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**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDY**

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**PRACTICES AND CHALLENGES OF IMPLEMENTING PRE-PRIMARY  
SCHOOL CURRICULUM: THE CASE OF FITCHE TOWN, OROMIA REGIONAL  
STATE**

**BY: TOLOSSA BAHIRU**

**JUNE, 2019**

**ADDIS ABABA/ETHIOPIA**

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**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**A THESIS SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND  
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DEGREE OF MASTER OF ARTS IN CURRICULUM AND INSTRUCTION**

**BY: TOLOSSA BAHIRU**

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**ADDIS ABABA/ETHIOPIA**

## DECLARATION

I, the under signed, declare that this thesis entitled “**practice and challenges of implementing preprimary school curriculum: The case of Fitcha Town, Oromia Regional State**” is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

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**This is to certify that the Thesis Prepared by Tolossa Bahiru, Entitle “Practices and Challenges of Implementing Pre-Primary School Curriculum: The Case of Fitch Town, Oromia Regional State”**

**In Partial Fulfillment of the Requirements for the Degree of Master of Arts in Curriculum and Instruction Compiles with the Regulations of the University and Meets the Accepted Standards with Respect to Originality and Quality.**

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## **Acronyms and Abbreviations**

ECCE.....	Early Child Care and Education
EFA.....	Education for All
EGRA.....	Early Grade Reading Assessment
EMIS.....	Education management information system
ETP-----	Education and training policy
EST.....	Engineering, Science and Technology
GTP.....	Growth and Transformation plan
KG.....	Kindergarten
MOE.....	Ministry of education
MoH-----	Ministry of health
MoWA-----	Ministry of Women Affair
RTI.....	Response to Intervention
SNNP.....	Southern Nation, Nationalities and Peoples
TGE.....	Transitional government of Ethiopia
UNESCO.....	United Nation Educational Scientific cultural organization
UNICEF-----	United Nation International Children Emergency Fund
USAID-----	United state Agency International for development
WHO.....	World Health Organization

### **Abstract**

*The main objective of this study was to assess the practices and find out the challenges of implementing pre primary school curriculum in Fitcha Town. To conduct this study, descriptive survey design was employed. A total of 125 people were used as data sources for this study. Pre primary schools and teachers were selected by using availability and census sampling respectively. On the other hand, school principals, Fitcha town, zonal education office and regional education quality, audit and inspection experts were selected by using purposive sampling. Accordingly, the data sources were preschool teachers, parents, directors, Fitcha town and zonal education office and Oromia Early Years Care and Education experts. The data were collected through questionnaires, observations, interviews and document analysis. The data collected through questionnaires from the teachers and parents were presented in tables for each case, and analyzed using percentage followed by relevant discussions. Besides, qualitative data obtained through observations and interviews were used to describe and explain the qualitative features of the program. The study found out that the level of preprimary curriculum implementation was low; indoor and outdoor spaces, materials and equipment, were inadequate; lack of teachers' professional skill and competence to teach young children, parents' level of understanding about the objective of preprimary education and their participation in the management of schools was low; the absence and inadequacy of curricular materials such as subject syllabus, teacher's guide and text books as well as other preschool education guide lines and documents and the provision of support from the government were not adequate. Finally, the study recommended some better ways and means for resolving the challenges of implementing the curriculum in Fitcha Town. Among others the need to set systems for preschool teachers' professional development, flexible training programs for preschool teachers and principals, furnishing the schools with the necessary facilities and materials were recommended.*

*Key Words: Challenges; Practice; preprimary curriculum, Implementation.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

The role of education for the development of a nation is tremendous. It brings all rounded solution for economic, political, social and cultural problems of a society (GTPI, 2014). Cognizant of the role of education in development Ethiopia has placed it at the center of strategies for all rounded development, with strong polices promoting quality and equity of education (TGE, 1994). Preprimary education, which is also known as nursery school ,preprimary school, or kindergarten in different countries ,is an educational establishment or learning space offering early childhood education to children before they begin compulsory education at primary school.

The Ethiopian Education and Training policy (1994) define Kindergarten education as it is a “pre-school preparatory education for children and can take up to three years. In this program, children between the ages of four to six years are offered fun-like education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers.”( MOE, 2002; 76)

Pre-school education is getting renewed attention among the nations of the world (UNESCO, 2012).This is due to the fact that Preprimary Education helps to foster children’s balanced development in their physical, intellectual, language, social, emotional aspects and other life skills, such as self-care skills, communicative skills, social skills, interest in learning, etc., which help them to prepare for future education and to adapt to the society

Investments in early childhood education are believed to be critical in forming the foundation for life-long learning and providing children with the opportunity to reach their full potential. This is because early childhood is a crucial phase of growth and development, where early circumstances can influence outcomes across the entire course of an individual’s life (WHO 2012).

In Ethiopia, the demand for preschool education has increased due to the growing recognition that the program can contribute to all aspects of children's development. Consequently, the issue of preschool education, addressing the needs of preschool children (Temesgen:2006), was given important place in the education and training policy of the country (TGE, 1994; MOE & EST, 2018).

The preschool years are vital years in a child's life because they form the pattern for the child's growth and development. With regards to this, Bibi(2013)believed that the first year of life represents a critical window of opportunity in the healthy development of young children; what children learn and feel during this time will be foundational to the rest of their life. In supporting this, Rudolph Steiner believed that we can never repair what has been neglected during these initial years, (Callgrten(1972).This suggests the critical importance of maintaining the quality of preschool education. As the curriculum represents what children actually do and learn in the school ,among other things ,ensuring the quality of preschool curriculum provides the foundation for quality preschool education .It is argued that quality pre primary school curriculum program is characterized by: comprehensive domains of learning, specific learning goals, well-designed learning activities, intentional teaching, culturally and linguistically responsive, individualizing instruction, ongoing assessment, family involvement, and appropriate for program staff, children and families is necessary (National Center on Quality Teaching and Learning, 2012, p. 1) .

Preprimary curriculum encompasses all programs ,which take place in the pre-primary institution, including health inspections, toileting, meals, rest, music activities, storytelling, art and craft, group learning, games, and all kinds of indoor and outdoor activities that aimed to enhance the holistic development of children.

The realization of these objectives requires effective implementation of the curriculum which entails putting into practice the officially prescribed courses of study, syllabuses and subjects in which the learner is the central figure and teacher is the agent in the curriculum implementation process. Implementation takes place as the learner acquires the intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (University of Zimbabwe, 1995).

Moreover, the Ministry of Education (MOE, 2005) underlines that quality teacher is essential for quality education since it is in the classroom that learning takes place. Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained. The Pre-school child up to seven years is the age of imitation. At this age words are of little importance compared to the events and experiences in a child's life. Young children do not have the ability to think about the world in an abstract way; they need concrete examples of what is being taught (Charlesworth& Lind, 1999).

As children's new influences and capacity to learn are high during their kindergarten years, they need to be exposed to different important skills, knowledge and attitudes that will enhance their ability to learn, personal development, relationships with others and future participation in greater society. (Curtis, 1998 cited in Yamane , 2007;1)

To date, as different literatures shows our county' education has been entangled with complex problems of relevance, quality, and equity. With regard to this issue the 2015 EFA Global Monitoring Report states that Ethiopia achieved large increases in both pre-primary and primary enrolment since 1994. However, the quality of education is poor. Until now, student achievement has not adequately improved, and students are not active participants in the teaching and learning process (UNESCO, 2015a)

Concerning the poor quality of education in Ethiopia, the second Ethiopia EGRA Result ( 2014) showed that a high number of Grade 2 and Grade 3 children were not able to read a single word, which meant that the students were far below benchmark of reading fluency (i.e., 60 words per minute). In Sidama the percentage of nonreaders was 69.2 percent, and in Oromiya it was 41.2 percent. Only Harari (17.9 percent) and Addis Ababa (10.1 percent) had percentages of 0 scores less than 20 percent, with the largest regions (SNNP, Oromiya, Tigray, and Amhara) all having Grade 2 zero scores above 25 percent. Even in Grade3, significant percentages of children remained nonreaders. The percentage of nonreaders included: Somali (21.4 percent), Amhara (17.0 percent), Sidama (54.0 percent), and Oromiya (20.6 percent). In all eight regions, more than 80 percent of children were not reading at expected fluency benchmarks in 2010 (RTI, 2010).Thus, low basic learning ability is critical in Ethiopia.The above result from second EGRA

result show how much the contribution of the quality pre-school education in Ethiopia is important. .

On the other hand ,regarding the National Learning Assessment (NLA), which is conducted every four years to grades 4 and 8 students, the total score of grade 4 was 40.1% (2010) and that of grade 8 was 35.3% (2010), not achieving the minimum learning achievement (50%) that the government targets in the ETP. This shows the critical importance of quality pre primary education.

In addition to this, despite some promising opportunities, the Early Childhood Education of Ethiopia is still fettered by challenges and problems that span from problems related to governance, curriculum, teachers' qualification, location, facilities and budget,( MOE &EST, 2018 ).One may wonder how education is being provided in the presence of such challenges

Although the proper implementation of pre primary school curriculum is so essentials for successful achievement of educational objectives, as to the knowledge of the researcher from his observation and the problems stated in 2009 annual abstract of Fitch Town and complains from the teachers and parents show most of Fitch Town Public and Private Pre- primary schools curriculum' is not implemented as intended. This situation may affect the process of teaching learning. Due to this, the researcher is interested in conducting this research to investigate the practices and challenges in the implementation of preprimary school curriculum and to suggest possible intervention strategy.

## **1.2 Statement of the Problem**

The primary purpose of pre primary curriculum is to bring the holistic development of the child which lais a firm foundation. To achieve the above stated objectives the Ethiopian government, with the support of UNICEF, has drafted strategic operational plan and guidelines for Early Child hood Care and Education (ECCE) (MoE, MoH and MoWA, 2010a), and National Policy Framework for Early Childhood Care and Education (MoE, MoH and MoWA, 2010b) to inform the implementation of ECCE.

According to pre- primary curriculum in Ethiopia 2001 E.C, the children who are learning in kindergarten must develop the five areas of learning, namely physical development, personal, social and emotional development, literacy, mathematics and understanding the world.

In addition to this, early childhood care and education ,strategic operational plan and guideline required all preschool teachers to have minimum Certificate on Early Childhood Care and Education or have attended a two months course to upgrade their skills and knowledge, especially in the field of “active learning of young children” ( MOE, 2010).

Concerning the role of preprimary school teacher, Lundin (2000) distinguished the role of the preprimary teachers within six components: understanding needs and capabilities of the children, creating an environment for social and emotional learning, accommodating a wide range of abilities, balancing teacher initiated and child initiated activities, assessing how well the curriculum meets children’s needs and developing strong needs with families. With regard to method of teaching in preprimary school children, the curriculum recommends play way (fun like education). Therefore, more focus should be given to play based learning approaches within the school curriculum (Whitebread, 2015 .Supporting this, Onukaogu, Oyinloye and Iroegbe (2010) found that pioneers of Early Childhood education like Froebel, Montessori, Piaget, Vygotsky and John Dewey believed that the preschool curriculum should be based on play way With regards to this, Froebel (1852) pointed out that the purpose of teaching and instruction of preprimary school children is to enable the learner to learn by doing rather than being given facts by the teacher. In addition to this, young children do not have the ability to think about the world in an abstract way; they need concrete examples of what is being taught (Charlesworth& Lind, 1999).

On the other hand, proper implementation of the preprimary school curriculum presupposes the availability of various indoor and outdoor materials .In addition to this, the curriculum also recommends availability of sufficient teaching materials, especially locally available ones.

It is expected that this curriculum is adopted and practiced in all schools of the region and the country. But many of the preschool teachers are either untrained or very minimally trained to carry out their facilitation role (MoE and EST, 2018).With regard to curriculum implementation according to Demeke’s (2003) research most schools in Addis Ababa assess the performance of

the children in terms of one area of academic achievement i.e. to what extent a child is able to count numbers, recite the alphabet, and knowledge of English language proficiency and the like. This situation may not be completely unique in case of Fitch town. In addition, Research conducted by Assefa ( 2014) revealed that inadequacy of qualified teacher, availability of enough playing ground and materials, child sized table and chairs, classroom space per child , separate rest room for the children, practicing different teaching method safe environment were most challenges faced by the preschool in the study areas. Furthermore, a research conducted by Tigistu (2013) revealed that the majority of the existing personnel working at the different echelons of the education system related to ECCE had irrelevant or only slightly relevant qualifications.

Although there was no sufficient study conducted in the study area in relation to practice and challenges of preprimary curriculum implementation as to the knowledge of the researcher, Fitch town 2009 annual abstract and fourth quarter report as well as complains from education stakeholders in different conferences and workshop in the town have indicated that there are serious problems in the practice of preprimary curriculum implementation as planned. These include problems related to giving high attention to academic achievement with little emphasis to social development, giving less emphasis to the play way teaching method, low quality of teaching and insufficient competency of teachers to teach in pre primary school, absence of suitable and comfortable seating arrangement in some preschools, problem related to adequate locally available teaching materials ,problem related to availability of curriculum materials (textbooks and teachers guide) ,shortage of indoor and outdoor materials, problems related to classroom interaction and using age appropriate assessment .

All of these factors motivated the researcher to investigate the practices and challenges of preprimary school curriculum implementation. The central purpose of the study is to find out the practices and challenges of preprimary school curriculum implementation.

Since the problem affects the students' academic achievement, the teachers themselves, the school administrators and the country's educational quality, researcher based on the above information exploring the practice and identifying the challenges pre-school face during the implementation of the curriculum is a necessity because once the challenges are detected precisely, it is easier to deal with those challenges by finding ways of managing those

challenges. In light of this, it is very imperative to conduct an empirical study to ascertain the practice and challenges that pre-school face in the implementation of the early childhood curriculum in Fitch Town by posing the following research questions:

### **Research Questions**

- How well do public and private pre primary schools in Fitch town implement the curriculum as intended?
- What are the challenges faced by public and private preprimary schools in implementing the preschool curriculum?

## **1.3 Objectives of the Study**

### **1.3.1 General Objectives**

The overall objective of this study is to investigate the extent to which preprimary school curriculum is being implemented and to identify the challenges that pre primary schools in FitchTown face in the implementation of the curriculum.

### **1.3.2 Specific Objectives**

The following are the specific objectives of the study:

- a) To assess the current practices in the implementation of pre-primary school curriculum in Fitch Town.
- b) To investigate the challenges encountered in the implementation of pre-primary school curriculum in Fitch Town; and
- c) To suggest ways for effective implementation of the preschool curriculum.

## **1.4 Significance of the Study**

The appropriateness of the curriculum and its implementation is very important for the quality of learning of the children at their early age. Therefore, the study is believed to be significant to encourage the preschool teachers, curriculum experts and supervisors to provide relevant information about the preprimary curriculum and its importance to the development of children and to provide valuable information for policy makers, planners, school principals, and teachers that would enhance their contribution to the improvement of the quality of preprimary education.

It is also believed to serve as a base line for further studies on similar issues in contributing additional information and document base.

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

In Fitch town there are 10 private and 4 public preprimary schools. Since the schools are manageable in size (few in numbers) the study would focus on all private and public pre primary schools of Fitch Town.

The study also, conceptually delimited to assess the current practices and challenges of implementing preprimary school curriculum.

### **1.6 Limitation of the Study**

It is obvious that every planned task has constraints in which the researcher is encountered with. In this study, lack of adequate related literature, problems of obtaining necessary evidence from the schools on time, as intended and time constraints as well as clarity of some respondents hand writing were some of the major limitations of the study which the researcher faced.

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

**Curriculum:-**A document which describes a structured series of learning objectives and outcomes.

**Instructional Materials:-**It is supplementary and supporting materials that teachers use it in order to make his/her points clear and concrete.

**Preprimary:-** A program or class for four-year-old to six-year old children that serve as an introduction to school and interchangeably used with preschool, Early child care and education in this research.

### **1.8 Organization of the Study**

This research was organized in to five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, scope, limitation of the study and operational definition of key terms. The second chapter contains summary of review of related literatures in accordance with the basic questions raised in the statement of the problem. Chapter three describes the overall methodology intended to employ to conduct the study and methods of data analysis. Chapter four consisted of data presentation, analysis and discussion. Finally, chapter five includes Summary, conclusion and recommendation

## CHAPTER TWO

### 2. REVIEW OF LITERATURE

#### Introduction

This chapter presents the reviewed literature concerning with the concepts of preprimary education, rationale for preprimary education and its policy framework in Ethiopia, Preprimary school curriculum (objectives, methods, contents, assessment, students record keeping system) and curriculum implementation, Challenges faced by preschools in curriculum implementation, factors influencing preprimary curriculum implementation and parental involvement and the role of government in curriculum implementation.

#### 2.1. The Concept of Preprimary Education

Preschool is an important stage which lays the foundation for life-long learning and all round development of the child. It is also the starting point of formal education. What the child needs at this stage is a curriculum that is play based and caters to the all-round development. This will enable the child to be better prepared to meet not only the immediate challenges of the primary education but also of life-long learning.

Preprimary education is type of preparatory education provided for children before attending compulsory primary education and enables them to prepare for primary education.

The Ethiopian education and training policy (1994) define Kindergarten education as it is a “pre-school preparatory education for children and can take up to three years. In this program children between the ages of four to six years are offered fun-like education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers.”(MOE, 2002; 76)

#### 2.2. Importance of preprimary education

Preprimary education helps to foster children’s holistic development in their physical, intellectual, language, social and emotional aspects.

The pre-school years form the pattern for the child’s growth and development. Therefore, they are vital years in a child’s life. Rudolph Steiner believed that we can never repair what has been neglected during these initial years. (Carlgren, 1972. The child develops not in isolation but in

the context of family, neighborhood, community, society and public policies. Children's early learning and development, therefore, is a matter for the whole of society.

In Ethiopia, the demand for preschool education has increased due to the growing recognition that the program can contribute to all aspects of children's development who are the future citizens of the county. Consequently, the issue of preschool education was given important place in the education and training policy (TGE, 1994), of the country to address the needs of preschool children. (Temesgen, 2006)

Sustainable Pre-school education gives a child solid foundation in the primary schooling (Osakwe, 2009) Others also argue that investing in early childhood development benefits children, individuals and societies by providing the base for healthy development (Berlinski et al. 2006)

In the study of Seng (1994), it was revealed that one of the biggest reasons for parents sending their children to early childhood education centre is to get them socialized, active and to acquire some basic skills in life. In a longitudinal study by Kagitcibasi (1991), it was explained that children who received early childhood education becomes emotionally and socially competent adults compared to the ones who did not received early education.

Oppenheim and Koren-Karie (2002) established in his study that children who receive early education are less likely to be involved in crime and more likely to complete their high school education and get into college education.

Studies in the field stress that the early years of life are so critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning (Cunah et al, 2006; Carneiro and Heckman, 2003).It is a sensitive period marked by rapid transformations in physical, cognitive, language, social and emotional development. According to UNESCO, the early years' education and socialization represent a window of opportunity for a lifetime development of a person (2010). Education at this stage is a dynamic process in which early learning begets later learning and the sooner it begins the greater the returns from it (Heckman and Klenow, 1997; Cunahetal, 2006).

### **2.3. Early Child Care and Education and Policy Frame work in Ethiopia**

The history of education in Ethiopia goes as far back as the fourth century, and is closely associated with the introduction of Christianity to the country in the fourth century which marked the founding of the Ethiopian Orthodox Church (Pankhurst, 1955). Since then, the Orthodox Church took the lead in expanding Christianity and the Amharic scriptures' together with the Geez language by opening church schools that step by step evolved from the weekend religious teaching programs. While church education programs have been operational in most of the orthodox churches long ago, they step by step gave rise to village schools which later developed to private schools in the 1930s (Wagaw, 1956). Atse Zara Ya'aqob, who was considered the great local philosopher of the time, became an activist towards traditional church education in the 16th century and embarked on opening various church schools (Demeke, 2007;154-155). According to Aregash, (2005) in Ethiopia the first modern kindergarten was established by French railway workers in 1908 at Dire Dewa. International communities and foreigners are main contributors to introduce kindergarten in Ethiopia. In 1963 the community service based kindergartens were established by the government in different parts of the country namely, Ras Desta sefer (A.A), Debrezeit, Debrebirhan, Hawasa and Asmara (UNICEF, 2007) as cited by (Adane, 2008). Recently Early Childhood Care and Education has become one of the priorities for the education sector

Gradually, more pre-primary schools attached to the then formal educational institutions such as the German school, the British school, Lice Geberemariam and others to serve children from the nobility in Addis Ababa. However, since 1971 few pre-primary schools (pilot projects) were constructed in major towns of the country under the Ministry of National Community Development and Social Affairs for serving children of some families. But, policy to expand pre-primary education had to wait until the period after 1994 where private investment in education was officially declared in the country.

Pre-primary education is one of the potential inputs to the overall improvement of quality of education and reduction of drop out and repetition rates in later stages of formal schooling. Moreover, participating in ECCE is the right of the child and it is a foundation of Education for All. It also has significant contribution in economic return (ESDP IV, 2010). In order to achieve the above benefit The Education Sector Development Program (ESPP IV) designed four main

strategies for Early Childhood Education. The strategies cover four main areas. The first strategy is to mainstream Early Child Care Education (ECCE) by clarifying the mandate and role of the various stakeholders and establishing a national steering committee, regional councils and woreda technical committees. The second strategy is to enforce the monitoring and regulating the quality of ECCE delivery while the third strategy is to give direct support to quality improvement. Finally, this intention is to give more attention to early child care education teacher training and development. - 4 - For implementing the above strategies, MOE develop standards for Per-primary school education since 2010 by considering educational structure, educational work guidelines and educational organization to improve the quality of education. The curriculum for pre-primary education was developed on major themes of children's developmental activities, namely proper care for appropriate development and physical strength, enabling to create reasonable relationship with others through proper use of language, using mathematical and conceptual ideas in children's day to day activities for studying and testing environmental interaction (MOE, 2010).

### **2.3.1 Early Childhood Care and Education (ECCE) Policy Framework in Ethiopia**

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

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

- ❖ **Vision:** Ensure all children the right to a healthy start in life, be nurtured in a safe, caring and stimulating environment and develop to their fullest potential.
- ❖ **Mission:** provide a comprehensive, integrated, quality, developmentally appropriate and culturally responsive service for the development of all children.
- ❖ **Goal and Strategic Objectives :** The overall goal of the policy framework is to promote early stimulation and the best start in life for all children from prenatal to seven years, and enhance the quality, accessibility and equitable distribution of services for education through more efficient partnership and capacity building programs. Specifically, the strategic objectives of the policy framework are:
  - Establish a cohort governance structure for ECCE and ensure mainstreaming of ECCE in all relevant national policies and programs.

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

### **Guiding Principles of the ECCE Policy Framework**

Upholding and reinforcing beneficial Ethiopian cultural values, including involvement of families and parents, and community participation. Ensuring the holistic needs of young children are met Equitable access to quality ECCE for all Inclusive approach addressing vulnerable and marginalized children particularly children with special needs Inter- sectoral and integrated coordination among relevant ministries and organizations working on child care, rights, health, education and development Community based approach, cost- effectiveness, and feasible road map, with concrete action programs that ensure every child has, in the near future, access to early child care, education and development before she/he joins formal schooling. ECCE serving the needs of all groups of children from prenatal to seven years. The family is the first responsible body for supporting the holistic development of their children and hence they need to be empowered and supported to ensure they are effective in their roles. The provision of quality pre-primary education entails multiple factors. Following are some of them

### **The Role of Government in Preprimary Education**

In Ethiopia the government policy education in the coming five years is not to establish the run preschool education. However, the government has critical role in policy development, curriculum design, standard setting, supervision, etc. Therefore, the government will encourage the private sector, NGOs and communities. (MOE, 2002;77) .Furthermore, the Government has many role to play in addition to the above mentioned like mobilizing the community through awareness creation on the objective of preprimary education that enable them to play their role.

## **2.4. Preprimary School Curriculum**

Pre-school age education calls for the curriculum that involves a variety and balance of activities for children (Katz and Chard, 1989 as cited in Haile, 2010). The ECE curriculum is an important written plan that includes goals for children's development and learning, experiences through which they will achieve the goals, what staff and parents do to help children achieve the goals and, the materials needed to support the implementation of the curriculum (National Centre on Quality Teaching and Learning (NCQTL), 2012). The early childhood curriculum helps to ensure that staff or teachers cover important learning areas, adopt a common pedagogical approach and reach for a certain level of quality across age groups. These descriptions about ECE curriculum indicates that it is an indispensable material in the business of implementing ECE program me.

A good curriculum provides activities that include opportunities for children to learn by observing and experimenting with real objects; Balance of child-and teacher initiated activities; Group projects in which cooperation can occur naturally; A range of activities requiring the use of large and small muscles; Exposure to good literature and music of children's own cultures and of other cultures represented in the class.

Pre-school curriculum should follow and incorporate play as teaching method and this is explained by Chazzan (2002) as a positive view of the functions of play; Playing and growing are synonymous with life itself; playfulness reinforces creativity and speech development, enhances the feeling of responsibility by adhering to the set common play rules and standards. According to Wood and Artfield, (2000); play helps children to explore their immediate environment, develop self-confidence and helps evoke creativity. So early childhood education should, in major part, incorporate play as a vital method of socializing children

Preschool curriculum aims at providing a cohesive approach to facilitate the unfolding of each child's innate potentials in all the domains of development. The curriculum focuses on the developmental stages when children enquire, explore and discover a great deal about themselves and establish attitudes and competencies related to the learning that stay with them for life.

Quality curriculum is one which is relevant, consistent, effective and sustainable (Stabback, 2016) and shall include topics that have particular importance to the local community and tasks

in which children are familiar with (Whitebread, 2015) and developmentally appropriate. The quality of the curriculum is the key component which contributes to the holistic development of children (Stabback, 2016). Thus, curriculum in ECCE should be designed to nurture the holistic development of the child. In other words, the curriculum should be developmentally appropriate and be designed in line with developmental abilities, needs and interests of preschool children. One of the characteristics of a good quality ECCE curriculum is to employ play since early childhood stage is a play age. Children at this stage learn through imitation, talking, and experimenting (Samuelson and Carlsson, 2008). Therefore, more focus should be given to play based learning approaches within the school curriculum (Whitebread, 2015).

A developmentally appropriate preschool curriculum is one which is more culturally appropriate that provides children with learning skills and helping children to succeed in secular primary schools and includes a wide range of factors that impact the care and education of young children (Diwunma and Obiagel, 2013) among which teaching method, child teacher interactions and equipment and material. It is also characterized by play based educational practices; learning based on experience of children; emphasis on emotional wellbeing of children; nurturing children's cultures (Walsh et al., 2010) and it is mainly based on the cognitive constructivist perspective of Piaget.

Curriculum for preschool children should be motivating and it has to inculcate the needs as well as developmental stages of children and it should be indigenous since non-indigenous curricula will have a negative impact on social inclusion of children and promote children's negative identity (Rossiter, 2016). This indicates that the quality of the curriculum and learning provisions are important for quality care and education for pre-primary grades. In this regard, the Ministry of Education of Ethiopia developed a national Syllabus (curriculum) for government pre-primaries which was organized under the major themes: Language development, Social and Emotional development, and mathematical skills relevant to the age level of students (MoE, 2010).

## **Teaching Methodology**

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

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

The pedagogy is seen to be based on the knowledge of the predictable sequences of children's development and take account the individual variation in it. Moreover, educators need to know the social and cultural context in which the children live in order to ensure that learning experiences are meaningful and appropriate for children and their families. Montessori believed that the child needs freedom to explore and interact with the environment and so construct a cognitive understanding of the world around it. The child makes choices from a variety of materials, appropriate to its stage of development that will lead to greater understanding. However, it is the directress who controls and limits the freedom of the child within the educational environment. (Curtis and O'Hagan, 2003).

Teaching practices for young children include opportunities for choice, hands-on learning, promotion of collaboration between children, use of a variety of teaching strategies, individualization, and self-regulation (Bredekamp & Copple, 1997; Buchanan et al., 1998)

With regards to methods of teaching preprimary education guide line developed by Oromia Education Bureau (2010:17) indicates that appropriate teaching methods for preschools children to be play way, role play, learning by doing, observation, discussion, oral report, song, storytelling, question and answer.

## ❖ Contents of preprimary curriculum

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

Preschool programs focus on developing the learning skills, strategies and knowledge that young children need to be productive members of society and to continue to be active learners throughout their lives.

Ndagi, J. et. al (1986: 91) considered curriculum as the experience that is planned, published and circulated for use in the schools. Similarly Choudhury and Choudhury (2002: 116 – 120) elucidated that the preschool curriculum is viewed in specific and broader way. Conventionally preschool curriculum means a carefully planned set of lessons to be taught and learned or a set of learning opportunities to be presented in a certain way. In this sense curriculum is seen specifically having clear goals, concrete and measurable objectives, a set of requirements for teacher training a rationalized educational philosophy and a method for evaluation. In a broader sense curriculum is taken as all the developmental experiences that are planned for the whole program. In light of this, the care giving style, the entire day's activities; the degree of freedom or control for both children and preschool teachers; the relative emphasis on cognitive, emotional or social values; and even the choice of whether to accept and use unplanned events as developmental experiences. This shows that the preschool curriculum encompasses the school experiences and opportunities for learning, designed by the teachers, the administrators and planners for the total and integrated development of the children.

Young children learn best through activities that are relevant to their lives and varied enough to be challenging and engaging. Children develop their knowledge by building on their past experiences and the learning they have already acquired. Since most children believe that learning is a pleasurable experience, they are naturally inclined and even eager to learn when they first come to school (Saracho, 1993).

The preschool program include group time, both indoors and outdoors. Groups may include a few children or the whole group and may involve a parent who is participating in the program. Group time provides an opportunity for children to explore language and movement through stories and poetry, musical instruments, dancing and singing and dramatization and acting. Group time also offers children the chance to develop their confidence in speaking and listening by participating in a group.

In addition, a curriculum considers the learners and their interaction with each other, the teacher and the materials. Grisham-Brown and colleagues (2005) indicate that collaboration between educators, families, and other support Personnel is essential for implementing a high quality curriculum for children in classrooms. (Bloch and Popkewitz ; 2000)

Developmentally appropriate curricula should address all areas of the children's development and all content areas, bearing in mind the child's age and considering children's cultural, linguistic, and ability differences.(theories of child development)

Each child grows and develops in various interrelated areas – physical, social, emotional, cognitive, and linguistic. In order to address the full range of each child’s developmental needs, the Kindergarten program should provide opportunities for learning, self-expression, and self discovery in a variety of areas. – for example, in music, drama, games, language activities, and cooperative activities with peers.

According to Ethiopian preschool curriculum (2001 E.C). The preschool program contains five areas of learning and development that must shape educational programs in early years settings. All areas of learning and development are important and inter-connected. These areas are crucial for igniting children’s curiosity and enthusiasm for learning and for building their capacity to learn, from relationships and thrive. These are

**1. Physical development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement.

**2. Personal, social and emotional development** - involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups; and to have confidence in their own abilities. It also involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

**3. Communication and language development-** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.

**4. Mathematics-** involves providing children with opportunities to develop and improve their skills in counting, understand the using numbers and using mathematical concepts

**5. Understanding the world** – involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people , place, technology and the environment.

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

Generally, according to Oromia Regional Education Breau(2010) the Contents of preprimary curriculum is organized as the following themes

- Language(mother tongue)
- Environmental science
- Mathematics
- Art,music and physical education
- English

For level one (whose age 4-5 ) the length of the time for one period is 25 minutes and from this five is for readiness time between each period.

For level two (whose age 5-6 ) the length of the time for one period is 30 minutes and from this five is for readiness time between each period

## 2.5 . Period Allotment for Preschool Subjects

**Table 1 Period Allotment for Preschool Subjects**

No	Period allotment for KG subjects (Areas of learning)	Level one	Level two	Remark
		age 4-5	age 5-6	
1	Play	10	8	
2	Education(academic)			
3	Language	3	4	
4	Environmental science	2	2	
5	Mathematics	2	2	
6	Music	2	2	
7	Physical education	2	2	
	Aesthetic and creative	2	3	
3	Works those have social and individual importance	2	2	
<b>Total</b>		<b>25</b>	<b>25</b>	

## **Methods of Evaluating Preschool Children**

Children develop at different rates and in different ways. Each child is unique and has individual needs. Some children will benefit more from one type of teaching strategy than another; some may need more time than others, and/or additional resources, to achieve the learning expectations. In addition, the diverse cultural and linguistic realities of the children contribute to variations in the ways in which they develop and demonstrate their learning. Children therefore need opportunities to learn in an appropriate manner and at an appropriate time in their development, and need to be given learning experiences that are within the range of things they can do with and without guidance (in their “zone of proximal development”).

Sometimes children have difficulties learning new skills and acquiring new knowledge if they have gaps in their earlier learning. It is a good practice to identify the important skills students need in order to master new learning and to check to see if all students in fact are in possession of the prerequisite information. In an integrated curriculum, this means checking across developmental domains and subject areas. If you are designing a graphing activity as part of a social studies lesson on families, for example, children need to know basic math concepts and skills as well as concepts and terms about families in order to benefit from instruction. Children who lack prerequisite skills need instruction on those skills before going ahead with new information. (Bloch and Popkewity ; 2000:11)

Before beginning any lesson or activity, it is important to assess where the children are in their understanding and interest. It may not be possible or necessary to do so with detailed accuracy for every child but having a general idea is important.

Authentic assessment strategies involve documenting learning and development of children during real-life activities and routines by familiar adults. Appropriate assessment practices for young children have been compromised by the accountability climate in education in the early 2000s. Early childhood leaders have advocated the use of authentic assessment approaches for accountability purposes, indicating that these methods are more appropriate for young children (Meisels et al., 2003; Neisworth&Bagnato, 2004; Grisham-Brown, 2008).

Assessment, evaluation and reporting are used throughout the teaching – learning cycle in order to compile clear, accurate and timely information on student progress and proficiency. They

enable teachers to determine how activities and strategies are working and if any changes are required in programming to assist children to achieve the learning expectations for kindergarten. Concerning to assessment of young children preprimary education guideline developed by Oromia Education Bureau (2010;20) paper –pencil test is not appropriate for preschool children. rather assessment should be conducted through play, question and answer, children participation in the class and drawing of children’s work.

## **2.6. Preprimary Indoor and Outdoor Organizations**

The years between two and six are years when the child is gathering ideas from his surroundings with amazing rapidity. This period of development is also characterized by rapid gross motor development (eg. Jumping, hopping, skipping), refined movement of small muscles for object manipulation, major increases in vocabulary and use of language, abstract representation of mental constructs, and the development of relationships with other young children. The memories of this period are usually tenacious their mind is constantly occupied with things present to his senses, and he receives multitudes of vivid impressions, the material for later thinking. Therefore it is important that he should be surrounded by an environment, both physical and intellectual, which shall bring to him a rich variety of ideas of a desirable kind. (Ilse 1949:16) and ( Bredekamp and Copple (1997) . As stated by Dosen, (1994). Preschool need to consider providing activities both outdoor and indoor for the children in the program by taking into consideration to provide appropriate equipments and the individual need of the children. Yemane Gama (2007;15) also suggested that the physical environment of preschool is one of the major issues that play a significant role in demining the quality of preschool education. Children need safety and enough space where they can play, jump, run, rest, observe natural and manmade objects create things themselves and the like.

In early childhood physical exercise helps build strong bones, muscle strength and lung capacity. (Lindon, 2007). It may also increase cognitive function, improve academic achievement and accelerate neuron-cognitive processing.

### **Outdoor Equipment Organization**

Many of the skills and competencies that develop during the early years are learned from the outdoor natural environment. It should enable children to build interesting structures which will serve as triggers to play. Apart from play experiences the outdoor area should also provide

children with experiences. The outdoor area should also provide children with opportunities to learn about their natural environment (Marrison, 1986; 49)

A successful outdoor playground is often simple – a natural landscape full of sensory experiences offering a wide variety of Challenges, responses and uses. In an outdoor play area you may find a sandpit, a digging patch, a variety of climbing equipment, water play, swings, balls, blocks, carpentry and aids for dramatic play. Weather permitting, almost any activity offered indoors could also be offered outdoors. (Welcome to Kindergarten, 2009)

### **Indoor Equipment and Materials Organization**

Preschool children learn through hands-on interaction with materials. Additionally, the environment contributes to their learning. Therefore, if children are learning about concepts that naturally occur outside, they need to learn these concepts through active exploration, using as many senses as possible. Young children do not have the ability to think about the world in an abstract way; they need concrete examples of what is being taught (Charles worth & Lind, 1999).

Most preprimary school programs should include a combination of indoor and outdoor activities and group times. Indoor activities may include art and craft activities, clay or dough, puzzles, games, blocks and construction, books and sensory activities. Kindergartens may also have a dramatic play area to encourage social contact and role playing. Materials are presented in ways that are easily accessible and managed independently. Children are generally invited to select their own activity. They are able to work at their own pace and will be helped by staff as necessary. Decker, 1984 also agreed that in every early childhood classroom, children need a variety of materials for self expression. Developmentally appropriate materials for children of all ages provide important opportunities for children to use divergent thinking. The above scholars agreed that good kindergarten classrooms should be prepared in such a way that enables the program successful at this level.

Another important features of indoor environment are different corners that can help the total development of the child. Regarding this, CYAO (1993;16) guidelines suggest that home, music, handicraft and health corners should be available. These can help the child to develop meaningful experiences about the family through imaginative play, to explore and compare

sounds, mathematical, scientific and creative awareness as well as social and moral skills respectively.

### **Pre primary School Curriculum Implementation**

Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. The idea of preschool education is to provide the child with suitable learning environment where he can learn through play and get an opportunity for all round development. At this age group, a child's cognitive, psychomotor and sensory controls are best developed through the medium of play and creative rather than teaching the subject formally.

Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (Connelly & Clandinin, 1988).

In pre- school curriculum implementation, both personal and environmental factors are effective. As a researcher I agree to the idea of National Association of Education of Young Children that as teachers bring their past experience into classroom settings, their perceptions regarding how these young children learn and develop affect quality of the pre-school curriculum implementation.

#### **❖ Principles of Curriculum Implementation**

Factors contribute to the success of curriculum implementation. Firstly, effective curriculum implementation depends on the professional knowledge of pre-primary educators, their attitudes and skills of implementation, and the availability of a well-prepared learning environment and facilities.

Secondly, the daily schedule of activities of the pre-primary institution should cater for the developmental needs of different age groups, and group work needs to be flexibly designed to ensure the effective use of both time and space.

Furthermore, objective and systematic evaluation is also an integral part of curriculum implementation as it helps pre-primary educators to evaluate the effectiveness of activities and identify areas for improvement.

Finally, children's development stems from the family and, therefore, parental involvement has an important role on the implementation of the pre-primary curriculum

## **2.7. The Role and Responsibility of Preschool Teacher in Curriculum Implementation**

Pre-school teachers and other care givers influence the development of children more than any specific curriculum or methodology as they are responsible for immediate, face to face care and support for children (Feeney et al, 1987, cited in Yalew 2011, and Choudhury, 2002). To this end, teachers of young children need to have multiple child rearing skills that enable them involve in the Social, emotional, intellectual and physical developmentof the child. Teaching in the pre-schools demands basic knowledge in the area of health and nutrition, pedagogy, curriculum differentiation, handling of interpersonal and inter group relations with children, parents, specialists and colleagues (Miller and McDowell, 1993, Margarita and Cohen, 1984). In order to make an informed decision about how to make meaningful differences while providing high-quality care and education, teachers need knowledge of child development, learning, and best practices as well as tools for making sense of this vast array of information. (Terri Jo Swim : 2001 In view of the above ECCE teachers’ competencies, the Ethiopia government in its Education and Training Policy has given due emphasis about the importance of teacher training and competence in the medium of instruction from the kindergarten to higher education under article 3.4.5.of the 1994 Education and Training Policy (MOE,1994).With regards to the training of teachers, Early Childhood Care and Education strategic operational plan and guideline required all preschool teachers to have minimum Certificate on Early Childhood Care and Education or have attended a two months course to upgrade their skills and knowledge, especially in the field of “active learning of young children” ( MOE, 2001 ).On the other hand, preprimary education guide line developed by Oromia Regional Education Bureau(2010) recommends preprimary school teachers’ to have minimum diploma in early Childhood Care and Education to teach young children.

Specifically, pre-primary educator is a key factor contributing to the success of the implementation of the pre-primary curriculum. Her mastery of principles and rationale of curriculum planning, her preparation before lessons, as well as her attitudes and skills in conducting activities will directly affect the effectiveness of children’s learning. In short the pre-primary educator should attend to the following important points:

### ❖ **Understand the characteristics of child development**

The pre-primary educator should understand the temperament of children, the characteristics of their development, their style of living, cultural background as well as their experiences and abilities to ensure that the curriculum provided for children meets their developmental needs.

### ❖ **Establish good relationship with children**

The pre-primary educator should adopt a caring, receptive and open attitude towards children. She should listen to children patiently and encourage them to express their feelings, raise questions and voice their opinions. While conducting activities, she should use simple sentences, open-ended questions as well as simple instructions to help children understand the learning contents. She can also use eye contact, smile, nods or other body language to show children her appreciation, encouragement and consolation. When children begin to feel that they are respected and accepted, and when they begin to trust the pre-primary educators, they will be more confident to make new attempts in the learning process.

### ❖ **Provide varied learning experiences**

Before conducting any curriculum activities, the pre-primary educator should make ample preparation, e.g. preparation of lesson plans, collection of teaching materials, arrangement of the learning environment, production of teaching aids, etc. so as to provide a rich and well-arranged learning environment. The pre-primary educator should encourage active participation and interaction among children during the activities. At the same time, she should make the most of children's learning opportunities to enrich their experiences. Besides, she should be responsive to changes in the learning environment as well as children's interest, and give children appropriate guidance whenever necessary.

### ❖ **Create pleasurable learning atmosphere**

The pre-primary educator should be optimistic, amiable and humorous. These personal qualities, together with the active participation of the pre-primary educator in activities, can create a pleasurable learning environment which will enhance children's initiative and involvement in learning, as well as stimulate their creative and imaginative power.

❖ **Set a model for children**

Children learn by imitation. The pre-primary educator should pay special attention to her behavior and attitude which will directly or indirectly affect the development of children. She should set good examples to children and behave properly including attending to her personal hygiene, social manners, and transmitting positive social values such as “concern”, “friendliness”, “willingness to share”, “eagerness to help”, etc.. She must practice what she teaches and demonstrate compliance with a code of ethics in word and deed in all activities in the course of delivering the curriculum. As children regard their pre-primary educators as role models, they learn desirable attitudes and behaviors from them, thus developing their potentials in all areas.

❖ **Promote the overall co-ordination of the pre-primary institution**

The concerted effort of staff of every rank in a pre-primary institution contributes to the smooth implementation of the pre-primary curriculum. To improve the overall co-ordination work in the pre-primary institution, it is necessary for pre-primary educators to promote mutual understanding and co-operation among themselves through communication channels within the institutions such as meetings, newsletters and daily conversations. It is more desirable if educators can share their working experiences, achievements and failures, joys and sorrows so as to establish a mutually supporting system. They should also attach importance to professional enrichment and try to take up different responsibilities to enhance their professional knowledge. Through effective co-ordination of the pre-primary institution, the aims of pre-primary education will be achieved.

Park (2008) also suggested that understanding of the early childhood curriculum by the teachers is crucial for proper implementation of the curriculum to help achieve its goals. This means that once the pre- school teachers do not comprehend what the early childhood curriculum’s theoretical and practical framework in details, they will not be able to successfully implement the early childhood curriculum

Pre-school teachers as key players in young children education have a crucial roles to play in early childhood curriculum implementation. This may include child guidance and discipline, respecting cultural diversity, adopting the appropriate methods of teaching and learning, encouraging self-dependence and many (McDonnell, 1999).

### **Preprimary Teachers 'Qualification**

Teachers qualification is a critical issue for effective utilization of kindergarten education they should internalize lots of methods of teaching. These qualities can be achieved through adequate training and experience.

The courses given in kindergarten have complex nature that requires a sound knowledge and skill on the parts of teachers. Andrew, (1970) stressed Child development is an essential subject of study for everyone who works with young children. People who work with children need to be carefully trained as well as informed about how children develop and learn, because the child is crucial in the program of pre-school education.

Teachers and other personnel need an opportunity to continue to develop professionally and personally through in-service training. Their pre- service preparation provided an opportunity to begin the process of developing the foundation for professional service. In other way their lack of per-service formal preparation forced them to practice the profession depends on experience (Beaty, 1993:73) in both cases in-service training is necessary for professional development of personnel.

The training duration of preprimary school teachers vary from country to country based on the nature of the program offered. The survey study made by UNESCO on 67 United Nations member countries shows that most of them found to offer courses that last for two years. However, the study showed that in some countries there were no specified certification records other than completion of primary or secondary level (UNESCO,1985:5). With regard to the trends of Ethiopia, kindergarten teachers attend one year pre-service training after completing grade ten. Teachers should be provided with periodic refresher courses of workshop to keep themselves abreast of current trends and research and their application to the understanding of children and curriculum development.

### **2.8. Location and Physical Environment of Preschool**

The pre-school, must be located away from the crowded areas of the city/town, burial ground and main traffic for the purpose of children's safety. The area should be dry, and have natural drainage free from water logging clean, pleasant, and well maintained building. Equally important are the presence of enough space for children to move freely within the environment.

Moreover, the rooms, floors, walls, and doors, sanitary facilities, and ventilation need to be carefully handled (Chowdhury and Chuoldhury, 2002). With regard to the classrooms, the size of the room, the color of the walls, the type of flooring and the number of windows, areas of art, science, blocks, books, dramatic play, sensory materials, music, Woodworking, and manipulative toys and games need to be to the level expected. (Feeney, et.al, 1987: Cited in Haile, 2010). The Ministry of Education has set standards of pre-school education such as the teacher children ratio to be 2:40 ( a main teacher and an assistant teacher in a class);a pre-school must have outdoor play materials like different size balls, skipping ropes, foam Javelin, gymnastic mat, multiple purpose mats, large and small mobile toys, tricycle and small care tires. In addition, a pre-school need to have outdoor play equipment namely, swinging, merry-ground, slide, balance, boxes, crawling tunnels and climbing. Further a pre-school need to have child sized tables, and chairs and other indoor equipment and materials (MoE, 1995).Curtis (1998 as cited in Haile, 2010) stated that the physical organization of the indoor space is important but no pre-school environment is complete without taking in to account the outdoor area since together they make a total learning environment, which caters for every child's interests and provides materials that will be appropriate for the level of development of each child. Equipment and materials like simple car games, books of varies types and puzzles; motor materials: balls, pull toys, riding toys, etc; manipulative materials like building sets, markers, pencils, scissors, constructional materials: blocks, building sets, and wood working materials; self-expressive materials: dolls, dress-up clothes, housekeeping toys, and musical instruments) and natural materials(sticks, leaves, rocks, sand, mud, water etc.) are important for the wholesome growth and development of the child.

## **2.9. Parent Involvement**

Open communication with the parents about the child is essential throughout the years. The improvement of children's day to day learning can be communicated with parents through a variety of methods: Notes, Telephone calls, Sending homework samples, classroom visitation, conferences, report card and etc. Parents and teachers must work together for better understanding of each other; guide the children cooperatively for more improved growth. Home-school relationship can be improved through, home visits, parents, interviews, and meetings, parents participation in school programs and developing material for parents and training. In

particular, the successful education of children with special needs is dependent up on the full involvement of parents. Thus, parents should be seen as equal partners in the pre-school educational process and, if otherwise, the result could be a failure (Chowdhury , 2002).The expression reflects that parents encouragement love, understanding and follow up of the children daily activity have more important for children further growth.

Terri Jo Swim (2009) stated that children perform better in school if their parents are involved in their education. Knowledge of their child and awareness of the teacher's observations will also help parents to interpret the assessment of their child's learning and to work with the teacher to improve and facilitate their child's progress.

## **2.10. Challenges faced by Pre-school Teachers in the Implementation of the Early Childhood Curriculum**

According to Azzi-Lessing (2009), in education, infrastructure provides bases for the rest. Once the deficiencies related to infrastructure occur, this may trigger other problems as well. In the study of Aktan and Comert (2007), one of the sources problems relating to pre-school curriculum implementation is facilities available in the school. According to the study conducted by Gundogan (2002) in- service trainings that school administrators organized is not enough to abreast pre-school teachers with the current trend of the early childhood curriculum. According to the study, it was revealed that the type of in-service training pre-school teachers receive is not from the field of early childhood education. Thus the in-service training that teachers participated might not be supportive for them in finding answers for their questions on curriculum implementation. Cisneros,Chernour and Moreno (2000) in their study revealed that preschool teachers' had problem in implementing the early childhood curriculum due to the fact that parents superficial believe in early childhood education as a playing ground the children not as a learning setting and this attitude of parents resulted in obstacle between the school and home collaboration. According to Reid, Stool miller and Webster- Stratoon (2008), teaching experience of pre- school teachers can also be problematic in implementing the early childhood education practically.

Generally, Regarding challenges of implementing preschool curriculum (Snow et al.,2003), and Bredekamp et al. (1992) mentioned that child based, family based and neighborhood, community and school-based problems are basic problems to implement kindergarten curriculum as planned.

**Child based:** includes age of children's severe cognitive deficiencies, hearing impairment, early language impairment, and attention deficit/Hyperactivity disorder

**Family based :** includes family history of education, home literacy environment (the ability to value place on education, literacy, press for achievement, availability and instrumental use of reading, playing, technological materials and reading with children), opportunities for verbal interaction, home language, socioeconomic status and very limited or totally absence of parents involvement to the school.

**Neighborhood, Community and School-based :** also includes the practice for factors such as the neighborhood where the family lives, the cultural and economic community of which the family is a part, and the school the child attends, teacher qualification, curriculum and center facilities, time factor, availability of equipments, pedagogical factors et c.

## **2. 11. Factors that influence Early Childhood Curriculum Implementation**

### **A. The Teacher**

With regard to this Connelly and Clandinin (1988) asserted that teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. It is evident in the work of (Goodman & Brand, 2009) that as the teachers are social beings and as they are coming from different backgrounds, they bring their past experience into their classroom practice to influence the curriculum. Goodman and Brand (2009) indicated that, teachers who are characterized as motivated, responsible, and organized and are open to new learning opportunities, they were found to be high curriculum implementers compared to teachers described as unmotivated, not open to changes.

### **B. The Learners (pupils)**

Learners (pupils) are also a critical element in curriculum implementation. While teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection

of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation. Learners (pupils) home background and their abilities can determine what is actually achieved in the classroom (Goodman & Brand, 2009).

### **C. Resource Materials and Facilities**

No meaningful teaching and learning can take place without provision of adequate resource materials. This applies to curriculum implementation as well (Curriculum Research and Development Division, 2006). This means that for the officially designed curriculum to be fully implemented as planned, the Government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. The Curriculum Research and Development Division maintains that the central government needs to provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an enabling environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

### **D. Interest Groups**

Concerning to this Fedoravicius, Finn- Stevenson, Desimone, Henrich and Payne (2004) gives evidence in their study that support from the interest groups serves as a key factor for successful early childhood curriculum implementation.

In other words, collaborative environment is of immense benefit in curriculum implementation. Findings from their study again show that collaborative relationship and networking were detected as positive factors increasing the teachers' attitudes and motivation, as well as their teaching. Teberg (1999) supported the necessity of administrative support for a successful curriculum implementation by discussing the fact that teachers need more than just knowledge and skills, they need encouragement and from interest groups to reach the goals defined for their children in the classroom in order to realize their full potentials .

### **Summary of reviewed literature**

This chapter has presented a literature survey which describes the challenges preprimary schools face in the implementation of preprimary curriculum which included child based, Family based, Neighborhood, community and school based challenges. The MOE and Oromia education bureau was expected to ensure that there would be curriculum alignment and assessment; enough class rooms, monitoring and support; learner centered curriculum activities; facilities, materials and equipment and money so that the curriculum could be implemented without any difficulty. What was not yet known was whether the educators were fully aware of these challenges while implementing the preprimary curriculum.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This chapter provides information about the overall design of the study, the participants of the study, Sampling and sampling techniques, data collection instrument, data collection procedures and methods of data analysis.

#### **3.1. Research Design and Methods**

Descriptive survey research design was employed with the assumption that it is helpful to describe the prevailing in-school factors and opinions related to the ongoing implementation of preprimary school curriculum. It also helps to draw valid general conclusions.

The study used both qualitative (interview, document analysis and observation) and quantitative (questionnaire) research approaches for this study. According to Creswell (2012:22) “the use of mixed methods involves the combination of both forms of data that provides a better understanding of a research problem than either quantitative or qualitative data alone.”

#### **3.2. Description of Study Area**

Fitche Town is one of the fast growing towns in Oromia Regional State and it is the administrative town of North Shoa Zone. It covers 3325.1hectar that comprised of four (4) kebeles. There are about 14 preschools. Out of which 10 are private KGs and while the rest 4 are public pre-preschools. In addition, Fitche town has 14 primary schools, two secondary and one preparatory schools, one Teacher Education College ,one Technical and Vocational Education College ,one private University college ,one Government university ,one Government general Hospital and two Health Centre and nine private medium Clinic and six Drug Stores.

Fitche Town is 112 Km away from Addis Ababa and is located to the north of Addis Ababa. According to evidence obtained from town administration in 2011, the population of Fitche town was estimated to be 74,633 and the town has also different infrastructure, like Electric power , Water and Asphalt roads. The most interesting area that has been attracting tourist in and around fitche is the Monastery of DebreLibanose, Portuguese bridge and the birth place of AbunePetrose

### **3.3. Population of the Study**

The main target population of the study was all preprimary schools (14), principals (14) and teacher (48) Fitch Town, North Shoa Zone and Oromia Education Bureau Inspection quality and audit experts who were three (3) in number.

### **3.4. Sources of Data**

Data for this research were collected from both primary and secondary sources. The primary sources of data were preprimary and primary school principals', preprimary school teachers, parents, town, zonal education office and regional education bureau quality, audit and inspection experts. The secondary sources were school records, curriculum materials, indoor and outdoor play materials, school physical environment, Education Sector Development Plans, Policy, National Preschool Quality Standards and National Policy Framework for preprimary education and Strategic Plan and Guideline for preprimary education & Annual and Regional EMIS were analyzed in this study.

### **3.5. Sample Size and Sampling Technique**

The study employed all the 10 private preprimary schools and 4 public preprimary schools operating in the study area as data sources. All teachers working in these schools (48 teachers) were used to gather quantitative data by using Census sampling. As the number of school principals is few in number, the researcher used all school principals working in the town for interview by Purposive sampling . In addition to this, Fitchtown, zonal education office and regional education quality, inspection and audit expertise who were 3 in number were selected using purposive sampling techniques. This is due to their important position and contribution to describe the issues under investigation. The researcher selected sixty (60) parents by using simple random sampling techniques to fill the questionnaire. This was to give equal chance for the participants that were selected for the study.

### **3.6. Data Gathering Tools and Procedures of Data Collection**

In order to obtain the data relevant to the study, the researcher used different instruments collecting data . In line with this, Hunter (1989), Patton (1987) as cited Yamane (2005) stated that using more than one data collection technique in a single study helps the researcher to substantiate the strength and correct the defect of any one source of data. Based on this idea, the

researcher employed semi-structured interview, observation, and document analysis and questionnaire as data gathering tools.

### **3.6.1. Questionnaires**

Questionnaire was selected as data gathering instrument because of its relative advantages to gather data from large number of respondents at one place, making an economy of time and expense possible and providing a high proportion of usable responses (Best and Kahn,2005).Based on the research questions and a review of related literature, two sets of questionnaires was prepared and administered for school teachers and parents. The questionnaire is consisted of two parts. The first part, focused on some necessary personal information of the respondents like sex, age, educational background and teachers experience in the preprimary schools. Part two consisted of both close and open-ended questions. The close-ended questions were related to curriculum implementation, professional competence of teachers, parents' school relationship and availability and adequacy of classrooms and outdoors materials and equipment and organization, school learning environment. Open-ended questions were prepared to give subjects the chance to give a response in their own words to generate rich information.

The questionnaires were translated into Afaan Oromo language so as to alleviate any unnecessary complication in translation and responding to the items.

### **3.6.2. Observation**

The researcher used direct observation through an observation checklist consisting of detailed instruction in the classroom and indoor-outdoor materials, equipments and organization and the physical environments of the school, conduciveness of the school environment for the children, interactions between preschool children, materials and teachers as well. The researcher prefer observation depending on the fact that Observation can help to study all observable physical and social phenomena in their natural setting as long as they are accessible (Sarankos, 2005; 221).The researcher observed three randomly selected preschool classes from each sample school-one session from nursery, Lower kindergarten and Upper kindergarten classes each-and a total of 30 session from 10 randomly selected schools(7 private and 3public )while students are learning in every sample school.

### **3.6.3. Document Analysis**

The researcher used document analysis because it is a vital and relevant source for both qualitative and quantitative research and helps to yield information that is important in explaining social or educational practices (Best and Khan, 1993). Within this frame, the researcher reviewed significant documents such as the number of students, teachers and qualifications of teachers, a Profile of children, the availability of curriculum materials, student's records and other international children's rights documents and policy and pre primary school curriculum guide lines and standards and etc. This was done first by identifying materials to be reviewed in the form of checklist and explain the purpose of reviewing the materials for the school principals as it is only for the purpose of the study and get permission. After that the researcher reviewed the selected materials and compare against the set standards. Finally, the researcher analyzed and interpreted the result of the review of the documents.

### **3.6.4. Interview**

The central way in which a researcher achieves to perceive the understanding, feeling, and knowledge of people in a certain programs is through interview (Best and Kahn, 1993). In this research interview was conducted with school principals, Fitch town and zonal education office experts and Oromia education bureau Early year's education expertise. This was done by using guided interview questions. These people were selected purposively in light of their exposure to information and experience relevant to this study.

### **3.7. Pilot Testing**

It is noted that pilot testing is highly important to make necessary amendment so as to correct confusing and ambiguous questions. Checking the validity and reliability of the data collecting instruments before administering to the actual study subject is believed to be critical to assure the quality of the data (Yalew, 1998, and Daniel, 2004).

To check the reliability of the instruments, the pre-testing of all instruments were made. To this effect , a pilot test were carried out in two selected preschools(Mul'ata Boru preprimary school found at Gebre Guracha Town and Catholic Missionary Kindergarten found at Muke Turi Town inNorth shewa zone of Oromia Regional State) out of my study area. Then, the items were carefully examined to see if they suggest any modifications and to determine whether they lead to certain conclusions for significant purpose of the study. Then the prepared questionnaires were distributed and the result of the

pilot testing was statistically computed by the SPSS computer program. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.936 (93.6%) and, hence, was reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable.

Finally, some necessary amendment was made to correct confusing and ambiguous questions before administering to the actual study subject. For instance, three questionnaires were rejected after pilot test to minimize biases.

### **3.8. Methods of Data Analysis**

Quantitative data collected through questionnaire was analyzed by using descriptive statics like percentages and frequency in tables. The frequency in the table represents how many times a particular response appeared in different questions. The frequency was utilized to analyze and describe the extent to which the problem featured in preprimary schools. The data obtained through interviews, observation and document analysis were analyzed using (narrative) description (qualitative methods of analysis).

### **3.9. Ethical Consideration**

The purpose of the study was explained to the participants and the researcher asked their permission to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provide was only for the study purpose. Accordingly, the researcher informed them that he use the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies was accomplished at their voluntary consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the participants unnamed

## CHAPTER FOUR

### 4. Data presentation, Analysis and Discussion

This chapter treats presentation, analysis and discussion of data collected through questionnaires, observations, interviews and document analysis. The data collected through close-ended questionnaires from the teachers and parents were presented each case, and analyzed using percentage followed by relevant discussions. Besides, qualitative data obtained through observations using checklists and interview guides were used to supplement and explain qualitative data whenever necessary.

#### 4.1. General Characteristics of Teachers

In order to assess the characteristics of teachers; items related to their sex, age, qualification and professional experience as teacher in the preprimary school were made a part of the questionnaire. The results were summarized in table 1 below.

**Table – 1 General Characteristics of Teachers**

	Item	Number of respondents					
		Private		Public		Total	
		No	%	No	%	No	%
Sex	M	2	4.7	-	-	2	4.2
	F	41	95.3	5	100	46	95.8
	T	43	100	5	100	48	100
Age	Less than 25	-	-	-	-	-	-
	26-31	24	55.8	3	60	27	56.3
	32-37	12	28	2	40	14	29.2
	38-42	5	11.6	-	-	5	10.4
	43-48	2	4.7	-	-	2	4.2
	49 and above	-	-				100

The first item in table 1 above indicates that 46 (95.8%) of the teachers were female while 2(4.2%)of them were male.Specifically,41(95.3%) of the teachers in private and 5(100%) of them in public preschools were female respectively.

The second item in table 1 above indicates that 27(56.3%) of the teachers age were in the range of 26-31 years while14 (29.2%) of the teachers were between 32-37 age. The remaining5 (10.4%) and 2(4.2%) of the teachers were in the range of 38-42 and 43-48 years respectively. Similarly 3(60%) and( 40%) of the public preschool teachers age and 24(55.8%) and 12(28%)private preschools were in the range of 26-31 and32-37 respectively This shows that the age of the majority of the teachers in the studied preschools were between 26-31years in both preschool setting.

#### 4. 2: Teachers’ Educational Background

In order to assess the teachers’ educational background, characteristics of teachers; items related to qualification of the teachers in the preprimary school were made part of the questionnaire. The results are summarized in table 2 below

**Table.2: Teachers’ Educational Background**

	Qualification	Teachers					
		Private N=43		Public N=5		Total N=48	
		No	%	No	%	No	%
1	Grade 10 <sup>th</sup> complete	14	32.5	2	40	16	33.3
2	“ 12 <sup>th</sup> complete	-	-	1	20	1	2.1
3	BA/BSC other field	1		-	-	1	2.1
4	KG teacher training certificate	17	39.5	2	40	19	39.6
5	Other field diploma	7	16.3	-	-	7	14.5
6	Other field certificate(TTI)	4	9.3	-	-	4	8.3
7	Total	43	100	5	100	48	100

Table 2 above shows the educational background of teachers teaching at preprimary schools of the studied site. Accordingly, 19(39.6%) have KG teacher training certificate. 16 (33.3%) and 7 (14.5%) of the teachers were grade ten complete with no certificate and other field diploma respectively. 4(8.3%) of the teachers have other field certificate. The rest 1 (2.1%) of teacher from the studied preschools has BA degree in other field and one 12complete without any certificate.

The courses provided in preprimary school have complex nature that require sound knowledge and skill from the teachers. Supporting this fact, Andrew, (1970) stressed that child development is an essential subject of study for everyone who works with young children. People who work with children need to be carefully trained as well as informed about how children develop and learn. This is because the child is crucial in the program of pre-school education.

Hence, in the studied preprimary schools, the majority of teachers have no required educational background and their area of knowledge is not about child development or about how to teach in preschools. With regards to teachers qualification, Preprimary education guideline developed by Oromia Education Bureau (2010) recommends every preschool teachers to have minimum diploma in preprimary education. But practically, only few of them have required qualification. From this table, it is possible to understand that most of the teachers teaching in the preschools have no professional competence to teach the children.

Besides, the observation and document analysis made by the researcher witnessed that most preprimary school teachers teaching at preprimary schools were inadequate and incompetent. They have no required qualification and pedagogical skill and training. Even those who have taken short term training more than 6 months, the researcher could not see required practice of Early Childhood Care and Education during inside and outside classroom observation. The poor child pedagogy of unqualified teachers had impacted quality of education. Regarding such a situation, UNESCO (1982 ) and Dereje, (1994) claimed that it is difficult to ignore this problem due to teachers and principals lack of basic knowledge and skills about child development. Consequently, it is difficult to meet the child's physical, intellectual, social and emotional needs. However, the preprimary schools teachers must have the knowledge and understanding of all aspects of child development including theories and approaches of teaching. This enables them to integrate new knowledge and skills with the current practice.

Besides, during the interview, one of the Fitch Town schools' principal replied the following with regards to the question 'why the preschools were unable to hire qualified teachers?'

*The government did not pay due attention in training preschool teachers in collaboration with teachers education college in the region as needed. They are not adequately found in the market. Further he said even most certified teachers available in the market have no interest to be hired there. This is due to low salary and other opportunities like upgrading their level of education and updating themselves compared to other teachers working in government schools". Amazingly, those certified teachers teaching in preprimary schools are training in other field to leave the profession in future. This implies that there are no adequate and competent teachers teaching in preschools*

This finding is not in line with what Ministry of Education that recommends teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competency in the media of instruction through pre-service and in-service training (MOE, 2002)

#### **4.3. The Main Objectives of the Preprimary Curriculum in the Schools**

The study attempted to assess implementers' familiarity with the major objectives of preprimary education program stipulated by the education office. Respondents were asked to choose the objectives of preprimary curriculum, which they believe should be more emphasized. List of objectives were provided and they were allowed to choose one or more objectives, which are given emphasis in the course of implementation. The results are summarized below.

**Table 3 :Teachers' Response on Objectives of the Preprimary Curriculum**

Item	Objective Items	Respondents					
		In Private preschools		in Public pre schools		Total	
		No	%	No	%	No	%
1	Physical development	5	11.63	2	40	7	14.6
2	Intellectual development	18	41.86	3	60	21	43.75
3	Social development	15	34.88	-	-	15	31.3
4	Emotional development	5	11.63	-	-	5	10.4
	<b>Total</b>	43	100	5	100	48	100

As indicated in table 3 above, 21 (43.75%) teacher respondents selected intellectual development followed by social development 15 (31.3%). Small number of respondents 7(14.6%) and 5(10.4%), selected physical and emotional development respectively. These show that intellectual development and social development of children were more emphasized in the studied preprimary schools. However, physical, and emotional developments of children were least emphasized. Besides, the interview conducted with school principals, made clear that greater attention was given to the intellectual and social development of children than the other objectives. Teachers indicated that more emphasis was given to intellectual development than other objectives mainly because of its greater relevance to prepare children for primary education. The result implies some degree of teachers' misunderstanding on the preschool curriculum objectives. The objectives of preprimary education should not be limited or narrowed to intellectual development alone to prepare children for primary education. Such emphasis may be academically effective but may constrain the child's development in physical, social and emotional areas. Thus, emphasis to all areas will provide rich experiences in living and learning. In line with this, as stated by MOE (2002) the main aim of pre-primary education is the all-rounded development of children in order to prepare them for formal schooling. (Dosen:1994) also stated that developmentally appropriate curricula should address all areas of the children's development and all content areas . Therefore, physical and emotional development of children

seem to be under emphasized by preprimary curriculum implementers .The lack of balance to address the physical and emotional development of children in the studied preprimary schools, might lead to lack of harmonious development of children’s personality.

#### 4.4. The Emphasis of the Contents of Pre primary Curriculum

Respondents were asked to choose from the list of options the area which they believe is emphasized most in the preprimary curriculum contents and the results were illustrated in the table below

**Table 4: The Emphasis of the Contents of the Curriculum and its Appropriateness to Children Learning**

Areas of learning Q1= What do you think of the preprimary curriculum content being emphasized?		Respondents					
		In Private preschools		In Public preschools		Total	
		No	%	No	%	No	%
1	Environmental Science	10	23.25	1	20	11	22.91
2	Mathematics	7	16.23	1	20	8	16.7
3	Languages	15	34.9	1	20	16	33.3
4	Aesthetic and creative	5	11.62	1	20	6	12.5
5	Physical Education	4	9.30	1	20	5	10.41
6	Others	2	4.7	-	-	2	4.17
	<b>Total</b>	43	100	5	100	48	100
Q2 =	Do you think the content rendered for children is appropriate for the students’ learning and development?						
	A. Yes	31	72	2	40	33	68.75
	B. No	12	28	3	60	15	31.25
	<b>Total</b>	43	100	5	100	48	100

As indicated in Table 4 above, 16 (33.3%) of teacher respondents, believe that languages is the most emphasized subject in the preprimary curriculum which is followed by environmental science 11(22.91%) respondents. Whereas, aesthetic and creative 6(12.6%) was the least emphasized followed by physical education which accounted about 5 (10.41). This demonstrates that teachers give greater emphasis to languages and environmental science in the pre primary schools classes. On the other hand, emphasis in the areas of physical education and aesthetic and creative were low.

In fact, introducing children to letters, numbers, and other language skills will give them easy entry into primary school. But, when preprimary education are much concerned with the teaching of specific subjects, it may lead to lack of building background experiences that will promote the attainment of academic, social and life skills. As a result, the content of the school curriculum lack a broad base of emphasis on experiences and activities with exposure to a variety of areas to build a firm foundation for later knowledge, attitudes and skills of children in the studied primary schools

Here, the finding implies that both preschool settings did not pay equal attention to all contents area which is designed for preschool level that aimed at bringing the holistic development of the child. In addition, as shown in the above table some private preschool respondents 2(4.7%) replied that there is additional computer course provided at preprimary level which is beyond the learning ability, needs and interest of the child.

As part of observation the researcher tried to identify teachers' emphasis on each area during the actual teaching sessions. With this regard the result of observation reveal that teachers provide greater emphasis for language teaching and environmental science at the expense of other areas such as physical education, mathematics and aesthetic and creative which in turn affect the development of the whole child.

With regards to the appropriateness of the contents to the students' learning and development, the percentage result showed that the majority of teacher respondents 33(68.75%) responded that the content is appropriate whereas 15(31.25%) of teacher respondents responded it is not appropriate .Specically,2(40%) of the teacher respondents replied that the content is appropriate while 3(60%) of them responded that the content is not appropriate in public preschools. On

the other hand, 31(72%) of the respondents responded the content is appropriate while 12(28%) of them responded the content is not appropriate in private preschool settings respectively.

Regarding the appropriateness of the content, teacher respondents were asked to mention what makes the curriculum appropriate/inappropriate for the students' learning in the form of open ended question. With this regards, the majority of respondents replied as the content is appropriate while some of them replied it is not appropriate. Their justification for inappropriateness of the content is that the text books the teachers use to teach their children is beyond their maturity level . In addition, the organization of text books (vertical and horizontal organization ) doesn't consider children prior knowledge . This is because the course provided at nursery and lower kindergarten doesn't provide basic insight for upper kindergartens.

Furthermore, concerning the appropriateness of the content to the students' learning, the interviewed school principals said that "there are problems related to absence of standardizations of the contents in the town. They also reported that the content of the text book from which the teachers teach their children is beyond the maturity level of the students. Even examples in the text were vague and abstract, which the children at this age do not understand. "

With regards to the contents of the curriculum, one of the Fitch town private preschool principal stated that" *the content of the curriculum is not adequate to realize the objectives.Preprimary education is not well defined even in the Education and Training Policy.Besides, he responded that the curriculum is not well developed.*" They further stated that preprimary school curriculum has problems in its implementation. Some of these problems are *the absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive ability and behavioral change by level to adequately enrich problems solving ability and attitudes.* Moreover, the concept of planet like Jupiter and Uranus is presented in the text book in an abstract manner which is difficult to be understood by children. Elaborating such a fact, Morrison and McLoyd (2000) indicate that at preoperational stage of child development children base their judgment on concrete objects and hence their learning needed to be assisted with concrete teaching materials. Likewise, Bose et al. (2013), recommend that there must be application of hands-on materials for preschoolers to help them believe and see it happen.

Finally, as part of observation and text books' analysis, the researcher witnessed the existence of the abovementioned problems. For instance, during observation it was discovered the content of the curriculum had some information that they are not familiar with children. For instances, animals like Kangaroo, Walia , Seas Fish, Whale and Zebra, and others were taught, which they are not found in children's environment.

In addition, the researcher witnessed that some preschools prepare a textbook, from which they teach children without considering the maturity level of the children, the environment and the demands of the government and they found their own ways to get other curriculum materials(e.g Abdi Boru preschool)

The teachers used text books bought from the market to teach their children and even these text books are not available in many preschools. This implies that although many respondents replied that the content of the text books were appropriate for the students learning, practically there are a number of problems related to textbooks appropriateness. This situation further indicated that teachers have no adequate understanding about text book evaluation to decide whether it is appropriate or not. The inappropriateness of the content of the curriculum would create difficulties in learning from the materials that affect children's learning and the attainment of the objective of education at preprimary.

#### **4. 5. Teaching Methods in Preprimary Schools**

Respondents were asked to choose the most commonly used methods in the preschools to effectively implement the preprimary curriculum. List of teaching methods were provided and they were allowed to choose a method which is used most frequently. The results were illustrated

**Table 5: The Most Commonly used Teaching Methods**

Methods of teaching		Respondents					
		In Private preschools		In Public preschools		Total	
		No	%	No	%	No	%
1	Learning by doing	6	14	2	40	8	16.66
2	Explanation	12	27.9	1	20	13	27.08
3	Question and answer	10	23.25	2	40	12	25
4	Discussion	2	4.65	0	0	2	4.2
5	Role Playing	7	16.3	0	0	7	14.58
6	Field trip	2	4.65	0	0	2	4.2
7	Play	4	9.30	0	0	4	8.33
8	Other	0	0	0	0		0
<b>Total</b>		43	100	5	100	48	100

As shown in Table 5 above respondents 13(27.08%), indicated explanation is the most frequently used method in their classes followed by question and answer 12 (25%). On the other hand play , field trip and discussion which accounted 4(8.33%),4(4.2%) both field trip and discussion respectively were the least emphasized methods of teaching in the studied preprimary schools. This shows that explanation, and question and answer were the most commonly used teaching methods in most of the preprimary education in the studied site. Whereas, the rest methods were ignored. Besides, during observation the researcher witnessed in most classrooms more direct teaching and specific academic instruction with emphasis on telling, reading, showing and asking than the use of other methods. Questions flow from the direction of teachers only. Children were not encouraged to ask. Individual and cooperative learning were less observed. Children were never included in all activities to the best of their abilities. The use of techniques which foster motivation and engagement were less observed.

Further, the interviewed directors agreed to the dominance of explanation, and question and answer; for the lack of teaching materials, absence of assistant teachers, lack of teachers understanding on how to teach young children. From the above table 5, the researcher deduce that although the teachers in both preschools setting did not practice the use of child directed methods like play, discussion, role-playing, field trip and learning by doing which provide opportunities for first-hand experiences, activities, discovery, exploration, experimentation and multi-sensory approaches as designed , the magnitude of the problems is high in public

preschools . As one of the Fitch town public preschool director reported during interview, the rationale behind is acute shortage of resources in public preschools, lack/inadequate training of teachers in pedagogy and lack of required competency in medium of instruction. As part of observation the researcher witnessed the absence of applying appropriate methodology from those trained in preprimary education. Using methods of teaching that do not fit the nature of young children hamper the children and development.

Regarding the use of teaching method for children, Morrison and McLoyd, (2000), and Bose et al.,( 2013) indicated that teachers should understand that children learn all the time through play and interaction with their surrounding environment. Therefore, for young children, play serves as the primary vehicle through which they explore and discover new objects, events, concepts and relationships. That is why Estes (2004) described play as the most developmental appropriate practice for teaching young people. In other words, play is the best way to deliver curriculum content to young children. Here, the finding implies that majority of private preschool setting apply early childhood teaching methods than public preschool setting even though the problems available in both preschools setting .

**4. 6.The Number of the Students in Each Class.**

In order to determine whether class size is large or small, the researcher collected data from the school principals and their offices in relation to the number of students’ learning in one class. Regarding this, the results are summarized as follow.

**Table 6.The Number of the Students in Each Class.**

No	Class size(Number of children in a class)	Private preschool		Public preschool		Total preschool	
		no	%	No	%	no	%
1	Less than 20	-	-	-	-	-	-
2	21-25	-	-	-	-	-	-
3	26-30	1	10	-	-	1	7.1
4	More than 30	9	90	4	100	13	92.9

Regarding the number of students in the class as part of document analysis, the researcher collected data from the schools document and principals .In relation to this, the result of the study reveal that in the great majority of the studied preschools 13(92.9%) there are more than 30 students in a class. The students-class ratio was on average 47:1 in both preschool setting in general and 44:1 and 74:1 in private and public preschool in particular respectively. In contrast, preprimary education guide line developed by Oromia education bureau in 2010 shows the set standards for class size in preprimary is 30 children in one class. Here, the finding implies that in both preschool settings, large numbers of students are in a class which is beyond the set standards in general and the problem is very serious in public preschool setting in particular. With regards to the effects of class size on teaching learning process, teacher respondents were asked to mention in the form of open ended question and they replied that *large class size has a great negative impact on the teaching learning process.* For instance,” it hinders the teachers to guide and scaffold the students closely. In addition, they also further stated as it is difficult to manage classroom which may result in students’ misbehavior. As to their response,It also exposes children to health related problems due to suffocation in the class room which negatively affect their learning and development.”

Supporting this, literatures in the field state that higher staff-child ratios, referring to a smaller number of children per staff, are usually found to enhance ECE quality and facilitate better developmental outcomes for children (Organization for Economic Cooperation and Development (OECD), undated; Huntsman, 2008). When there is higher staff-child ratio, teachers/caregivers are able to interact better with children, they experience less stress and they are able to provide more supports to different children’s developmental domains. Huntsman (2008) noted further that higher staff child ratio makes children become more co-operative in activities and interactions and children also tend to perform better in cognitive and linguistic assessments. On the contrary, lower staff-child ratio in ECE settings will make caregivers to give less attention to children and they will not give optimal performance. This will in turn affect children learning and development as they may experience neglect and poor development in all domains

#### 4.7. Utilization of Teaching Materials by Teachers

Instructional material is defined differently in various materials from their own perspectives. But in the context of this research, it is understood as supplementary and supporting materials and aid that teacher use it in order to make his/her points clear and concrete (teaching aid)

In order to determine the degree of teaching materials utilization by the teachers respondents were asked. They were given options (Always, some times and not at all ) from which to decide. The results are summarized in Table 7 below.

**Table 7: The Degree of Teaching Materials Utilization by Teachers**

The degree of teaching materials utilization		Respondents					
		In Private pre schools		In Public preschools		Total	
		No	%	No	%	No	%
1	Always	8	18.6			8	16.67
2	Some times	28	65.11	1	20	29	60.41
3	Not at all	7	16.27	4	80	11	22.92
	<b>Total</b>	43	100	5	100	48	100

The above table 7, shows a little more than half of teacher respondents, 29 (60.41%), replied that they use instructional materials sometimes. Whereas, 8(16.67%) respondents, said they use instructional materials always .The rest 11(22.92%) respondents replied they use teaching materials not at all even, they don't use text books to teach their children. Rather, they rely on their own experience and personal feeling to teach their children. This implies, they use instructional materials sometimes in most of the studied preprimary schools. However, researcher direct classroom observation indicated the acute shortage of materials and teachers dependency on picture reading, sound-letter association, and letter naming and word discrimination from books, written on the sheet of papers or blackboard. Besides, most of the interviewed school principals were accepted (admitted) the critical shortage of instructional materials in the schools.

The utilization of appropriate instructional materials provides opportunities for children to broaden and deepen their knowledge and understanding. Instructional materials support children’s self-initiated learning stimulates interests, awareness and imagination. Consequently, the utilization of proper instructional materials by teachers in the schools enhance the effective implementation of the curriculum. Ehiamefor (2001), Olorun (2006) noted that the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment. Thus, the teachers’ attempt of utilization of instructional materials seems to be hampered by acute shortage of essential materials in the schools, which may negatively affect children learning. This is because it is believed that children at this age cannot understand abstract idea

In addition, teachers were asked the types of teaching materials frequently used in the form of open ended question and most of the respondents said that ready made purchased materials while very few respondents replied that teaching materials prepared by the teachers. The finding is not in line with Adefunke and Olatunde (2015) who indicated that teachers should use materials that are readily available in the child’s environment while teaching preschool children.

#### 4.8 supply and availability of resources for the students

Respondents were asked to choose the level of supply and availability of resources for the students’ learning from the given alternatives and the result is summarized in Table 8 below

**Table 8. Teachers’ response on the supply and availability of resources for the students**

How do you rate the supply and availability of resources for the students?		Respondents					
		In Private preschool		In Public preschools		Total	
		No	%	No	%	No	%
1	Very limited	14	32.6	5	100	19	39.6
2	Limited	13	30.23	0	0	13	27.08
3	Medium	16	37.2	0		16	33.33
4	Enough	0	0	0		0	0
5	Excess	0	0	0		0	0
	Total	43	100	5	100	48	100

The above Table 8, shows 19 (39.6%) of teacher respondents from the total, replied the supply and availability of resource is very limited followed by respondents 16(33.33%) replied its supply and availability is medium. Whereas, the rest respondents 13(27.08%), responded the supply and availability of resource is limited. More specifically, the percentage result of respondents 14(32.6%), 13(30.23%), and 16(37.2%) responded very limited, limited and medium in private preschool setting respectively, while 5 (100%) respondents replied very limited in public preschools.

This implies that, the supply and availability of resources for the students learning is very limited in most of the studied preprimary schools and the problem is very serious in public preschools. The observation made to assess the availability and supply of the most important resources in preschools such as curriculum materials (syllabus, teachers' guide and text books), different preschool education guideline and standards ,teaching materials(aid) used to clarify the content delivered by the teachers and the availability and adequacy of outdoors play materials and equipments necessary for students learning .However, the researcher direct indoor and outdoor observation and document analysis indicated that the acute shortage of the above resources and materials. For instance, subject syllabus, which serves as a milestone in guiding children learning did not exist in all studied preschools. Besides, teacher' guide and text book prepared by either Ministry of Education or Oromia Regional Education Bureau were not available in all preschool under studied. Rather they teach the children using only their own experience and some of them teach the children using text books bought simply from the market, which lack developmentally appropriateness for children. In addition, teachers did not use low cost and locally available and child friendly teaching materials. Rather they used ready made purchased materials ,which impacted children's learning. Besides, most of the interviewed school principals and Fitch town education expert admitted the critical shortage of resources and materials in the schools. This in turn affects t children's learning.

According to Chukwbikem (2013), the quantity and quality of resources available for any educational program would determine school systems' capacity for the implementation of the type of educational program. This implies that resources are critical to successful implementation of any preprimary education program.

#### 4.9. Availability of Curricular Materials and Documents in Preprimary Schools

In order to assess the availability and adequacy of curricular materials and non-curricular documents, the schools' principals were asked to show their position. Based on that, the result are summarized as follow.

**Table-9- Availability of Curricular Materials and Documents for Preprimary Education**

No	Item	Private preschools in		Public preschools in		Total preschools in	
		No	%	No	%	No	%
1	Syllabus	-	-	-	-	-	-
	Yes	10	100	4	100	14	100
	No						
2	Teacher guide	2	20	-	-	2	14.2
	Yes						
	No	8	80	4	100	12	85.8
3	adequate text book						
	Yes	3	30	-	-	3	23.4
	No	7	70	4	100	11	78.6
4	Education and Training Policy	0	0	0	0	0	0
	Available						
	Not available	10	100	4	100	14	100
5	preprimary education manuals						
	Available	-	-	-	-	-	-
	Not available	10	100	4	100	14	100
6	Preprimary school standards						
	Available	1	10	-	-	1	7.1
	Not available	9	90	4	100	13	92.9
7	Guidelines for pre school Education						
	Available	4	40	1	25	5	35.7
	Not available	6	60	3	75	9	64.3
8	Guidelines for educating children with special needs						
	Available	-	-	-	-	-	-
	Not available	10	100	4	100	14	100
9	The UN convention on the rights of the child						
	Available	-	-	-	-	-	-
	Not available	10	100	4	100	14	100

As manifested in Table 9 above, the result obtained from the school document and principals as well as their offices indicated there is no syllabus in all the preprimary schools under study. Besides, Table 9 also shows lack of adequate teacher's guide and student textbook. In addition, important documents necessary for the provision of preprimary education such as the Education and Training Policy, Preprimary education manuals, guidelines for educating special needs education, and UN convention on the right of children were not available in all the studied preschools. Furthermore, preprimary school standards 1(7.1%) and preprimary education guidelines 5(35.7%) were found to be inadequate in both preschool setting. But the problem is very serious in public preschools. The school principals were asked to mention what the teachers use in the absence of these documents and the school principal replied that teachers used their own experience and sometimes text books bought from the market. In addition, during the interview the directors underlined the absence and inadequacy of curricular materials such as subject syllabus, teacher guide and text books prepared by ministry of education. The absences of these essential curricular materials and others related documents that serve as a mile stone to guide children's education were hardly available in most preschools. This finding is different from the finding of Rahale (2014), and Tsegaye (2014), where they had found most of government preschool use curriculum that is developed by the Ministry of Education while this finding is in harmony with Jigsaw and Srinivas (2015), where they have found that similar finding with regard to unavailability of syllabus and curriculum. Lack of curriculum has brought an impact on children's learning process. The absence of the above essential curricular materials might force the teachers to rely on personal whims in formulating objectives, selection of contents, methods, and assessment procedures. Nevertheless, mere personal impressions could not meet the demands of preschool education. It is undeniable fact that curricular documents should match the diverse nature of the learners. However, the data revealed that pre- primary schools had been using curricular documents (text books) bought from the market, which is somewhat not appropriate for children learning and development. This had little pedagogical significance and affects the attainment of the objectives of the preprimary education as intended. In addition, school principals, teachers and Fitch town and zone education office experts were asked what they feel about the impact of the availability and adequacy of the resources in the teaching-learning process. With regards to this they replied that the availability and adequacy of these materials support the attainment of preprimary education objectives. On the other hand,

they reported that the inadequacy of the materials may negatively impact the attainment of the objectives in general and low quality education largely observed this time in particular

#### 4.10: The Most Commonly Used Assessment Techniques in Preprimary School

Respondents were asked to choose the most commonly used assessment techniques in the preschools to effectively implement the preprimary curriculum. Respondents were asked to choose the assessment technique which they employ most frequently in their class.. The results were illustrated in table 10 below

**Table 10: The Most Commonly Used Assessment Techniques**

Assessment technique		Respondents					
		In Private preschools		In Public preschools		Total	
		No	%	No	%	No	%
1	Test	17	39.53	1	20	18	37.5
	Observation	0	0	0	0	0	0
2	Writing and drawing children work	9	20.93	0		9	18.75
3	Daily attendance	6	13.93	1	20	7	14.58
4	Final exam	4	9.30	0		4	8.33
5	Class Participation	7	16.3	3	60	10	20.83
	<b>Total</b>	43	100	5	100	48	100

As depicted in Table 10 above, the majority of respondents 18(37.5%), selected test as the most commonly used assessment technique followed by Class participation 10 (20.83%). Writing and drawing work of children accounted 9(18.75%) by respondents. While no respondents selected observation as assessment techniques in the learning of children. More specifically, the percentage result of respondents 17(39.53%), 9(20.93%), 7 (16.3%),6(13.93%) ,and 4(9.30) respondents responded test, writing and drawing work of children , Class participation ,Daily attendance and Final exam in private preschool setting respectively, while 3 (60%) ,1(20%)

,and1(20%)respondents replied class participation, test and daily attendance respectively in public preschools.

This indicates that test was the most commonly used assessment technique followed by class participation. In contrast, class participation, writing and drawing work of children, daily attendance and observation (even ignored) were the least used techniques of assessment in most of the studied pre primary schools in the education of preprimary children. Further, the use of observation results in more accurate findings and does not threaten the child's sense of safety and active exploration. Formal tests do not fit the nature of young children learning. In addition, more reliance on test, daily attendance and class participation, provide partial information about children's performance. Activities of young children, which are equally important in the outdoor environment is not taken in to account in formal test. As a result, it lacks validity and reliability to identify the interests, needs, and problems of children so that appropriate indoor and outdoor activities to individuals and groups of children, will be planned and provided. Therefore, appropriate assessment techniques that provide complete picture of children both in the classroom and outdoor environments were not used in most of the studied preschools in the education of preprimary children.

#### **4.11. The Most Commonly Used Children's Record Keeping System**

Respondents were asked to choose the most commonly used record keeping system in order to implement the preprimary curriculum effectively. List of record keeping systems were allowed to choose one or more commonly used. The results are illustrated in Table 11 below

**Table 11: The Most Commonly Used Children’s Record Keeping System**

Types of record		Respondents					
		In Private preschools in		In Public preschools in		Total	
		No	%	No	%	No	%
1	Anecdotal	-	-	-	-	-	-
2	Admission	4	9.3	-	-	4	8.33
3	Daily attendance	39	90.697	5	100	44	91.66
<b>Total</b>		43	100	5	100	48	100
Q2.Do you document students progress in your class?							
A. Yes		43	100	5	100	48	100
B. No		-	-	-	-	-	-
<b>Total</b>		43	100	5	100	48	100
Q3.What do you document/record about students progress?							
A. Test		18	41.86	4	80	22	45.83
B. Exam		2	4.65	-	-	2	4.2
C. Students needs and interest		9	20.93	-	-	9	18.75
D. Students activities		14	32.55	1	20	15	31.25
<b>Total</b>		43	100		100		100

As depicted in **Table 11** above, the great majority of respondents 44(91.66%) selected daily attendance as the most commonly used students record keeping system followed by 4(8.33%) admission record from the total respondents. While no respondents selected anecdotal as students’ record keeping system. More specifically, the percentage result of respondents 39(90.69%) responded , daily attendance and 3 (9.3%) respondents replied admission record, in private preschools while 5(100%) respondents responded daily attendance in public preschools.

This shows that daily attendance was the main record keeping system mostly used in the studied preprimary schools in the education of preprimary children. Besides, it was also observed by the

researcher that daily attendance and admission record were the only available records about the child in those schools. Daily attendance was used for checking regular attendance of each child. While admission record, was used for registering each child in to the school. Besides, records for each child containing all significant data concerning assessment, educational plans, special supports and records of progress is less prevailed. Furthermore, most of the interviewed directors admitted the inadequacy of keeping record for each child. The rationale behind was the lack of know-how on the part of teachers made keeping appropriate record for each child difficult in the school. The studied primary schools were not accustomed to keeping appropriate records of children's progress in order to have information ready to transfer with child from year to year. An individual profile, which includes pertinent information about the child's performance in the curriculum areas, estimates of social and emotional adjustments, family background and examples of his/her work were not available. They use daily attendance and admission records, which provide a very little information about the child and that never, reflect a complete picture of the child. The habit of compiling and using records for academic guidance and to share concerns with parents was not practiced. Therefore; appropriate records containing reliable, accurate, and well organized information were not kept in the education of preprimary children in the studied schools. The lack of which might make difficult to provide academic guidance, to share concern with parents, and to achieve continuity in the children's educational progress.

With regards to the question whether the teachers record students' progress in the class or not, all respondents in both preschool setting 48(100%) replied that the teachers record students' progress in the class. This shows that in all the studied preschools, the teachers recorded students' progress in the class. Besides, the researcher observed the teacher recorded some aspects of students' progress in the class.

On the other hand, concerning the types of student's progress documented or recorded in the class, as indicated in Table 11 above, out of the total respondents 22(45.83%), replied test as the most crucial points recorded about students' progress. Some of the respondents 15(31.25%), responded students activities and 9(18.75%) replied students' needs and interest. Small number of respondents 2(4.2%) replied exam. Specifically, respondents 18 (41.86%) ,14(32.55%) ,9(20.93%) and 2(4.65%) responded test, students activities, students' needs and interest, and exam respectively in private preschools While respondents 4(80%) responded test and small

number of respondents 1(20%) responded students activities in public preschools. This shows that the test was the main students' progress recorded in the school mostly used in the studied pre primary schools in the education of preprimary children. On the other hand ,students needs and interest and students activities were the least recorded about students' progress. Amazingly, very few respondents replied exam as an important point to be recorded about students' progress which is not recommended at this level. As part of document analysis, the researcher tried to observe what teachers documented /recorded about students' progress and finally witnessed that test is the most commonly recorded about students progress followed by students activities whereas students need and interest were the least documented about students progress. This indicates that developmentally appropriate assessment techniques were not practiced in the majority of the preschools under studied .This in turn affects children's learning and development.

#### **4.12. Medium of Instruction Teachers Used to Teach in their School and their Language Preference for their Children Education at Preprimary School**

Respondents were asked to choose the medium of instruction the teachers used to teach their children practically and teachers' preference to teach their children so as to implement preprimary school curriculum effectively. List of languages of instruction were allowed to choose one or more used. The results were illustrated in table 12 below.

**Table 12. Issues Related with Medium of Instruction Teachers Used to Teach in their School and their Language Preference for their Children Education at Preprimary School**

Item		Respondents					
		In Private Preschool		In Public preschool		Total preschool	
		No	%	No	%	No	%
<b>Q1. Medium of instruction teachers used to teach their children in the school</b>							
1	A. Afan Oromo	15	34.9	3	60	18	37.5
2	B. Amharic	3	6.98	-			6.25

3	C. English	2	4.65	-		3	4.2
4	D. Both English and Amharic	6	13.95			2	12.5
5	E. Afan Oromo and Amharic	16	37.2	2		6	37.5
6	F. Each subject in two languages	1	2.3	-	40	181	2.08
<b>Q2.</b> Medium of instruction teachers prefer for their children education at preprimary level							
1	A. Amharic Only	1	2.3	-	-	1	2.08
2	B. English Only	4	9.3	1	20	5	10.42
3	C. Each Subject In both languages (Amharic and English)	14	32.6 20.93	- -	- -	14 9	29.2
4	D. Afan Oromo	9	34.9	4	80	19	18.75
5	E. except Amharic as one subject all in English	15					39.58
<b>Total</b>		43	100	5	100	48	100

As shown in Table 12 above, with regards to languages of instruction, teachers use to teach their children in the school, 18(37.5%) respondents from the total responded they teach their children equally in Afan Oromo, and both Afan Oromo and Amharic. Small number of preschool respondents 3 (6.25%) and 2(4.2%) replied they use Amharic and English respectively. Amazingly 1(2.08%) private respondents responded they teach their children each subject in two languages. That is for example environmental science in both Afan Oromo and English. Public preschool use only Amharic and Afan Oromo to teach their children in preprimary schools which is in line with preprimary education guideline prepared by Oromiya Regional Education Bureau which recommends languages of instruction to be mother tongues in both preprimary and primary level. In contrary, some private preschool did not teach children according to preprimary education guide line. This in turn affect the students' learning and development as well. This implies some preschools provide education for their children according to the guide line while some private preschools do not. This needs the government's commitment to take corrective measures.

As shown in Table 12 above, 19(39.58%) of the teachers preferred their children learn all the subjects in English except Amharic language. 14(29.2%) of the teachers preferred each subject both in English and Amharic. 9(18.75%) of the teachers preferred all subjects in Afan Oromo.

5(10.42%) of teachers respondents were preferred only English medium of instruction. 1(2.3%) preferred Amharic medium of instruction out of the total respondents. Specifically 15(34.9%),14(32.6%),9(20.93%),4(9.3%) and 1(2.3%) of the teachers respondents preferred their children learn all the subjects in English except Amharic language, Each subject both in English and Amharic, all subjects in Afan Oromo , only English medium of instruction and Amharic only respectively in private preschools while 4(80%) and 1(20%)of the teachers respondents preferred their children learn all the subjects in English except Amharic language and English only in public preschools respectively. This implies that the majority of the teachers preferred their children learn in English except Amharic languages. From this the researcher deduces that there is low understanding of the teachers towards children's education in mother tongues at preprimary level. In terms of benefits of mother tongue DiribsaDufera (2006:38) stated that the language a child first learns to speak at home has a powerful influence on their identity and learning, especially if they are confronted by a different language when they first enter the classroom. Whether or not a child is taught in their first language has a strong effect on whether or not they attend school, particularly in rural areas. For those who do attend, the language used to deliver the school curriculum pulls down the educational performance of many children who don't have regular access to that language outside school. For children who stay in education, there is a strong negative impact on achievement if their first language is not used for teaching, learning and assessment.

A comprehensive meta-analytic review of the literature made in Harvard University also indicates that proficiency in first language is a strong predictor of academic success in second language. These findings are confirmed by others as well (August & Hakuta, 1997, Ernst-Slavit, 1998). It is thought that academic skills, literacy development, concept formation, subject knowledge, and learning strategies developed in the first language all transfer to the second language (Collier, 1995)

As part of observation, the researcher witnessed that the teachers taught their children ambiguous words from text books bought from the market ,which are beyond the maturity level of children ,which in turn affects children's learning and development. One of the interviewed Fitch Town education expert describes "Both teachers and parents evaluate their children knowledge by their level of spoken English proficiency".

#### 4.13. Language in Preprimary Schools

The child development theorists such as Piaget, Bruner and Vygotsky have come to the conclusion that language is intertwined with intellectual reasoning and learning. They proved that language and the ability to communicate can radically affect nearly all areas of a child's development

Based on the above information, the data collected from parents' preference to their children medium of instruction presented in table 6 below.

Respondents were given the chance to choose languages of instruction for their children education and focus of their education. Options were provided to choose one or more from three given options

**Table 13: Parents' Language Preference and Focus of their children Education in Preprimary**

No	Options	Respondents					
		In Private preschool in		In Public preschool		Total in	
	Q1.Item	No	%	No	%	No	%
1	English Only	6	15	4	20	10	16.7
2	Except Amharic language as one subject the rest all subjects in English	20	50	9	22.5	29	48.3
3	Amharic Only	3	7.5	3	15	6	10
4	Each Subject In both(Amharic and English) Language	5	12.8	2	10	7	11.7
5	Afaan Oromo	6	15	2	10	7	11.7
Q2	Parents preference about their children education						
1	Focus on play	6	15	3	15	8	13.3
2	Focus on studying their surrounding	9	22.5	5	25	14	23.3
3	Focus on identifying numbers and letters	17	42.5	10	50	27	45
4	Focus on how student try to describe their interest	8	20	2	10	10	16.7

As shown in Table 13 above, 29(48.3%) of parent respondents preferred their children to learn all the subjects in English except Amharic language as one subject which is provided in Amharic while some parent respondents 10(16.7%) preferred their children to learn all subjects in English only. Small number of respondents 7(11.7%) each equally accounted preferred their children learn each subject in both language (English and Amharic) and Afan Oromo. Only 6((10 %) of parents preferred only Amharic medium of instruction

From the above table, one can understand that the majority of parents preferred English medium of instruction except Amharic as one subject where as, emphasis was not given to learn in mother tongue. In contrast to this, the 1994 Education and Training Policy recommend that preschool and primary education in Ethiopia should be given using local vernacular language (UNESCO, 2007). This implies that parents have no adequate understanding about the importances of teaching their children in mother tongue.

Regarding Parents preference about their children education, item 2 in table above reveal that 27(45%) of the parents preferred to focus on identifying numbers and letters followed by 14(23.3%) of parents preferred studying their surroundings. Some respondents 10 (16.7%) and 8(13.3) preferred Focus on how student try to describe their interest and play respectively. This shows that play which fit with the nature of young children learning was the least preferred while focusing on identifying number and letter was the most preferred which is related with the teaching of specific subjects. But this is not recommended at this level .The preference of parents for their children education was almost similar in both preschool setting. This implies still there is lack of understanding on the part of parents about the role of play in children learning and development.

#### **4.14. Adequacy and Professional Competency of teachers for Preprimary Schools**

Regarding teachers' training for preprimary education, most of the respondents 29(60.42 %), were not trained for preprimary education. Only 19 (39.58%) had training in preprimary education. Specifically as indicated in the above table private preschool respondents replied that 26(60.46%) were not trained and only 17(39.53%) was trained while 3(60%) of the public pre schools respondents were not trained and only 2(40%) of the teachers were trained for preprimary school teachers. This reveals that most of the teachers assigned to teach preprimary

schools were not trained as a teacher in the preprimary education. In addition, we can understand from the table above that both preschool setting have the shortage of trained teachers.

Concerning the availability of opportunity for in-service trainings of teachers, all respondents 48(100%), in both setting general and respondents 43(100%)and5(100%)in private and public preschool setting in particular respectively replied that there was no opportunity for in-service training for teachers. This reveals that all teachers who were assigned to teach preprimary school children were no opportunity for in-service training or refresher courses. Besides, the interviewed directors had expressed the absence of in-service training provided for teachers. Directors said that this has created lack of self-confidence and feelings of inadequacy in their profession among those teachers who were assigned to teach preprimary school children. In-service training is an essential part of the on-going work and development of preschool education. Both qualified and unqualified teachers need to have access to up-to-date information that enables them aware of standards required at all times. Periodic refresher courses, workshops, seminars, and conferences are required so that teachers can keep themselves abreast of current trends and research and their application to understanding of children and curriculum development. In-service training should not be seen merely as a way of bringing teachers up-to-date. Training that is worthwhile, will offer more than that. It allows teachers to look critically at their own practice and identify strengths and weaknesses in it along with ways of moving forward. Preprimary school teachers are required to be alert to all educational implications in all Experiences and at all times. Hence, in-service training is expected to equip teachers with newer and better teaching procedures that will help them carry out their professional responsibilities effectively.

However, in the studied preprimary schools, an attempt made to improve the professional skills and expertise of teachers through relevant on-going professional development was limited. An effort made to bridge the gap created due to the absence or shortage of pre-service training to meet children's need through in-service training was very minimal. Teachers' hardly had opportunities to upgrade and acquaint themselves with changes and innovations in the system. Thus, the opportunities for in-service training of teachers were minimal and limited. Even as one of the school principals reported during interview conducted with him the teachers did not participate in teachers' continuous professional development. In addition to the above problems

stated, they also reported during interview that the habit of paying great attention for teachers' capacity building through conducting needs assessment was low. Furthermore teachers themselves have no interest to capacitate teachers through inbuilt supervision and their interest to learn from each other is very limited. This situation therefore would have a negative impact on the performance of the teachers, which in turn affects children's learning as a whole in the studied preprimary schools. In contrast Goble and Horm (2010) have submitted that whatever a person's profession is, the need for professional development is universal because professionals need to continually enrich their knowledge and increase their sense of professionalism over the course of their careers so as to implement current research based practice.

**Table 14-Teachers' satisfaction and dissatisfaction in the Profession and the Rationale Behind that**

6. How much are you satisfied with your work/profession?	Respondents						Ss
	In Private preschools		In Public preschools		Total preschools		
	No	%	No	%	No	%	
A. Very High	5	11.63	-		5	10.42	
B. High	8	18.6	-		8	16.66	
C. Low	22	51.16	1	20	23	47.92	
D. Very Low	8	18.6	4	80	12	25	
<b>Total</b>	43	100	5	100	48	100	

As can be seen from Table 14, the majority of respondents 23 (47.92%) replied that teachers' satisfaction is low. This is followed by respondents 12(25%) replied very low teachers' satisfaction. Whereas, the rest respondents 8(16.66%), responded high teachers' satisfaction while small number of respondents 5(10.42%) replied very high teachers' satisfaction. More specifically, the percentage result of respondents, 22(51.16%), 8(18.6%), 8(18.6%) ,and 5(11.63%) respondents responded low ,very low ,high and very high in private preschool setting respectively, while 1 (20%) respondents replied low and 4(80%)respondents replied very low teachers satisfaction in public preschools.

This implies that, the satisfaction of the teachers towards their profession is low in most of the studied preprimary schools in general and the problem is very serious in public preschools. Besides, most of the interviewed school principals were asked why teachers' satisfaction is low and they replied that *low teachers' salaries, absence of opportunities for in-service training and incentives for teachers and finally the interviewed principals and supervisors admitted the availability of these problems* in the studied preschools. From the table above, the researcher deduce that most preprimary schools children were taught by unmotivated preschool teachers. This in turn affects the students learning and development in general and achievement of preschool education objective in particular. In line with this, Goodman and Brand (2009) indicated that teachers who are characterized as motivated, responsible, and organized and are open to new learning opportunities, they were found to be high curriculum implementers compared to teachers described as unmotivated, not open to changes.

#### **4.15. Adequacy of Classroom and Outdoor Spaces, Materials and Equipment, and its Organization**

Adequacy of preschools classroom space, materials and equipment and its organization

In order to identify the availability of indoor and outdoor materials and equipment, as well as its organization observation was made in sample preschool. Accordingly, the outdoor materials, equipments and its organization wererated as adequate, inadequate and non-existent based on both national and regional acceptable set standards.

**Table 15: Availability of Indoor Equipment and its Organization (Center Facilities and Its Appropriateness )**

Item	Response	Private preschools							Public preschools			Total
		01	02	03	04	05	06	07	08	09	10	
The classroom space provided per child	Adequate											
	Inadequate	√	√	√	√	√	√	√	√	√	√	10
The centers are well equipped with necessary Materials and equipment fit for purpose	Adequate											
	Inadequate		√	√	√	√	√	√	√	√	√	
	Non existent	√										
Wall and decorations are all suitable	Adequate					√	√	√				3
	Inadequate	√	√	√	√				√	√	√	7
Children’s books, toys and work are displayed at child eyelevel	Adequate											
	Inadequate	√	√	√	√	√	√					6
	Non existent							√	√	√	√	4
The equipment are accessible, easy to use and invite self servicing approach Children’s books, toys and work	Adequate											
	Inadequate	√	√	√	√	√	√	√	√	√	√	10
Seating furniture (tables, chairs/ benches) and shelves are all child-sized and comfortable to use	Adequate					√	√	√				3
	In adequate	√	√	√	√				√	√	√	7
	Nonexistent											
Book corner consists variety ofbooks appropriate for this level of education	Adequate											
	In adequate											
	Non existent	√	√	√	√	√	√	√	√	√	√	10

The first item in the above Table 15 shows all preschools have not adequate space provided per child. This rating was done based on preprimary quality standards set at national and regional level. With regards to space provided per child in the class, this finding is not in harmony with what Ethiopian Early Childhood Care and Education Strategic Operational plan and guideline for Early Childhood Care and Education as well as national preprimary quality standard recommends for any child in a given preschool to have 1.55 square meters in the class room (MOE,2010).This indicates class room space provided per child in the class room is below the standards set at national level. Inadequacy of classroom space hamper teacher interacting with student in the classroom, and teachers could not provide necessary support to all children in the classroom which directly affect children learning. This is due to the fact that by nature, children demand close attention and follow up to ensure that they have understood well and being benefited from what is being delivered in the class room by the teachers.

Item 2 in table 15 above, shows that all preschools have inadequate organization of activity centers with necessary equipment fit for purpose in the class room.

With regards to the organization of activity center/corner, preprimary education guideline prepared by Oromia Education Bureau(2020;10) recommends the availability of different corners such as language corner ,mathematics corner, music corners ,art corner ,shop corner ,environmental science corner, Book corners, construction corner and etc.

As part of observation, the researcher witnessed that in the studied preprimary schools, there were no clearly defined activity centers. Materials of all sorts such as literary, manipulative, construction, aesthetic, creative and natural materials and corners were lacking. The habit of collecting natural objects easily available from local environment was minimum This shows that the organization of activity centers in most of pre primary schools and specifically in all public preschools were non-existent.

Indeed, the use of carefully resourced activity centers in the classroom promotes the attainment of the objectives of the program. In contrary, the lack or absence, as in the studied preprimary schools, undoubtedly, can retard or inhibit the attainment of objectives of the program as recommended. In general, based on the results, it would be possible to infer that the organization of activity centers and the supply of materials and equipment in almost all preprimary schools

were inadequate. This being the case, most children were undoubtedly, unfortunate to have wide opportunities for first-hand experiencing, discovery, exploration, experimentation and the use of multi sensory approach. Further, it hampers effective use of appropriate teaching methods and assessment techniques, limits the roles of teacher and children as well as proper implementation of the curriculum.

With regards to the wall decoration and its suitability, three(3)preschools from the observed have adequate class room wall decoration (3privatepreschools ) while the remaining seven(7)schools were in adequate(4private and 3public preschools). This finding is not line with Early Childhood Care and Education strategic operational plan and guideline for Early Childhood Care and Education recommends for any preschool room to be well ventilated, with enough window space to allow a good flow of air. This implies in the majority of preschools the wall is not decorated and suitable which is below the set standards at national level. This inturn affect the students learning and development.

Concerning whether Seating furniture's (tables, chairs/ benches) and shelves are all child-sized and comfortable to use or not, the researcher observation result showed that three(3) preschools have adequate , child sized and comfortable to use whereas seven(7) out of which four(4) private and three(3)public preschools have inadequate and inappropriate seating furniture Even during observation the researcher witnessed that a single bench was shared among three-four children that were prepared for primary students

Besides, tables, benches and shelves were not appropriate to developmental level of children except some three private preschools such as AbdiBoru, Mogorand Salam academy. This finding is not in harmony with preprimary education guideline prepared by Oromia education bureau (2020:10) recommends for every preschool room to have 30 children chair of not more than 2kilograme weight by 34x24x27 and ten (10) tables by 68x98x75 as well as 3 shelves

The inadequacy of the materials and equipment, as in most of the studied preprimary schools, tends usually to create discomfort and fatigue, which invite children to lack of attention and concentration to their own learning. It would also leads to the occurrence of misbehavior.

**Table 16. Availability of Construction, Self-expressive, Exploratory and Manipulative Materials in the Class room for Students’ Learning**

Construction materials ( blocks, building sets, etc	Adequate												
	In adequate	√	√	√	√	√	√	√	√	√	√		10
	Non existent												
Self-expressive materials (toy, musical instrument dress up cloths, dolls etc. . .	Adequate												
	In adequate	√	√	√	√	√	√	√					7
	Nonexistent								√	√	√		3
Exploratory materials ( puzzles, matching games, play card	Adequate												
	In adequate	√	√	√	√	√	√	√					7
	Non existent								√	√	√		3
Manipulative materials (markers, pencils, crayons	Adequate												
	In adequate	√	√	√	√	√	√	√					7
	Non existent								√	√	√		3
Resources, posters, equipments relate to children’s home life style	Adequate												
	In adequate	√	√	√	√	√	√	√	√	√	√		10
	Nonexistent												

Concerning the last four items that is children book, toys, construction material, exploratory and manipulative materials are required to be available in adequate quantity preprimary education standards. In contrary, the result of researcher observation reveal that the above materials and equipments were found to be in adequate in all the studied private preschools where as it was nonexistent in public preschool setting. While resources, posters, equipments related to children home life was inadequate in all the studied preschools. This shows important resources materials helpful for children learning by their sense through hands-on interaction with materials is inadequate .In contrast Young children do not have the ability to think about the world in an abstract way; they need concrete examples of what is being taught (Charles worth & Lind, 1999).

Decker and Decker, (1984) also agreed that in every early childhood classroom, children need a variety of materials for self expression. Developmentally appropriate materials for children of all ages provide important opportunities for children to use divergent thinking

Therefore, from the researcher's preschools observation, it can be concluded that less emphasis was given to the supply of adequate materials and equipment in the classrooms. This in turn affects the proper implementation of objective of the program in the studied preschools.

#### 4.14. Organization of Outdoor Materials and Equipment

No preschool education operates its complete function without taking into account outdoor organization. Thus, respondents were asked to judge the availability of outdoor space, materials and equipment and its organization in the studied preschool as table 18 below.

**Table 17: Availability of Outdoor equipment's and its Organization (School Physical Environment and its Appropriateness for Children Learning)**

Item	Response	Private preschools							Public preschools			Total	
		01	02	03	04	05	06	07	08	09	10		
Outdoor space and play ground provided per child	Adequate					√	√						2
	Inadequate	√	√	√	√			√	√	√	√		8
The playground is safety and security	Adequate			√		√	√						3
	Inadequate	√	√		√			√	√	√	√		7
Building is constructed for the purpose of school	Adequate				√	√	√		√	√	√		6
	Inadequate	√	√	√				√					4
	Nonexistent												
Separate rest room for children	Adequate		√	√	√	√	√						5
	Inadequate							√					1
	Non existent	√							√	√	√		4
Has Separate school compound	Adequate					√	√	√					3
	Inadequate	√											1
	Non existent		√	√	√				√	√	√		6
The door of the class rooms and toilet is appropriate for children with disability	Adequate												
	Inadequate	√	√	√	√	√	√	√	√	√	√		10
	Nonexistent												

Concerning the adequacy of outdoor space and play ground provided per child, Table 17 shows, only two (2) preschools from the total have adequate outdoor space and play ground (3 private and no public preschools). Whereas the remaining eight (8) preschools have inadequate outdoor space for the children out of which five (5) is private and the rest three (3) were public preschools.

With regards to outdoor space and play ground provided per child this funding is not in harmony with the National Early Childhood Care and Education Quality Standard that recommends, all preschool compound should have minimum of 500- 3,000 meter square (MOE, 2008). “This shows that outdoor space and play ground provided per child in the majority of preschools were inadequate .The inadequacy of outdoor space and play ground limits the student’s play which in turn affects the development of the whole child and learning.”

Regarding safety and security of play ground, the above table shows that majority of preschools (7)do not have safe playground for the children to play . For instance, some of the studied Preschools have small playground with lots of ups and downs and gravel stones littered on the ground. This never met the interest of play. With regard to this Yemane Gama (2007:15) suggested that the physical environment of preschool is one of the major issues that play a significant role in demining the quality of preschool education. Children need safety and enough space where they can play, jump, run, rest, observe natural and manmade objects create things themselves and this is recommended in various preprimary education guideline prepared both at national and regional level although the practice is far away from what is stated in the document

Furthermore, preprimary education guideline developed by Oromia Education Bureau(2010) recommends every preschool to have building of the schools appropriate for children with disability, separate school compound and adequate playground as minimum requirement to be fulfilled. However, the result of the researcher observation reveals that the building of the school, the door of the class room and toilet was not appropriate for children with disability. On the other hand, in the majority of preschool there was no separate rest room, separate school compound and This shows outdoor space, materials and equipment as well as its organization is inadequate in the majority of the studied preprimary schools. This situation could affect children learning and the attainment of preprimary education objectives. This is because it is believed that

children at this age learn through play, exploration, observation, and experience which is unthinkable without the availability of the above mentioned materials, equipment and facilities

Furthermore, the observation result indicated that the building of the school, the door of the class room and toilet was not appropriate for children with disability. On the other hand, in the majority of preschool there was no separate rest room and separate school compound.

**Table 18 .Availability of Outdoor Space , Resource and Facilities**

Item	Response	Private preschools							Public preschools		Total	
		01	02	03	04	05	06	07	08	09	10	
The level of supply of play materials and equipment to provide sufficient opportunity for play	Adequate						√					1
	Inadequate		√		√	√		√				4
	Non existent	√		√					√	√	√	5
Play materials and equipment are selected to suit children's developmental level	Adequate						√					1
	Inadequate	√	√	√	√	√		√	√	√	√	9
The arrangement of play materials and equipment enhance children cooperative play activities	Adequate					√	√					2
	Inadequate	√	√		√			√	√	√	√	8
Materials and equipments are durable	Adequate											
	In adequate	√	√	√	√	√	√	√	√	√	√	10
The availability of trained person that provide first aid for children and classroom with materials in the school	Adequate											
	Non existent	√	√	√	√	√	√	√	√	√	√	10
Availability of sanitation/ Water, Separate toilet for male and female children etc.	Adequate											
	In adequate	√	√	√	√	√	√	√	√	√	√	
Availability of pedagogical center with adequate facilities	Adequate											
	In adequate					√	√	√				3
	Non existent	√	√	√	√				√	√	√	7
Adequate play ground and age appropriate learning materials	Adequate											
	Inadequate	√	√	√	√	√	√	√	√	√	√	10

Concerning to supply of play materials and equipment, material selection to suit children's developmental level and play materials enhancement for children cooperative activities are found to be inadequate. Regarding the availability of play materials and equipment's and their selection to suit children developmental level, this finding is not in harmony with preprimary education guideline prepared by Oromia Education Bureau (2010) recommends each preschool to possess basic play materials and equipment's such as merry go round, see saw, slide and swings, Sand box, balls, and other climbing equipment's tire .

In contrary, the researcher observation results shows that in some preschools basic outdoor equipments like, merry go round, see saw, slide and swings are available while some private and all public preschools have not. In addition, very few private preschools have sand box, balls, and other climbing equipments while the majority of the preschools do not although comparatively these equipments are easily available at a very low expense. Even, the available equipments and materials mentioned above are not suitable for children to be used due to their inappropriate size, attractiveness and other related problems Direct observation of playground by the researcher, also witnessed the critical shortage and lack of selection of play equipment in both preprimary schools setting and the problem is very critical in public preschools . This would limit children's possibilities for play, to exercise and develop physical skills, to build self-confidence, and competence, which are the main goals of preprimary school education.

With regards to sanitation, preprimary education guideline developed by Oromia Education Bureau(2010:9) recommends each preschool to have clean Water both for drinking and hand washing, dining room, separate toilet for both male and female and its adequacy(one hole for 20 children on average).But the result of researcher observation reveal that the availability is inadequate which negatively affect the children life and learning. Supporting this finding Tirussew et al. (2009) also indicated that preschools lack child-sized toilets, appropriate and neat playground materials, and overcrowded classrooms

Furthermore, preprimary education guideline developed by Oromia Education Bureau(2010) recommends every preschool to have trained person that provides first aid services for children when encountered with the problems in the schools, Availability of pedagogical resource center and appropriateness of the class room, toilet. However, the result of the researcher observation reveals that trained person that provides first aid services for children when encountered with the

problems in the schools was nonexistent. Besides, availability of pedagogical resource center was nonexistent in the majority of the studied preprimary schools this shows outdoor space, materials and equipment as well as its organization is inadequate in the majority of the studied preprimary schools. This situation could affect children learning and the attainment of preprimary education objectives. This is because it is believed that children at this age learn through play, exploration, observation, and experience which is unthinkable without the availability of the above mentioned materials, equipment and facilities.

Furthermore, the absence of adequate facilities such as safety and security of play ground, availability of sanitation and first aid services, etc may affect children health which in turn affect both children learning and development. Appreciating the importance of facilities, Ehiamezor (2001;305) opined that: “school facilities are the operational inputs of every instructional programme.. Similarly, Ivowi (2004) noted that to ensure that curriculum is effectively implemented, infrastructural facilities, equipment, tools and materials must be provided in adequate quantities

**Table 19 .Class Room Teaching Learning Process Observation Check list**

Item	Response	Private preschools							Public preschools			Total
		01	02	03	04	05	06	07	08	09	10	
Encourages child centered and Provide opportunities for students to acquire initiative and independence	Yes					√	√	√				3
	No	√	√	√	√				√	√	√	7
Provide opportunities to choose activities and Encourage the child to secure materials to make choices among a variety of materials	Yes											
	No	√	√	√	√	√	√	√	√	√	√	10
Encourage taking care of books of display them carefully on shelf	Yes							√				1
	No	√	√	√	√	√	√		√	√	√	9
Use appropriate instructional materials (low cost and locally available	Yes											
	No	√	√	√	√	√	√	√	√	√	√	10

Teachers come to the class with Well Prepared daily lesson plan and implement accordingly	Yes							√				1
	No	√	√	√	√	√	√	√	√	√	√	9
Availability and Utilization of curriculum documents (syllabus, teachers guide, students' text book) prepared by MoE and Oromia regional education bureau	Yes											
	No	√	√	√	√	√	√	√	√	√	√	10
Balanced students- class ratio	Yes							√				
	No	√	√	√	√	√	√		√	√	√	9
Balanced students-teacher ratio	Yes		√		√			√				3
	No	√		√		√	√		√	√	√	7
Assess student's progress and learning by using appropriate assessment techniques as well as record students daily activities.	Yes		√	√	√	√	√	√	√			7
	No	√							√		√	3
Teachers have enough knowledge and professional competency to teach their student	Yes					√		√				2
	No	√	√	√	√	√	√	√	√	√	√	8
Appropriateness of the content and its organization to teach preschool children	Yes											
	No	√	√	√	√	√	√	√	√	√	√	10

The first item in the above Table 19 shows that teachers encourage child centered, independent learning and provide opportunities for students to acquire initiative and independence in three (3) preschools (from private) while in the rest seven preschools did not. This implies in the majority of preschools, the teacher did not encourage child centered and provide opportunities for students to acquire initiative and independence. Rather it was very apparent in both private and public, children's interests were not taken into account, children are perceived as passive recipient of the knowledge. The teaching instruction was observed to be lecture based, only teacher are supposed to talk while children are given no time to interact with them which is not child-centered approach. This situation may create difficulty on the students learning because it is supposed that

lecture method doesn't fit with the nature of young children and the teachers are expected to Provide opportunities for firsthand experience, discovery, experimentation, and the use of multisensory approach for them . This finding is not line with what preprimary education guideline prepared by Oromia education bureau(2010) recommends every preschool should teach their through play, observation ,discussion ,learning by doing, songs ,etc.

Concerning item 2, in the above table reveal out of ten (100%) observed preschools; teachers in all preschools did not Provide opportunities to choose activities and encourage the child to secure materials to make choices among a variety of materials. This implies during teaching learning process the interest and needs of children were not taken into account by the teachers This in turn affect the students learning and development both at present and later negatively .

As indicated in table 3 above, the use of appropriate instructional materials (low cost and locally available) by the teachers were not available in all studied preschools. In Contrary, some private preschool teachers rarely used readymade teaching materials bought from abroad as well as from the market which is not developmentally appropriate for children.. Teaching materials plays a very indispensable role in children learning because children could not understand abstract concept and they can understand with the help of teaching materials. This implies that children have been taught without/using inappropriate teaching materials which negatively affect children learning. This finding is not in harmony with, Adefunke and Olatunde (2015) that indicate teachers shall use materials that are readily available in the child's environment while teaching preschool children.

On the other hand, in relation to whether the teachers encourage children in taking care of books of display them carefully on shelf or not in nine(9) preschools out of ten(10) the teachers did not encourage the children. This situation did not match with the nature of children learning.

Similarly as indicated Table 19 above in the great majority of preschools nine (9)out of ten preschools, teachers didn't come to the class with well Prepared daily lesson plan and implement as well. Lesson planning is important for teachers because it ensures that the activities help students meet their educational goals, allows for efficient use of classroom time and keeps the lessons on track regardless of distractions. Lesson plan help the teachers to sequence the objectives, content and learning experience, to select appropriate methodology and assessment

techniques used to achieve the intended objectives. Teaching children without a well prepared lesson plan is believed to be similar with air plane flying without compass. This indicates the decisiveness of lesson plan in teaching learning process. On the other hand teaching children without lesson plan undoubtedly affect children learning.

As indicated in table-above different curricular materials (syllabus, teachers guide, students' text book) prepared by MoE and Oromia Regional Education Bureau were not available in all (10) observed preschools. This implies that teachers taught preschool children without these important materials and the researcher witnessed that some private preschools taught their children by using text books bought from the market which is not appropriate to children learning. Furthermore, significant number of preschool prepared their own textbook and used to teach their children. But these text books are not appropriate for children learning because it doesn't take into account the need and interest as well as ability of children, the environment and the existing government policy and strategies. This indicates the teachers taught their children without these essential materials and effective teaching –learning is unthinkable. This in turn affects children's learning directly.

The above table also indicates that teachers have no enough knowledge and professional competency to teach their students in eight(8) preschools out of ten(10). A little more than half of the teachers teaching at the studied preprimary schools were untrained and have no certificate except grade ten completion document(33.3% )and only 19(39.6% )of the teachers have taken kindergarten training . The rest of the teachers are grade 12complete and other subject certificate and diploma that are not related with the teaching of preprimary children. The school teachers lack professional knowledge and competency to teach preschool children .This may affect children learning because teaching children require adequate knowledge about the theory of learning and child development and the lack of which adversely affect their learning. This finding is not line with Ethiopia early childhood care and education strategic operational plan and guideline recommends all preschool teachers to have minimum Certificate on Early Childhood Care and Education or have attended a 2 months course to upgrade their skills and knowledge, especially in the field of “active learning of young children” ( MOE, 2010). Similarly, it is also in contrast with preprimary education guideline developed by Oromia

education Bureau (2010) that requires all preschool teachers to have minimum diploma on preprimary education.

The above table also reveal that no balanced students- class ratio in nine(9) preschool out of ten and students-teacher ratio in seven(7) preschools out of ten respectively. The result of research observation reveals that in the great majority of the studied preschools 13(92.9%) there are more than 30 students in a class. The students-class ratio was in average 47:1 in both preschool setting in general and 44:1 and 74:1 in private and public preschool in particular respectively. In contrast, preprimary education guide line developed by Oromia Education Bureau (2010) shows the set standards for class size in preprimary is 30 children in one class which is beyond the set standard that is 30 children in a class. Indeed, large class size has a great negative impact on the teaching learning process. For instance, it hinders the teachers from guiding and scaffolding the students closely. In addition, it is difficult to manage classroom which may result in students' discipline problems. This implies that there are large class size and shortage of teachers in the schools. The table above also reveals the imbalance of students-teacher ratio in the class.

On the other hand, in the majority of preschools (7) out of ten preschools teachers record students profile but what has been recorded was limited to some students activities and test provided for children .Children needs and interest was not considered in all preschools. This implies that recording students profile is not complete and teachers emphasize on routine activities.

**Table 20. School Physical Environment**

Item	Private preschool Respondents in		Public preschool respondents		Total respondents	
	No	%	No	%	No	%
36) Is the play area safe for physical activity						
Yes	26	60.5	-	-	26	54.2
No	17	39.5	5	100	22	45.8
37. Has the play area adequate and age appropriate facility for physical activity?						
Yes	14	32.6	-	-	14	29.2
No	29	67.4	5	100	34	70.8

38.Are hazardous wastes store in safe area located away from children?						
Yes	26	60.5	1	20	27	56.25
No	17	39.5	4	80	21	43.75
39) Are children feeding rooms and their foods protected well?						
Yes	31	72	-	-	31	64.6
No	12	28	5	100	17	35.4
40) Is school location and structure safe for children?						
Yes	29	67.4	2	40	31	64.6
No	14	32.6	3	60	16	33.33
41) Are clean sanitary facilities provided separately for female and male						
Yes	11	25.58	-	-	11	22.9
No	32	74.41	5	100	37	77.1

As observed from table 20, a little more than half of teacher respondents 26 (54.2%) responded the play area is safe for physical activity while 22 (45.8%) respondents replied the play area is not safe for physical activity out of the total respondents. Specifically 26 (60.5%) of respondents responded that the play area is safe for children physical activity while 17 (39.5%) of them replied the play area is not safe for physical activity in private preschools where as 5(100%) respondents replied the play area is not safe for physical activity in public preschools, concerning to the availability of safe play area and facility. As part of observation, the play ground of some preschool was not safe as there were a lot of gravel rocks littered over the ground. It was also seen during observation; some of the playing grounds were not well prepared and receptive for the young children to play. It was also noted in during observation; safety of the preschool compound is not given high priority. As part of observation, it was found that some of the preschool compound were located not far away from the main roads sides where traffic accident are more likely to happen if not paid more attention.

With regards to the adequacy and appropriateness of facility in the play area, majority of respondents 34 (70.8%) replied that no adequate and appropriate facilities in the play area while 14 (29.2%) of them replied there is adequate and appropriate facility in the play area out of the

total respondents. Specifically, 14 (32.6%) respondents replied there is adequate and appropriate facility in the play area and 29 (67.4%) responded there is no adequate and appropriate facility in the play area in private preschool while 5(100%) replied no adequate and appropriate facility in the play area in public preschools. As part of observation ,many private and all the public preschools do not have enough facility. This implies that the play area has no adequate and age appropriate facility for physical activity. Furthermore, the result also implies that even though the problems exist in both preschool setting, relatively private preschools have better play ground and facility than public preschool setting.

Besides, concerning the provision of clean sanitary facility for children separately, the majority of respondents 37(77.1%) replied that there is no provision of sanitary facility for children separately while 11 (22.9%) of the respondents replied there is the provision of clean sanitary facility for children. On the other hand, 32 (74.41) replied that adequate sanitary facility was not provided for children separately and 11(25.58%) of them responded adequate sanitary facility was provided in private preschools while 5(100%) public preschools replied no adequate facility. During observation, it was witnessed that available latrines in the schools were shared both with preschool children and older children in the primary school that was attached with preschool. Preschool children struggled to use to help of the assistant teachers.

During observation, many preschools have no clean water in their school compound. Furthermore, in most public and some private preschools, there is no fresh water for drinking and to wash their hand after toilet and ate their food

The finding reveals that some private and most public preschool have no adequate toilet sanitary facilities provision for both sexes separately. On one hand, this situation may affect the students' health and on the other hand, it results in students drop out and repetition.

This finding is not line with the Ethiopian National ECCE Preschool Quality standard where they suggest that every preschool must have clean water in the compound (MOE, 2008).

Regarding hazardous wastes and other risks stored in safe area located away from children ,a little more than half of teacher respondents 27 (56.25%) replied hazardous wastes and other risks stored in safe area located away from children and 21(43.75%) of them replied hazardous wastes and other risks do not stored at area located away from children out of the total respondents.

Specifically, 26 (60.5%) of teacher respondents replied hazardous wastes and other risks stored in safe area located away from children whereas 17(39.5%) teachers responded hazardous wastes and other risks do not stored at area located away from children in private preschools and 1(20%) respondent replied hazardous waste stored in safe area located away from children while 4(80%) of them replied it is not stored in safe area located away from children in public preschools respectively. From the above table, one can understand that relatively in large number of preschools hazardous wastes and other risks stored in safe area located away from children, especially in private preschools where as significant number of schools' have problems related with storing hazardous waste located away from children. This implies in significant number of schools children are exposed to hazardous wastes which inurn affect the wellbeing of children and their learning

With regards to well protection of children food and feeding rooms, a little more than half of respondents 31(64.6%) replied children food and feeding room were protected well whereas 17(35.4%) of the teachers replied that children food and feeding room did not protected well out of the total respondents. Specifically, 31 (72%) teacher respondents replied children food and their feeding room were protected well while 12(28%) of respondents responded their food and feeding rooms were not protected well in private preschools while 5(100%) public preschools teachers responded their foods and feeding rooms were not well protected. As the researcher observed the feeding rooms of children were protected well in the majority of preschool except public preschools and some private in which there is problems with protection of children food and feeding rooms. Amazingly, all public preschools children come to schools to learn without food which is very difficult for them to stay for six hour without food .This in turn affects students learning and development. this is because this period needs to be handled with all special and detailed attention. Supporting this, Oduolowu and Olowe (2011) noted that the early years of children are years of extreme vulnerability and tremendous potentials, during which adequate protection, care and stimulation are essential to provide the foundation for well-being and development.

Concerning whether preschool location and structure are safe for children or not teacher respondents 31 (64.6%) replied that preschool location and structure is safe for children while 16(33.33%) of the teachers replied preschool location and structure is not safe for children out of

the total respondents. In specific manner 29(67.4%) teacher respondents replied preschool location and structure is safe for children and 14(32.6%) of respondents replied it is not safe for children in private preschools, while 2(40%) of teacher respondents replied preschool location and structure is safe for children whereas 3(60%) of them replied it is not safe for children in public preschools respectively.

The teacher's response indicates that the school location and structure is safe for children. As part of observation some preschools location and structure need improvement in general and the problems need greater intervention in public preschools in particular.

**Table 21. Supportive School Learning Environment**

Item	Respondents					
	In Private preschool respondents		In Public preschool respondent		In Total respondent	
	no	%	No	%	No	%
Q.28) Does your school positively accept children with disability						
Yes	11	25.58	1	20	12	25
No	32	74.41	4	80	36	75
29) Do students enjoy coming to your school?						
Yes	38	88.37	3	60	41	85.41
No	5	11.62	2	40	7	15.21
30. Do teachers in your school inspire children in taking part in various activities?						
Yes	27	62.79	3	60	30	62.5
No	16	37.2	2	40	18	41.86
31.) Do your school teachers' give fair treatment for every child equally?						
Yes	38	88.37	4	80	42	87.5
No	5	11.62	1	20	6	12.5
Total	43		5		48	

It is observed from table 21, the majority of respondents believe that Preschools positively accept children with disability 12(25%) while 36(75%) respondents replied that the schools do not accept children with disability out of the total respondents . Teachers response from open ended

question indicated that private preschool teachers replied that we do not accept them because the school has no trained teachers with special need education whereas the public preschool teachers responded that there is no focus or emphasis concerning special needs students from school as well as from the school principals and town education office as well. In addition, from the researcher indoor and outdoor observation witnessed that the building of class rooms ,doors and toilet of the schools were built without considering students with disability.

The interview conducted with one of the Fitch town school principal suggests that some schools involved children with special needs in their program especially public schools. But, in private schools such participation is not seen. Although the direction was given from regional education bureau to implement inclusive education, both preschools teachers did not implement in well manner. As to them this is because it is difficult to get teachers who are specialized in inclusive or special needs education. Even as to them adequate training was not given for preprimary school teachers and teaching materials used for children with disability are not available.

From the above response one can understand that both preschools do not provide adequate emphasis to incorporate children with disability in their education.

Concerning whether the teachers inspire children in taking part in various activities , a little more than half of teacher respondents 30(62.5%) responded teacher inspire children in taking part in various activities while 18(41.86%)of them replied that teacher do not inspire children in taking part in various activities from the total preschools, where as 27(62.79%) responded teacher inspire children in taking part in various activities while 16(37.2 %) of the respondents replied teacher do not inspire children in taking part in various activities in private preschools while 3(60%) replied teachers inspire children in taking part in various activities whereas 2(40%) responded teacher do not inspire children in taking part in various activities respectively

The finding indicates that in both preschool settings teachers inspire children to take part in various activities in some extent even though it is not sufficient which require certain remedial intervention.

*Concerning to the question whether preschool teachers provide equal treatment for every children or not, the majority of preschool respondents 42 (87.5%) responded teacher provide equal treatment for all children equally while 6 (12.5%) replied teacher do not provide equal treatment for all children in both setting. Private preschool respondents 38(88.37%) replied teacher provide equal treatment for every children while 5(11.62%) responded teacher do not provide equal treatment for every children where as 4(80%) replied teachers provide equal treatment for equally for all children while 1(20%) responded teacher did not provide equal treatment for all children in public preschools. This implies the majority of preschools teachers in both setting provide fair treatment /support for every child equally which is a good trend that needs to be sustain*

*Regarding the question whether the students enjoy coming to the school or not, the majority of teacher respondents 41(85.4%) replied the students enjoy coming to the school while 7(15.21%) responded the students do not enjoy coming to the school in the schools under studied where as 38(88.37%) replied students enjoy coming to the school where as 5(11.62%) responded students do not enjoy coming to the school in private preschools while 3(60%) responded students enjoy coming to the school and 2(40%) replied students do not enjoy coming to the school in public preschools .This implies in both setting students enjoy coming to the schools*

With regards to the Importance of Communication with Parents, almost all respondent teachers 47(97.92%) believe in the importance of communicating with parents while only 1 (2.08%) respondent doesn't believe in the importance of communicating with parents. Specifically, as indicated in the above table private preschool respondents 43(100%) believe in the importance of teachers' communication with parents while 1 (20%) respondent doesn't believe in the importance of communicating with parents. This show that most of the teachers assigned to teach preprimary schools aware of the importance of teacher communication with parents except very few respondent 1(20%)from public preschool with no enough understanding about the contribution of teachers communication with parents towards the students learning .In fact, parents Understanding and follow up of their children daily activity is more important for children learning and further growth. Regarding this, Morrison, (1986; 49) states that parents who visit schools in which their children learn have a good opportunity to understand children, teachers and the entire activity of the school.

#### 4.15. Means of Communication Used with Parents and their Participation in the Management of the School

**Table 22: The Most Commonly Used Means of Communication with Parents and their Participation in the Management of the School**

Q1. Means of communication with parents		Respondents					
		In Private preschool		In Public preschools		In Total	
		No	%	No	%	No	%
	A. A forum for parent education	4	9.30	-		4	8.33
	B. Meetings and discussion	14	32.56	1	20	15	31.25
	C. Telephone calls	7	16.3	4	80	11	22.92
	D. Parental visits	3	6.98	-	-	3	6.25
	E.. Conferences	3	6.98	-	-	3	6.25
	F. Written letters	1	2.32	-	-	1	2.08
	G. Children's circulating books	6	13.95	-	-	6	12.5
	H. Verbal messages	5	11.63	-	-	5	10.42
	<b>Total</b>	43	100	5	100	48	100
Q2	Are parents an integral part of management of the schools?						
	A. Yes	20	46.51	1	20	21	43.75
	B. No	23	53.49	4	80	27	56.25
	<b>Total</b>	43	100	5	100	48	100

As shown in table 22 of question number 1 above, relatively large number of the respondents 15(31.25%), indicated meeting and discussion followed by Telephone call 11(22.92%). Children's circulating books and verbal message each equally accounted 6(12.5%) followed by Forum for parent education indicated by 4(8.33%). parental visit and conference each accounted equally 3(6.25%) followed by 1(2.08%). Specifically, telephone call, and meeting and discussion indicated by 4(80%) and 1(20%) respectively were the only selected means of communication where as Parental visits, conferences, a forum for parent education, children

circulating books, verbal messages were not selected in public preschools. On the other hand , meeting and discussion, telephone call, children circulating books, verbal message, forum for parent education, parental visit ,conference and written letter were indicated by 14(32.56%),7(16.56%),6(13.95%),6(13.98%), 3(6.98%),3(6.98%) and 1(2.32%) respectively in private preschools. The responses indicated that meeting and discussion was the most commonly used means of communication in most of the preprimary schools. In contrast, children's circulating books, parental visits, conferences, and a forum for parent education were the least used means of communication for parents to participate. As to many of the interviewed directors, the only available means of communication with parents were attendance at annual parents meetings at the beginning and end of the year. In these meetings, due to time constraints and other reasons, parents were often rushed and enforced teachers passing on information. This leaves little room for discussion or debate and made communication (mono) one directional and less effective. Effective means of communication between parents and preprimary school is essential to exchange information and develop links in ways that values and respects the contributions of the children, their family and the setting. On the contrary, in the studied preprimary schools, the mechanisms through which the schools work and underlying values were not a well established features. An attempt made to use a forum for parent education, conferences, meetings and discussions, parental visits, and the use of children's circulating books which are very effective means of communication found to be one of the most difficult aspects of their work. For partnership to be maintained it would be vital that effective communication strategies to facilitate two directional communication and support should be used; where both parties share mutual accountability, responsibility and mutual gains. Therefore, the means of communication used in almost all schools, for parents to participate were found to be less effective. It never invites parents to play a direct role in the education of their children Parents participation in the management of the school

As indicated in Table 22 of question number 2 above, a little more than half of the respondents 27(56.25%) from the total respondents, replied there was no parental participation in the management aspects of the school. Whereas, some respondents 21 (43.75%), replied that parents are an integral part of management in the schools. On the other hand, private preschool respondents 23(53.49%) replied that parents are not a part of the management of the schools while 20(46.51%) responded parents are the part of management of the schools in private

preschools .On the other hand, 4(80%) respondents replied parents are not a part of school management while 1(20%) respondent replied parents are a part of management of the school in public preschools. The responses manifest that in the majority of preschools in both setting, there was no parental participation in the management system of the school. In addition, *most of the interviewed directors, expressed the absence of parental involvement in the management aspects of many preprimary education was due to lack of awareness creation on the objectives of preprimary education and encouragement from the schools.* It is obvious that the government has legislated for parents to be on the governing bodies and to be partners in the business of running their children’s in schools. Such partnership although in theory ideal, had not been realized to any great extent in practice in most of the preprimary schools. This situation may have negative impact on students’ academic achievement and their behavior, and school-community relationships which hinder communities to play their role in furnishing the school facilities .This in turn affect the students learning and development. In contrary, research in the field shows that children achieve better results when their parents scaffold their learning (Freund, 1990, cited in Miller, 1993).

**Table 23. Issues related with assessment of students’ performance on whether preprimary education contributes for the students learning in grade one or not.**

No	School setting	Total number of students in grade one in selected preschools in	Students attended preprimary education in		Students scored 50% and above from preprimary attended group in		Students not attended preprimary education in		Students scored 50% and above from non attending preprimary education in	
			No	%	No	%	No	%	No	%
		NO	No	%	No	%	No	%	No	%
1	Private	247	242	97.9	147	60	5	2.02	2	40
2	Public	566	136	24	46	33.8	326	57.6	54	16.5
3	Total	813	378	43.6	193	51	331	28.4	56	16.9

To see whether preprimary education contributes for the students learning in grade one or not, the researcher prepared and administered the test to the students and tried to observe the students achievement. The test included important points necessary to assess the achievements of objectives at this level. The content of the test is related with reading, writing and simple

arithmetic and whether they can understand or not. For instance, the researcher mixed the letters from A-Z and asked the children to identify. On the other hand, children were also asked to write their name in their mother tongue and read simple word. Furthermore, they were asked to identify sign such as +,-,x and division mathematics and to identify numbers such as 6 and 9,12 and 21,13 and 31,15 and 51 from each other. The Assessment of students' performance was conducted in eight(8) schools out of which six(6) schools are private and two are from public schools. The total number of the students in these schools were 813. Out of these 378(43.6%) of students have attended preprimary education. Among those attended preprimary education 191(51%) of the students scored 50% and above while (49%) of them scored less than 50%. On the other hand out of the total students 331 of them did not attend preprimary education and 56(16.9%) of them scored 50% and above. From this it can be understood that greater proportions of children from the attended group have scored the passing point than the proportion of children from the non-attended group. In fact, there is a very slight difference between the passing and not passing children within the attended group. However, the result seems to suggest that attending preprimary education has significant contribution for children to learn and understand grade one courses

#### **4.16. Government Participation and Responsibilities in Preprimary School**

In order to assess whether the support provided for preprimary education by government was adequate to meet the needs of preprimary school or not with the existing problems interview was conducted with the school principals, Fitch town and zone education office with regards to their roles and responsibility towards the effective implementation of preprimary curriculum. With regards the provision of support the role and responsibility of the government is enormous. For instance although the purpose of our education policy is not to establish the government run preschool in the coming five year, the government has critical role in policy development, curriculum design, standard setting, supervision, encouraging the private sector, NGOs and communities. (MOE, 2002;77)

*Regarding the support provided by those representing the government all most all school principals expressed the support provided as insignificant. The government did not pay attention for preprimary schools. Their justification for inadequacy of support is the provision of curricular materials such as syllabus, teacher guide and text book has a great problems. No*

*standardized curriculum in the schools rather all schools found in fitcher taught their children differently from various text books bought from the market which did not consider children needs and interest ,ability .environment and government policy which in turn affect children learning .Further more they stated that emphasis was not given to the training of preprimary schools teachers which resulted children were taught by unqualified teachers which greatly affected the attainment of preprimary objectives. They reported that even these teachers had no opportunities to upgrade and update their profession with dynamic world. No adequate supervision provision. To them, the limited supervision made was more related to recurring data for administrative activities than improvement of learning opportunities in the preschools.*

*The government did not encourage private, NGOS and the community to maintain the standards set. For instances no adequate outdoor space and play materials ,very poor infrastructures in public preschools and emphasis was not given .These and others problems brought poor quality of education in preprimary on whom the fate to decide on the next generation is on their hand.*

Observation further revealed that a complete absence of policy documents; such as education and training policy, preschool standard, the guide to education of preschool children and children with special needs which were expected to be provided by government to the preprimary schools

Therefore, based on the results it would be possible to conclude that the preprimary lack essential support from government to effectively and efficiently run their activities in the best possible ways. The situation of preschool education had not received due attention and support it deserves.

**Table 24. Factors that influence preschool curriculum implementation and their level of influence**

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

No	Factors	Mean score		
		In Private preschool	In Public preschool	In Total preschool
I	Lack of awareness creation on the preprimary curriculum	2.58	2.80	2.69
II	Lack of qualified preprimary School teachers	1.70	1.60	1.65
III	Poor working condition	1.67	2.0	1.83
IV	Poor management and supervision condition	2.4	2.0	2.2
V	Large class size	1.47	1.20	1.33
VI	Lack of commitment	2.05	2.80	2.42
VII	Low teacher salaries	1.30	1.20	1.25
VIII	Poor school infrastructures	2.4	2.20	2.31

As indicated in Table 24 above, concerning lack of awareness creation, out of 48 teacher respondents, 24(50 %) of them replied strongly agree and 20(41.7%) agree that there is lack of awareness creation on preprimary curriculum respectively whereas 3 (6.25%) which is private and 1(2.1%) from public teachers replied undecided and disagree respectively from the total respondents. The mean score for item 1 above for private preschools is 2.58 while 2.80 for public preschools and the mean average for the item 1 in both preschools is 2.69 which is above the total mean average of all item which is 1.86 .This implies lack of awareness creation influences preprimary curriculum implementation more than other factors in this research

Again from the table above 24(50%) and 19(39.6%) teachers replied strongly agree and agree respectively whereas, 5 (10.4%) teachers of which 4 (9.30%private) and 1 (20%public) replied

undecided. The mean score for item 2 above is 1.70 in private and 1.60 in public and the mean average for both preschool is 1.65 which is below the total mean average of all item.

Moreover, regarding poor working condition 17(35.4%) and 29(60.4) teacher respondents from the total replied strongly agree and agree respectively that there is poor working condition to implement the curriculum whereas 1 (2.33% from private) replied undecided and 1(2.33% from private) teachers replied disagree. The mean score for this item is 1.67 in private and 2.0 in public and the mean average for both preschool is 1.83 which is below the total mean average of all item.

With regards to poor management and supervision as shown in table above, 20(41.7%) and 28(58.3%) of the teacher respondents replied strongly agree and agree respectively. The mean score for this item is 2.4 in private and 2.0 in public and the mean average for r both preschool is 2.2 which is above the total mean average of all item. This implies poor management and supervision influences preprimary curriculum implementation in this research

Concerning to the role of supervision to ECE, noted that it is important to supervise in order to gather information from children, caregivers, parents, communities, and general ECE environment. Supervision of ECE can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in its implementation (Awino, 2014). Moreover, concerning to large class size 27(56.2%) and 21(43.8%) of the teacher respondents replied strongly agree and agree respectively. The mean score for this item is 1.47 in private and 1.2 in public and the mean average for both preschool is 1.33which is below the total mean average of all item.

Regarding lack of commitment 13(27.1%) and 28(58.3%) of the teacher respondents replied strongly agree and agree respectively whereas small number of the teachers 6 (12.5%) disagreed and very few of them 1(2.1%) replied undecided. The mean score for this item is 2.05 in private and 2.80 in public and the mean average for both preschool is 2.42which is above the total mean average of all item. This implies teachers lack of commitment influences preprimary curriculum implementation highly in this research.

With regards to low teachers salary, 34(70.8%) and 14(29.2%) of teacher respondents replied strongly agree and agree respectively. The mean score for this item is 1.30 in private and 1.20 in

public and the mean average for both preschool is 1.25 which is below the total mean average of a all item. Specifically 30(69.77%) and 13(30.23%) respondents responded strongly agree and agree respectively in private preschools while 4(80%) and 1(20%) teachers responded strongly agree and agree respectively.

Concerning to poor school infrastructures 29(60.4%) and 19(39.6%) teacher respondents replied strongly agree and agree respectively which implies poor school infrastructures influence preprimary school curriculum implementation and none of them disagreed. The mean score for this item is 2.42 in private and 2.20 in public and the mean average for both preschool is 2.31 which is above the total mean average of a all.

In addition to the closed ended question ,the teachers were asked to explain if there are others factors those influence curriculum implementation ,many respondents mentioned lack of teachers professional development ,lack of parents involvement in curriculum implementation and absence of teachers involvement in curriculum development.

Regarding the challenges preschools face in preprimary curriculum implementation teachers ,school principals, education office experts (both from fitchetown,zone education office and regional education bureau and were asked to mention and some of the challenges identified were listed as follow: These includes Lack of Professionally Qualified Teachers, Lack and inadequacy of necessary Resources, facilities and materials (indoors and outdoors materials, equipments), Absence and inadequacy of curricular materials and documents such as syllabus, teacher guide and text books and other preprimary education guide lines and standards, Poor management and supervision, inappropriateness of the content, Inability to use developmentally appropriate methods, assessment techniques and the absence of considering children needs and interest while recording students progress ,Poor working condition in the schools, Low teacher salary and other opportunities such as upgrading and updating of their profession and Large class size are some of the challenges mentioned by respondents.

As a part of observation and interview conducted with schools principals andfitchetown as well as zone education office , the researcher witnessed the existence of these problems This implies there are a number of challenges that hinder the implementation of preprimary school curriculum.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. SUMMARY

The main purpose of this study was to assess the practices and challenges of implementing preprimary curriculum in Fitch town.

To this end ,the following two basic questions were raised:

How well do public and private pre primary schools in Fitches town implement the curriculum as intended?

What are the challenges faced by public and private preprimary schools in implementing the preschool curriculum.

The study was carried out in fourteen preprimary school found in Fitch town (ten private and four public preschools).The subject of the study were 48 preschool teachers (43 from private and 5 from public preschools),60 parents ,fourteen (14)preschool and primary schools principals,one fitch town and North shoa zone education office as well as one Oromia Education Bureau Early Years Care and Education experts.

The data collected through close-ended questionnaires from the teachers and parents were presented in tables for each case, and analyzed using percentage and numbers of schools followed by relevant discussions. Besides, qualitative data obtained through observations using checklists and interview guides and document analysis were used to supplement and explain qualitative data whenever necessary by summarizing the words of respondents and the results of observations. These were followed by relevant discussions to reach at certain findings.

In brief the following major findings have been identified and documented in response to the two basic research questions formulated under the statement of the problem.

1. Majority of preprimary schools (both private and public) didn't implement preprimary curriculum as intended. With regards to this (curriculum implementation) the following problems were identified in the study:-
  - The objectives of the curriculum lack focus to address the social (31%), physical (14.6%), and emotional (10.4%), development of children in the schools. Even both

social and emotional development was not selected by any one of the respondent in public preprimary schools.

- The implementation of the contents of the curriculum lack a broad base of emphasis in mathematics(16.7%), aesthetic and creative (12.5%), and physical education are areas to build a firm foundation for later attainment of academic, social and life skills. Amazingly computer course was provided in one school of fitche town which is not appropriate for children of that age
- The availability of preprimary education curricular materials such as subject syllabus (not available), teachers guide (14.2%) and textbooks(23.4%) were almost nonexistent in almost all preprimary schools. Thus, teachers were forced to use their own experience and text books borrowed from other region (Addis Ababa) and bought from the market which lack standardization and appropriateness for children learning and development. On the other hand some preschools of fitche town prepared text book and used that text books to teach children which is not developmentally appropriate.
- Developmentally appropriate methods of teaching for children such as learning by doing (16.6%), role playing (14.58%), and field trips (4.2%) were the least used teaching methods in the studied preprimary schools where as discussion, role play, field trip and play were not selected by any respondents in public preprimary schools
- .Majority of the teachers (93.33%), replied that the degree of utilization of teaching materials by the teacher were low. But (80%) of public preprimary school teachers responded that they do not used teaching materials completely. With regards to this as teachers respondents and interviewed schools principals suggested, shortage of budget from the schools and most of the preprimary school teachers lack commitment and initiative to improve the shortage of materials by preparing instructional materials of low cost and locally available to implement the curriculum effectively. Furthermore even the available teaching materials were not used frequently to support the learning of children.
- Regarding to assessment class participation and observation each equallyaccounted (17.1%), writing and drawing work of children (18.75%), class participation (20.8%), daily attendance (14.58%) were the least used assessment techniques that would fit the nature of young children. Whereas observation (in both preschool setting) and writing

and drawing children work is ignored assessment techniques in public preprimary schools.

- Concerning to recording students progress anecdotal record that could provide accurate and reliable information about the child's performance was not used in all the studied preschools in Fitch town.
2. The training background of teachers to implement the preprimary curriculum is low. Because, the findings of the study reveal that:-
- The majority of teachers (60.42%), lack professional knowledge, competence and has limited experience in working with young children in the preprimary.
  - All teachers (100%) teaching preschool children had no opportunities for in-service training to improve or up-date their professional skill and expertise to work effectively in preprimary.
  - All preprimary school teachers (both private and public) haven't got both pre-service and in-service training from the government and private school owners because of budget limitation and lack of attention from the government
3. Indoor and outdoor spaces, materials and equipment, as well as its organization in the studied preprimary schools were found to be inadequate although the degree varies from school to school as to their setting. The findings revealed that classroom space provided per child in all observed schools was found to be inadequate. In addition, the organization of activity centers in 10 (100%), and the supply of materials and equipment in the centers was in adequate in 4 schools out of ten schools, and was non-existent in five(5)schools and adequate only in one (1)school. Further, child-sized tables and chairs/ benches, for children attending in seven preprimaryschools out of ten (10) were found to be inadequate and all are from private preschools. This problem is very serious in public preschools. The outdoor space and playgrounds in 8 schools (80%) and its safety conditions in Seven(7) schools (70%) preprimary schools, were also found to be inadequate. Moreover, the supply of play materials and equipment 5(50%) schools and 4(40%) were nonexistent and inadequate respectively and its selection (90%), were found to be inadequate.

Many children were observed in public preprimary and when we compare the class size of both preschool setting, public preschools' is bigger than that of private preschools.

- Use of activity center, wall decoration is less observed in most of preschools but the problem is very serious in public preschools.
  - All the studied preprimary schools didn't fulfill the minimum requirement of outdoor equipment except three preschools in which there is adequate outdoor materials and equipment.
  - With regards to appropriateness of the schools building and door of the toilet and class rooms for the learning of children with disability the great majority of respondents (100%) replied not appropriate. As part of observation, the researcher witnessed that the building of the schools, the door of the classrooms and toilet of the schools are not appropriate for children with disability.
4. The extent of parent-school relationships to assist children's learning in the studied preprimary schools was found to be low. The findings indicated that there was a lack of effective parent-school partnerships to assist children's learning. Children's circulating books, written letter, parental visits, conferences, telephone calls, meeting and a forum for parent education were the least used; that could invite parents to play a direct role in the education of their children. Parental participation or involvement in the management aspects of the school systems was inadequate (43.7%).
  5. With regards to the safety and security of school physical environment for children health and learning the majority of the schools have safe and secure school environment .But in significant number of schools there is problems related with sanitation of the school compound, insecurity of play ground where there is gravel stone and where the children could not learn due to the availability of different disturbing sounds.
  6. The support provided from the government to the preschools was also inadequate. Based on the findings of the study the following were the main challenges of preprimary (private and public) curriculum implementation in fitche town.
    1. The absence and in adequacy of curricular materials such as subject syllabus, teacher guide and text books as well as others preschool education guide lines and

documents were the challenges of preprimary curriculum implementation in the studied preprimary schools

2. Shortages of professionally qualified, skilled and competent teachers were also the other challenges of preprimary curriculum implementation of the studied site
3. Provisions of adequate indoor and outdoor spaces, materials and equipment supply and organization were the great challenges of pre primary schools of the studied town
4. Promoting effective partnerships with parents was also among the great challenges preprimary curriculum implementation in fitche town
5. Provision of adequate support from the government was also the other challenges in preprimary curriculum implementation.

## **5.2. CONCLUSIONS**

Any program that is established on unsound basis, bound to fail even if the original policy was excellent. The main purpose of this study was to assess the practices and challenges of implementing preprimary curriculum in Fitch Town.

Undoubtedly, preprimary curriculum implementation in the studied site both in private and public preschools had not been emphasized. In other words, it had never been considered as an integral part of formal education and, not yet obtained due attention and the support it deserves. The result of the finding showed that there are many problems with regards to practice and challenges of preprimary curriculum implementation such as absence and inadequacy of curricular materials and documents ,acute shortage of indoor and outdoor materials and equipments, unqualified teachers and provision of adequate support from the government .

If the prevailing problems related with curriculum implementation were not resolved, any gain (the result) that was expected from preprimary schools of the studied site would be hardly obtained.

### 5.3. RECOMMENDATIONS

The challenges of implementing preprimary curriculum in Fitch town have revealed that the problems are more prevalent at the implementation stage than at the planning and development stage. Therefore, In the light of the preceding discussions, finding and conclusions made, the following recommendation are suggested:-

1. Provision of preprimary education curricular materials such as subject syllabi, teachers guide and text books as well as other preprimary education manuals and guidelines need to get due attention from Oromia Education Bureau(its development, distribution and implementation). Besides, effective curriculum implementation needs teachers' awareness raising in teaching materials' utilization, methods of teaching, assessment techniques, and record keeping systems appropriate for children. Therefore, Fitch town and zone education Office in collaboration with Fitch teacher education college's professional should acquaint teachers with the proper utilization of teaching materials, methods, assessment, and record keeping systems through workshops, seminars, conferences, etc, as soon as possible.
2. In fact qualified teachers are the most indispensable factors in implementing the curriculum. Therefore, all teachers teaching at preprimary level in both preschool setting should be trained through attending ongoing training, seminars, workshop and professional guidance in collaboration with other organizations so as to equip teachers with appropriate knowledge, skills and attitude required at this level to implement the curriculum effectively.

The training of teachers should deserve thoughtful attention from Regional Education Bureau through different program such as summer, regular and weakened by communicating with teachers education colleges found in the region to upgrade their profession.

To this end, Fitch town and zone education Office should organize ongoing workshops, seminars, conferences, and to enhance the professional competence of preprimary education teachers. Besides, teachers by their own commitment, initiatives and concerns should have to look forward to a better professional life and never cease to learn. One of the mechanisms is through participating in teachers' continuous professional development schemes in the schools

3. The organization of indoor and outdoor spaces, materials and equipment, play a crucial role in assisting children to acquire the skills and competencies associated with preschool education provision. Therefore, the preschools need to provide age appropriate and well equipped materials to facilitate the children need and interest. This can be possible by:-
- The public preschool principals in collaboration with the government should equip preschools with indoor and outdoor materials and equipment by using different mechanism such as using youth organized in small and middle level enterprises and government vocational and technical education college and enterprise through the help of government to produce materials and equipment for the schools.
  - Fitch town administration and education office in collaboration with schools principals should communicate with Selale University and Fitch Teacher Education College's administration and professionals assist schools through providing essentials materials and equipments to fill the existing gaps.
  - In addition, higher education's institutions in Fitch town(Selale University and Fitch Teacher Education College) should select one preprimary school possibly public preschool as model and provide adequate support to implement the curriculum effectively. This enables model preschools to serve as the centre of excellence that others can learn from it.
  - On the other hand, Fitch town administration should assign budget for public preschools separately so as to full fill the required facility by their own. In addition, the government should communicate with the school grant budget donors' to expand their plan to preprimary schools. Lastly, Fitch town administration with the concerned body should mobilize the community through training, workshop, conference and regular meeting that enable them to effectively contribute with the available knowledge, skills, and fund to minimize the problems. Besides, teachers' commitment should be strengthened to prepare instructional materials using low cost or locally available raw materials to improve the shortages by initiating and creating a sense of competition among the teachers through provision of incentives in the schools. For successful implementation of educational program ,there is a need to consider the diverse nature of the learners. Without taking into account children with disability undoubtedly, it is unthinkable to achieve the intended outcomes. Therefore, to consider children with disability in the learning of children ,the

building of the schools, the door of the class rooms as well as toilet should be constructed in the manner it is appropriate for them. Even certain amendment should be done to let them be incorporated in the program of Teachers' Continuous Professional Development in the schools.

4. Effective parent-school partnership is one of the major features of preschool education. Opportunities for children's learning are strengthened as the connections across the parents; school and community are acknowledged and respected. Therefore, to strengthen the relation between parents and preprimary schools :-
  - a) Emphasis should be given to communities' awareness creation on the objectives of preprimary education through conference, a forum for parent education, meetings and discussions, home visits, etc, are recommended in order to strengthen their participation in the schools so as to play their role in the schools.
  - b) Effective strategies for working with parents based on the realities of local environment should be employed by all primary schools.
  - c) Enabling Parents to develop a sense of ownership in the schools through working with parents harmoniously.
5. Fitch town, North Shoa Zone Education Office and Regional Education Bureau should keep responsibilities in running preprimary education. Therefore, it should strictly make sure that a minimal level of requirement in program faculties maintained in licensing for preprimary education. Besides, Fitch Town and north Shoa Zone education office should effectively overcome its duties and responsibilities in ensuring, monitoring and controlling standards Therefore, the concerned body should strictly make sure that whether a minimal level of requirement in preprimary education program qualities is maintained or not in all pre primary schools .
6. Finally, the researcher recommends further and a more detailed as well as comprehensive studies in the same area to investigate and further strengthen the practices of preprimary curriculum implementation in preprimary schools of fitch town. This is because this study is very limited to come up with all critical problems being featured in the current preprimary program implementation process

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**Appendix A**  
**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of curriculum and instruction**

**(Questionnaire for preprimary school teachers only)**

Dear participants, the purpose of this questionnaire is to assess the practices and challenges of preprimary school curriculum implementation.

The result will be presented to School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirement for the degree of Master of Art in curriculum and instruction. In addition to this, the research aims to provide information of preprimary curriculum implementation for the community, parents, teachers and educational administrators in Fitcha Town in particular and North shoa zone in general.

Therefore, the researcher requests the participant to provide genuine information concerning the Practices and challenges of preprimary curriculum implementation for the purpose of bringing improvement on the quality of its implementation.

Thank you for your cooperation!!!

**Instruction**

1. It is not necessary to write your name on the questionnaire
2. After you read the questionnaire you can select and circle the letter of your choices
3. For questionnaire those do not have choices give your responses in short and precise on the space provided.
4. In some cases for a single questionnaire, you can select more than one choice at a time.

Demographic information

1. Teachers sex a) Male b) Female

2. Teachers age a) Less than 25 b) 26-31 c) 32-37 d) 38 -42 e) 43-48 f) 49 or above
3. Educational level a) 10th complete b) certificate c) diploma d) degree e) MA/MSC and above
4. Preschool setting a) public b) private

1) How long have you been working as a preschool teacher?

- a) Less than one year b) 1-3 years c) 3-5 years d) More than 5 years

2. Have you been trained in preprimary education? a) Yes b) No

If your response is yes, for how long? A . For three month B. For six month c. For ten month d for One year e. For three years.

3. Do you think that the course you have taken during preserves training is enough for holistic participation in preprimary school? A. Yes B .No

If your response is no why\_\_\_\_\_

4. Do you frequently get in-service training? A. Yes B. no

5. What is your qualification?

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| A. Grade 10 complete                 | F . One year of KG teacher training |
| B. Grade 12 completes                | G. College diploma                  |
| C. Six months of KG teacher training | H. If others state _____            |
| D. BA/BSC in other field             |                                     |
| E. BED                               |                                     |

6. How much are you satisfied with your work/profession?

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

7. Why are you satisfied/dissatisfied with your career/work? Please State some

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8. Which of the following is /are the main Objectives of the preprimary school curriculum

- |  |                          |
|--|--------------------------|
| A. Social development                    | C. Physical development  |
| B. Intellectual and language development | D. Emotional development |

9 . Which of the following is/are the emphasis of the contents of the preprimary curriculum?

- A. Aesthetic and creative
- B. Environmental Science
- C .Mathematics
- D. Languages
- E. Physical Education
- F. If others please specify\_\_\_\_\_

10. Is the content rendered for children based on standard of preschool curriculum?

- a) Yes
- b) No If No, why?

\_\_\_\_\_

11. What is the degree of instructional materials utilization by teachers?

- A. Always
- B. Sometimes
- C. Not at all

If your response for question no 11\_is sometimes or not at all what is the problems?-

\_\_\_\_\_.

If your response for question no \_11 is always what kinds of teaching material are highly used in your school?

- A. Readymade purchased materials
- B .Low cost and locally available materials
- C. Teaching materials prepared by the teachers and the students

If others please state\_\_\_\_\_

12. What do you think the effect of class size on teaching learning process?-

\_\_\_\_\_

13. Which of the following is /are the most commonly used teaching methods?

- A. Explanation
- B. Question and answer
- C. Discussion
- E. Field trip
- F. Learning by doing
- G. Role Playing
- H. Play

I. If others please specify \_\_\_\_\_

14. Mention three teaching methods that are utilized most frequently in your

class: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

15. Why do you employ these methods most

frequently? \_\_\_\_\_

\_\_\_\_\_

16. Do you think that methods provided for children matched to the abilities of them?

a) Yes

b) No

If No, why? \_\_\_\_\_

17. Is there syllabus for your subject in your school? A. Yes B. No

If your response for question no17\_is yes how often do you use it? A. Always B. Sometime C. Not at all.

If your response for question no\_14is no what do you use instead of it?

A. Teachers guide

B. Students' text book

C. Grade one syllabus

D .My own experience

If others specify please \_\_\_\_\_

18. Are there adequate text books in your school? A .Yes B. No

19. What do you think about the appropriateness of the content and organization of the textbooks to the actual needs of KG children and what makes the curriculum appropriate/inappropriate for the students learning?

\_\_\_\_\_  
\_\_\_\_\_

20. How do the schools obtain curricular materials?(syllabus teacher guide, students text book)

A. The government provides text books for the schools

B. Borrowing from others public preprimary school

C .By purchasing from the market

D. The schools obtain through their association

E. If others please specify\_\_\_\_\_

21.Do you have teacher guide for your subject in your school?

a. Yes    b .No

22. Which of the following others curricular documents are available in your school?

A. Education and Training Policy

B. preprimary education manuals

C . Preprimary school standards

D. Guidelines for preschool education

E. Guidelines for educating children with special needs?

F. The UN convention on the rights of the child

23. Which of the following is/are the most commonly used assessment techniques in your class/ school?

A. Test

D. Daily attendance

B. Observation

E. Writing and drawing the children work

C. Class Participation

F. Exam

G. If others specify please\_\_\_\_\_

24. Which of the following is/are the most commonly used children's record keeping system ?

A. Anecdotal

B. Admission

C. Daily attendance

25. What media of instruction do you use to teach your children in your school?

- A. Afan Oromo    B. Amharic    C. English    D. Both English and Amharic
- E. Afan Oromo and Amharic    F. Each subject in two languages(Amharic and English languages)

26. What medium of instruction do you prefer for your children education at preprimary level?

- A. Amharic Only
- B. English Only
- C. Each Subject In both languages (Amharic and English)
- D. Afan Oromo
- E. except Amharic as one subject all in English

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

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

28) Does your school positively accept children with disability

- a) Yes    b) No    If No, why? \_\_\_\_\_

If yes what favorable condition are there in your school that attract them? \_\_\_\_\_

29) Do students enjoy coming to your school?

- a) Yes    b) No    If Yes/No , why? \_\_\_\_\_

30. Do teachers in your school inspire children in taking part in various activities?

- a) Yes    b) No
- If no why? \_\_\_\_\_

31.) Do your school teachers‘ give fair treatment for every child equally?

- a) Yes    b) No

32. Do you document/record student's progress in your class? If your response is yes what do you document/record most frequently about students progress?

- A. Test
- B. Final Exam
- C. Students needs and interest
- D. Student's activities

33. To what extent do you think the government played their role in supporting the implementation of preprimary school curriculum? \_\_\_\_\_  
\_\_\_\_\_

34. Which of the following factor/factors influence the effective implementation of preprimary school curriculum and how do you rate the level of influence of each factor?

I. Lack of awareness creation on the preprimary curriculum

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

II. Lack of qualified preprimary School teachers

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

III. Poor working condition

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

IV. Poor management and supervision condition

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

V. Large class size

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

VI. Lack of commitment

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

VII. Low teachers' salaries

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

VIII .Poor school infrastructures

a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree

X I. if others specify please -

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35. What challenges do you think preprimary school face in curriculum implementation? \_\_\_\_\_

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36. What do you suggest to improve the implementation of preprimary school curriculum?

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37) Is the play area safe for physical activity?

A. Yes B. No . If your response for question no

37 is no why?

38. Has the play area adequate and age appropriate facility for physical activity?

A. Yes B.NO

39) Are hazardous wastes store in safe area located away from children?

a) Yes b) No

40) Are children feeding rooms and their foods protected well?

a) Yes b) No

41) Is school location and structure safe for children?

a) Yes B. No

42) Are clean sanitary facilities provided separately for female and male?

a) Yes b) No

If No, why? \_\_\_\_\_

43. Is it important for the teachers to communicate with parents?

A. Yes      B. No

44. Which of the following is/are the most commonly used means of communication with parents?

- |                                 |                                |
|---------------------------------|--------------------------------|
| A. A forum for parent education | E. Conferences                 |
| B. Meetings and discussion      | F. Written letters             |
| C. Telephone calls              | G. Verbal messages             |
| D. Parental visits              | H. Children's circulating book |

45. Are parents an integral part of management?

A. Yes      B. No

**Appendix B**  
**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of curriculum and instruction**

**(Questionnaire for parents only)**

Dear participants, the purpose of this questionnaire is to assess the practices and challenges of preprimary school curriculum implementation.

The result will be presented to School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirement for the

Degree of Master of Art in curriculum and instruction. In addition to this, the research aims to

Provide information of preprimary curriculum implementation for the community, parents, teachers and Educational administrators in Fitcha Town in particular and North shoa zone Zone in general.

Therefore, the researcher requests the participant to provide genuine information concerning the

Practices and challenges of preprimary curriculum implementation for the purpose of bringing improvement on the quality of its implementation.

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

Thank you for your cooperation!!!

**Demographic information**

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

4. Preschool setting a) public b) private

1. Is it important for parents to participate in preprimary education? A. Yes B.No

2 . Is it important to have communication with parent?

A .Yes B .No

3. Which means of communication they used to communicate with parents? **(possible to choose more than one)**

A. Telephone

D. Oral message

B. In person with parent

E. Letter

C. Communication book

F. If Others please specify\_\_\_\_\_

4. What do you prefer about your children education ?**(possible to choose more than one)**

A. Focus on playing

B. Focus on identifying numbers and letters

C. Focus on studying their surrounding

D. Focus on how student try to describe their interest

5 . What medium of instruction do you prefer for your children education?

A. Amharic Only

B. English Only

C. Each Subject In both languages (Amharic and English)

D. Afan Oromo

E. except Amharic as one subject all in English

6. To what extent is Parents participation in the school?

A. High B. Medium C .Low

7. Does the school show special support towards children with disabilities?

A. Yes    B .No

If your response for question number 8 is no why?\_\_\_\_\_

If your response for question number 8 is yes what conducive environment are created to attract children?

8 . Are opportunities made available to make decision by the school for you?

a) Yes                      b) No

If your response for question no 9 is yes how often ?

A Always    B. Sometime    c. rarely

9. What do you think/suggest the role of parents and government for the successful implementation of preprimary curriculum?\_\_\_\_\_

\_\_\_\_\_

10. What challenges do preprimary school face in curriculum implementation with regards to parents participation in the school?\_\_\_\_\_

\_\_\_\_\_

11. Do you have additional comments and suggestion to improve preprimary school curriculum implementation?\_\_\_\_\_

\_\_\_\_\_

**Appendix C**  
**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

**Interview guide for preprimary schools principals.**

**Interview Guide Objectives**

The main purpose of this interview is to collect information regarding the practices and challenges of implementing preprimary school curriculum in Fitcha town. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honestly. It is assured that the collected information will be kept confidential and used for this research purpose only. Thank you!

**A. Interview guide for preprimary schools principals.**

1. Do you think that the content of the curriculum is adequate and appropriate to realize the objectives?

-What sort of problems do you think the preprimary school curriculum face in its implementation with regards to this (content)?

- What sort of possible solutions do you suggest for further improvement?

2. How far do you think the indoors and outdoors materials and equipment are adequate in the preprimary schools to realize the objectives?

- What impact (positive or negative) do you think that the adequacy or shortage of materials and equipment has on the effective attainment of the objectives of the curriculum?

- What alternatives solutions do you suggest for further improvement in this regard?

3. How could you explain the adequacy and professional competence of teachers and principals in the preprimary schools?

- What opportunities do you think that teachers and principals have to improve their professional competencies?

- What do you recommend for further improvement?

4. How is the situation of parent – school partnership to assist children’s learning?

- How far do you think that parents have clear understanding about the objectives of the preprimary education?

- To what extent do you think that the parents involvement in the management aspect of the preprimary schools?

-What sort of problems do you think the preprimary school faces in relation to strength school-parents partnership?

- What alternative solutions do you suggest for further improvement?

5. What sort of support do CRC Supervisors, fitche town and zone education office as well as regional education bureau provide for preprimary education?

- How well do you think that the supports provided meet the need of preprimary schools?

- What is/are the main problems in relation to providing support?

- What possible solutions do you suggest for further improvement?

6. Do you think that preschool teachers practice appropriate methodology? What are these methodologies?

-What sort of problems do you think the preprimary school curriculum face in its implementation with regards to this (methodology?)

- What possible solutions do you suggest for further improvement?

7. Do you think that preschool teachers practice developmentally appropriate assessment?

- What are these assessment techniques and problems related to it?

- What do you recommend for further improvement?

8. How do you see the preschool physical environment for children safety and physical well being?

9. Do you think that adequate curricular materials (syllabus, teacher’s guide and students’ text, etc) are available and frequently utilized in your school?

10. Do you have any other comments, suggestions or recommendations for implementation of preprimary curriculum in preprimary schools with regards to practice and challenges?

Thank you!

**Appendix- D**  
**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

**Interview guide for Fitcha town, zone education office and Oromiya Regional education  
Bureau preprimary education experts.**

**Interview Guide Objectives**

The main purpose of this interview is to collect information regarding the practices and challenges of implementing preprimary school curriculum in Fitcha town. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honestly. It is assured that the collected information will be kept confidential and used for this research purpose only. Thank you!

**C. Interview guide for Fitcha town, zone education office and Oromiya Regional education  
Bureau preprimary education experts.**

1. Do you think that the content of the curriculum is adequate to realize the objectives?

-What sort of problems do you think the preprimary school curriculum face in its implementation with regards to this (content)?

- What sort of possible solutions do you suggest for further improvement?

2. How far do you think the indoors and outdoors materials and equipment are adequate in the preprimary schools to realize the objectives?

- What impact (positive or negative) do you think that the adequacy or shortage of materials and equipment has on the effective attainment of the objectives of the curriculum?

- What alternatives solutions do you suggest for further improvement in this regard?

3. How could you explain the adequacy and professional competence of teachers and principals in the preprimary schools?

- What opportunities do you think that teachers and principals have to improve their professional competencies?

- What do you recommend for further improvement?

4. How is the situation of parent – school partnership to assist children’s learning?

- How far do you think that parents have clear understanding about the objectives of the preprimary education?

- To what extent do you think that the parents involvement in the management aspect of the preprimary schools?

-What sort of problems do you think the preprimary school faces in relation to strength school-parents partnership?

- What alternative solutions do you suggest for further improvement?

5. What sort of support do CRC Supervisors, fitche town and zone education office as well as regional education bureau provide for preprimary education?

- How well do you think that the supports provided meet the need of preprimary schools?

- What is/are the main problems in relation to providing support?

- What possible solutions do you suggest for further improvement?

6. Do you think that preschool teachers practice appropriate methodology? What are these methodologies and problems related with methodology?

- What possible solutions do you suggest for further improvement?

7. Do you think that preschool teachers practice developmentally appropriate assessment? What are these assessment techniques? What do you recommend for further improvement?

8. How do you see the preschool physical environment for children safety and physical well being?

9. Do you think that adequate curricular materials (syllabus, teacher’s guide and students’ text ,etc) are available and frequently utilized in your school?

10. Do you have any other comments, suggestions or recommendations with regards to practices and challenges for implementation of preprimary curriculum in preprimary schools?

**Appendix – E**  
**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

**Class room and outdoor observation checklist**

Name of preprimary school \_\_\_\_\_ Date of Observation \_\_\_\_\_

**I. Classroom materials, equipment and its organization observation checklist in each  
Preschool**

No	Item	Adequate	Inadequate	Non .existent
1	The classroom space provided per child			
2	The centers are well equipped with necessary Materials and equipment fit for purpose			
3	Wall and decorations are all suitable			
4	Children’s books, toys and work are displayed at child eyelevel			
5	The equipments are accessible, easy to use and invite self servicing approach			
6	Seating furniture’s (tables, chairs/ benches) and shelves are all child-sized and comfortable to use			
7	Availability of d/t corners and Book corner consists variety of books appropriatefor this level of education			
8	Construction materials ( blocks, building sets, etc)			
9	Self-expressive materials (toy, musical inst .dress up cloths, dolls etc. . .			
10	Exploratory materials ( puzzles, matching games, play card			
11	Manipulative materials (markers, pencils, crayons,			
12	Resources, posters, equipments relate to children’s home life style			

**II. Outdoor spaces, materials and equipment as well as its organization observation check list in each preprimary school.**

No	Item	adequate	Inadequate	Nonexistent
1	Outdoor space and play ground provided per child			
2	The playground is safety and security			
3	The level of supply of play materials and equipment to provide sufficient opportunity for play			
4	Play materials and equipment are selected to suit children's developmental level			
5	The arrangement of play materials and equipment enhance children cooperative play activities			
6	Building is constructed for the purpose of school.			
7	Materials and equipments are durable			
8	The availability of trained person that provide first aid for children and classroom with materials in the school			
9	Availability of sanitation/ Water, Separate toilet for male and female children etc/			
10	Separate rest room for children			
11	Has Separate school compound			
12	The door of the class rooms, the door of the toilet and building is appropriate for children with disability			
13	Availability of pedagogical center with adequate facilities			
14	Adequate play ground and age appropriate learning materials			

### III. Classroom instruction observation check list

No	Item	Yes	No
1	Encourages child centered and independent learning		
2	Provide opportunities for students to acquire initiative and independence		
3	Encourage the child to secure materials to make choices among a variety of materials		
4	Provide opportunities to choose activities and Encourage taking care of books of display them carefully on shelf		
5	Allow children to talk the lead, do less telling and more asking		
6	Use appropriate and variety of instructional methods such as play based-based, illustrating story, learning by song, field trip		
7	Assessing children's progress by using appropriate assessment techniques such as observation, play, asking and answering question, class participation, children writing and drawing and etc.		
8	Use appropriate instructional materials (low cost and locally available)		
9	Teachers come to the class with Well Prepared daily lesson plan and implement accordingly		
10	Availability and Utilization of curriculum documents (syllabus, teachers guide, students' text book)		
11.	Provide children opportunities for firsthand experience, discovery experimentation, and the use of multisensory approach		
12	Adequate Teachers level of understanding about preprimary curriculum and its implementation		
13	Balanced students- class ratio		
14	Balanced students-teacher ratio		
15	Teachers support each other through inbuilt supervision		
16	Profile of Students daily activities are recorded		
17	Teachers have enough knowledge and professional competency to teach their student		
18	Appropriateness of the content and its organization to teach kindergarten children		