



Addis Ababa University
College of Education and Behavioural Studies
Department of Curriculum and Instruction

Pre-School Education Teacher Training in Tigray

By
Meles Abrha

June, 2019
Addis Ababa, Ethiopia

Addis Ababa University
College of Education and Behavioural Studies
Department of Curriculum and Instruction

Pre-School Education Teacher Training in Tigray

By
Meles Abrha

A Thesis Submitted to the Department of Curriculum and Instruction Presented in
Partial Fulfilment of the Requirements for the Degree of Master of Arts in
Curriculum and Instruction

Advisor: Dr. G/Egziabher Debeb

June, 2019
Addis Ababa, Ethiopia

Addis Ababa University
College of Education and Behavioural Studies
Department of Curriculum and Instruction

Preschool Education Teacher Training in Tigray

BY: Meles Abrha

Approved by:

Chairman, Department Graduate

Signature

Date

Advisor

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

Declaration

I, the undersigned, declare that this thesis is my original work and that all the sources that I have used have been indicated and acknowledged by means of a complete list of references.

Name: Meles Abrha

Signature: _____

Date: _____

Submission Approval Sheet

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

Name: Dr. G/Egziabher Debeb

Signature: _____

Date of Submission: _____

Acknowledgement

Primarily, the researcher would like to give exclusively due thanks to my advisor Dr. Gebregizabher Debeb for his genuinely scholarly comment, constructive suggestion, providing available resources and professional supports that motivated me in the course of study. I would like also to express my deepest appreciation to Ybrah G/Micael for his unreserved supports, suggestion, encouragement, and commitments to help me to complete this thesis.

Also, I would like to extend My sincere to Adwa College of Teacher Education for taking intellectual responsibility to administer the research and RPO committee gave me valuable research materials in relation to my study. Finally, I would like to thank my family and friends for their moral supports and encouragements throughout my study.

Table of Contents

	Page
Acknowledgement	i
Table of Contents.....	ii
List of Tables	iv
Acronyms.....	v
Abstract	vi
1. Introduction.....	1
1.1 Back Ground of the Study.....	1
1.2 Statement of the Problem	3
1.3 Objective of the Study	6
1.4 Significance of the Study	6
1.5 Delimitation of the Study	6
1.6 Organization of the study	7
1.7 Operational Definitions	7
CHAPTER TWO	8
2. Review of Related Literature	8
2.1 History of Preschool Education.....	8
2.1.1 Preschool Education Policy	8
2.1.2 Preschool Teacher Training.....	9
2.1.3 Preschool Educational Professionals	11
2.1.4 Preschool Teachers professional competency	11
2.1.5 Principles of Preschool Teacher Education	11
2.2 Training preschools Cognitive, and Emotional development	11
2.2.1 Preschool Curriculum	12
2.2.2 Preschool Teachers Professional Development.....	12
2.2.3 Link Preschools and Communities	13
2.3 Teacher Educator Profile.....	13
2.3.1 Academic Qualifications	14
2.3.2 Professional Preparation	14
2.3.3 Teaching Experience	15
2.3.4 Ethical Considerations.....	15
2.3.5 Methods of Learning Assessment.....	16
2.4 Integrated preschool learning.....	16

2.5 The Structure of preschool Teacher Training	17
2.5.1 The four composite areas of study are listed below	18
2.6 Age-Appropriate Curriculum	18
2.7 Components of an Effective Curriculum	19
2.8 Preschool Education in Tigray	19
2.9 Conceptual Framework of preschool Training.....	20
CHAPTER THREE	21
3. Research Design and Methodology	21
3.1 Research design.....	21
3.2 Source of data.....	21
3.3 Population and sampling techniques	22
3.4 Data gathering instruments.....	22
3.4.1 Questionnaires	23
3.4.2 Interview	23
3.4.3 Observation Checklist.....	24
3.5 Pilot Testing	24
3.5.1 Validity and reliability of the instruments.....	24
3.6 Methods of data analysis	25
CHAPTER FOUR.....	26
4. Presentation, Analysis, and Interpretation of the Data	26
4.1. Back ground information	26
4.2. Current Implementation of preschool training.....	27
4.3. The achievement of Teacher professional Competency.	36
4.4. Major challenges of the Preschool teacher training	42
CHAPTER FIVE	43
5. Findings Summary, Conclusion, and Recommendations	43
5.2. Findings.....	44
5.3. Conclusion.....	46
5.4. Recommendation.....	47
REFERENCE.....	49
APPENDIX A.....	52

List of Tables

Table: 2.1 Preschool integrated curriculum	17
Table: 2.2. Areas of study	18
Table: 3.1. Sample frame samples and method of sampling	22
Table: 3.2. Codes of Interviewee	24
Table: 4.1 Back ground information of participants	27
Table: 4.2 Teachers' perception on how they learn and understand their learners.....	33
Table: 4.3 Know the Content and How Teach It	37
Table: 4.3 Plans For and Implement Effective Teaching and Learning	37
Table: 4.4 Create and Maintain Supportive and Safe Learning Environments	38
Table: 4.5 Assess, Provide Feedback and Report on Student Learning	39
Table: 4.6 Engage in Professional Learning	39
Table: 4.7 Engage Professionally With Colleagues and the Community	40
Table: 4.8 Judgment on instructors and trainees on assessment	41

List of Figures

Figure: 2.1 Preschool integrated curriculum.....	20
--	----

Acronyms

ACEI	Association for Childhood Education International
ACTE	Adwa College of Teacher Education
CPD	Continuous Professional Development
CTE	College Teacher Education
CTEI	College of Teacher Education Institution
ECCE	Early childhood Care and Education
ECEC	Early childhood Care and Children Education
ETP	Educational and Training Policy
HDP	Higher Diploma Program
MDG	Millennium Development Goals
MoE	Ministry of Education
MoH	Ministry of Health
MoWA	Ministry of Women Affairs
NGO	Non-Governmental Organization
PSE	Preschool Education
PST	Preschool Training
REST	Relief Society of Tigray
TESO	Teacher Education System Overhaul
TREB	Tigray Regional Educational Bureau
TTC	Teacher Training College
TTI	Teacher Training Institution
UNCC	United Nation Convention Children Right
UNICEF	United Nations International Children's Emergency Fund

Abstract

The main focus of this research was to explore the preschool teacher training in Tigray. Mixed research approach employed to investigate the practices, teacher competency and challenges of the training. The study majorly focused on descriptive survey design, beside to that the researcher used both quantitative and qualitative analyses. In addition to this the researcher collected the data from instructors, pre-school teacher trainees, and administrators. In this study, purposive sampling technique used more ever, the researcher also developed data collection instruments such as, questionnaire, interview, and check lists observation. Data were present through, percentage, mean, standard deviation, frequency, and one sample T test used for further relevance. The major findings of this study revealed that, college instructors were not specialized in preschool education, poor qualities of preschool teacher candidates, trainees had less sense of professional identities, courses more emphasized on hard science and theoretical values, the program doesn't garneted for upgrade. Besides, to this the implementation of practicum were lack of appropriate criteria for evaluation, sexual harassment of trainees, in committed and careless tutors; insufficient incentive, lack of well-structured and coordinated program. The outlook of the community was discouraging and little attention and supports were given to the program from educational bureau. Therefore to alleviate the aforementioned deficits and to enhance pre-school education of ACTE in collaboration with Regional Education Bureau and partner schools should provide the needed support to fulfil the gap and implement the pre-school education.

Key Words: Preschool teacher; trainees; Professional competences; Standard

CHAPTER ONE

1. Introduction

This part of the thesis chapter is the first which includes the background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of the study, limitation of the study and operational definitions. The focus of the study is to look at the current status of preschool teacher training and find out the congruence between the teacher professional competences and actual practice during training and identify major challenges encountered the training and finally to put viable recommendations.

1.1 Back Ground of the Study

Education should be seen as a priority component to all human being in this planet (Save the Children, 2003). While most feel that education is a necessity, they tend to use it as a tool for reaching a specific target or personal mark, (Dagar, 2017). Education is important to strengthen problem-solving capacity, to develop sense of professional competence, and to contributing knowledge to society, MoE, 1994; & 2009). Education can entertain and inculcated to our children's through (Workneh, & Tassew, 2013), reflected to human capital by training is seen as the most determinant values and widely recognized for productivities

In the human life cycle, the early childhood education is a critical and foundational period that requires due attention. Those who work with children need to be well acquainted with the knowledge and skill on how to nurture children. This necessitates adequately trained people such as teachers (Save the Children, 2003; Young, 2010). Early Childhood Care and Education (ECCE) is a holistic and comprehensive approach for children from prenatal to seven years of age,(MOE, 2010).

Research reported which covered over 15 early childhood education specialist department in the world has indicated the important of highly trained pre-primary teachers. The research has revealed that there is strong collection between the quality of teachers and leaning outcome of children (Schilder, 2016). Different preschool teacher education models are practiced all over the world, but, according to Sederevičiūtė, (2015), among these models concurrent (which gives the content and the methodology simultaneously) teacher training model seems more useful in

producing competent teachers. Many researches have revealed that, practice of preschool education and professional development confronted challenges across countries (Lim, 2014 Sun, Rao, & Pearson, 2015; Mitter, R, 2018), associated with the platform of training program, early childhood educators, curriculum coherence, policy relevance and mutual understanding among professionals and stakeholders.

Some researches indicated that, there was significant expansion of preschool education, however, the research reports have also indicated that pre school child education has faced different problems in association with teacher qualification, quality of teacher training Other reported bottlenecks are lack of learning materials, inadequate class room and other related facilities, (Bloch; Enos; & Ntumi, 2016).

When we come to our country different authors such as (Semela; 2015; Eyasu et al , Teka & Belay 2017), preschool education was introduced to Ethiopia in fourth century AD during the Aksumawit kingdom along with the introduction of Christianity. Secular early childhood education was introduced by the end of the 19th century in Dire Dawa town to provide education to the children of French consultants who came to build the first railway in Ethiopia (Kassahun, 2013). Some literature also have indicated the beginning of early education goes back to the time 1944 (Semela, 2015). Some effort was practiced to expand early childhood and care education (ECCE) program in Ethiopia was initiated in 1970 E.C. with the opening of preschool teacher institution by Ministry of Education at Mennen school (Kotebe Metropolitan Universtiy, 2018). During training the institute was offering certificate level training for about three months and this continued for about 25 years. This was the pioneering effort by the Ministry of Education and has been resulted the recognition of professional training of teachers for early childhood and care education (ECCE). Later on the training program was shifted to Kotebe Teacher Education Colleges in 1996 E.C, and it is working hard till the present (Kotebe Metropolitan Universtiy, 2018)

Ethiopia recognizes the Early Childhood Care and Education (ECCE), as a critical period that requires due attention and a great deal of investment (MoE, MoH, MoWA 2010). The Ministry of Education attempted many strategies how to modify preschool education with different stakeholders to develop a program and enforce the wider stakeholders to implement but resisting

the change from implementers were taken as a challenge (Aweke, et al, 2017; Eyasu, et al. 2017; Belay, & Belay, 2017). The Present Practices of Preschool Education (PSE) in Ethiopia suffers from a lack of quality, relevance, and equity (Fantahun, 2017). According to Fantahun, (2017), educational reform for (PSE) in Ethiopia, suggested to focus on revising the gaps such as educational philosophies, policy environments, appropriateness of contents and methodological approaches. The enrolment of children in preschool education in Ethiopia is still insignificant compared to the number of children entitled for it. Early academic skill development affects children on the school success in later schooling year.

The role of well trained teachers in preschool education is paramount important. However, the preschool teacher education in Ethiopia has not been given due attention for decades. This time there are scattered efforts to supply trained teachers to the preschool classrooms. However, the number of researchs studies conducted in Ethiopia to look at the quality of the preschool teacher education is limited. In the last few years, preschool teacher education was given in two teacher education colleges in Tigray. Nonetheless the researcher could not found research conducted on the status of preschool teacher education in Tigray Region. That is why the researcher is interested to conduct research based on the current practice of the preschool education teacher education in Tigray. The focus of this research is to look at the status of the training and find how the training is associated with teacher competency standards integrated with preschool trainees and to assess the challenges which affect the teaching and learning process.

1.2 Statement of the Problem

Ethiopia has recognized the importance of Early Childhood Care and Education (ECCE) in accelerating attainment of Education for all and (MDG), (MOE, 2010). This indicated how the significance of professional preschool teachers directly or indirectly affects the psychosocial-life of the children in all round developments. Preschool teachers' awareness and practice about the all rounded development of children and need for preschool education is very important. *"Teachers while in observation do not practice what they said they do"* (Aschalew, 2018) This research also revealed that, preschool teacher education in Ethiopian confronted some barriers and contradictions in reflection with curriculum standardizing, tendency to maintaining the status quo, ignorance local of knowledge, integrating of diversity, social justice, and learning organization. The preschool level includes children ages 4-6 enrolled and. practiced in NGO,

communities, private institutions, and faith-based organizations, these are the predominant participatory in the area of the preschool program (Belay, & Belay, 2017). Similarly the government of Ethiopia has been involved in developing curriculum, training teachers, and providing supervisory support. In my argument, in policy and implementation of the preschool curriculum aggravated the problem in those who live with low economic income

Preschool teaching is a complex effort, about how to prepare and support preschool teachers' professional learning are complicated by vagueness about what teachers should accomplish (Blank, 2015). Although there is a general agreement that preschool education is unique and requires highly qualified kindergarten teachers that has a positive impact on teaching and learning process; with children (Blank, 2015). Preschool education is structured in the form of kindergarten, preschool, nursery, and child to a child which largely provided by the different sector, MoE, 1994, Kassahun. 2013 Aschalew, & 2018). But the government of Ethiopia has very limited interventions and supports to this program, (Aschalew, 2018). For this reason the government puts justification why limited to support the program:

...to enhance the involvement of the private sector in the education sector, the second justification is to maximize the government's effort in the other levels of the sector. The report concludes that as the result of the government's limited intervention, the enrollment rate for preschool education has remained very low, especially in rural areas of the country.

In Ethiopia, many teachers are not enough qualified for the level at preschool which they are expected to teach and some qualified teachers are not fairly distributed across regions (Aschalew, 2018). The qualities and relevance of preschool teacher training program in Ethiopia is a major challenging sector (Rossiter, 2016). Some researches in other countries also indicated, (Sederevičiūtė, 2015) Currently, the importance of education is discovered in European still challenging sector. Ethiopia also making, (Kassahun, 2013), an effort on expanding and capacitating state-owned training colleges in various regions of the country to train preschool professionals at the diploma level, both in regular and in-service training schemes. Mitter, & Putcha, (2018) clearly stated that, the importance of preschool professionals and preschool trainees need to know and be able to do in order to perform effectively. At present the number of practitioners for preschool education (PSE) remains low for the fact that preschool pre-service teacher training has been conducted by few

numbers of government teacher training colleges. The trainees in government owned pre-primary teacher education colleges get (ten month-three year) diploma training program.

The Ministry of Education (2010b).summarized the participation of preschool children:

Having 6.9% baseline for kindergarten enrolment rate in 2009/10, targets were set in the GTP with the objectives of education access to preschool children in the achievement of the MDGs. The targets set forth with the intention to achieve 14.7% in 2012/13 and 20% in the year 2014/2015, as stated in Growth and Transformation Plan (2010/11-2014/2015; Volume II: Policy matrix, P.19). The actual performance as indicated in MOE, Education Statistics Annual Abstract (2012/13), out of the estimated 7.71 million children of the appropriate age group about 2.01 million children have been reported to have access to pre-primary education. Though the enrolment is small when compared to the appropriate age group, gross enrolment rate which is 26.1% is higher than the previous years. Such an increase of enrolment requires the preparation of adequate number and qualified preschool teachers.

The major challenges as regards the current ECCE practices identified, (MoE, MoH, MoWA, 2010) that lack of proper training of preschool teachers; lack of standard curriculum and guidelines; lack of culturally relevant story books; quasi non-existence of alternative care and education services for the majority of the children population in the rural areas; lack of access to early childhood education for almost all children and especially children from low socio-economic backgrounds; lack of awareness about the value and type of care and education of young children; low salary for teachers, causing high staff turnover; lack of early childhood education professionals; misconception about teaching children “because they are children!”; and the use of foreign languages (mainly English) as a medium of instruction. So, the researcher concerned to conduct research in Tigray about the current practice of preschool education teacher training in in terms of the teacher competency standard set by Ministry of Education and the major challenge of the program. So the main intention of the research was to investigate the above aforementioned issues in preschool trainings. And the main research question of this research was;

1. What is the Implementation of preschool Teacher Training Program in Tigray?
2. How Instructors and preschool teacher Trainees Think the professional Competency?
3. What are the major Challenges of Preschool Teacher Training Program in Tigray?

1.3 Objective of the Study

The general objective of this study is to investigate the pre-school teacher trainings' in Tigary region. More specifically, the study seeks to:

- 1) To see the current Implementation of preschool teacher training in Adwa college.
- 2) To examine to what extent the teacher professional competency achieved.
- 3) To see the major Challenges of Preschool Teacher Training.

1.4 Significance of the Study

One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability, and culture starting from basic education and at all levels. Ethiopia education system encompasses complex problems of relevance, quality, accessibility, and equity, especially in rural areas. The absence of interrelated contents curriculum relevance, indigenization and mode of presentation that can develop student's knowledge, cognitive abilities and behavioural change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of our education system. This study will expect to help for policymakers, curriculum developer, experts, professional teachers, regional educational bureau, stakeholders' through providing real evidence about the current preschool teacher training their qualities, relevance with school environment challenges and trends and implementation in preschool teacher training program. Specifically, the result of this study will prove the following.

- 1.The result of this study will provide helpful information regarding policy, curriculum relevance, and quality of training conducive school environment setting and professional developments of student-teachers for preschool.
- 2.The result of this study will be helpful for college administrator's teachers about the strength and weakness of the implementation of the preschool training program.
3. Interested researchers will get some ideas in studying further the same or related topics.

1.5 Delimitation of the Study

In Tigray Regional State there are two, CTEI at diploma level which takes the responsibility to train teachers in in-service and preserve program for preschool teachers. Abbiy Addiy College of teacher education trains for the preschool teachers in summer program and ACTE train trainees

in pre-service and in-service program. This, research was focused on ACTE especially on those who train for preschool trainees in regular program or pre-service training, to see the current practice of the program in relation to teachers competency standard and to assess challenges of the teaching and learning process in the college. So, this study was delimited to preschool teacher training in a regular program. There are two Teacher Education modalities in Adwa and Abbiy-Addiy Colleges of but both have a similar setting. In general, the researcher delimited the scope of the study to, Adwa college teacher education. Why the researcher concerned only on the regular program was in order to get triangulated information from the teacher and trainee because the pre service trainees were presented in the college where as the in service trainee were on job trainees The researcher, therefore, found relevant information on the issue under study.

1.6 Organization of the study

The study is organized to five chapters. The first chapter deals with introduction and basic research question of the study and its approaches. The second chapter deals with the relevant grey review of related literature. The chapter deal with the study of research design and methodology is presented instrument techniques. The fourth chapter presents about data analysis discussion and interpretation. The last chapter (chapter five) deals with summary of the findings, conclusions and recommendations

1.7 Operational Definitions

Preschool teacher trainees; means an individuals who participate in preschool college of teacher education and training program that involves in acquiring and enhances knowledge, skill and attitudes to develop their professions.

Professional competences: means competences for professionals, which outline what a worker in a specific role should know and be able to do.

Standards: means guidelines and regulations which lay out requirements for entry and continuation in professional roles.

CHAPTER TWO

2. Review of Related Literature

2.1 History of Preschool Education

Eyasu, et al. (2017), Ethiopian traditional education goes back to Aksumite kingdom of the 4th century A. D. The prominent objective was to train priest, monks, teachers, and debteras. Starting from the very beginning of traditional education to 1944/45 there was no formal teacher education program like that of today. The priests and loyal families were in a position to select and admit teacher based on the individual's content knowledge. Religious leader was authorized to choose media of instructional, content to be learned and instruction, and manage the whole educational system at all. The history of modern education goes back to Imperialist Minilki II since 1908. It was turning in the history of Ethiopian education in all aspects to make it modern like the western type. Modern education was not introduced overnight but rather comes over a lot of resistance from both inside and outside countries. From 1908 1944 there was no teacher education program. The syllabus, teaching materials, and teachers were all imported from England to prepare Ethiopian students for the General Certificate Examination of the University of London. From 1941 onwards education was rapidly expanded whole over the country, but there was a lack of teachers. In order to address the problem, it was mandatory to have Ethiopian teachers.. Many TTI were established from 1960 -1970s like Harar, Debre Berhan and Jimma. The TTI was later launched. To TTC like Kotebe and Bahir Dar was established.

2.1.1 Preschool Education Policy

Kassahun, (2013) to begin with, Ethiopia is one of the signatories of the UNCCR signed in December 1991. In addition, the need for children's development has been duly recognized in the country's education, health, and social welfare policies. The Ethiopian health policy has proclaimed the need to facilitate children's and family health care in order to combat childhood diseases. Parallel to this, the Ethiopian ETP (1994) highlights the need for children's overall development during the preschool years. Likewise, the nation's social welfare policy (1996) outlines the country's commitment to fulfilling various social services targeting the care and security of children. However, despite the presence of these statements in different sectors of governmental policy, early years service in Ethiopia has remained an underdeveloped sector. Recently, as a result of a joint effort by UNICEF and the aforementioned ministries, a new

ECCE policy framework has been developed that is relatively comprehensive. Although it is not yet fully in place, it is the first of its kind in the country, and there is hope that it will bring a positive change. Curriculum. As far as the curriculum is concerned, the MoE seems reluctant to update and revise the curriculum originally designed long ago. The early year's curriculum developed in 1980 was subject based (i.e., language, maths, environment, life skills, physical education, and music). Now, it has currently developed into a competency-based curriculum.

2.1.2 Preschool Teacher Training

According to , Carter, (2015) how preschool teacher learns to teach children in their respective environments; whatever the method is presented it is clear to prepare teachers to be able to scope effectively in the classroom in terms of knowledge, skill, attitude and management. Eyasu et al, (2017), also supported how to train preschool teachers in holistic route in relation to the training modalities pre-service training, in-service training (CPD) and informal on-the-job training or work experience. Teacher motivation and teachers' own attitudes towards their profession can also be considered as important elements when we talk about teacher quality and required-quality education, (Gemechu, et al, 2017). According, Gemechu, et al., (2017) different preschool teacher training modalities are practice around the world. These modalities mentioned in the research 1. Concurrent modalities this approaches preschool trainees learn both the contents and the methodology at the same time. This modality practiced in most of the world like most Asian countries, England, USA, etc. 2 consecutive modality is more relevant for these already have certification in any relevant subject area. It concentrated on the “how” of teaching knowledge and pedagogical skills, not the “what” to teach and consists of both formal instruction and supervised practice in relation to those review In practical situation in Ethiopia preschool teacher training program these two modalities are in working through regular program or pre service training and in-service or summer training program According to, Carter, (2015) he was forwarded way of how to train preschool trainees. These are: 1 whatever the methodology, it is important that preschool trainees have to prepare to cope effectively in managing behaviour knowledge and the practical skills that they will require. It is a clear understanding of how new teachers learn and how to support their growing knowledge and understanding at every step throughout this crucial period of their development. The Teachers' Standards set a clear baseline of expectations for professional practice. 2. We have found that the most effective programs give careful consideration to how trainees' learning experiences are structured. Programs should be

structured so there is effective integration between the different types of knowledge and skills trainees need to draw on in order to develop their own teaching. Programs that privilege either ‘theory’ or ‘practice’ fail to take account of the necessity of such integration. 3. We believe that preschool trainees should provide a foundation for on-going development by providing an appropriate combination of access to the expertise of teachers and pupil learning contexts, as well as engagement with and experience of relevant educational research. We believe this supports trainees to become teachers who can reflect on their own teaching, nurturing and reinforcing the idea that teachers are researchers of their own practice who continue to develop throughout their career. 4. Developing close relationships between theory and practice, in a way that helps trainees to understand and explore the links between research and classroom practice is therefore a crucial element of all preschool programs 5. Consider that preschool programs need to be structured in a way that takes careful account of the complex learning needs of trainees in a staged and progressive way that then leads seamlessly into a well-planned on-going professional journey. Gemechu, et al. (2017), Ethiopia introduced the TESO with a new curriculum promoting active learning and student-centre approaches. The aim was to replace the traditional teacher-centre approach with active learning, in which students can interact with teachers and other students. Teacher-related indicators that are assumed to improve the quality of education include a relatively low pupil–teacher ratio, appropriate teaching methods, commitment from teachers, good qualifications and sui-Table teaching experience. Government documents indicate that by the year 2000/1, 96.6 per cent of teachers in the first cycle of primary education had TTI certificates. The remaining teachers only had secondary school certificates. Teachers who had graduated from the teacher training institutes were considered to be qualified to teach at this level. But only 23.8 per cent of teachers teaching in second-cycle primary education held diplomas that qualified them to teach at that level. Different departments have been operating under both linear and cluster modalities.

Major challenges for teachers’ professional development

1. Teacher attitudes and behaviour
2. The Community and parents’ perceptions of the teaching profession
3. Teacher assignment/allocation

2.1.3 Preschool Educational Professionals

It is note quit recently that educational professional regards as a profession (Advocacy, 2012). Its crudest and simplest sense educational professional belongs to the earlier time. Educational profession is the chiefs of all professions, which can be traced back to the ancient time MoE, 2010). Thus all teachers that are employed in the profession had variety profiles with regard to their assignments. Documentation of such teacher profile is helpful and essential to assure the quality of education (Aweke, et al, 2017). However, in our country setting such a teaca her profile is ns not well adopted. Nevertheless, currently, every teacher starting from kindergarten up to the higher institution requested to have his/ her/ profile consecutively to handle the current educational structure MoE, 2010).

2.1.4 Preschool Teachers professional competency

The standards set by MoE, 2010) for preschool educators are given much emphasize in relation to different standards and domains of teaching competency: namely teaching of professional knowledge, professional practice and professional engagement. Aweke, et al (2017) furthermore, each standard is built on certain elements which in turn are explicitly described by a number of specific indicators/performance criteria. For the purpose of this study it is only the summaries of the indicators in their respective professions and competency that are given below under each standard. The official Teacher Standards will be integrated into the pre-service teacher preparation program so that preschool pre-service teachers gain the knowledge and skills to meet the standards and continuously improve when they become teachers as they proceed through their career development ((MoE, MoH, MoWA, 2010)

2.1.5 Principles of Preschool Teacher Education

According MoE, MoH, MoWA, (2010) identifying some basic principles that guide the process of program development and implementation in order to fulfil the vision and mission of preschool pre-service teacher education, create teachers of the high standard required, and realize.

2.2 Training preschools Cognitive, and Emotional development

According to MoE, MoH, MoWA, (2010) summarized to what extent Prepare professionally committed pre-school teachers that show parental approach and can be role models to children. Understand and support children's emotions, interests, intelligence behaviours and have a close

relationship with them. Enshrine children's overall personalities in such a way that children would be ready to pursue their formal primary (MoE 2010) Education. Consider they are responsible in teaching, caring and counselling for preschool children and encourage female children to have equal participation with male.

2.2.1 Preschool Curriculum

Content and implementation of pre-service courses (syllabi and modules) that allows sufficient time for using play, art, music and hands-on experiential learning to promote children's emotion, feeling and skills ((MoE, 2010). The preschool courses (syllabi and modules) that allows sufficient time for analysis, reflection and the modelling of active learning and continuous assessment in all college courses (MoE, MoH, MoWA, 2010). Content and implementation of pre-service courses that prepare preschool pre-service teachers to emphasize basic skills development in their teaching of children (especially in languages and mathematics.) Curriculum, syllabi, modules and classroom practice at the pre-service level that encourage and model active learning and key competencies. Curriculum, syllabi, modules and classroom practice at the pre-service level that includes and models continuous assessment and follow-up remediation (Minster of Education, 2010b). Inclusion of a strong element of pedagogical content knowledge how to teach integrated learning areas to different children at different levels in developmentally appropriate ways in all subject matter and professional courses. Inclusion of gender responsive pedagogy and professional approaches that encourage the success of females at all levels. Use of preschool curriculum, syllabi, teachers' guides, and textbooks in college teaching in subject matter and professional courses Inclusion of a range of relevant pedagogies for each basic skill and each subject that teachers can use to vary instruction, adapt and develop appropriate ways to use with students who have different learning styles.(Carter, 2015)

2.2.2 Preschool Teachers Professional Development

MoE (2010) emphasize the links to the reality of preschools and preschool classrooms in all aspects of teacher education. This helps to ensure that preschool pre-service teachers and teacher educators can teach effectively and provide quality preschool classroom experiences to learn best practices (MoE 2010a). Another way means of supporting learning development students through continuous assessment and evaluation (Carter, 2015).

Emphasize in all activities at the college on the critical importance of the professional area of preschool education. This focused to critical importance of preschool education (MoE, MoH, MoWA, 2010) to the improvement of the overall education system within the country and the foundation of future academic success for each child. Infusion of reflective practice as a mainstay of the pre-service program for teacher educators and prospective teachers, as a specific element of professional courses, modelled in all teaching and learning, and as an important part of the practicum experience (MoE 2009). Development of learning communities at the college that include staff and students working together possibly with families and community and local agencies, particularly in the implementation of action research programs, focusing on real preschool education issues, carried out by teams of instructors and students working together (Carter, 2015). Emphasis on the importance of college leadership in creating a harmonious and purpose-driven community of dedicated professionals (ESDP V, 2019)

2.2.3 Link Preschools and Communities

Professional courses that link strongly theories with classroom practice are very important (Kárpát, 2007). Practicum that is well structured and well supervised by college and preschool staff are genuine bringing good learning experience for preschool (MoE, 2010a). Pre-service teacher education prepares teachers for real practice, including those preschools that have few resources and large classes. Both teacher educators and preschool pre-service teachers will conduct research (preschool-based studies or action research) in preschools, when possible in research teams that include preschool (MoE, MoH, MoWA 2010) teachers and administrators will be given a role in nearby CTEs conducting discussion groups with preschool pre-service teachers about the preschool and classroom environment and co-teaching (MoE, 2010a) special seminars with teacher educators on teaching and learning issues and successful practices. Courses and practicum will include information and visitations of community agencies that serve preschool children and their families such as health offices, women and children's programs, NGO's.

2.3 Teacher Educator Profile

According to MoE, (2010a) teacher educators are the gatekeepers of teacher quality. In modelling good practice and commitment, they transfer to their students the essential skills and positive attitudes that are required of a good teacher. It is important that they know their subject

matter well, either in subject knowledge or professional courses. Subject matter specialists have the responsibility of knowing what is relevant knowledge for preschool teachers and promoting pedagogical content knowledge in their courses. Professional area specialists have the responsibility of connecting the abstract to the practical, teaching in a manner that connects practically to what preschool teachers can use in understanding and working with their children and analysing their practice in the context of wider ideas in education (MoE, MoH, MoWA 2010). It is equally important that teacher educators are positive about their profession, that they care about their students as future teachers, and that they show dedication to teacher and student learning (MoE, 2010a). Whether subject matter specialists or specialists in professional areas, teacher educators have a professional obligation to know the preschool environment well, to supervise and support their preschool pre-service teachers effectively during the practicum, and to carry out research in preschools that will contribute to the pool of professional knowledge about preschool education. In addition to the above, the following are minimum requirements to be a teacher educator in preschool pre-service teacher education (Carter, 2015):

2.3.1 Academic Qualifications

Teacher educators will have a minimum of a first degree in a subject relevant to preschool teaching. All teacher educators with a first degree will be encouraged to work toward a second degree (MoE, 2010a). The goal is to ensure that within a period of ten years all teacher educators have at least a second degree. Teacher educators will be encouraged to earn advanced degrees (master's or doctoral degrees) in professional areas of preschool education. Selected excellent preschool teachers will be encouraged to earn professional qualifications with the highest grade that will enable them to join the staff of CTEs (MoE, MoH, MoWA, 2010).

2.3.2 Professional Preparation

All teacher educators will be expected to develop knowledge of preschool education as a professional area through personal observation and experience sharing in selected preschool and preschool classrooms (MoE, 2010a). All teacher educators will participate in the Higher Diploma Program (HDP) and earn the higher diploma. As a way of building professional competence, teacher educators will participate in research, particularly research in nearby preschools, in relation to the area in which they are teaching. Such research will be published by the colleges and presented for discussion to other teacher educators, college preschool pre-service teachers

and teachers from nearby preschools. Teacher educators will be encouraged to earn advanced degrees in professional areas of preschool education (MoE, MoH, MoWA 2010).

2.3.3 Teaching Experience

Since most teacher educators will not have had experience teaching in preschools, they will be expected to develop and demonstrate knowledge of the preschool and the preschool classroom environment and primary school and primary classroom environment CTEs (MoE, MoH, MoWA, 2010). Experience teaching in secondary schools and above, while valuable, will not be considered an adequate substitute for experience in preschool teaching (MoE, 2010a). Teacher educators are expected to use child-centered teaching methodology. Teacher educators will be encouraged to teach demonstration classes in nearby preschools with groups of their college preschool pre-service teachers present. Teacher educators will be encouraged to carry out observations and conduct research on preschool teaching (MoE, 2010a). An induction period of three years will give new teacher educators time to develop and demonstrate knowledge of the preschool and preschool classroom environment and of the professional areas of preschool education. Existing teacher educators will also be expected to demonstrate adequate knowledge of the professional area of preschool education and of the preschool and preschool classroom, physical and social environment (MoE, 2010a)

2.3.4 Ethical Considerations

All colleges will develop a Code of Conduct for Teacher Educators based on community ideals of ethical behaviour (Carter, 2015). Teacher educators, as teachers, are role models and thus have the obligation to demonstrate good behaviour according to the norms of the college and the wider community (MoE, MoH, MoWA 2010). There will be zero tolerance of any form of dishonesty, harassment (sexual or otherwise), or violence carried out by teacher educators. It is recognized that ethics for teacher educators extend into more subtle areas such as demonstrating hard work and commitment, kindness and humanity in dealing with others; a teacher or teacher educator without these qualities is not behaving in an ethical manner (MoE, MoH, MoWA 2010).

2.3.5 Methods of Learning Assessment

Assessment in preschool teacher education will be continuous, as opposed to relying on mid-term and final examinations only (MoE, 2010a). Accordingly, a range of assessment tools will be employed according to the nature and contents of each course. Tests, assignments, portfolios, practical demonstrations, presentations, micro-teaching, peer teaching, writing term papers, written examinations, project work and material production will be among the methods employed. In all cases, continuous assessment will provide diagnostic information to be used by the college lecturers in giving further support to preschool pre-service teachers (MoE, MoH, MoWA 2010). Above all, preschool pre-service teachers at colleges must demonstrate that they can teach effectively using a range of appropriate methods for preschool pre-service teachers with different learning styles, that emphasize active learning, and that integrate key competencies across the curriculum (MoE, 2010). A variety of assessment methods which can be specific to subject area and professional courses, subject area methodology courses, and practicum courses will be employed as outlined below (Carter, 2015).

2.4 Integrated preschool learning

One of the basic principles of the curriculum framework for preschool pre-service teacher education is the creation of strong alignment between the preschool pre-service teacher education program and that of preschool curriculum principles (MoE, 2010a). The Curriculum Framework for Ethiopian Education (KG--Grade 12) consists of five integrated learning areas, which means with no strict departmentalization. The grouping helps to facilitate the understanding on the part of the teacher as to the various activities the child needs to perform. Therefore, to correspond and carryout these two programs in a synchronized manner, preparation of qualified generalist preschool teachers becomes indispensable. For the purpose of reference, the structure of preschool curriculum is indicated below (MoE, MoH, MoWA 2010).

Table: 2.1 Preschool integrated curriculum

The structure of preschool curriculum integrated consists of the following learning areas

- 1 My environment
 - 2 Developing Literacy
 - 3 Developing Numeracy
 - 4 Relating with others
 - 5 Taking care of myself
-

The preschool curriculum hosts three stages of children (stage 1: 4-5 years and stage 2: 5-6 years and stage 3: 6-7 years) with slight cognitive differences (MoE, 2010a). Under the above overlapping preschool learning areas children develop their cognitive, emotional, social and physical domains. They develop a sense of belonging, relationship, explore and keep themselves safe and avoid accidents. Children understand themselves and their immediate natural and social environment. Communicating through mother tongue, they develop life skills, social values and basic communicative skills. They also learn letters, key words and sounds, listening and responding to stories and oral communications (MoE, 2010a). The Preschool Curriculum emphasizes the Basic English words and phrases and sounds which through focusing mainly on listening and speaking through simple verses and play paves the opportunity for writing and reading skills of children. In developing numeracy, mathematics helps children to develop the concepts of direction, space, quantity, size and number. They will be learning to sort and classify objects (MoE, MoH, MoWA 2010). It is within this context that the curriculum, syllabus and modules develops and generalist teachers who can manage self-contained class have to be trained in pre-service preschool teacher education colleges (Carter, 2015).

2.5 The Structure of preschool Teacher Training

The courses that will be designed for trainees in pre-service preschool teacher education should enable pre-service teachers to achieve the vision, mission, objectives, principles and teachers' professional competency (MoE, 2010a) standards mentioned in this document. Similarly, the courses should ensure that preschool pre-service teachers develop the expected professional knowledge, academic knowledge and ethical values using a core approach of problem solving, active learning and student centered teaching methods which they implement when they become

preschool teachers. Based on these major concepts the structure of diploma program for preschool teachers comprises of four composite areas of study adding up to a total of 113 credit hours (up to 20 credit hours per semester, two semesters per year over three years). The four areas of study are the following (MoE, MoH, MoWA 2010).

2.5.1 The four composite areas of study are listed below

Table: 2.2. Areas of study

No	Areas of study	No of credit hours
1	Composite subject –matter	55
2	Pedagogical content knowledge/PCK/	12
3	Professional courses	34
4	Practicum courses	12
	TOTAL	113

This indicates the generalist preschool teachers, the above four composite areas of study are to be taken by all candidates of preschool teachers, that is to mean all courses MoE, 2010) are common to all trainees. In the process of adjusting the number of credit hours of courses not to exceed the standards, it is preferable to give an appropriate credit value for Mathematics and Language (MoE, MoH, MoWA, 2010). This is because enriching the trainee with basic Language (Mother tongue and English) skills ensures strong basic skills of reading, writing, speaking and listening for preschool children. Similarly, the conceptual knowledge of Mathematics is also a key to understand all other subjects. Rather than academic knowledge, the basic challenge in teaching preschool children lies on lack of adequate teaching methodology and professional skills. Therefore, due attention should be given to both professional and teaching methodology courses.

2.6 Age-Appropriate Curriculum

Advocacy,(2012) all preschool programs should adopt a research-based curriculum that is developmentally, culturally, and linguistically relevant for all children. Curricula can provide the guiding philosophy for program activities, including teacher interactions and the design of the physical indoor and outdoor environment (MoE, MoH, MoWA 2010). Curricula also help teachers effectively structure and sequence classroom activities, target particular activities to

build skills or meet development milestones, and build on prior learning and experiences. Curricula provide varying levels of flexibility to individual teachers; some provide highly structured models for teachers to implement, while others offer guiding principles and expect teachers to determine the best way to implement (Carter, 2015).

2.7 Components of an Effective Curriculum

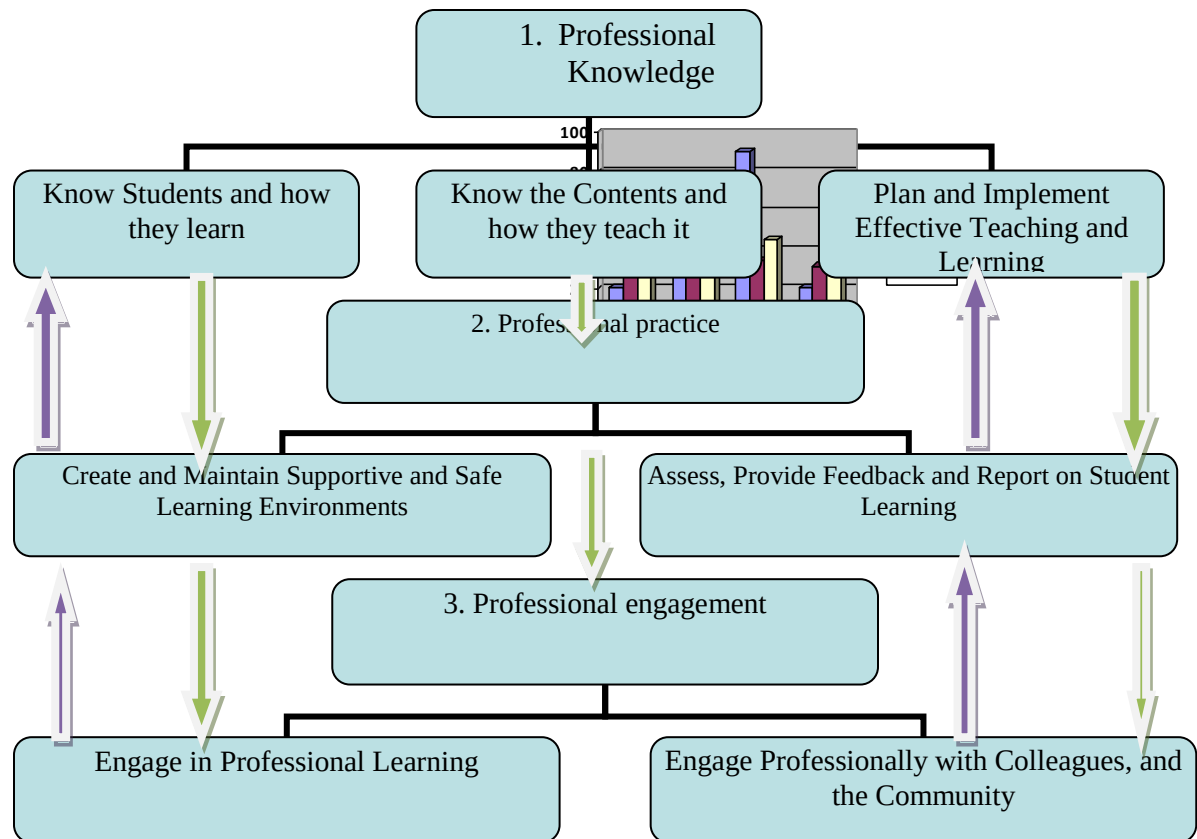
The National Centre on Quality Teaching and Learning has identified 13 components that need to be present in an effective curriculum(Advocacy, 2012): Grounded in child development principles, Evidence-based, Shows effects on child outcomes, Comprehensive across learning domains, Depth for each covered learning domain, Specific learning goals, Well-designed learning activities, Responsive teaching, Supports for individualized instruction, Culturally and linguistically responsive, on-going assessments, Professional development opportunities and Family involvement materials

2.8 Preschool Education in Tigray

The first preschool in Tigray regional state was established in Mekelle, Kebele 16 in 1963- 1966 E.C. The medium of instruction was English. Then, SOS was opened to provide service for orphaned children in 1969 E.C. During the era of the previous regime preschools were established under the municipalities and Kebele administrations and NGOs until 1981 E.C. All efforts done were focused in the urban areas (Tigray Regional State Education Bureau, 2016). Starting 1985 E.C efforts were done to expand the preschool education service by private investors, Relief Society of Tigray (REST), NGOs, and Religious Organizations and the number of preschools reached 100 in 1996 E.C, however, the achievement in the area remained insignificant (TREB, 2015). Moreover, there was no centrally developed standard for the preschools to abide by and services delivered were determined by the institutions. .

The MOE Statistical Annual Abstract for the academic year of 2006/7 on the other hand indicated that in Tigray there were 139 KGs, with an enrolment of 9357 and GER of 2.3%. The contradictions of the data in the Regional Statistical Annual Abstract and National MoE is due to inconsistency in reporting or lack of proper monitoring and evaluation of the program.

2.9 Conceptual Framework of preschool Training



Adapted from MoE, (2010)

Figure: 2.1. Integration of teacher competency standard

CHAPTER THREE

3. Research Design and Methodology

This chapter focus on the way in which the study designed and conducted at the selected sample ACTE in Tigray. It deals with research design, source of data, population and sampling techniques, data gathering instruments, further more validity and reliability of the instrument (questionnaires) and methods of data analysis.

3.1 Research design

In this study in order to properly address the purposes and research questions of the study, mixed research approach which is the combination of both qualitative and quantitative was used. The researcher used a mixed research approach because this approach provides comprehensive evidences for studying a research problem than either quantitative or qualitative research alone (Creswell, 2014). Therefore, an exploratory sequential mixed research approach was used. The researcher used this research approach was to study different groups to gain information from variety sources. The researcher first conducted qualitative approach using semi-structured interview designed to academic vice dean, practicum coordinator and preschool coordinator. Also open ended questionnaire was administered for college instructors to assess their perception on adequacy instructional resources, relevance of modules, adequacy of assessment techniques. In addition to this observation checklist was used to see the availabilities instructional resources at pedagogical centre and how they used to support the trainees. In order to triangulate the data closed ended questionnaire was administered for those college instructors and preschool trainees to supplement information about how teacher professional competency achieved at the training.

3.2 Source of data

The main sources of data for this study were academic vice dean, practicum coordinator, preschool coordinator, college instructors and third year preschool teacher trainees. The academic vice dean, practicum coordinator, and preschool coordinator, were asked about the information of the current practice and challenges of the training. The rest of the respondents were asked to give their own reflection how the teaching and learning process is implemented and how content knowledge and pedagogical approach integrated to meet the needs of the trainees. All of these respondents are members of the preschool training program.

3.3 Population and sampling techniques

The sample frame (total population) of this study was one hundred seventy one (171). The break down was as follows: one academic vice dean, one practicum coordinator, one preschool coordinator, eighty six (86) college instructors and seventy three (73) preschool trainees. From eighty six (86) college instructors the researcher selected forty one (41) instructors for the study as samples. The instructors were selected through purposive sampling techniques. Because those instructors were selected based on their participation in preschool teaching experience in order get reliable data's in relation to the teaching and learning process, assessment techniques, teacher professional competency and challenges of the training. Preschool teacher trainees were also selected through purposive sampling. There were seventy three third year trainees in the preschool program. Since the total population was small so, all the trainees were included as a sample. Besides, one academic vice dean, one practicum coordinator and one preschool coordinator were included as sources of data using purposive sampling. The main reason why the academic vice dean, practicum coordinator and preschool coordinator included were to get information about the current practice of training and challenges encountered during the implementation of the program.

Table: 3.1. Sample frame samples and method of sampling

No	Participant	Populati on	Sample size	%	Sampling method	Data gathering Instruments	Data Analysis
1	Academic vice dean	1	1	100%	Purposive	Semi-structure interview	Qualitative
2	Practicum coordinator	1	1	100%	Purposive	Semi-structure interview	Qualitative
3	Preschool coordinator	1	1	100%	Purposive	Semi-structure interview	Qualitative
4	College Instructors	95	41	44%	Purposive	Questionnaire	Quantitative and Qualitative
5	Preschool trainees	73	73	100%	Purposive	Questionnaire	Quantitative and Qualitative
	Total	171	117	68			

3.4 Data gathering instruments

The main data gathering tools for this study were semi-structured interview, questionnaire and observation checklist.

3.4.1 Questionnaires

Questionnaire was conducted and administered to college instructors. The main intention of administering questionnaire to the instructors were to get data how the instructors were equipped with the teacher professional competency which stipulated in the strategic operational plan and guidelines for early childhood care and education curriculum framework in Ethiopia .The same questionnaire was also administered for the preschool teacher trainees to look at about college instructors' mastery of the teacher professional competency. The questionnaire was distributed to the selected forty one preschool instructors and seventy three preschool teacher trainees. The questionnaire was distributed to instructors in person by the help of RPO coordinators of ACTE and agreed to submit the filled tools on one day to the researcher and RPO. The questionnaire for preschool teacher trainees were distributed in the presence of the preschool coordinator and the researcher explained the instruction how to fill the questionnaires properly. Thirty eight (90%) of the college instructors and sixty five (89%) preschool teacher trainees were filled the questionnaire and returned back

3.4.2 Interview

Semi structured interview was conducted with academic vice dean, practicum coordinator, and preschool coordinator to assessed the current practice and challenges of preschool teacher training program. Using the semi structured interview conducted with academic vice dean and preschool program coordinator, attempt was made to get data about the professional preparation of the would preschool teachers; relevance of the training offered, motivation of both the trainees and the instructors ,efforts in teacher professional identity formation and problem encountered. Using unstructured interview, one to one interview with practicum coordinators was conducted. The interview was about the implementations of practicum and how trainees are equipped with practical skills and the integration of the training programs some community values. Efforts was also made to get ideas about challenges faced. Interview questionnaire were conducted to each (academic vice dean, practicum coordinator, and preschool coordinator), participants. Similar interview questionnaire were used for both respondents in order to triangulated data among the key informants.

Table: 3.2. Codes of Interviewee

No	Key Informants	Code
1	Informant 1	A1
2	Informant 2	P2
3	Informant 3	PS3

3.4.3 Observation Checklist

The researcher intentionally observed about the availability of resources in pedagogical centre and the utilization of materials for teaching and learning process. The researcher prepared checklist toolkit on what resources were more supportive for preschool teacher training. So based on the important of instructional materials were taken from MoE, 2010), preschool teacher training syllabus to prepare the toolkit in order to see the available and utilization of materials resources at the training.

3.5 Pilot Testing

Items of questionnaire were revised based on suggestions and remarks given from advisor. The researcher then distributed the ‘English version’ to college instructors and the ‘Tigrigna version’ to preschool teacher trainees Then final draft questionnaires were piloted to 10 preschool teachers which were in Abbiy Addiy town and 10 instructors of AACTE which had similar settings with the actual study area of ACTE. The questionnaire was conducted and; looked upon limitations based on the nature and distribution of the responses and the length of time spent to complete the questionnaire. After pilot testing was conducted, some modifications were done to some instructions, other correction and editorial measures which are believed to cease respondent.

3.5.1 Validity and reliability of the instruments

Before the actual data collection, was conducted the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. The reliability of the items of the questionnaires for the instructors was found to be 0.90 and preschool teachers were 0.98 as calculated based on the formula of Cronbach alpha (α). According to literatures, the value indicates that the tool is reliable enough for research purpose

since it lies in the acceptable range. Actually the students did not seem to have faced serious confusion and problems of understanding while attempting the items. At last the questionnaire was reviewed by a group of teachers who previously had had research experience and finally edited by advisor

3.6 Methods of data analysis

In this study the researcher was used both qualitative and quantitative data analysis. The data were collected through Semi-structured interview, checklist observation, and open-ended items of the questionnaires were analysed qualitatively in the form of narrative description. However, the data collected via questionnaires, analysed using descriptive analysis in terms of, mean, standard deviation, and frequency. Beside this, one sample T- test was used in order to support the descriptive analysis and to see the level of significant responses. The researcher used statistical package (*SPSS*) of version 20 computer programs was used. Finally, based on the data collected summary and conclusion were drawn and recommendations forwarded.

CHAPTER FOUR

4. Presentation, Analysis, and Interpretation of the Data

In this section of study the data which was collected through questionnaires, interviews and observation were presented, analysed, and interpreted using qualitative and quantitative methods. Also this chapter focused on the main parts of data analysis, discussion and major findings of the study area. It was presented using Tables and percentages to show the current practices, achievements of teacher competency standard and major challenges which encounter the training. The data for this study were collected from instructors and preschool teacher trainees via questionnaires. The questionnaires were distributed to 41 instructors and 73 preschool teacher trainees. However, those filled by 37 (90%) of the instructors and 63 (86%) of the preschool teacher trainees were returned and analysed quantitatively and qualitatively.

In addition to the above appliances, one academic vice dean, one practicum coordinator and one preschool coordinator were interviewed and their responses were used as additional, points to confirm with the current practice. The analyses were made based on the nature and attributes of respondents in relation to the situation and practice. Additionally, participants were also given an open ended questionnaire to express their ideas openly.

Generally, the qualitative and quantitative data were collected from the participants through different instruments were presented and analysed qualitatively and quantitatively as follows.

4.1. Back ground information

As shown in the Table 4.1 below it was indicated the respondents back ground information in the College of teacher education. The attributes focused on their educational qualification, professional relevance for the program and training participation.

Table: 4.1 Back ground information of participants

No	Variables			
1	What is your highest level of qualification?	Degree	Master	Other
		10	27	
2	Do you have specialization in preschool education?	Yes	No	
		1	36	
3	If your answer to number 2 is No; have you taken any training relevant to preschool education?	Yes	No	
		21	16	

Based on the data obtained from the respondents illustrated in the above Table 10(27%) of the respondents were first degree holders and 27 (73%) of them were also second degree holders. From this it can be summarized that the majority of the instructors were second degree holder. According to MoE guideline for early childhood care and education stipulated that teacher educators will have a minimum of first degree in a subject relevant to preschool teaching and all teacher educators with a first degree will be encouraged to work toward a second degree, (MoE, 2010). From this one can deduced the qualification of college instructors were in congruence with the standard of Ministry of Education. The data in row number 2 in the above also showed that one, (3%) was graduated by the field of preschool education and 36, (97%) of the instructors were not specialized in preschool education. This indicated almost all instructors are not specialized in the field of preschool education and there is no preparation which prepares instructors for preschool as program trainings. However, to some extent some instructors were involved in short training program. As it is illustrated in the Table among 37 (100%) respondents only 21, (57%) of the instructors were participated in short training related to preschool education but the rest 16, (43%) of the college instructors were not involved in any training related to preschool, in general the data obtain informed that although almost all the instructors fulfilled the educational requirement of preschool, there were no relevance in relation to preschool education.

4.2. Current Implementation of preschool training

Interviewees were held for both the A1 & PS3 about how they selected the preschool teacher trainees and what looks like the professional preparation in relation to the institution.

Concerning the preschool candidates' entry criteria, informant A1 disclosed his idea by saying:

The criteria for selecting preschool teacher candidates there is no permanent rule and regulation the only criteria we use is gender [female is selected]but concerning their academic proficiency we didn't have requirement as a result candidates' who fall to be would be teacher for elementary school , be selected to be candidate for preschool teacher even if she fail

Similar to the above idea, the words of PS3 depict such experience:

Preschool teacher candidates are select from those who could not pass and fulfil the given criteria for primary teachers program and so they are nominate for pre-primary teacher education program Simply preschool teacher candidates are force to join the departments without interest, less motivation and no or less academic knowledge.

From the above ideas it implied that, the ACTE had not selection criteria for preschool teacher candidates' entryway, due to this less competent trainee were joined to training program. And also the college and ERB were given less emphasis to preschool program. Because the aforementioned idea was in contradict with the, (Ministry of Education, 2010); which stated that the minimum requirements for the preschool candidates had 2.00 point and above in EGSECE, No 'F' grade in Mathematics and English subjects. In addition, to that an average of 50% and above in Grades 9 and 10 transcript and grade 12 Candidate teachers who fulfil the above minimum requirements must consider in the selection. From the above concepts we can understand the college as institution could not have the guidelines of early care and childhood education. This also indicate that there is a problem of implementing the policy of the MoE.

The interview was also extended to A1 & P2 about professional preparation of the preschool teacher trainees in the ACTE. This is what these (A1 & p2) had expressed during interview

According to the obtain result from the interviewees the preschool program was observed critically its concern was to elaborate how the preschool training programme were practiced and facilitated towards the professional readiness of the trainees. In comprehensively the respondent disclosed there ideas that, the trainees were expected to complete 113 credit hours in three (3) years of college experience which they learnt the compost of, 55 (49%) credit hours of composite subject matter, 34 (31%) credit hours of, pedagogical content knowledge, 12, (10%) credit hours of professional courses and 12 (10%) credit hours were practicum courses. But for this interview

the practicum coordinator disclosed that preschool teacher trainees covered 16% of the total credit given to practicum course. This shows that there was a difference with the above information. However, it is proved by document analysis that the trainees take 12 credit practicum courses and policies and strategies could harm the program in implementation. Based on these major concepts, the structure of diploma program for preschool teachers trainees comprises of four composite areas of study which is over capacity of the trainees adding up to a total of 113 credit hours (up to 20 credit hours per semester, two semesters per year over three years). The preparation of preschool trainees have a generalist or holistic approach which is to be taken by all candidates of preschool teachers, that is to mean all courses are common to all trainees. In the process of adjusting the number of credit hours of courses not to exceed the standards, it is preferable to give an appropriate credit value for Mathematics and Language. This is because enriching the trainee with basic Language (Mother tongue and English) skills ensures strong basic skills of reading, writing, speaking and listening for preschool children. Similarly, the conceptual knowledge of Mathematics is also a key to understand all other subjects. Rather than academic knowledge, the basic challenge in teaching preschool children lies on lack of adequate teaching methodology and professional skills. To conclude the aggregate responses preschool teacher trainees were more engaged in theoretical aspects than the practical works. This was indicated that, bulk courses, inappropriate contents, irrelevant and more theoretical courses were included in the program. This problem also aggravated with the incompetent, unqualified, and uninterested trainees' background entryway. To support these concepts open ended questionnaire were distributed to instructors to assess the qualities of courses and modules. Generally instructors, they were responded that:

- ✎ Most of the modules were not well prepared and some modules were fulfilled with many errors, misconceptions, misinterpretations, more concepts and did not contextualize in to trainee need and level
- ✎ The modules were not designed in accordance with the national curriculum framework, the capacity of the trainees and the needs of the children.
- ✎ Most of the instructors responded that there were not module for preschool teacher trainees rather than unorganized hand outs. so in order to apply the program properly it's important to redesign the curriculum specially the methodology and materials is mandatory.

- ✎ Even the modules were difficult to manage and to organize the contents and learning experience for instructors to master its contents in relation to levels and capacities of the trainees.
- ✎ There were no harmonized curricula materials and modules at the college and regional level and they was used differently.
- ✎ Poor qualities of modules and bulk of courses contents
- ✎ Poor qualities of preschool teacher candidates entryway

During the long interview with A1 the following narration extracted concerning the professional identities.

....they have no interests to stay in the professions simply they joined the profession for using as a bridge to other fields. They couldn't have professional identities to become preschool teachers or 'O' class teacher. They haven't sufficient, skills, knowledge and motivations due to shortage of instructional materials in the pedagogical centre discouraging the profession by the communities, less governmental attention and poor qualities of nominating preschool candidates entryway. There is also huge gap in between the trainees' capacity and what they learn in the college. The modules are more contains hard science content rather than practical oriented.....

The PS3 has expressed similar problems attest that by disclosing:

The contents which given in the college is inappropriate with the age of the children and trainees needs. The modules are more emphasize on theories, bulk contents, and less practices. Because of poor qualities of modules and methodologies is difficult to say the trainees are professionals well furnishes. Perhaps, some preschool trainees have an interest to stay in the profession after three years college life, but most of the preschool teacher trainees are not interested to stay on the profession because, the program don't guarantee for preschool teachers to upgrade their professions in the future. This is due to fear of no access to vertical relevance academic qualification Those and other problems developed less sense of professional identities to become a preschool teacher Simply they waited for the sake of survivals.

To conclude from the aforementioned ideas, generally the preschool teacher trainees had poor performance to teach and care children and have not had good perception towards their profession during college life. This idea emerged because, the trainees joined the program without interests, access limited to further vertical qualification, imparting large amount of courses and contents, poor quality of materials (modules and hand outs) low expectations and respects from the communities becoming O class teachers and less governmental supports. All

these factors contributed to developed less sense of professional identities and less granted to stay in the profession. This ideas also further elaborated by, Fantahun (2017) that, Preschool teachers ('O' class teachers) are introduced not as core program but to supplement the access gap in rural areas where kindergarten is not available. So this revealed that the government marginalized the preschool education in emphasise and implementation

There were some instructional materials in pedagogical centre data collected from observation most of instructors do not prepare and use teaching aids. This implies that though there is shortage of material, and lack of interests from the instructors. They did not use the available materials appropriately even though in reality, the identified problems have difference in terms of the accessibility and availabilities of the materials.

Informant PS3 highly emphasized on the contents and relevant of the modules by saying:

The Content of preschool courses (syllabi and modules) that allows insufficient time for using play, art, music and hands-on experiential learning to promote trainees emotion, feeling and skills.. Contents are emphasizing on absorption of facts and theories. The content what is giving in the college and the practice in the ground in association with children's age and needs totally different. There is no inclusion of pedagogical, knowledge how to teach and integrated learning areas. College instructors use hand-out in teaching subject matter and professional courses. There is no well structure and organized modules. The available hand-outs also full of misunderstanding in contextual frameworks misinterpretation when interpreted to local language. This led to ensure that preschool pre-service teachers and teacher educators cannot teach effectively to bring along best practices. This means ineffective supporting trainees in continuous assessment and evaluation. The major challenges encounter during the implementation of practicum program are lack of appropriate criteria for evaluation, inconsistencies supervision of the college, lack of cooperativeness among stake holders, lack of adequate school environment for placements.

One can deduced from the above ideas, however, practically preschool teacher trainees were not getting adequate support and guidance from their respective school mentors as well as their college tutors. School mentors and college tutors were not providing adequate supports for student-teachers in the meantime of practicum implementation program. This could be lack of motivation by the college, time constraints, and lack of mutual understanding among practicum stakeholders and poor coordination of the program

In this part it is mainly discussed about the pre-school training program such as the quality of training, instructional materials and college performance and trainers capacity. According to informant A1 said that pedagogical such as content, teaching, mathematics teaching, English

teaching, ,mother tongue teaching, and environmental science teaching in preschool), which are needed in pre-school education are given at the college level. College training helps the pre-school teacher trainees to have knowledge and skill on pre-school trainings and the way of kids caring.

Moreover, the study indicated that the preschool training in colleges is less effective because absence of play-based educational materials (indoor & outdoor) to trainees, inappropriateness of the courses, unorganized modules and absence of trained man power to the program.

Is the practicum considered as core learning process?

According to P2 expressed his ideas about the importance of practicum courses which helps to link classroom activities (theory) with practical experiences. Practicum which well-structured and organized brings genuine learning experience for the trainees and the practice prepares preschool teacher trainees' for the real condition. The Ministry of Education also expressed Practicum Courses include information and visitations of community agencies that serve preschool children and their families such as health offices, women and children's programs, NGO's, MoE, 2010). In the development of the practicum, it is necessary to consider the design and implementation of the practicum to judge the extent to which it contains learning and experiences for preschool trainees in classroom that are in accord with the principles of preschool curriculum frameworks. Analyse the manner in which trainees are prepared for the practicum, the manner in which they are monitored, supervised and supported during different phases of the practicum by CTE staff and by the teachers and principals in the preschools where they participate in the practicum. Ensure that reflection and reflective practice is an important part of the practicum. Cooperating preschool trainees are fully informed about the purposes and expectations of the practicum and fully trained to support the children.

The learning assessment for the practicum course includes practicum 1-4. It is to be judged based on: Classroom observations of the performance as a reflective practitioner in classroom teaching Preschool teacher candidate's their behaviour, participation in curricular and extra-curricular activities and ethical conduct within the school environment. In all cases, continuous assessment of performance in the practicum will provide diagnostic information to be used by the college lecturers in giving further support to preschool pre-service teacher

Table: 4.8 Judgment on instructors and trainees on assessment

Frequency		D		EW		EM		OS		N	
Variable	Judgement	F	%	F	%	F	%	F	%	F	%
1.Observation	IJ	18	48%	9	24%	2	5%	7	20%	1	3%
	TJ	5	8%	14	22%	32	49%	14	22%	1	3%
2.Participation	IJ	31	84%	4	11%	1	3%			1	3%
	TJ	21	32%	42	65%			2	3%	1	3%
3.Attendance	IJ	18	49%	13	35%	4	11%	2	5%	14	
	TJ	34	52%	23	35%	5	8%	3	5%	14	
4.W/drawing	IJ	6	16%	17	56%	9	24%			5	7%
	TJ			9	14%	13	20%	34	52%	9	14
5.Portfolios	IJ			4	11%	5	7%	8	22%	20	54% %
	TJ			5	8%	6	9%	14	22%	40	62%
6.G/Assignment	IJ	3	8%	6	16%	10	27%	13	35%	5	14%
	TJ	6	9%	11	17%	13	20%	25	39%	10	15%
7.I/Assignment	IJ			4		12	32%	21	57%		
	TJ			8	12%	18	28%	39	60%		
8.Quiz	IJ	3	8%	1		14	38%			3	
	TJ		8%	1	2%	26	40%	26	40%		
9.Reflection	IJ			6	16	11	30%	12	33%	8	22%
	TJ				%	4	6%	30	41%	39	53%
10.P/work	IJ			6	16%			16	44%	15	40%
	TJ			2	3%	2	3%	35	54%	26	40%
11.Laboratory	IJ			6	16%			16	44%	15	40%
	TJ							4	6%	61	94%
12.Eperiment	IJ										
	TJ										

*NB; D= Daily EW=Every Week EM=Every Month OS= Ones a Semester N=Never
IJ=Instructors Judgement TJ= Trainees Judgement W= Writing G= Group I= Individual P= project*

In the above Table item 1 intended to measure preschool teacher trainees and instructors view on how much the assessment techniques used to measure and evaluate trainees' progress and the instructors' perspective towards observation 48% of the total respondents replies that preschool trainer was assessed in almost in every daily activist. But most of the preschool trainees about 49% replied that instructors used observation dominantly in every month and 5% of the total respondent agreed on with instructor's perspective. This indicated that observing trainees

performance is not the problems of college instructors. This result is also similar with the national curriculum framework of MOE, (2005).

Furthermore Item 2 intended to measure does the college instructors' allow the students to participate in class during the actual practice and accordingly 84% of the college instructors side that, they allow and create conducive environment to our students to share and participate during the instruction time, similarly 32% of the students also share the above idea as it is. Additionally 65% of students and 11% of teachers also side that the college instructors' allowed as to presents our works to the class every week. Then from the above idea student were get a chance to present their works in front of their classmates daily. This helps for preschool trains to build experience and motivated how care and help the children in later teaching and learning practices. Interaction between teachers and students is the most important factor in student motivation and involvement, (AACTE and ACTE, 2016). Providing a number of learning choices; for undertaking a class assignment enables them to choose the one that is most personality meaningful to them and makes clear that they do have influence on what occurs in school. It can prevent the difficult situation in which, with only one learning path, some trainees do not succeed, with the result that they act out because they feel like failures. We know from the work of Howard Gardener that children learn likelihood of a well-managed classroom, (MU, 2013).

As seen in the above Table, item 3 was designed to assess about how college instructors gave attention to present and control the trainees' during the training and students were also asked, does the college instructor take attendance, and they were replied that about 49% of teachers and 52% of trainees' side that, the instructors' were take attendance when they were in class room. The remaining 35% of teachers and students side that the teachers take attendance every week. This shows that some instructors they didn't know about the presence and absents of the trainees. To supports this ideas qualitative data also conducted through interview with informant 3, he was concluded that they had some carless instructors in the college especially in the implementation of practicum. He was stressed on:

Instructors are required to control trainees'... related problem which forced to absenteeism and misbehaving which may develop cheating; not doing assignments, home works, coming late, quarrelling each other; breaking rules and regulations due to Lack of clear rules and unclear instruction.[A3]

Generally, from the above qualitative and quantitative data one can infer that some college instructors were unable to control their students in class and in schools practice

What is more in item 4 indicated that considerable number of instructors (56%) indicated that within the college experiences students were given writing and drawing works every week to improve their subject matter knowledge and skills. In addition, highest percentage of student (52%) reported that within the college experiences our teachers gave as writing and drawing works ones a semester. Therefore from the above idea some teachers gave writing and drawing works weekly some of also gave writing and drawing assignments ones a semester. Similarly the data that were gotten from interview from informant 2 there is no enough material how to draw and sketches the trainees to develop their skills

Furthermore item 5 is indicated in the above Table, considerable number of students (54%) and teachers (62%) indicated that the meets were not prepared portfolios evidence. In addition, lower percentage of students and teachers judgements were students were prepare portfolio and then assessed their portfolios one a semester. And the result implies that preschool teacher trainees' were not assessed their portfolios. This is the great problem on how to integrate theories and practice at the ground during practicum implementation

As seen in item 6 Table, overwhelming percentages of college instructors' and students (35% and 39% respectively) rated that college instructors' gave group assignment ones a semester. Additionally, 27% of teachers and 20% of students depicted that the students did obtain group assignment every month. Therefore from the above result college instructors' gave assignments ones a semester to the students.

Furthermore, in item number 7 student and teachers were asked to indicate how often the students take individual assignment with in the semester. Accordingly, 57% of teachers and 60% of students responded that students take assignments ones a semester. Therefore substantial number of students confirmed that students take individual assignments ones a semester

Concerning the quiz teachers and students were asked how often the students take quiz with in a semester and 38% of the teachers and 40% of the students responded that students take quiz

every month. Similarly 40% of the teachers also side ones a semester. Then from the above result one can conclude that students take quiz every month.

The perceptions of instructor and trainee towards reflection were almost negative because of less function in on how to reflect preschool trainees. 33% and 30% of instructors agreed on not as such familiarizes with this technique of assessment and the trainees replied the same results 53% and 41% believed on reflection never practiced and sometimes follow up ones in a semester. This indicated there was poor linkage on how trainees' reflected their practice and share experience to their classmates. Facilitated reflection is a great activity because it allows the students to take some quiet, personal time to "reflect" or think over what they have learned in the lesson. This can take many forms. Reflection can be done as a thought bubble, where they write one or two things they've learnt from the class on a piece of paper or yellow stick to be put on a bubble. It can be also being done as a diary entry with questions supplied by the teacher. It might be done as a brainstorm, or as a mind map. In any case, a reflective activity should allow the students 5 – 10 minutes to quietly look at themselves and what they learned in your lesson (MU, 2013)

Concerning project work, respondents were also asked to indicate whether the college instructors' gave project work to the students or not adequate and accordingly 44% of the teachers and 54% of the students' side that students take project work ones a semester. And 40 % of students and teachers also side that students never take project work. Therefore from the quantities Data College instructors were not assessed their students through project work

4.3. The achievement of Teacher professional Competency.

This part was intended to assess the achievement of teachers' professional competency. Accordingly, the following Tables (from Table 4.2 up to Table 4.8) depicted the results of the data were collected from college instructors and preschool teacher trainees about the achievements of teachers' professional competency s. At this point the achievements of teachers professional competency was measured based on the seven dimensions (competency1- competency7 that was taken from the MOE, standards). According to the MOE, (2010) preschool teachers' competency measured by the following indicators.

Table: 4.2 Teachers' perception on how they learn and understand their learners

Variable	Perception	actual mean	SD	MD	t	P-value
know the students and how they learn	IP	2.6	0.5	-14	-14	0
	SP	2.6	0.5	-1.4	-19	0

NB; SD=Standard deviation MD=Mean Difference IP=Instructors Perception TP=Trainees Perception

As it can be seen in Table 4.2, the obtained mean score of college instructors and preschool teacher trainees' rated on how the college instructors know the trainees attributes and how they learn was ($M=2.64$, $p<0.05$) lower than the expected mean, which is (4). The t-value of instructors' and trainees rated about how to teach and understand their learner was ($t=-14$ and -19 at $\alpha=0.000$). Thus, this mean value revealed the existence of significant mean difference between the expected mean ($M=4$) and the obtained mean (2.64). And the overall mean result indicated that the obtained mean was significantly lower than the test-value. Additionally, the standard deviations were less than 1. Thus, the smaller standard deviation indicated that there was no much variation from the mean, in the responses. Generally the test result showed that college instructors do not have adequate awareness and understanding about the methods of teaching for preschool trainees and understand their learners. Children can learn more through; role play, child play, body gesture, indoor and outdoor games, MoE, 2010). So preschool teachers can learn by these methodologies in order to teach and care children. But instructors cannot have the abilities and knowledge to train trainees via these methods. This implied different trainees joined the program with different back grounds and learning styles.

Table: 4.3 Know the Content and How Teach It

Variable	Perception	actual mean	SD	MD	t	P-value
Know The Content And How Teach It	IP	3.6	0.5	-0.4	-4	0
	TP	2.5	0.5	-1.5	-23	0.04

NB; SD=Standard deviation MD=Mean Difference IP=Instructors Perception TP=Trainees Perception

As it can be seen from Table 4.3, college instructors' replied about whether the college instructors' have knowledge of subject matter and well equipped with how they teach or not during the actual class room practice in the college is significantly equal with the expected ($t = -4$ at $\alpha = .001$), because here the expected mean result was ($M = 4$) and the observed mean result that was obtained from 37 college instructors' questionnaires showed ($M = 3.6$, $SD = 0.5$ with $p < 0.05$). Similarly students teachers was also asked to put their perception whether the college instructors' have the knowledge and skill how to learn students or not was significantly lower than the expected mean that is ($M = 2.5$, $SD = 0.5$, $MD = -1.5$, $t = -23$). This indicated that college instructors' perceived as they have adequate content knowledge and skills of how to teach the trainees but preschool teacher trainees also perceived their teachers do not have adequate content knowledge and skills of how to teach.

Table: 4.3 Plans For and Implement Effective Teaching and Learning

Variable	Perception	actual mean	SD	MD	t	P-value
plan for and implement effective teaching & learning	TP	2.5	0.6	-1.5	-14	0.03
	SP	2.4	0.6	-1.6	-21	0.02

NB; *SD*=Standard deviation *MD*=Mean Difference *IP*=Instructors Perception *TP*=Trainees Perception

As it can be seen from Table 4.3, college instructors and preschool teacher trainees, were asked to rate their perceptions towards do plan and implement their plan effectively in class room was significantly lower than the expected ($t = -14$ & -21 at $\alpha = 0.003$ & 0.02). Thus, the expected mean result was 4, but the observed mean result was 2.5 & 2.4 with $SD = 0.6$ that is below the expected mean. And the result point out those college instructors' and preschool teacher trainees were realized that college instructors' do not have well organized plan.

Based on the above quantitative results, one can deduce that college instructors' had not organized plan. And this finding is not in line with the MoE, (2005) preschool curriculum guide for pre- primary schools in Ethiopia. According to MoE, (2005), college instructors' need to have a plan for effective teaching strategies and classroom management skills to support pre-service teachers in their teaching practices. This is because it is impossible to attain the aim of pre-school curriculum without competent teachers. Generally, college instructors' have

professional responsibilities of serving as a professional role model in planning and implemented the planned activities.

Table: 4.4 Create and Maintain Supportive and Safe Learning Environments

Variable	Perception	actual mean	SD	MD	t	P-value
create and maintain supportive and safe learning environments	IP	3.4	0.9	-0.6	-4.4	0.00
	TP	2.4	0.6	-1.6	-18	0.02

NB; SD=Standard deviation MD=Mean Difference IP=Instructors Perception TP=Trainees Perception

As can be observed from Table 4.4, college instructors' and trainees were asked to rate their views toward do the teachers create and maintain supportive and safe learning environment ($M = 3.32$ & 2.4 with $SD = 0.9$ & 2.4 respectively) was significantly lower than the expected mean ($M=4$). And as indicated by one sample t-test in the above Table ($t = -4.4$ & -18 $p < .005$). This mean value implies college instructors' were not created and maintain supportive and safe learning environment.

In the above Table 4.4, the result from one sample t-test showed that college instructors' were not create and maintain supportive and safe learning environment. Therefore the finding of the study were contradicted with the expected outcome of the MoE, that means college instructors' expected to create conducive, supportive and safe environment and trainees also may gain more confidence in the class room.

Table: 4.5 Assess, Provide Feedback and Report on Student Learning

Variable	Perception	actual mean	SD	MD	t	P-value
Assess, provide feedback and report on students learning	IP	3.56	0.6	0.4	-4	0
	TP	2.3	0.6	-1.7	-22	0.03

NB; SD=Standard deviation MD=Mean Difference IP=Instructors Perception TP=Trainees Perception

In the above Table 4.5 college-teachers and trainees were asked to rate their perception towards the assessments and the way of providing feedback of college instructors' to the trainees. And as indicated by one sample t-test the observed mean result on the variable was ($M=3.56$ & 2.3), the expected mean result was also ($M=4$) with mean difference (MD) 0.4 and -1.7 respectively, here the observed mean result of the college instructors' was significantly almost equal to the expected mean result that ($t= -4, p < .005$). But the observed mean result of preschool teacher trainees' was significantly lowers the expected mean. And this revealed that college instructors' were perceived as they were able to assess and provide quality feedback to mentee but preschool teacher trainees' also perceived college instructors' were unable to assess and provide timely feedback to them.

Finally, based on the quantitative analysis results get from college instructors' one can deduce that college instructors' were capable to provide appropriate and constructive feedback to student-teachers. And the above finding was similar with the MoE requirements. The MoE guideline, (2010), points out that giving proper feedback is the most essential part of college instructors' role and requires systematic and accurate observation of a mentee's teaching performance. Feedback should facilitate reflection and foster critical thinking skills of mentee's on their own teaching skill. In addition to this college instructors' needed to model effective teaching strategies and classroom management skills to support pre-service teachers that the college instructors' have professional responsibilities of serving as a professional role model in providing appropriate feedback after observation, modelling effective instructional techniques for the beginner teacher, orientating student-teacher and helping student-teachers to make best practice in the classroom in their teaching practices. This is because it is imposable to attain the aim of pre-schools without the supports of college instructors'.

Table: 4.6 Engage in Professional Learning

Variable	Perception	actual mean	SD	MD	t	P-value
engage in professional learning	IP	2.5	0.6	-1.5	-15	0.02
	TP	2.5	0.6	-1.5	-18	0.00

NB; *SD*=Standard deviation *MD*=Mean Difference *IP*=Instructors Perception *TP*=Trainees Perception

As it can be seen from Table 4.6, college-teachers and trainees were asked to rate their perceptions towards do the college instructors' engage in professional learning or not was significantly lower than the expected ($t = -15$ & -18 at $\alpha = 0.002$ & 0.00 respectively). Thus, the expected mean result of was 4, but the observed mean result was 2.5 with $SD = 0.6$ that is below the expected mean. And the result of one sample t-test point out those college instructors' and students realized that, college instructors' were not as such good in engage in professional learning.

Based on the above quantitative result, one can deduce that college instructors' were not as such good in engaging in professional learning. And this finding is not in line with college instructors' requirements. According to MoE (2010a), college instructors' need to Participates in workshops, conferences, seminars or courses design collaborates with other professionals to solve problems and Engages in dialogue with colleagues in relation to professional issues.

Table: 4.7 Engage Professionally With Colleagues and the Community

Variable	Perception	actual mean	SD	MD	t	P-value
engage professionally with colleagues, parents care givers & the community	IP	3.96	0.5	-0.3	0.4	0.02
	TP	4.1	0.3	0.1	3	0.01

NB; SD=Standard deviation MD=Mean Difference IP=Instructors Perception TP=Trainees Perception

As it can be seen from Table 4.7, college instructors' and students were asked to rate their perception about whether the college instructors' engaged Professionally With Colleagues, Parents/Care Givers and the Community or not in and out of college is significantly equal with the expected ($t = -0.4$ & 3 at $\alpha = 0.002$ & 0.01 respectively), because here the expected mean result was ($M = 4$) and the observed mean result that was obtained from the questionnaires showed ($M = 3.69$ & 4.1 , $SD = 0.5$ & 0.3 respectively with $p < 0.05$). This indicated that college teacher and trainees perceived that college instructors' engaged professionally with Colleagues, Parents/Care Givers, and the Community.

In general based on the data collected from the different sources via questioner regarding the engagement of college instructors' with Colleagues, Parents/Care Givers, and the Community it is possible to say that college instructors' engaged on that issue. And this finding is in line with

what MOE (2010) suggested saying that competent college teacher should have good (the required) skill of creating good relationship With Colleagues, Parents/Care Givers, and the Community to get important information about the whole college practice

4.4. Major challenges of the Preschool teacher training

In relation to the major challenges of the training informant A1 disclosed:

Pre-school trainees will be certificate holders in term of their qualification, but the problem is in terms of computing with knowledge skill and attitudes. Courses content and methodologies, what is finding in the college and what the standard is required are irrelevant. This affects the effectiveness of pre-school education and put the effectiveness of college training in doubt for the future.

Informant PS3 also disclosed his ideas by saying:

The training of college needs to fulfil appropriate materials and learning environment in order to bring pre-school education in to the demand of the standard. Preschool trainees have low interest in their profession; low salary and low respect by the community are among the main challenges which are deteriorating the teaching professional development. There are no good and proper placements of trainees during practicum three at the school level. This means that some school leaders are not good in terms of supporting and guiding the trainees in the teaching learning process; controlling and evaluating teachers' lesson plan, encouraging teachers and conducting supervision. There are some challenges in few preschools placements such as sexual harassments by school principals, in proper placement of trainees, in proper engagement and less attention to the program due to lack of awareness on the pre-school education program.

Besides, the above idea there is no supports and attention to the pre-school trainees during school placement from the education bureau and there is no special follow up to the program. Hence, they pay less stipend while in practicum; because they were faced with different social and personal related problems. Culturally relevant story books, in-door and out-door materials, and equipment, in preschools are the main problems. There is no module rather than an unorganized hand out and the course content to much emphasize on knowledge. Also, there is no standard of selection entry criteria for preschool teacher trainees to the college. Therefore, pre-school teachers were mishandled and mistreated by the community in term of prestige and by the government in term of salary.

CHAPTER FIVE

5. Findings Summary, Conclusion, and Recommendations

5.1. Summary

The main purpose of this study was to assess the current practices of pre-school education, instructors' professional competency and challenges of the preschool training program at Adwa College of Teachers' Education. More specifically, this study was set out to seek an answer for the following basic research questions were:

- ✎ To see the implementation of preschool teachers training in Adwa college.
- ✎ To examine teacher competency standard Integrated with Preschool Trainees.
- ✎ To see the major challenges of preschool teacher training program in Adwa college.

To answer the research question mentioned above mixed research approach employed to investigate the practices, teacher competency and challenges of the training. The study was more focus on descriptive survey design, beside to that the researcher used both quantitative and qualitative analyses. In addition to this the researcher collected the data from instructors, pre-school teacher trainees, and administrators. To collect data from those purposive sampling technique used more ever, the researcher also developed data collection instruments such as, questionnaire, interview, and check lists observation. Data were present through, percentage, mean, standard deviation, frequency, and one sample T test used for further relevance. The major findings of this study revealed that, college instructors were not specialized in preschool education, poor qualities of preschool teacher candidates, trainees had less sense of professional identities, courses more emphasized on hard science and theoretical values, the program doesn't garneted for upgrade. Besides, to this the implementation of practicum were lack of appropriate criteria for evaluation, sexual harassment of trainees, in committed and careless tutors; insufficient incentive, lack of well-structured and coordinated program. The outlook of the community was discouraging and little attention and supports were given to the program from educational bureau. Therefore to alleviate the aforesaid deficits and to enhance pre-school education of ACTE in collaboration with regional education bureau and partner schools should provide the needed support to fulfil the gap and implement the pre-school education

5.2. Findings

The finding of this study revealed that;

- ✎ College instructors are not specialized in the field of preschool education. Similarly the data collected from different participants showed that even college instructors were not competent in understanding their trainees (capacity, learning style, and individual differences), and how they learn them through (art, music paly gesture), in planning and implementing active learning environment, in creating a conducive environment, and engaging in professional learning.
- ✎ There were no clear admission criteria for preschool teacher candidates' entryway. Preschool teacher candidates were not selected based on standards and criteria's. This show there is no clear cut standardized criteria's for selecting preschool candidates to join the program in the region. That's why preschool teacher candidates were nominated from those who compete to primary teacher education program but who couldn't fulfil the given criteria and waited for a chance of substitutions. Preschool teacher candidates were forced to join the departments without interests, less motivation, and no prerequisite knowledge. These results, less competent trainees were joined for the preschool teacher training program. Additionally, during three years of college learning experience trainees were also more deployed on more theoretical content, bulk courses, inappropriate contents, and irrelevant modules were included in the program. This problem also aggravated with the incompetent, unqualified, and uninterested trainees joined the program.
- ✎ Preschool teacher trainees had less sense of professional identities to become a preschool teacher. This is due to low communities expectation and low recognition of the profession by other concerned bodies. These factors led to develop them to had insufficient skills, knowledge and practice of the trainees. This finding supported by (Putcha, 2018), increasing knowledge and benefits of preschool education, we don't recognized appropriately about preschool teachers who facilitate a pivotal role in implementing and sustaining the qualities of services. This revealed that there was a routine of under imagination even at some international levels for the preschool teachers. According to the report of result for development studied across many countries where more emphasized on the role of preschool education for children development.

- ✎ There were shortages of instructional materials in the pedagogical centre and low motivation of instructors to prepare locally available materials.
- ✎ The courses given to preschool teacher trainees were more of hard science and reflect theoretical values. This implies college instructor do not use active teaching and learning method. There is a little room to participate trainees in class
- ✎ The program doesn't garneted for preschool teacher trainees to update and upgrade their professions for the future
- ✎ Farthermost, on this study, the major challenges of preschool teachers encounter during the implementation of practicum program were identified as also lack of appropriate criteria for evaluation, inconsistencies supervision of the college, lack of cooperativeness among practicum stake holders, lack of early child hood school around for placements, and sexual harassment of trainees by school principals while asking to stumped there portfolios. In addition, the study participants were also mentioned further related challenges that hamper the implementations of the practicum program. These were: lack of commitment and carelessness among tutors (in committed and careless tutors for fully advocate preschool teachers), and mentors; inappropriate placement of preschool trainees during practicum program to their subject area; insufficient payment for trainees; and lack of well-structured and coordinated program.

5.3. Conclusion

On the bases of these finding it could be concluded:

The preschool teacher trainees had poor performance to teach and care children and have not had good perception towards their profession during college life. This idea emerged because, of joining the program without interests, suspension of the program in later professional development access to further vertical qualification, imparting a large amount of courses and contents, poor quality of materials (modules and hand outs) low expectations and respects from the communities becoming O class teachers and less governmental supports. All these factors contributed to developed less sense of professional identities and less granted to stay in the profession. Preschool teachers are introduced not as core program but to supplement the access gap in rural areas where kindergarten is not available, So this revealed that the government marginalized preschool education in there emphasise and implementation. Based on the finding one can conclude that; pre-school trainees with in and out college practicum experiences they had improved their lesson plan preparation, the ability to produce subject relevant local teaching aids, classroom management skills, and helped them to try out different teaching strategies in the actual classroom. With regard to instructors' competence, the researcher concludes that college instructors were not competent enough to serve the pre-school trainees based on the pre-specified standards of MoE for pre-school education. Furthermore, the present study showed that preschool education surrounded by multiple challenges. But in this study based on the findings, one can conclude that the serious problems that hampered preschool education practice in the case of ACTEC are lack of appropriate criteria for evaluation, intermittent supervision of the college, lack of cooperativeness among practicum stake holders, lack of early child hood school around and lack of adequate school facilities, lack of commitment and carelessness among tutors and mentors; inappropriate placement of preschool trainees during practicum program to their subject area; insufficient payment for trainees; and lack of well-structured and coordinated program.

5.4. Recommendation

From what the research has observed the following recommendation were made in order to improve the qualities of preschool training in Tigray.

- ✎ Preschool teacher educators are easily persuaded to be selected from those who have served as preschool teacher. Anyone who is assigned to be assigned as preschool educators has to be trained him/herself as preschool teacher educators. Beside to this, the Ministry of Education in collaboration universities required to revise the preschool curriculum, more ever, Tigray education bureau and ACTE give adequately training to college instructors' how to trained per-school teachers through integrating approaches. In view of the fact, the very important issue supporting preschool teacher trainees in and out of college is sharing professional expertise and experience, therefore teachers who serve as the preschool trainees should have the necessary competence and experiences
- ✎ Tigray educational bureau with collaboration the Ministry of Education are required to specify stringent admission criteria for preschool teacher trainees to join the program. Educational experts well to provide supportive systems and guidelines for nomination criteria that ensure the quality and standardization of preschool teacher candidate entryway. Preschool teacher candidates are required to join the program based on their interests and capacities.
- ✎ Preschool teacher education should not be seen as auxiliary activities of TTC, so the TREB required establishing a coherent structure for preschool education training program and ensuring the preschool curriculum supportive to national policies and relevant to regional context. The regional educational bureau also required to modify the rules and regulation related to preschool teachers how to get transfer based on their professions. Like ways, a professional recognition for preschool teachers ('O' class teachers), need for to promote and strengthen for the effective delivery of preschool education.
- ✎ The preschool courses and modules required to integrate with, music, art, role play, drilling, story storey, indoor game and outdoor game aside with the national curriculum which were given in the college. Instructors also will be equipped with these course modules through short term and long term training, in addition to this modules are required to interpreted in collaboration with AACTE and ACTE , more ever reviewed

and edited by language experts in order to minimize misinterpretations and misconceptions of concepts

- ✎ The practicum aspect has to be given due attention to meet the purpose of the practicum program, the linkage between the college and placement schools should be strengthened. For this reason, the concerned bodies of the college should build a strong link with placement school and have to work jointly in planning and implementing the activities of the program. Beside to this the TTC are also required to establish its own model early childhood education school where the trainees can practice and the educators can do research. To the college suggested providing enough materials and facilities to train preschool teachers. The college should invest more time and resource towards the development of a pool of pre-school teachers to assist children's at school seating.

REFERENCE

- AACTE and ACTE. (2016). Sociological Perspective: on Teaching and Learning. Unpublished.
- Aschalew, T. (2018). Kindergarten Teachers' Awareness And Practices About The Psychosocial Desires Of Early Childhood Children: The Case Of Mettu Town Kindergarten School. *international journal advanced research (IJAR)*, 6(7), 513–521. <https://doi.org/10.21474/IJAR01/7391>
- Aweke, S. Eyasu, G. K. M. M. A. Y. A. (2017). Policy Debate in Ethiopian Teacher Education : Retrospection and Future Direction, 13(3), 61–70.
- Belay, T.& Belay, H. . (2017). Indigenization of Early Childhood Education (ECCE) in Ethiopia: “A goiter on mumps” in ECCE provisions *The Ethiopian Journal of Education* Vol. XXXVI No. 2 December 2016 73, XXXVI(2), 73–117.
- Blank, J. P. (2015). “Early Childhood Teacher Education: Historical Themes and Contemporary Issues”, *Early Childhood Teacher Education*, 31: 4, 391 — 405, (December). <https://doi.org/10.1080/10901027.2010.523772>
- Creswell, J. W. (n.d.). *Research design : qualitative, quantitative, and mixed methods approaches* (4th ed):United States of America Library;by, Inc SAGE.
- Dagar. (2017). *Education ,Meaning , Origin , History and Philosophy:* from//www.egyankosh.ac.in.btstrim, 16–112.
- Enos, N. (2016). Practices and Challenges: in the Provision of Pre-Primary Education in Tanzania, 10(40), 1–16.
- ESDP (V). (2019). *Education Sector Development Programme V (ESDP V)*, (Esdp V), 2008–2012.
- Eyasu, G.,Aweke S., Kassa M.,Mulugeta A., and Y. A. (2017). Reforms of teacher Education in Ethiopian : a historical analysis, 5(2), 1–6.
- Fantahun, .A. (2017). *Early Childhood Education in Ethiopia: Present Practices and Future*

Directions, XXXVI(2), 41–72.

Gemechu, E., Shishigu, A., Michael, K., Atnafu, M., & Ayalew, Y. (2017). Reforms of teacher education in Ethiopia : a historical analysis, 5(2), 1–6.

Kárpát. (2007). Teacher training and professional development.

kotebe Metropolitan university. Preschool Education Department: Syllabus for Preschool Pre-service Teacher Education Program መምህራን ስልጅ (2018).

Lim, K. M. (2014). Teacher Education & Teaching Profession in Singapore: Paper presented at the International Conference on the Teaching Profession in ASEAN, Bangkok, Thailand.
<https://doi.org/10.13140/2.1.3315.0726>

Minister of Education (MOE) , Minister of Health (MOH), M. of W. A. (MOWA). (2010). National Policy Framework for Early Childhood Care and Education (ECCE) in ETHIOPIA.

Minster of Education (MOE). (1994). Education and Training Policy. St.George Printing Press. Addis Ababa, Ethiopia.

Minster of Education, (MOE). (2010a). Guidelines: for Early Childhood Care and Education :Addis Ababa, Ethiopia.

Minster of Education,MOE. (2010b). The Strategic Operational Plan and Guidelines: for Early Childhood Care and Education (ECCE)in Ethiopia.

Mitter, R. & Putcha, V. (2018).Strengthening and SupportingTHE EARLY Childhood Workforce : Training and Professional Development washington,D.C.: Resulting for Development.

Minster of Education,MOE. (2010). National policy framework: For Early childhood care and education (ECCE).

Minster of Education,MOE (2009). Curriculum Framework: for Ethiopian Education (KG_Grade 12). Addis Ababa,Ethiopia.

- MU. (2013). Ministry of Education: Primary School Curriculum and Instruction. (D. A. Berhane Girmay, Ed.), Unpublished. Addis Ababa, Ethiopia.
- Putch, V. (2018). Strengthening and Supporting the early childhood Workforce: Competences and Standards. Washington, D.C.; Result for Development., (January).
- Rossiter, J. (2016). Scaling Up Access to Quality Early Education in Ethiopia : Guidance from International Experience About Young Lives, (January).
- Save the Children. Education in Emergencies: a Tool Kit for Starting and Managing Education in Emergencies; London SES BRD (2003).
- Schilder, D. (2016). Early Childhood Teacher Education Policies: Research Review and State Trends (policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes (CEELO).
- Sederevičiūtė, Ž.-P. D. paed. . B. V. (2015). The Concurrent and Consecutive Models of Initial Teacher Training : Problematics and Tendencies, 347–354.
- Semela, T. (2015). Teacher Preparation in Ethiopia : Analysis of Reforms Teacher preparation in Ethiopia : a critical analysis of reforms. Cambridge Journal of Education, (January 2014), 1–33. <https://doi.org/10.1080/0305764X.2013.860080>
- Sun, J., Rao, N., & Pearson, E. (2015). Policies and Strategies to Enhance the Quality of Early Childhood Educators: Education for all 2000-2015: Achievements and Challenges.
- Tigray Regional State Education Bureau. (2016). Education Statistics Annual Abstract; Mekelle, Tigray, Ethiopia.
- Tigst, K. (2013). Professionalism in Early Childhood Education and Care in Ethiopia : what are we talking about , (April), 37–41.

APPENDIX A

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF CURRICULUM AND INSTRUCTION

Questionnaire to College Instructors

General Introduction

Dear respondents, I am MA student at Addis Ababa University in the field of Curriculum and Instruction.

I am doing my masters thesis on the topic of **Pre-School Teacher Training in Tigray**.

The purpose of this questionnaire is to collect data about the competency of teachers and challenges in relation to **Pre-School Teacher Training in Tigray**. I kindly request your cooperation in providing the information that will be used for the research. The information you provide me will remain confidential and be used for research purpose only.

Thank you for your cooperation in advance!

General Direction

- You do not need to write your name
- Put(X) mark in the box to indicate your responses
- Write additional ideas if any space provided
- Follow instructions provide for each part.

PART I. background information

1. What is your highest level of qualification_____
2. Do you have specialization in preschool education, Yes ☐ No ☐
3. If your answer to number 2 is NO; have you taken any training relevance to preschool education, Yes ☐ No ☐

PART II: In Relation to Teacher Competency Standards and Challenges.

Dear instructor: the following items are prepared to get data about how instructors are achieved teacher competency standards. Here are lists of statements that are intended to see the achievement of teacher competency standard. Please put (X) mark in front of each statement to indicate your responses under your appropriate choice of number which represents.

Key Information

5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree

Competency 1: Know the Students and how they Learn.

No	Statements	5	4	3	2	1
1	Utilize the whole school as an environment to enhance student learning.					
2	Prepare learning experiences that integrate with trainees?					
3	Identify learning outcomes that match with the national curriculum.					
4	Encourage preschool trainees to take responsibility for attaining learning goals.					
5	Integrate new concepts to prior knowledge of the trainees.					
6	Accept individual difference and treat equally.					
7	Respond to preschool trainees questions, comments, thoughts, and ideas.					

Competency 2: Know the Content and How to Teach It.

1	Integrate key concepts, principles, and theories across the module.					
2	Possess knowledge of curriculum materials and resources in designing the instruction.					
3	Use multiple ways representations and explanations of disciplinary concepts.					
4	Gather classroom-based information which will help module revision.					
5	Identify relevant module supportive documents.					
6	Use literacy and numeracy teaching strategies.					

Competency 3: Plans for and Implement Effective Teaching and Learning.

1	Plan lesson using knowledge of trainees.					
2	Use materials that support their instructional goals and meet students need.					
3	Evaluate trainees' improvement properly.					
4	Analyse and report trainees result.					
5	Prepare teaching aids.					
6	Engage in practical works.					

Competency 4: Create and Maintain a Supportive and Safe Learning Environment.

1	Respect and caring with all preschool teacher trainees.					
2	Clarify school rules and regulations for trainees.					
3	Provide a safe learning environment that accommodates all preschool teacher trainees.					

Competency 5. Assess, Provide Feedback and Report on Student Learning.

1	Encourage student self-monitoring and reflection.					
2	Investigate barriers that inhibit trainees learning.					
3	Integrate trainees 'activity both within and outside the classroom.					
4	Allow trainees adequate time to complete tasks.					
5	Provide students with clear and constructive feedback on the spot.					
6	Record trainees learning outcomes accurately and consistently.					
7	Undertake interpretation and analysis of recorded evidence.					
8	Discuss observations and judgments with colleagues to verify interpretations of recorded evidence.					

Competency 6. Engage in Professional Learning.

1	Establish goals for his or her owns professional development.					
2	Use the National Professional competency standards. For reference					
3	Plan to promote own professional growth.					
4	Participate in workshops, conferences, seminars or course design.					
5	Collaborate with other professionals to solve problems.					
6	Use assistance from colleagues to address identified professional learning needs.					
7	Engage in dialogue with colleagues in relation to professional issues.					

Competency 7. Engage Professionally with Colleagues, and the Community.

1	Apply the key principles of the code of ethics in the teaching profession.					
2	Understand the legislative and administrative policies required for instructors.					
3	Participate in collegial activities designed to enhance preschool teacher trainees learning.					
4	Establish productive relationships with members of the school community and consult with and learn from others.					

40. How do you see the qualities of the modules in relation to trainees needs? Put your suggestions and what do you suggest for improvement the quality

41 Are the modules relevant to the local context? .If your answer is no put your reason

42. Do you think the trainees are well equipped with knowledge, skill and attitude? If your response is no, what do you think are the causes/ reasons and what do you suggest for the future?

43. Do you think trainees have developed professional identity as to be teacher? If your answer is no, what are the causes and what do you suggest for the future?

PART IV

Instruction: Dear instructor: The following items are prepared to get data about how frequently instructors use assessments to ensure attainment of intended learning outcome in class and outside. Please put **(X)** mark in front of each statement to indicate your responses under your appropriate choice

Key Information

5=Daily 4=Every weeks 3=Every months 2= Once a semester 1=Never

No	Assessment technique (How often do you?)	5	4	3	2	1.
1.	Observation					
2.	Class Participation					
3.	Attendance					
4.	Writing and drawing work					
5.	Written portfolios					
6.	Group Assignment					
7.	Individual Assignment					
8.	Quiz					
9.	Reflection					
10.	Project work					
11.	Laboratory report writing &					
12.	experimentation, project					

APPENDIX 2
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
CHECKLIST OBSERBATION

PART I

Instruction I: This observation check list is designed to gate data to from pedagogical centre to see the availability of instructional resources and how the instructors utilize them in the teaching learning process by putting (x) mark to indicate our response.

	Instructional materials	Available	Not available	Utilized	Not Utilized
1.	Picture reading				
2.	Model				
3.	Sound letter association				
4.	Letter naming				
5.	Written texts on sheets				
6.	3A paper				
7.	Colour paper				
8.	Paper mash				
9.	Game material				
10.	Colour pencil				
11.	Paintings				
12.	Posters picture				
13.	Flash card				
14.	Shah board				
15.	Chart				

APPENDIX 3
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

Interview guideline

PART I

This interview was conducted to collect information from the academic vice dean of Adwa College of teacher education about the practice and challenges of the training.

Interviewee: _____ Date of Interview: _____

Place: _____ starting Time _____

Stopping time _____ Duration of Interview: _____

1. Can you please explain how do you see selection criteria and professional preparation of preschool teacher trainees?
2. Does the training have provided adequate skills, attitude & knowledge to the trainees?
3. Can you please explain what your financial resources are? How is the preschool teacher education financed?
4. Can you please explain the quality of your instructors to train preschool teachers (relevant training, experience, motivation) to what extent material resources are adequate and appropriate?
5. Can you please explain how you evaluate the preschool professional identity to become teacher?
6. Can you please explain what problems face preschool training are?

PART II

This interview to collect data from preschool practicum coordinator of Adwa College

The main purpose of this interview is to gate information about the practice and challenges of the training in the college.

Interviewee: _____ Date of Interview: _____

Place: _____ Time of Interview _____

Duration of Interview: _____

1. Can you please tell the extent the preschool teacher training has incorporated practical skills?
2. Is the practicum supportive for the trainees to develop new skill knowledge and attitude? Is the practicum considered as a core learning process?
3. Is the structure of the practicum applicable to community school environment?
4. What are the challenges that encounter during the implementation of the practicum program?

Part III

This interview was conducted to collect information from the academic vice dean of Adwa College of teacher education about the practice and challenges of the training.

Interviewee: _____ Date of Interview: _____

Place: _____ starting Time _____

Stopping time _____ Duration of Interview: _____

1. Can you please explain how do you see the selection criteria and professional preparation of preschool teacher trainees?
2. Does the training have provided adequate skills, attitude & knowledge to the trainees?
3. Can you please explain what your financial resources are? How is the preschool teacher education financed?
4. Can you please explain how you evaluate the preschool professional identity to become teacher?
5. Can you please tell the extent the preschool teacher training has incorporated practical skills?
6. Is the structure of the practicum applicable with community school environment?

APPENDIX 4
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Questionnaire to Trainees

General Direction

This questionnaire is designed to gather data from trainees. The purpose of the items is to let trainees evaluate instructors teaching competency in the college. The data to be collected through the questionnaire is highly helpful to meet the objectives of this study. Therefore, you are thoughtfully requested to fill in and returned back the questionnaire. The information you provide would be used only for academic purpose and kept confidential.

Thank you in advance!

PART I

The following items are related to your instructors teaching competency in the classroom. Please read them carefully and give a proper response for each item. Here are lists of statements that are intended to see the integration of teacher competency standard with trainees. Please put **(X)** mark in front of each statement to indicate your responses under your appropriate choice of number which represents.

Key Information:

5= Strongly Agree 4= Agree 3= Undecided 2=Disagree Agree 1= Strongly Disagree

Competency 1 know the trainees and how they learn

No	Item	5	4	3	2	1
1	Our instructors manage trainees' behaviour.					
2	I believed our instructors accept individual difference.					
3	Our instructors understand how trainees learn.					
4	Our instructors understand trainees learning differences.					
5	Our instructors use teaching aids to meet learners needs.					

Competency 2 knows the content and how to teach it.

1	Our instructors use active learning method.					
2	I believed our instructors know the trainees learning style.					
3	Our instructors are good at content organization.					
4	I believed our instructors use module while teaching.					
5	I believed our instructors know literacy strategies.					
6	Our instructors use information and communication technology ICT).					

Competency 3: plan for and Implement Effective Teaching and Learning.

1	Our instructors establish challenging learning.					
2	I believed our instructors use lesson plan.					
3	Our instructors introduce the objective of the lesson to trainees.					
4	I believed our instructors prepare teaching aid.					
5	I believed our instructors use teaching aids.					
6	Our instructors use effective classroom communication.					
7	I believed our instructors engage in practical works.					

Competency: **4 Create and Maintain a Supportive and Safe Learning Environment.**

1	I believed our instructors support trainees' participation.					
2	I believed our instructors manage classroom activities.					
3	I believed our instructors manage challenging behaviour.					
4	Our instructors maintain trainees' safety.					
5	Our instructors are responsible and ethical.					

Competency: **5 Assess, provide feedback and report on trainees learning.**

1	Our instructors assess trainees learning.					
2	Our instructors provide feedback to trainees.					
3	Our instructors analyse and interpret trainees result.					
4	Our instructors report trainees' achievement.					

Competency: **6 Engage in professional learning.**

1	Our instructors identify supportive materials.					
2	Our instructor prepare seminar for trainees.					
3	Our instructors improve trainees learning.					

Competency: **7 engage professionally with colleagues, parents/care givers, and the community.**

1	Our instructors have good professional ethics.					
2	Our instructors respect rule and regulation of the institution.					
3	Our instructors organize and support trainees meetings.					
4	Our instructors engage with trainees learning networks					

PART II

This questionnaire prepared to get information from trainees about how frequently your instructors do assessment in class and outside. Indicate your respond under appropriate choice by putting(X) mark which represents to it

Key Information

5=Daily 4=Every weeks 3=Every2-3 weeks 2=Every months 1=Once a semester

No	How often your instructor use the following assessment technique	5	4	3	2	1
1	Observation					
2	Class Participation					
3	Daily attendance					
4	Writing and drawing work					
5	Written portfolios					
6	Group Assignment					
7	Individual Assignment					
8	Quiz					
9	Reflection					
10	Project work					
11	Laboratory report writing					
12	Evaluating report					
13	experimentation, project					
14	field trip					

አዲስ አበባ ዩኒቨርሲቲ
ስነባህሪና ስነ ትምህርት ኮሌጅ

ዲፓርትመንት ስነ ትምህርት

ሕፃናት ንሰልጠንቲ

ሓፈሻዊ ሓበሬታ

ዝኸበርኩም ሰልጠንቲ እዚ መሕትት ኩብ ሰልጠንት እኹል ዝኾነ ሓበሬታ ንምርካብ ዓሊሙ ዝተዳለወ እዩ። ኩብራት ሰልጠንቲ ብዛዕባ መምህራንኹም ኣብ ከይዲ ምምሃርን ምስትምሃርን ንሰልጠንቲ ኣብ ምትእስሳር ፍልተትን ክእለትን ዘለዎም ብቅዓት እንታይ ከምዝመስል ኣብ ዝቀረበልኩም ሕፃናት መልስኹም ኣቅምጡ።

ንትሕብብርኩም ኣቀዲመ የመስግን!

ክፍል 1

እዞም ዝስዕቡ ሕፃናት መምህራን ኣብ ከይዲ ምምሃርን ምስትምሃርን ዘለዎም ብቅዓት እንታይ ከምዝመስል ዘመላኹቱ ሕፃናት እዮም። እቶም ሕፃናት ባኣግባቡ ብምርዳእ ኣብ ታሕቲ ብዝቐረበልኩም መመራጽታት መሰረት ብምግባር ትክክለኛ ንዝኾነ መልሲ (X) ምልክት ብምጥቃም ኣብ ትሕቲ እቶም ቁጽራታት መልስኹም ኣቅምጡ።

5= ብጣዕሚ ይስማዕማዕ

4= ይስማዕማዕ

3= ምውሳኔ ይጽገም እየ

2= ኣይስማዕማዕን

1= ብፍጹም ኣይስማዕማዕን

ብቅዓት 1 ባህሪያት ሰልጠንትን ሜላ ኣገባብ ኣመሃህራን ዝምልከ

	ሕፃናት	5	4	3	2	1
1	መምህራን ንሰልጠንቲ ብኣግባቡ ይቛጽጹ					
2	መምህራን ንሰልጠንቲ ብዝግባእ ይሕግዙ					
3	ሰልጠንቲ ማእከል ዝገበረ ሜላ ምስትምሃር ይጥቀሙ					
4	ናይ ሰልጠንቲ ናይ ምምሃር ድሌት መሰርት ብምግባር የምህሩ					
5	ናይ ሰልጠንቲ ናይ ምምሃር ኣፈላላይ ይግንዘቡ					
6	መምህራን ሰልጠንቲ ብከመይ ከምዝርድኡም ብዝግባእ ይፈልጡ					
7	መምህራን ዓቕሚ ሰልጠንቲ መሰረት ዝገበረ መምህሪ ሓገዝ ይጥቀሙ					

ብቅዓት 2 ዓቕሚ ሰልጠንቲን ትሕዝቶ ትምህርቲን ዝምልከ

1	ዝተዋደደ ዕለታዊ ትሕዝቶ ትምህርቲ የዳልዉ					
2	ኣብ ከይዲምምሃር ምስትምሃር ሞጁል ይጥቀሙ					
3	ተከታታሊ ተፍትሽ የካይዱ					
4	ሰልጠንቲ ክእለት ምንባብን ምጽሓፍን ንክዕብዩ ጻዕሪ ይገብሩ					
5	ሰልጠንቲ መሰረታዊ ናይ ሒሳብ ክእለታት ንክዕብዩ ይገብሩ					
6	ኢንፎርማቲክን ኮሚኒኬሽን (ICT) ኣብ ከይዲ ምምሃር ምስትምሃር ይጥቀሙ					

ብቅዓት3 ትልሚን ትግባራ ከይዲ ምምሃርን ምስትምሃር

1	ከመራምሩ ዝክእሉ ሕቶታት እናዳለዉ ንሰልጠንቲ ይህቡ					
2	ዕላማ ዕለታዊ ትምህርቲ ቅድሚ ትምህርቲ ምጅማሮም ንሰልጠንቲ ይገልጹ					
3	ንከይዲ ምምሃር ምስትምሃር ሓገዝቲ ዝኾኑ ጽሑፋት ንሰልጠንቲ የዳልዉ					
4	ብተግባር ዝተሓዘ ከይዲምምሃር ምስትምሃር ንሰልጠንቲ ይህቡ					
5	ንሰልጠንቲ ዓቕሚ ከዕብዩ ዝክእሉ ሓገዝቲ መጻሕፍቲ ይጥቀሙ					
6	መምህራን ምስ ሰልጠንቲ ጽቡቕ ዝኾነ ርክብ ኣለዎም					
7	ምዕባለ ሰልጠንቲ በቢእዋኑ ይግምግሙ.					

ብቅዓ 4 ምፍጣር ምቕው ሃዋህው ከይዲ ምምሃር ምስትምሃር

1	ኣብ ሞንጎ ሰልጠንቲ ንጡፍ ተሳትፎ ንክህልው መምህራን ምቕው ባይታ ይፈጥሩ					
2	ንሰልጠንቲ ሞያዊ ክእለት ከዕቢ ዝክእል ጽቡቕ ምሕደራ ክፍሊ ይጥቀሙ					
3	ኣብ ሰልጠንቲ ናይ ስነ ምግባር ጸገም እንተጋጥም ብውሕሉል ኣገባብ ይኣልዩ					
4	ድሌታት ሰልጠንቲ ብኣግባቡ ይንጽሩ					
5	መምህራን ጽቡቕ ዝኾነ ናይ ምስትምሃር ስነ-ምግባር ኣለዎም					

ብቅዓት 5 ተፍትሽን ግብረመልሲን ብዝምልከት

1	ድሌትምሃር ሰልጠንቲ ይፍትሹ					
2	እዋናዊ ግብረመልሲ ንሰልተንቲ ይህቡ					
3	መረዳኢታታት ሰልጠንቲ ብኣግባቡ ይትሕዙ					
	ውጽኢት ፈተና ብእዋኑ ንሰልጠንቲ የፍልጡ.					
4	ውጽኢት ሰልጠንቲ ይጽብጽቡ					

ብቅዓት 6 ሞያዊ ዕብየት ብዝምልከት

1	ንሰልጠንቲ ከሕግዙ ዝኸእሉ ማተሪያል ኣብ ቤት ንባብ የቐምጡ.					
2	ተወሰኸቲ ሰልጠናታት ንሰልተንቲ የዳልዉ.					
3	ውጽኢት ሰልጠንቲ ንምምሕያሽ ተወሰኸቲ ቲቶሪያልን ፍሉይ ሓገዝን ይህቡ					

ብቅዓት 7 ሞያዊ ተሳትፎ ምስ ማሕበረሰብ ኮሌጅ

1	መምህራንን ጽቡቕ ዝኾነ ሞያዊ ስነምግባር ኣለዎም.					
2	መምህራን ሕግን ደንቢን ኮሌጅ የክብሩ.					
3	መምህራን ዘተ ምስ ሰልጠንቲ የካይዱ.					
4	ንመርበብ ምትሕግጋዝ ሰልጠንቲ የበራታትዑ.					

ክፍል 2

ኸቡራት ሰልጠንቲ እዞም ዝስዕቡ ዓይነታት ተፍትሽ መምህራን ኣብ ክፍሊን ካብ ክፍሊ ወጻእን ንክንደይ ጊዘ ዝኣክል ክምዝጥቀምሉ ኣብ ታሕቲ ብዝተውሃበ መምርሒ መሰረት(ጸ)ምልክት ብምትቃም መልስኹ ኣቅምጡ

5= ኩሉ ጊዘ;

4= ብውስን;

3= ንምውሳኝ ይጽገም እየ;

2= ሓሓሊፉ

1=

ፈጻሚ

ታ/ቁ	መምህራን እዞም ዓይነታት ተፍትሽ ክንደይ ዘኣክል ይጥቀምሎም	ኩሉ ጊዘ	ብውስን	ንምውሳኝ ይጽገም እየ	ሓሓሊፉ	ፈጻሚ
1.	ትዕዛብቲ					
2.	ተሳትፎ ክፍሊ					
3.	ኣቴንዳንስ					
4.	ስእሊ					
5.	ቃላዊ ሕቶ					
6.	ምድላው ማህደር ተግባር					
7.	ጉጅለ ዕዮ					
8.	ውልቀ ዕዮ					
9.	ሓጺር ፈተና					
10.	ጽብረቓ					
11.	ፕሮጀክት					
12.	ቤተ ፈተነ					
13.	ሕቂ/ሓሶት					

The overall item loads and Cronbach's alpha result teacher competency standards

Reliability Statistics

Cronbach's Alpha	N of Items
.903	41

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Utilize the whole school as an environment to enhance student learning.	134.2000	454.400	.264	.903
Prepare learning experiences that integrate learning styles	133.8000	429.067	.722	.896
Identify learning outcomes that match with the national curriculum	134.3000	438.233	.804	.897
Encourage preschool trainees to take responsibility for attaining learning goals	134.0000	455.778	.152	.906
Integrate new concepts to prior knowledge of the trainees	133.8000	417.956	.883	.893
Accept individual difference and treat equally	133.8000	433.733	.629	.898
Respond to preschool trainees questions, comments, thoughts, and ideas.	134.6000	426.044	.626	.897
Integrate key concepts, principles, and theories across the module	134.1000	433.433	.597	.898
Possess knowledge of curriculum materials and resources in designing the instruction	134.2000	452.400	.279	.903
Use multiple representations and explanations of disciplinary concepts	134.3000	436.678	.561	.899
Gather classroom-based information which required to module revision	134.6000	436.489	.647	.898
Identify relevant module supportive documents	133.8000	435.067	.654	.897
Use literacy and numeracy teaching strategies	133.8000	445.733	.431	.901
Plan lesson using knowledge of trainees	133.3000	448.011	.376	.901
Use materials that support their instructional goals and meet students need	133.9000	445.211	.404	.901
Evaluate trainees' improvement properly	134.1000	426.989	.674	.897
Analyse and report trainees result	133.5000	430.278	.740	.896
Prepare teaching aids	134.3000	464.456	.043	.906
Engage in practical works.	134.3000	446.011	.383	.901
Respect and caring with all preschool trainees	133.5000	445.167	.433	.900
Clarify school rules and regulations for trainees	134.3000	458.456	.128	.906

Provide a safe learning environment that accommodates all preschool trainees	134.4000	446.933	.414	.901
Encourage student self-monitoring and reflection	133.9000	442.989	.415	.901
Investigate barriers that inhibit trainees learning	134.4000	461.822	.143	.904
Integrate trainees activities both within and outside the classroom	134.5000	450.278	.408	.901
Allow trainees adequate time to complete tasks	134.2000	425.956	.703	.896
Provide students with clear and constructive feedback on the spot	133.6000	456.711	.278	.902
Record trainees learning outcomes accurately and consistently	133.9000	462.767	.098	.905
Undertake interpretation and analysis of recorded evidence.	134.1000	445.878	.631	.899
Discuss observations and judgments with colleagues to verify interpretations of recorded evidence	134.0000	463.556	.070	.905
Establish goals for his or her owns professional development.	133.3000	451.122	.346	.902
Use the National Professional competency standards.	133.8000	450.400	.486	.900
Plan to promote own professional growth.	133.7000	455.344	.302	.902
Participate in workshops, conferences, seminars or course design.	134.1000	454.322	.259	.903
Collaborate with other professionals to solve problems.	134.2000	437.733	.778	.897
Use assistance from colleagues to address identified professional learning needs.	134.1000	454.767	.371	.901
Engage in dialogue with colleagues in relation to professional issues.	134.3000	457.344	.277	.902
Apply the key principles of the code of ethics in the teaching profession.	134.3000	445.122	.434	.900
Understand the legislative administrative policies required for instructors.	133.9000	457.433	.349	.902
Participate in collegial activities designed to enhance preschool trainees learning.	134.4000	466.933	.016	.905
Establish productive relationships with members of the school community and consult with and learn from others.	134.4000	479.822	-.269	.909

The overall item loads and Cronbach's alpha result Assessment

Assessment items to Instructors

Reliability Statistics

Cronbach's Alpha ^a	N of Items
-.989	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Observation	31.0000	7.556	-.243	-.809 ^a
Class Participation	29.0000	7.111	.000	-.995 ^a
Attendance	29.4000	5.600	.509	-1.505 ^a
Writing and drawing work	31.8000	6.178	-.567	.397
Written portfolios	29.7000	7.567	-.259	-.837 ^a
Group Assignment	32.8000	7.289	-.156	-.918 ^a
Individual Assignment	32.1000	8.544	-.529	-.606 ^a
Quiz	32.2000	6.844	.040	-1.048 ^a
Reflection	31.8000	5.956	.069	-1.245 ^a
Project work	30.5000	9.833	-.602	-.316 ^a
Laboratory report writing & evaluating report	32.9000	6.100	.583	-1.322 ^a
experimentation, project	33.0000	7.111	.000	-.995 ^a
field report	32.8000	6.178	.170	-1.239 ^a
	33.0000	7.111	.000	-.995 ^a

The overall item loads and Cronbach's alpha result teacher competency standards integrated with trinees
Questionnaires for trainees

Reliability Statistics

Cronbach's Alpha	N of Items
.837	34

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Our instructors maintain trainees' safety.	112.1000	59.211	.130	.838
Our instructors maintain trainees' safety.	111.9000	60.767	-.099	.844
Our instructors maintain trainees' safety.	112.1000	59.211	.130	.838
Our instructors maintain trainees' safety.	111.7000	52.900	.540	.825
Our instructors provide feedback to trainees.	111.1000	52.544	.442	.831
Our instructors provide feedback to trainees.	112.1000	62.767	-.406	.849
Our instructors provide feedback to trainees.	112.1000	53.878	.641	.823
Our instructors provide feedback to trainees.	112.1000	53.878	.641	.823
Our instructors provide feedback to trainees.	112.1000	53.878	.641	.823
Our instructors assess trainees learning.	110.0000	55.111	.682	.825
Our instructors provide feedback to trainees.	112.1000	53.878	.641	.823
Our instructors assess trainees learning.	110.0000	55.111	.682	.825
Our instructors provide feedback to trainees.	112.1000	53.878	.641	.823
Our instructors assess trainees learning.	110.0000	55.111	.682	.825
Our instructors assess trainees learning.	110.0000	55.111	.682	.825
Our instructors assess trainees learning.	110.0000	55.111	.682	.825

The overall item loads and Cronbach's alpha result teacher Assessment

Questionnaires for trainees

Reliability Statistics

Cronbach's Alpha ^a	N of Items
.739	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Observation	29.1667	1.424	-.258	-.480 ^a
Class Participation	26.4167	1.174	-.178	-.625 ^a
Attendance	26.3333	1.697	-.478	-.285 ^a
Writing and drawing work	29.4167	1.174	.170	-.965 ^a
Written portfolios	25.7500	2.023	-.671	-.033 ^a
Group Assignment	29.3333	1.152	.073	-.941 ^a
Individual Assignment	27.6667	1.333	-.135	-.663 ^a
Quiz	27.5833	1.174	.170	-.965 ^a
Reflection	27.3333	1.333	-.227	-.513 ^a
Project work	27.7500	.932	.260	-1.359 ^a
Laboratory report writing & experiment	29.3333	1.333	-.135	-.663 ^a
	29.4167	1.174	.170	-.965 ^a