

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHER'S PROFESSIONAL
DEVELOPMENT STUDIES

**The Contributions of Preschool Education on the First Cycle Primary
School Students Learning Process and Academic Achievement:
Implications to Curriculum Development**

**A Thesis Submitted To the School of Graduate Studies, Addis Ababa University, In Partial
Fulfillment of the Requirements for the Degree of Master of Arts in Curriculum and
Instruction**

By

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Addis Ababa University

School of Graduate Studies

Department of Curriculum and Teachers' Professional Development Studies

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Contents

Acknowledgment	I
List of content	II
List of table	IV
Acronyms.....	V
Abstract	VI
CHAPTER ONE	1
1.1. Background of the study	1
1.2. Statement of the problem	3
1.3. Objectives of the Study	4
<u>1.3.1. General Objectives</u>	4
<u>1.3.2. Specific Objectives</u>	4
1.4. Significance of the Study	4
1.5. Delimitation of the study.....	5
1.6. Limitation of the Study	5
1.7. Organization of the study	5
1.8. Definition of the terms	6
CHAPTER TWO	7
Review of Literature.....	7
2.1. Basic Concepts of Preschool Education.....	7
2.2. The Beginning of Preschool.....	10
2.3. Contribution of Preschool Education in Children’s Learning and Academic Achievement in School.	22
2.4. Preschool environment	24
<u>2.4.1. Preschool Teachers</u>	24
<u>2.4.2. The Curriculum</u>	27
2.5. Divergent views on the advantages of preschool	29
CHAPTER THREE.....	31
3.1 Research Methodology	31
3.2. Research Context or Setting.....	31

3.3. Sampling Techniques.....	31
3.4. Data Gathering Instruments	32
<u>3.4.1. Questionnaire.....</u>	33
<u>3.4.2. Interview</u>	33
3.4.3. Academic Achievement Test.....	33
3.4.4. Procedures	34
3.5. Methods of data analysis.....	34
Chapter Four	35
Data Analysis and Interpretation.....	35
4.2 Is there a relationship between preschool education and academic achievement of first cycle primary students?.....	35
<u>4.2.1 Comparing the achievement test result of students in grade one and two, with and without preschool attendance.....</u>	35
4.2.2 Contribution of pre-school education on the academic achievement and learning process.	40
4.3 does preschool education affect students learning behaviors such as: attentions effort, class participation and discipline?.....	41
CHAPTER FIVE.....	46
SUMMALRY, CONCLUSION AND RECOMMENDATION	46
5.1. SUMMARY	46
5.2. Conclusion	49
5.3. Recommendations.....	50
Bibliography	55
Appendix	

List of Tables

Tables	Page
Table 1: Research setting and participants of the study	31
Table 2: Compassion of the achievement tests results of students in grade one with and without preschool attendance	37
Table 3: compassion of the achievement tests results of students in grade two with and without preschool attendance	38
Table 4: proportion of students who scored the pass mark (50%) in each subject in grade one	39
Table 5: Proportion of students who scored the pass mark (50%) in each subject in grade two	40
Table 6: First cycle primary teachers' views regarding the contribution of preschool education on the academic achievement and learning process	43

ACRYNOMS

MOE Ministry of Education

UNESCO United Nation's Education Science and Culture Organization

ECE Early Childhood Education

EPPE Early Pre Primary Education

WPA Wisconsin Parent Association

Abstract

The purpose of this study was to explore the effects of preschool attendance on the academic achievement and learning process of first cycle primary school children. The research was survey type and descriptive in nature. One hundred twenty pupils from two first cycle primary government schools of Nifas Silk Lafto sub-city were selected on the basis of purposive sampling techniques. Achievement test were given to the students of grad one and two with preschool attendance and without it. A questionnaire for teachers of the schools and an interview for cluster supervisors, principals and curriculum experts were designed to obtain information about the children with preschool attendance and without such experience. After the collection and analysis of data, it was indicated that pupils with preschool education significantly outperforms their counter parts without such experience in both schools surveyed by the study. The paper concluded that preschool education equip children with pre-requite skills which make learning easier and faster. Children who have had preschool education tend to be more responsible and take active part in curricular and co-curricular activities than those who did not get it. The research recommended the critical importance of opening these institutions by the government and societies in different primary schools.

CHAPTER ONE

1.1. Background of the study

Education which is given in group setting to the age of round about three up to six years old children is called pre-school education (Chow hury and choushury, 2002). Pre-school education is designed to investigate and assist the mental, physical, emotional, linguistic, and also social upbringing. Different psychologist, educationists and policy makers have given different names to this type of education namely nursery school education, kindergarten education and pre-primary education etc. (Singh, 2007:8). Preschool education is also referred to nay systematic program in which young children participate before they do enter in primary schools that is designed to promote children's social, emotional, academic, linguistic, and literacy skills, and health and above all well being, (Justice and C.Vukelich , 2008).

The first six years life is highly significant. Children learn and feel during this time, particularly about themselves, will be foundational to the rest of their life. At this stage a child develops good relationship with the people around, (Hightower, 1999).

Pre-school education is the first step in child's educational journey. Early childhood experts have the opinion that attending high quality preschool program helps to promote children's social and emotional development and prepare them for primary education. Studies have shown that children who attended quality early education programs are more likely to have better test scores and grade. (Wana, 2010).

A great number of educators and researchers are of the view that early childhood education is highly beneficial for the children's cognitive and educational development and well being of young children in terms of their individual needs and characteristics. H.F. Page (1964) stated that during the normal preschool year, the child undergoes a distinct, although very gradual change. He seems to leave his boyhood completely behind, and if he is developing along suitable lines he emerges as a natural, likeable child whom it is a real joy to meet (Page, 1964:172). Gabriel is of the view that "by three children have turned the corner away from boyhood and are 'on the straight' with the kindergarten and the infant school a head of them. Before the year is out they begin to talk about

going to school and to look forward to it. Socially while children are happy to have two or three others around, each child is generally content to carry on with his individual activity, (Gabriel, 1964:172). Children learn many essential facts about the universe, people and objects simply by playing. Play may be seen, therefore as one of the miracles of childhood by means which children discover things essential to their well being and thoroughly enjoy the process of discovery. Play provides children with a variety of essential experiences: sensory, exploratory, emotional, and social experiences as well as experiences of mastery or achievement, (Gabriel, 1964:175).

At this stage of development, children learn and absorb information very rapidly, and do take keen interest in every type of new discovery. It is a well known fact that the most important years of learning are started at birth. At this stage, the brain of the child develops such imprints which will last for the rest of his future. The environment also has a great influence on the rapid development on the ideas grasping power and emotional skills of the young children.

The extensive studies which have been carried out on the high quality preschool education have long term fruitful effects on a child and especially for those who are weak in studies.

Pre-school share with partners the responsibility for promoting sound growth in a period when growth is rapid and important. Children come to pre-school endowed with inherent potentials. These potentials serve children in their progress from sensory experience to perceptual experience and to the acquisition of concepts. The protected environment of nursery schools allows children to orient themselves gradually to the realities of their world, by encouraging their expression of fantasy through play. A wide planned environment can direct children into acceptable behavior, emotional equilibrium, integrated development and progressive learning. Gardner summarized that children between three and six need a school experience that contributes to all aspects of their total development in effective programs for young children, whether they be called day care, laboratory nursery schools, private or cooperative nurseries, there are provisions in the form of physical plant, materials and equipment, program and especially, qualified personnel, which contribute to that total development (Garden, 1964).

Basic education in Ethiopia starts at age seven in primary schools. Nevertheless, child can join pre-primary schools between age three to six depending on the availability of the programs in their areas. Early childhood is structured in form of kindergartens and predominantly provided by the private

sector, nongovernmental organization, communities and faith based organization. The government has very limited intervention on this regard. The government does not run preschool education program essentially for two main reasons. While one explanation, as stated in the document is to enhance the involvement of private sector in the education sector, the second justification is maximizing the government effect in the other levels of sector. As a result of this the government's limits intervention; enrollment rate of preschool education has remained very low. In addition, primary education. Is currently taken as substitute for preschool education in most parts of the country. That's majority students are enrolled to primary education without having any exposure to preschool program.

Despite the fact that preschool education program incalculable important to children's cognitive development, public investment in this critical stage of education is currently almost none in the country. The majority of activities in this stage of education are rather left for private sector as a result it is obvious to see that the subsector is dominated by fee charging kindergarten in which children from low socioeconomic background do have very little opportunity to attend this critical stage of education.

1.2 statement of the problem

As indicated in the introduction and as elaborated in the review of literature, children in the preschool year's interests habits, attitudes and values are learnt `in addition children will be prepared for primary education especially in the development of basic skills such as reading, writing, numeracy and language learning. But the current condition in Ethiopia does not permit to provide the preschool education for the all children in the nation. Due to financial, material and human resource and other facilities, most of the students enter primary school without attending preschool. As a result the students have low achievement in oral reading fluency as well as reading comprehension. This existing problems need solution. Therefore it was useful to conduct that kind of study.

The purpose of this study was to find out the extent to which preschool education contributes to learning and academic achievement of students in first cycle primary education and to investigate the relationship between preschool and curriculum development. To conduct this research the following basic question were set to be answered at the end of this investigation.

1. Does preschool education contribute to students learning?
2. Is there a relationship between preschool education and academic achievement of first cycle primary students? And how it relates to curriculum development?

1.3 Objectives of the Study

1.3.1. General Objectives

The general objective of this study was to investigate the extent to which pre-school education affect the academic achievement and learning process of students in the first cycle primary education and its implication to curriculum development.

1.3.2. Specific Objectives

The specific objectives of this study are:

- a) To investigate the contribution of preschool education on the academic achievement of students in the first cycle primary school.
- b) To assess how the preschool attendance positively affects students behavioral learning such as efforts, class participation, attention and discipline.

1.4. Significance of the Study

Pre-school is an important stage which lays the foundation for the life-long learning and whole person development and serves as starting point of formal education (primary, secondary and tertiary) to form an entire spectrum of education. It is universally recognized that positive growth, learning and development of children depend on the quality of their early childhood experiences. It follows that it is equally important to recognize this fact and develop its role and link with the later stages of education, in particular with primary education.

Preschool has many important advantages for the future social and educational progress of a child unfortunately, in Ethiopia pre-school are not found in most part of the country, except in private

sector in the towns of regional states and zones. Due to this, the early years of the vast majority of children from low income backgrounds are not beneficiaries these children who have not got the chance to attend preschool education need solution to their problems. This study will play its part in finding some recommendation to the existing challenges to expand pre-school education services and its linkage with primary education. In addition, it adds some knowledge to the improvement of pre-school curriculum which paves the way for primary education in the first cycle.

1.5. Delimitation of the study

The study on the contribution of preschool education on the first cycle primary school students academic achievement and learning process would have been comprehensive had all the lower grades been considered. However, because of the nature of the study and subsequent requirements of material, financial and time, it is delimited to only grades one and two on Amharic, English and mathematics achievement tests. Due to constraints of time, and other resources, the dimension of this study was confined to two selected government owned first cycle primary schools in Nifas Silk Lafto Sub – City, namely, kotarty and Megabit 28 primary schools in Addis Ababa city administration.

1.6. Limitation of the Study

In studying the contribution of preschool to learning process and academic achievement of students the researcher has dual responsibilities, teacher in the school as well as researcher. Due to this, there financial and time constraint while conducting this research. Besides the problems of literature was another challenge. Moreover, unwillingness 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. Organization of the study

This study was organized into five chapters. Chapter one deals with introduction that consists of background, statement of the problem, general objectives, and specific objectives, significance of the

study, delimitation, limitation and definition of terms. In the second chapter review of literature was treated. The third chapter was covered research methodology which consists of research design, source of data, sample size, sampling techniques, and data collection instruments and data analysis. The result and discussion was treated in chapter four. Finally, the fifth chapter dealt with summary, conclusion and recommendation.

1.8. Definition of the terms

Academic Achievement: marks students obtain on teacher tests and exams or on learning tasks.

Curriculum: instructional plan that serves for the realization of the goals in an organized set of teaching experiences.

Curriculum content: generally speaking is understood as elements of information selected from the various fields of knowledge and systematized to constitute school objectives.

Curriculum materials: such as syllabus, textbooks, teacher's guide, teaching aids, and other materials which consists of strategies for implementing the curriculum, all valuable to schools teachers.

Early Childhood: the periods from three to six years.

Early childhood education: refers to the educational program intended to provide for children from 3-6 years, prior to their entry to primary school.

First cycle primary school: refers to the school from grade one to four.

Kindergarten: an educational set or section of a school system devoted to the education of children; usually from 4 to 6 years of age. Characterized by organized play activities having educational and socializing values.

Preschool: schools for children of age below formal primary school age. Usually refers to kindergarten and nursery schools.

Preschool education: refers to the education of children prior to the first grade of primary school and it helps to develop the children's potential for various aspects of development (physical, intellectual, emotional, social etc)

CHAPTER TWO

Review of Literature

2.1. The Concept of Preschool Education

Early childhood begins when the relative dependency of babyhood is over, and it extends around 3 to 6 years of age. Educators refer to early childhood years as “preschool age” to distinguish it from the time when the children are considered old enough both physically and mentally to cope with the work they will be expected to do when they begin their formal schooling. This period paves the way for effective learning and the child is prepared in all respects to profit from school.

To the psychologist, this stage is considered as the “pre-gong age”, the time when children are learning the foundations of social behavior as a preparation for the more highly organized social life that will be required to adjust when they enter the formal schooling. It is a time of rapid assimilation of new stimuli, experiences and ideas. It is the foundation for the child’s personality development. The major development occurring during early childhood years centers on gaining control over the environment.

Many psychologists refer these years as the “Exploratory age”, a level which implies that children want to know what their environment is, how it works, how it feels, and how they can be a part of it. At no other time in the life span is imitation of speech and actions of others more pronounced than during early childhood years. For this reason it is also known as “imitative age”.

Children show more creativity in their play during this period than at any other time in their lives. And also psychologists refer it as “creative age”. This is also termed as periods of “Plasticity” as the impressions that are made on the child’s mind at this point of time last throughout his life and thus influence his personality. As the rate of growth and development is fast, any stimulation along these lines will have its maximum effect during these years.

A preschool child is one who needs space to be vagarious, alone/or part of an active group, for his happiness, concern and self-expression. He need an understanding adult to help himself, to explore manually and verbally, and learn the lessons of life from both people and objects.

(Chowdhury and choudhury (2002:1-2).) The preschool education is defined by new world encyclopedia as education that focuses on educating children from the ages of infancy write six years old. The system of preschool education various widely, with different approaches, theories and practices with different school jurisdictions. The term preschool education includes such programs as nursery school, day care, or kindergarten which are occasionally used interchangeably, yet are distinct entities. While pedagogies differ, there is the general agreement that preschool is responsible for providing education before the commencement of statutory education. Preschool environments vary depending on whether their man focus is core of the children such as in a day care program, which nonetheless acts as a socialization experience that extends beyond the family and prepares the children for schools and those which were specifically designed to provide early educational experiences for young children, such as the kindergarten.

Early childhood education (ECE) is a branch of educational theory which relates to the teaching of young children up until the age of about eight. With a particular focus on developmental education, most notable before the start of compulsory education. (en.m.wikipedia/wikiearly childhood education)

According to UNESCO a preschool education is one that delivers educational content through daily activities, tuition and furthers a child's physical, cognitive and social development.

Early childhood (preschool) refers to the education that children obtain during early stages of their childhood early childhood is a crucial time period for the development of the mental functions of children. This development, including the emergence of the abilities and skills in areas such as language, motor skills, psycho-social cognitive and learning, is now known to be greatly influenced by exogenous factors, including the nature of the educational environment tow which the child is exposed during the first 6 to 8 years of life. (www.read.fsi.stanford)

Early childhood education is the education which focuses on children's learning through play, based on the research and philosophy of Jean Piaget. This meets the physical, intellectual,

language, emotional and social needs of children. (www.wikipedia.com/wiki/earlychildhood_education)

Kindergarten in Ethiopia

Kindergarten education is preschool preparatory education for children and take up to three years. in this program, children between the ages four to six years are afford fun-like education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers.

Kindergarten education requires high investments and trained man power. Teachers should have affective for children; educational and recreational materials have to be supplied; and there have to be facilities that allow children to rest when tires and to eat when hungry.

Although it cannot be claimed that having children pass through preparatory school has no benefit, it cannot equally be asserted that it should be mandatory. A part from identifying letters and numbers, children can informally learn from their parents what they would learn in kindergarten. Viewed from the perspectives of Ethiopians economic capacity, the opening of kindergartens involving massive expenditure cannot a top priority, as regular universal primary education has not yet been achieved. Thus, the opening kindergartens is an area that has been left for private investors and religious organization and for parents who can afford to pay the fees this doesn't mean the government does not involve the government indirectly supports the initiative for private kindergartens by preparing the curriculum as well by training kindergarten teachers.

If further, encourages such investors by offering them land at nominal lease rates. Thus, we find very many kindergartens established in various town and cities. These kindergartens are also afforded professional counsel and advice, when necessary, on how to improve their quantity and efficiency. In man y under developed countries in government does not provide kindergarten education. In fact, the developed countries introduces kindergarten programs only after they achieved universal primary and secondary education (Ethiopian education and training policy and its implementation, 1994)

Ethiopian kindergarten curriculum

The curriculum consists of the following learning area; relating with others; developing literacy; developing numeracy; interacting with their environment and exploring themselves i-e their body parts, their self concept, confidence and self-esteem and expresses themselves freely and independently. The learning activities should facilitate proper growth and development (curriculum framework for Ethiopian education KG- grade 12, 2010)

The concept of preschool education is almost the same to Ethiopian preschool education, that is, early childhood educating children and offering stimulating opportunities for exploring and learning.

2.2. The Beginning of Preschool

Early childhood education is a fairly new field, although it has old roots. For a long time, people believed that nothing important happened during the early years and that young children were not ready to learn write they entered formal schooling at the age of six. It was accepted that all children needed before, they were of school age was a home in which their physical needs were met.

Early childhood education grows out of a long, distinguished historical tradition. Knowledge of this history contributes to our understanding of where we are and where we are going, as well as helping us to understand where we have come from early childhood education as a specialization did not begin until the early nineteenth century however, many of the values and practices found in today programs were created by philosophers, writers and teachers of the past many of today's early childhood programs have their roots in what is referred as the humanistic tradition in education. Fenny Christenson (1987:10-11).

During the middle age, children were regards as small adults and given no special consideration or treatment. A specialized field of early childhood education could not a rise until the concept of childhood as a unique developmental period emerged in the sixteenth and seventeenth centuries.

Some notable people in history have significantly shaped through in today's early childhood education programs.

1. **John Amos Comenius:** 1592-1670 stressed the importance of educating children while they are young and can easily be molded. He also advocated learning by doing and may have been the first to advocate learning through play. He saw education as beginning at birth in the "school of the mother's knee" and extending throughout a life time of learning. Fenny, et al (1987:12).
2. **Pestalozzi:** (1746-1827) believed that education should be based on the natural development of children and that every child was capable of learning. He rejected the practice of memorization and advocated sensory exploration and observation he believed that children learned through self-discovery and could pace their own learning.

For Pestalozzi, preparation of the environment to resemble the home was of prime importance in setting the stage for children's experiential learning. He believed that a home like environment first and foremost created a climate of emotional security, the first principle of education'

Based on his view of natural development, Pestalozzi designed a carefully sequenced curriculum in which materials and instruction were matched to the child's level of development:

"I saw just as soon that in making these books, the constituents of instruction must be separated according the degree of the glowing power of the child; and that in all matters of instruction, it is necessary to determine with the greatest accuracy, which of these constituents is fit for each age of the child, in order on the one hand, not to load him and confuse him with anything for which he is not quite ready" (Pestalozzi L.Roopnorine and E.Johnson (2005:6) 1801/1900 P.26).

The other principle of his elementary education was that instruction should proceed from "the near to the far!" Beginning with learner's immediate experience, curriculum should gradually move to new objects and more remote contexts. In (cadwell, 1997, 2002, Edwards and Forman, 1998, 2005:6 L. Roopnarine).

Role of the teacher: for Pestalozzi, the relationship between the teacher and the student represented the foundation on which curriculum was built. Providing continuity with the mother-child love relationship as the child moved outside the home was central to the teacher's ability to

match curriculum to the child's level of readiness and too create an ever-widening circle of experience.

An extension of this love principle was Pestalozzi's idea that children were to be disciplined through their desire to please the teacher rather than through fear. (Wolf, 2002 in L. Roopnarine 2005:6)

He specifically warned against connected punishment to learning tasks, fearing that children might develop aversions to learning in this manner. He also eschewed the use of rewards, believing that they destroyed children's intrinsic motivation to learn. (Jutek, 1968 in L. Roopnarine 2005:6).

Pestalozzi's curriculum emphasized group rather than individual recitation and focused on such participatory activities as drawing, writing, and singing. Physical exercise, model making, collecting, map making, and field trips. Among his ideas, considered radically innovative at the time, were making allowances for individual differences, grouping students by ability rather than age, and encouraging formal teacher training as part of a scientific approach to education (Kate Silber, (2014).

Pestalozzi originated the idea of group instruction before his time, children recited memorized lessons individually to the teacher and then practiced them alone. He asked children to read, draw, and recite with one another, believing that they would motivate each other's learning, and also presented lessons to the whole group at once. ((Dow, 1975 in L. Roopnarine – 2005:6)).

Pestalozzi saw the home and school environments as continuous and closely linked. According to Pestalozzi's philosophy, the roles of parents and teachers were closely aligned. The nurturing attitude of the teacher and the language education, moral education, and physical education of the home were all essential to children's well-being (Heafford, 1967 in E. Johnson 2005:7)

Pestalozzi believes in obedience and disciplining the children. However, discipline should be based on love and understating. He therefore says, "Without it there is no education possible." The child must obey the teacher or parent, learn to respect; but only in case of necessity must an order be given. Thus, in Pestalozzian education there is balanced quantity of freedom and obedience of children, (chowdhury, 2002:99).

3. Friedrich Wilhelm (1782-1852)

By opening the first kindergarten in 1837, Froebel a German, created a profound change within the emerging field of early childhood education. Like so many other before him, Froebel was deeply concerned about children. Froebel believed that education must begin in early childhood. Froebel's educational ideas have been realized through preschool. He started kindergarten, which meant children's garden, where they may grow as naturally as plants under the care of an expert Gardner. He was a pioneer in attempting to create early childhood programs that were relevant, effective, and enjoyable. Froebel believed that a child's experience have a profound effect upon the development of an adult personality. He realized that individual differences in interests and capabilities should be considered in devising a curriculum, and that any educational curriculum had to be related to the child's own experience. Froebel proposed that play is a most important activity for that optimum development of child. The child's capacity can be fully developed through co-operation and joint activities. He believed that the child gets pressure in constructive work through which his ideas find concrete expression. As devised by Froebel, nature study occupies an important place in the child's curriculum. According to Froebel, materials for reading, writing, language, number and constructive work are all provided by nature study. (Chowdhury and Choudhury, 2002).

Froebel's philosophy of kindergarten mapped as follow:

Humans are creative beings. What separates us from other life forms is that we alter our environment more than simple tool building, our brains allow us to visualize in 3-dimensional and imagine a different future. True education must help children to understand their true nature as creative beings.

Play according to Froebel, is the engine that drives true learning play is not an idle behavior it is a biological imperative to discover how things work. It is happy work, but definitely purposeful. Froebel sought to harness this impulse and focus child's play energy on specific activities designed to lead them to create meaning from this experience.

Children can only learn what they are ready to learn. Each child is unique and develops according to their own schedule. Froebel believed that the growth of the child is directed by his

inner force. He regarded self-activity as a process by which the individual realizes his own world and then until and harmonize the two. Froebel works with each child's own rhythm but makes it purposeful and guides the child toward the group. He pointed out that trying to force knowledge into a young mind has been proven ineffective for centuries. It works for the short term (like cramming for a test) but does not produce lasting results.

Kindergarten was meant to be a prepared environment. Froebel recognized that one cannot control the child so he controlled everything. A prepared environment provides the teacher with proper tools and gives children the experiences that the teacher feels are most beneficial, leading the child's mind to the subject at hand. It feels less structured or forced, but it is actually extremely efficient.

According to Froebel activities are a window into a child's inner world. Activities in a prepared environment give children experience but also provide the teacher with sophisticated diagnostic tools to assess where a child is at developmentally. The verbal exchanges between teacher and student are a window into a child's mind. (<http://www.froebelfoundation.org/index.html>) .

Froebel's influence today:

As the founder of the kindergarten movement, Froebel is responsible for the kindergarten programs of many public and separate school systems today. "Invented by German educator Friedrich Froebel, kindergarten was design, mathematics and natural history inventing kindergarten uses extra-ordinary visual materials to reconstruct this successful system, which grew to become a familiar institution throughout the world by the end of the 19th century."(<http://www.members.com/Froebel/web/linepost.html>).

Froebel also invested gifts for the classroom; toys which help children recognize and appreciate patterns found in nature. They also help develop better eye and hand coordination and visual memory of the child. These gifts can be uses in many kindergarten classrooms today. These gifts are including: blocks, cylinders, spheres, tiles, balls, and rings to name a few. He envisaged that the gifts will teach the child to use his/her environment as an educational aids; they will give the child an indication of the connection between human life and life in nature; and finally that they will create a bond between the adult and the child who play with them. (<http://en.wikipedia.org/wiki/Froebelgifts>)

4. **Jean – Jacques Rousseau:** according to Rousseau, children should be allowed to be educated with his/her natural environment. Education is a lifelong process and in Rousseau's views only through experiences, children will be able to learn. He emphasizes on direct experiences, practical activity, and learning by doing and no verbal lessons. To him children do not pay little need to verbal explanation, nor do they remember them. In brief his philosophy or preschool education centers round the following main ideas: education should be child centered, through doing, teaching through things, use of very little books, sense training and play-way education (chowdhury and Choudhury 2002:97)
5. **Mario Montessori:** believed in the system of education as joyful process of “self-discovery” and “self - realization”. She emphasized the importance of structure in the learning environment of her students. The Montessori. Environment tends to be highly organized on the child's level. Much of the curriculum is composed of work with self-correcting, didactic materials. Those didactic materials, according to Montessori, must be simple, interesting, self-correcting, they emphasized the interaction between sensory-motor activity and cognitive development. Many of her equipment and materials involve puzzles, stacking blocks, and cards containing numbers and letters, which the child arranges in prescribed ways. An essential part of Montessori: program is that these materials be used in certain “Prescribed ways” only. Here, the child is not encouraged to explore the materials and play with them any way she wishes. The goal of the program is to have the child learn to use these materials in the prescribed manner. The teacher's role is highly structured, will demonstrate how the materials are to be used. Then the teacher watched the children as they try the materials, and notes the progress. Montessori: materials encourage sensor motor development, eye-hand coordination, and the development of concepts. The program's re encouraged learning letters, numbers, and many learn to read as well. Montessori: laid stress on the social development of children who learn healthy habits and social development of children who learn healthy habits and social behaviors in their “children's House”. In Montessori: programs, children are trained in clearing the rooms and arranging seats for meals. Montessori was aware of children's social needs and their roles in improving the society. In Montessori: methods, physical education is given important part and the motor and muscular development of children is believed to be efficient ‘Due to these development the skill of writing, drawing, walking, running will be improved.’

Educational principles underlying philosophy of Montessori: are given as follows:- she believed that education of child is from within education must help in the complete unfolding of the child's individuality. Suitable environment should be provided so that the child may grow and develop the potentialities that he has within him.

According to Montessori:, incentives are unnatural and any fore led efforts for developments are not natural she believes that every child is peculiar to himself. He progresses at his own speed and rate. Collective methods of teaching crush his individuality. She treats each child as a separate individual and recommends that he should be helped and guided in a manner that helps him in his proper growth and development.

Montessori: has shifted the emphasis from teaching to learning. She believes that self – education or auto – education is the only true education. She has devised the didactic apparatus, which attracts the attention of the children, keeps them busy, leads them to learn the powers of movements, reading, writing and arithmetic.

Montessori asserts that our senses are the gateway of knowledge. On their training and development depends the acquisition of knowledge throughout life? She pointed out that the senses are very active, between the age of three and seven and that a lot of learning takes place during this period. Montessori advocates that the sensory training is the key to intellectual development.

She replaces the word 'teacher' by the word 'directress' as she thinks that the function of teacher is to direct and not to teach. (Chowdhury and choudhury 2002:102-104, L.Roop Narine E.Johnson 2005:363-390).

Piaget's Constructivist Theory:-Piaget laid the ground work for a constructivist theory of learning according to this theory learning comes from within as the children construct their own knowledge. He believed that early childhood education includes encouraging exploration, manipulating objects and experiencing new environments. In this theory when young children encounter new information they attempt to accommodate and assimilate it. Accommodation involves adapting mental schemas and representations in order to make them consistent with reality. Assimilation involves fitting new information into their pre-existing schemas. Through

these two processes, young children learn by equilibrating their mental representations with reality.

6. Historical Roots of Early Schooling in Ethiopia

Two major traditions characterize the development of education in Ethiopia “traditional” and “western” systems. While Western educational ideas have flourished since the early twentieth century, the traditional approach has characterized Ethiopian education throughout the history of this ancient nation. This traditional system is deeply rooted in the Ethiopian Orthodox Church and is recognized as one of the oldest educational systems in the world. For centuries, orthodox churches, monasteries and convents were the only centers for formal learning from preschool through the university level. Traditional subjects of study in these programs included theology, philosophy, computation, history, poetry and music (Punkhurst, 1955; Wagaw, 1979).

At least for males, the importance of early education was recognized as early as medieval Ethiopia. During the medieval period, male children began attending church services at around age 4. At these services children began the first stages of formal education. The curriculum for children of this age consisted of primary of drill and practice of the alphabet. Mastery of the alphabet was followed by reading and recitation of religious texts that began with the Psalms of David.

During the nineteenth century, Swiss missionary Gobat provided one of the most thorough descriptions of early education in Ethiopia. In describing the more formal church education Gobat observed:

Having learning to read, they were required to commit the Gospel of St. John, and study several of St. Paul's Epistles and a number of homilies of St. Chrysostom; after which they were assigned the task of learning by heart the Psalm of David, the Widdase Mariam of Mary, and several prayers, and were supported to memorize long lists of Ge'ez words. After this they would sit at the feet of renowned masters who would explain to them the scriptures and other texts, including

traditional Ethiopian code of law. The course thus embraced seven years on chanting (music), nine years on grammar, and four on poetry.....after which the student had to face the scared hooks of the old and new testament (cited in Pankhurst, 1992).

As these examples illustrate, Ethiopia has a long history of didactic education provided almost exclusively to male children. By the end of the nineteenth century, a few changes emerged in the formal education of young children. The emperor of the country at that time, Menelike II (emperor 1889-1913), recognized that greatly improved education would be needed for a modern Ethiopian. In line with his aspirations, in 1908 Menelik established the first public school, called Menelic II primary and secondary school.

Eight years prior to the establishment of this public school, however, the first modern preschool (Kindergarten) was established in Dire Dawa, a town in the eastern part of the country. This kindergarten was created for the children of French consultants who were helping build Ethiopia's first railroad. Development of such programs was very slow compared to kindergarten expansion in other nations during the same period of time. From 1908 to 1974, for example 77 kindergartens were established in Ethiopia. Moreover, these programs provided education for only 7,753 out of the 3.5 million children aged 4-6. In addition, these kindergartens were limited to urban areas of the country and operated by missionaries, private organization, and the ministry of social Affairs and development. The federal government at that time paid little attention to early education since it was felt that scarce resources should be directed toward creating literate adults to run the emerging modern state (Negash, 1996; Pankhurst, 1986).

Following the socialist revolution of 1974, preprimary education was greatly expanded. As a result of the increased involvement of women in economic activities, the need for facilities to care for children becomes increasingly evident. This need resulted in the establishment of day care centers for early care and education. To meet the demand of for teachers at this level, a preschool teacher training center was opened in the capital city, Addis Ababa, in 1986. Additionally, at the ministry of Education, specialized departments that were responsible for the early childhood education were introduced. These included the departments of curriculum development, supervision and teacher education.

Early Education in Ethiopia Today

In 1994, Ethiopia formulates its new education and training policy (Negash, 1996). This policy addresses educational goals of the nation from kindergarten through the secondary level for the wide variety of educational program types through this policy the education of primary grade children has been given considerably more government attention than the education of preschool children.

Preschool Education

Since current resources are insufficient for providing even basic primary education to Ethiopian children, the ministry of Education (MOE, 2002) currently deemphasizes preprimary education. Nevertheless, recognizing the importance of quality education at this level, the ministry is currently strongly encouraging the involvement of private institutions and individuals to invest in education at this level. Thus, through nongovernmental organizations, missions, private individuals, religious institutions, and other organizations, a number of preschools are beginning to reemerge in urban areas. Only a very small number of parents, however, can afford tuition for their children to attend such programs.

The preschool teacher training institute (PTTI), established in Addis Ababa in 1986, is one of the few PTTI in the country. During the 3-month specialized training program at this institute, trainees engage in basic coursework emphasizing the preparation of preschool teaching materials courses were organized in 12 course modules that include: preschool pedagogy, child psychology health and nutrition, language development, pre-math, environmental education, arts and crafts, music, health and physical education, preschool management and administration, and play. Following this coursework, trainees engage in a short practicum with children using the materials they constructed through the modules.

In Ethiopia children that will usually attend kindergartens are of age between three and six. The three year program, known as Nursery, kindergarten1 (lower kindergarten - LKG) and kindergarten 2 (upper kindergarten - UKG) prepares children for their first year in primary school education. Kindergarten is considered the first year of formal education, although the child may have gone to preschool (MOE, 2002).

The early childhood years set foundations for life ensuring that young children have positive experiences that their rights guaranteed and that their needs for health, stimulation and support are not crucial to their well-being and development, in a context where family and community structures are constantly changing and countries are going through rapid social and economic changes, early childhood programs compliment the roles that parents and other care givers play in raising children during the early years. Early childhood care and education (ecce) programs not only benefit children's and families, they also have potential to reduce social inequality and benefit community and societies at large. The contribution of ecce to healthy development and future well-being of children who are particularly economically and socially disadvantaged have become a vital public issue in Ethiopia, with implications for government, families, business and NGOs .

According to study conducted by young lives on Ethiopian ecce showed that; well connived, good quantity early childhood education enhances children readiness for schooling, and and has a positive and permanent influences on late schooling and achievements.

Young lives data supported the finding that early education programs have potential to improve cognitive development and academic success.

Children who have experiences preschool tend to have better test scores, and are more likely to be in formal school than other children. Young lives data indicate that 18% of the children who attended preschool were reported to perform excellently in primary school compared to 10 % of the children who had not attended preschool education improves early entry and enrolment in, formal primary education and the grade completed; children who attend preschool tend to have competed a higher grade than those who did not. To encourage better learning, it is therefore both more efficient and more equitable to invest in education early; correcting failure later may not reduce the inequalities that result from unequal access to preschool education.

With this mind, in 2010 the Ethiopian government developed a national ecce policy frame work recognizing the significant of children's early experiences for their later developments. The policy have five key priorities; creating a coherent government structure. Structure which is which will assist in institutionalizing ecce and coordinating and stream ling ecce services increasing access to and equity in ecce service provision improving quality of ecce services; and

enhancing nationwide advocacy on the importance of ecce and establishing child protection mechanisms.

In addition the ecce policy has four basic pillars for the delivery of early childhood services; parental education; health stimulation programs from pre-natal up to 3 years; preschool / kindergarten from 4 to 6 years; and community-based non-formal school readiness programs. The framework acknowledges need to increase awareness of the importance of a good start in life and strong foundation for the later learning, which are often achieved through pre-school programs (MOE, 2010)

Early childhood education in Ethiopia is still predominately provided by the private sector NGOs and religious institution (Wolde Hana 2011; and Wolde Hana and Gebre Medhin 2012). A part from promoting ecce and providing technical support and quality monitoring, the government currently plays a limited role in providing preschool education.

The enrolment rate for pre-school education has remained very low, especially in rural areas of the country. This means that most children are enrolled in primary education without having experiences any preschool programs. Though the preschool enrolment is very small it has been, growing since 2003/4. However, the regional as well as urban rural disparities are still significant; clearly indicating the lack of expansion of early childhood education in Ethiopia is dominated by fee-charging nursery schools and kindergartens which are mainly accessed by children of middle-class parents living in urban and semi-urban areas as a result, enrolment is limited to urban areas and richer children.

Ethiopians education system faces numerous constraints one of the major obstacles is that the rapid expansion of the education system, particularly primary and above, has left a considerable financial gap between available funds and anticipated cost of investments needed to improve and maintain quality. This also has the effect of limiting the availability of recourses which are critical to support quality preschool education yet a growing body of evidence clearly demonstrates that investment in early childhood education yields big pay-offs and greatly improves subsequent psychosocial development as well as academic performance (Woldehanna and Gebremedhin, 2011)

2.3. Contribution of Preschool Education in Children's Learning and Academic Achievement in School.

Various researchers have indicated that children with preschool experience learn and perform better in the lower grades of primary school than those without preschool experience. Foster and Headley's, (1959) stated that children with KG training tend to make relatively more rapid progress in the first grade than those who have not attend preschool further, they pointed out that in grade one through three, children who attended KG show a marked advantage in both reading speed and comprehension.

- Various studies (Nelson, 1983; Dixon, 1986; Myers, 1997) indicated that children at the first grade level, especially at the beginning of the year are susceptible to some emotional disturbances due to a new and strange social environment they face. This could have a negative impact on their adjustment and academic performance. Attending preschool education has a potential to minimize the problem and enhance school achievement. (Myers, 1997) stated that early childhood education programs are supposed to bridge gaps between home and school leading to better adjustment and performance in primary school.
- Widmer, (1970) explained that attendance in preschool may be a good foundation from which to carry on the later business of primary school however, he pointed out that the gains the child makes in actually engaging in formal reading, writing, and arithmetic subject place him/her a head of other children who do not receive the training has not been satisfactorily proven. In general, regarding the value of preschool program for the child's future success in primary school, he concluded that preschools are helpful in the child's transitions to more formal activities of the first grade program, and the later grades of the school. In line with this, (Dursaiye, as cited by Olatunji, 1990) noted that preschools may effectively prepare children for successful participation in primary school.

The role of preschool education on children's academic performance is also indicated in other studies demonstrating that a large proportion of children who attended preschool education perform successfully in primary school. (Olatunji, 1990) from her study on the effect of preschool attendance on the academic performance of primary school children pointed out that preschool education has positive relationship to primary school success she further explained that

preschool education is likely to contribute to the academic success in the formal education system. Or conversely a kind of safety measure against failure. Preschool education has come to be an important means of preventing failure and promoting success in primary schools (Filp et al, 1983; and Pozner, 1983)

The research conducted on the role of kindergarten experiences on the subsequent learning of children who attend preschool were apt to be successful than those children who did not attend preschool experience before entering first grade does make a difference in subsequent learning of young children(Grantham Mc Gregor (1983).

The research conducted in the Beles valley resettlement was conducted that the first grade children who attend kindergarten program generally perform better than those by reoffering to United States dept of health, education and welfare stated that various studies in the united states found out positive evidence about the impact of preschool education on children success in school, Lodetti and Pelamati; (1992). One of these study indicated that children who attended preschool program were less likely to be in remedial classes than children with no preschool children and pointed out that children with preschool education have higher levels of academic performance than children with no such preparation. Children who attended preschool education are more likely to complete high school and less likely to repeat a grade or to be places in a special education classes and children who attended preschool seem to be at more global advantage in school by virtue of having gained an important measure of social competence that enables them to progress in school and satisfy teachers requirements better than their peers who did not attend preschool, (ministry, 1983)

The research has shown that attending preschool has a great impact importance for a Childs to think, to be disciplined and be organized moreover, the children learn to speak well at early age and express themselves in various art forms, (Kondakov, 1977) all these, in turn contribute for their school success, (Margulariat and Cohen, 1984) and he pointed out that preschool experience will help to stimulate the child's thinking and offers many opportunities for experimentation, problems solving and the use of imagination, further more he stated that preschool education is important for the growth of ideas and for the stimulation of curiosity which may provide the basis for learning at a later age levels.

According to (Jarvis, 1969), pupil failure is greatest in the first grade and lack of preschool experiences is one of the major factors that contribute to children's academic failure. Preschool experiences has positive relationship to primary school success, as a result children with and without preschool attendance seems to perform differently (Olantunji, 1990) Children's preschool attendance seems positively related to their academic performance in primary school, especially for the first graders (Pozner, 1983)

2.4 Preschool environment

2.4.1 Preschool Teachers

Though the duration and quality of preschool teacher training vary from country to country based on the existing potential for the sector (Foster and Headley's, 1959), the importance of teacher training for preschools has been indicated by various scholars. (Gore and Kourey, 1964) explained that preparation for teaching in nursery school or KG needs a special kind of training, with emphasis on developmental learning and a background understanding of children and the entire program of early childhood education. Professional training helps a teacher of preschools to be competent identifying the possibilities and limitations of different materials with which a school may be equipped, to be skillful in arranging and caring for various materials to be skillful in employing methods which have proved most effective in teaching children and to give the necessary growth experience for children.

Teachers of preschool children are expected to possess knowledge of childcare and psychology, and educational methods teaching young children is both challenging and rewarding since the responsibility is directed to influence the lives of children from day to day during their most formative years. The results of teaching will have long range implications for the child, the family and the nation. So special training is required to make teachers to be smart and well informed to teach young children (Kuzin, 1972).

Regarding the importance of qualified and trained preschool teachers, Marquariat and Cohen (1965) stated that early childhood teachers must grow as thoughtful, professional person if the education of young children is to be vital and meaningful. (Hefferman and Toff, 1960) pointed

out that since a teacher is the major factor in how children adjust and learn in the KG the professional growth of teachers is essential to attain the desired objectives. They further explained that the training of teachers helps them to know the importance of the environment the KG provides and how equipment and materials contribute to the child's development. Moreover, regarding updating the knowledge and skill of preschool teacher, they argued that despite the years of preparation, teacher's education as a KG teacher is unending, just as the education of a physician or an engineer is unending.

Similarly, (Wills and Stegman, 1953) explained that teaching procedures changes consistently. As needs of society and the community change. Schools and teachers have the responsibility of keep in up with these change. As more and more is known about the child growth and development, methods of working with children and standards of expectations will undergo modifications. Through attending workshops, and visiting in other schools, the teacher can be constantly informed of educational progress.

The research conducted on the effect of pre-school education on primary school performance by Samuel Berlin ski, Sebastian Galiani and Paul Gertler in the case of Argentina showed that pre-school attendance positively affected student's behavioral skills such as attention, effort, class participation and discipline. The research explains the positive effect on behavioral skills provides evidence of possible pathways by which pre-school as might affect subs quart primary school test performance as pre-school education facilitates the process of socialization and self-control necessarily to make the most of class room learning. It stresses the importance of behavioral skills as cognitive skills to future success in life. (curie, 2001), (Blau currie, 2004, Heckmanet, al,2006 in Berlinki, Galiani and Gertler the study suggests that expanding pre-school education is an effective instrument to improve long term academic performance.

A case study conducted on the effect of pre-school education on academic performance in primary school in grad 1 student in Botswana, states that preschool education equips children with pre-requisite skills which make learning in grade one easier and faster for child so exposed (International journals of educational l development Vol. 22, no.2 pp.169-180 <http://hdl.handle.net/10311/722>.)

Preschool experience, compared to none enhances children's development. These effects are still evident for intellectual and social development during the early years of primary school.

The duration of attendance is important with an earlier start at age 6 and 7 and to improve independence, concentration and sociability at entry to primary school.

The quality of preschool centers is directly related to better intellectual, social and behavioral development in children and the effects persist in later assessment at age 6 years and above. The paper concluded that children who experience high quality preschool for a long duration have the most advantage in intellectual and social primary school. Overall preschool experience continues to influence children's development during the early primary school years. Children who attend effective, high quality preschool centers for a longer duration show better intellectual and social profiles by the end of grade 1 (effective provision of preschool education (EPPE) project: WWW.ioe.ae.uk/projects)

The Rationale for Linking Preschool Education and Primary Education

-UNESCO on "Action Research in family and early childhood" stated that the main purpose of linking preschool education and primary education is to ensure that there is a smooth transition for children from one level of learning to another. It must also be designed to stimulate children's interest in learning to prepare them for further stages in the educational process to ensure that certain basic skills are mastered and to do so in accordance with the child's mental and physical development. This is necessary in order to help to reduce failure in achievement and to help children to adjust to the environment and demands of school. Attention is also given to foundation skills such as preschool skills on reading, writing and numeracy as well as on language development before the child is subsequently exposed to the formal learning experience. A gradual and smooth transition from one stage of learning to another is essential to promote achievement in the primary school.

It is therefore necessary for continuity to be maintained between the two stages of development and education to avoid wastage, under achievement, drop-outs and absenteeism.

When the linkage is inadequate, problem may arise which militate against success in learning at the primary level of education. These include the child's inability to adjust to the primary school environment a failure to master the 3R's (reading, writing and numeracy)

According to UNISCO the expected outcomes of linkage are cited as follows:

- The smooth transition of children from early childhood experience to primary schools
- The improved preparation of children for primary education especially in the development of basic skills such as reading, writing, numeracy and language learning
- The development, happiness and success at school
- The reduction of drop-outs and failures at the primary level of education
- The reduction of educational expenditure in particular by removing the need for remedial measures
- The development of capable children who will eventually contribute to a society of educated, responsible and productive citizen.

2.4.2 The Curriculum

Curriculum development curriculum is a systematically planned and organized experience for learning in a formal school set-up and curriculum development is a process which reveals how curriculum is planned implemented and evaluated. Curriculum development refers to developing the plan education program including the identification and selection of educational objectives, the selection of learning experience the organization of learning experience and the evaluation of the educational program the curriculum can be realized through curriculum materials such as syllabi, text books, teacher guides, manuals and like which enable practitioners. Effectively to implement the curriculum after curriculum is implemented it is necessarily to evaluate the extent to which educational objectives are actually being realized by the program of the curriculum and instruction. Curriculum evaluation helps the specialist to compare the actual outcomes of an educational program with expected outcomes and helps one to arrive at a conclusion about a future action as an integral part of curriculum development Tyler, R.W (1949)

The curriculums of the preschool contribute to the children's physical development and expand their control of language. It should help them enter into their literary and musical heritage. Furthermore, it should help them express themselves aesthetically, understand quantitative and spatial relations, and establish satisfying relations with other children and adults (Hefferman and Todd, 1960).

In order to meet the above indicated objectives, related content should be included in designing the curriculum. In line with this, McCarthy and Houston (1980) suggested the content of preschool curriculum should comprise of basic learning in the areas of language, mathematics, arts, health and science social studies, music and physical education.

The education system in the preschool is not rigid or firmly established system. It is being constancy revised and improved up on in accordance with the latest scientific findings and experience of the best establishments (Lambert, 1960).

To prepare preschool children for later schooling or for primary school education, corrections and improvements should be made from time to time on the curriculum. The progress from preschool to primary education should be seen as a continuous process in children's total learning. Therefore, if the benefits of preschool education are to be carried over to child's learning in the primary school, the two sections must offer continuous learning experiences (Hefferman and Todd 1960). The main causes of inability to sustain the effects of preschool programs through the primary school years are the lack of continuity between the two types of experiences McKay and McKay, H. (1983).

In this regard it is necessary to evaluate the implementation of preschool and primary school curriculum in Ethiopian education without evaluate almost everything about education becomes matter of chance hoping that all is well. The following are importances of curriculum evaluation; it provides a basis for rational action; provides positive and certain direction to effort of both students and teachers; stimulates people to make desirable changes in contents and procedures; helps in the development of remedial procedures; serves as a basis for reporting, classification and grouping, and promotion and relation.

2.5 Divergent views on the advantages of preschool

The WPA fact sheet on “stand up for parental rights and responsibilities; oppose increased preschool, screening universal childcare and home visitation.” Pointed out that young children lack the physical, neurological emotional and social maturation to benefit from formal academics. Early academics are waste of time and money and worse often do lifelong damage to children who are normal but unready and as a result lose confidence and interest in learning while children who begin academic work at later ages generally do much better. Preschool programs such as head starts make the biggest difference for children suffering from social ills such as poverty and racism and presumably because they receive better nutrition and other benefits. Academic gains may be made during preschool or even full day five years old kindergarten evaporate third grade children whose birth day are shortly before the cutoff date for entering preschool or kindergarten and who therefore are younger than their class mates generally do less well academically and a larger percentage do not attend college. It continues its explanation that the major predictor of child’s academic success is not class size, teacher qualification time on task, size of school budget or features of their school facility. It is the child’s family. (www.homeschooling-wpa.org)

The paper which was written by, Finn Orfanos on “pre-k on a universal basis: perspectives from both sides of debate explain negative views on universal preschool as follows. Some people do not approve of universal pre-kindergarten as an educational system. Opponents of this program also reference key points that they believe are valid arguments against state-founded preschool for all. Educators who run private preschools are concerned about the possibility of losing students and having to close due to a universal program becoming available.

Others who are against the implementation of universal preschool are focused on the possibility that the program will be too expensive for states to operate without having to raise taxes.

Though universal is designed to increase the academic skills of young children, detractors argue that states which have implemented the program rank low over all in regard to student achievement tests at elementary level ([http:// www.essortment.com/all/universalpre](http://www.essortment.com/all/universalpre)).

In researchers point of view although the tuitions fee for preschool is very expensive its advantage is great. The children who attend a preschool program prior to starting primary education are better able to develop their social and academic skills than those who don't participate in preschool. But on the other side, the children in preschool should not be totally expected to learn academic subjects only, instead they should learn through playing.

CHAPTER THREE

3.1 Research Methodology

As mentioned earlier, the aim of this research is survey and explains the contribution of preschool to first cycle primary school students learning process and academic achievement. To obtain this information both quantitative and qualitative approaches were used.

3.2. Sources of data

In this study, the data was collected from teacher's students, school principal, supervisors and curriculum experts. The reason to consider these sources of data for the study was because they are actors and facilitators of teaching learning process.

Table 1 Research setting and participants of the study

No	Sample school	Respondents			Grade-1	Grade-2	
		School principals	First cycle primary school teachers	Preschool attended	Without pre school	Preschool attended	Without preschool
1.	Kotary Primary School (Gov)	2	10	15	15	15	15
2.	Megabit 28 primary school government	3	10	15	15	15	15

3.3. Sampling Techniques

The research population included a range of respondents namely, curriculum experts Addis Ababa education office, first cycle primary and preschool teachers, grade one and two students who attended preschool education and without preschool experience, principals of sample school, cluster supervisors of sample schools and two cluster supervisors form woreda 3 and woreda 10 in the same sub-city.

In order to select samples from target population, the researcher adopted purposive sampling. Among these schools in Nifas silk Lafto sub-city, two government primary schools and teachers of preschool and primary schools were included in the study employing purposive sampling. Seeing that, curriculum experts, school principals and cluster center supervisors were selected by employing purposive sampling and students from sample schools were selected by stratified random sampling. In stratified sampling, the population was classified in two, again, the strata based on a single criterion with preschool and without school attendance, then a simple random sampling is applied to select the samples from each stratum and the sub-samples are then put together to make the whole sample. The following steps were employed in selecting sample of stratified sampling

- 1) The researcher form strata based on preschool experience and without it.
- 2) Sample size was allocated among the strata; equal members were selected from each stratum. The allocation for each stratum was 30 students.
- 3) Then the researcher selected 30 students from each stratum in grade one and 30 students from each stratum in grade two.

In its totality, 152 respondents were selected from all the sample schools, cluster centers and preschools. That means, 120 grade 1 and 2 students, 20 first cycle primary school teachers, 5 principals, 3 cluster supervisors from sample schools and 1 cluster supervisor from woreda 3 and 1 from Woreda 10 in the same sub-city and two curriculum experts from Addis Ababa education bureau.

3.4. Data Gathering Instruments

There is a deep conviction that there is merit in using more than one instrument as they supplement each other to generate credible data. Accordingly, the researcher employed questionnaires, interviews and achievement test for grade 1 and 2 as tools of requisite information procurement.

3.4.1. Questionnaire

Questionnaire with closed-ended and open-ended items were developed for first cycle primary school teachers. A questionnaire consisted of teachers' bio-data, years of experience in teaching, items about behaviors and academic achievements of students who had attended preschool and without preschool experiences and the contribution of preschool on learning process and academic achievement of the students. After providing orientation, the questionnaire was distributed to 20 first cycle primary school teachers in sample schools.

3.4.2. Interview

To supplement information procured through questionnaires and achievement test the researcher adopted structured interview. An interview which contains nine consecutive questions was made with principals and cluster supervisors, seven questions for curriculum experts. The interview was conducted in order to compare their responses with results obtained in comparing the difference in academic achievement between children with and without preschool attendance.

3.4.3. Academic Achievement Test

To compare the academic achievements of students with and without preschool, the academic achievement tests were prepared for both groups in grade one and two. These tests were developed based on the syllabus and minimum learning competency set for grade one and two in Amharic, English and Mathematics subjects by Moe of Ethiopia the three subjects were selected Amharic is the mother tongue of the students in Addis Ababa and the language uses fiddle for reading, writing, English was selected as it is international language and uses English alphabet, and mathematic is selected because numeracy the basic thing for every subject the validity and reliability of the tests was checked by the computation of the split-Half (odd-Even) reliability coefficient of the achievement tests for each subjects.

By the split half method the reliability coefficient for Amharic, English, and Math was 0.97, 0.99 and 0.99 respectively.

3.4.4. Procedures

To ensure the validity of questionnaires prepared in English and Amharic. The researcher submitted questionnaires to the teachers and achievement tests were given to the students of Hana Primary School under the pilot study. Based on the feedback obtained from these respondents some modifications and improvements were made.

In addition to this, three data gathering tools, namely, questionnaires, and interview achievement test were triangulated for the purpose of enhancing the validity and verification of data generated. After all this, the questionnaires to sample preschools and first cycle primary school teachers were distributed and interviews were conducted with curriculum experts, principals and cluster supervisors of sample schools. The achievement test also given to students of sample schools in grade 1 and 2 with and without preschool experience.

3.5. Methods of data analysis

As far as data analysis is concerned, both qualitative and quantitative approaches were employed. Qualitative method was used to provide detailed description of the data to help the researcher explore and discover inherent facts. The data gathered through interviews analyzed qualitatively based on the narration of the theme responded from interviewee, while quantitative approach was meant for quantifying data gathered in terms of mean, standard deviation and percentages.

Chapter Four

Data Analysis and Interpretation

4.1 General Information

The primary focus of this chapter is to organize and classify raw data gathered through such instruments as questionnaires, interviews and achievement tests into specific patterns or categories; and then an attempt was made to turn the data into useful and meaningful facts or information there by providing answers to the basic research questions of the researcher.

4.2 Is there a relationship between preschool education and academic achievement of first cycle primary students?

The purpose of this section was to investigate the effect of preschool on the academic achievement of students in the first cycle primary school. The researcher analyzed the achievement tests which were given to students with and without preschool attendance in grade one and two. Questionnaires were distributed to first cycle primary and preschool teachers, interviews were conducted with school principals, cluster center supervisors and curriculum experts. The data collected from the respondents was analysed and assembled the data under each topic.

4.2.1 Comparing the achievement test result of students in grade one and two, with and without preschool attendance.

Different scholars had explained the value of preschool program for the child's future success in primary school. Similansky, (1977) pointed out that children with preschool education have higher level of academic achievement than children without preschool education. According to Olantunji, (1990), preschool experience has positive relationship to primary school success, as result children with and without preschool, attendance to perform differently. Children's

preschool attendance seems positively related to their academic achievement in primary school Pozner, (1983) under this research question the researcher analyzed the result of achievement tests of sample students as follows.

As it can be seen from table-2, in the achievement tests of Amharic, English and mathematics, the mean scores of students with preschool attendance were greater than the mean scores of those without preschool attendance. The same table indicates that in all cases the mean scores of students with preschool attendance were better than the mean scores of students without preschool attendance. The mean scores of students in Kotary primary with preschool attendance exceed the mean scores of those without preschool attendance by 17.6, 17.82, 4 in Amharic, English and Mathematics respectively in grade 1. In the case of Megabit 28, mean scores of those without preschool attendance was 26.13, 19.07 and 25.66 in Amharic English and Mathematics respectively. In grade 2 of Korary primary school, the mean scores of students with preschool attendance exceed the mean scores of students without preschool experience by 8.8, 23.33, 14.67 in Amharic, English and Mathematics respectively.

In the same grade level (grade-2) Megabit 28 primary school, the scores of students with preschool attendance exceeded the mean scores of students without preschool by 9, 22.53, 24.33 in Amharic, English and mathematics respectively. Statistically significant differences were observed between all sampled students with and without preschool.

Table -2 Comparison of the Achievement Tests Result of students in grade One and with and Without Preschool Attendance

Sample primary school	Subject area	Group	NR	Mean scores of grade One
Kotary Primary School	Amharic	P	15	90.67
		NP	15	73.07
	English	P	15	60
		NP	15	42.43
	Mathematics	P	15	57.33
		NP	15	53.33
Megabit 28 Primary School	Amharic	P	15	86.13
		NP	15	60
	English	P	15	76.40
		NP	15	57.33
	Mathematics	P	15	64.33
		NP	15	38.67

P= students with preschool attendance.

NP = students without preschool attendance

NR = Number of respondents

Table -3 Comparisons of the Achievement Tests Results of Students in Grade 2 with and without Preschool Attendance

Sample school	Subject area	Group	NR	Mean
Kotary Primary School	Amharic	P	15	72.8
		NP	15	64
	English	P	15	70
		NP	15	46.67
	Mathematics	P	15	70.67
		NP	15	56
Megabit 28 Primary School	Amharic	P	15	78.93
		NP	15	69.63
	English	P	15	68.70
		NP	15	46.17
	Mathematics	P	15	70.33
		NP	15	46

P= Students with preschool attendance

NP= Students without preschool attendance

NR = No of respondents

As it can be seen from Table -3, The proportion of students who scored pass mark in Amharic in Kotary in grade 1 is 100% for students with preschool attendance and 87% for the students without preschool attendance, In English 60% for the students with preschool and 33% for the students without preschool experience. While In mathematics 67% for students with preschool and 53% for the students without preschool attendance. In grade -2 in the same school 93% of students with preschool and 67% of students without preschool scored the pass mark in Amharic 73% the students with preschool and 40% of the students without preschool scored the pass mark in English and, 93% of the students with preschool and 60% of the students without preschool scored the pass mark in mathematics. In the case of Megabit 28 primary school in grade 1, 93%

of the students with preschool and 87% the students without preschool scored the pass mark in Amharic, 100% of the students with preschool and 73 without preschool scored the pass mark in English and 73% of the students with preschool and 33% without preschool scores the pass mark in mathematics. In this the same school in grade 2- 87% of the students with preschool and 73% of the students without preschool scored the pass mark in Amharic,73% the students with preschool and 40% without preschool scored the pass mark in English and 87% of the students with preschool and 40% of without preschool scored the pass mark in mathematics. In this comparison, the proportion of students who scored the pass mark in each subject is greater in the case of students with preschool attendance.

Table -4 Proportion of Students who scored the pass mark (50%) in each subject Grade one

Sample primary school	Subject Area	Group	NR	Mean scores of grade One
Kotary Primary School	Amharic	P	15	100%
		NP	15	87%
	English	P	15	60%
		NP	15	33%
	Mathematics	P	15	67%
		NP	15	53%
Megabit 28 Primary School	Amharic	P	15	93%
		NP	15	87%
	English	P	15	100%
		NP	15	73%
	Mathematics	P	15	73%
		NP	15	33%

P = Students with Preschool attendance

NP = Students without preschool attendance

NR = Number of respondents

Table-5 Proportion of Students who scored the pass mark (50%) in each subject Grade Two

Sample primary school	Subject Area	Group	NR	Mean scores of grade Two
Kotary Primary School	Amharic	P	15	93%
		NP	15	67%
	English	P	15	73%
		NP	15	40%
	Mathematics	P	15	93%
		NP	15	60%
Megabit 28 Primary School	Amharic	P	15	87%
		NP	15	73%
	English	P	15	73%
		NP	15	40%
	Mathematics	P	15	87%
		NP	15	40%

P = Students with Preschool Attendance

NP = Students without Preschool Attendance

NR = Number of Respondents

4.2.2 Contribution of pre-school education to the learning process and academic achievement.

Students with pre-school attendance can identify Amharic and English letters, numbers, read, write and have the skills of numeracy. Due to this, they can understand the learning mattering quickly and easily (theme 19) so that attending pre-school education reduces dropouts and failures at the primary level of education. Students with pre-school attendance are likely shaped in all aspects such as in acquiring basic skills of language, they develop self-confidence so that

this would paved the way for their higher academic achievements where as those without preschool will face a problem of self-confidence and their academic achievement is low. According to the Cohen and Gross as cited by (Nelson 1983) the stimulation of preschool programs in increasing the children opportunities to develop basic skills and activities is organized as prerequisite to good academic achievement. it's shown in table-6 mean of the teachers agreed that preschool attendance has a positive impact on later education of children (theme 9) facilitates the smooth transition of children from early childhood to primary schools (theme 14) early access knowledge and skills improve performance in the first year of primary education (theme12) improved preparation of children for primary education in the developments of basic skills such as reading, writing. Numeracy (theme- 15) and 95 % of teachers believed that students experience high quality preschool for a long duration, have the most advantages in the intellectual and social development (theme- 17). Most of the respondents suggest that when students enter primary school, it is necessary for the students to have the skills of writing, reading and numeracy. To realize these students who come to school without preschool attendance should be identified and supported to prepare them for primary education (Theme-20).

On the other hand when linkage between preschool and early grade primary education is adequate, the students will not be able to cope with early grade primary education and they score low academic achievement ; the students will be frustrated in the process of learning and lack of confidence; the students with without preschool attendance in the early grade will have lack of skill, writing, reading, speaking and numeracy these students without preschool experience hate learning and cannot learn easily and quickly. In addition to this, the absenteeism, drop out and repeaters increases (theme- 21).

4.3 Does preschool education affect students learning behaviors such as: attentions effort, class participation and discipline?

The purpose of this topic is to investigate the extent to which the pre-school education affect learning behavior of students. As Chowdhury and Chowdhury(2002) explained that a child who has had preschools experiences before joining the primary school adjust himself easily and

successfully in primary classes because of his early preparation. It's through better emotional control, developing proper habits, behavior and attitudes. Such pre-preparation in the pre-school helps him considerably in his subsequent education. So, pre-school education prepares a sound base for primary education (chowdhury and choudhury, 2002). Most of the respondents agreed that preschool attendance positively affects students learning behaviors such as attentions, effort, class participation and discipline (theme-11) and believe that the students experience have more interest in their learning (theme-10) in addition the respondents agreed that the development of positive attitudes, self- confidence, motivation and ability to learn and success at school are expected outcomes of pre-school education (theme-16). In (theme-19), the teachers expressed their view that students with preschool develops social communication highly participate in learning process than those without preschool education, give high value for learning and actively do their homework continuously than those without preschool(theme-19). According to information gathered from principals, cluster supervisors and curriculum experts, preschool education the develops skill of reading writing, numeracy and language development in preschool children; enable the children to recognize and interact with their environment and construct knowledge by themselves; develop social life with their peer group and adults; is a foundation state, to prepare the children for primary education.

Table -6 first cycle primary teachers' views regarding the contribution of pre-school education on the academic achievement and learning process

NO	Item	Very few		Less than		half		More than half		Almost all	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	How many of you students pay sufficient attention in class?	-	-	-	-	2	10	17	85	1	5
2	How many of your students put adequate effort into understanding your explanation?	-	-	2	10	1	5	15	75	2	10
3	How many of your students are well disciplined in the class room?	2	10	-	-	3	15	13	65	2	10
4	How many of your students regularly participate in class?	1	5	2	10	3	15	13	65	1	5
5	The proportion your students complete the homework regularly	-	-	-	-	2	10	14	70	4	20
6	The proportion students take active parts in curricular and co-curricular activities.	4	20	4	20	6	30	4	20	2	10
7	The proportion students ask more question during the teaching and learning process	3	15	5	25	4	20	6	30	2	10

No.	Item	Strongly agree		agree		undecided		disagree		Strongly disagreed	
		NR	M	NR	M	NR	M	NR	M	N R	M
8.	The students who attended preschool understand the learning material quickly and easily.	13	5	6	4	-	-	-	-	1	1
9.	Preschool has a positive impact on later education of child	14	5	4	4	-	-	1	2	1	1
10.	Children who have gone through preschool experience take more interest in their studies(learning)	8	5	12	4	-	-	-	-	-	-
11.	Preschool attendance positively affects student's behavioral skills such as attention, effort, class participation and discipline.	10	5	9	4	-	-	1	2	-	-
12.	Early access to knowledge and skills improve performance in the years of primary education.	17	5	2	4	-	-	1	2	-	-
13.	The attendance of pre-school education reduces dropouts and failures at the primary level of education.	12	5	5	4	2	3	-	-	1	-
14.	Preschool education facilitates the smooth transition of children from the childhood to primary school.	13	5	6	4	-	-	1	2	-	-
15.	Preschool improved preparation of the children for primary education in the developments of basic skills such as reading, writing, numeracy and language.	17	5	2	4	-	-	-	-	1	1
16.	The development of positive attitudes, self-confidence, motivation and ability to learn and success at school are expected outcomes of pre-school education.	11	5	7	4	2	3	-	-	-	-
17.	If the children experienced high quality preschool for a long duration, an intellectual and social development	12	5	7	4	-	-	1	2	-	

As it can be seen from table-6, about 65% to 85% the respondents agreed that more than half of the students with preschool attendance, pay sufficient attention to the subjects they learn; put adequate effort into understanding their teachers explanation(Theme-2); are well disciplined in class room(Theme-3); regularly participate in class (theme-4); complete the homework regularly(theme-5); take active parts in curricular and co-curricular activities and students ask more questions during the teaching learning process(Theme 6 and 7).

From the responses obtained from teachers students who have gone through preschool experiences take more interests in their studies. They are more responsible and complete the given assignments in time. Most of the students understand the learning material quickly and easily. The students attended preschool is confident and ask more question during teaching and learning process. Majority of the children participate actively in class room activities. Students who have the preschool experience do not feel shy, they are confident and have a number of playmates and so they don't hesitate participating in gamers or other co-curricular activities. They are also better in their adjustment with the teacher. This is due to the fact that teachers at preschool are affectionate and sympatric and children have had pleasant experience with them.

CHAPTER FIVE

SUMMALRY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

During preschool period interest, habits attitudes and values of the individuals are learnt children are active learners. They construct their own knowledge and understanding of the world through repeated interaction with people, materials in their environment. The more stimulating their environment and more opportunities they have to explore, to question, to experiment, to play, to symbolize.

Attendance of preschool creates conducive condition for the smooth transition of children from early childhood experiments to primary schools here the children will be prepared for primary education specifically in the development of basic skills such as reading , writing, numeracy and language development. Preschool education contributes its part fro the academic achievement and learning process of the students in the first cycle primary education and its implications to curriculum development. In order to achieve this purpose the following research questions were raised.

1. Is there a relationship between preschool education and academic achievement of first cycle primary students?
2. Does preschool education affect student's learning, class participation, attention and discipline?

The study was carried out in two first cycle governmental primary school of Nifas Silk Lafto Sub-city, Addis Ababa city administration. The source of data for the study was first cycle primary school teachers, principals, grades one and two students of the sample schools, cluster supervisors and curriculum experts of Addis Ababa education bureau.

In order to collect reliable and pertinent data, informants were selected on purposive bases. To collect the information, three different data collection instruments were used. These were:- a achievement tests of sample school students in grades one and two with and without preschool

attendance, questionnaires for sample schools teachers, interviews for cluster supervisors, principals and curriculum experts.

- 1) Regarding the first research question, that is the relationship between preschool education and academic achievements of first cycle primary students, the data was obtained from the respondents by academic achievements of the students in sample schools with preschool attendance and without such experience in grades one and two, the results were summarized below.

In the achievements tests of Amharic, English and Mathematics, the mean scores of students with preschool attendance, were greater than the mean scores of students with preschool attendance were significantly greater than the mean scores of students without preschool attendance. The mean scores of students in Kotary primary school with preschool attendance exceed the mean scores of those without preschool attendance by 17.6, 17.82 in Amharic, English and mathematics respectively in grade one. In the case of Megabit 28 primary school, mean scores of students with preschool attendance exceed the mean scores of those without preschool attendance by 26.13, 19.07, and 25.66 in Amharic, English and mathematics respectively. Regarding grade two students in Kotary primary school, the mean scores of students with preschool attendance exceed the mean scores of students without preschool attendance by 8.8, 23.33, and 14.67 in Amharic, English and Mathematics respectively. In the same grade two, in Megabit 28 primary school, the scores of students with preschool attendance exceed the mean scores of students without preschool by 9, 22.53, 24.33 in Amharic, English and mathematics respectively. Statistically significant differences were observed between all sampled students with and without preschool experience.

The same achievement test was explained by the proportion of students who score pass mark (50% was summarized as follows:- students who score pass mark in Amharic, in Kotary in grade one is 100% for students with preschool attendance and 87% for the students without preschool attendance in English 60% for the students with preschool and 33 for the students without preschool experience and 53% for the students without preschool attendance. In grade two in the same school 93% of students with preschool and 67% of students without preschool scored the pass mark in Amharic, 73% of the students with preschool and 40% of the students without preschool scored the pass mark in English and 93% of the students with preschool and 60% of

the students without preschool scored the pass mark in mathematics. In the case of megabit 28 primary school, in grade one, 93% of the students with preschool and 87% of the students without preschool scored the pass mark in Amharic 100% of the students with preschool and 73% without preschool scored the pass mark in English and 73% of the students with preschool and 3% without preschool scored the pass mark in mathematics. In this same school megabit 28 in grade two, 87% of the students with preschool and 73% of the students without preschool scored the pass mark in English and 87% of the students with preschool and 40% of the students without preschool scored the pass mark in mathematic in this comparison the proportion of the students scored the pass mark in each subject is greater in the case of students with preschool attendance.

According to the response obtained from first cycle primary teachers, cluster supervisors and principals and curriculum experts shows that attending preschool education reduces dropouts and failures at the primary level of education and students with preschool attendance are more likely in all aspects such as in acquiring basic skills of language, they develop self – confidence so that this would paved the way for their higher academic achievements where as those without preschool will face problem of self-confidence and their academic achievement is low. In this regard the respondents agreed that preschool has positive impact on later education of the child; facilitates the smooth transition of children from early childhood to primary school; and early access to knowledge and skills improve performance in the first years of primary education. On the other hand, when the linkage between preschool and early grade primary education is inadequate, the students will not be able to cope with early grade primary education and they score low academic achievement; the students will be frustrated in the process of learning and lack confidence. In addition to this, students without preschool experience have lack of skill of writing, reading, speaking and numeracy

Regarding the second research question, that is the extent to which preschool affects the learning behaviors was summarized as:-

Most of the respondents argued that preschool attendance positively affects students learning behaviors such as attention, effort, class participation and discipline and believed that the students with preschool experience have more interest in their learning. In addition, the respondents agreed that the development of positive attitude, self-confidence motivation and

ability to learn and success at school are expected outcomes of preschool education. The respondents in their view points that students with preschool develop social communication, highly participate in learning process than those without preschool education and give high value for learning and actively do their home work continuously than those without preschool experience; most of the students pay sufficient attention to the subject they learn; put adequate effort into understanding their teachers explanations; well disciplined in classroom; regularly participate in the class; take active parts in curricular and co-curricular activities and ask more questions during the teaching learning process. Students with preschool attendance understand the learning material quickly and easily. From the above discussion under the research questions it was observed that

- 1) Children with preschool education have higher level of academic achievement than those without preschool education and preschool experience has positive relationship to primary success, as a result children with and without preschool attendance performed differently.
- 2) It was shown that the development of positive attitudes, self-confidence, motivation, ability to learn and success at school are expected outcomes of preschool education.

5.2. Conclusion

The study should that the academic achievement test result of the students with preschool was significantly greater than those students without preschool experience. This is due to that the students with preschool had learned the skill of writing, reading, numeracy and language development and can understand their teachers' explanation easily and quickly while the students without preschool attendance will face problem of writing reading and numeracy. Most of these students are exposed to frustration in the process of learning and lack self-confidence. Here the main causes of inability of the student in early grade to perform successfully in their academic achievement are the lack of continuity between preschool education and first cycle primary education. Although c curriculum and syllabus is developed for preschool education at national level, practically due attention is not given to this foundation stage. To prepare preschool children for later schooling or for primary school education, improvement should be made from time to time on the curriculum and the progress from preschool to primary education should be

seen as a continuous process in children's total learning if the benefits of preschool education are to be carried over to child's learning in the primary school, preschool and primary must often continuous learning experiences. Preschool has enormous positive impact on the future social and educational life of a child that is why it receives so much importance in developed countries. In Ethiopia most of the preschool which are found in some towns are privately owned due to the high cost, preschools in the privately sector are beyond the reach of most low and middle income families. As a result, the early years of the vast majority of children from financially poor background are lost and wasted.

5.3. Recommendations

1. the alternative solutions for those students without preschool attendance is that the schools, parents, the community and education offices should strive to facilitate the conditions in which the preparatory or zero class and preschool is opened in each and every primary school this opening of preschool paves the way to link preschool education with first cycle primary school education.
2. It's suggested that teachers should be supported by specific training on how to teach children to read, write. This will support their ability to help children learn the fundamentals necessary for successful reading and writing.
3. It's suggested that as there is strong relations with child scores on letter sounds with their reading fluency and comprehension scores in language that we use alphabet, using letter sounds and fidel as building blocks for reading advantageous.
4. As most of students enter primary school without attending preschool, the content of the curriculum in grade one should incorporate the skills of reading of fidel, alphabet and numbers as prerequisites.
5. The contents of preschool curriculum should include the skills of reading and writing in a way which facilitates for the transition from preschool to primary education.
6. It is suggested that the curriculum of preschool and primary school curriculum should be linked. Preschool education should facilitate the smooth transition from preschool to primary education.
7. The curriculum should be revised timely after evaluation of curriculum.

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Appendix-A

Addis Ababa University College of Education

Department of Curriculum and Instruction

Questionnaire for first cycle primary school teacher:

First of all I would like to thank you for your willingness to fill this questionnaire. This is concerned on the contribution of preschool on the achievement and learning of first cycle primary school education. The purpose of this questionnaire is together information about the contribution of preschool on the achievement and learning of first cycle primary school education. Thus, this questionnaire has been developed hoping that the results could assist to make farther improvements. Since the reliability other information depends on the objectivity of your response, you are kindly requested to be honest and sincere. All your responses are confidential.

Thank you in advance for your cooperation

Direction

Put a “ ” Mark in the appropriate box that corresponds to your choice or write the information needed in Brief whenever necessary, please attempt all the items.

Part I Background Information

1. Name of the school _____ 2 Woreda _____
2. Sex:- Male Female
3. Age _____ Years
4. Educational qualification _____
5. Which subjects covered during your training in the institution?
Social science Natural Science
Mathematics Language Aesthetics

Health and Physical Education

It others _____

6. The subject(s) you teach _____

7. Number of periods you teach per week _____

Part II Information about Student's Behavior and Academic Achievements

Put a "✓" mark in the appropriate box that corresponds to your choice. Please attempt all the items.

No	Item	Very few	Less than half	Half	More than half	Almost all
1.	How many of you students pay sufficient attention in class					
2.	How many of your students put adequate effort into understanding your explanation?					
3.	How many of your students are well disciplined in the class room?					
4.	How many of your students regularly participate in class?					
5.	The proportion your students complete the home work regularly					
6.	The proportion students take active parts					
7.	The proportion students ask more questions during the teaching learning process					

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8.	The students who attend preschool understand the learning material quickly and easily.					
9.	Preschool has a positive impact on the later education of the child					
10.	Children who have gone through pre school experience take more interest in their studies (learning)					
11.	Pre school attendance positively affects student's behavioral skills such as attention, effort, class participation and discipline.					
12.	Early access to knowledge and skills improve performance in the first years of primary education.					
13.	The attendance of preschool education reduces drop-outs and failures at the primary level of education.					
14.	Preschool education facilitates the smooth transition of children from early child hood to primary school.					
15.	Preschool improved preparation of children for primary education in the development of basic skills such as reading, writing, numeracy and					
16.	The development of positive attitudes, self-confidence, motivation and ability to learn and success at school are expected outcomes of preschool education.					
17.	If the children experienced high quality preschool for a long duration, in intellectual and social development when they start school.					

Part III

18. Is there any difference in Academic achievement and learning process between children with preschool attendance and without preschool attendance in the first cycle primary education?

A. Yes

B. No

19. If your answer for question no “a” is “a” in what aspects they are differ?

20. What is your suggestion to link preschool education with early grades in primary education?

21. In your opinion, what will be the outcome when the linkage between preschool and early grade primary education is inadequate?

APPENDIX - B

በ አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምህርት ኮሌጅ የመምህራን ትምህርትና

የሥርዓተ ትምህርት ጥናት ትምህርት ክፍል

መጠይቅ: በአንደኛ ደረጃ አንደኛ እርከን መምህራን የሚሞላ

የዚህ መጠይቅ ዋና ዓላማ የቅድመ መደበኛ ትምህርት ለመጀመሪያ ደረጃ አንደኛ እርከን ተማሪዎች ውጤትና የመማር ሂደት ላይ የሚያበረክተው አስተዋፅኦን በተመለከተ መረጃ ለመሰብሰብ ነው። ከመጠይቁ የሚገኘው መረጃ ለጥናቱ መሣካት ከፍተኛ አስተዋፅኦ ያለው በመሆኑ ከታች የተመለከቱትን ጥያቄዎች መሠረት በማድረግ በቅንነትና በታማኝነት ተገቢውን ምላሽና መረጃ በመስጠት የድርሻዎትን ትብብር እንዲያደርጉ በመጠየቅ እርስዎ የጥናቱ ሙሉ ተሳታፊ መሆንዎንና የሚገኘውን መረጃ ለሌላ ሦስተኛ ወገን የማላስተላልፍና ለጥናቱ ብቻ የምጠቀምበት መሆኑን እየገለፅኩ ለሚደረግልኝ ትብብር ከወዲሁ በማመስገን ነው።

- ስም መጻፍ አያስፈልግም
- ለተጠየቀው ጥያቄ ምላሽ በመስጠት በትክክለኛ ቦታ (✓) ምልክት ያድርጉ
- ለሁሉም ጥያቄዎች ምላሽ እንዲሰጡ ይለመናሉ።

ክፍል አንድ

2. የት/ቤቱ ስም _____ 2. ወረዳ _____
3. ጾታ ወንድ ሴት
4. ዕድሜ _____
5. በመምህርነት የአገልግሎት ዘመን _____
6. የትምህርት ደረጃ _____
7. የሰለጠነበት የትምህርት ዓይነት _____
8. የሚያስተምሩት የትምህርት ዓይነት _____

ክፍል ሁለት

የቅድመ መደበኛ ትምህርት የተማሩ ተማሪዎችን ባህሪና የትምህርት ውጤታቸውን በተመለከተ፡-

ተ.ቁ	ነጥብ	በጣም ጥቂት	ከግማሽ በታች	ግማሽ	ከግማሽ በላይ	ሁሉም
1.	ምን ያህሉ በቂ ትኩረት ሰጥተው ይከታተላሉ?					
2.	ምን ያህሉ ተማሪዎችዎ የሚያስተምሩትን ትምህርት ለመረዳት በቂ ጥረት ያደርጋሉ					
3.	ምን ያህሉ ተማሪዎችዎ በሥነ ሥርዓተ የታነፁ ናቸው?					
4.	ምን ያህሉ ተማሪዎችዎ በተከታታይ የክፍል ተሳትፎ ያደርጋሉ					
5.	ከተማሪዎችዎ ምን ያህሉ የቤት ሥራቸውን በተከታታይ አጠናቀው ይሰራሉ?					
6.	ምን ያህሉ ተማሪዎችዎ በተጓደኝ ክበባት ይሳተፋሉ?					
7.	ምን ያህሉ ተማሪዎችዎ በመማር-ማስተማር ሂደት ብዙ ጥያቄ ይጠይቃሉ?					

ክፍል ሦስት: የቅድመ መደበኛ ትምህርት ለመጀመሪያ ደረጃ አንደኛ እርከን የሚያደርገውን አስተዋፅኦ በተመለከተ፡፡

ተ.ቁ	ነጥብ	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
8.	የቅድመ መደበኛ ትምህርት የተከታተሉ ተማሪዎች ትምህርታቸውን በቀላሉና በፍጥናት ይረዳሉ፡፡					
9.	የቅድመ መደበኛ ትምህርት መማራቸው በወደፊት ትምህርታቸው ላይ በጎ ተፅዕኖ ያደርጋል					

ተ.ቁ	ነጥብ	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
10.	የቅድመ መደበኛ ትምህርት የተከታተሉ ተማሪዎች ለሚማሩት ትምህርት ክፍተኛ ፍላጎት አላቸው።					
11.	የቅድመ መደበኛ ትምህርት መከታተላቸው በባህሪያቸው ላይ በጎ ተፅዕኖ በማድረግ ለትምህርታቸው የሚሰጡት ትኩረት፣ ጥረት፣ የክፍል ተሳትፎ ሥነ ሥርዓታቸው ክፍተኛ ነው።					
12.	የቅድመ መደበኛ ትምህርት በተመጣጣኝ ዕድሜ መማር ለመጀመሪያዎቹ የአንደኛ ደረጃ ትምህርት ምቹ ሁኔታን ይፈጥራል።					
13.	የቅድመ መደበኛ ትምህርትን መከታተል መጠነ ማቋረጥንና መጠነ መድገምን ይቀንሳል።					
14.	የቅድመ መደበኛ ትምህርት ወደ መጀመሪያ ደረጃ ትምህርት ለሚደረገው ሽግግር ምቹ ሁኔታን ያዘጋጃል።					
15.	የቅድመ መደበኛ ትምህርት ለመጀመሪያ ደረጃ ትምህርት የሚያዘጋጀውን የማንበብ፣ የመጻፍና የማሰላት ክህሎትን ለማዳበር ይረዳል።					
16.	አዎንታዊ አመለካከት፣ በራስ መተማመን፣ ራስን መግለፅ፣ የመማር ችሎታና የትምህርት ውጤት መሣካት የቅድመ መደበኛ ትምህርት ውጤት ናቸው።					
17.	ሕፃናት የትምህርት ጥራቱን በጠበቀ ቅድመ መደበኛ የትምህርት ተቋም መደበኛ የትምህርት ተቋም ለበቂ ጊዜ ከተማሩ ለአዕምሮዊና ለማህበራዊ ዕድገታቸው ተጠቃሚ ናቸው።					

ክፍል አራት:

18. የቅድመ መደበኛ ትምህርት በተማሩትና በተማሩት የመጀመሪያ ደረጃ አንደኛ እርከን ተማሪዎች መካከል የትምህርት ውጤትና የመማር ሂደት መካከል ልዩነት አለ ብለው ያምናሉ?

ሀ) አለ

ለ) የለም

19. ለ 18 ጥያቄ መልስዎ "ሀ" ከሆነ በምን አንጻር ይለያያሉ?

20. የቅድመ መደበኛ ትምህርት ከመጀመሪያ ደረጃ አንደኛ እርከን ጋር እንዲጣጣም በርስዎ በኩል ያልዎት አስተያየት ምንድነው?

21. የቅድመ መደበኛ ትምህርት ከመጀመሪያ ደረጃ አንደኛ እርከን ጋር ካልተጣጠመ ውጤቱ ምን ይሆናል ብለው ያስባሉ?

APPENDIX –C

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION DEPARTMENT OF CURRICULUM AND INSTRUCTION

Interview schedule to gather information from cluster supervisors and principals of primary school.

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 achievement and learning of first cycle primary school education.

Part One General Information

1. Name of school _____
2. Position: supervisor principal

Part two interviews

1. What do they think that the main objectives of the pre-school education?
2. How far do you think that the content of the content of the curriculum adequate to realize the objectives?
3. What sort of problems do you think that the pre-school face in its implementation?

APPENDIX-D

Interview for Curriculum Experts

1. In your opinion, do you believe that curriculum planners have adequate knowledge about preschool and primary education curriculum?
2. What is the relationship between preschool and primary school education curriculum?
3. Is there any difference on academic achievement and learning process between children with preschool and without preschool attendance in the first cycle primary education?
4. If your answer for question No “5” is “a”, in what aspects they differ?
5. What is the impact of preschool on young children’s intellectual, social and behavioral development?
 - Do these effects of preschool continue through the first cycle primary school?
6. In your opinion, how the problem of reading, writing and numeracy skills is resolved in first cycle primary school? (specially for grade one student)
7. What is your suggestion to link preschool education with first cycle primary education?

ክፍል አምስት: የሚከተለውን ምን ድምጻችሁን ከፍ አድርጋችሁ አንብቡ

ቤቢ የሰባት ዓመት ልጅ ሲሆን አባቱ አቶ ቡርቃ ይባላሉ። ቤቢ የሚኖረው ከእናትና አባቱ ጋር በአዋሃ ከተማ ነው። ቤቢ ትምህርቱን የሚወድ ዘወትር የሚያጠና ጎበዝ ተማሪ ነው። በዚህም እናትና አባቱ ይወዱታል። የሚፈልገውንም ይገዙለታል።

ክፍል ስድስት: ከዚህ በታች የጎደሉትን ሆሄያት ከሣጥኖች ውስጥ በመምረጥ አሟሉ።

ወ	ው	ዊ	ዋ	ወ	ዎ
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12. _____ ረ _____ ረ

15. ሰማያ _____

13. አ _____

16. አወ _____ ቁ

14. _____ በት

APPENDIX-F

የሁለተኛ ክፍል የአማርኛ ሙከራ

ምንባብ

ኪ.ኪ. የምትባል አንድ ሚዳቋ ነበረች። ኪ.ኪ. ከእናቷ ከሃቢና ከአባቷ ከሻረው ጋር በአንድ ጫካ ውስጥ ትኖር ነበር።

የኪ.ኪ. እናት ትንሽ ልጅ በነበረችበት ጊዜ ታደርገው የነበረውን ለኪ.ኪ. ታጫውታት ነበር።

እንዳንቺ ትንሽ በነበርኩበት ጊዜ በጫካ ውስጥ ብዙ ቦታ እየዞርኩ እጫወት ነበር። ስጫወት የምውልበት ቦታ ብዙ ሣር ነበረበት። ከጠላቶቻችን መደበቂያ በቂ ቦታ ነበረው። ጠላቶቻችን በቀላሉ አያገኙንም ነበር። አሁን በአንቺ ግዜ ግን ጫካው ተመነጠረ። እንደ ድሮው መጫወት እና መደበቅ አይቻልም። በማለት ለኪ.ኪ. አጫወተቻት።

ኪ.ኪ.ም የድሮውን የጫካ ሁኔታ እናቷ በነገረቻት መሠረት ማሰብ ጀመረች። አሁን ግን እንኳን መደበቂያ የሚሆን የሚበላው ሣር እየጠፋ መሆኑን ተረዳች።

ሳቢም ልጇን እንዲህ ስትል መከረቻት ከሠፈር እርቀሽ አትሂጂ ምክንያቱም ቀበሮ ይበላሻል። ስትጫወቺም በልኩ ይሁን ተጠንቅቀሽ አካባቢሽ ሠላም መሆኑን እያረጋገጥሽ ተጫወቺ አለቻት።

ኪ.ኪ. ቀበጥ ሚዳቆ ስለሆነች መዞር ትወዳለች። አንድ ቀን ጠዋት ከሠፈራ ራቅ ወዳለ ቦታ ሄደች። ከዚህ በፊት አይታው የማታውቀው የሠው ልጅ የዘራው የባቂላ ማሣ አየች። ባቂላው አብቦ ስለነበረ በብዙቀለሞች ያሸበረቁ አበቦችን አየች እንዲሁም የተለያዩ ቢራቢሮችንና ወፎች ድምፅ ሲጮሁ ሠምታ በጣም ደስ አላት። ወደ ቤቷም ተመልሳ ለእናቷ ያየችውን ነገር በሙሉ ነገረቻት። ሳቢው ከሠፈር ርቃ እንዳትሄድ በድጋሚ መከረቻት።

ለሚከተሉት ጥያቄዎች ከቀረቡት ምርጫ በምንባቡ መሰረት ትክክለኛውን መልስ ምረጡ።

1. የኪ.ኪ. እናት ስሟ ማነው?

ሀ. ሻረው	ለ. ሳቢ	ሐ. ካኪ
--------	-------	-------
2. የኪ.ኪ. እናት ኪ.ኪ.ን ምንባላ መከረቻት?

ሀ. ርቃ እንዳትሄድ	ለ. ተጠንቅቃ እንድትጫወት	ሐ. ሁሉም
--------------	------------------	--------

3. በአሁኑ ጊዜ ጫካ የጠፋው ምን ሆኖ ነው?

ሀ. ተመንጥሮ

ለ. ደርቆ

ሐ. መልስ የለም

4. ኪ.ኪ. ከዚህ በፊት ያላየችው ነገር ምን ነበር?

ሀ. የባቁላ ማሣ

ለ. የበቆሎ ማሣ

ሐ. የአተር ማሣ

5. ኪ.ኪ. ምን አይነት ሚዳቋ ነች?

ሀ. ጭምት

ለ. ቀበጥ

ሐ. አኩራፊ

ክፍል 2 በ 'ሀ' ክፍል የተሰጡትን በ 'ለ' ክፍል የተሰጡት ተከታይ ቃላት ጋር አዛምዱ

ሀ

ለ

_____ 6. ሳቢ

ሀ. የሚበሩ

_____ 7. ጫካው

ለ. የኪ.ኪ. እናት

_____ 8. ሻረው

ሐ. የኪ.ኪ. አባት

_____ 9. ቢራቢሮ

መ. ተመነጠረ

ክፍል 3 በክፍት ቦታዎች የሚስማሙትን ከምንባቡ እየመረጣችሁ ሙሉ

10. ስጫወት የምውልበት ቦታ ብዙ _____ ነበረበት።

11. ኪ.ኪ. የምትባል አንድ _____ ነበረች።

12. በብዙ _____ የሸበረቁ ቢራቢሮዎች አይታዩ ደስ አላት።

13. አንዳንዴም ከሰፈሯ _____ ትሄዳለች።

ክፍል አራት ከዚህ ቀጥሎ ቅደም ተከተላቸው የተዘበራረቁ ዓረፍተ ነገሮች ቀርበዋል። መስመር በመጠበቅ አስተካክላችሁ ጻፉአቸው።

14. የቤት እንስሳ ነው ውሻ _____

15. ይባላል የላም ልጅ ጥጃ _____

16. ድመቷ እያደነች ነው አይጥ _____

17. አንደኛ ወጣ ልጅ ጉብዙ _____

ክፍል አምስት ተዘበራርቀው የተጻፉትን ሆሜያት በማስተካከል ትክክለኛውን ቃል ጻፉ

18.ንወድ _____ 20. ፈቀጠ _____

19.ትቅል _____ 21. ፍክል _____

ክፍል ስድስት በተሰጡት ቃላት ውስጥ ያሉትን ሆሜዎች በየዘርቻቸው ተንትኑ።

ለምሳሌ ወንድ፡- 'ወ' የ'ወ' ዘር ነው።

'ን' የ'ን' ዘር ነው።

'ድ' የ'ዴ' ዘር ነው።

22.ረዥም

23.ትልቅ

24.ቅጠል

APPENDIX –G

English test for grade 1

Section one: greetings

1. Good morning?

2. How are you?

3. How old are you?

4. In which grade are you learning?

Section: Read and write the following words

5. Earns _____

6. Eyes _____

7. Arms _____

8. Hands _____

9. Leg _____

10. Head _____

11. Hair _____

Section 3 demonstrative pronouns

12. What is this? (pencil)

13. What is that? (Book)

14. Who is this? (Kebede)

15. Who is that? (Mimi)

English test grade 2

Section 1: fill in the missing letters

Use the word in bank to find letters

Word bank

Fish	Bench	Monkey	Duster
Near	Climbs	Ruler	Table
Window	Swims	On	Under

1. Put the _____ uster _____ n the _____ able.
2. Find the _____ uler _____ uder _____ indow.
3. A _____ ish _____ wims.
4. Mother is _____ ear a _____ ench.
5. A _____ onkey _____ limbs.

Sections 2: fill in the gaps with the words in the word bank

Blue	Green	Yellow
White	Red	Black

6. A banana is _____.
7. Coffee is _____.
8. The sky is _____.
9. The grass is _____.
10. Milk is _____.
11. The Ethiopian flag is _____, _____ and _____.

Section 3 write the following numbers in words

12. 16 _____
13. 17 _____
14. 18 _____

Section 4: fill in the space provided

15. I _____ a brown t-shirt

- a. Has b. is c. have

16. My father _____ a book.

- a. Has b. have c. is

Section 5: read and copy in the a space provided

17. My brother and I love our mother. We are big enough to help her.

We help her cook we help her wash the dishes we like to help our mother.

APPENDIX- H

የአንደኛ ክፍል የሂሳብ ሙከራ

ክፍል 1 የሚከተሉትን ጥያቄዎች እውነት ወይም ሐሰት በማለት መልሱ

_____ 1. $10 + 4 < 5 + 9 =$

_____ 2. እኩል የሆኑ ቁጥሮችን ስናቀናንስ መልሱ ዜሮ ይሆናል።

_____ 3. $20 + 0 = 10 + 10$

_____ 4. የ19 ቀዳሚ 20 ነው።

_____ 5. $10 - 6$ ይሆናል 5

ክፍል 2 ለሚከተሉት ጥያቄዎች ትክክለኛውን መልስ ምረጡ

_____ 6. $20 + 11 =$ _____ ሀ. 23 ለ.31 ሐ.35 መ. 29

_____ 7. ከ 18 ዶሮዎች መካከል 5ቱ ቢሸጡ ስንት ዶሮዎች ይቀራሉ?

ሀ. 16 ለ.16 ሐ.13 መ. 15

_____ 8. $16 + 10 =$ _____ ሀ. 26 ለ.19 ሐ.15 መ. 20

_____ 9. ከሚከተሉት ውስጥ ቀዳማይ የሌለው ቁጥር የቱ ነው?

ሀ. 1 ለ.5 ሐ.0 መ. 2

_____ 10. $15 - 10 =$ _____ ሀ. 7 ለ.5 ሐ.8 መ. 9

_____ 11. $16 + 4 =$ _____ ሀ. 28 ለ.32 መ.20 መ. 27

_____ 12. አየሎች 4 ደብተሮች ነበሯት እናቷ 7 ደብተር ቢገዙላት አሁን የአየሎች ደብተሮች ስንት ናቸው?

ሀ. 10 ለ.11 ሐ.15 መ. 12

_____ 13. $10 + 5 + 10 =$ _____ ሀ. 15 ለ.20 ሐ.25 መ. 3

_____ 14. $20 - \square = 9$ በባዶ ሃጥን ውስጥ የሚሞላው ቁጥር ስንት ነው?

ሀ. 10 ለ.11 ሐ.9 መ. 8

_____ 15. $4 - 14 =$ _____ ሀ. 12 ለ.0 ሐ.13 መ. 15

ክፍል 3 የሚከተሉትን ሠርታችሁ አግኙ

1. የሚከተሉትን ቁጥሮች ደምሩ

_____ 16. $5 + 6 + 8 =$

_____ 17. $11 + 8 =$

_____ 18. $11 + 9 =$

2. የሚከተሉትን ቁጥሮች ቀንሱ

_____ 19. $18 - 11 =$

_____ 20. $20 - 15 =$

APPENDIX- I

የሁለተኛ ክፍል የሂሳብ ሙከራ

ክፍል 1 የሚከተሉትን ጥያቄዎች እውነት ወይም ሐሰት በማለት መልስ

_____ 1. በ62 በዚህ ቁጥር 6 አሰሮችና 2 አንዶች አሉት።

_____ 2. በ84 ውስጥ የ4ቁጥር የቤት ዋጋ የአሥር ቤት ነው።

_____ 3. $99 - 9 = 90$

_____ 4. $የ42 + 8 = 48$

_____ 5. $50 + 12 - 6 = 56$

ክፍል 2 ለሚከተሉት ጥያቄዎች ትክክለኛውን መልስ ምረጡ

_____ 6. ስድስት አሥሮችና ስምንት አንዶች በአሃዝ ሲጻፉ፡-

ሀ) 66

ለ) 68

ሐ) 86

መ) 61

_____ 7. $23 + 34 =$ _____ ሀ) 54 ለ) 75 ሐ) 57 መ) 55

_____ 8. ኤልሣ 3 ደብተሮችን እያንዳቸውን በ5ብር ሂሳብ ገዛች። ኤልሣ በጠቅላላው ስንት ብር ከፈለች።

ሀ) 35

ለ) 53

ሐ) 15

መ) 5

_____ 9. አንድ ሙሉ ቁጥር አሰብኩ። ከአሰብኩት ቁጥር ላይ 10 ስደምርበት ውጤቱ 15 ሆነ። ያሰብኩት ቁጥር ስንት ነው?

ሀ) 5

ለ) 4

ሐ) 3

መ) 2

_____ 10. የ16 የቀዳሚ ቀዳሚ ስንት ነው?

ሀ) 15

ለ) 14

ሐ) 13

መ) 17

_____ 11. $61 + 37 =$ _____

- ሀ) 96 ለ) 94 ሐ) 98 መ) 99

_____ 12. $78 - 29 =$ _____

- ሀ) 47 ለ) 49 ሐ) 52 መ) 48

_____ 13. አቶ ከበደ 24 ደብተሮችን ገዝተው ለ2 ልጆች እኩል ቢያካፍሉአቸው ስንት ስንት ይደርሳቸዋል?

- ሀ) 12 ለ) 20 ሐ) 10 መ) 15

_____ 14. የሣጥኑን ዋጋ ፈልጉ $30 \div 3 =$

- ሀ) 15 ለ) 10 ሐ) 27 መ) 9

_____ 15. $\div 9 = 4$ የሣጥኑን ዋጋ ፈልጉ።

- ሀ) 36 ለ) 32 ሐ) 24 መ) 30

_____ 16. ሣጥኑን የሚተኩትን ሙሉ ቁጥር አግኙ።

$\times 9 = 54$

- ሀ) 9 ለ) 6 ሐ) 8 መ) 7

ክፍል 3 የሚከተሉትን ስርታችሁ አግኙ

17. $40 \div 5 =$ መ የ "መ"ን ዋጋ ፈልጉ።

18. $\Phi \times 6 = 48$ የ "ቀ"ን ዋጋ ፈልጉ።

19. 80 ተማሪዎች በ8 ክፍሎች ውስጥ እኩል እኩል ቢመደቡ በእያንዳንዱ ክፍል ውስጥ ስንት ተማሪዎች ይገኛሉ?

20. የማህሌት ዕድሜ 99መት ነው። የእናቷ ዕድሜ የማህሌትን ዕድሜ አራት እጥፍ ነው። የማህሌት እናት እድሜ ስንት ነው?

Declaration

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

Name: Tadesse Meta

Signature _____

Date _____

This Thesis has been submitted for examination with my approval as a university advisor

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