

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION
(ECCE)

Contribution of pre-primary education to academic performance of children in grade two and three Amina Hagos primary school;

A THESIS PROPOSAL SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, ADDIS ABABA UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EARLY CHILDHOOD CARE AND EDUCATION

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Acronyms and abbreviations

DES- Department of Education and Skills

ECCE-Early Childhood Care and Education

ECD-Early Childhood Development

ECEC-Early Childhood Education and Care

EFA-Education for All

EGRA-Early Grade Reading Assessment

FDK-Full Day Kindergarten

FICS- Forum for International Certified Scholar

GPE -Global Partnership for Education

GER-Gross Enrolment Rate

IDB-Inter-American Development Bank

IOM-Institute of Medicine

NER-Net Enrolment Rate

NGO-Non Governmental Organization

NRC-National Research Council's

UNICEF-United Nation Children's Fund

UNESCO-United Nations Educational, Scientific and Cultural Organization

WHO -World Health Organization

ZAD-Zone of Actual Development

ZPD- Zone of Proximal Development

Abstract

The purpose of this study was to investigate the extent to which preschool affect the academic achievement of children in grade 2 and 3 and giving possible recommendation based on the research findings. Research design for this investigation was mixed method [QUAN/QUAL] model. To select sample from target population the research adopted both comprehensive and simple random sampling. Sample size were taken in grade two 51 students who attended kindergarten 52 students who attended O class and 29 students who join elementary school without any attendance pre-school. Similarly in grade 3 from the total students of 140 kindergarten attendants were 48 O class attendants were 53 and 39 of them were Non participant in any preschool. 6 first cycle teachers were select using simple random sampling and 1 principal 2 vice principal 1 cluster supervisor 2 woreda experts were selected using available sampling. The research employed three data gathering instruments specifically interview document analysis and test report to requisite procurement. Following the gathering and analysis of the data it shows that kindergarten participants in grade two performed 83.3% O class participant's preformed 74.1% and Non-participant scored 59.3% in academic achievement. Similarly in grade three the average result of the students in first semester was KG participant scores average of 81.5% O class participant score average of 73% and Non participant score average of 64.2% in academic achievement. The study was remark preschool education pre-equipped ability to make learning simple, convenient and best head start to elementary school. Student who participate in preschool excel in academic achievement, reading fluency reading comprehension and numeracy test due to high quality pre-school, high contact hour between preschooler and facilitator and standardized home school distance. By the lack of early intervention in children there is inability to identify a single word in Non participants in pre-primary education. Preschool helps to smooth transition from grade to grade in primary school. The research recommended government full fills materials for preschool education and facilitated to address all over the country equally to address for all children. Government primary schools should accommodate feeding and resting room to increase registration in schools and to decrease drop out and absenteeism.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

By the time they gain protected, healthy interaction with adults who are well informed about how to help their growth and learning Kids became blooming. Investigations have demonstrated that early childhood is a period when developmental reforms are takes place that can have monumental and long life impact for coming age of the child. Even though scholars have long argument whether “nature” or “nurture” plays the stronger role in child development, Contemporary studies pointed out that the importance how to influence each other to avail child development: what a child experiences and is exposed to interacts with his or her underlying natural composition. (IOM, The National Academies of science Engineering Medicine, 2015)

Children’s learning affects by uniqueness at birth, the way of early care, the Experiences during the first years with their families and other caregivers. Families nurture their children for development by giving them affection, feeding, advising, counseling, regard, orchestrated conducive environment. To raise Children healthier and stronger parents play and communicate with them. Children to communicate their needs, solve problems, and help others. From a very young age, children learn important skills that will prepare them for life. (Unicef WHO, 2012)

Children’s experience can also be improved through the quality of ECCE (Early Childhood Education and Care) services they receive. A high quality facility is one with qualified facilitator, age appropriate curriculum, appropriate class size, comprehensive program assessment, comprehensive family engagement, satisfactory salaried facilitator and administration, and on time caring, reasonable adult-child ratio, child led-approach and perfect management. (John Bennett M.Ed., 2018)

By providing love and affection to play with children ECCE facilitators can solidify the deluxe caring sensitive and empathic toward the child, Ignite to children express their feeling during communication, supporting the child during exit from school to their home. Its objective is to enlargement massive learning, sharing feelings. Children’s involvement can be amended by activities that boost the child’s self-interest like giving intentional mind instigator challenging activities; responding to children’s ideas and feeling, motivation to

try by their own and giving recognition to their effort and exploration. Both facilitator and policy drafters should have committed for affirmed that all children have admittance to the same quality and amount of care. Caution should be given to sensitive and a child with developmental delay. So that meddling earlier can be kinship into the child's routine. To guarantee children's welfare ECCE centers should also provide a healthy and invulnerable physical environment with a high adult-child ratio and smart leadership intervention. (John Bennett M.Ed., 2018)

To perpetuate the nurturing system of children's government takes lion share to fund the budget. providing adequate public funding and developing tax policies that allow parents to make appropriate child-rearing choices, paying greater attention to children from poor or diverse backgrounds children with ; integrating child care and early education. (John Bennett M.Ed., 2018)

Apart from families and government's non-parental care can also have a primal impact in child caring consequently; studies have concentrated on the nature of non-parental care and the ways how children from different family backgrounds, with different educational, developmental, and individual needs are affected? Recent studies start to examine the significance of good-quality care and its high significance for children. In particular, they noted that child care offers opportunities for more extensive social contacts with peers and adults, and thus may open extended social worlds for children... (John Bennett M.Ed., 2018)

Wise child care habit reinforce and enhance later educational fortune to kids, such that those habits early non-parental care are better able to benefit from education, adjust to routines, and resist conflicts smooth teaching learning also conducted by school decrease repetition and drop out. (John Bennett M.Ed., 2018)

The Global Partnership for Education (GPE) recommend to solidify countries' progress on ECCE jointly to smart sector planning, tight friendship at the global and national levels, sharing of experience, new experience and new creation, and strategic financing. (Alexandra Solano Rocha Kerrie Proulx, 2016)

Pre-school programs, are addressed by three modalities. The first, kindergarten, are massively run through non-governmental organizations (NGOs), communities, private institutions, and faith-based organizations. The second, non-formal pre-school program is

being addressed chiefly through child to child approach. The third is the most extensive response of local governments and that has been planned O class. This program is one-year reception class (9 month program) based in government primary schools for children aged 6 years. (Education, 2009 E.C(2016/2017))

Providing by three modalities improves the participation of pre-school education in our country. 'The global report of UNICEF spread on 09 April 2019 on early childhood education shows by the emphatic decision making of the Ethiopia government to extend pre-schooleducation has led to rise in gross enrollment from less than two percent in 2000 to more than 45% in 2017. However, despite these impressive gains, globally more than half of children of pre-primary age across the country remain excluded, contributing to the 175 million children missing out on pre-primary education. The report notes that the growth in pre-primary enrollment in Ethiopia was encouraged by the National policy Framework for early childhood care and education widely available for children. (UNICEF, 2019)

Even though Ethiopian government has high initiative pre-primary school huge variation across regions has been seen. Except Addis Ababa and Tigray the rest of the regions enrolled few children in preschool, for example if we take Somalia and afar they enrolled 4.5% of and 14% respectively. Nations missing enrolling pre-primary education are missing a critical opportunity to build human resources and are at risk of suffering deep inequalities from the start and variation have been seen in their citizens especially low economic status family was vulnerable to low living standard , the report notes. In low-income countries, on average 20% young children are enrolled in pre-primary education.(Unicef, 2019)

These three modalities are applied across regions zones andWoreda of our country to enrich the participation by different performance and from the three modality kindergarten takes long contact hours in centers.

In this case, the main objective of the researcher is to investigate academic performance in grade two and three comparing the type of preschool caring inAminaHagos elementary school, Hawzen town, Eastern Zone Tigray Region.

1.2 Statement of the problem

Pre-primary education is program conducted in centers usually attended by the child outside of their home in order to participate in educational operation before beginning a school. To uphold academic abilities and long-term effects on indicators related to student's achievements preschool programs are planned by institutions to avail the nation's future development. (Goodman&Sianesi, 2005) Cited in (Sidrah Ilyas Dr. Ayesha Siddiqua Dr. Muhammad Saeed, 2018)

Children who experienced preschool inclined to enter school with better literacy, language and mathematics skills tended to gain benefit across the years over those children who did not attend preschool. The academic and literacy achievements are consistently and entirely related to preschool attendance. Pre-school education, early entranced to school, has been evidenced to effective cognitive improvements from age seven to age sixteen and adulthood. The long-lasting effects of pre-schooling are quite evident in higher qualifications and employment level at age thirty three years (Goodman&Sianesi, 2005) Cited in(Sidrah Ilyas Dr. Ayesha Siddiqua Dr. Muhammad Saeed, 2018)

According to UNICEF's global report April 2019, to children better early literacy and numeracy skill, to reduce absenteeism preschool education is more than twice more likely than children missing out on early learning. In countries where more children attend pre-primary programs, significantly more children complete primary school and attain minimum competencies in both reading and Mathematics by the time they finish primary school.(Unicef, 2019)

On the contrary, there are others who argue that enrolling children in full day Kindergarten Concerns go beyond a possible failed attempt to accelerate learning. Some kindergarten teachers bother that too much time in school day will navigate children to be fade away, ire, and belligerence and will increase the time children need for adjustment to school by prolonging separation anxiety from parents. (Harris Cooper Ashley Batts Allen, Erika A. Patall, and Amy L. Dent, 2010)

The study was distinct from all listed above in that it would focus on contribution of early childhood care in preschool to the academic achievement of the children at grade two and three. Secondly the setting was at Amina Hagos primary school Hawzen woreda Eastern zone of Tigray where such type of study as far as the researcher know has never been conducted before. So the study would try to fill the gap that has never been considered by

other researchers in the school. There for the researcher wants to see contribution of early childhood care in preschool to the academic achievement of the children at grade two and three. To conduct this research the following basic question were set to be answered at the end of this investigation.

Research Questions

1. Is there a relationship between preschool caring and student's reading fluency and reading comprehension skill in children in grade two and three?
2. What do the average result of the students who attend kindergarten, O class and those who did not attend pre-school seem at the end of first semester 2012 E.C?
3. Is there a relationship between preschool caring and student's numeracy skill in children in grade two?
4. What are the teachers, educational leaders and educational expert's vista about preschool to academic achievement in grade two and three?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study will be to investigate the extent to which type of preschool affect the academic achievement of children in grade 2 and 3.

1.3.2. Specific Objectives

The specific objectives of this study will be:

- To assess the relationship between preschool caring and reading fluency, reading comprehension skills of children in grade two and three.
- To compare the academic achievement of kindergarten participants, O-class participants and Non- participants at grade two and three.
- To compare the numeracy skill of kindergarten participants, O-class participants and Non- participants at grade two.
- To scrutinize teachers, educational leaders and educational expert's vista about attending preschool to academic achievement, reading fluency reading comprehension and numeracy skill in grade two and three.

1.4 Significance of the Study

Kindergarten is the most beneficial step which lays the ground level for the life-span experience and holistic development and serves as bench mark of formal education. A number of studies have shown that early childhood education has significant impact on the academic performance of students. Studies revealed that there is a major difference in the academic achievement of the students with full day kindergarten experiences and those without full day kindergarten participant's experiences.

Another positive and important thing is that kindergarten education has a huge and a greater impact on the students' future achievements and excellent performance in the major and fundamental subjects namely English, Amharic, Mathematics, Tigrigna Science and Aesthetics. So, the successful completion of the study will provide experimental information of the effect of preschool attendance on students' academic achievement through immediate analysis.

The study will also identify the areas which are the specific supports, required by the students to improve their academic achievements in their early schooling. Therefore, it will be policy-relevant as well. It will help the policy makers to pay more deliberation on full day kindergarten education at both governmental and private levels but especially at governmental level in Hawzen. It will help them in making curriculum according to the educational needs of the young children at primary level. This study will also be beneficial for the teachers as well and its part in finding some recommendation to the existing challenges to expand full day kindergarten education services and its linkage with primary education.

1.5 Delimitation of the study

The study would be more fruitful if it embraces all elementary school found in Hawzen. But such a large scale study requires much resource, time and manpower. For the matter of manageability the study is delimited to one elementary school. In addition the content of the study is also delimited to the academic achievement of the children. The study will be conducted from September – June 2012 E.C.

1.6. Limitation of the Study

In examining students' academic performance in grade two & three comparing the type of preschool caring the researcher face some limitations. Due to pandemic corona virus taking observation is missing. Besides the problems of internet was another challenge. Moreover, Absent from appointment during interview of some school teachers to complete the items was another problem in spite of all these challenges; the researcher has attempted to make the study as complete as possible.

1.7 Definition of the Terms

Academic Achievement: What a student has learned from classroom instruction. **Scaffolding:** Scaffolding describes the process by which adults (and more capable peers) support and guide children's learning, enabling children to reach the next level of ability, beyond their own personal capability at that particular time

Full-day/Full-year Programs: Programs in which a child is enrolled for five hours or more each day for a period of 12 months.

Kindergarten: A program or class for four to six-year old children that serves as an introduction to school.

Literacy: Literacy is more than having the ability to read and write. It is about helping children to communicate with others and to make sense of the world. It includes oral and written language and other sign systems such as mathematics, art, sound, pictures, Braille, sign language and music.

Numeracy: The ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social and work life.

CHAPTER TWO: REVIEW OF LITERATURE

This chapter is devoted to a literature review that describes the Concepts of Early Childhood Care and Education (ECCE), Cognitive Development, Literacy Development, Numeracy Development, Full Day Kindergarten, Transition from Preschool to Elementary School and finally it tries to see the Contribution of Care in Kindergarten in Academic Achievement of primary school.

2.1 The Concept of Early Childhood Care and Education (ECCE)

Learning starts in early babies when a child's development of knowledge and skills toward learning serves as the fundamental of sound development and perpetual achievement. To master new lesson Infants and young children naturally curious learners – ambitious, at first creative scientists, who concern, test, examine, explore and practice skills, and then continue to the next difficulty tasks. Despite kids explore without guidance master new skill they need competent adult guides to scaffold the critical elements of high quality learning environments at optimal times. Potentially skilled care givers, like family, facilitators and teachers, provide the conducive and invulnerable conditions, physical and sentimentally that solidify children through strikingly of discovery and mastery. (Project, 2013)

To solve children's interest perpetually caliber adults lay initiative, committed relationships that solidify self-assurance as they orchestrate the environment to give advanced fortune to learn, to give paramount language interactions with meaningful conversation and feedback to boost climax development. (Project V. E., 2013)

ECCE gain ground from the Dakar framework for Action to encompass broad range of programs and services contemplate to intensify healthy child development, including children from birth to the transition to primary school. ECCE encompasses wide range of topics like supporting for learning, nurturing, initiation, health, balance diet, sanitation, hygiene, and prevention; it includes pre-primary schooling and other forms of formal and informal early learning programs (Unesco, Building peace in the minds of men and women, 2019)

Early childhood, is determinant time for physical growth as well as brain development at its peak from birth to eight years old. Children influenced highly by the environment and the

people that surround to them(Unesco, "Building peace in the minds of men and women, 2019).

ECCE encompasses both "Care" (which includes balance diet, health, and hygiene in an invulnerable and convenient center) and "Education" (comprise scaffolding, thrilling stories telling, socialization, counseling, and involvement, communication with each other and learning and developmental activities). Both care and education must be seen as inseparable and reinforcing each other to intensify a complete development of a child.(Patience O.Awopegba, Esher A. Oduolowu and A.Bame Nsamengng, 2013)

ECCE encompassespreparation for primary school as well total development of a child's social interaction, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifespan experience and secure and reliable living standard.(Unesco, Building peace in the minds of men and women, 2019)

According to Sheila B. Kamerman, ECCE is scheduled project to provide nurturing and offering education for children from starting their life until the time 7 years old. To build up the plan Government ministries or agencies concerned with the education, development, coddling, and welfare of children up to age 6 or 7 or by other stakeholders was the main protagonist the government main plan was preparing national curriculum based on their children in ground. (Kamerman, 2006)s

UNICEF status report (2017), define ECCE as maintain children's convenient environment and education out of their home settings between period life starts up to starting primary school. These definitions acknowledge that primary education starts at different ages in difference nations. It is a specific sector of service withinthe larger Universe of early childhood development (ECD)policies and method, which plenary health full alimentation, advocacy of children, paternity, maternity, applying rules and regulation of sanitation and hygiene. ECCE designpolicies may be accommodated from other sectors, or coordinate with them at the community, subnational and/ or national level(Yett, 2017)

High-quality early childhood education and care (ECEC) has been considered as a primal stride in children's development as a basic component. Throughout a zone of academic disciplines ECECis significant for individuals as well as for society at whole have been recorded in many drives. (Michel Vendenbroeck Karolien Lenaerts and miroslav Beblavý, 2018)

According to save the children, for holistic human development (ECCD) is the determinant base, to minimize primary school drop-out rates and the number of children who repeat a year governments investing in ECCD is one of the best way. (Children, Laying the foundations Early childhood care and development, 2012)

In the Ethiopian context, ECCE reveals to a plenary and massive approach to policies and programs for children from prenatal to school entry, their families and caregivers. to become caring and productive citizens the program confirm a considerable step forward in giving children a healthy start in life, to enabling and stimulating environment for developing their talents. (Megersa, 2010)

Early childhood Care and Education leads to favorable holistic development of the child in terms of physical development, cognitive development, emotional development, moral development and psychosocial development. (Megersa, 2010)

2.2 Cognitive Development

The aspect Cognitive development refers to the knowledge in different flow of development that encompass; language skill, computational skill exploration of the environment (LAXMIDEW, 1998)

According to Dr. Pratima Kumari, Early childhood time is vital for cognitive development of children. Children are avid to know the answers and ask WH questions for everything that happens. Cognitive encompasses memory, rationalism, intention, problem solving and capacity to understand and think which continue to emerge throughout childhood (Mishra)

Cognitive development was the growth of keen mindfulness, notion, invention and intuition regularly, and it is the intellectual resemblances of one's natural adaptation to the environment (Theresa E. Bartolotta, PhD, and Brian B. Shulman PhD)

Cognitive development is essential for daily functioning and success through a range of educational and social contexts. Cognitive development refers to the way which young children fortified their abilities to percept, assimilate, and process information. It is formed both internally and externally. In order to percept their own activities, skills in the physical, social worlds and to create understanding from their experiences. By imitating and copied adults and other children to acquire new knowledge and skills Children gain information to expand their experience. (Theresa E. Bartolotta, PhD, and Brian B. Shulman PhD)

By interacting with their environment young age kids discover, explore and mentally develop discern of new imagination by observing, imitating knowledge that benefit for their future age. Using their sensory perceptions, emotions and Thinking Children's acquire knowledge originates in the unique context of a child's parents, community norm and depends on the treatment of others. The pave between early children rehearsing speaking words and knowing their surrounding and typical cognitive growth has been highly assured by contemporary research on the mental growth, and give clue the vital implication of adults in producing appealing, healthy, convenient, and supportive environments that solidify children's capability to reach their natural talent (Theresa E. Bartolotta, PhD, and Brian B. Shulman PhD)

As David R. Shaffer and Katherine Kipp (2010, 2007) stated Piaget through rectify and transformation of mental order or schemes cognition develops. Schemes are unobservable

mental systems that underlie intelligence. Children interpret their world a pattern of thought or action and are most simply viewed as some enduring knowledge base by the scheme. Schemes, in effect, are metaphor of reality. By their schemes kids understand the universe. Schemes are the bridge by which young age children understand and ordered their prior knowledge.

For Piaget, cognitive development is the development of schemes, or structures. With some quick response Children born to the universe through which they explain their environment and what Provide support these automatic response are schemes. (David R. Shaffer, Katherine Kipp, 2010, 2007)

Based on the Piaget's outlook cognitive development is a reflex action young age kids are frequently finding and assimilating new experiences, accommodating their cognitive configuration to these experiences, and organizing what they acquainted into new and more intricate schemes. So two inborn activities, organization and adaptation make it possible for children to construct progressively greater understandings of the world in which they live (David R. Shaffer, Katherine Kipp, 2010, 2007)

According to socio-cultural Vygotsky Young children's are coming forth with a little basic mental knowledge, attention, alertness, conscious understanding, and a record of thinking or an event stored and available for later use that are lastly changed by the culture into new and more complex higher mental functions. If Take memory as a sample. Infants early memorial potential are restricted by natural condition to the picture and imprints they can produce. Though, every culture gives its children with device of intellectual adaptation that allows them to use their fundamental mental functions more adaptively (David R. Shaffer, Katherine Kipp, 2010, 2007)

Vygotsky accord with Piaget that young children are inquisitive investigator who are voraciously participant in learning and finding new aspect. But, unlike Piaget, Vygotsky believed that many of the truly important "explorations" that children make happen within the circumstance of cooperative, or collaborative, conversation between a skillful coach who typify the operation and convey verbal order, and a novice child who first searches to comprehend the coach's order and eventually comprehending this information, using it to control his or her own performance. (David R. Shaffer, Katherine Kipp, 2010, 2007)

To solidify Vygotsky scaffolding Meg Callanan, et al (2017) elucidated a priority for setting staff was to instill whole age affection of experience in the young kids they cared for, and plans to nurture this were felt to corroborate good practice in relation to cognitive growth environment described taking a 'child-led' approach to mental functioning activities and development. This meant increasing on the great attention of individual children to maximize their attachment, which in turn led to smooth gaining of information (Meg Callanan, Margaret Anderson, Sarah Haywood, Ruth Hudson and Svetlana Speight, 2017)

Early intervention in preschool have high significance to children to possess higher school attainment, better test scores, and lower rates of criminality, and earn higher wages in adulthood. (Karen Macours, Norbert Schady, Renos Vakis, 2008)

Child disposition in relation to acquired knowledge is connected to incentive, act and cognitive styles that children show when they learn something new. Children should be inspired and apply the acquired knowledge and skills. Early meddling in childhood sets the fundamental of whole age experience (Dr. Kristina Voko, Dr. Veronika Duci and Dr. Izela Tahsini, 2014)

2.3 Literacy Development

According to Eithne Kennedy, et al. (2012) the development of literacy happens through the lifetime of the individual from 'womb to tomb. It is vital to view literacy across such a lifetime developmental pattern and in turn to regard and thought a meaning of literacy from a wide and holistic remark while imparting knowledge to the essential early years of literacy development. Such meaning of literacy evaluate in this regard across the life time from childhood to adulthood that embrace the cognitive, affective, socio-cultural, cultural-historical, creative and aesthetic dimensions (Eithne Kennedy, Elizabeth Dunphy, Bernadette Dwyer, Geraldine Hayes, Thérèse McPhillips, Jackie Marsh, Maura O'Connor, Gerry Shiel., 2012)

The definition of literacy in the National Literacy and Numeracy Strategy includes "the potential to read, grasp and turning point thinks manifold forms of conversation comprise spoken grammar, written data, widespread mass media, and digital media" (French, 2013)

Literacy widely rely upon exchange among that which the child brings to the undertaking of reading and writing, the written document and grammar to be cognized, and the universe in which this change happen. Scholars and age-related variability across children has been exploring highly in the reading writing literature (McBride, 2016)

The skills like discourse, reading, writing, and spoken language in both print-based and digitized formats considered as literacy. The rise and spreading of digital texts in our daily activity has guide to calls in the literature for a re-conceptualization and elaborated both meaning of literacy and what it means to be literate. (Elizabeth B. Keefe and Susan R. Copeland, 2011)

To say fundamentally literate who employ purposeful tasks in which literacy is significant for necessary purpose of his (her) colleague, society and also for endowing to perpetuate to master the given calculation, reading, writing and for his (her) own and the societal reforms at the universe. Likewise European Literacy Policy Network: European Declaration of the Right to Literacy define Literacy the capacity to read and write at a level stakeholder to use the skill can wisely master and use written language in comprehensive worldwide channels hard copy as well as soft copy documents, including digital literacy (Montoya, 17-18 October 2018)

From the scholars research based view task orientation and reading comprehension have high correlation across the elementary school years(Janne Lepola, 2016)

Literacy is the capacity to read and write is one of the *most tenets*of keyskills yielding to academic achievement, lifelong learning and sustainable development and planning in national level. (Barbara Trudell, Amy Jo Dowd, Benjamin Piper and Carole Bloch,, 2012)

To all societies Language and literacy skills are vital for all individuals as well as groups.From comes forth to the earth when they first realize human being language and can associate oneself with some group human speech from non-human speech, Kids acquire language and literacy skills. For the eventsfew years the accessionto knowlanguage and literacy skills is anintricate way. Young's strive to massive change in acquiring knowledge the meaning and forms of words and then meaning full message to reader, how to applywords to transfer meaning, and how to realize and use printed documents. (Project V. E., 2013)

In attaining language, children get the skill to speak in effective manner ideas, communicate with others, and give feedback to the ideas and actions of other people. By listening and speaking, accent and alphabetic knowledge, print consciousness, rehearsing of conversation, and writingKids and young childrenexpand their skills and experience of the universe that they live. Because language is basically planted in children's daily correlation and experiences, by giving stimulating environments to language, interactions, and opportunities care givers have a great role in activating young children's language and literacy development (Project V. E., 2013)

To master and rehearse language contemporary mathematical competency and imagining next mathematical competency and literacy and numeracy have similar stimulation to cognitive abilities of a child(Sylke W. M. Toll and Johannes E. H. Van Luit, 2014)

The most pillar capability that child grasp the skill to read and perceive simple text is reading. To elude from intergenerational path of poverty basic literacy was sine qua non. Up to date studies show that learning to read early and at a competent rate are basically significant for learning to read accurately.(Nordstrum, 2014)

According to Ethiopia ESDPVUnwise adjustment imparting knowledge in the early grades hinders children from learning efficiently in their mother tonguelanguage, in Amharic and in English, influencing negatively all successive steps of education and its results to know

the language in other subjects. In response to the EGRA results, massive endeavor have started through the development of a national mother tongue curriculum in the seven main languages, the training of teachers to deliver this curriculum and the production and distribution of linked teaching and learning materials(Ethiopia, 2015)

2.4 Numeracy Development

Numeracy is above the skills to calculation the four skills of mathematics such as addition, subtraction, multiplication, divide and use numbers rather numeracy embraces the capacity to use mathematical apprehension and skills to solve problems and adjoin the high need of usual life in complicated communities environment. To have numeracy capability, young children want to be capable to ponder and impart knowledge quantitatively, to make sense of data, to have a spatial knowledge, to realizing arrangements and coherence, and to consider circumstance where mathematical reasoning can be applied to solve problems.(French, 2013)

Children show their number sense in daily problem-solving conditions involving numbers and parameters. They solve by comparison two and above using comparison words like more or less, many strategies for forming equal shares of countable objects or numbers, or use counting in a range of condition to reason about a single group of objects or to assess the similarities and difference between two or more groups. Children haphazardly build this ability in their daily activities with care givers and with other children, and they can be motivated to develop their realization in play environment(Reid, 2016)

For other academic skills to be founded Mathematics skills are basic academic skills, and student who are effective in mathematics are likely to experience later efficient in other areas as well(David J. Purpura and Christopher J. Lonigan, 2013)

By activities such as measuring, counting, comparing sizes, and acquiring numbers early numeracy competence can be motivated(Lehrl, Simone; Smidt, Wilfried; Grosse, Christiane; Richter, David, 2014)

Early numeracy is children's abilities to grasp and engage with quantities. Generally, mathematical competence is the skill to build a rich set of relationships between three mathematical 'worlds', namely the world of real quantities(answer question how much), the world of counting numbers (1. 2.3, ----) and the world of formal symbols to calculation/+, <, >, =, ≤, ≥)(Pirjo Aunio, Jarkko Hautamaki, Nina Sajaniemi and Johannes E. H. Van Luit, 2009)

In early childhood, the development of numeracy involves babies hearing the language of mathematics in play by singing number rhymes, mortising 'small' carton inside 'larger'

carton, learning that some things are the 'same', whilst others are 'divers', experiencing going 'faster' or 'slower'(Epstein, 2007; NCCA, 2009).

Children by moving freely in space, or filling and emptying water containers at the water table developing spatial awareness. Cognizing patterns and order involves children understanding what comes next in a song in a pattern on a pegboard.(French, 2013)

To foster children numeracy skills adults responsibility was to maintain willingness, to prepare resources, to help children in seeing numeracy through modeling, using the language of numbers, weighting, patterns and shape and critically capitalizing on interactions to raise children's experiences whereas, the function of early childhood environment is to intensify children's ambitious inclination towards seeing numeracy in the world around them, having ken on which to draw from and develop a numeracy related language. (French, 2013)

Children attend class in the starting of Kindergarten to separation and classify objects based on characteristics such as color, size, and appearance; on way start to speculation and set down to see the affiliation that support them to organize understanding retained in the mind the comparison measurements such as more, less, or the same as; enhancing a starting grasping of: 3 more than, 3 less than, Anchors of 5 and 10 part-part-whole kinship and raise a cognizance of the patterns in the number system and use this knowledge to learn the names of the numbers in the 20.(Jane Bertrand, Dr. Judith Bernhard, et.al, 2007)

2.5 Full Day Kindergarten

Great academic success, fewer grade retentions, easier transitions into first grade, better socialization and self-esteem, less hurried instruction, lower child care costs, more learning opportunities for low-income children, and greater academic equity among potential positive significance of FDK (Full Day Kindergarten). (M.D. Brownell, N.C. Nickel, D. Chateau, P.J. Martens, C. Taylor, L. Crockett, A.Katz, J. Sarkar, E. Burland & C.Y. Goh and the PATHS Equity Team , 2015)

Positive effects of full-day kindergarten compared to half-day kindergarten stated as improved academic capability development, Preparing to reading, Language enhancement, measuring comparative evaluations scores less grade repeater, less expenditure to remediation, few referrals to special education services, full self-standing learning, convenient transition to elementary school, better interaction with their cohort, principally inclusive behavior, better chance to cooperate with other children and adults, certain infuse on self-esteem, self-confidence and Good nutrition (Harris Cooper, Ashley Batts Allen, Erika A. Patall, and Amy L. Dent, 2010)

Kindergarten advocates debate that passes much time in center was beneficial to raise students' readiness at first grade and above (Vi-Nhuan Le S. N.).

Mainly studies compare on the effects of full-day with half-day kindergarten has been focused on student higher successes, with massive targeting students at low economic status. Without any cut up, results of many of those research show desirable up grading in student success connected to full-day kindergarten (Gwen Carnes and Nancy Albrecht, 2007)

The learning-related abilities construct is a vital process to conceptualize abilities available for early performance. In spite of learning related skills spring from children's determinant values skills, such as mental focus, memory and fear control, they reflect the comport mental and social embodiment of these skills, such as listening and attend directions, and ordering materials (Megan M. McClelland, Alan C. Acock and Frederick J. Morrison, 2006)

According to (Megan M. s et al., 2006) young kid's center involvement and their skill to be smooth interaction and self-standing in kindergarten was a main clue of early school success. Challenges with regulation and scoring lower on a standardized cognitive

achievement measure was seenprekindergarten children who pass more time uninvolved in the classroom (Megan M. McClelland, Alan C. Acock and Frederick J. Morrison, 2006)

.Kindergarten, as the pathway time into formal schooling, can have an indispensable contribution in establishing the foundation for next school achievement of the children.(Jill S. Cannon, Alison Jackowitz and Gary Painter, 2005)

Advocators of FDK solicit that it contribution to wideschool preparation by high level of understanding children for first grade, leads to future academic years and better score in quality measurement in all subjects, and help grammar growth. They also suggest that Full day Kindergartendecrease the need for grade repetition, makeup classes, and high investment compensate the lost time before primary school. According to the advocator of-FDK the period has so many impacts in the child future suggest it is the most primal to wide children comprehensive understanding to the universe and self-standing grasping in school and higher innovative mind than this did not participate in FDK.(Harris Cooper, Ashley Batts Allen, Erika A. Patall, and Amy L. Dent, 2010)

2.6Transitionfrom Preschool to Elementary School

The time flow of children from pre-primary center to normal center is a pivotal period in children's interaction to new world. It is a new custom and rules undertaking, which the

new students confront with emotional uncertainty: that indicates, the new world which start lesson, think to them self as adult but on the other hand, some of the children sense as extraneous the new school that leads hopelessness and some children also express a deeper-lying tensely(Stig Broström, 2018)

In the transitional period as school consultant offer the evidence a miserable scenario at the beginning when coming primary school center, in which pathetic the kids are counter unknown situations with challenges to resist that given the activities which given in school. The period is it is bothmove from preschool to kindergarten daunting and transitioning from a relatively more convenient child center, cuddling with high adult child ratio, child-centered kindergarten world to a potentially more threatening and less flexibility first grade classroom is also quite a struggle for many children and their parents and center care givers as education literature validates the notion.The starting school transition is a timed life scene critically necessary for children's posterity development the reason why it points the beginning of a life trajectory that embrace schooling as well as work careers(Christopher A. Sink, Ph.D. Cher N. Edwards, Ph.D. and Sarah J.Weir, 2007)

Kindergarten transition is a moment when families register their children for kindergarten and ready to start elementary school. Transition movement purposefully builds continuity in curriculum, expectations, and experiences across environments while providing social and emotional complement. The transition activities complement children and engage families as they enter a new school, as well as promote collaboration between early childhood programs and elementary schools(Croft, 2018)

Transitionwas smooth passage from home and early childhood education and care (ECEC) environment into a new world that did not know before iscontinuous set of procedures of joint adjustment by children, families and schools to orchestrate children. A when the child enjoys school and there is constant improvement of his academic abilities at primary school convenient transition occurs that helps to preschoolers to invest much time to help.(Ona Monkeviciene, Brian L. Mishara and Sarah Dufour, 2006)

The primepurpose of the preschool preparation is to give children with anexpediential transition to first grade.(İkbal Tuba ŞAHİN, Nuran TUNCER and Ramazan SAK, 2013)

Researchers and policy makers regardedto young age kids transformation, installing foundation for the coming time of preschool is fundamental(Peccia, 2012)

As the EFA goals distinguished, a good quality ECCE is an important base for subsequent education not only an end in itself; EFA test how primary schools can be compatible to young children and how ECCE programs can mold young's prepare for post preprimary preparation. The two pivotal means concerning getting to new environment to young age children presumably call as 'new preparation to new world to confront to new lesson. (Team, 2007)

Striving to know the children attribute preparation to school. Agreement from research is that school preparation embraces development in five separate but tie-up domains (Arnold et al., 2006; Copple, 1997; Oxford Center for Child Studies, 2005) like growth in appearance as well as motor skills improvement weighing by parameters sounding body, growth and inefficiency, social and feeling transformation the capacity to weighing one's own feeling, or to interact and cooperate with societies, methods to know new information and translate the world in to convenient with high interest, curiosity, courage and perseverance, language development . Glossary, grammar and skills to explore and exchange of information and intellectual growth and massive understanding cognitive and bearing to challenge solve the challenges with smooth procedure's, like knowing to understand and to note resemblance and deviation (Team, 2007)

Thought of 'ready to schools' stressed on attributes of the school settings that opportunities and threats learning. Language gap when the language of used in lesson at school was deviate from the child's mother tongue language that used in home. Unqualified and inefficient first grade teachers and lack of teaching aids indoors and out door materials are among the drags to weaken school preparation as researchers investigated. These factors have been particularly challenging to address in developing countries (Team, 2007)

A certain educational centers result in both academic success and community interaction aptitude is connected to certain beginning at school, young age kids attitude of themselves as new entrance to know are affected highly by their school mastery, Young age children who mastery the lesson and communities cumbersome in the in pre-primary school age are likely to proceed having cumbersome on the rest of their academic life's, as well actually whole of their old age, Children beginning lessons come with them a massive ordered of knowledge and comprehension. As a consequence the mastery the transition to school in varied paths, (Karen Mundy, Kerrie Proulx, Kara Janigan, Esther Geva, Christie Fraser, 2014)

Preschooler with good know how similar centers and prospect at home and new environment are probably to obtain the transition to new environment a comfortable pathway, and the prospect of protagonist to understand the transition knowhow of young age begging new lesson(Kalliope Vrinioti, Johanna Einarsdóttir and Stig Broström)

According to the assessment of the child-to-child school preparation agenda in Ethiopia 2014 Children who come in quality pre*primary program have convenient transitions to primary school mostly affected to advancement regular class room in post preschool than children who have not participated in such plan(Karen Mundy, Kerrie Proulx, Kara Janigan, Esther Geva, Christie Fraser, 2014)

2.7 The Contribution of Care in Kindergarten on Academic Achievement in Elementary School

When comparing preschool attendant children and Non-attendant children, the children with preschool attendance shows good ability to read and write, grammar speech and arithmetic and geometric capability look after to possession advantage across the time of

they attend the program. Academic achievement and literacy achievement have positive linearity to preschool attendance.

The continuous outcome of pre-primary education is certainly proof in wide range of standard test scores and hiring in job when they compare with their age that did not participate in quality pre-school. (Sidrah Ilyas, Dr. Ayesha Siddiqua and Dr. Muhammad Saeed, 2018)

Understanding the vitality of pre-primary environment education it is needful to realize the decisive portion of participation in any organization. Early participation maintains understanding of young age children's presence in environment that takes place teaching and learning process run and for this target participation register are ready to keep the children's record of gaining direction from adult guidance on daily activities. Adults like school teacher or school leader are given this duty to purify and keep the daily record of student's presence in center. These documents are used to protect, regulate and access the students. Preschool participation is vital for student's daily basis with lesson participation. (Sidrah Ilyas Dr. Ayesha Siddiqua Dr. Muhammad Saeed, 2018)

Likewise Evidence from developing countries reveal pre-school attendance beget in advanced, fair return and have chance sounding of health and good living standard in adult life. As well, pre-school attendance can enhance the quality of education systems by amending young age preparation for regular teaching learning process that takes place in elementary school, and is helpful to children stay in school as well decreasing truancy of children. (Alexandra Solano Rocha Kerrie Proulx, 2016)

The early childhood period is fundamental for next life achievement. It is the period when a young age thinking progress at a fast rate making too much of chance for young age kids' acquiring knowledge and transformation of holistically. A child can have an outstanding beginning in life when he/she is arborized in an appealing and arousing environment that achieve his/her beneficial wants like nutrition, health, and safety the logical reasoning in their own decision making skill, community integration, innate satisfaction with themselves, and cognitive understanding needs. This also means that the child has a higher opportunity of addressing his/her whole talent in the next age. (Christopher A. Sink, Ph.D. Cher N. Edwards, Ph.D. and Sarah J. Weir, 2007)

Thus, it is vital to reach children's wants totally the reason why the withdrawn important wants can lead to undesirable developmental result for children (Selamawit Tadesse, in cooperation with CRS SCORE ECD team., 2016)

According to (Encouraging quality in early childhood education and care) to young kids making highly participant in lessons and class tasks and interactions with massive teacher-student ratios is preferable to help evaluate their tasks and to mend easily. In addition it is pivotal doing activities perfectly and attentively. Having high staff in school helps to examine blind judgment in children's capacity and helps know the cliff to offer help to the child. (OECD)

High staff-child ratios are considered particularly important for younger children; there is evidence indicating that infants and toddlers especially benefit from high staff-child ratios (De Schipper, 2006). In many countries staff-child ratios have been regulated with higher staff-child ratios for the very young and lower ratios for older children (NICHD, 2002). Research is lacking, however, on exactly which ratio is most favorable to enhance teacher job satisfaction, ECEC quality and child outcomes. Nevertheless, many early childhood educators believe that anything less than a 1:3 or 1:4 ratios for children up to two years old is insufficient to allow staff to interact effectively with each child (Litjens and Taguma, 2010) (OECD)

Head Start, make better school preparation and possession the skills to read and write in children who come to primary school by preschool. And give for raised academic outcomes in later years. Amy L. Larcinese 2016) likewise "Children will do better in elementary school that who start formal reading and math instruction in preschool (Daphna Bassok, Scott Latham and Anna Rorem, 2016)

As Tadesse Meta (June 2015) stated that children with KG attendants leaning to make comparatively more quick advancement in the first grade than those who have not follow preschool further, they pointed out that in grade one through three, children who pass by KG register a marked benefit in both reading speed and comprehension (Meta, 2015)

According to Michael Katz, Martha Johnson Gina Adams, 2016) Scholars, Educational advocates, and school woreda administrators have made massive effort in healing usual truancy in children's and its result on student achievement. Truancy in early grades (kindergarten through second grade) has been connected to negative student results in

school, embracing raised probability of truancy and dropping out, repeating grades, and under achievement in the lesson they receive. (Michael Katz, Martha Johnson and Gina Adams, 2016) The reason why breadline children have the probability to be ingrained absenteeism, Bettering attendance among low-income students early have the likely to help narrow attendance and achievement rang in later grades as research findings recommended. (Joy E. Valenti, Diane H. Tracey, 2009)

There is some verification that children with breadline way of living kindergarten students perform at lower levels but benefit more academically from good attendance than their higher-income peers (Ready 2010). Studies done by Barnett & Camilli (2002) found that preschool education have the return on good results, fewer grade repetition, and a lower number of children being placed in special education programs (Joy E. Valenti, Diane H. Tracey, 2009) similarly studies have shown a solid tie-up between later literacy success and early literacy skills acquired during a child's first 5 years of life. (Joy E. Valenti, Diane H. Tracey, 2009)

Most of the time young age children gain positive impact from a high quality ECCE program In terms of high standardized test scores; impacts embraces good school preparing, higher academic result, low absenteeism and high attendance in daily class, improving the skill to read and write and good cognition and expressing of their own idea, high interaction with community around them and controlling their feeling to communicate, decreased retention and make up class. (Harris Cooper Ashley Batts Allen, Erika A. Patall, and Amy L. Dent, 2010)

Full-day attendance gives further time for field trips, entertainment in centers, and free games. Disadvantage children and children with developmental delays or disabilities following strict and coddling full-day attendance, are more probability to have a better accomplishment in primal capacity regions and wholly highest readiness for their first grade (Kemp & Carter, 2000). Full day kindergarten attendance enhances children's academic accomplishment while demoting the likely of repetition in their early school grades. Developmental think sending children to the full-day kindergarten help to solidify Children self-esteem, and advantage their children in good communication with their cohort. In addition make convenient transition from the kindergarten to the first grade (Priest, 2006)

For disadvantaged children those are lower rank of school readiness and to minimize the opportunity that they will be retained in grade,full-day kindergarten is seen as a way to help level the playing field (National Association of Early Childhood Specialists in State Departments of Education, 2000). Solicitor argue that half-day attendance do not permit ample time to both prepare children for first grade and attain goals for kindergarten (Porch, 2002), and that the extra moment effectual in full-day attendance can be beneficial to raise both achievement and development of academic and nonacademic readiness skills(Vi-Nhuan Le S. N., 2006)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The intended design for this investigation was explanatory applying mixed method (the QUAN/QUAL) model. Explanatory mixed method design enabled the researcher to see through the findings and interpretations of quantitative data analysis with the data gathered qualitatively (Creswell, 2009) Mixed –method approach gains out class structure from

dichotomy methods. Applying tenet of triangulation, impure method studies endow researchers to search a convergent data from manifold sources(Sun, 2009)

The researcher intended to compare the three groups by reading fluency, reading comprehension, numeracy skill, academic result of first semester taken from the school roster and interview was conducted the attitude of teachers, vice principals, principals, cluster supervisors and educational experts the impact of preschool to academic achievement of students in grade 2 and 3.

Other variables which affect to academic performance like living standard of their family, family education, home school distance, number of siblings at their homes, age of the child, family job, with whom they live and special need of the child was studied,

3.2 Description of the Study Area

AminaHagos primary school is found in Tigray region, Eastern zone in Hawzenwereda 95 K.M far from mekelle city. The school is also found in Hawzen. It has 42 teachers among them 25 are female and 17 male teacherswith one male principal and two male vice principals. 1207 students are enrolled and 586 are male students and 621 are female students. From those students 132 of them are grade two students in three sections and 140 of students are grade three in three sections. From both grade the students pass by attending kindergarten, O class and with no preschool attendance.

3.3 Sources of Data

In this study, the data were collected from both sources of data primary sources of data(interview for Teachers, school principals. School vice principals cluster supervisors and educational experts) secondary sources of data (roster first semester result of the school,semester reports literacy skill reading fluency and reading comprehension and numeracy skill document),

3.4 Sampling Techniques and Participants

The research population included a range of respondents namely, Woreda Education experts (2 from curriculum expert), first cycle primaryteachers, grade two and three students who attended kindergarten, O classand with no pre-school experience, principal of the sample school, Vice principal of the sample school, cluster supervisors of the sample school.

In order to select samples from target population, the researcher adopted both comprehensive and simple random sampling.

Among these schools in woredaHawzen, the government primary school is selected by simple random sampling and teachers of primary schools were included in the study employing simple random sampling(three from grade three and three from grade two). And education experts, school principal, vice principals and cluster center supervisors were selected by employing available sampling and also students from sample school were selected by comprehensive sampling.

Sample size were taken in grade two 51 who attended kindergarten 52 who attended in O class and 29 who come without attendance any preschool, at the same time in grade three from the sample of 140 students 48 of them pass through kindergarten 53 of them pass by O class the remaining 39 also pass without any attendance in pre-school and 6 first cycle primary school teachers, 1 principal, 2 vices principals, 1 cluster supervisor and 2 Woreda Education experts. In its totality, 284 respondents were selected.

To summarize the sample

Table 1 Research setting and participants of the study

Respondents						Grade 2			Grade 3		
Principal	Vice Principal	Cluster supervisor	First cycle primary school teacher	Education expert (curriculum)	Sum	KGP	OCP	NP	KG P	OCP	NP
1	2	1	6	2	12	51	52	29	48	53	39

Source; survey

3.4 Data Gathering Instruments

The researcher employed three data gathering instruments namely interview, document analysis, and test tools report of requisite information procurement.

3.4.1 Reading fluency and reading comprehension Achievement Test

The ability to read and understand simple text is one of the most fundamental skills that a child can learn. In the absence of basic literacy, there is little chance that a child can get away the intergenerational cycle of impoverishment. ((USAID)/Indonesia, Indonesia 2014)

Reading demands two fundamental elements: learning to read early and reading at a sufficient rate (fluency) to comprehend what one is reading. (International)

EGRA's primary purpose is to inform fundamental policy and pedagogical discussions about where, when, and how to improve the level of reading among early grade students in Ethiopia. (M&E), March 2019)

Based on Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA) Project (2016) stated that for grade 2 rate of reading skill 60 words per minute and asking 10 question to measure the reading comprehension skills as the same time for grade three rate of reading skill 70 words in per minute and 10 questions measure reading comprehension skills) According to Building on the TELL Program and EGRA Results The EGRA measured reading comprehension. (Cristine Smith, Rebecca Stone and John Comings, 2012)

3.4.2 Numeracy Achievement Test for Grade Two

Young children enter school with diverse mathematical experiences and opportunities to learn mathematics. (Nelson, December 2017)

Addressing number sense early had a strong impact on a student's later mathematical skills. (Hill, 2015)

Children's early numeracy performance was the best predictor of later school performance for both mathematics and reading. (Jo-Anne LeFevrea*, March 2010)

Numeracy Boost works at three levels: the student, the teacher, and the community. First, student's skills in math are assessed, and then teachers are trained to foster their teaching methodologies and skills to help develop their students' math knowledge and understanding. Finally, as math isn't just a subject in a classroom, families and communities participate in activities like family math days and math camps with their kids. Fun math projects are introduced— like cooking, going to the market, harvesting —to show how math is an important part of everyone's daily lives. (Children, NUMERACY BOOST INITIATIVE Endline Report, July 2017)

By enrolling in quality pre-primary programs, young children are gain best head start to language, reading and print-rich environments. This supports young age children to build their literacy and numeracy capacity, with a positive effect on their learning outcomes in primary education.(Save the children)

The school is included by save the children from 2019 and uses measuring numeracy skill for grade twousing 66 questionsat eleven categories namely(Counting related questions 6 question, identifying Numbers Related questions 6 question, filing missing numbers related questions 6 questions,ordering numbers related questions 6 question, numerical digits related questions 6 question, computation numbers related questions 6 question, word problem related questions 6 questions, Geometric related question 6 question, Measurement related questions 6 question) by the grade two teachers and team who take training how to measure the children numeracy skills and categorized in three types as

1. Mastering for those who scores 83.3% and above
2. Developing for those who scores 50% up to 83%
3. Not yet mastering for those who scores below 50%

3.4.3 Document analysis

Document analysis is a social research method and is an essential research mechanism in its own right, and is an informative categories of most schemes of triangulation, the combination of methodologies in the study of the same phenomenon(Bowen, 2009)

Since this the rationale of document analysis the research takes as the main evidence the roster of the student'sfirst semester result.

3.4.4Interview

To makeweight information procured through reading comprehension and literacy achievement test, numeracy skill measurement and document analysis the researcher adopted interview. An interview which contains consecutive questions will be madewithteachers, principal, vice principal, cluster supervisors and curriculum experts. The interview will be conducted in order to compare their responses with results obtained in comparing the difference in academic achievement between children with kindergarten

attendance O class attendance and with no preschool attendance. In conducting interview video recording was used after getting consent from the respondents. (Lost video)

The interview questions were translated into Tigrigna language so as to reduce any inessential intricacy in translation and reply to the items.

3.5 Methods of Data Analysis and Interpretation:

The quantitative data collected from document analysis and report will be analyzed quantitatively using table, percentage, excel to calculation and ANOVA. In other words the qualitative data collected from interview will be qualitatively analyzed and interpreted by corroborating with the quantitative data.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 General Information

The fundamental point of this chapter is to arrange and break down raw data collect by interviews, document review and reading fluency reading comprehension achievement tests and numeracy skill into specific patterns or categories; and then venture was made to turn the data into essential and meaningful facts or information there by supply answers to the basic research questions of the researcher.

4.2 Kinship among KG Attendant, O Class Attendant, Non-Participant in Preschool and Academic Achievement of Grade Two and Grade Three Students

The target of this slice was to inquire the cause of preschool on the academic achievement of students in grade two and three. The researcher analyzed Literacy and reading comprehension Achievement Test, numeracy skill test; achievement tests which were taken from first semester roster to students with preschool attendance (KG, O-class) and without preschool in grade two and three. Interviews were conducted with Teachers (interviewee 1-6) school vice principals (interviewee 7-8), principal (interviewee 9) cluster center supervisors (interviewee 10) and curriculum experts (interviewee 11-12). The data collected from the respondents was analysed and assembled the data under each topic.

4.3 Comparing reading Fluency Achievement Test of Students in Grade two and three.

Table-2 Comparison of the Reading fluency Result of students in grade Two.

Sample primary school	Subject for reading per minute	Group	NR	Mean scores of Reading fluency in one minute in grade two	Mean scores of Reading fluency in one minute in grade two by %

AminaHagos	Tigrigna	KGP	51	49.7	83
		OCP	52	42	70
		NP	29	31	52

KGP= Kindergarten Participants.

OCP = O-class Participants

NP=Non-participants

NR = Number of respondents

Table-3 Comparison of the Reading fluency Result of students in grade Three.

Sample school	Subject for reading per minute	Group	NR	Mean scores of Reading fluency in one minute in grade three	Mean scores of Reading fluency in one minute in grade three by %
AminaHagos	Tigrigna	KGP	48	60.6	86.4
		OCP	53	54	77
		NP	39	48	68

KGP= Kindergarten Participants.

OCP = O-class Participants

NP=Non-participants

NR = Number of respondents

According to (Milestones of Child Development from Birth to Kindergarten, 2013)pre-primary facilitators and other stallholders who keep a child have a great role in activating young children's language and literacy development by offering and accommodating

stimulating environments to language, interactions, and positive chances to learn and grasp things happily similarly (E. Bartolotta, et al) According to UNICEF's global report April 2019, to children better early literacy and numeracy skill, to reduce absenteeism pre-primary education is more than twice more likely than children missing out on early learning.

As it can be seen from table-3, in grade 2 the reading fluency of their mother tongue language Tigrigna, the mean scores of students who attend KG were greater than the mean scores of those O-class participants in preschool and O-participants also higher mean score than Non-participant preschool attendance. For the same passage given by the school in EGRA measurement for grade two 60 words in one minute for these three groups; KG participants read average of 49.7 words in one minute similarly O-class participants read average 42 words in one minute and Non-participant in preschool read average of 31 words in one minute. As we see from the table the average score in percent KG participants score 83%; O-class participants score 70% and Non-participants also scores 52%. That indicates KG participants exceeds by 13% from O-class participants, O-class participants predominate by 18% from Non-participants in pre-school then KG participants prepotently by 31% from Non-participants.

In grade three the reading fluency of their mother tongue language Tigrigna, the mean scores of students who attend KG surpass from the mean scores of those O-class participants in preschool and O-participants also excel from mean score Non-participant preschool attendance.

For the same passage given by the school in EGRA measurement for grade three 70 words in one minute for these three groups; KG participants read average of 60.6 words in one minute similarly O-class participants read average 54 words in one minute and Non-participant in preschool read average of 48 words in one minute. as we see from the table the average score in percent KG participants score 86.4%; O-class participants score 77% and Non-participants also scores 68%. That indicates KG participants exceeds by 9.4% from O-class participants, O-class participants surpass by 9% from Non-participants in pre-school then KG participants overdo by 18% from Non-participants

From the interview all of the respondents agree KG participants have better literacy skill than O-class participants and Non-participants also have the lowest skill because exercising too much alphabets, having much resources in center, having stimulating materials to

touch, exercise too much symbols, plenty of options in materials to read, write, drawing, shaping, dancing, having electronic materials in center and playing that makes learning easy in elementary schools leading to read fluently because collection of alphabets makes words.

If they know words they can read fluently. Because of having contact with care giver help to develop self-confidence to read, write and coming to stage to convey message. A child registered in elementary school without preschool attendance have a problem of reading fluency what we call dyslexia because of strange to alphabets and symbols need too much to master. Stimulating materials in center motivate the interest of children to read and write and knowing 32 Fidel with their seeds and exercise orthography early through play, song is a head start to literacy skill in elementary school.

4.4 Comparing Reading Comprehension Achievement Test of Students in Grade Two and Three.

Table-4 Comparison of the Reading comprehension Result of students in grade Two.

Sample school	Subject for reading per minute	Group	NR	Mean scores of Reading comprehension out of 10 questions grade two	Mean scores of Reading comprehension out of 10 questions grade two by %
Amina Hagos	Tigrigna	KGP	51	6.6	66
		OCP	52	5.37	53.7
		NP	29	3.4	34

KGP= Kindergarten Participants.

OCP = O-class Participants

NP=Non-participants

NR = Number of respondents

Table-5 Comparison of the Reading comprehension Result of students in grade Three.

Sample school	Subject for reading per minute	Group	NR	Mean scores of Reading comprehension out of 10 questions grade Three	Mean scores of Reading comprehension out of 10 questions grade Three by %
AminaHagos	Tigrigna	KGP	48	7.3	73
		OCP	53	6.3	63
		NP	39	5.2	52

KGP= Kindergarten Participants.

OCP = O-class Participants

NP=Non-participants

NR = Number of respondents

According to Dr. PratimaKumari;throughout childhood Cognitive encompasses memory, rationalism, intention, problem solving and capacity to grasp and contemplate which continue to emerge similarly. (National Policy Framework for ECCE in Ethiopia, 2010).Stated early childhood Care and Education leads to favorable holistic development of the child in terms of physical development, cognitive development, emotional development, moral development and psychosocial development.

As Tadesse Meta (June 2015) stated that children with KG attendants tend to docomparatively more quick advancement in the first grade than those who have not follow preschool further, they pointed out that in grade one through three, children who pass by KG register a marked benefit in both reading speed comprehension as well as flow of their words and their confidence in stage was the best.

As it can be seen from table-5, in grade 2 the reading comprehensionstudents out of 10 questions, the mean scores of students who attend KG were greater than the mean scores of those O-class participants in preschool and O-participants also higher mean score than the Non-participant preschool attendance. For the same question given by the school for these three groups; KG participants answer average of 6.6 question out of 10 questions; O-class participants answer average 5.37 questions out of 10 questions and Non-participant in

preschool answer average of 3.4 questions out of 10 questions. As we see from the table the average answer in percent KG participants answer 66%; O-class participant's answer 53.7% and Non-participants also answer 34.8%.

In table- 6 grade three the reading comprehension out of 10 questions, the mean scores of students who attend KG predominate from the mean scores of those O-class participants in preschool and O-participants also better mean score than the Non-participant preschool attendance. For the same 10 questions offer by the school for these three groups; KG participants answer average of 7.3 questions likewise O-class participants answer average 6.3 questions and Non-participant in preschool answers average of 5.2 questions. As we see from the table the average answer for a given question in percent; KG participants answer 73%; O-class participants score 63% and Non-participants also scores 52%.

From the interviewee response mental representation was high in pre-school participants than Non-participants because they know words and symbols then they read properly. The readers of participants were not only rushing to read speedy but also have the methodology how sense the theme of the passage developed listing skills. Reading fluency, word, symbol and number identification have positive correlation with reading comprehension. In class room when we assess students as the end of the lesson pre-school participants give correct answer than Non-participants.

Reading comprehension on KG participants have better confidence, better technical skill, in stages organizing ideas than O-class because of the grasp in centers with stimulating environment, commitment of parents and facilitators. Non participants have a difficulty in reading and writing and reading comprehension in elementary schools. Therefore from the experience we have in measuring EGRA measurement the result indicates KG participant's answers high questions than O-class participants and Non-participant answer the least.

4.5 Comparing Numeracy Skill Achievement Test of Students in Grade Two.

Table-6 Comparison of numeracy skill achievement test of students in grade two.

Sample school	Subject	Group	NR	Mastering the skill by%	Developing the skill By %	Not yet mastering the skill By %

AminaHagos	numeracy skill achievement test	KGP	51	39.2	54.9	5.9
		OCP	52	19.3%	57.7%	23
		NP	29	0%	48.27%	51.73%

KGP= Kindergarten Participants.

OCP = O-class Participants

NP=Non-participants

NR = Number of respondents

The function of early childhood environment is to intensify children's ambitious inclination towards seeing numeracy in the world around them, having ken on which to draw from and develop a numeracy related language. (Geraldine French, 2013)

From table-6 for grade two students, 39.2% KG participants master the predetermined numeracy skill 19.3% O-class participant's master the predetermined numeracy skill and Non-participants in preschool score 0% at this stage.

At the same table 54.9% KG participants was in developing stage for the numeracy skill 57.7% O-class participants was in developing stage for numeracy skill as well 48.27% of Non-participant in pre-school also in developing stage. Similarly 5.9% of KG participants not mastering the predetermined numeracy skill 23% of O-class participants did not master the predetermined numeracy skill and 51.73% of Non-participant in pre-school did not master for the predetermined numeracy skill.

In general KGP 94.1% of the students score above 50% similarly 77% OCP score 50% and Non-participants who score above 50% was 48.27%. This is high range in between KGP and Non-participant

Similarly 91.66% interviewee response solidify for the above literacy skills as the stated having indoor and outdoor materials helps to draw, add, subtract, multiply, singing using numbers and electronic materials.

In KG children know numeracy skills the reason why they have enough time and enough materials to make symbols, mortising objects as enjoyment and singing numbers and dancing by pair. As the same time in O class the singing in pair in group they made

compare objects but shortage of indoor and outdoor materials confined to use their mathematical skill perfectly.

In the three KG in our woreda they have indoor and outdoor materials, video lesson have given by facilitator symbols and alphabets that helps raise their number skills. Words like less than, greater than, equal, pair, group of 5, symbols likeround for the mouth of the materials they use for daily water usage, rectangle the table in their classroom, the class room itself, uses in their daily life measuring their weight, height of their friends using meter helps numeracy skills. On the contrary Non-participants missed those chance leads to numeracy skill difficulty. Difficulty in numeracy skill not only challenging for Non-participants but also enervating for teachers to narrowed the gap among the groups in primary school.

To informed numbers and alphabets in elementary school for Non-participants it is taxing to more than participants. When we classify students as high medium and low in 3 by their ability to reading, writing, numeracy, KG participants have high abilities then O class participant's and Nonparticipants score the least our report also indicates this. When save the children TOT training us how to measure the numeracy skill to category the children in three stages using 66 criteria the pillar of the assessment was identification of the ability of Non-participants by comparing with preschool attendants. The result indicates Non-participants score low result because of delaying early to preschool.

4.6 Comparing Academic Achievement Test of Students in Grade Two and Three.

Table-7 Comparison of academic achievement of students in grade two.

Sample school	Subject	Group	NR	Mean scores of grade two
AminaHagos	Tigrigna	KGP	51	86.1

		OCP	52	76.3
		NP	29	61.6
	English	KGP	51	77.2
		OCP	52	64.86
		NP	29	49.93
	Math	KGP	51	80.5
		OCP	52	73.2
		NP	29	56.7
	Environmental science	KGP	51	81.16
		OCP	52	71.3
		NP	29	57.38
	Aesthetics	KGP	51	91.7
		OCP	52	84.8
		NP	29	71.7

KGP= Kindergarten Participants.

OCP = O-class Participants

NP=Non-participants

NR = Number of respondents

Table-8 Comparison of academic achievement of students in grade three.

Sample school	Subject	Group	NR	Mean scores of grade three
AminaHagos	Tigrigna	KGP	48	87.1

		OCP	53	80.7
		NP	39	71.2
	Amharic	KGP	48	80.43
		OCP	53	71.4
		NP	39	55.5
	English	KGP	48	78.52
		OCP	53	71.3
		NP	39	67.42
	Math	KGP	48	70.45
		OCP	53	58.17
		NP	39	47.8
	Environmental science	KGP	48	79.6
		OCP	53	67
		NP	39	57.3
	Aesthetics	KGP	48	92.4
		OCP	53	89
		NP	39	87.75

KGP= Kindergarten Participants.

OCP = O-class Participants

NP=Non-participants

NR = Number of respondents

Table-9 Comparison academic achievement of students in grade two to Kindergarten participant; O class participant and Non-participant in preschool by average

Sample school	Subject	Group	NR	Mean scores of grade two
AminaHagos	Average	KGP	51	83.3
		OCP	52	74.1
		NP	29	59.3

KGP= Kindergarten Participants.

OCP = O-class Participants

NP=Non-participants

NR = Number of respondents

Table-10 Comparison of academic achievement of students in grade three.

Sample primary school	Subject	Group	NR	Mean scores of grade two
AminaHagos	Average	KGP	48	81.5
		OCP	53	73
		NP	39	64.2

KGP= Kindergarten Participants.

OCP = O-class Participants

NP=Non-participants

NR = Number of respondents

The real complimentary impact of (Full Day Kindergarten) embrace lofty academic success, fewer grade retentions, easier transitions into first grade, better socialization and self-esteem, less hurried instruction, fewer grade repeater, lower child care costs, more

learning chances for low-income children, and greater academic equity (M.D. Brownell, 2015)

Most of the time young age preschooler gain advantage from a developmentally appropriate full-day program In terms of early academic achievement; Benefits embraces raised school readiness, fundamental academic success, few truancy in daily lessons, good reading writing and mathematical skills and language development, social and emotional, decreased retention and remediation.

Harris Cooper et al (2010)

Academic achievement and literacy achievement have positive linearity to preschool attendance. SidrahIlyass et al, (2018)similarly Head Start, make better school readiness and pre-literacy skills in preschool-aged children and give for raised academic outcomes in later years. Amy L. Larcinese 2016)

From; table 7 as the researcher takes data from the rosters of grade two students first semester result, the mean scores of the KG participants predominate from O-class participants in five subjects Tigrigna, English, Math, Environmental science, Aesthetics by 9.8,12.34, 7.3, 9.86, and 6.9 respectively. Similarly the mean score of O-class participants predominate from Non-participants in preschool by five subjects Tigrigna, English, Math, and Environmental science, Aesthetics by 14.7, 14.93, 16.5, 13.92, and 13.1 respectively.

From the low of transitivity KG participants predominate from Non-participants in five subjects Tigrigna, English, Math, Environmental science and Aesthetics by 24.5, 27.27, 23.8, 23.78, and 20 respectively.

From table 8 as the researcher takes data from the rosters of grade three students first semester result the mean scores of the KG participants outstrip from O-class participants in six subjects Tigrigna, Amharic, English, math, Environmental science, Aesthetics by 6.4, 9, 7.22, 12.28, 12.6 and 3.4 respectively. Similarly the mean score of O-class participants excel from Non-participants in preschool insix subjects Tigrigna, Amharic,EnglishMath, Environmental science and Aesthetics by 9.5, 15.9, 3.88, 10.37, 9.7 and 1.25 respectively.

From the low of transitivity KG participants surpass from Non-participants in six subjects Tigrigna, English, Math, Environmental science and Aesthetics by 15.9, 24.93, 11.1, 22.65, 22.3 and 4.65 respectively.

As indicated in table -9 the average score grade two students first semester result of Non-participant in preschool was less than the average score of O-class participants by 14.8% and the average score of O-class participants also less than the average score of KG participants by 9.2% similarly the average score of Non-participants in preschool was less than the average score of KG participants by 24%.

As indicated in table -10 the average score grade three students first semester result of Non-participant in preschool was less than the average score of O-class participants by 8.8% and the average score of O-class participants also less than the average score of KG participants by 8.5% similarly the average score of Non-participants in preschool was less than the average score of KG participants by 17%.

All interviewee agree better attendance pre-school begets better academic achievement in the next academic years. Relationship develop love and affection with facilitator that leads to good listening skill to your loved one -listening skill leads to development of meta-cognition then helps to score a good result in elementary schools.

On the contrary, Non-participant in preschool pass much time to rehearsing listing skills, writing skills, alphabet identification, word identification and symbol identification in elementary school.

To narrow the gap between participants and Non-participants in elementary schools consuming much time to teachers and administrations when comparing KG participation with O class participation.-Early fellow up is better to children for all their achievement and building of mind than latter because their attention bent to healthy direction early.

Learning rules, regulations taking training early, using their talent early, exercising symbols early leads to long lasting positive effect.

There for the time they pass early in preschool determines their next performance. The school compares the three groups since 2009 in academic achievements KG participants score better than O class participants and O class participant's record from Non-participants.

From the principal of interviewee result pre-school is better for academic achievement in elementary school and academic achievement also help full for survival rate of children from grade to grade. Thus, the data taken from the school express as follow

Example in 2010 we registered grade three 50 students pass through KG 56 students pass through O-class and 43 Non-participants. To calculate survival rate of grade three 48 from 50 means 96% KG participant survive up to grade three as the same time in O-class participants 52 from 56 means 92.8% survive up to grade three and in Non-participants in pre-school 39 from 43 means 90.67% survive up to grade three. This indicates survival rate of KG participants predominate by 3.2% from O-class participants and O-class participants outstrip by 2.13% from Non-participants and KG participants overdo by 5.33% from Non-participants in survival rate for grade three.

When we calculate grade two survival rate in 2011 we registered 54 students pass through KG 57 students pass through O-class and 34 Non-participants. To calculate survival rate of grade two 51 from 54 means 94.4% KG participant survive up to grade two as the same time in O-class participants 52 from 57 means 91.2% survive up to grade two and in Non-participants in pre-school 29 from 34 means 85.2% survive up to grade two. This indicates survival rate of KG participants excel by 3.2% from O-class participants and O-class participants predominate by 6% from Non-participants and KG participants exceeds by 9.2% from Non-participants in survival rate for grade two.

Generally from the document analysis, as well as from the interviewee findings KG participants score better in academic achievement than O-class participants and Non-participants score the least.

Chapter Five discussion

Most of the time young age children gain positive impact from a high quality ECCE program In terms of high standardized test scores; impacts embraces good school

preparing, higher academic result, develop a good life skill to do cooperatively in class room and outside the class room, low absenteeism and high attendance in daily class, improving the skill to read and write and good cognition and expressing of their own idea, high interaction with community around them and controlling their feeling to communicate, decreased retention and make up class. (Harris Cooper Ashley Batts Allen, Erika A. Patall, and Amy L. Dent, 2010)

Young children rise by the time they have assured, positive cooperation with care givers who are high caliber about how to guide their development and learning. In the time of pre-school children are enthusiastic learners to know new thing if the methodology was appealing to them. They build their own knowledge and understanding of the world through repeated exchange with caregivers, materials in their environment. The more exhilarating their environment and more favorable circumstance they have to explore, to question, to experiment, to play, to symbolize.

Extended pre-primary attendants make convenient environment for the optimum transition of children from early childhood experiments to primary schools then the children will be duly prepared for primary education specifically. Youngers who are with experienced pre-primary participation inclined to enter primary school with better literacy, language and mathematics skills tended to gain benefit across the years over those children who did not attend preschool.

The academic and literacy achievements are consistently and entirely related to preschool attendance. Pre-school education, either through school or via early entranced to school, has been evidenced to effective cognitive improvements from age seven to age sixteen and adulthood. Head Start, make better school readiness and pre-literacy skills in preschool-aged children and give for raised academic outcomes in later years. In order to achieve this purpose the following research questions were raised.

1. Is there a relationship between kindergarten caring and student's reading fluency and reading comprehension skill in children in grade two and three?
2. What do the average of the students who attend kindergarten, O class and those who did not attend pre-school seem at the end of first semester?
3. Is there a relationship between kindergarten caring and student's numeracy skill in children in grade two?

4. What are the teachers, educational leaders and educational expert's attitude about attending pre-primary education to academic achievement of children in grade two and three?

The study was carried out in one first cycle governmental primary school specifically in grade two and three at Amina Hagos School in woreda hawzen Tigray region. The researcher used both source of data primary sources (interview for first cycle primary school teachers, vice principals, principal schools, cluster supervisors and curriculum experts of the woreda) and secondary of data like document analysis, roster test reports).

In order to collect trustworthy and relevant data, informants were selected on simple random sampling and available sampling. To collect the information, different data collection instruments were used. These were:- a achievement tests numeracy and literacy skill of sample school students in grades two and three students/report/, document review, interviews for teachers, vice principals, principals cluster supervisors and curriculum experts of woreda education.

Regarding the first research question, is there a relationship between pre-primary education and student's reading fluency and reading comprehension skill in children in grade two and three? the data was obtained from the school which is measured by EGRA measurement once a semester in grade 2 the reading fluency of their mother tongue language Tigrigna, the mean scores of students who attend Kindergarten were greater than the mean scores of those O-class participants in preschool and O-participants also higher mean score than the Non-participant preschool attendance.

For the same passage given by the school in EGRA measurement for grade two 60 words in one minute for these three groups; kindergarten participants read average of 49.7 words in one minute similarly O-class participants read average 42 words in one minute and Non-participant in preschool read average of 31 words in one minute. As we see from the table the average score in percent Kindergarten participants score 83%; O-class participants score 70% and Non-participants also scores 52%. That indicates KG participants overdo by 13% from O-class participants, O-class participants exceeds by 18% from Non-participants in pre-school then KG participants surpass by 31% from Non-participants.

For the same research question in grade three the reading fluency of their mother tongue language Tigrigna, the mean scores of students who attend Kindergarten excel from the

mean scores of those O-class participants in preschool and O-participants also outstrip from mean score of Non-participant preschool attendance. For the same passage given by the school in EGRA measurement for grade three 70 words in one minute for these three groups; kindergarten participants read average of 60.6 words in one minute similarly O-class participants read average 54 words in one minute and Non-participant in preschool read average of 48 words in one minute.

When we change the average reading fluency in percent Kindergarten participants score 86.4%; O-class participants score 77% and Non-participants also scores 68%. That indicates KG participants overdo by 9.4% from O-class participants, O-class participants better score by 9% from Non-participants in pre-school then KG participants exceeds by 18% from Non-participants.

This is supported by Barbara Trudell et.al 2012 Literacy is the capacity to read and write – is known as being one of the most tenet of key skills yielding to academic achievement, lifelong learning and sustainable development (Barbara Trudell, Amy Jo Dowd, Benjamin Piper and Carole Bloch, 2012)

Regarding the second question, what do the average of the students who attend kindergarten, O class and those who did not attend pre-school seem at the end of first semester? the researcher takes data from the rosters of grade two students first semester result the mean scores of the kindergarten participants surpass from O-class participants in five subjects Tigrigna, English, Math, Environmental science, Aesthetics by 9.8, 12.34, 7.3, 9.86, and 6.9 respectively. Similarly the mean score of O-class participants surpass from Non-participants in preschool by five subjects Tigrigna, English, Math, and Environmental science, Aesthetics by 14.7, 14.93, 16.5, 13.92, and 13.1 respectively.

From the low of transitivity kindergarten participants predominate from Non-participants in five subjects Tigrigna, English, math, Environmental science and Aesthetics by 24.5, 27.27, 23.8, 23.78, and 20 respectively.

Similarly in grade three as data taken from the rosters of grade three students first semester result the mean scores of the Kindergarten participants excel from O-class participants in six subjects Tigrigna, Amharic, English, Math, Environmental science, Aesthetics by 6.4, 9, 7.22, 12.28, 12.6 and 3.4 respectively. Similarly the mean score of O-class participants overdo from Non-participants in preschool in six subjects Tigrigna, Amharic, and English,

Math, Environmental science and Aesthetics by 9.5, 15.9, 3.88, 10.37, 9.7 and 1.25 respectively.

From the low of transitivity kindergarten participants surpass from Non-participants in six subjects Tigrigna, English, Math, Environmental science and Aesthetics by 15.9, 24.93, 11.1, 22.65, 22.3 and 4.65 respectively.

Regarding the third question KG participants out score best numeracy skill result from the three groups and from Nonparticipants 51.73% of the children score below 50% and no one a child from the Nonparticipants mastering the necessary numeracy skill based on the given criteria.

Early numeracy is children's abilities to grasp and engage with quantities. Generally, mathematical competence is the skill to build a rich set of relationships between three mathematical 'worlds', namely the world of real quantities (answer question how much), the world of counting numbers (1, 2, 3, ----) and the world of formal symbols to calculation (+, <, >, =, ≤, ≥) (Pirjo Aunio and ital. 2009)

According to interviewees response from teachers, vice principals, principal, supervisor and curriculum experts better attendance pre-school begets better academic achievement in the next academic years.

Relationship between preschooler and facilitator leads to developing love and affection that leads to good listening skill to your loved one -listening skill leads to development of meta-cognition then helps to score a good result in elementary schools. On the contrary, Non-participant in preschool pass much time to rehearsing listening skills, writing skills, alphabet identification, word identification and symbol identification in elementary school.

To narrow the gap between participants and Nonparticipants in elementary schools consuming much time to teachers and administrations when comparing Kindergarten participation with O class participation. -Early follow up is better to children for all their achievement and building of mind than latter because their attention bent to healthy direction early.

Learning rules, regulations early, taking training early, using their talent early, exercising symbols early leads to long lasting positive effect. There for the time they pass early determines their next performance.

The school compares the three groups since 2009 in academic achievements KG participants score better than O class participants and Non-participants score less than O class participants.

This result was advocated by early childhood period is fundamental for next life achievement. It is the period when a child's brain progress at a fast rate making too much of chance for children' learning and development. A child can have an outstanding begging in life when he/she arborized in an appealing and arousing environment, mind instigator methodology in class room, that achieve his/her beneficial wants like nutrition, health, and safety, (Christopher A. Sink, Ph.D. Cher N. Edwards, Ph.D. and Sarah J.Weir, 2007)

Generally the research question result indicated for grade two and three KG participants score best from all and Non-participants in pre-school score least in Academic achievement, reading fluency, and reading comprehension and numeracy skill due to

1. High quality pre-primary school that have full of indoor and outdoor materials, qualified satisfactory facilitator, high staff child ratio, comprehensive program assessment, comprehensive family engagement, age appropriate curriculum, child led approach, appropriate class size, school feeding. high participation of stallholders (John Bennett M.Ed., 2018)
2. High contact hour between children and facilitator in center.

Preschool attendance is vital for student's daily commitment with class activities (Sidrah Ilyas Dr. Ayesha Siddiqua Dr. Muhammad Saeed, 2018)

3. High follow up to facilitator by both parents and the organization about safety of the child.
4. Standardized home school distance to preschooler this helps to children tiredness, hopelessness, fade away and make them enthusiastic learner in class.
5. Early intervention by stakeholders to amend their gap. By lack of low early intervention there was a student who did not read even a single word from Non participants in grade three.
6. Helping for teacher to reduce tiredness.

Full-day kindergarten offers social, emotional and intellectual benefits to kindergarteners, giving them more time to focus and reflect on activities, and transition between them.(ASSOCIATION)

Chapter SIX; Conclusion and Recommendation

6.1 conclusion

The research finding depicted that the academic achievement results, literacy skill, numeracy skill of the students who participate in KG was in full measure greater than those of O-class

participants similarly Non-participants in preschool also less than O-class participants. This is due to that the students with preschool had learned the skill of writing, reading, numeracy, interaction, communication, listening skill and language development and can understand their teachers' explanation easily and quickly while the students without preschool attendance will face problem of understanding, writing reading and numeracy.

Most students who pass through pre-school have good confidence in primary school on the contrary students who registered in elementary school with no participation in pre-school are exposed to frustration in the process of learning and lack self-confidence. Here the Primal causes of inability of the student in early grade to perform successfully in their academic achievement are the lack of exercising hands on activities with age related activities in preschool education and rough transaction between pre-school with first cycle primary education.

Although expansion of pre-school is increased from time to time in governmental schools due to low monitoring and inadequate resources the quality exceeds in KG participants. Smooth transition from pre-school to primary school is beneficial to children and the teacher to takes place convenient teaching learning process. As the result indicated there is a gap between pre-school participants (KG and O-class) this is due to secure environment to rest in the center, having indoor and outdoor materials to manipulate and wisely monitoring from organization.

The contribution of model based pre-school has long lasting effect in comprehensive skill of the child. That why developed countries lay their hope in children and invest too much budget in pre-school. In the woreda there was high gap among cohorts in potential in comprehensive development because of quality in preschool caring. Efforts were made by save the children, EGRA measurement strive to narrow the gap among cohorts but not early in pre-school. Primary school education, improvement should be made from time to time on the curriculum and the progress from preschool to primary education should be documented.

6.2 Recommendation

The research recommended the following

- ✓ Government especially local governments should prioritize ECCE in its policy making, planning, budgeting and making first agenda in public meeting to narrow

the gap between the science of pre-school and people's understatement to children about their activity and their development.

- ✓ Experts of woreda should analysis ECCE based on theories and models of pre-school rather than routine statement.
- ✓ Measuring reading fluency in school should takes place ceaselessly to encourage students because learn to read leads to read to learn.
- ✓ All teachers receive pre-service and in-service training in pre-school theories based. In this case the existing Teacher Training Collages in regions should be providing pre-school related courses for all pre-service trainees. In addition the existing and newly recruited supervisors should get in-service trainings to enhance their capacity in the area of pre-school.
- ✓ Extra research is needed to study home school distance to preschool children.
- ✓ Governmental pre-schools should accommodate meal and resting area for children to minimize hunger and fatigue in class.
- ✓ Elementary schools should identify non-participant in pre-school to recompense the children in school.
- ✓ Government should allotted budget to pre-school to buy resources to furnish the pre-school to attract the children like indoor and outdoor materials to equalize the quality with private pre-school to help the children from poor family.
- ✓ Sufficient benefit and good salary for ECCE facilitator should be adjust by policy makers to block turn over in employers.
- ✓ Giving air time in mass media to professional persuade about ECCE to society to change their living standard by cultivate their children early to gain the return.
- ✓ The Woreda should have to motivate and support the indigenou pre-school activity given by the religious organization, like those organized in orthodox church school and mosque since it is helpful reading easily.
- ✓ Emergent Curriculum should apply in pre-school by giving training to facilitator the methodology.
- ✓ Mobilize community to send their children to pre-school by mass media video based lesson should be given by facilitator.
- ✓ Accommodation of TVprograms in pre-school to children to boost their communication, socialization, listing skill, art skill for children.

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APPENDIX

Appendix A

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF BEHEVIORAL STUDIES

CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Interview

Interviews schedule to gather information from primary school teachers, Vice Principals, principals

The aim of this interview is to obtain information about the opinion of teachers the contribution of pre-school education on the academic achievement of grade 2 and 3 students.

Part One General Information

1. Name of school _____

2. Position: Teacher _____ principal _____ vice principal _____ status _____

1. What do they think that the main objectives of the pre-school education?
2. Is there any difference among children's who attend kindergarten, O class and Nonparticipant preschool in grade two and three students for their academic achievement? How?
3. Is there any difference among children's who attend kindergarten, O class and Nonparticipant preschool in grade two and three students for their literacy skill? How?
4. Is there any difference among children's who attend kindergarten, O class and Nonparticipant preschool in grade two students for their numeracy skill? How?
5. Is there any difference among children's who attend kindergarten, O class and Nonparticipant preschool in grade two and three students for their reading comprehension? How?
6. In your opinion which one pre-school is preferable by parents to send their child? Why?

7. Is there any difference among children's who attend kindergarten, O class and Nonparticipant preschool in grade two and three students for their class participation and teaching learning process? How?

8. Do you think that the effects of preschool continue through grade three? How?

9. Is there any difference in survival rate and daily class attendance among the three groups (kindergarten participant, O class participant and Nonparticipant?) How?

Appendix B

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF BEHAVIORAL STUDIES

CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Interview schedule to gather information from curriculum expert and supervisor

The aim of this interview is to obtain information about the opinion of supervisors and primary School principals on the contribution of pre-school education on the academic achievement of grade 2 and 3 students.

Part One General Information

1. Name of school _____
2. Position: Expert _____ supervisor _____ Status _____

Part two Interview for Curriculum Experts and supervisors

1. Do you think there is difference in their academic achievement in grade two and three students among children who attend kindergarten, O class and nonparticipant in preschool children? How?
2. What is the relationship between preschool and grade two and three literacy skill?
3. What is the relationship between preschool and grade two numeracy skill?
4. Is there any difference on learning process among children who attend kindergarten, O class and children with no preschool attendance in grade two and three? How?
5. Is the effect of preschool attendance continuing through grade three? Which one has high effect from kindergarten and O class? How?
6. Who is attorney of preschool children in woroda? Who is stakeholder of preschool? How is the system of monitoring and controlling?
7. What is your suggestion to link preschool to grade two and three students?

የኒቨርስ-ቴክኒካል ስኬት

መርሐግብሪድ ሕረምረቻ

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ዓይነት መሥሪታት ስርዓት ማህተም ህርት ስርዓት ባህሪ

2ይን

ጓይን ክፍሊ ንፍይት ማህተም ህርት ውፅኢ ተምህርት ምህላቃለ-መሕትት ስርዓት ማህተም ህርት ስርዓት ባህሪ

ሑፍዘድሊ መረዳኢታንምእካብእዩ።፡ካብተሳተፍቲዝእከብመረዳኢታንትምህርታዊረብሓጥራሕዝውዕልይኸውን።፡
ተሳተፍቲነቶምዝቀርብሎምቃለ-መሕትትብጥንቻቀንብቅንዕናንመልሲንክህብሎምብትሕትናንሓትት።፡

ቅድሚያመልሲምሃብኩምነቲመምርሒንሕድሕድሕቶንብጥንቃቀብምንባብንብምርዳእንመልሲምሃብንተወሳኪመብራህር
ሂዘድልዮካብሓታቲአካልመብራህርሂምሕታትንዮድሊ።፡

ብእትንብርዎምትሕብባርእዚመፅናዕታዊፅሑፍፍትሓዊንበዓልሙሉእሓበሬታንጠቓምንይኸውን።፡

ስለዚተሳተፍቲካብዘለኩምክቡርግዜተጠቂምኩምነዚቻለ-
መሕትትብቕኑዕልባናክትምሉስለይንክተብራህርሁለይንይላቡ።፡

ብውልቀዝሃብክምዎመልሲብጥሙርዝትንተንንሚስጥራዊነቱሕሉውምኳኑንከረጋግፀልኩምይፈቱ።፡

1. ኣብመንጎመዋእለህፃናትዝተምሃሩንኦክፍሊዝተምሃሩንቅድመስሩዕዘይተምሃሩንኣብ2ይን

3ይንክፍሊናይትምህርቲውፅኢቶምኣፈላላይይህሉዶ? ከመይይግለፅ?

2. ቅድመስሩዕመትምህርትንክእለትምንባብንምፅሓፍን 2ይን 3ይንክፍሊእንታይዝምድናኣለዎም?

ቅድመስሩዕካብዘይተምሃሩዘለዎፍልልይክ? ከመይ ?ኣብርህርህ/ሂ

3. ቅድመስሩዕመትምህርትንክእለትሒሳባዊስልሒት 2ይንክፍሊእንታይዝምድናኣለዎም?

ቅድመስሩዕካብዘይተምሃሩዘለዎፍልልይክ? ከመይ ?ኣብርህርህ/ሂ

4. ኣብመንጎመዋእለህፃናትዝተምሃሩንኦክፍሊዝተምሃሩንቅድመስሩዕዘይተምሃሩንኣብ2ይን

3ይንክፍሊናይትምህርቲዓቅሚፍልጠትንኣብከይዲምምሃርምስትምሃርዘለዎሓጋዝነትንከመይይግለፅ?

ብኣዎንታንብኣሉታንዝግለፁነገራት?

5. ፅልዋናይቅድመስሩዕትምህርቲክሳብ 3ይክፍሊይዘልቅዶይመስለኩም? ከመይተብራህርህዎ?

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Appendix C –Sample letter measuring Reading fluency and Reading comprehension

Early Grade Reading Assessment grade 2

AminaHagos Primary school

□□□□.□1/16/72/2012 Date 5/5/2012 E.C

Dear Hawzien Woroda Education Office Hawzien

Subject It concerns about Reading fluency and Reading comprehension of students::

As stated in the above subject the reading fluency and reading comprehension of grade two students in the academic year 2012 E.C first semester based on EGRA measurement is listed in the following table ::

Sincerely

Girmay Gebretsadik

Principal

CC

➤ Cluster supervisor

Grade 2 Section A

Ro. No	Full Name	sex	Age	Reading fluency in 60 second	%	Reading Comprehension/ from	%	Remark
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				ds		10		
1	Haregewyni Gebrehiwot Entahabu	□□	8	33	55	4	40	Need help
2	Hiyab Amdom Gebreyohans	□□	8	48	80	5	50	Need help
3	Hidasie Yirgalem Gebrehohans	□□	8	53	88	8	80	Good
4	Liwam Haylay Tesfay	□□	8	22	36	4	40	Need Help
5	Mehamed Abdelkadir Sied	□□	8	38	63	6	60	Satisfactory
6	Merhawit Gebrejiworgis Gebru	□□	8	45	75	7	70	Satisfactory
7	Mussie Tesfay Gebremedhin	□□	8	50	83.3	7	70	Satisfactory
8	Michaele Gebreslassie Amare	□□	8	68	113	10	100	Excellent

Appendix D

Save the children measurement numeracy skill for grade two interpreted from Tigrigna

Save the children

Assessment of grade two numeracy skills

Data collector name _____ Date _____

Student name _____ Code _____

Grade _____ Section _____

School name _____ Sex _____ Male _____

Female _____

General Instruction's

The objective of this assessment is measuring grade two students how they grasp the standard numeracy skills to the predetermined grade. The questions have been categorized

in three domains to measure numeracy skill standards. We will fill the result of each students on the given registration card as

1. Master
2. Developing
3. Not yet mastering

At the end we will register the number of children as master, developing and not yet for each domain skill. To minimize weariness we should have ask the children as game to relax and engross.

Instruction	Result ?/6	Evaluation		
		M=Master 6/6 or 5/6	D=Developing 4/6 or 3/6	NY=Not yet mastering Below 2
1.1	6			
1.2A	6			
1.2B	6			
1.3	6			
1.4	6			
1.5A	6			
1.5B	6			
1.5C	6			
2	6			
3A	6			
3B	6			
	66			

1. Numbers and computation

1.1 Counting related questions

Answer the following questions attentively

1. Count 25 pebbles
2. Fill the blank by skipping 5 strides. 5:10:15:__:____;____;____;____
3. From the given numbers identify the largest and smallest numbers. 89,24,49,94
4. Arrange the following numbers from small to largest. 80,60,10,23
5. Count 0 pebbles
6. Fill the blank by skipping 2 strides. 2;4;6;__;____;____;____

2. Number Related questions

A. Identify the following numbers. 16 46 10 83 21 57

B. Fill the missed numbers

1. 17; _____; 19

2. 2. _____; 3; 4

3. 3. _____; 99; 100

4. 54; 55; _____

5. 5. _____; 30; 31

6. 6. _____; 46; 47

1.3 Numerical order

Fill the next pattern

1. $\square \triangle \square \triangle \square$ _____

2. $\square \triangle \triangle \square \triangle \triangle \square$ —

3. 0; 0; 1; 0; 0; 1; _____

4. 77; 1; 77; 1; 77; 1; 77; 1; _____

5. 1; 2; 1; 2; 1; 2; 1; _____

6. D; +; D; +; D; +; D; _____

1.4 Numerical Digits

In the following given numbers identify the digit that indicates. 54 73 29 67
82 38

1.5 computation numbers

A. computation the following given numbers

1. $14+5=$ _____ 2. $16+23=$ _____ 3. $26+34=$ _____ 4. $38-5=$ _____

_____ 5. $26-13=$ _____ 6. $19-6=$ _____

B. computation the following given numbers

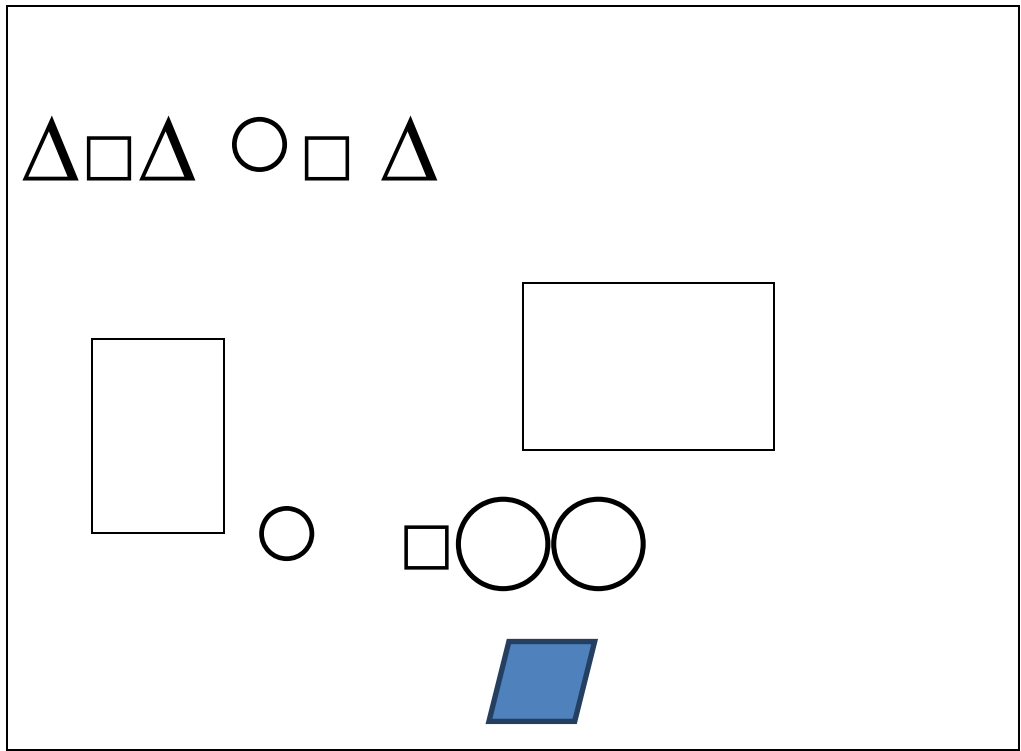
$1.4 \times 5 =$ _____ $2.9 \times 5 =$ _____ $3.1 \times 10 =$ _____
4. $25 \div 5 =$ _____ $5.10 \div 2 =$ _____ $6.21 \div 3 =$ _____

C. Word Problem

1. W/ro Lemlem had 10 sheep, if she added 6 sheep so, how much sheep she will have?
2. A cat has 4 extremities then, how many extremities have 5 cats?
3. Tesfay had 20 exercise books, if he shared 6 exercise books to his sister so with how much exercise he will leave?
4. Ato Adem had 24 cows; if he shared the cows to 6 of their children equally then how much will get each of them?
5. W/ro Abrehet had 6 cows, if each cow breeds 3 calves then, how much cattle she will have?
6. On one home there were 24 goats, if 16 goats go out of home how many goats remain in the home?

2. Geometric related question

1. From the listed figures identify the circle shape
2. List three examples that have circle shaped things in your surroundings.
3. From the listed figures identify the triangle shapes.
4. List two examples that have triangle shaped things in your surroundings.
5. From the listed figures identify the rectangle shapes.
6. List three examples that have rectangle shaped things in your surroundings.



1. Measurement related questions
 - A. Length, Weight, Volume related questions
 1. Describe three materials that used for length measurement in your surroundings.
 2. From the listed three things which one has the highest length? /by giving models/
 3. What are the measurements of fluid in your surroundings?
 4. Which one is preferable to measure the weight of an ox? /Meter, Kilogram, Litter/
 5. Choice quantity of powder to beak on full bread. (6 gram, 6 kilogram, 6 milligram.)
 6. If you thirsty a water to quench you're thirsty which quantity is preferable. / 1 liter, 1 milliliter, 1 milligram/

Appendix F-Grade 2 Numeracy skill measurement sample

Numeracy skill measurement
 □□□□□□□□□□

Grade 2 Section A

□□	□□□□□□	□□	□□□	□□ 66 □□□□□	%	□□□□
1	□□□□□□□□□□□□□□□□	□□	8	36	54	□□ □□□□
2	□□□□□□□□□□□□□□	□□	8	58	88	□□□
3	□□□□□□□□□□□□□□	□□	8	61	92	□□□
4	□□□□□□□□□□□□□□	□□	8	38	58	□□ □□□□
5	□□□□□□□□□□□□□□	□□	8	31	47	□□ □□□□□□
6	□□□□□□□□□□□□□□	□□	8	32	48	□□ □□□□□□
7	□□□□□□□□□□□□□□	□□	8	28	42	□□ □□□□□□
8	□□□□□□□□□□□□□□	□□	8	41	62	□□ □□□□
9	□□□□□□□□□□□□□□	□□	8	46	70	□□ □□□□
10	□□□□□□□□□□□□□□	□□	8	60	91	□□□
11	□□□□□□□□□□□□□□	□□	8	51	77	□□ □□□□
12	□□□□□□□□□□□□□□	□□	8	55	83	□□ □□□□
13	□□□□□□□□□□□□□□	□□	8	40	61	□□ □□□□
14	□□□□□□□□□□□□□□	□□	8	53	80	□□ □□□□
15	□□□□□□□□□□□□□□	□□	8	57	86	□□□
16	□□□□□□□□□□□□□□	□□	8	63	95	□□□
17	□□□□□□□□□□□□□□	□□	8	34	52	□□ □□□□
18	□□□□□□□□□□□□□□	□□	8	42	64	□□ □□□□
19	□□□□□□□□/□□	□□	8	30	45	□□ □□□□□□
20	□□□□□□□□□□□□□□	□□	8	34	52	□□ □□□□
21	□□□□□□□□□□□□□□	□□	8	36	55	□□ □□□□
22	□□□□□□□□□□□□□□	□□	8	48	73	□□ □□□□
23	□□□□□□□□□□□□□□	□□	8	61	92	□□□
24	□□□□□□□□□□□□□□	□□	8	30	45	□□ □□□□□□
25	□□□□□□□□□□□□□□	□□	8	56	85	□□□
26	□□□□□□□□□□□□□□	□□	8	32	48	□□ □□□□□□
27	□□□□□□□□□□□□□□	□□	8	39	59	□□ □□□□
28	□□□□□□□□□□□□□□	□□	8	38	58	□□ □□□□
29	□□□□□□□□□□□□□□	□□	8	37	56	□□ □□□□
30	□□□□□□□□□□□□□□	□□	8	43	65	□□ □□□□
31	□□□□□□□□□□□□□□	□□	8	28	42	□□ □□□□□□
32	□□□□□□□□□□□□□□	□□	8	31	47	□□ □□□□□□
33	□□□□□□□□□□□□□□	□□	8	34	56	□□ □□□□
34	□□□□□□□□□□□□□□	□□	8	20	30	□□ □□□□□□
35	□□□□□□□□□□□□□□	□□	8	49	74	□□ □□□□
36	□□□□□/□□□□□□	□□	8	41	62	□□ □□□□
37	□□□□□□□□□□□□□□	□□	8	33	50	□□ □□□□

Appendix F sample of student measurement in school

ሊ.አብ ኦ ክፍሊ ዝተምሃሩ ዝርዝር 1ይ ክፍሊ ኣተውቲ 2010 ዓ/ም

ራጋ	ስም ተምሃራይ	ፆታ	ዕድመ	ዝነበረሉ ኦ ክፍሊ	መብርሂ
1	ሃይሉሽ ፀጋይ ሃይለቻኦል	ተባ	7	አሚና	
2	ማህሌት ግርማይ ገረቻኦል	እነ	7	አሚና	
3	ማህደር መብራህቲ ሓጎስ	እነ	7	ሐወዜን	
4	ሶልያና ተስፋይ ሃይለማርያም	እነ	7	አሚና	
5	ቅሳነት ተክላይ ገራሰ	ተባ	7	ሐወዜን	
6	ቢንያም ገ/ሄር ዮሃንስ	እነ	7	ሐወዜን	
7	ቤተሊሂም ሸፈራው ደምሴ	እነ	7	አሚና	
8	ብሩክ ገብረሂውት ሚሳው	እነ	7	አሚና	
9	ነጋሲ ተስፋይ ኣብረሃ	ተባ	7	አሚና	
10	አቤል አዕብሃ ሓዱሽ	እነ	7	አሚና	
11	አድያም ገብረመድህን ገብረሚካኤል	እነ	7	አሚና	
12	እየሩሳሌም ኣብርሃ በሪሁ	እነ	7	ሐወዜን	
13	ገነት ገብረሚካኤል ኪዳነማርያም	እነ	7	አሚና	
14	ናኦድ አዲስ ገዙ	ተባ	7	አሚና	
15	ዳናይት ገብረዮሃንስ መለስ	እነ	7	ፍረ-ሰማኢታት	
16	ምልእቲ ሓጎስ አረጋዊ	እነ	7	ፍረ-ሰማኢታት	
17	ሰሸንኦብ ገብረአንያ ትኩእ	ተባ	7	ሐወዜን	
18	ሸሻይ ሓጎስ ገብረኪዳን	ተባ	7	ሐወዜን	
19	ሮዳስ ቅዱስ ገብረየሱስ	እነ	7	ሐወዜን	
20	ተመስገን ዮሃንስ ገብረገርግስ	ተባ	7	ሐወዜን	
21	ነብያት ሓድጋይ ካሕሳይ	እነ	7	ፍረ-ሰማኢታት	
22	ምዕባለ አሰፋ ተክሉ	ተባ	7	ፍረ-ሰማኢታት	
23	ነፃነት ገብረጅወርግስ ሓጎስ	እነ	7	አሚና	
24	ናስር መርሕሴን ያሲን	ተባ	7	አሚና	
24	እምባይነሽ ሓጎስ	እነ	7	አሚና	
26	ክብርኣብ ግደይ ወረሰ	ተባ	7	አሚና	
27	የኣብስራ ሃፍቶም ገብረግዲቅ	ተባ	7	ሓውዜን	
28	ዮሃንስ ሃፍቲ ገብረገርግስ	ተባ	7	ሓውዜን	
29	ዳናይት ገብረጅወርግስ ኪዳነ	እነ	7	አሚና	
30	ዳናይት ፀጋይ ሓድጉ	እነ	7	አሚና	
31	ዳዊት ገ/ሄር ወሉ	ተባ	7	አሚና	
32	ፀጉ ገብረኪዳን ሓጎስ	ተባ	7	ፍረ-ሰማኢታት	
33	ፍረሂውት ሃፍቲ ደባልቀው	እነ	7	ፍረ-ሰማኢታት	
34	ሮዜና ብርሃነ ገብረሚካኤል	እነ	7	ሓውዜን	
35	ሙሉ ሰይፉ	ተባ	7	ሓውዜን	
36	ሮቤል ግሩም	ተባ	7	ሓውዜን	
37	ተመስገን ሃይለማርያም	ተባ	7	ሓውዜን	
38	ኣብርሃ ካሕሳይ	ተባ	7	ሓውዜን	
39	ኣክበረት ሙላት	እነ	7	አሚና	
40	አድያም ገብረዮሃንስ	እነ	7	አሚና	



ለአብ እ ክፍል ዝተምሃሩ ዝርዝር 1ይ ክፍል ኣተውቲ 2011 ዓ/ም

ሪጋ	ስም ተምሃራይ	ፆታ	ዕድሜ	ዝነበረሉ እ ክፍል	መብርሂ
1	ሃረገወይኒ ገብረሂወት እንታሃቡ	እነ	7	አሚና	
2	ሙሴ ተስፋይ ገብረመድህን	ተባ	7	ተባብኛ	
3	ማህሊት ገብረኪሮስ ገ/ሄር	እነ	7	ተባብኛ	
4	ምቅናይ ካሕሳይ ኣብርሃ	ተባ	7	ተባብኛ	
5	በረከት ገብረገርግስ አማረ	ተባ	7	ተባብኛ	
6	ብርክቲ ወላይ ኪዳነ	እነ	7	ተባብኛ	
7	ካፒታል ሙዑዝ አሚኒ	ተባ	7	ተባብኛ	
8	ዮሃንስ ካሕሳይ ወረስ	እነ	7	አሚና	
9	ጎይተኦም ሃይላይ ፀጋይ	እነ	7	አሚና	
10	ሊድያ ብርሃነ ገብረመድህን	ተባ	7	አሚና	
11	ቤቲ ወላይ ገብረእነንያ	እነ	7	አሚና	
12	ናትናኤል ገ/ሄር በርሀ	ተባ	7	አሚና	
13	ኖቤል እዕብሃ ገብረትንሳኤ	ተባ	7	ተባብኛ	
14	አርሴማ ኣብርሃ ወለማርያም	እነ	7	ተባብኛ	
15	አርሴማ ወለገብርኤል ኣብርሃ	እነ	7	አሚና	
16	አዶናይ አረጋዊ አሰፋ	ተባ	7	አሚና	
17	ክብሮም ሂወት አባዲ	ተባ	7	አሚና	
18	ይብራለም ፍፁም አለም	እነ	7	ሓውዜን	
19	ነጋሲ ገብረሃድታን ተስፋይ	ተባ	7	ሓውዜን	
20	አቤል ገብረመድህን ገብረሚካኤል	ተባ	7	ሓውዜን	
21	አቤል ፀጋይ ሃይሉ	ተባ	7	ሓውዜን	
22	ማህሊት ገብረማርያም ኪዳነ	እነ	7	አሚና	
23	እዮብ ተወላት ገብረሊባኖስ	ተባ	7	ሓውዜን	
24	ገነት ፀጋይ ገብርሂት	እነ	7	ፍረ-ሰማእታት	
24	ባቢሎን መዝገበ አሰፋ	ተባ	7	ፍረ-ሰማእታት	
26	ወይኒ ተስፋ ገብርሂት	ተባ	7	ፍረ-ሰማእታት	
27	ቅሳነት ገብረመስቀል ገብረቆርቆስ	እነ	7	አሚና	
28	ሃፍቶም ኪዳነ ወለሃወርያ	ተባ	7	አሚና	
29	ማህሊት ገብረኪሮስ ገ/ሄር	እነ	7	ፍረ-ሰማእታት	
30	ወዛም በላይ ባይሩ		7	ፍረ-ሰማእታት	
31	ማህሊት ተስፋይ ገ/ሄር	ተባ	7	ፍረ-ሰማእታት	
32	አዜብ ሂወተይ ተክላይ	እነ	7	ፍረ-ሰማእታት	
33	ሮዊና ካሕሳይ በላይ	እነ	7	ፍረ-ሰማእታት	
34	ፍቅር ፀጉ ዘነበ		7	ሓውዜን	
35	ዳናይት ጉዕሽ ታደሰ	እነ	7	ሓውዜን	
36	ጎይተኦም ግርማይ ወረስ	ተባ	7	ሓውዜን	
37	ዕዴና አረጋዊ ገብረማርያም	እነ	7	ሓውዜን	
38	ሃይለስላሴ ማህተም ገብሩ		7	ሓውዜን	
39	ገነት ፈለገ ገብረእነንያ	እነ	7	ፍረ-ሰማእታት	
40	ዮሃንስ ሓዱሽ ገብረመስቀል	ተባ	7	ፍረ-ሰማእታት	
41	ድሌት ብርሃነ ገብረገርግስ	እነ	7	አሚና	
42	ፍሬዘር ቸኮል ደስታ	ተባ	7	አሚና	



ደረጃ ክፍለ 2ይ ሀ

Grade 2 Section A

ጋ	ሙሉ-አ ሽም	ፆታ	ዕድሜ	አብላጫ ደቂቃ ዝተነበቡ በዝሒ ቃላት	%	አንቢብካ ምርጻእ/Reading Comprehension/ ካብ 10	%	ሪአቶ
1	ሃረገወይኒ ገብረሂወት እንታሃቡ	እነ	8	37	61.7	5	50	ሓገዝ የድልዮ
2	ሀያብ ዓምዶም ገብረዮሃንስ	እነ	8	63	105	9	90	ብ/ዕቡቅ
3	ሀዳሴ ዶርጋለም ገብረሃንስ	ተባ	8	56	93.3	10	100	ብ/ዕቡቅ
4	ልዋም ሃይላይ ተስፋይ	እነ	8	32	53.3	4	40	ሓገዝ የድልዮ
5	መሐመድ አብቃድር ስዒድ	ተባ	8	32	53.3	3	30	ሓገዝ የድልዮ
6	መርሓዊት ገብረጅወርግስ ገብሩ	እነ	8	43	71.7	5	50	ሓገዝ የድልዮ
7	ሙሴ ተስፋይ ገብረመድሀን	ተባ	8	26	43.3	0	0	ሓገዝ የድልዮ
8	ሚካኤል ገብረስላሴ አማረ	ተባ	8	42	70	7	70	ዕቡቅ
9	ማትያስ ተወልደ ካሕሳይ	ተባ	8	48	80	7	70	ዕቡቅ
10	ማህሌት ገብረኪሮስ ገ/ሄር	እነ	8	62	103	10	100	ብ/ዕቡቅ
11	ምቅናይ ካሕሳይ አብርሃ	ተባ	8	50	83	6	60	አዕጋቢ
12	ሮቤል ብረሃነ ኪዱ	ተባ	8	56	93.3	8	80	ብ/ዕቡቅ
13	ሮቤል ፍስሃ መብራሀቲ	ተባ	8	37	61.6	4	40	ሓገዝ የድልዮ
14	ሳሚኤል ሃይላይ ባራኪ	ተባ	8	53	88.3	6	60	አዕጋቢ
15	ሳሚኤል ተክላይ ገብረሂወት	ተባ	8	52	86.7	8	80	ብ/ዕቡቅ
16	ቃልኪዳን አክሊል ገብረጨርቆስ	እነ	8	76	126.7	10	100	ብ/ዕቡቅ
17	ቅድስት አዕብሃ ግብረስላሴ	እነ	8	31	51.7	2	20	ሓገዝ የድልዮ
18	በረከት ገብረገርግስ አማረ	ተባ	8	38	63	4	40	ሓገዝ የድልዮ
19	ቤቲ ሃይላይ ገ/ሄር	እነ	8	18	30	2	20	ሓገዝ የድልዮ
20	ብርክቲ ወላይ ኪዳኑ	እነ	8	32	53	5	50	ሓገዝ የድልዮ
21	ታሪኩ በሪሁ ገብረማርያም	እነ	8	29	48	3	30	ሓገዝ የድልዮ
22	ነጋሲ ተክላይ ፀጋይ	ተባ	8	53	88	8	80	ብ/ዕቡቅ
23	ኔላዊት ብርሃነ ዘ/ማርያም	እነ	8	63	105	9	90	ብ/ዕቡቅ
24	ሳሌም ሙሴ ደስታ	እነ	8	31	51.7	3	30	ሓገዝ የድልዮ
25	ካፒታል ሙዕ-ዝ አሚኒ	ተባ	8	53	88	7	70	ዕቡቅ
26	ክብረ ገብረሂወት ገብረኪዳን	ተባ	8	28	46.7	3	30	ሓገዝ የድልዮ
27	ኪዳን ገብረመድሀን ገብረዓዲቅ	እነ	8	52	86.7	6	60	አዕጋቢ
28	አቤል ዮናስ ፍፁም	ተባ	8	44	73	5	50	ሓገዝ የድልዮ
29	አባይ ረዘነ ገብሩ	ተባ	8	49	81.7	5	50	ሓገዝ የድልዮ
30	ኤልሳ አማረ ገብረዓዲቅ	እነ	8	48	80	5	50	ብ/ዕቡቅ
31	አማኒኤል ተወልደ ገ/ሄር	ተባ	8	41	68	4	40	ሓገዝ የድልዮ
32	አዜብ ሂወተይ ተክላይ	እነ	8	41	68	4	40	ሓገዝ የድልዮ
33	ይንገስ ናሁሰናይ አሰፋ	ተባ	8	36	60	3	30	ሓገዝ የድልዮ
34	ዳንኤል አብርሃ በላይ	ተባ	8	22	36.7	0	0	ሓገዝ የድልዮ
35	ዳናይት አለም ፀሃየ	እነ	8	51	85	8	80	ብ/ዕቡቅ

ክፍለ 3ይ ሀ

Grade 3 Section A

ሪ ኃ	ሙሉ-ላ ሽም	የታ	ዕ ድ መ	አብ ሓደ ደቂቃ ዝተነበቡ በዝሒ ቃላት	%	አንቢብካ ምርጻእ/R eading Compreh ension/ ካብ 10	%	ሪእ.ቶ
1	ሃይሉሽ ፀጋይ ሃይለቻኦል	ተባ	9	68	97	9	90	ብ/ዕቡቅ
2	ሀንሃ እዕናኑ ዕቡይ	እነ	9	73	104	4	40	ሓገዝ የድልዮ
3	ሀንሃ ይብሪሀ ካሕሳይ	ተባ	9	36	51	4	40	ሓገዝ የድልዮ
4	መቅደስ ዮሃንስ ደስታ	እነ	9	42	60	4	40	ሓገዝ የድልዮ
5	መንግስታአብ ተስፋይ ነጋሽ	ተባ	9	48	68.6	7	70	ዕቡቅ
6	ሚልካና አብርሃ ገብረሃዲቅ	እነ	9	59	84	8	80	ብ/ዕቡቅ
7	ሚኪኤል አብርሃ ቅብአቱ	ተባ	9	44	63	5	50	ሓገዝ የድልዮ
8	ማሀሊት ግርማይ ገረቻኦል	እነ	9	52	74	7	70	ዕቡቅ
9	ማሀደር መብራህቱ ሓጎስ	እነ	9	57	81	7	70	ዕቡቅ
10	ማሀደር አዕብሃ ገራሰ	እነ	9	49	70	6	60	እዕጋቢ
11	ማሀደር ገብረሚካኤል ተወሱ	እነ	9	49	70	6	60	እዕጋቢ
12	ማትያስ ኪሮስ አለሙ	ተባ	9	51	72.8	7	70	ዕቡቅ
13	ማዕበል አረጋዊ አስመላሽ	ተባ	9	39	55.7	4	40	ሓገዝ የድልዮ
14	ሚላት ካሕሳይ ወረስ	እነ	9	43	61	5	50	ሓገዝ የድልዮ
15	ረዊና ብርሃን ገብረሚካኤል	እነ	9	29	41	3	30	ሓገዝ የድልዮ
16	ሰላም ባህሩ ገብረመስቀል	እነ	9	50	71	8	80	ብ/ዕቡቅ
17	ሰናይት ደባልቀው ብርሃን	እነ	9	54	77	8	80	ብ/ዕቡቅ
18	ሳሚኤል ሃይላይ ገብረመስቀል	ተባ	9	48	68	6	60	እዕጋቢ
19	ሳምራዊት ፀጋይ አረጋዊ	እነ	9	39	56	4	40	ሓገዝ የድልዮ
20	ሶልያና ተስፋይ ሃይለማርያም	እነ	9	78	111	9	90	ብ/ዕቡቅ
21	ቅሳነት ተክላይ ገራሰ	እነ	9	35	50	3	30	ሓገዝ የድልዮ
22	ቢንያም ገ/ሪር ዮሃንስ	ተባ	9	39	55.7	3	30	ሓገዝ የድልዮ
23	ቤተሊሃም ሽፈራው ደምሴ	እነ	9	54	77	4	40	ሓገዝ የድልዮ
24	ቤቲ ዕጋብ ወላይ	እነ	9	43	61	3	30	ሓገዝ የድልዮ
25	ብሩክ ገብረሂወት ሚላው	ተባ	9	64	91	7	70	ዕቡቅ
26	ብርሃን አዕብሃ ገብረመስቀል	እነ	9	44	63	6	60	እዕጋቢ
27	ነጋሲ ተስፋይ አብረሃ	ተባ	9	51	73	4	40	ሓገዝ የድልዮ
28	ኖቤል በሪሁ ዘርኡ	ተባ	9	70	100	9	90	ብ/ዕቡቅ
29	ኖቤል ብርሃን ተክለሃይማኖት	ተባ	9	66	94	10	100	ብ/ዕቡቅ
30	አርሴማ ገብሩ በርሀ	እነ	9	53	76	6	60	እዕጋቢ
31	አሮን ነጋሲ በርሀ	ተባ	9	89	127	10	100	ብ/ዕቡቅ
32	አቤል አዕብሃ ሓዱሽ	እነ	9	62	88.6	6	60	እዕጋቢ
33	አድያም ገብረመድህን ገብረሚካኤል	እነ	9	93	132	9	90	ብ/ዕቡቅ
34	እየሩሳሌም አብርሃ በሪሁ	እነ	9	55	78	8	80	ብ/ዕቡቅ
35	ወይኒ ዘሚካኤል ኪዳነማርያም	እነ	9	78	111	9	90	ብ/ዕቡቅ
36	ወይኒ ገብረመስቀል ግደይ	እነ	9	30	43	2	20	ሓገዝ የድልዮ
37	ያሬድ ገብረገርግስ ገብረማርያም	ተባ	9	41	59	4	40	ሓገዝ የድልዮ

ቁፅሪ አ.ሐ1/16/73/2012 ዕለት 5/5/2012 ዓ/ም
ናብ ቤት ዕሕፈት ትምህርቲ ሓውዜን ከይዲ ስራሕ ስርዓተ ትምህርቲ

ሓውዜን

ዋኒት-ብዛዕባ ክእለት ምንባብ ብደቀቃን ኣንቢብካ ምርዳእን ዝርዝር ፀብዓብ ምልእክ ይምልከት።
ኣብ ርእሰ ዋኒት ከም ዝተሓበረ ኣብ ዘመነ ትምህርቲ 2012 ዓ/ም ናይ ሳልሳይ ክፍለ/3ይ ክፍለ/
ክእለት ንባብን ኣንቢብካ ምርዳእን ብመሰረት ፈንተቀብ /EGRA/ መሰረት ዘለውዎ ደረጃ በቢ
ሴክሻንም ምስዚ መሰነይታ ኣታሓሒዝና ንልእክልኩም ኣለና።

ምስ ሰላምታ

ግርማይ ገብረዓዲቅ ርእሰ መምህር
ርእሰ መምህር ቤት ትምህርቲ ኣሚና ሓንሰ

ቅዳሕ
ንክላስተር ሱፐርቫይዘር

