable condition in the bureau. So their responses were taken in the form of field notes written as accurately as possible by the researcher.

Informal discussions on different questions of the research were held with those who were believed to be affected by the program (e.g. grade one teachers, parents wherever and whenever possible beside the formal interviews. The recorded cassettes were translated later for the analysis.

#### **3.5.4. Document Analysis**

Since curriculum is a document that translate into action in school it hold an important position in the school program analysis is made for kindergarten group one (age 4-5 years) and group two (age 5-6 year) level. what has been basically done in the analysis is to find out the presence of contents, methods of teaching assessment techniques, and teaching materials relevant to the children of each subject and checking them that they are in line with kindergarten program as applied to the context of the level(see appendix-7).

### **3.6 Methods of Data Analysis**

The data generated in the mentioned instruments were presented in two ways. The first form of presentation was placing of responses, mostly in percentage in table forms. The other form of presentation was a discussion of the findings from either instrument or common analysis sometimes supported by theoretical arguments. Percentages were used in places where there were specific alternatives. In alternative type response and a space was given for additional comment. They were used as bases for further problem questions, additional comments were shown in the discussion. Frequency of responses in the tables represent how many times a particular response appeared in different questions. They also sometimes could correspond to the number of people who responded to the particular question under discussion. There were occasions that a teacher gave more than one response to open ended questions. In such cases the frequency shows the range and diversity of opinions voiced by respondents.

Direct quotations and careful description of program situations, events, interactions and observed behaviors have also been used to present the data.

## **CHAPTER FOUR**

### **4. PRESENTATION AND ANALYSIS OF DATA**

As pointed out earlier in the methodology part, the instruments of data collection were questionnaire, interview, classroom observation and document analysis. Therefore, in order to see the integration of the data and the clarity of the findings, information from the data, facts from the literature and meanings of the researcher have been presented in an organized manner. The discussion is presented in categorized forms.

#### **4.1. Issues Related to the Schools and the Teachers**

##### **4.1.1. Classrooms and Facilities**

The classroom observations, the teachers' and school principals confirm that large class size, classroom conditions, facilities and playgrounds are challenges to the schools and to the teachers in the implementation of the curriculum.

With regard to class size the average observed class size in kindergarten program is 35-40 students in an area of 12m<sup>2</sup> rooms. The aim to adjust teacher-children ratio to 1:40 in an area of 63m<sup>2</sup> room in kindergartens as MOE (1987) is unexpected to be implemented in the near future for the private owners. As principals reported during the discussion, attention was not given from the government in providing land for the purpose of kindergartens. According to them, even they couldn't get permission to use the previous governmental kindergartens on the basis of rent. Experts of the zone also reported that, it is known that the main concern of the state is to expand investment and to appreciate private sectors in expanding kindergartens. However, as many of the experts and the observations assert, kindergarten education is the ignored sector. It is possible to say that the classrooms were

neglected as they were not appropriate to teach. Besides the poor classroom conditions, one chair for three to four children in the kindergartens could affect the health of the children and the learning process. Most of them were not neat, well ventilated, nor equipped with enough windows. In general, most of them were built for the purpose of kindergartens (see appendix 5 and 6).

The observation and interview also asserted that schools have had no enough play ground. To this end, Curtis (1998) and Hendrick (1988) noted that kindergarten classes are generally placed at the corner of the building with their own entrance, play ground and so on; are built on an open plan, providing large areas of space to allow for a flexible and stimulating environment. The children may have freedom to move around. There should be best places to give the youngest children the sense of security which is one of their most important needs. In MOE standard (1987) it was written that, sometimes how near the ground children do in fact live and how important it is for them, to have their own self-contained area until they can gradually become accustomed to the school community.

It was also observed that the physical movement of the children was limited as a result of entering the traditional classroom. But research has suggested that small children may take longer time to settle in open plan schools. Whatever their previous experiences, i.e. whether they come from play groups, nursery schools, directly from a home setting, all children need to feel secure in their physical environment. Due to inappropriate, unfamiliar and strange environment, the schools for kindergartners become a very frightening place. Due to the narrowness of the classrooms children were observed not relaxing.

#### 4.1.2 Profile of Teachers

**Table 4 Sexual Composition of Sample Teachers**

	Male	Female	Total
NR	3	34	37
%	8	92	100

As it is understood from Table 4 thirty four (92%) of the teachers are females. The observation also revealed that except three schools, the rest school teachers were females. During the interview teachers and principals, depicted that female teachers had good qualities, to tolerate any misbehavior, they could politely treat those parents who came aggressively, and also they felt the sense of motherhood. Principals of the schools also asserted that teachers of the kindergartens should be females. Most of the teachers, principals and parents agreed that gender of teachers in training colleges should be used as a criterion for selection.

In other words, the unequal percentage of female and male teachers represented inappropriate composition of the staff in many of the kindergarten schools. This may indicate that, women or mothers are the first teachers for their children; women are more inclined to teaching profession by virtue of their natural talent (acting as mothers especially in this level). In developing relevant curriculum and its implementation strategies in kindergarten, this composition has to be taken in to consideration. The data from the interview also indicated that women were interested to work for long in teaching children in kindergarten level for their own reasons.

**Table 5 Age Composition of the Sample Teachers**

<b>Age</b>	<b>20-25</b>	<b>26-30</b>	<b>31-35</b>	<b>&gt; 36</b>	<b>Total</b>
<b>NR</b>	14	16	6	1	<b>37</b>
<b>%</b>	38	43	16	3	<b>100</b>

Regarding teachers' age, thirty of them (81%) were 30 and below years old. Being youngster may help them to develop knowledge to plan a variety of activities, aware of and perform several activities at a time.

**Table 6 Teaching Experience of the Sample Teachers**

<b>Service in years</b>	<b>1-5 years</b>	<b>6-10 years</b>	<b>11-15 years</b>	<b>16-20 years</b>	<b>21-25 years</b>	<b>26 years &amp; above</b>	<b>total</b>
NR	23	10	-	-	4		<b>37</b>
%	62	27	-	-	11		<b>100</b>

Results in table 6 revealed that thirty three of the teachers (89%) have less than 10 years of working experience. Young teachers can strive to extend their repertoire of teaching strategies, read professional journals and magazines and participate in other professional development activities (Hendrick, 1988 and Smith, 2001). In most cases younger teachers have been observed: practicing in students play or game activities at the beginning of the day (in the morning), rest time and at the end of the class. They were also seen running here and there (from class to class, to children's toilet, to drink water, to the office and to the store that they call it activity center etc) to control and check children's activities. Those who seemed older on the contrary were observed sitting down while students and younger teachers were interacting together.

**Table 7 Teachers' Qualification**

No	Qualification/Grade level	NR	%
1	Grade 10 complete	-	-
2	Grade 12 complete	1	3
3	Three months kindergarten teacher training	29	78
4	six months kindergarten teacher training	1	3
5	one year kindergarten teacher training	-	-
6	one year certificate program (TTI)	6	16
7	college diploma	-	-
8	BA/BSC/Bed	-	-
	<b>Total</b>	<b>37</b>	<b>100</b>

Many teachers twenty-nine (78%) of teachers currently teaching in the sample kindergartens were graduates of three month training. Hill and Mialazet cited in Dereje (1994) stated that teachers of young children in this rapidly changing world need to have profound knowledge about the child's development. To this end, teacher education should aim at helping children to acquire knowledge, skills and attitudes necessary to guide and support their growth and development. It is possible to understand that the duration for training has its own impact on the achievements of certain objectives. Three month duration is not enough to train teachers of children. As UNESCO (1976) cited in Dereje (1994) and Bizunesh (1983) of 64 member states, most training courses were

found lasting for two years. Studies also showed that Ethiopian kindergarten teachers training has been the least in duration than other countries. The quality of teachers to love and respect for all children, to be dedicated to the profession and to teach based on a theory, a philosophy, and goals and objectives should be developed through sound training (Smith 1990, and Curtis 1998).

Another interesting finding from teachers and Dessie college instructors in relation to subjects during the training showed that ten subjects have been given within the three months of the training namely: Amharic, English, Maths, Environmental Science, Pedagogy, Educational Administration, Psychology, Aesthetics and Physical Education, Art, Music and Professional course. Most of the teachers reported that they have learned 12 subjects. These are: Physical Education, Amharic, Pedagogy, Music, Psychology, Maths, Child Development, Music and Movement, English, Art, Environmental Science, and Health and Hygiene. Based on the above information it is interesting to note that there was no uniform and well organized training program in the region. TGE (1994) asserts that teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competence in the media of instruction through pre-service and in service training. The results of the research and what MOE is supposed to contribute are extremely different. Attention is not given for kindergarten teachers training. Many of the teachers reported that they teach all subjects in the level, out of which they claimed they had training. Some of them commented that the training they got in the college for three months is not enough and it was highly theoretical and is done in haste. Teachers also reported that they were willing and ready to get training (workshop, seminar and summer training) unfortunately, they said, there was no one to provide training for them.

## 4.2 Issues Related to Kindergarten Education

**Table 8 Teachers' Understanding on Kindergarten Education**

No	Item	Strongly Agree		Agree		Disagree		Strongly disagree		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	Kindergarten education facilitates the development of an image of self as a unique and competence person.	32	86	5	14					37	100
2	kindergarten education develop confidence in themselves and their ability to learn	33	89	4	11					37	100
3	kindergarten education acquire social skills and abilities which enable them to relate to other children and to adults (work cooperatively)	29	78	8	22					37	100
4	kindergarten education prepare children for grade one	35	95			2	5			37	100
5	kindergarten education makes children's fine visual discriminations, scanning and categorizing new materials or symbols	34	92	3	8					37	100
6	kindergarten education helps children to identify differences and similarities of the same objects	35	95	2	5					37	100
7	kindergarten education helps children develop interest to know new objects	33	89	4	11					37	100
8	kindergarten education develop children's ability to talk comfortably with adults and use language for learning	31	84	4	11	2	5			37	100

As it can be seen in Table 8, teachers have good understanding on kindergarten education and its objectives. Teachers agreement on the above eight objectives of kindergarten education was strongly positive which was ranging from 95% - 78%.

As pointed out in the Table thirty-five (95%) of the teachers strongly agreed that kindergarten education prepare children for grade one, the same number of

teachers also agreed that it helps children identify differences and similarities of the same objects, thirty four (92%) of them strongly agreed that it makes children fine visual discrimination, scanning and categorizing new materials or symbols etc. Wasserman (1990) points out that the program will help them develop confidence in themselves and their ability, acquire social skills and abilities, being free to develop to their own potentials, and prepare children for grade one. Results also showed, there is a close similarity between objectives listed in the table (accepted by teachers) and objectives of kindergarten and the objectives of the Ethiopian kindergarten curriculum. Teachers said that, kindergarten is the key for the better achievement of the child through out his/her school life. The point raised during discussion with teacher was how do they understand kindergarten education? Teachers noted their understanding clearly that, almost all teachers agreed that it is a place where children grow as plants; a place at which children develop positive attitudes about schools; an institution that enable children to identify letters, numbers, their surroundings, families and their own body parts by means of play etc. For instance, another teacher reported that, "it is a base for the future school life of the child, she noted that no one is weak in his/her learning. The problem is absence of kindergarten education at the early age."

School principals have also the same understanding as teachers. It doesn't mean that teachers have the necessary knowledge and skills to implement the curriculum because of the inefficient training. Related to this, another point of discussion with teachers was how do teachers value the curriculum that has been using to achieve the above educational objectives? Respondents depicted that the curriculum that is prepared by ICDR is relatively good, relevant and appropriate with the age level of the children with some reservations in some components of the curriculum. However, the teachers openly informed that they have never followed the curriculum properly because of many reasons. They asserted that the curriculum recommends teaching children by using play based activities, but they do not use the method. For instance, one of the respondents asserted that parents did not allow them to teach their children

through play, they told them "we do not send our children to play. Do not let them play but focus in formal teaching, other wise we will take our child to other kindergartens." Because of the urges from the parents, teachers have converted the ten periods allocated for play in to English, Maths, and Environmental Science. Parents also forced them to teach the above subjects even not only in their mother tongue (Amharic) but also in English as the medium of instruction which is not recommended in the formal curriculum.

Other teachers also reported that although they were trying to use the curriculum as a guide, they did not follow it strictly. Otherwise, no parents would send their children to the school. Another teacher further reported "we have tried to teach the formal curriculum in 1990 E.C. At that time only 60 students completed the academic year from 180 -200 students that had been registered while the rest of the children were taken to other institutions by their parents due to their dissatisfaction by the curriculum." Finally, the staff members of the school discussed in depth about the issues and they have agreed to teach children following the interest of the parents. According to this information it is possible to say that children's interest was totally ignored due to the influence of both parents and business oriented institution. It is possible to understand that teachers have no professional competence to overcome the challenges from the parents and/or to convince them by using professional ideologies and principles.

Teachers and experts including high posted officials of MOE revealed that the schools were committing mistakes since the children were overloaded with too many academic affairs even at the expense of their play and game times. Children were attending school lessons as if they were grade three or above. Parents never understood the problems of their children. They have high expectations that their children to be more clever and active in their academic career. Parents even wish to see radical changes in their children academically. One of the teachers for example, said "once up on a time one of the parents come and reported that the kindergarten does nothing. Since my child fails to read, write or calculate despite

his payment for learning." One of the school directors and the owner of the kindergarten reported that "it is surprising that parents always need to see changes with in 24 hours. One day one parent came to our school and he said that "why don't you teach my son to talk telephone conversation?" The classroom teacher told him that it is not their objective to teach telephone conversation rather they are trying to teach the child to identify letters, write, and read at the same time sentence construction. The parent immediately informed her that he wants to see his sons change within three days. Here it can be understood that parents do not accept advises of the teachers and the principals and also they have no clear view about what kindergarten is?

Some parents have got awareness about the nature of their children's education. For instance teachers reported that parents even compare and contrast the exercise book of their children with that of children from other kindergartens. Unfortunately, parents show no respect to learning through play, game and activities. Rather they said "we do not send our children to play." They favour only the changes in their children in writing, reading and calculating etc. They believed that kindergarten is not a proper place to play instead is a place where formal education takes place. It is interesting to point out that parents force the teachers towards formal teaching.

#### 4.2.1. Issues Related to Curriculum Materials

The availability, appropriateness, adequacy, relevance, organization and clarity of the curriculum materials were assessed using questionnaires; interviews document analysis and observations are presented as follows.

**Table 9 the Provision of Curriculum Materials for Subjects**

No	Curriculum Materials	Available		Not Available		
		NR	%	NR	%	Total NR %
1	Curriculum guides/syllabus/	28	76	9	24	<b>37</b> <b>100</b>
2	Teachers guide	31	84	6	16	<b>37</b> <b>100</b>
3	Student's text book	13	35	24	65	<b>37</b> <b>100</b>

Based on the information from teachers' response to the questionnaire shown in table 9 thirty one (84%) of the teachers have teacher's guide, twenty eight (76%) of them have curriculum guide and only thirteen (35%) of them reported that they have student textbook.

**Table 10 Frequency of the use of the Curriculum Materials by Teachers**

No	Curriculum Materials	Frequency of usage							
		Frequently		Sometimes		Rarely		Never	
		NR	%	NR	%	NR	%	NR	%
1	Curriculum guide/syllabus	8	21	20	54	4	11	5	14
2	Teachers guide	5	14	27	73	2	5	3	8
3	Student's text	5	14	8	21	-	-	24	65

Related to utilization of curriculum materials another point was how often teachers used them. Results in Table 10 revealed that twenty seven (73%) of the teachers sometimes use teachers guide, twenty four (65%) of them responded that they never used the student text and twenty (54%) of the teachers asserted that they used curriculum guide sometimes.

Regarding this, observation in the classroom was used to check to what extent teachers prefer and use the materials. However, teachers have different photocopied curriculum guide and teacher's guide. Moreover, the materials have no year of publication, authors name, etc. some of them have different text books which served as students text which were imported from abroad in a foreign language and context.

Interviews with the teachers and the principals in schools informed that both the school principals and teachers have been forced together important materials from any where (from another kindergarten's, friends, school libraries etc).

They reported that education bureau have not supplied the necessary materials. According to them, almost all kindergartens had to find their own way to get the materials. For instance, the owners of the two kindergartens are living in Addis Ababa and hence they always got the necessary materials either from the MOE and other kindergartens. The rest kindergartens tried to get these and other materials from the kindergarten found in Dessie through friendship with the teachers, the principals or the owners. Some principals reported that most of the time, those owners who were acting as principals do not have interest to provide their materials and they hide any information. It is because they have established the institution for the sake of business. It can be understood that there was competition among institutions to lead the business dominantly.

In almost all kindergartens, there was mismatch between courses and contents that have been used in the classrooms and that of the curriculum materials. To this end, teachers during their discussion pointed out that they did not use the curriculum materials due to parent's influence, competition with other kindergartens etc. Teachers reported that parents need and expect to see their children speak in English, calculate and write force them to use the materials and contents which are beyond the objectives of the preschool curriculum. For instance, calculating large numbers as  $\square + 25 = 88$ ,  $\square + 51 = 94$  etc. Research has shown that while it is important to teach children about letters and numerals, it is not recommended to have time schedule for formal instruction or drill on letters and numerals (Cowles, 1985).

In relation to this, educators as Sroufe (1983) noted that, a current concern of many kindergarten teachers is the pressure from some parents and school districts who are putting on them to present a highly structured learning program in the kindergartens. Rather than just deploring the effects such pressure would have impacts on the children because such expectations are developmentally inappropriate (Bredekamp, 1986). It is interesting to point out that, load and pressure from parents will affect future educational career of the children.

**Table 11 the Appropriateness of the Curriculum**

No	Items	All are Appropriate		Most of them are Appropriate		Few are Appropriate		All are inappropriate		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	objectives of the curriculum to the maturity level of the children	2	5	26	70	5	14	4	11	37	100
2	contents of the material to the maturity level of the child	9	24	15	41	11	30	2	5	37	100
3	suggested children's to sit and attend to paper work or listen to the lectures for long period of time	2	5	23	62	11	30	1	3	37	100
4	contents that calls for active play	22	59	14	38	1	3			37	100
	suggestions in the curriculum to construct knowledge through:									37	100
5	- dynamic interaction between the child and the physical and social environments.	2	5	1	3	20	54	14	38	37	100
	- active experimentation	6	16	2	5	18	49	11	30	37	100
6	elaborations of contents in the materials in terms of children's interest	11	30	6	16	10	27	10	27	37	100
7	suggested teaching materials	10	27	7	19	20	54	-	-	37	100
8	elaborations given in the materials on the usage of suggested teaching materials	13	35	21	57	2	5	1	3	37	100
9	suggested teaching methods in the curriculum	14	38	17	46	6	16	-	-	37	100
10	elaborations given in the material on the usage of suggested teaching method	3	8	17	46	17	46			37	100
11	suggested assessment techniques	2	5	5	14	12	32	18	49	37	100
12	elaborations given on the usage of suggested assessment techniques	-	-	6	16	13	35	18	49	37	100

Nothing is more disheartening to a youngster than being confronted with material that is too difficult. To foster pleasure in learning, it is necessary to match the learning opportunities with developmental level (Hendrick, 1988). As can be seen from table 11 twenty six (70%) of the teachers said that most of the objectives of the curriculum were appropriate to the maturity level of the children. Regarding the relation of contents of the curriculum with the maturity level of the child, twenty four (65%) teachers agreed that they were appropriate, twenty three (62%) of the teachers responded that most of the suggestions that expecting children to sit

and attend to paper work or listen to the lectures for long period of time was appropriate twenty two (59%) of them also agreed that all contents in the curriculum call for active play. In relation to suggestions of the curriculum to construct knowledge through: Dynamic interaction between the child, the physical and social environments and through active experimentation, more than twenty (54%) and eighteen (49%) of the teachers responded that most of them are not appropriate respectively. As noted in Table 11 most of the suggested teaching methods are not appropriate and few of their elaborations are inappropriate, most of the suggested teaching methods and their elaborations are appropriate and most of the assessment techniques and their elaborations are not appropriate. Research has shown that for many children of this age, sitting passively for extended periods of time are often frustrating and stressful, (Gray et al, 1982). Students will learn letters and numerals more effectively through the use of concrete materials, games, poems and songs in a stimulating, print rich environment. This means that learning opportunities must be challenging but not beyond the child's grasp (Curtis, 1998). The curriculum guide prepared for kindergarten by ICDR (1987) has contents that help children learn through play activities. The results revealed that teachers' understanding about assessment was low; because the assessment techniques suggested in the curriculum were clear but it required continuous follow up to register the activities of each children. The other factor to use the techniques is due to the narrowness of the school compound and the classrooms force the teachers to focus on paper and pencil tests which are not recommended for the kindergartens. It has been observed that the contents; for active experimentation and leading to dynamic interaction between the child and the physical and social environment are not appropriate. Teachers also said that "we used some books which were not prepared in our nation; we showed pictures of unknown cat, cow, dog etc. sometimes we simply told some objects which we did not know them." Hence, the absence of texts prepared locally could not help children to know and interact with their environment.

**Table 12 Adequacy of the Curriculum In terms of Different Items:**

No	Items	All are adequate		Most of them are adequate		Few are Adequate		All are inadequate		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	the period allotment in the curriculum	29	78	7	19	1	3			37	100
2	contents in the materials are activity and experience based	17	46	16	43	4	11			37	100
3	contents in the materials that helps to acquire knowledge	5	14	2	5	16	43	14	38	37	100
4	contents /activities/ that encourage children to solve problem together	5	14	12	32	18	49	2	5	37	100
5	contents in the curriculum to promote children's general problem solving and critical thinking abilities	12	32	15	41	9	24	1	3	37	100
6	elaborated contents along with the positive emotional and social dispositions required to support the development and use of abilities	23	62	13	35	-	-	1	3	37	100
7	contents as a source of pleasure	22	59	13	35	1	3	1	3	37	100
8	contents that interest the child	21	57	12	32	3	8	1	3	37	100
9	teaching methods	14	38	14	38	7	19	2	5	37	100
10	elaboration about the usage of teaching methods	17	46	17	46	3	8			37	100
11	teaching materials	18	49	13	35	6	16			37	100
12	elaborations about the usage of teaching materials	16	43	14	38	6	16	1	3	37	100
13	assessment techniques	3	8	6	16	10	27	18	49	37	100
14	elaborations about the use of assessment techniques	4	11	6	16	11	30	16	43	37	100

As it is shown in Table 12 twenty nine (78%) of the teachers responded that the periods allotted in the curriculum were adequate, more than seventeen (46%) of them said that contents in the materials were activity and experience based and are adequate, sixteen (43%) of them responded that most of contents in the materials that are related to knowledge were not adequate, Eighteen (49%) and above said that contents/activities/ that encourage children to solve problem together were not adequate, more than fifteen (41%) of the teachers respond that

contents in the curriculum to promote children's general problem solving and critical thinking abilities are adequate, more than twenty-three (62%) of the teachers said that

elaborated contents along with the positive emotional and social dispositions required to support the development and use of abilities were adequate, twenty two (59%) of them also said that all contents as a source of pleasure were adequate, twenty one (57%) of the respondents also responded that contents that interest the child were adequate, according to the results contents that interest the child, teaching methods and their elaborations about the usage, and teaching materials and elaborations of using them were almost adequate. Moreover more than eighteen (49%) of the teachers said that assessment techniques and elaborations about their usage were not adequate. Related to this (Hendrick, 1988 and Smith, 1990) pointed out that kindergarten children develop understandings through play and other natural learning strategies and the different learning styles, interests, and developmental needs of kindergarten children can best be facilitated through informal, flexible classroom arrangements which utilize interest activity centers and individualized activities and games. Despite their understanding teachers like to add contents that help student acquire knowledge rather than pleasure.

Results in the curriculum analysis (appendix 7) showed that most of the contents, teaching materials, teaching methods and assessment techniques were a little bit enough in variety. The curriculum also suggested that teachers are expected to develop the materials according to the needs and interests of the children but not to ignore it at all.

**Table 13 the Relevance of the Curriculum In terms of Items**

No	Items	All are Relevant		Most of them are Relevant		Few are Relevant		All are not Relevant		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	Contents in the curriculum that helps to sustain children interest	5	14	10	27	22	59			37	100
2	contents in the curriculum drawn from the current interests of the children	9	24	8	22	20	54			37	100
3	contents in the curriculum that help children to develop										
	- sense of trust, security and competence	19	51	10	27	8	22			37	100
	- a sense of competition	18	49	13	35	6	16			37	100
	- know to reason and to solve problems	19	51	10	27	5	14	3	8	37	100
	- creativity	22	59	10	27	5	14			37	100
	physical and mental coordination	20	54	14	38	-	-	3	8	37	100
	- share experiences with other children and adults	16	43	16	43	5	14			37	100
4	Brief and distressful contents in the curriculum	23	62	10	27	-	-	4	11	37	100
5	contents in the curriculum help children to practice thinking and reasoning skills through fun, interesting and appropriate activities	24	65	12	32	1	3			37	100
6	suggested teaching materials in the curriculum	18	49	12	32	7	19			37	100
7	suggested assessment techniques in the curriculum	21	57	9	24	7	19			37	100
8	regular opportunities for children to talk to adults and their friends about different areas of their lives e.g. birth day parties	13	35	13	35	7	19	4	11	37	100

As it has been shown in Table 13, results revealed that twenty two (59%) of the teachers responded that most of the contents in the curriculum that helps to sustain child's interest were not relevant. Twenty (54%) of them also said that

few contents in the curriculum were drawn from the current interests of the children, nineteen (51%) of the teachers also responded that contents that develop sense of trust, security and competence were relevant, the same number of teachers also responded that contents to develop how to reason out and solve problems were relevant, twenty two (59%) of the teachers also responded that contents to develop creativity were relevant and respondents also agreed that contents that develop physical and mental coordination, their ability to share experiences with other children and adults were relevant. Brief and un-stressful contents in the curriculum help children to practice thinking and reasoning skills through fun, interesting and appropriate activities. Suggested assessment techniques in the curriculum and regular opportunities for children to talk to adult and their friends about different areas of their lives were all relevant.

The results showed that there were problems in the contents. As assessed by the curriculum analysis most of the contents, methods and assessment techniques were irrelevant. Scholars agreed that a curriculum that does not consider the students' interest breeds disinterested and dissatisfied learners, no matter how old they are (Williams and Kamii ,1986). This doesn't mean that the curriculum will be completely unpredictable; it does mean that the subject matter and/or contents in the subjects should be drawn from the current interests of the group.

The curriculum guide analysis indicated that the guide itself was not revised, especially in this rapidly changing world, the needs of the child also changed from time to time fastly. Therefore' the curriculum material prepared before eight years could not be addressing the interests of the children fully.

Nowadays, relevant curriculum has become almost a truism or common to say that a good curriculum for any age is based on the students interest and that it teaches them what they wants to know ( Hendrick, 1988).

**Table 14 Organization of the Curriculum Material**

No	Items	All are Organized Good		Most of them are Organized Good		Few are Organized Good		all are not Organized Good		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	contents in the curriculum	13	35	17	46	5	14	2	5	37	100
2	suggestions given in the curriculum to present the lesson	14	38	12	32	11	30	-	-	37	100
3	contents help to develop know to reason and to solve problems	19	51	10	27	7	19	1	3	37	100
4	contents and activities children helps to be creative	15	41	16	43	6	16	-	-	37	100
5	contents and activities that helps children to develop physical coordination	19	51	11	30	7	19	-	-	37	100
6	contents help to develop ability to share experience with other children and adults	18	49	16	43	3	8	-	-	37	100

As shown in table 14 more than nineteen (51%) of the teachers responded that contents that help to develop know how to reason and to solve problems and physical coordination are organized in a better way than others. The results revealed that teachers agreed that the contents to develop certain qualities are organized in a better way.

Results from curriculum guide analysis depicted that contents were organized from simple to complex and from known to unknown. For instance in "play", contents were presented as: first, coordination for physical movement, second, creative play and playing materials, thirdly special playing. In "Maths" part one dealt about introduction to places, things ups and down, second part dealt about expressing size, third part was about time, the fourth and fifth one were about shape and the number and counting number respectively. The same was true for language, environmental and labour education.

Well-organized school will be using a curriculum whose contents, teaching methods and assessment techniques has been geared to the developmental needs of the children and will see the content areas as progressing along a

continuum, hopefully allowing sufficient flexibility to ensure that the individual interests of children in their community can be met (Curtis, 1998).

Related to this, another point of analysis was to what extent the curriculum was integrated. It was found out that there was no integration among concepts especially in Aesthetics and Physical Education. As noted by Pugach and Warger (1996), in each child, the intellectual, physical, social, emotional and creative dimensions should be integrated. According to the curriculum analysis the curriculum is simply the collection of various contents of subjects. For instance in Aesthetics and Physical Education, the first seven topics are dealing with physical education, the next three music and the last four topics Art. Therefore, it is possible to say that the curriculum is the collection of topics from different subjects. It is known that curriculum is an organized frame work that delineates the content which children are supported to learn, the process through which children can achieve the identified curriculum goals, and the context in which teaching and learning occur (NAEYC, 1996).

**Table 15 the Clarity of the Curriculum in Relation to Items**

No	Items	All are Clear		Most of them are Clear		Few are Clear		All are not Clear		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	Contents in the curriculum	16	43	21	57	-	-	-	-	37	100
2	Usage of suggested teaching materials	19	51	14	38	4	11	-	-	37	100
3	Usage of suggested teaching methods	19	51	14	38	4	11	-	-	37	100
4	Usage of suggested assessment techniques	16	43	-	-	21	57	-	-	37	100

As can be seen from Table15 above, twenty one (57%) of the respondents said that most of the contents in the curriculum are easily understandable, nineteen (51%) of them also respond that usage of suggested teaching methods are clear and the same number of teachers also agreed that suggested teaching materials are clear and twenty one (57%) of the teachers respond that most of the suggested assessment techniques are not clear to use. Once a genuine interest of the children has been identified, it is time to advance to the clarity of the curriculum in relation to its contents, methods of teaching, assessment

techniques and utilization of teaching materials, curriculum typically involves teaching interesting and clear facts to children and it is also likely to involve reading books, setting out interesting displays, singing songs, taking field trips, and having many experience-based learning opportunities centered on a particular topic clearly (Smith, 1990).

The results from interviews about teachers' assessment techniques showed that assessment for them was meant conducting examination in a written form either on the black board or in print and then give grades in number or Letters A,B,C and D. As it has been agreed by scholars of the field, the main purposes of students' assessment are: to facilitate student learning, to improve instruction, provides a frame work for instructional planning (Robinson et al., 1986). Information has to be collected by a teacher over time through observing and recording (observation check list, Rating Scale etc). To this end information from the analysis declared that teachers should evaluate by using daily observations, oral test (to evaluate communication skills, confidence etc) practical test (about proper utilization of different materials and) or activities like clothing, categorizing objects etc and also speaking abilities. With this regard principals of the schools showed me their observation check list (appendix 3). Teachers of some schools said that it is difficult to fill these formats because; some criteria of the format are very general. Since most of the activities evaluated are practical, classroom organization and narrowness of the playground and activity centers affect the check list evaluation. In addition to use the checklist, children have no time to move here and there freely, to practice different activities through play, and etc. Due to these problems teachers had no access to evaluate children's activities on the bases of the criteria.

#### 4.2.2 Issues related to classroom activities

**Table 16 the Frequency of Teaching Methods that Teachers use in the Classrooms**

No	Items	Always		Sometimes		Rarely		Never use		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	Brain storming	33	89	4	11					37	100
2	Grouping	5	14	13	35			19	51	37	100
3	Choral speaking	26	70	6	16	5	14			37	100
4	Cooperative learning	26	70	7	19	4	11			37	100
5	Discussion	16	43	16	43	5	14			37	100
6	Illustrating stories	21	57	12	32	4	11			37	100
7	Reading environmental print	3	8	11	30	23	62			37	100
8	Play based instruction	4	11	33	89	-	-	-	-	37	100
9	Lecture	33	89	-	-	4	11			37	100

As noted in Table 16 the results showed that thirty three (89%) of the teachers used brain storming always, the same number of teacher also use lecture method always, twenty six (70%) of them used choral speaking, the same number of teachers always used cooperative learning method, thirty three (89%) of the teachers also responded that sometimes they used play based instruction, twenty three (62%) of the respondents also contends that they rarely used reading environmental print, twenty one (57%) of them also reported that they always used Illustrating stories, nineteen (51%) of the teachers also responded that they never used grouping method, and equal number of teachers sixteen (43%) agreed that they used discussion methods always and sometimes respectively. The result here revealed that there was a problem to teach students in grouping method and in play based instruction, environmental print and discussion as well.

Observation results indicated that teachers could not teach students in group because of narrowness of the class, the nature of the desk which was not recommended for children, shortage of environmental print also were a problem to teach in reading environmental print, parents influence in their children's learning also didn't allow teachers to teach in play based instruction. According

to the teachers, mostly children were eager to play and engage them in different play based activities, then the parents asked their children about their daily activities and they came to school to comment not to let them play etc. Due to these problems in the classroom, it has been clearly observed that teachers keep in a position to command children. The lecture method is highly practiced (the teacher shows or tells them to say or reply). The teachers acted as the only source of knowledge and were expected to pour in knowledge to the students using lecture which is the traditional and in appropriate method for children of this level.

**Table 17 Students Behavior during the Teaching and Learning Process**

No	Items	Frequency	
		NR	%
1	Thumb sucking	34	92
2	restlessness	31	84
3	hair twisting	28	76
4	depressed /silent/	27	73
5	inattention	26	70
6	Sleeping	26	70
7	Creating disturbances	25	68
8	Asking to leave or just departing	25	68
9	Unhappiness	24	65
10	wiggling /walk in the form of fear to the side	21	57
11	not asking questions	20	55
12	constantly trying to change the subjects	18	49
13	unable to control urine and faeces	17	46
14	crying	15	41

The above table indicated that maximum number of teachers thirty four (92%) said that children sucked their thumbs, restlessness, hair twisting, depressed, in attention, sleeping, creating disturbances, asking to leave or just departing, unhappiness, wiggling (walk to the side in fear) not asking questions, constantly trying to change the subjects, unable to control urine and faeces and crying.

Related to this observations also showed that in almost all classes hair twisting, thumb sucking, creating disturbances, in attention, sleeping on the chair; restlessness and unhappiness were observed frequently. During the observations caregivers were moving from place to place while children's showed these signs. The signs were observed mostly while teachers ask questions. At that time the caregivers told the child to sit up right, put their hands on the chest, not to suck their fingers etc, frustration and inattention were observed at that time.

Information from interview also revealed that teachers knew that children's were stressed and were urged to attend bulky information by the influence of their parents, the notion to attract other children for the school business. They also reported that they extend the periods up to 1:30 hour to practice or rehearse one concept, word or letters per a day. Thus, one of the teachers surprisingly reported that children's threw their own pencils or erasers knowingly to get chance to move, to leave the chair. She expressed this in Amharic as "በጣም የሚገርመው ህፃናቶች ከመሰልቸታቸው የተነሳ ያላመለጣቸውን እርሳስ ወይም ላጲስ ወደመሬት በመጣል ለመንቀሳቀስና ወንበራቸውን ለመልቀቅ ዘዴ ይፈጥራሉ ነገር ግን እኛም ያለነው በግል ቤት ስለሆነና የወላጆች ጫና እኛን ነጻነት ስለነሳን አማራጫችን ለህፃናት ረዥም ሌክቸር በመስጠት መቀጠልና አንዳንዴ መዝሙር በማዘመር ማስተማር ነው።"

On the other hand observation was made to what extent teachers tried to change or stop the contents they thought while children's showed the above Signs. Hendrick (1988) notes that the incidents, methods and activities should be brief enough that the children do not feel strained from working too long. It is always better to stop before stress and boredom set in, since stopping at the right moment makes it more likely the child will want to return the next time. As mentioned above, teachers usually asked questions in most cases, it was some gifted or fast children's only give answers repeatedly. They automatically proceed to whatever they want to teach after a song. During the time of questions most of the children were converted their face to the opposite direction of the teacher and the caregivers. Therefore it is possible to

understand that methods of teaching and contents taught are stressful and teachers may lack the skills to guide children's behavior in positive ways.

The astonishing observations also demonstrate that what has been listened and reported by teachers' questionnaire and interview about their understanding and what has been practiced in the classroom was totally contradictory. Teachers taught difficult contents beyond the level of the children and out of the curriculum, even they taught English additionally as a subject and they teach Maths and Environmental Science in foreign language with the assumption that contents and these subjects help children's knowledge acquisition.

### 4-3. parent involvement in Children's Learning

**Table 18 Parents Involvement in Children's Learning**

No	Items	Very Good		Good		Average		Poor		Very Poor		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
1	Serve on school committees	13	35	4	11	20	54	-	-	-	-	37	100
2	Provide materials for Their children	24	65	10	27	3	8					37	100
	The school	-	-	4	11	-	-	2	5	31	84	37	100
3	Provide opportunities for children and teachers to learn out of school	6	16	5	14	4	11	-	-	22	59	37	100
4	Involved in classroom and other social activities	10	27	3	8	-	-	-	-	24	65	37	100
5	Contact the teacher at times with out wait for the teacher to call them	8	22	7	19	3	8	3	8	16	43	37	100
6	know how and when they can contact the school and the teacher	9	24	4	11	-	-	19	51	5	14	37	100

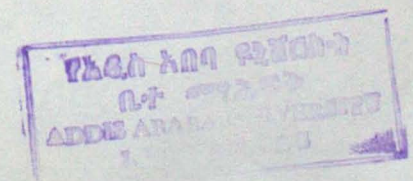
In Table 18 above, twenty (54%) of the teachers responded that parents involvement on school committees is average, twenty four (65%) of them also reported that parents provide materials for their children in a very good manner, thirty one (84%) of the respondents respond that parents did not provide materials for the school, twenty two (59%) of them replied that parents involvement to provide opportunities for children and teacher to learn out of school (field trips) was very poor, sixteen (43%) of the teachers also said that

parents contact with the teacher without any invitation was also very poor and nineteen (51%) of them contends that parents knew how and when they could contact the school and when the teacher was free for consultation.

The comments given by teachers during their focus discussion, parents' involvement in the school have negative impact, because they came to school not to understand the situation or the teaching learning process but to insult the teachers. Teachers and principals agreed that parents' expectation disturbed their own children and they came to school very rarely.

Teachers reported that parents came to school mostly to bring their child to school, if they had information about their children's extended play time due to various reasons. For instance when teachers have meetings, during discussions with guests etc, if they heard and see different contents, ideas like telephone conversation, reading poems in other kindergartens, parents comment the school to tell teachers teach those contents or concepts. Teachers also confirmed that parents reflect their own feelings and long range wishes for their child etc. They believe that children, who read, write and calculate etc will succeed his/her future educational career. Hendrick (1988) noted that parents know that intellectual competence is one of the keys to effective functioning in the world they see as a difficult place to grow up in, and they think of the ABCs and numbers, reading and arithmetic, as being the cognitive skills that will provide their children with that competence.

Traditionally, parental involvement in the educational process was some what vague and restricted. Teachers were reluctant to allow parents to assume a participatory role. There are no opportunities for parents to become directly involved in working with children in the classrooms. To this end, Smith (1990) suggested that the necessity of parent involvement in early childhood education programs has been well documented and kindergarten should provide many programs for parent education classes which deal with parenting skills, child development, and child management skills.



Information's from parents asserted that kindergartens invited them for meetings, monthly payment and for parents' day. Some of them said that teachers send message for the children to attend and help them at home, to strengthen the study habits, doing their homework etc.

Another question presented was about mother's participation in children's learning when compared to father.

**Table 19 Parents' Participation in Kindergarten Education**

No	Items	NR	%
1	mothers are better than fathers	27	73
2	Mothers are the same as fathers	9	24
3	fathers are better than mothers	1	3
	<b>Total</b>	<b>37</b>	<b>100</b>

As noted in the table above twenty seven (73%) of the teachers responded that mothers are better than fathers, nine (24%) of them also replied that mothers are the same as fathers. Compared to our culture fathers' involvement is not this much limited. Since the main objectives of kindergarten education is socialization, the quality of emotional attachment between mother and child is an additional important influence on socialization. It has been noted that children who are closely attached to their mothers tend to be more compliant, that is, conform more readily to the wishes and instructions of their peers (Sroufe, 1983).

The influence of mothers in young children's learning has been recognized. Comenius in Curtis (1998) wrote that the school arguing that parents should systematically educate their children during the first six years of life. He advocated that mothers should tell stories and rhymes to their young children-

fund raising, helping on outlining and day trips, small groups for such activities as cooking or clay modeling etc.

There were also questions to find out if there are other supports given to the teachers from the supervisors in line with implementing kindergarten curriculum.

**Table 20 Teachers Responses on Whether They Get outside Assistance in their Effort to Implement Kindergarten Curriculum**

	Yes		No		other	
	NR	%	NR	%	NR	%
Is there any support by supervisors, experts etc to assist you to implement the kindergarten curriculum	4	11	31	84	2	5
• if your response for the above question is "yes" what type of support do you get?						
- about methodology	-	-	-	-	-	-
- to produce teaching materials	2	5				

As can be observed from Table 20 the majority of the teachers, thirty one (84%) did not get any support with respect to curriculum implementation. in fact one teacher commented that there are of course those who come from the woreda not to support or give professional comment but to observe the classroom and sometimes lesson plans. Few teachers indicated that no one looks around to assist. They came to school to collect data for the sake of report.

Only two (5%), of the teachers respond that, they have got support in producing teaching materials. This insignificant number may be from those who served for many years because there were experts at that time.

To this end the observation results indicated that those who were assigned as experts for special need and kindergarten education under the woreda education desk had no understanding about kindergarten. Moreover, changing the experts now and then may affect the system. The information from the MOE confirmed that there were no experts in the MOE and in ICDR

#### 4.4 Factors Affecting Kindergarten Education

**Table 21: A list of Factors Affecting Kindergarten Curriculum**

No	would you please list factors that affect kindergarten curriculum implementation	Frequency	%
1	Excluding English subject from the curriculum	37	100
2	parents interest being beyond the child's interest	36	97
3	absence of supervision and professional support	35	96
4	absence of environmental print	34	
5	ignorance of the program by the government in distribution of the curriculum materials	34	92
6	absence of play ground	31	84
7	very narrow classrooms	30	81
8	absence of enough training/in-service, training workshops	24	65

As stated above in different cases factors that affect kindergarten curriculum implementation are different. Table 21 showed that all teachers (100%) list the absence of English as subject from the curriculum as a major factor, 97% also noted that parents interest being beyond the child's interest, 96% also respond that absence of supervision and professional support also another factor, absence of environmental print, ignorance of the program by the government in distribution of the curriculum, absence of play ground, very narrow classrooms and absence of enough training have been taken as factors affecting curriculum implementation..

Interviewees also reported that due to the absence of professionals with a clear job description about the program, supervisors did not benefit the kindergartens as expected. According to them their role was simply providing information or

reporting to the region. Moreover, the experts were not professionals, for instance of the three woreda experts one of them was wood work technology teacher and the other one was teacher of agriculture. Experts of the zone as well as the woredas were assigned before a month of data collection time. Staffs turn over is also another problem.

The parents' high expectation beyond the level of their children was also a major factor; hence parents involvement in their children's learning should be recorded. Their developmental progress which can help them provide a basis of discussion with a teacher, involve on sub-committees looking at curriculum issues. Due to the expectation of the parents including English as a subject also affect the curriculum by taking time from other activities. Regional experts also asserted that English should not be given in the kindergartens of the region in general, but educational experts themselves send children to these schools to teach their children in English. According to him no professional of education tried to advise these kindergartens about the importance of mother tongue. Children learn best through the language they communicate with their parents and through the activities they know (Illinois state Board of education 1985).

It is interesting to note that in Denmark, where there is no central curriculum for early childhood education, there is a practice of educators working in cooperation with the parents and the children to create their own curriculum. There is also the same tradition in European countries such as France and Belgium, that parents are encouraged to participate in their children's early education but their role is restricted to committees, few parents actually participate in classroom activities. But parents do not allow prescribing any contents and concepts to be taught in the school. Hence, the prescribed contents and influences of parents are resulted in sitting passively for extended periods of time (convert time allotment of one subject to another up to 120 minute to teach one subject as English and Maths) which resulted in frustration and stress.

#### 4.5. Teachers Recommendations about the Future

**Table 22 teachers' recommendations of what must be done, by the parents, kindergartens and the government to implement kindergarten curriculum effectively**

<b>What should be done by the kindergarten, the parents as well as the government</b>	<b>Frequency</b>	<b>%</b>
- settlement of enough classroom facilities	31	84
- employing well trained teachers	28	76
- appropriate class size	27	73
- participating the teachers and parents in developing the curriculum	24	65
- increases the awareness about early childhood education	24	65
- development and provision of appropriate and sufficient books and playing materials and environmental print books	22	59
- the government and the parents must work together	21	57
- supplying kindergartens with appropriate guides or manuals about teaching methods and assessment techniques	20	54
No response	3	8

As can be seen from the Table above, the recommendations are highly different and are related to the problems. Nevertheless, since most educators define education as experience, a process of growth, as a process of habit formation, as acquisition of knowledge and skill, an agency of social progress and change, a process of molding character, a process of modification of original nature etc. The area of the definition assesses wide portion of the society. Therefore, to address the necessary functions of education in relation to the definitions, it is known that all the concerned bodies and appropriate groups have to be engaged.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary and Conclusions

The main purpose of this study was to examine the current status of kindergarten curriculum and its implementation in South Wollo of Amhara region. It aimed at identifying the major obstruction and then come up with possible intervention strategies that should be implemented to lessen the educational problems of kindergarten curriculum implementation.

This particular study at its starting point stated that kindergarten education is basic to acquire a variety of important skills, knowledge and understanding that will affect children's ability to learn, personal development, relationship with others and future participation in a greater society. Therefore, it was designed to find out if kindergarten curriculum is relevant and is being implemented properly in private kindergartens of the Zone.

To this end the following two basic questions were raised.

1. Is the kindergarten curriculum relevant in terms of objectives, methodologies, contents and level of the children?
2. What major factors affect the implementation of the curriculum?
  - Level of kindergarten teachers' understanding about the curriculum and its implementation
  - Teachers training to teach in the kindergarten

The study was carried out in ten private kindergartens of Dessie, Tehuledere and Kombolcha, Woredas of South Wollo. The subjects of the study were 37 kindergarten teachers, 10 principals acting as directors, two experts from zone education desk, two woreda education office experts, one regional education

bureau expert, one high posted official from MOE, 15 parents from three kindergartens and three teachers from Dessie teacher training college. Additional focus group discussion with four kindergarten teachers was conducted.

The study took classroom observations, questionnaire for the teachers, interview with principals' and experts, and focus group discussion with parents and four school teachers. However, in order to increase the validity of the research and with the intention of describing more what has been taking place in the classroom, the main element of the interaction have been identified and used as a source of data. These main elements included: teachers, principals, curriculum guide and school facilities. The sampling techniques which were purposive and instrument of data collection were such that each representative of elements is presented in a way they balance representation and depth.

Kindergarten education is designed to foster general well-being and enhance school readiness so that children might gain the full benefit of their school experience and be more successful in life. The accepted process of kindergarten curriculum implementation and criteria to develop relevant curriculum were identified and its implementation was examined.

Accordingly, the data obtained from each source with the particular instrument of data collection were organized and analyzed under some themes relevant to the process of kindergarten curriculum implementation.

In this case, the first issue raised and discussed was how the profile of the classrooms, the teacher and facilities look like and what make them favorable in the implementation of the kindergarten curriculum.

It has been demonstrated that the existence of unfavorable conditions in schools and classrooms caused great destruction in children's interest and

curricular aspects. Large class size, narrowness of the classrooms, absence of play ground, shortage of indoor and outdoor facilities, the poor classroom conditions (lack of neatness of the classroom, absence of ventilated room shortage of enough windows and generally absence of building for the purpose of kindergartens six (60%) of the kindergartens were not built for the purpose of the program. These make kindergartens of the zone difficult places for teachers to teach and children to learn (see appendix 6). It is possible to deduce that the majority of the children at this level might not have fully attained the expected outcomes of the curriculum. This situation in turn leads us to conclude that education at this level is being made to be low in quality, stressful and minimizing its relevance.

However, regarding with teachers activities in kindergartens when seen in light of making the program relevant to the child level, the findings have made it clear that they adopt more to rote teaching of knowledge-based information of the contents than placing emphasis on the curriculum relevance to the child's needs and interests. As the findings reveal and as it well corresponds to research data available on the training aspects of Ethiopian kindergarten level teachers, the prominent factor of teachers inefficiencies in giving practical and relevant education may lie up on their poor training backgrounds. Only an insignificant number of teachers, seven (19%), had a training for more than three months. And this poor training background has entailed the poor implementation of the curriculum of this level. The findings disclosed that the kindergarten education is being made lower degree in relevance at most at the classroom levels due to teachers' poor instructional activities. As a result of teachers' poor instructional performances and parents influence, variation is observed between the intended objectives of the education of this level-preparing child of this age to learning, ready to grade one, develop socialization etc and what is actually being implemented in practice at the classroom levels.

The actual implementation of kindergartens as observed, were evident enough for the existence of an obvious weakness regarding to fulfilling their duties and responsibilities in relating the most important aspects of the curriculum to the real interest and level of the children.

Thus, due to the impel from parents, the needs of the owners to make their business in the form of competition with other similar institutions and absence of expected support from the education sectors etc have made two seemingly contradictory events as regard to the relevance of the curriculum of the children of the kindergarten education of our country. On one hand, the contents, teaching methods and assessment techniques as they are embodied in the curriculum guides and in teachers guide are proved to be presented in line with the grand objectives stated for this level (serve the child's need to make an impact on the environment through direct physical contact and maneuver, meet the child's need to cope with conflict's intrinsic to this stage and to develop socio emotional, physical and intellectual ability in more relaxed way). Furthermore, attributing to every environmental activities that has been bearing on the child's to the negative impacts of their kindergarten education is proved to be groundless while the ever weak educational sectors that are not revising the curriculum writing environmental print materials for them is held responsible for it. On the other hand, the overall conditions of the schools are found to be very poor. And community members are not made to participate in the school affairs, and teachers' instructional performances are found to be very low in quality. Those who tried to involve in the program are not playing their roles properly for various reasons.

Therefore, one may ask, if teachers instructional performance are inferior in quality and if the conditions of the schools are very poor, it would follow that the expected out-comes are not fully attained by the children, which therefore leads one to question the relevance of the education at this level. However, though the inadequacies of these important components of the instructional

process-schools conditions, teachers, and parents' involvement in activities shed shadow upon the implementation of the curriculum, it would be unfair to conclude that the education is irrelevant in its entirety.

In addition, the disintegrated appearances of similar topics and concepts in the curriculum like, Aesthetics and Physical Education obviously show that there does not exist any integration, on the curriculum prepared by ICDR contributing to the bulkiness of the materials. This also seems to have increased the intensity of the problems.

According to the findings, the kindergarten curriculum development process has to continue to be centrally planned and revised but need not to be changed.

So, as far as its essence of preparing the students for life and future education career as its provision of the attitudes and skills needed by every one regardless of their future field and occupation is concerned, the kindergarten education is relevant and does not require to be changed. However, since there exists a serious problem at the implementation stage, the general conditions of the schools and the professional capabilities of teachers have to be refined as soon as possible.

Those who are assigned as experts of "special need and kindergarten education" are not professionals either pedagogues or psychologists. Moreover, they have no clear job description. Due to these, they couldn't provide professional support (training on methodology, organization, supervision etc). It is possible to conclude that the program is found in a space with out accountable bodies. No one is responsible or questioned for it. This is because of the little or no attention given by the MOE and the government in general.

Absence of conducive environment for teachers and the private owners, the problems in provision of adequate pre and in service training to teachers, the

unavailability of enough land to construct buildings for the purpose of the program, the influences of parents in prescribing contents and activities, increasing the number of subjects and minimizing the periods of play and aesthetics and physical education, overloading children by factual information and using foreign language exaggerate the problems in the implementation of kindergarten curriculum.

Finally, the study showed that kindergarten education is under low quality of education. For the reason stated in a very comprehensive way, one can conclude that, the implementation of kindergarten curriculum in sample worded areas of the zone is in a problem. Lastly, it is also possible to say that kindergartners in the zone did not have the chance of experimentation, developing peer interaction, know their environment by the help of environmental print etc, children are found to lose confidence and are influenced by structured classroom, stressful contents teaching methods and subjects from the information they acquire from the teachers and the parents other than the curriculum prepared for them.

## **5.2. Recommendations**

The problem of the relevance of kindergarten education to the South Wollo children as the data has revealed, is prevalent more at the implementation stage than at the planning and development stage. Therefore, in the light of the preceding, discussions, findings and conclusions made, the following recommendations are suggested.

Almost all kindergarten schools in South Wollo are private schools and a large number of children in the area spend their time out of schools. Based on this, there is a need to organize kindergarten schools particularly for the implementation of kindergarten curriculum. The implementation of the curriculum requires a shift in many aspects of the education system.

Observations have proved that such changes need to start from assigning professional experts (pedagogue) in different levels. This is because first of all many of the children that are served by the system were instructed with lecture method and structured classrooms which is the most traditional way, parents and children in the kindergartens also consider the teacher as the only source and transformer of knowledge. Hence, it would be advisable to cite strategies how teachers could relate the concepts of the subjects of the curriculum to the needs and interests of the child be clearly out lined by experts.

The teaching learning process at this level could not be necessarily associated with classroom instruction. The process should be done in activity centers; through play, peer interaction under small or large group and individually. Moreover, the children can be grouped when one group is given a chance to learn in activity center the other can be sent to the play ground with clearly designed purpose in the context of kindergarten curriculum. The roles should be changed to different tasks from time to time based on children's interest.

Most of the problems facing kindergartners could themselves be a source of interest to learn and do something about them. The kindergarten curriculum implementation could base itself on the interests of the children, and so the teaching learning process becomes appropriate to the level.

In order to increase participation of community members in general and parents in particular in the process of the kindergarten education implementation and to remind teachers that they have to make strenuous efforts to work in collaboration with parents, it is appropriate if the objectives and methodological part of the program and the curriculum that is supposed to provide, explain what support is needed.

As it has been repeatedly indicated by the respondent teachers and as it has been tangibly observed by the researcher, almost all the kindergarten schools in

the zone where the study has been set are poorly furnished which make the provision of practical and relevant education very difficult and even impossible. To alleviate this severe problem, an urgent measure must be taken to help the schools at this level and create conducive conditions either by the regional or zonal/woreda/ governmental bodies including provision of them sufficient land to construct buildings to kindergarten rather than letting them be dependent up on very narrow and in-appropriate private houses in rent.

The study has unequivocally disclosed that the instructional activities of the greater majority of the teachers towards making the curriculum relevant to children's need are very poor. Therefore, there is an obvious need of making a broad area research work to study the possibility of training kindergarten teachers who would be equipped with basic methods and skills of teaching. It will also be very appropriate if the kindergarten level teachers training programs is strictly attached to the curriculum of this level. Workshops, seminars and professional upgrading programs should be given in collaboration with governmental and non governmental organizations so as to equip teachers with appropriate knowledge and skills required at the level that helps them to implement, produce environmental teaching materials.

Teachers and care givers as the most important factors in implementing the curriculum need to be forced to facilitate. They must be trained in such a way that they assist children at each steps of the program. Teachers themselves must be able to view kindergartens as a challenge and develop confidence in their own ability to implement.

Additional materials, besides the curriculum guide, could also be prepared for teachers. Well-organized and prepared teaching methods, assessment techniques, manuals, journals, bulletin, video film, poems and songs etc should be distributed to the zone. Teachers in kindergarten need to have time to read, this effort should be supported by teachers training colleges and experts.

It is known that, kindergarten is optional in our country. Therefore, a child can enter grade one without having gone to kindergarten. However, the kindergarten program is aimed at developing the whole child to his/her full potential so that all children can become active participants in a journey of life-long learning. The program prepares children for grade one by developing interest in learning and providing variety of learning challenges at the appropriate level. Hence, the government in general, professionals in each levels in particular should facilitate an awareness program to the communities about the objectives of the kindergarten in collaboration with Ministry of Information so as to get media coverage for the purpose.

As this study is very limited to come up with all critical problems being featured in the current kindergarten program implementation process, further and more in-depth study should be carried out on the same area to identify or provide plausible answers to the other problems uncovered in the study.

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**Addis Ababa University College of Education Department  
of Curriculum and Instruction  
Questionnaire for Kindergarten Teachers**

First of all I would like to thank you for your willingness to fill this questionnaire. This study is concerned on the relevance and implementation of the kindergarten curriculum as stated in the education and training policy.

The purpose of this questionnaire is to gather information about the relevance and implementation of kindergarten curriculum. Thus, this questionnaire has been developed hoping that the results could assist to make further improvements. Since the reliability of the information depends on the objectivity of your response, you are kindly requested to be honest and sincere. All your responses are confidential.

Thank you in advance for your cooperation

**Direction**

Put a '✓' mark in the appropriate box that corresponds to your choice or write the information needed in brief whenever necessary. Please attempt all the items

**Part I Background Information**

1. Name of the school \_\_\_\_\_ 2. Wereda /town \_\_\_\_\_
3. Sex                                      Male                                       Female
4. Age \_\_\_\_\_ years
5. Years of service teaching in kindergarten
6. Qualification  
Grade ten complete \_\_\_\_\_  
Grade twelve complete \_\_\_\_\_  
- Three month kindergarten teacher training \_\_\_\_\_  
- six months of kindergarten teacher training \_\_\_\_\_

- One year of kindergarten teacher training \_\_\_\_\_

- One year certificate (TTI) \_\_\_\_\_

- College diploma \_\_\_\_\_

- BA/BSc / BEd. \_\_\_\_\_

Others \_\_\_\_\_

7. Which teachers training institution did you attend? \_\_\_\_\_

8. Which Subjects covered during your training in the institution? \_\_\_\_\_

- Music  Literature  History  Psychology

- Method of preschool education  Art  Social science

- Natural science  Mathematics  family Life

- Child development  Theory of education

Handcraft Health and hygiene  - Music and movement

Amharic Language  English Language

- If others \_\_\_\_\_

9. The subject your teach \_\_\_\_\_

10. Number of periods you teach per week \_\_\_\_\_

### Part II. Teachers' Understanding about Kindergarten

11. Objectives of the kindergarten that children's are expected to attain at the end of the kindergarten education are given in the table below please indicate your expectation by putting '✓' mark in the appropriate column

No	Item	Strongly agree	Agree	Disagree	Strongly disagree
1	kindergarten facilitate the development of an image of self as a unique and competence person				
2	Develop confidence in themselves and their ability to learn				
3	Acquire social skills and abilities which enable them to relate to other children and to adults (work cooperatively)				
4	Prepared for grade one				
5	Make children fine visual discriminations scanning and categorizing new materials or symbols				
6	Talk comfortably with adults and use language for learning				

List other objectives that you understand or know \_\_\_\_\_

### Part III Issues Related to Curriculum Materials.

12. Indicate by putting a "✓" mark for the provision of curriculum materials for the subject and level you teach

Curriculum materials	Provided	Non provided
1. Syllabus /curriculum guide		
2. Text book		
3. Teacher's guide		

13. How often do you use the following curriculum materials?

No	Curriculum materials	Frequency of usage			
		Frequently	Some times	Rarely	Never
1.	Syllabus/curriculum guide				
2.	Text book				
	Teacher's guide				

14. Please rate the **appropriateness** of the curriculum materials you are using at present in terms of the following items.

No	Items	All are appropriate	Most of them are appropriate	Few are Appropriate	all are inappropriate
1	Objectives of the materials to the maturity level of the children				
2	Contents of the material to the maturity level of the children				
3	Suggested children's to sit and attend to paper work or listen to the lectures for long period of time				
4	Contents that calls for active play				
5	Suggested to construct knowledge through				
	- Dynamic interaction between the child and the physical and social environments				
	Active experimentation				
6	Elaborations of contents in the curriculum in terms of children's interest				
7	Suggested teaching materials in the curriculum				
8	Elaboration given in the materials for the teachers on the usage of suggested teaching materials				
9	Suggested teaching methods in the materials				
10	Elaborations given in the materials on the usage of suggested teaching methods				
11	Suggested assessment techniques in the materials				
12	Elaborations given on the usage of suggested assessment techniques				

Comments on less appropriate items: \_\_\_\_\_

15. Please rate the **adequacy** of the curriculum materials in terms of the following items.

No	Items	all are adequate	most of them are Adequate	few of them are adequate	all are adequate
1	The period allotment				
2	Contents in the materials are activity and experience based				
3	helps to acquire knowledge				
4	Contents/activities that encourage children to solve problem together				
5	Contents in the curriculum to promote children's general problem solving and critical thinking abilities				
6	Elaborated contents along with the positive emotional and social dispositions required to support the development and use of abilities				
7	Contents as a source of pleasure to the child				
8	Contents that interest the child				
9	Teaching methods				
10	Elaborations given in the curriculum on the usage of suggested teaching methods				
11	teaching materials				
12	Elaborations given In the curriculum on the usage of suggested teaching materials				
13	Assessment techniques in the curriculum				
14	Elaborations given in the curriculum on the usage of suggested assessment techniques				

Comment on less adequate items \_\_\_\_\_

16. Please rate the **relevance** of the curriculum materials you are using at present in terms of the following items

No	Items	All are relevant	Most of them are Relevant	Few of them are relevant	All are not relevant
1	Contents in the curriculum helps to sustain children interest				
2	Content in the curriculum drawn from the current interests of the children's				
3	Contents in the curriculum help to develop				
	a sense of trust, security and competence				
	know to reason and to solve problems to be				
	creativity & develop physical coordination Share experiences with other children and adults.				
4	Brief and un stressful contents in the materials				
5	Contents in the curriculum help children to practice thinking and reasoning skills through fun, interesting, and appropriate.				
6	Suggested teaching materials in the curriculum				
7	Suggested assessment techniques in the curriculum				
8	Regular opportunities for children to talk to adults and their friends about different areas of their lives e.g. birth day parties				

Comment on less relevant items \_\_\_\_\_

17. Please rate the organization (from simple to complex, known to unknown concrete to abstract) of the curriculum materials you are using at present in terms of the following items.

No	Items	All are organized good	Most of them are organized good	few are organized good	all are Poorly organized
1	Contents in the curriculum				
2	Suggestions given in the curriculum to present the lesson				
3	Contents help to develop know to reason and to solve problems				
4	to be creative				
5	develop physical coordination				
6	share experiences with other children and adults				

18. Please rate the **clarity** of the curriculum materials you are using at present in terms of the following items

No	Item	All are clear	Most of them are clear	Few of them are clear	All are not clear
1	Contents in the curriculum				
2	usage of suggested teaching materials				
3	usage of suggested teaching methods				
4	usage of suggested assessment techniques				

Comments on low clarity items \_\_\_\_\_

19. Please rate the **teaching methods** that you are using in the classrooms

No	Item	Always	Sometimes	Rarely	Never use
1	Brain storming				
2	Categorizing				
3	Choral speaking				
4	Cooperative learning				
5	Discussion				
6	Illustrating stories				
7	Reading environmental print				
8	Play based instruction				
9	Lecture				

If any other list \_\_\_\_\_

**Part IV Children's Behaviors**

20. Rate the child's **signs** (non verbal communication) that you are observing during your teaching

- 1 Thumb sucking
- 2 Wiggling
- 3 Inattention
- 4 Restlessness
- 5 Hair twisting
- 6 Constantly trying to change the subject
- 7 Asking to leave or just departing
- 8 Creating disturbances

Write any other signs \_\_\_\_\_

## Part V Parents Involvement

21. Please rate the following items by putting a '√' mark in the appropriate column

No	Parents involvement in their children's Learning	Very good	Good	Average	Poor	Very poor
1	Serve on school committees					
2	Provide materials for:					
	Their children					
	The school					
3	Provide opportunities for children and teachers to learn out of school					
4	Involved in classroom and other school activities					
5	Contact the teacher at times with out wait for the teacher to call them					
6	Know how and when they can contact the school and the teacher					

22. Mother's participation in school activities, when compared to fathers

1. Mothers are better than fathers
2. Mothers are the same as fathers
3. Fathers are better than mothers

## Part VI General Information's

23. Is there any support by supervisors, expertise etc to assist you to implement the kindergarten curriculum?

24. If your response for the above questions is yes please list the type of support do you get?

25. Please list those factors that affect kindergarten education in your schools.

26. What do you suggest about the activities done by parents' kindergartens and government for the effectiveness of the curriculum?

በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ትምህርት ቤት

በትምህርት ኮሌጅ

የስረዓተ ትምህርት ዲፓርትመንት

አዲስ አበባ

መጠይቅ: በመዋዕለ ህፃናት መምህራን የሚሞላ

የዚህ መጠይቅ ዋና አላማ የመዋዕለ ህፃናት ሰርዓተ ትምህርት ከተማሪዎች አቅም ጋር መጣጣምን እና አተገባበሩን በተመለከተ መረጃ ለመሰብሰብ ነው። ከመጠይቁ የሚገኘው መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋፅኦ ያለው በመሆኑ ከታች የተመለከቱትን ጥያቄዎች መሠረት በማድረግ በቅንነትና በታማኝነት ተገቢውን ምላሽ መረጃ በመስጠት የድርሻዎትን ትብብር እንዲያደርጉ በመጠየቅ እርሶዎ የጥናቱ ሙሉ ተሳታፊ መሆንዎንና የሚገኘውን መረጃ ለሌላ ሰነድ ወገን የማላስተላልፍና ለጥናቱ ብቻ የምጠቀምበት መሆኑን እየገለፅኩ ለሚደረግልኝ ትብብር ከወዲሁ በማመስገን ነው።

ማስታወሻ

- ስም መፃፍ አያስፈልግም
- ለተጠየቀው ጥያቄ ምላሽ በመስጠት በትክክለኛው ቦታ (✓) ምልክት ያድርጉ ማብራሪያ ለሚያስፈልጋቸው አጭር ማብራሪያ ይስጡ
- ለሁሉም ጥያቄዎች ምላሽ እንዲሰጡ ይለመናሉ

ክፍል አንድ

1. የት/ቤቱ ስም \_\_\_\_\_ 2. ወረዳ /ከተማ \_\_\_\_\_

3. የታ ወንድ \_\_\_\_\_ ሴት \_\_\_\_\_ 4. እድሜ \_\_\_\_\_ ዓመት

5. በመዋእለ ህፃናት መምህርነት ስንት ዓመት አገለገሉ \_\_\_\_\_

6. የትምህርት ደረጃ \_\_\_\_\_

- ቢኤ /ቢኤስ ሲ/ቢ ኢ.ዲ
- የኮሌጅ ዲፕሎማ
- የአንድ አመት ሰርተፍኬት
- የአንድ አመት የመዋዕለ ህፃናት መምህርነት ስልጠና
- ስድስት ወር የመዋዕለ ህፃናት መምህርነት ስልጠና

- ሰስት ወር የመዋዕለ ህፃናት መምህርነት ስልጠና
- አስራ ሁለተኛ ክፍል ያጠናቀቀ  አስረኛ ክፍል ያጠናቀቀ
- ሌላ \_\_\_\_\_

7. የሰለጠነ-በት መምህራን ማሰልጠኛ ተቋም ወይም ኮሌጅ ማን ይባላል? \_\_\_\_\_

8. ከሚከተሉት ውስጥ በስልጠና ወቅት የተማሯቸው ትምህቶች የትኞቹ ናቸው?

- ሙዚቃ \_\_\_\_\_ ስነፅሁፍ \_\_\_\_\_ ታሪክ \_\_\_\_\_ ሳይኮሎጂ \_\_\_\_\_  
MUSIC LITERATURE HISTORY PSYCHOLOGY
- የቅድመ ዕድሜ ትምህርት ማስተማር ዘዴ \_\_\_\_\_ ስነ ጥበብ \_\_\_\_\_ ሂሳብ \_\_\_\_\_  
Methods of preschool education Art Maths
- ህብረተሰብ ሳይንስ \_\_\_\_\_ የተፈጥሮ ሳይንስ \_\_\_\_\_  
Social science Natural Science
- የቤተሰብ ህይወት \_\_\_\_\_  
Family life
- የህፃናት አስተዳደግ \_\_\_\_\_ የትምህርት ታሪክ \_\_\_\_\_  
Child development History of Education
- ጤና እና ንፅህና \_\_\_\_\_ ሙዚቃና እንቅስቃሴ \_\_\_\_\_  
Health and Hygiene Music and Movement
- ፔዳጎጂ \_\_\_\_\_ ዕደ ጥበብ \_\_\_\_\_  
Pedagogy Hand Craft
- የአማርኛ ቋንቋ \_\_\_\_\_ የእንግሊዝኛ ቋንቋ \_\_\_\_\_  
Amharic Language English Language
- የወላጆች ትምህርት \_\_\_\_\_ የሰውነት ማጎልመሻ \_\_\_\_\_  
Parent Education Physical Education
- ሌላ የተለየ ካለ ይዘርዘሩ \_\_\_\_\_

9. አሁን የሚያስተምሩት የትምህርት ዓይነት \_\_\_\_\_

10. በሳምንት ውስጥ የሚያስተምሩት ክፍለ ጊዜ ብዛት \_\_\_\_\_

11. የመዋህለ ህፃናት ትምህርት ዓላማ ተብለው የሚገመቱ ከዚህ በታች ተዘርዘረዋል ስለሆነም ከዚህ ትምህርት በኋላ ህፃናቱ ያሟላሉ ወይም ያዳብራሉ የሚሏቸውን ሀሳቦች በተሰጡት አማራጮች ትይዩ የ(✓) ምልክት በማድረግ ይጠቁሙ

ተ.ቁ	ነጥብ	በጣም እስማማለሁ	እስማማለሁ	አልስማማም	በጣም አልስማማም
1	ተማሪዎች ራሳቸውን እንዲሆኑ እና የተወዳደሪነት ስሜት እንዲኖራቸው ያደርጋል				
2	በራሳቸው እና በመማር ችሎታቸው እንዲተማመኑ ይረዳል				
3	የማህበራዊ እሴቶችን (መረዳዳት መግባባት አብሮ መብላት መጠጣት፣ መጫወት መተዛዘን ወዘተ) ያዳብራሉ				
4	ለአንደኛ ክፍል ትምህርት ይዘጋጃሉ				
5	ጥሩ እይታ ይኖራቸዋል/ ነገሮችንና ድርጊቶችን ይለያሉ)				
6	በራስ በመተማመን ስሜት ያወራሉ ቋንቋን በአግባቡ ይጠቀማሉ				

12. ከሚከተሉት ውስጥ እርስዎ የሚጠቀሙባቸው የስርዓተ ትምህርት መፅሀፎች የትኞቹ ናቸው?

ተ.ቁ	የመፅሀፍት አይነት	አለ	የለም
1	የሥርዓተ ትምህርት መምሪያ /Syllabus/		
2	የተማሪው መፅሀፍ /Students text/		
3	የመምህሩ መምሪያ /Teachers guide/		

13. የስርዓተ ትምህርቱን መጻሕፍት የሚጠቀሙባቸው እንዴት ነው?

ተ.ቁ	የመፅሀፍት አይነት	ሁልጊዜ	አልፎ አልፎ	በጣም በጥቂቱ	ፈፅሞ አልጠቀምም
1	የስርዓተ ትምህርቱን መምሪያ				
2	የመምህሩ መምሪያ				
3	የተማሪው መፅሀፍ				

14. ከዚህ በታች በተዘረዘሩት ነጥቦች በመነሳት የስርዓተ ትምህርቱን ተመጣጣኝነት በመመዘኛዎቹ ፊት ለፊት የ «✓» ምልክት ያድርጉ::

ተ.ቁ	ዓይነት	ሁሉም ተመጣጣኝ	በአብዛኛው ተመጣጣኝ	ጥቂቶች ተመጣጣኝ ናቸው	ሁሉም አይመጥኗቸውም
1	የሥርዓተ ትምህርቱ ዓላማ ከተማሪዎች አቅም ጋር ሲነፃፀር				
2	የሥርዓተ ትምህርቱ ይዘት ከተማሪዎች አቅም ጋር ሲነፃፀር				
3	ተማሪዎች ብዙ እንዲቀመጡ የወረቀት ስራ እንዲሰሩ እና እንዲያዳምጡ የሚጋብዙ ይዘቶች				
4	ተማሪዎችን በጨዋታ የሚያስተምሩ ይዘቶች				
5	ተማሪዎች በሚከተሉት ዘዴዎች በመጠቀም ግንዛቤያቸውን እንዲያሰፋ ይጠቁማል				
	በተማሪዎች፣ በአካባቢው፣ እንዲሁም በህብረተሰቡ መካከል በሚደረግ ጥሩና የተቀናጀ ግንኙነት በመከራ				
6	የይዘቶች ማብራሪያ ከተማሪዎቹ ወቅታዊ ፍላጎት ጋር				
7	የተጠቆሙ የማስተማሪያ መሳሪዎች				
8	ስለማስተማሪያ መሳሪያዎች አጠቃቀም የተሰጠ ማብራሪያ				
9	የተጠቆሙ የማስተማሪያ ዘዴዎች				
10	ስለማስተማሪያ ዘዴዎቹ አጠቃቀም የተሰጠ ማብራሪያ				
11	የተጠቆሙ የመመዘኛ ዘዴዎች				
12	ስለመመዘኛ ዘዴዎቹ አጠቃቀም የተሰጠ ማብራሪያ				

• ተመጣጣኝ ባልሆኑት ነጥቦች ላይ አስተያየት ይስጡ -----

15. ከዚህ በታች የተዘረዘሩት ነጥቦች ስርዓተ ትምህርቱ ውስጥ ያላቸው ብቁነት በመመዘኛው ትይዩ የ (✓) ምልክት ያድርጉ

ተ.ቁ	ዓይነት	በቂ ናቸው			ሁሉም በቂ አይደሉም
		ሁሉም	አብዛኛዎቹ	ጥቂቶቹ	
1	የክፍለ ጊዜ ብዛት/መጠን				
2	እንቅስቃሴ እና የተማሪዎችን ልምድ መሠረት ያደረጉ ይዘቶች				
3	ዕውቀት የሚያስጨብጡ ይዘቶች				
4	ተማሪዎች በቡድን ችግር ሊፈቱ የሚያስችሉ ይዘቶችና አንቅስቃሴዎች				
5	የተማሪዎችን ችግር ፈቺ እና ተጨባጭ፣ የሆኑ ሀሳቦችን የሚያዳብሩ ይዘቶች				
6	ጥሩ ባህሪ እና የማህበራዊ አመለካከቶችን ለማዳበርና ለመርዳት የሚረዱ ይዘቶችና ትንታኔዎች				
7	ተማሪዎችን እያዝናኑ የሚያስተምሩ ይዘቶች				
8	ሀፃናት/ ተማሪዎች የሚወዱትና የሚያስደስታቸውን ይዘቶች እንዲማሩ የሚረዱ ይዘቶች				
9	የተጠቀሱ የማስተማሪያ ዘዴዎች				
10	በማስተማሪያ ዘዴዎቹ አጠቃቀም የተሰጠ ማብራሪያ				
11	የተጠቀሱ የማስተማሪያ መሳሪያዎች				
12	ስለማስተማሪያ መሳሪያዎች አጠቃቀም የተሰጠ ማብራሪያ				
13	የተጠቆሙ የመመዘኛ ዘዴዎች				
14	ስለመመዘኛ ዘዴዎች አጠቃቀም የተሰጡ ማብራሪያዎች				

በቂ ባልሆኑ ነጥቦች ዘ-ሪያ አስተያየት ካለ ቢገለጽ-----

16. የሚጠቀሙበት የሥርዓት ትምህርት ማቴሪያል/መፅሐፍ፣ ሲለበስ፣ የመምህሩ መምሪያ ወዘተ/ የተማሪዎችን አቅምና ግንዛቤ ያመዘዘነ ወይም ተገቢነት ያለው መሆኑን በተመለከተ በሚከተሉት ነጥቦች ትይዩ በተጠቀሰው መመዘኛ መሠረት የ (✓) ምልክት በማድረግ ይመልሱ።

ተ.ቁ	ዓይነት	ሁሉም ተገቢ ናቸው	አብዛኛዎቹ ተገቢ ናቸው	ጥቂቶች ተገቢ ናቸው	ሁሉም ተገቢ አይደሉም
1	ይዘቶቹ የተማሪዎችን ፍላጎት ከማገናዘብ አንፃር				
2	የትምህርቱ ይዘት ከተማሪዎች ወቅታዊ ፍላጎት				
3	ይዘቶቹ የሚከተሉትን ችሎታዎች ከማደበር አንፃር				
	• የሀፃናቱን ደህንነትና ሠላም ለማረጋገጥ				
	• የውድድር ስሜትን የሚፈጥር				
	• ለችግር መፍትሄ መስጠትን ከማስተማር አንፃር				
	• የፈጠራ ችሎታን ከማዳበር አንፃር				
	• የአካልና አዕምሮ ቅንጅትን ከመፍጠር አንፃር				
	• ሀሳባቸውን ከሌሎች ጓደኞቻቸው ጋር የመለዋወጥ እድል ከመስጠት አንፃር				
4	ግልፅና የማያስጨንቁ ይዘቶች				
5	ይዘቶቹ የልጆቹን የማሰብ ችሎታ፣ መፍትሄ ወይም ምክንያት የመስጠት አቅም በጨዋታ፣ በደሰታ፣ በፍላጎት እና ተመጣጣኝ በሆነ መልኩ እንዲያዳብሩ ከመርዳት አንፃር				
6	የተጠቀሱ የመማር ማስተማሪያ መሳሪያዎች				
7	የተጠቆሙ የመመዘኛ ዘዴዎች				
8	ልጆቹ ከአዋቂዎች እና ከአኩሮቻቸው ጋር ስለህይወት ገጠመኛቸው የሚያወሩበት መደበኛ ኘርግራም				

• ተገቢ ባልሆኑ ነጥቦች ዙሪያ አስተያየት ይስጡ -----

17. የማስተማሪያ መሳሪያዎቹ (መፅሀፍ፣ የመምህሩ መምሪያ ወዘተ) አደረጃጀታቸው (ከቀላል ወደ ከባድ፣ ከሚታይ ወደ ማይታይ፣ ከግልፅ ወደ ውስብስብ መደራጀታቸውን) በተመለከተ በሚከተሉት መስፈርቶች መሠረት በተገቢው ቦታ የ (✓) ምልክት ያድርጉ።

ተ.ቁ	ዓይነት /ነጥብ/	ሁሉም በጥሩ ሁኔታ ተደራጅተዋል	አብዛኛዎቹ በጥሩ ሁኔታ ተደራጅተዋል	ጥቂቶች በጥሩ ሁኔታ ተደራጅተዋል	ሁሉም በጥሩ ሁኔታ አልተደራጁም
1	የትምህርቱ ይዘቶች				
2	ይዘቶቹን ግልፅ ለማድረግ የተሠጡ ማብራሪያዎች				
3	ይዘቶቹ የተማሪዎችን ምክንያት የመስጠትና የማሳመን፣ ችግር የመፍታት ችሎታ የሚያዳብር				
4	የፈጠራ ችሎታ እንዲኖራቸው የሚያደርግ ይዘትና ተግባር				
5	አካላዊና አዕምሮአዊ ቅንጅት እንዲኖር የሚረዳ ይዘት				
6	ሀሳባቸውን ለንግግራቸው እና ለታላላቆቻቸው እንዲገልፁ የሚያደርጉ ይዘቶች				

• በጥሩ ሁኔታ ባልተደራጁት ነጠቦች ዙሪያ አስተያየት ይስጡባቸው -----

18. የመፅሀፍቱን (የምትጠቀሙባቸውን የማስተማሪያ መማሪያ ማቴሪያል) በተመለከተ በሚከተሉት ሀሳቦች ዙሪያ በመመዘኛዎቹ ትይዩ ምልክት ያድርጉ?

ተ.ቁ	ዓይነት /ነጥብ/	ሁሉም ግልፅ ናቸው	አብዛኛዎቹ ግልፅ ናቸው	ጥቂቶቹ ግልፅ ናቸው	ሁሉም ግልፅ አይደሉም
1	ስለይዘቶቹ የተሰጡ ማብራሪያዎች				
2	ስለማስተማሪያ መሳሪያዎች አጠቃቀም የተሰጡ ማብራሪያዎች				
3	ስለማስተማሪያ ዘዴዎች አጠቃቀም የተሰጡ ማብራሪያዎች				
4	ስለ መመዘኛ ዘዴዎች አጠቃቀም የተሰጡ ማብራሪያዎች				

ግልፅ ባልሆኑት ዙሪያ አስተያየት ይስጡ -----

19. ከሚከተሉት እርስዎ የሚጠቀሙባቸውን የመማር ማስተማሪያ ዘዴዎች አጠቃቀማቸውን በተመለከተ በቀረበው ዝርዝር መሠረት በተገቢው ቦታ ምልክት በማድረግ ይመልሱ

ተ.ቁ	ዓይነት /ነጥብ/	ሁልጊዜ እጠቀማለሁ	አልፎ አልፎ	በጣም በጥቂቱ	በጭራሽ አልጠቀምም
1	ማነቃቂያ				
2	ተማሪዎችን በመከፋፈል				
3	በቃል ገለጻ በማድረግ				
4	እርስ በርስ እንዲማማሩ				
5	ውይይት				
6	ታሪኮችን መንገርና መተረክ				
7	በአካባቢው የተጻፉ ጽሁፎችን ማንበብ				
8	ጨዋታን መሠረት ያደረገ የማስተማር ዘዴ				
9	በገለጻ ማስተማር				

• ሌላ ካለ ይዘርዝሩ \_\_\_\_\_

20. በመማር ማስተማሩ ሂደት ወቅት /በክፍል ውስጥ/ ተማሪዎች ያሳያሉ ተብለው የሚገመቱ ምልክቶች ከዚህ በታች ተዘርዝረዋል በመሆኑም እርሶዎ በሚያስተምሩበት ወቅት ያስተዋሉትን የ (✓) ምልክት በማድረግ ይመልሱ?

1. ጣት መጥባት
2. በሽሽት መልክ ወደጎን መሄድ /መደበቅ/
3. ትኩረት አለመስጠት
4. እረፍት ማጣት /መቅበጥበጥ/
5. ፀጉርን ማሻሻት
6. በተደጋጋሚ የትምህርቱን አይነት ለመቀየር መሞከር
7. ከክፍል ለመውጣት ወይም እንዲለቀቁ መጠየቅ
8. ረብሻ መፍጠር

• ሌላ ካለ ይዘርዝሩ \_\_\_\_\_

21. የወላጆችን ተሳትፎ በተመለከተ ከዚህ በታች ባሉት ዝርዝር ሀሳቦች መሠረት በተገቢው ቦታ «✓» ምልክት ያድርጉ

ተ.ቁ	ዝርዝር ነጥብ	በጣም ጥሩ	ጥሩ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	በት/ቤቱ የተለያዩ ኮሚቴ ውስጥ ተሳትፎ ማድረግ					
2	የተለያዩ ቁሳቁሶችን					
	• ለልጆች ማሟላት					
	• ለት/ቤቱ መስጠት					
3	ተማሪዎችና መምህራንን ከት/ቤት ውጭ ትምህርት የሚያገኙበትን ሁኔታ የማመቻቸት ጥረት					
4	በትምህርቱ እና በት/ቤቱ እንቅስቃሴ ተሳትፎ ማድረግ					
5	ባይጠሩም በራሳቸው ተነሳሽነት ከመምህራን ጋር ግንኙነት ማድረግ					
6	መምህራንን መቼና እንዴት ማግኘትና ማነጋገር እንዳለባቸው ማወቅ					

• በጣም ዝቅተኛ በሆኑት ነጥቦች ላይ አስተያየት ይስጡ \_\_\_\_\_

22. በማንኛውም የት/ቤቱ እንቅስቃሴ የእናቶች ተሳትፎ ከአባቶች ጋር ሲነፃፀር

1. እናቶች ከአባቶች ይሻላሉ
2. እናቶችም አባቶችም እኩል ይሳተፋሉ
3. አባቶች ከእናቶች የተሻለ ይሳተፋሉ

23. የመዋእለ ህጻናትን ትምህርት ለመተግበር የሚያስችል እርዳታ ከሱፐርቫይዘርና ከሌሎች ባለሙያዎች የምታገኙት እገዛ አለ?

24. ለ 23ኛው ጥያቄ መልስዎ አለ ከሆነ ቢዘረዘርዎታቸው

25. የመዋእለ ህጻናትን ትምህርት በትክክል ለመተግበር እንቅፋት የሚሆኑ ምክንያቶችን ዘርዝሩ

26. ለወደፊቱ ለመዋእለ ህጻናት ትምህርት ውጤታማነት በወላጆች በአፀደ ህፃናት እና በመንግስት ምን ቢደረግ ይሻላል ይላሉ።

Appendix "2"

**Classroom observation checklist**  
**Addis Ababa University College of education**

Classroom observation checklist organized by the recording of major steps in the teaching learning process.

**I. General**

1. Wereda \_\_\_\_\_ 2. School \_\_\_\_\_ 3. Grade/level \_\_\_\_\_
4. Subject/being observed \_\_\_\_\_
5. Number of students in the class \_\_\_\_\_ male \_\_\_\_\_ Female \_\_\_\_\_
6. Sitting arrangement (circular, v-shaped, Traditional) \_\_\_\_\_

**II. The Teacher.**

1. Sex \_\_\_\_\_ 2. Qualification \_\_\_\_\_
3. Experience as a teacher \_\_\_\_\_

**III. Lesson Plan.**

1. Is it timely? \_\_\_\_\_ 2. Is it checked by administrators? \_\_\_\_\_
3. Is it in active learning form? \_\_\_\_\_

**IV Details in a classroom instruction**

No.	Observation items	Remark.
<b>I</b>	<b>Teacher</b>	
1.	Encourages children	
2.	Provide opportunities for students to acquire initiative and independence	
3	Encourage the child to secure materials to make choices among a variety of materials	
4	Encourage to take care of books of display them, place them carefully on shelf	
5	Provide opportunities to choose activities	
6	Encourage independent activity	
7	Allow children to talk the lead, do less telling and more asking	
8	Appreciate children in order to provide a receptive and supportive environment.	
9	Insulting	

10	Kicking	
11	Use a variety of instructional methods	
	-Play based instruction	
	-Discussion	
	-Illustrating stories	
	-Reading environmental print	
12	Read books to children throughout the day	
13	Asking questions and assessing children's progress	
14	Teachers work with individual children's - Small groups, whole groups at different times.	
<b>II</b>	<b>The Children's</b>	
1	Ask questions (how many students asked questions)	
2	Playing and working with materials or other children	
3	Have access to various activities	
	-Block building	
	-Pretend play	
	-Picture books.	
	-Paint and other art materials	
	-Table toys	
4.	Work on projects	
5	To play and explore	
6	Filling out work sheets.	
7	Time created to be alone	
8	Times created to be in pairs	
9	Learn numbers and alphabet in the context of their every day experiences	
10	Exploring the natural world of plants and animals, cooking	

11	Taking attendance	
12	Ask permission before they take out materials	
13	Play out side	
14	Happy.	
15	Crying	
16	Thumb sucking	
17	Wiggling	
18	In attention	
19	Restlessness	
20	Hair twisting	
21	Trying to change the subject	
22	Asking to leave or just departing	
23	Creating disturbances	
24	Follow enthusiastically	
25	Afraid to make mistakes	
26	All children know each other's names	

### III the Classroom

No	Items	Remark
1	Well lit and ventilated enough	
2	Combination of many children in small space with few resources	
3	-Ample space and Access to a playground, water and toilet.	
4	-Large enough for adequate space for materials ad floor space for activity centers.	
5	-Space for storing, clothing and personal possessions.	
6	-Places where small groups of children can work together.	
7	-Spaces where children can be quite and alone.	
8	-Space for gross motor activities such as climbing and jumping	
9	-Decorated with children's original work their own writing with invented spelling and dictated stories	
10	-Resources, posters, equipments relate to children's home life styles	
11	-Decorated classroom with different pictures out of child's work.	
12	-A variety of books including poetry, fiction, non fiction	
13	- Attractive books and suitable for the level?	

Additional Comments

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## Part II

### Out of Classroom Observation Check List

#### I. Play Ground

Is there a playground? Yes\_\_\_\_\_ No\_\_\_\_\_

1. How many field of play does the school have?

No	Item	Remark
2	<b>Outdoor Facilities for play to Children</b>	
1	-Swings	
2	-Climbing frames or ladders	
3	-Slides	
4	-See saws	
5	-tyres	
6	-Merry go-Rounds.	

Others\_\_\_\_\_

2. Do they have enough facility?

3. Appropriateness of the play ground for the level of the children

4. Sands, clay.

Item	Remark
<b>II. School compound? /Buildings /houses</b>	
Neat and decorated	
Constructed for the purpose of kindergarten	
Constructed for the purpose of housing or other purpose	
Narrow space for playing	

Is it possible for children to go to the toilet/wash their hands without asking first?

#### III Activity centers.

Is there activity centers? Yes\_\_\_\_\_ No\_\_\_\_\_

-Do they have enough facility to experimentation?

-Is equipment put out that will encourage younger children to play along side each other?

-Are games and activities played in very small groups?

Appendix 3

በአዕይ ሀዳናት ተ/ቤት የሀይናት የምልክት ቀጽ ፣

የተ/ቤት ስም \_\_\_\_\_ አድራሻ \_\_\_\_\_

የአባት ስም \_\_\_\_\_ ጾታ \_\_\_\_\_ ዕድሜ \_\_\_\_\_ ስራ \_\_\_\_\_ የቤት ቁጥር \_\_\_\_\_

ተ/ቤት የደመረበት ቀን ወር ና ዓ.ም \_\_\_\_\_  
 የቤተሰብ የሥራ ገቢ / የአባት / \_\_\_\_\_ የአናት \_\_\_\_\_ የሰነድ ገቢ ለአናት ለአባት ጋር  
 \_\_\_\_\_ ከሁለት ለገጽ ብቻ \_\_\_\_\_ ከሌላ ጋር \_\_\_\_\_ በአሃዳጊ / ረቀ ዘመድ ጋር  
 \_\_\_\_\_ በሌላ ሁኔታ \_\_\_\_\_

ተ. ቁ	የምልክት ተጠሪና የአይነት ዘርፍ	የምልክት ደረጃ			የምልክት ስርዓት			የምልክት ስርዓት			ምርመራ
		ከፍ	ጸጠ	ዘቀ	ከፍ	ወገ	ዘቀ	ከፍ	ወገ	ዘቀ	
1.	1. አለታ ምልክት										
1.	የአረጋግጫ ተከታይነት										
2.	የአይና የአገር ቀንድት ቀለጥፍና										
3.	የመተ ገቢ ተጠሪ ና በባ/ወገት ይገለጻ										
4.	የምልክት ስርዓት ስርዓት/አይነት ስርዓት										
5.	ደብዳቤ የሚያስፈልግ ርቀት										
6.	መገባት የሚቻለው የከብደት መጠን										
7.	ከፍ ታዘለበ በመዘለል የሚያስፈልገው መጠን/ባ/ወገ										
8.	የር ተዘለበ በመዘለል የሚያስፈልገው መጠን/ባ/ወገ/ወገ										
9.	የመርጥ ፍጥነት ከጋደፍ ጋር ሲወሰድ የሚያሳየው በዘት										
ጸደ.	1.1. አምራች ምልክት										
1.	ተለገተ የተዘራውን ዘር የሚገባው ብቻ										
2.	የአገር ቀን መጠን ና ይዘት የሚወሰድ ትላታ										
3.	የአገር ቀን ወይም የአገር ቀን ስም በመጠራት የመተ ገቢ ጥቅም የለም ቀርጾ ለመሥራት										

የምልክት ተጠሪና የዕድገት ዘርፍ	የምልክት ደረጃ	የምልክት ስርዓት	የምልክት ስርዓት	ምርመራ
የገንዘብ ገቢ ስርዓት የሚያስፈልገው የሥራ ገቢ ተጠሪ ና በባ/ወገት ይገለጻ				
የምልክት ስርዓት ስርዓት/አይነት ስርዓት				
ደብዳቤ የሚያስፈልግ ርቀት				
መገባት የሚቻለው የከብደት መጠን				
ከፍ ታዘለበ በመዘለል የሚያስፈልገው መጠን/ባ/ወገ				
የር ተዘለበ በመዘለል የሚያስፈልገው መጠን/ባ/ወገ/ወገ				
የመርጥ ፍጥነት ከጋደፍ ጋር ሲወሰድ የሚያሳየው በዘት				
የምልክት ስርዓት ስርዓት/አይነት ስርዓት				
ደብዳቤ የሚያስፈልግ ርቀት				
መገባት የሚቻለው የከብደት መጠን				
ከፍ ታዘለበ በመዘለል የሚያስፈልገው መጠን/ባ/ወገ				
የር ተዘለበ በመዘለል የሚያስፈልገው መጠን/ባ/ወገ/ወገ				
የመርጥ ፍጥነት ከጋደፍ ጋር ሲወሰድ የሚያሳየው በዘት				
የምልክት ስርዓት ስርዓት/አይነት ስርዓት				
ደብዳቤ የሚያስፈልግ ርቀት				
መገባት የሚቻለው የከብደት መጠን				
ከፍ ታዘለበ በመዘለል የሚያስፈልገው መጠን/ባ/ወገ				
የር ተዘለበ በመዘለል የሚያስፈልገው መጠን/ባ/ወገ/ወገ				
የመርጥ ፍጥነት ከጋደፍ ጋር ሲወሰድ የሚያሳየው በዘት				

የመረጃው ወ/ሪ ሥምና ልረጃ: \_\_\_\_\_ የረዕይ መዋህድ ሥም: \_\_\_\_\_  
 የምልክት ተጠሪና የዕድገት ቀን: \_\_\_\_\_ ልረጃ: \_\_\_\_\_  
 የሀዳጊ ፖ. ገ. ቁ. \_\_\_\_\_ ቀን: \_\_\_\_\_

## Appendix "4"

### Relevance and implementation of kindergarten curriculum in south Wollo of Amhara region

#### Principles and ethical procedures for the research

My main motivation in this endeavor is to undertake research with your cooperation (as a research participant) for a better understanding of the extent of relevance of kindergarten curriculum to children's and how it is implemented in the zone. The information you share with me will be secured with the utmost confidentiality and your personal identity will be used in case names are needed in the report.

The following framework consists of my ethical principles and procedures. I am interesting to discuss these principles with you in pursuit of an agreed up on and amended framework.

- participation in the research is voluntary. you have the right to with draw from the research at any time
- information given to me will be treated as belonging to you; and it can be used only with your permission.
- observations and interpretations made by me will be treated as belonging to me. Whenever implicated in such observations and interpretations, you will be invited to comment up on their fairness, accuracy and relevance.
- I will seek your permission to create or use audiotape; you have the right to refuse, change your mind after being recorded, or withdraw your recordings, you can edit or change them, as copies will be provided to you. copies of transcripts will also be shown to you for checking for correct transcription.
- I will securely store data.
- in case views may be revealing, the presentation of these views will be negotiated with you.
- full anonymity of your identify and confidentiality of the information you share with me will be maintained.
- except for the purposes of professional collaboration in the project no data arising from to third parties with out your explicit and prior consent. Where data is shared for the purposes of professional collaboration these protocols and procedures apply to all those involved in the collaboration.

I am willing to discuss these principles and procedures with you in pursuit of an agreed frame work for the research and to amend them necessary.

Thank you: Gezahegne Abate, Researcher

## Appendix "5"

### The Ratio of Chairs, Tables and Major Facilities for play to the Child in the kindergarten

No	Kindergartens	Ratio of Chair/bench to children	Ratio of table desk to children
1	Arsoline	1:1	1:4
2	Hope	1:1	1:10
3	Mekaneyesus	1:1	1:4
4	Tigle Fire	1:6	1:6
5	Royal	1:4	1:4
6	Selam	1:4	1:4
7	Wisdom	1:4	1:4
8	Betelhem	1:4	1:4
9	Biruk	1:4	1:4
10	Askale Abuye	1:6	1:6

As noted above those who have the ratio of chairs 1:1 and Ratio of desk (table) showed that children's have individual chair but one common table served for 4 children. In other cases children's were sitting down in a large bench and they also use one big table for more than 5 children's and 1:10 shows ten children sit around one big table in circle.

### Major out door facilities for play and their ratios to children

No	Kindergarten	Swings	Climbing Ladder	Mary go rounds	Slides	See saws	Tyres
1	Arsolime	1:0.006	1: 0.012	1: 0.012	1:0.006	1:0.012	1:0.06
2	Wisdom	1: 0.003	-	-	-	1:0.003	1:0.62
3	hope	1:0.01	1:0.02	1:0.02	1:0.02	1:0.02	1:0.1
4	Boyal	1:0.03	1:0.006	1:0.006	1:0.006	1:0.006	1:0.06
5	Askde Abuye	1:0.06	1:0.06	1:0.06	-	1:0.01	1:0.11
6	Selam	1:0.12	1:0.012	1:0.012	-	1:0.02	1:0.12
7	Mekaneyesus	1:0.02	1:0.03	1:0.02	1:0.02	1:0.02	1:0.12
8	Tigle Fire	1:0.014	1:0.014	1:0.014	1:0.014	1:0.02	1:0.14
9	Biruk	1:0.04	1:0.04	-	-	1:0.04	1:0.04
10	Betelhem	1:0.03	1:0.03	1:0.03	-	1:0.03	0.25

## Appendix "6"

Buildings which were/were not built for Kindergarten Program and Number of Sections and Size of Classrooms

No	Kindergartens	Built for the Kindergarten	Not Built for the kindergarten
1	Arsoline	✓	
2	Hope	✓	
3	Mekeneyesus	✓	
4	Tigle Fire	✓	
5	Royal		✓
6	Selam		✓
7	Wisdom		✓
8	Betelhem		✓
9	Biruk		✓
10	Askale Abuye		✓

### Number of Section, Size of Classroom and Child-Space Ratio

No	Kindergartens	Number of Section	Size of classrooms in Sqm	Total Size of the class in Sqm.	Total Children	Average Classrooms space ration in sq m.
1	Arsoline	3	30,30,30	90	165	1:1.8
2	Hope	2	42,42	84	100	1:1.2
3	Mekaneyesus	3	20,20,25	65	102	1:1.5
4	Tigle fire	3	42,42,42	126	140	1:0.89
5	Royal	6	25,25,25,16,16,12	19	325	1:0.37
6	Selam	2	16,16	32	83	1:0.76
7	Wisdom	7	12,12,12,12,16,30,30	124	289	1:0.44
8	Betelhem	2	9,16	25	32	1:0.81
9	Biruk	2	12,12	24	25	1:0.92
10	Askel Abuye	4	30,30,42,25	127	176	1:0.73

### Size of the Kindergarten and the Number of Children with their Respective Ratio

No	Kindergartens	Total area in sq.m	number of children	Ratio in sq Meters
1	Arsoline	400	165	1:2.42
2	Hope	500	100	1:5
3	Mekeneyesus	500	102	1:4.9
4	Tigle Fire	1000	140	1:7.14
5	Royal	800	325	1:2.46
6	Selam	250	83	1:3.01
7	Wisdom	400	289	1:1.38
8	Betelkem	250	32	1:7.81
9	Biruk	250	25	1:10
10	Askale Abuye	500	176	1:2.84

## Appendix "7"

### Curriculum Analysis

One way of assuring that the curriculum is both relevant and appropriate is to discipline oneself by filling out the curriculum analysis. In other words the development and usage of curriculum materials consists of curriculum development and implementation process. These are powerful forces in classroom instruction and reflect the social, political, emotional and moral value of the society. They provide comprehensive, value of suit curriculum to each child, suitable, regular and flexible program and variety of contents in an organized and logical way that teachers possess (Hendrick, 1988 and Smith, 1990).

In light of this, curriculum materials are expected to be highly important to both teachers and children's in the implementation of kindergarten curriculum. In order to find out this expectations curriculum guide analysis was made on maths, language and environmental labour education, play and physical education.

As discussed in chapter there, the objective of analysis stressed on two aspects.

1. looking for presence of any relevant contents, objectives, method of teaching etc elaborations and presentation of units in each subject.
2. secondly, checking, activities and suggested teaching materials etc are in line with the level and interest of kindergartners as applied to private kindergartens.

The curriculum guide is prepared by Institute of Curriculum Development and Research (ICDR) in 1989 for kindergarten one (age 4-5) and kindergarten two (5-6 years). In this material importance of kindergarten education and general objectives were stated clearly under the introduction part. These objectives focused on development of children's total personality both in physical, mental, social and emotional aspects through active and free play.

Some of the objectives in the curriculum are-develop active, happy and good personality in children through balanced physical activities.

- talk comfortably with adults and use language for learning and to express ideas freely.
- develop their experience, appreciate and love natural and man made things.
- love their country and peace
- acquire social skills, discipline and sense of responsibility
- appreciate and love music and art.
- developmental, emotional and social readiness for formal schooling.

## **Contents in the Subjects**

**Play** as a subject in the curriculum has the following contents: coordination for physical movement, creative play and playing materials, and special plying

**Language and environmental labour education** has contents as understand and love their own and environment, (body parts, speaking, family members, home and kindergarten materials, animal and plants) Discussion and introduction of students, story telling and listening, Natural and man made objects and known persons and professionals.

**Mathematics-** contents in mathematics are introduction to spaces, things, ups and down, forward and backward, expressing size (large, small, long, short) time (morning, day, night tomorrow today.) shape (circle, rectangle and triangle) and Number and counting sequentially from 1-5 and 1-10 numbers for kindergarten level one and 1-20 for kindergarten level two.

**Aesthetics and Physical education** also have contents as walking, Running, jumping, Gymnastic, play in movement, balance, listening, seeing the song, listening and identify sounds, songs, musical instruments, painting, shapes and stamp.

**Teaching methods** in the curriculum materials were demonstration, asking questions, discussion, practical activities, story telling, role play, group work, play based instruction and experience sharing.

**Assessment Techniques** in the curriculum were, observation, oral test, practical test (proper utilization of clothes, shoes etc.) and speaking ability.

### **Teaching materials in the curriculum**

water, crops, fruits and picture of birds, letter boards, books, shashboar, pencils, papers, sand, clay, mud, clothes, cards, toys, car, geometric shapes, net, cultural musical instruments, flag, ball, pieces of wood, corks, keys, stone soap and combs are teaching materials for all subjects.