

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

CURRENT PRACTICES OF EARLY CHILDHOOD EDUCATION AT
NEKEMTE ADMINISTRATIVE TOWN COMPAIRED AMONG PRIVATE,
FAITH BASED AND GOVERNMENTAL CENTERS

BY
DINKE AGA HIRPA

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This Thesis is Submitted to the Department of Special Needs Education in Partial
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Education

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Abbreviations and Acronyms

CRC: Convention of the Rights of the Child

DAP: Developmentally Appropriate Practice

DCAP: Developmentally and Culturally Appropriate Practice

ECCE: Early Childhood Care and Education

ECE: Early Childhood Education

ECP: Early Childhood Programs

EFA: Education for All

EPA: Ethiopian Psychologists' Association

ESDP: Education Sector Development Program

MDG: Millennium Development Goal

MoE: Ministry of Education

MoH: Ministry of Health

MoWA: Ministry of Women Affairs

NGO: Non-Governmental Organization

OEB: Oromia Education Bureau

PTA: Parent Teacher Association

Abstract

The purpose of this study was to describe current practices of ECE at Nekemte Administrative Town. The study employed concurrent embedded design. Teachers, directors, care givers, parents, and experts (regional, zonal and administrative town). Questionnaire, interview, observation and document review were used to gather data. Data were analyzed using both quantitative and qualitative methods of data analyses. The results of the analyses revealed that teachers had satisfactory practice in ECE but the contents of curriculum did not consider holistic development and learning needs of the children. Parents and government were not sufficiently participating in ECE. The indoor and outdoor environment of ECE centers was not favorable and child-sized. Accessibility of ECE for children with special needs was weak. Shortage of supervision, well-designed curriculum, quality pre-service and in-service training, awareness among stakeholders, adequate resources and budgetary system, materials and equipment, awareness of parents and interest of professionals were challenges hindering preschools at Nekemte Administrative Town. Although there were opportunities of using materials like early childhood education standard, guideline for preschool education, guide line for children with disabilities, locally available materials, the preschools were not properly using these opportunities. The findings implied that stakeholders need to have awareness about early childhood education, its benefits and its effective practices. Furthermore, pre-service and in service quality trainings should be given for teachers. At last to be successful in early childhood education, the preschools need to use the opportunities.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is essential for economic and social development. As several research studies have demonstrated, education contributes to socio-economic development and; thus it becomes instrumental in improving health condition, acquisition of knowledge and skills and increasing productivity. Wolfensohn (2000) asserted that no country has succeeded without educating its people; education is a key to sustaining growth and reducing poverty. UNESCO (1974) also added that if the man is the source, the agent and the ultimate aim of development, it is incumbent upon education to fit for his role. Especially in countries like Ethiopia, where poverty, epidemics, natural disasters and other man-made and natural problems are widely spread, the value of education is paramount. To improve the living standards of the society, education is believed to be a strong instrument. It has been found out that all kind of development is facilitated when people are educated (Habtamu, 1992). From this, we can conclude that education is a cornerstone for the socio-economic, political and cultural advancement of a given country.

Hence, it is obvious that education has tremendous power to the wholstic development of humanbeings. Literacy, which is the heart of education, has power to the whole community development. The foundation that lead to subsequent learning and literacy achievement is early childhood programs (ECP) as, many learnings occur during the preschool year (Celia, 1988). That is why the international community gives attention to this critical period and declared different articles concerning childhood education. The Jomtien Declaration (UNESCO, 1990)

acknowledged that “learning begins at birth” and that basic education began much before primary school entrance. This was a basis in the understanding of early childhood as it brought early childhood care and education (ECCE) under the concern of mainstream education.

The emphasis placed on the early childhood period continued by Dakar Framework of Action (UNESCO, 2000) which focused on achieving the six Education for All (EFA) goals. The first goal of the Dakar Framework of Action is to expand and improve comprehensive early childhood care and education, especially for disadvantaged and vulnerable children (UNESCO, 2000). The international community also adopted eight Millennium Development Goals (MDGs) in 2000. The provision of comprehensive, holistic, integrated and high quality early childhood services to all young children and their families will clearly help attain the first five MDGs (Ministry of Education (MoE), Ministry of Health (MoH) & Ministry of Women’s Affairs (MoWA), 2010).

According to White (2000), substantial benefits could be gained through pre-schooling especially for children who were brought up in poverty and at high risk of school failure. This means, comprehensive early childhood programs are designed to improve the cognitive, social and emotional functioning of preschool children which, in turn, influences readiness to learn in the school setting. Research recognizes that it provides a wide range of benefits including a social and economic benefit, better child well-being and learning outcomes as a foundation for lifelong learning, more equitable outcomes and reduction of poverty, and increasing inter general social mobility (Ashley & Russell, 2003).

For instance, Meghan (2013) stated that access to early childhood education not only leads to improve social, academic, and health outcomes for children, but can also carry the same

benefit in-to adulthood. Early childhood education and care programs can work against some of the negative effects of social factors such as socio-economic status, discrimination, social support, and work demands which have been linked to physical and mental health outcomes. Early childhood education (ECE) is beneficial for children, for parents and for society (White, 2000). That means the program intervenes not only in the life of a child, but also impact parents, families, and population. In addition to this, Mustard (2007) cited in Venital & Sankar (2009) states the effect of early year on brain development as follows

Brain development in the early years sets neurological and biological pathways that affect health, learning and behavior throughout life. It is in this early of life critical periods are located for development of several cognitive, social and psychomotor competencies, which significantly contributes to later success in life. If this critical period is not supported by, or embedded in stimulating and enriching physical and psycho-social environment, the chance of the child's brain developing to its full potential are considerably, and often irreversibly, reduced (Venital & Sankar 2009, p.1).

White (2000) added that the kind of nourishment, care and stimulation an individual receives influence brain development. In the Ethiopian context also Tassew (2011) also shows that early childhood attendance is positively associated with substantial improvement in children's cognitive development.

Other studies in the western context showed that more students who did not go through the program had criminal records as adults compared with those who did go through the program (David, 1998). Those who had preschool education also had a higher monthly income as adults,

and a higher percentage of home ownership (Schweinhardt & Weikart, 1993). This study was able to clearly make the connection between early education and an improved overall quality of life. When young children develop in a healthy early environment, they are more likely to grow into successful adults who can potentially break the cycle of poverty and positively impact communities as a whole (David, 1998). So that, in industrialized countries, early childhood education serves as pathways for educational quality and in turn the acquired cognitive development is one of the basic predictor of success in life (Tassew, 2011). Nevertheless, in most developing countries, of which Ethiopia is one; large share of children start education late in their ages and directly join primary schools skipping the nursery and kindergarten. As a result of these phenomena, low quality, high grade repetition and dropout rates are the main characteristics of their education sector (UNESCO, 2005, cited in Tassew, 2011). This implies that to combat against these educational problems, early childhood education has paramount role.

However, there has been considerable momentum in the development of early childhood policy in Ethiopia; sustaining long term change in early childhood education remains challenge. As indicated in MoE, MoH and MoWA (2010) early childhood education is very low in quality and in number. Even, the existing one are, dominantly provided by the private sector; those outweighed by fee charging nursery school and kindergartens (Tirussew, 2005). The other preschools are going on by non-governmental organizations and faith based institutions. Although, the largest population of children lives in rural areas of Ethiopia, kindergartens were limited just exclusively to urban areas of the country (Tirussew, 2007; Tirussew, Teka, Belay, Belay, & Demeke, 2007).

Generally, preschool programs are a great system to give children the educational building blocks to help them learn and prepare for primary school, and healthy development and

future well-being. Mainly, of children who are economically and socially disadvantaged have become an energetic public issue with important implications for families, business, private humanity, and government. In this regard, this research aims at studying the practices of early childhood education at Nekemte administrative town, in west Ethiopia.

1.2. Statement of the Problem

Early Childhood Education (ECE) has become one of the priorities for the education sector because it will be one of the potential inputs to the overall improvement of quality of education. In addition, it reduces dropout and repetition rates in later stages of formal schooling which leads to higher enrolments (MoE, 2010). Furthermore, participating in ECE is the right of the child and it has been considered as bedrock of education for all (EFA) and the first step in meeting all the other EFA goals (UNESCO, 2000). This in turn, contributes to the overarching Millennium Development Goal of reducing poverty. Assumption in quality early childhood education yields a high economic return, equalizing shortcoming and unfairness, especially for children from poor families. Besides, ECE has positive effects on female labor force participation and schooling of older siblings. It also levels the playing field by reducing inequalities between rich and poor. It is, thus, a key component to breaking the cycle of intergenerational poverty (MoE, 2010).

Even though Ethiopia is from the most populated country in Africa, the Ethiopian human capital is not too much promising for the immediate development of the country. The problem is related to child survival, development and protections which are deep-rooted in the womb of poverty (Tirussew, 2007). As stated by scholars, solving these problems is effective if early childhood education is focused on. Especially, investing on early childhood education is relevant to foster human capital (Cunha et al 2006 cited in Tassew 2011); it is also pathway to address

illiteracy, education and lifelong learning. But, in our country until recently, very little attention has been paid to this substantial issue (Tirussew, 2007). In order to bring sustainable growth and development, this sector should be focal point of education and its impact needs to be researched.

In Ethiopia, the practice of modern education is too young in general. Particularly, the case of early childhood education is almost marginalized throughout the country until very recent year except in some cities (Tirussew, 2007). Furthermore, it has not been researched widely and deeply although some researches were conducted (Tirussew, 2007; Tirussew et al., 2007 and Tesema, 2012).

Nekemte administrative town which is found in eastern Wollega Zone has emerging preschools which are currently teaching children in different sectors like private, faith based and governmental (zero class) preschools. Therefore, conducting study on these preschools is timely and mandatory as it is the base for education in general. Because studying the practice and status of ECE and comparing the practice with theory is found to be crucial. As far as the researcher's knowledge is concerned, there is no research conducted that focuses on early childhood education at Nekemte administrative town.

This research, therefore, has been conducted on the status, in doing so exploring the major challenges of early childhood education and the possible opportunities of early childhood education.

Accordingly, the study attempted to answer the following basic research questions:

1. What is current status of early childhood education of Nekemte Administrative Town?
 - 1.1. To what extent teachers are qualified to the practice of early childhood education?
 1. 2. Is the curriculum relevant to the holistic child learning and development?

- 1.3. Are the environment, materials and equipments are well organized and adequate to meet the children's needs?
- 1.4. What methods of teaching and assessment techniques are used in ECE centers?
- 1.5. How far ECE is accessible to children aged 3-6?
- 1.6. How far parents and government are involved in enhancing ECE?
2. What are the major challenges that are hindering the early childhood education of Nekemte Administrative Town?
3. What are the possible opportunities of early childhood education in Nekemte Administrative Town?
4. Is there significance difference between early childhood education centers (private, faith based and governmental) of Nekemte Administrative Town in practicing ECE?

1.3. Operational Definitions

- **Early childhood education / preschool / preprimary** is the program designed to educate children to prepare them for primary education.
- **ECE practice** is a processure in curriculum, teachers qualification, assessment technique, teaching method, enviorenment of ECE, parental involvement, government support and accsesaability
- **Government ECE** is early childhood program provided for children of five to six years by government.
- **Private ECE:** refers to education program provided for children three to six years in private owners.

- **Faith based preschool:** refers to faith based education program provided for children three to six years by religious organization.

1.4. Significance of the Study

The researcher of this study believes that the study may have paramount importance for the beneficiaries to examine and improve the practices of ECE of Nekemte Administrative Town. The study will also create awareness about the practices of early childhood education for practitioners, civil society, caregivers, teachers, non-governmental agencies and government sectors. In addition, the findings of the study may have a broader application in to ECE. It may also provide some valuable suggestion and recommendations for concerned bodies. Finally, the study may initiate other researchers to undertake in depth study on the problem.

1.5. Delimitation of the Study

The study covered, Nekemte Administrative Town, which is the biggest town of east Wollega zone. By taking time and financial constraints in to account, the scope of the study was delimited to one administrative town. Since the numbers of preschools are large, it would be impractical to widen the scope to include more town or areas; and the study was delimited conceptually to practice of early childhood education.

1.6. Limitations of the Study

There were different limitation that encountered researchers during gathering of data and conducting the study. For the individuals assigned as experts did not know well about early childhood education, they were unable to provide relevant responses for the information they were asked for during data collection. In addition, by the name of meeting they were not fully

available to participate in the study. The other limitation was that the number of respondents in governmental preschools was few in number so comparing their responses with the rest preschools' responses may affect the result. The other limitation was the degree of covering the entire practices. Though the researchers try to address the practices of preschools, it might be difficult to see in depth practices in this very short period of time as some practices are changed because of different factors. So, observing them may not be effective.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This review covers basic points in rationales of theoretical perspectives and theorists on child learning and development, guiding principles of the Ethiopian early childhood care and education policy framework, curriculum of early childhood education, holistic child learning and development, qualification of practitioners, physical environment, facilities and materials needed in good quality of preschool education, parental involvement in preschools, government role in preschool, quality, equity and access, children with special needs and inclusive education, challenges and opportunity of early childhood education and development of early childhood education and current preschool situation in Ethiopia.

2.1. Rationales of Theoretical Perspectives and theorists on Child Learning and Development

All children have unique qualities. If we are to meet children's individual needs effectively it is essential that we recognize their difference and acknowledge that they have a right to be treated with respects (Sheila, 2009). Thus, the following theoretical perspectives help us planning and developing more appropriate and better provision for the children.

Friedrich Froebel (1782-1852)

Friedrich Froebel was from German. He developed the word "kindergarten", and designed what is called the "Froebel gifts" (geometric blocks, pattern blocks, etc). Froebel's contribution to the education world was his ideas in recognising that children had unique needs and capabilities, and the importance of the activities in the children's learning (Sheila, 2009).

Maria Montessori (1870-1952)

Maria Montessori, an Italian educationist during the early 1900s, postulated that "play is the child's work." According to the Montessori Method, which is still employed today in preschools, children would be best served spending their play time learning or imagining. Montessori play is sensory, using a hands-on approach to everyday tools like sand tables. The child sets her own pace, and the teacher is collaborative in helping the child play to learn (Sheila, 2009).

Sigmund Freud (1856-1939)

Freud described play as a child's mechanism for repeatedly working out a previously experienced traumatic event in an effort to correct or master the event to his satisfaction. The main theory of Sigmund Freud is Experiences in early childhood influence later development. Assumes sexual factors are major factors, even in early childhood (Sheila, 2009).

Uri Bronfenbrenner (1917- 2005)-Nature versus Nurture

This is how much either nature (genetic/inheritance/in born ability) or nurture (the environment /people /place and external influences) play part in child's development and learning (Sheila 2009). Uri Bronfenbrenner believed balance between nature and nurture to child development. Child is placed in the middle of concentric factors which all influence the child. Emphasis is placed both on environment and heredity. According to Debora & Roy (2009), Bronfenbrenner and Morris (1998) suggest four levels of systems. The microsystem refers to the individual's immediate environments, such as the family or work place. Exosystem- refers to the events that occur in immediate environments that do not directly involve the person. The mesosystem entails the interaction of microsystems. Macrosystem refers to more remote influence on individuals; such as social change and governmental policy. As Bronfenbrenner

(1986), cited in Debora & Roy (2009), suggests that individual behavior can best be understood with the complex of this complex array of system.

John Bowlby, Theory of Attachment

As Bowlby, maternal attachment is essential for healthy psychological development; it leads to a greater understanding of emotional development and in particular, dependency and the need for emotional security. Sheila (2009) puts Bowlby's attachment theory as follows:

It states that babies need to form one main attachment (monotropy). That would be special and of more importance to the child than any other. Bowlby believed that children needed to develop this attachment by the end of their first year and prolonged separation during the first four years from this special person would result in long term psychological damage. He called this 'critical period'. Bowlby showed through his research that meeting a child's physical and care needs is not enough for healthy development and growth. He suggested that children also needed consistent support which could be provided by the mother, although (p.54).

Bowlby's evolutionary theory of attachment suggests that children come into the world biologically pre-programmed to form attachments with others, because this will help them to survive. Bowlby believed that early relationships with caregivers play a major role in child development and continue to influence social relationships throughout life

Bandura's Social Learning theory

Psychologist Albert Bandura proposed what is known as social learning theory. According to this theory of child development, children learn new behaviors from observing other people. Unlike behavioral theories, Bandura believed that external reinforcement was not the only way

that people learned new things. Instead, intrinsic reinforcements such as a sense of pride, satisfaction and accomplishment could also lead to learning. By observing the actions of others, including parents and peers, children develop new skills and acquire new information. The following is what 'Sheila' overviewed about this theory:

Bandura's research showed that children learn through example. He found that a wide range of behaviors, such as sharing six roles and aggressive actions, are learned as a result of children observing this behavior in others. Social learning theory reinforces the need for children to see and model socially acceptable behaviors and positive role models. For example, if children hear adults using abusive language they will believe that this is an acceptable way to behave and will copy this behaviors; on the other hand if they see adults being altruistic, cooperative and caring then they will copy this behavior(Sheila ,2009.p.51).

The main theory of the above idea is that learning takes place by imitation. This differs from Skinner's "conditioning" because there is more emphasis on inner motivational factors.

B.F.Skinner (1904-1990) Theory of Reinforcement

The main theory is that, reinforcement and punishment molds behavior. Children are conditioned by their experiences. Skinner maintained that learning occurred as a result of the organism responding to, or operating on, its environment, and coined the term operant conditioning to describe this phenomenon. He believed that behavior that is rewarded (reinforced) is likely to be repeated. As stated in Sheila (2009), Skinner's theory of reinforcement is a 'nurture' theory because, he suggest that children learn if their efforts are reinforced in same way. Skinner used this idea to suggest that babies and young children stop

making some sounds if adult did not recognize or respond to the sounds. Because the adult did not reinforce the action the baby would not repeat it. Skinner called this process 'selective reinforcement' (Sheila, 2009).

Piaget's Theory of Cognitive Development

As stated in Sheila (2009) Piaget believed that from birth children actively select and interpret information from their environment. This is sometimes referred as constructivist approach because Piaget suggested that children build up or construct their thoughts according to their experiences of the world around them. Piaget identified four broad stages of cognitive development. Among those the second stage (pre-operational stage from 2-7 years) is consists preschool age children's. At this stage children develop their skills at using language and symbols. They engage in much imaginative play where they use objects in a representational way (Sheila, 2009).

Jean Piaget is most noted for introducing the stages of child development. These stages directly relate to play, as he stated that intellectual growth occurs as children go through the stages of assimilation, or manipulating the outside world to meet one's own needs--playacting--and accommodation, or read justing one's own views to meet the needs of the outside environment, or work.

Vygotsky's Theory of Cognitive Development

Vygotsky is most noted for introducing the ZPD, or zone of proximal development. The above scholar puts Vygotsky's theory as follows:

Vygotsky thought that a child's social environment and experiences were very important. He believed that children were social beings from birth and that through

interaction with their parents, and later peers, they acquired skills and concepts. He suggested that adults needed to extend children's learning to enable them to reach their full potential and called this the Zone of Proximal Development (ZPD). His belief was that adults need to intervene in order to help children move in to the ZPD. Like Piaget Vygotsky saw children as active learner, but believed social interactions were needed for intellectual growth and development (Sheila, 2009).

This suggests that while children need their peers or playmates to grow, they need adult interaction as they master each social skill and are ready to be introduced to new learning for growth. In Vygotsky's view the adults provide the scaffolding to help children learn new information and develop more complex thinking abilities. Both, Lev Vygotsky and Jean Piaget believed that, development is influenced through interactions with family, friends and culture

Some theorists believed that development was stage like, and that children progress through different stages as they mature. And other saw the child as a mainly influenced by culture and society. Another theorists and researchers put the view of forward that development is not stage-like and focused on factors which lead to certain outcomes, such as the influence of adults, parents, carers, social and cultural influences, and the media. According to Sheila (2009), it is important to note that apparently contrasting theories do not necessarily mean that one is right and the other is wrong. It is only through considering these theories and perspectives together with your own professional judgment about the needs of the child, that you will be able to decide upon the most appropriate course of action to enable them to progress (Sheila, 2009).

2.2. Guiding Principles of the Ethiopian Early Childhood Care and Education Policy Framework

As stated in MoE (2010) Ethiopian guiding principles of the early childhood care and education policy framework are upholding and reinforcing beneficial Ethiopian cultural values including involvement of families and parents, and community participation and ensuring the holistic needs of young children is met. Equitable access to quality early childhood care and education for all in inclusive approach addressing vulnerable and marginalized children, particularly children with special needs is another principle. To do this inter-sectoral and integrated coordination among relevant ministries and organizations working on child care, rights, health, education and development in community-based approach is needed. Cost-effectiveness, and feasible road map, with concrete action programs that ensure that every child has, in the near future, access to early childhood care, education and development before he or she joins formal schooling since ECE serving is the needs of all groups of children from prenatal to seven years. The family is the first responsible body for supporting the holistic development of their children and hence they need to be empowered and supported to ensure they are effective in their role (MoE, 2010). The Oromia Education Bureau has also set minimum standards in line with strategic operational plan and national policy framework. According to Oromia Education Bureau (OEB) (2005) preschool education program must meet in order to achieve the intended goals and profiles set in the policy.

The United Nations Convention on the Rights of the Child 1989

Convention on the Rights of the Child was adopted by the United Nations general assembly in 1989 and came into force as part of international law in 1990. There are 191

countries, including Ethiopia, that have ratified the convention. Once a country, ratifies the Convention, then it is obliged to incorporate the Articles within the Convention into its own laws. Each country that has ratified the Convention must produce a report after two years and then every five years. The report is presented to the Children's Rights Committee of the United Nations. The Convention points out the need for countries to work together co-operatively in order to implement the Articles to the maximum, with richer countries helping poorer countries. There are forty-five Articles altogether in the Convention, which cover many different areas of children's rights.

Requisites to Promote Developmental Growth of Pre-school Aged Children (4-6+ years)

According to MoE (2010) pre-school children (4-6+ years) require the opportunities and support to acquire and develop a wide variety of skills, including fine motor skills, language, social-emotional and thinking skills. Activities that will further develop a sense of mastery of a variety of skills and concepts are needed for their development. Encouragement of language development through talking, storytelling, being read to, singing as well as to learn co-operation, helping others, sharing are also important. The other requisites to promote development are experimentation with pre-writing and pre-reading skills, hands-on manipulation of objects that support learning and hands-on exploration for learning through action. Opportunities for taking responsibility and making choices, encouragement to develop self-control and persistence in completing projects, support for developing a sense of self-worth, opportunities for self-expression, encouragement of creativity, opportunities to become self-reliant in personal care, additional opportunities to develop independence are also requisites to promote development .

Requisites to Promote Developmental Growth of Children with Special Needs

Children with special needs require access to rehabilitation services such as counseling, physiotherapy, sign language within the health posts and in other facilities; equipment and materials that are adapted to the needs of special needs children; indoor and outdoor facilities that suit the special needs child; ECE facilities that are friendly to the special needs child; curriculum that suits the needs of the special needs child (MoE et al., 2010).

Developmentally and Culturally Appropriate Practice (DCAP)

Children learn with family and cultural context. Learning and development are inseparable from the concerns of families and interpersonal and community process. Cultural identity therefore is seen as significant area of concern with in quality of early childhood education and for curriculum development (Angela, 2009).

Culturally appropriate practice is the ability to go beyond one's own sociocultural background to ensure equal and fair teaching and learning experiences for all. This concept expands developmentally appropriate practice (DAP) to address cultural influences that emphasize the adult's ability to develop a "multiple/multiethnic perspective". According to Godon & Browne (2010) preparing teachers and caregivers for multiculturalism is not just about becoming sensitive to race, gender, ethnicity, religion, socioeconomic status, or sexual orientation. It is also related to an understanding of the way individual histories, families of origin, and ethnic family cultures make us similar to and yet different from others. Through such insights, teachers will be able to respond positively to the individual child's unique expressions of growth, change, learning styles, culture, language, problem-solving skills, feelings, and communication styles (Hyun, 1998 cited in Godon & Browne, 2010). A consistency between

home and school would “allow for children to express and show the importance of their own family culture and identity” by “using children’s personal experience, family culture, and diverse language expressions as important sources of learning and teaching” (Hyun, 1998 cited in Godon & Browne, 2010). The core component of DAP, addressing the social and cultural contexts in which children live, highlights the importance of connecting a child’s sense of cultural continuity between home and school.

The Culture that Consider Early Childhood (Gada System and Early Childhood)

Before over a century, Oromo have their own system to rule themselves. This system called gada system. It was holistic for Oromo community (politics, religion, culture, economy and social). The word gada by itself have different meanings and interpretations. So, the area that was related to childhood is considered for this part. In gada system there are various stages. The Stages were divided depending on the ages of children (only boys). There are seven stages in gada system. One gada grade or stage has eight years duration.

The first stage extends from birth to eight years; the name given for this stage is called ‘Dabballee’. This period is identified as early years, critical period and early childhood in modern world. In Oromo community (gada system), this period is considered critical for the child’s growth in the societal system. Especial care and training is given to the boys of this age to carefully shape their future growth. At this stage they learn how to sing for heros, how to play with their peers and get simple trainings about their responsibility. They are protected from harm and adults give them love and attention. The community considers the boys to be among the principal mediators between man and God. The boys themselves are not an object of worship. However, unfortunate men and women do come to them because they believe that through them

they will find relief from their misfortunes. Childless people and people whose livestock have died out or become barren will approach a dabballe and, placing their hands on the boy's head, they pledge to return and anoint if their prayer for children or cattle is answered. This means that if they do have children and if their cattle multiply, they will come back with gifts.

The ritual elevation of the dabballee is manifested in a variety of ways. Oromos see to be able to discipline their children by means of verbal admonitions, threats, and with holding subtler psychological rewards to which the children are accustomed. In the case of dabballee, however the parent is prohibited by custom from ever punishing them physically. Not only do people refrain from hitting the dabballee, but even other children who take refuge in the home of such children will be spared by their parents. The very act of touching the person of a dabballee is when danger guarantees safety. It seems clear that these boys are invested with power and attributes similar to those of the 'qaalluu' and other liminal persons. Parents try to protect their dabballee, children by giving them unattractive and derogatory nick names. They are presumed to be less likely to attract the attention of potential ill-wishers. The mother of the dabballee is not supposed to rear their own sons. They are expected to give them to an endogamous. If the mother must leave the camp, the child is entrusted to co-wives or neighbors umbrella (Asmerom 1973; Toleeraa & Hundasaa, 1995; Gada Melba, 1988; Garee Qorattoota Seenaa, 2004)

Generally, in this system love, respect, care, absence of physical punishment, attention, simple training and play is considered for boy children's.

As stated above focus was given to boys'. So, Gender inequality is reflected. But, there was folk that make girls advantageous. In Oromo community there is saying called "Nagaroo". This word has concept of something good will happened to someone who was mistreated by then. That means Negero would pay good fortune later. So, the family did not mistreat girls

unless she would have negro which would make her more advantageous than boys (who would stay at the home land of the fathers). That means girls left the homeland of their fathers because of marriage and the way they treated at home affect their life there at husbands' home. If they had negro, they would be richer than boys who left at homeland of his families. By fear of this folk they positively treat girls which was good practice for childhood period. There whatever the reasons attributed the girls had good treatment during their childhood (Ibid).

The Role of Mother Tongue in Early Childhood Education

In child learning and development the language they use is influential. As Anning et al. (2009), cognitive development and stimulation is greater in the children when their use their 'more developed' language. This implies in preschool teaching the first language or home language is important for children learning and development. Although, teaching children in mother tongue is recognized by different scholars, Ethiopia preschools are most dominantly use foreign language (primarily English) as a medium of instruction and children communication tool but this has its negative impact on child learning as stated in Demeke (2007) as follows:

...early childhood period is a time when children form their foundational cognitive schemata to later development through learning mainly using story-telling, make-believe play, and model learning methods. The language that children speak and communicate influences the effectiveness of these methods in forming foundational cognitive schemata. Moreover, early childhood is a period where society starts to instill values to its young, which is a modality of identity (pp.187).

None- formal School Readiness

When there is lack of sufficient resources for providing formal preschools, the importance of Child-to -Child-Initiatives is considered in Ethiopia. As indicated in National Policy Frame

Work for Early Childhood Care and Education (ECCE) in Ethiopia, non-formal school readiness is takes place at non-formal setting by young facilitator (younger siblings) and neighboring children. They can do so in their houses or in place close to the participating children's homes. The young facilitators are preferable grade 5 and 6; they trained and guided by their teachers. Giving training and supervision is takes place by teachers and parents. The responsible body for this program is ministry of education. The head masters of the nearby primary school and parent teacher association (PTA) member do the day to day coordination (MoE et al., 2010).

2.3. Curriculum of Early Childhood Education

Curriculum is understood as denoting all of the knowledge, skills, and values that children are meant to learn in educational establishments, (Anning et al., 2009). In the same ways Seefeldt (1992) expresses curriculum of early childhood education as follows:

“Curriculum is a single powerful association-the image of the whole child.” Most early childhood educators understand ‘the whole child ‘to mean the whole child’s complete integration of intellectual (cognitive), emotional, social and physical capabilities’ learning in any one of these domains must necessary involves all the other. Effective teaching as a consequence, must draw up on those inner connections with the recognition of distinctive ways in which young children take in and utilize knowledge of the world around them. The task of determining early childhood curriculum, therefore, hinges to a certain extent on discovering the nature of children. What young children learn is at least partially dependent up on how they learn. As this concept has involved, how children learn has also

increasingly come to be seen in a relation to a context, a broad social and cultural base, for children's emerging knowledge, skill, feelings and attitudes (p.1).

According to the above idea the curriculum of early childhood education should respond to physical needs, intellectual needs, and social-emotional needs of the child as a whole by considering the nature of the child, the content and the process. Preschool children are learning a whole way of life where need in one area of development, affect need in the other area of development (Bruner, 1977 cited in Bruce, 2011).

In the same case MoE et al. (2010), also stated about preschool curriculum. As this document preschool curriculum should be designed to meet holistic needs of different age groups. By adapting to local context, only the government approved curriculum should be used in all preschools. The curriculum should be available to all teachers in the preschool, teachers will therefore need to use their creativity to foster the holistic development of all children (MoE et al., 2010). Holistic need or holistic development means as Berk (2009) has three aspects. Those are cognitive, socio-emotional and physical

2.4. Holistic child learning and development

Physical Development of the Child

Diet

Nutrition that meets the preschool child's needs must be carefully planned. Diet affects growth and development (Tassoni 2007; Celia 1988). If the diet is not adequate, the body may conserve fuel needed for its own upkeep. These conditions may cause the rate of growth to slow. Children are also more prone to disease-and recovery time is slower-when nutrition needs are not met. The preschool child is an active. Their bodies twist, turn, and bounce as they "walk."

Preschool children do not even sit still. Thus their energy needs are very high. Their energy must come from their diet.

Proper diet is needed for brain growth, too. General alertness is affected by person's daily diet. Diet also seems to affect emotions. When daily food needs are met, the child seems less irritable and restless. The diet plan may need to be adapted to child's own needs. Adults can prevent some eating problems in preschool children. Children show likes and dislikes for methods of food preparation. Children often take one bite or a small amount of the food just to see whether they like in. children like attractive -looking foods. Food should be easy for preschoolers to eat. Eating with others should be pleasant for children. An attractive room for eating helps, too. Food becomes a part of many celebrations.' (See Celia, 1988 p.288-292).

Clothes

Clothes are protecting the child's body and it is important to the growing self- concept. It also protects them from harsh weather conditions and from bumps, scrapes, and cuts. Fit the most important feature of preschool children's clothes. Clothes must give the active child complete freedom to move. Children are most fitted by size not age. Shoe and socks also should be appropriately selected. In the time of self-dressing the adult should nearby to help the child and to check the child's attempt. (Celia, 1988)

Socio-emotional Development

Emotion is a rapid appraisal to the personal significance of the situation which prepares you for action. Those reactions can lead to learning that is essential for survival (Berk, 2009). In other case, emotional reactions of others regulate children social behavior. Children develop well if they are able to tune in to and read how they feel, coordinate that with how others feel; (Galeman, 1996 cited in Bruce, 2011) calls this emotional intelligence: it involves, empathizing

and tuning in to others, vicariously experiencing what they experience, inferring someone else's feelings and thoughts, deciding what it is socially acceptable and appropriate to do.

Bruce (2011) stated over all emotions help us to read ourselves, other people and situation, and to respond accordingly and adoptively. Preschool children learn more about themselves. They test their skills with successes and mistakes. They begin to see themselves as boys and girls with role differences. Adults are needed if the social- emotional needs of preschool children are to be properly met. Lots of reasons for limits or requirements must be given and often repeated.

Helping with Initiative and Mistakes

As Celia (1988) preschool children define themselves in terms of what they can do. In order to find what they can do, almost all children try many activities. (In other words, they show initiatives). The very active preschool children are interested. They do many things with instinct. And they do not think about the result of their action. In trying new things, preschool children go beyond their abilities and make mistakes. These mistakes are very self-defeating because preschool children see almost everything as within their control. Too many mistakes may bring on guilt. When children are successful, they need to hear positive statements from adults. Children need adults to tell them what they are like. This gives children a feeling of self-worth. Bruce (2011) suggested that ten principles of modern context. The fifth one says, self-discipline is emphasized as the only kind of discipline worth having. Reward system is very short term and do not work in the long term in developing the moral and spiritual aspects of living. Children need their efforts to be valued and appreciated.

Generally, children learn more by their own attempts than by having adults do for them or tell them what to do. Preschooler learns both by success and mistakes. Thus children must be

given some freedom to try. Adults will have to accept the fact that children must try things even when told no. Some preschool children decide that the pleasure of doing something is worth the punishment. Preschool children should give reasonable limits. Limits are needed for safety purposes and as a preparation for adjusting to the real world. These rules should be spelled out. When children fail to obey, reasonable punishment should be given but loving, authoritative adults. An authoritative adult does not hesitate in taking needed action.

Sharing Responsibility

Preschool children see many households and preschool tasks as exciting ways to show initiative. They want to be a real part of the family or school group. Children learn best when they are given appropriate responsibilities, allowed to experiment, make errors, decisions and choices, and respected as autonomous learner (Bruce, 2011)

Preschool children see tasks as new skill to learn, as fun and as way to please others. Some adults offer few, if any; opportunities for children to help. These adults may see preschool children as not having the desire to help. Most adults believe and professionals agree family life and school life are made better when both adults and children help each other; a partner is formed (Deborah & Roy, 2009).

Providing Time for Friendship View

As Vygotsky 1978, cited in Bruce 2011, Learning awakens a variety of internal development process that is only able to operate when the child is interacting with people in his environment, in co-operation with his peers. This indicates that, friendship and interacting with environment enhance learning and development. Seeing differences in people helps children learn to see from another's point of view. Friendship with peers' helps children see even differences in people. Preschool children's idea is expanded through play (Celia, 1988). Play

groups also mean fun times which are an important part of children's lives. Adult can aid children's social relationship by providing time for children to have friends. This friend may be neighborhood play groups or other children's groups. Church groups, preschool programs, or special interest groups. Adult should allow children to interact with each other and not interfere with little conflict.

Helping Children with Emotional Control

Emotions are intense in the preschool year. The growing minds of children not only broaden their emotions, but help them to control how their emotion is expressed. Better control of the expression of feeling is a major task of preschool years. Adults need to explain to children that it is all right to feel sad, angry, hurt, and happy. They should also tell children it is alright to express some emotions. Adults should talk about how the control of feelings is a problem for all peoples. According to Berk (2009) in emotional control and expression adults should be role model for the child.

“By watching adults handle their own feelings, preschooler picks up strategies for regulating emotion. Warm, patient parents who use verbal guidance to help children understand and control their feelings, including suggesting and explaining strategies, strength the child's capacity to handle stress...in contrast, when parent rarely express positive emotion, dismiss their child's feelings as un important, and have difficulty controlling their own anger and hostility, children have continuing problems managing emotion that seriously interfere with psychological adjustment,” P.409.

Intellectual Development

Adults have the task of helping preschool children meet their intellectual needs. Preschool children may be enrolled in special program. But the home and neighborhood play

groups can remain the most important places for learning (Sheila, 2009). Preschool children mental abilities can and to develop any time and any place. Adults need to become “tour guide” who provide materials, who ask questions, and who present problems to solve (Celia, 1988). Problem solving in the real world gives a practical reason for learning. Divergent thinking (coping up with different possible ideas) is more often developed through rich, every day. On the other hand, convergent thinking (coping up with only one right answer or way) is more often seen in formal lessons. Answers too many of life’s problems requires divergent minds.

Teaching Methods

Learning through Observation

Children must learn to really observe by seeing, hearing, touching, smelling, and tasting. During the preschool years, children should be able to see details and compare (see how things are alike) and contrast (see how things are not alike). Games can be used to improve these skills (Bruce, 2011).

Learning through Problem Solving

Problem solving is a rather broad term. It most often includes noting a problem, observing and questioning what one sees, and solving the problem. By the preschool years, mental and action problem solving skills are used. Mental problem solving depends on basic skills in classification, serration, transformation, and reversals (Celia, 1988).

Learning through Symbolizing

Intellectual needs are also met as the child begins to think in terms of symbol. Symbols have different degrees of abstractness from little abstract to highly abstract. Those are enactive representation (is using one’s own body); including the sound one can make to represent another person or an object. The next one is concrete, three dimensional representation (using objects

such as building blocks, clay pieces, dolls, and many other objects to represent the real world is called concrete, 3-dimensional representation. The other is two dimensional representation (is symbolizing one's world through flat art media like paints, crayons, pencils and other medias. The last one is abstract symbolic representation is (sign such as traffic sign and signals), words, numbers, graphs, music notation, and scientific notation are some forms of symbolic representation (Bruce, 2011; Celia, 1988).

According to Celia (1988) teaching preschooler through symbolization consists of the above four steps. Often enactive representation is the least abstract of all symbols. The adult should make them a little help to pretend. And care full not show or tell too much about how to pretend play is lost. As is true of all representation the child decide on the symbol not on the adult. In the preschool years, the spoken language is the main type of abstract symbolic representation that the child begins to learn

Learning through Motor Skills

A children move and act up on objects, they not only become more skillful in physical ways, but in mental ways (Celia, 1988). Children learn as they move their bodies in space. They learn as they do things with their hands. Because preschool children are in almost constant motion, many gross motor skills are learned as preschool children just play. However, a few planned activities may be fun and help mental development as well. Fine motor skill should be enjoyed, too. Some of the best item is art materials, puzzles, small wooden beads to string, pegboard, small constriction toys such as Lego blocks and tinker toys, and self-dressing aids.

Learning through Language

Preschool children learn language from what they hear, articulation of sounds, vocabulary and grammar (Bruce, 2011). Thus adults must be the most language models they can

be. Preschool children need many daily chances to talk with adults and older children. Talk need to be part of all activity. Reading to children every day increases language learning.

Learning through Story

According to Seefeldt, the use of history, whether told orally, written down, or created through a dramatic play of children is essential to the communication of human experience. It is also an important link among member of the same family, across families, across communities and different cultures, and across oral and written modes of language. The current popularity of literature based and whole language programs has enhanced the role of story from early childhood through the elementary grades curriculum (Seefeldt, 1992).

Role of Play in Child Learning and Development

Play is an important part of a child's life. It fosters creativity, imagination, social connections, and learned behaviors. Play is the activity which can be defined as a range of voluntary, intrinsically motivated activities that are normally associated with pleasure and enjoyment. Seefeldt (1992) expresses young children play as follows:

“Symbolic, in that it represents reality with an “as if” or” what if” attitude

Meaningful, in that it connects or relates experiences

Active, in that children are doing things

Voluntary and intrinsically motivated, whether the motives are curiosity, mastery, affiliation, or others

Rule governed, whether implicitly or explicitly expressed

Episodic, characterized by emerging and shifting goals that children develop spontaneously” p.43

In play one interacts with the world of people, objects even ideas. Vygotsky, 1978, cited in Bruce (2011) in play a child always behaves beyond his average, above his daily behavior: in play it is as though he were a head taller than himself. As in the focus of magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development. Tassoni, also stated Piaget’s stages of play. According to Piaget 2-7 children’s play is symbolic play. Children are using language as a means of communicating and this is reflected in their play (Tassoni, 2007).

Play and Physical Development

The most often noted need for play is it helps physical development. Muscles and nerves are improved. The heart and lung system are aided. Proper weight is more likely to be maintained. Balance and co-ordination are improved (Celia, 1988). In play children develops fine manipulative skills, motor skills and they build general coordination (Tassoni, 2007).

Play as Mental Development

Children learn through play about their physical world. As indicated by Seefeldt (1992) teaching the whole child through the process orientation and incorporating play experiences in to the curriculum is well established. Children can cause objects to do many things. They observe the result of actions and how objects differ and also how things are made. Through play, children learn relationship concepts and number concepts, language, in play children learn they can make mistake. In addition to this Tassoni (2007) expressed the role of play on cognitive development. As Tannoni, different plays improve spatial awareness, develops concept of speed and height,

and develops awareness of surrounding. It helps children to think logically, to develop sense of shape and sorting skill.

Play and Social-emotional Development

Children build awareness of others through play. Parents who play with their children during the childhood years seem to be close to them in later year. Along with awareness of others comes concept of rights and properties, sharing and settling disputes. In play, children learn to detect others' feelings. When children play cooperatively they encourage turn taking and sharing. According to Tassoni (2007) play boosts self-esteem and confidence, give children a sense of freedom, release tensions, gives children a sense of adventure, gives children a sense of achievement, and allows children to set their own goals.

Play and Language Development

When children play cooperatively, it provides the opportunity of introducing new vocabulary and the possibility of extending their vocabulary. It encourages communication (Tassoni, 2007). Several methods exist which the pre-school teacher can employ to facilitate children's learning. According to Chowdhur and Choudhury (2002) also the important teaching methods in preschools include play; story telling; motivating the curiosity of the child; helping the child to learn through experience; discussion; rhythm, music and movement; dramatization and field trips and excursion. Hence, the preschool teachers are urged to use developmentally appropriate and varied teaching methods in order to help develop the children's scientific knowledge, attitudes and skills. The MoE (2010) also notes that the keystone in early childhood care and education is its child-centered approach. Through child-centered active learning, young children construct knowledge that helps them make sense of their world.

Assessment in Preschool

Assessment of children should be holistic, focusing on all the aspects of their development. Child's development should be assessed continuously, using appropriate methods. Achievement tests should not be used as a basis for promotion, retention or selection. The results of assessment must be appropriately communicated to parents and must not be used to label the child. Assessments should indicate the child's strengths and weaknesses as well as make recommendations for improvement (MoE, 2010).

2.5. Qualification of Practitioners

Personal Qualification

According to Celia (1988) personal qualifications are all the traits individuals possess that are not thought as part of the training for a career. As above scholar, those are concern for children, enjoying children's physical and social world; like games, songs, stories, and even humor. Flexibility, remain open to new ideas; adaptability, and leadership skill are also personal qualifications.

From practitioners appropriate dress and behavior is also needed. According to Tassoni (2007) practitioner should avoid wearing of high heel or heavy shoes as this could harm a child if they stepped on them accidentally. As well as clothing it is important that looking clean and tidy; hands, nails and skin must be kept clean. Make up and jewellery should reflect practical occupation. In order to do well on placement, practitioners will need to show that they have positive attitude. This means smiling, listening and genuinely taking an interest in the children and the work of the setting (Tassoni, 2007). Practitioner should communicate with children's

family. In doing so showing respect and courtesy can help parents to trust staff and to value their help (Tassonni, 2007).

Professional Qualification

Professional qualifications are a skill most learned in training center. As expressed in MoE et al. (2010) teachers should develop a structured day-to-day program based on the curriculum. Both teachers and assistant teachers should be interested with the responsibility of supporting the learning and development of preschool children. They should have knowledge and skills related to holistic child development; the ability to work with children, parents and others in the preschool settings; commitment of enhancing the development of young children; love and respect of young children regardless of their culture, ethnicity, family beliefs and practices or any other differences and being advocate of the rights and the protection of the child are the major qualities (MoE et al., 2010).

Teachers should attend preschool teacher training courses for 10 months or have attended 2 month course to upgrade their skill and knowledge in active learning of young children. The maximum teachers-child ratio should be 1:30 for the four to five years and 1:40 for the five to six old. Assistant teacher should be adults of sound mind and no criminal record, who have reached grade 8-10 and hold a community health promoters or health assistant certificate with especial attention to early stimulation. According to this strategic frame work, the minimum standards of preschool teacher are 10th grade, for care giver or assistant teacher has completed grade 8 (MoE et al., 2010).

2.6. Physical Environment, Facilities and Materials Needed in Good Quality of Preschool Education

Pre-school services will be delivered through community based pre-schools, privately run pre-schools, pre-schools attached to primary schools and faith- based pre-schools. The pre-school centre, whether a community hall, classroom, home or school, should be licensed as a pre-school. The centre should be easy to identify and clearly marked as pre-school. The environment should be an attractive, pleasant and physically safe place for children. The setting of the physical space should allow for free movement of both children and adults. Cleanliness, good maintenance and hygiene must be a priority. The location should be free from pollution and away from garbage sites. Basic sanitation facilities need to be available, including one latrine and water for hand washing. The room should be well ventilated, with enough window space to allow a good flow of air. There should be an area for displaying the children's creative work (MoE et al., 2010).

Classroom

Early childhood class room should be arranged into 'interest centers' such as the block corner, library, art area, family or socio- dramatic play corner, and sand/water areas (Seefeldt, 1992). According to the above scholar, the area of the room also should be stocked with a range of manipulable materials used, to promote social interactions, skill/concept development or combination of the two. Children prior age 6 or 7 are believed to take information more accurately when that information is directed to them as individuals; so that making dialogues with them is essential. To constructively enter in to dialogue with individual children or with small groups through, providing descriptive feed-back, reinforcing, coaching, prompting, and

giving suggestion, asking questions, and modeling, in rich, well organized, or unhurried classroom settings are needed (Seefeldt,1992).

Indoor and outdoor play ground

Play is a pivotal part of a child's life. Outdoor and indoor play fosters opportunities for creativity, imagination, social connections, and learned behaviors. Parsons (2011) said that there are two types of outdoor play scapes: natural and constructed. Natural play scapes offer sensory stimulation and physical diversity which is critical for childhood experiences outdoors. Outdoor play in greened play scapes has a positive effect on children's social development, motor skill development, attention, and activity level. It also can provide children with experiences in naturalistic landscapes which could impact their morals, values and actions (Parsons, 2011).

The garden

According to Bruce (2011) there have been developments that have recaptured the garden (rather than arid play grounds full of fixed and expensive brightly colored equipment). Outdoor learning is important and children need to have places and spaces in the open air that challenge and present risks that develop their learning (Tovey, 2007, cited in Bruce, 2011). Tovey suggested that garden will reflect our values about children; for children the garden is not a place full of things, but a place full of meanings; the garden is a dynamic place, which will keep changing as adults and children see the need, and as the seasons change. According to Ethiopian context, to enhance creativity, there should be availability of visuals rich in color, texture and shape. As mentioned in MoE et al. (2010), outdoor play equipment must be well maintained, clean and developmentally appropriate. It should provide enough opportunity for creativity and development of different skills. They should be arranged and organized manner to allow for accident-free play (MoE et al., 2010).

Material provision

Children cannot learn without real, direct first-hand experience like forest. Physical environment need to be wide ranging both in door and out door, with natural and manufactured objects. The environment in which children develop and learn involves the people with whom the child interacts, the objects or material provision they encounter, and the places and events experienced, (Bruce, 2011). In addition to this, as indicated MoE et al. (2010) a variety of stimulating play and learning materials that promotes higher thought processes (puzzles, riddles and guessing games, stories and fairy tales, etc.) locally available materials and local environment should be available. Oromia educational baerous' standard of early childhood education also indicated that, play materials like balance, merry-go-round, swinging, slide, crawling funnels, football, skipping ropes and diffirent toys should be available in the preschools (OEB, 2003)

In addition interest table and displays, themes, topics and projects, the development of mastery and skills, places events and culture, people, and the contexts of child learning are the central parts of child learning and development (see Bruce, 2011). In general the central aim of material provisions is to give children direct experience, allow their initiatives and extend them, support intrinsic motivation broadly and in depth, and facilitate the development of dispositions and attitude that are helpful to learning.

Toilets and its uses

Cleanliness, good maintenance and hygiene must be a priority (MoE et al., 2010). Children of this age need to be reminded to go to the bathroom. Reminders should be given after awakening in the morning or from naps, before and after meals and before leaving the house. In

of bedtime fears of the dark, to sleep as well as to wake up may be occurred; so help is needed (Celia, 1988).

2.7. Parental Involvement in Preschools

In early childhood setting working with parents and communities is so much essential. Adequate opportunity should be provided throughout the year for interaction and communication between the parents and the teachers. Parents and teacher should regularly share information on the child's progress. Regular parent teacher association (PTA) meetings should be held within the year. Clear and comprehensive information about the pre-school should be made available to all parents. Information about the home environment should be made available to the teacher. This information will be kept in strict confidence. Information on all events that have taken place in the pre-school should be shared at the close of the year. Parents should regularly be provided with opportunities to build their knowledge and strengthen their capacities. Adequate opportunity for children to participate in the activities of the community will be provided. Collaboration with community representatives should be established for supporting the activities at the pre-school. Community representatives are given the opportunity to provide input for running the pre-school (MoE, 2010).

Focusing on the needs of children and parents/caregivers is essential in child learning and holistic development. Parenting Education is also considered in MoE, MoH & MoWA (2010). As this document, parents/caregivers should be educated milestones in holistic child development, the role of parents in fostering holistic development (early stimulation, parent-child communication, nutrition and feeding, hygiene and management of childhood illnesses); developmental gender related issues; traditional harmful practices ; effective child rearing

practices; enhancing attachment and bonding; HIV/AIDS; positive discipline and character formation & children's rights and their protection.

2.8. Government Role in Preschool

While the government's direct involvement in the provision of ECCE will remain limited, its role in maintaining the improvement of quality of ECE and its governance through supervision and inspection will deepen during education sector development program (ESDP IV). According to MoE (2010), the government's role will be mainly one of promoting, coordinating, supporting and monitoring the involvement of other stakeholders.

The strategies to be implemented under ESDP IV cover four main areas. Firstly, the government and the various relevant ministries will make efforts to mainstream ECE. In this regard, the overall governance structure and the mandate and role of the various stakeholders will be clarified. As part of this, the ministry will help establishing a national steering committee, regional councils and woreda technical committees. Secondly, the Ministry will reinforce its role in regulating and monitoring the quality of ECE delivery. This will take place through the development of a curriculum and setting standards for play and learning materials which promote child-centered teaching and the child's holistic development. This will be ensured partly through the setting up of accreditation and certification systems of teacher training and teacher qualification applicable both for community /public and private ECE centers which in turn will help assign qualified teachers required for the level. This will be enhanced through the design of an effective ECE supervision and inspection policy. Strong linkage will be created with families and the community, NGOs, Development Partners and Ministries of Health and Women's Affairs and other relevant stakeholders. Thirdly, the ministry will more directly support quality improvement. In collaboration with other stakeholders, teacher support materials will be

prepared and made available to ECE centers. An enabling environment for the training of ECE teachers and the supervision of ECE centers will be promoted. Fourthly, colleges of teacher education will give more attention to ECE teacher training and development in their teacher training programs (MoE, 2010).

2.9. Quality, Equity and Access

As Godon & Browne (2010), the quality of early childhood programs is based on the following essential factors. Those are: developmentally appropriateness of the program; child adult interaction; staff consistence; staff qualification; respect and concern for a staff; physical environment; family involvement; the teacher–child ratio; that is, the number of children cared for by each staff member, the total size of the group or class and the education, experience, and training of the staff.

Current arrangements for early childhood care and education appear in many cases to run stand to the requirements for implementing the rights of every child, and are equally incompatible with achieving social equity (Woodhead, Ames, Vennam, Abebe, & Streuli, 2009). Especially in Ethiopia, the impact of a growing private sector is to reinforce rather than reduce inequities of access to quality education. In Ethiopia, private pre-schools have to some extent filled ECE nothingness, but for the most part they benefit only the most advantaged urban groups (Woodhead et al., 2009). In order to reverse these trends, a government Special strategy was developed to increase the number of ECE classes and programs in rural areas. These will consist of providing incentives to communities, of promoting iddir-based ECE owned by low-income communities and of providing support to stakeholders who set up ECE classes in rural primary school compounds (MoE, 2010). The modes of expanding ECE services will be both through

formal and non-formal. High quality early childhood programs ensure all children make successful transitions into primary education.

2.10. Children with Special Needs and Inclusive Education

The term 'special educational needs' refers to all those children and youth whose needs arise from disabilities or learning difficulties (UNESCO, 1994). Gifted and talented children, children with physical disabilities, children with learning difficulty, children with visual impairment, children with hearing impairment, children with intellectual disability, children with behavioral disorder, children with speech disorder, street children and working children, children from remote or nomadic population, children from linguistic, or cultural minorities and children from other disadvantaged or marginalized area or groups, all are children with special needs (Celia, 1988; UNESCO, 1994). These all children have unique characteristics, interests, abilities and Learning needs, education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs, ensure that, service, address the provision of special needs education in inclusive schools. Teachers and parents should follow up the children and plan what is to be done for the child and how it is to be carried out (Celia, 1988). The learning needs of the disabled demand special attention. "Steps need to be taken to provide equal access to education to every category of persons with disability as an integral part of the education system," (UNESCO, 1990, article.3). Since the base of inclusive society is inclusive school, schools have to find ways of successfully educating all children, including those who have serious disadvantaged and disabilities (UNESCO, 1994).

Children with disabilities also have rights and responsibilities. Each of them has something to contribute to society. If they are respected and grow up in a nurturing environment, these children will eventually be able to make a positive contribution to society. It is the family's

responsibility to provide opportunities and create a nurturing environment for them. Alternative or institutional care should be provided in extreme situations and only when it is in the best interest of the child (MoE et al., 2010).

2.11. Challenges and Opportunity of Early Childhood Education

As MoE (2010) main challenges of early childhood care and education is average qualifications of teachers have gone down; the role of the government and stakeholders in quality assurance of ECCE needs further clarification and strengthening and regions and woredas feel they did not receive sufficient guidance and support from the ministry.

Unlike prior 2007, The Government of the Ethiopia made a commitment to support the well-being of young children. A comprehensive overarching policy framework that encompasses sector policies for early childhood care and education has been developed (MoE, 2010). This document attempts to develop guidelines for early childhood care and education (ECE) for Ethiopia; By the Ministry of Education, the Ministry of Health and the Ministry of Women Affairs. A strategic operation plan has also been developed. They are expected to be useful for parents, communities, all professionals responsible for ECE implementation, woredas, regional governments, ministries, multi-lateral and bilateral partners, universities and the private sector.

2.12. Development of Early Childhood Education and Current Preschool Situation in Ethiopia

Ethiopia has goals and strategic objectives of early childhood education. MoE (2010) stated that the overall goal of the policy framework is to promote early stimulation and the best start in life for all children from prenatal to seven years, and enhance the quality, accessibility and equitable distribution of services for children through more efficient partnerships and capacity building programs. Specifically, the strategic objectives of the policy framework are

establishing a coherent governance structure for ECE and ensure mainstreaming of ECE in all relevant national policies and programs; promoting and supporting development of accessible, equitable and quality ECE services, for all children, particularly for vulnerable, children with special needs and marginalized children. The other policy frame work is protecting young children from any form of abuse and harmful practices in promoting and strengthening partnerships and collaboration among all stakeholders required for the effective delivery of services and programs for young children. Mobilizing, planning and allocating the necessary resources to ensure quality services for all children from prenatal to seven years of age is the other policy frame work.

According to diffirent rources there are a gaps in implimenting the policy frame work (Tesemma, 2012; UNISCO, 2010; Tirussew, 2007; Tirussew et al. 2007).To reduce the existing gap and to actualize education for all, the ministry of Education has designed a strategy for special needs education, the final goal of which is to ensure access and quality education for marginalized children and students with special educational needs. Different universities and colleges have started new teacher education programs on special needs education. Core curricula have been modified for children with disabilities and manuals are being prepared on disability specific curriculum at the federal level. In addition, special needs education is mainstreamed across all teacher education and training institutions in the country. Currently five teacher education institutes and four higher education institutions opened SNE departments and are training SNE professionals at different levels (Diploma, BA, MA and PhD). Moreover, sign language training is been given as a subject in BA level in higher education institution (MoE, 2010).

CHAPTER THREE

METHODOLOGY

3.1 Research Design

To carry out any type of research, a research method that has strong links with the purpose, structure, problem and other similar factors of the case under the study is required. To this end, both quantitative and qualitative methods have been employed. Since the method employed quantitative and qualitative approaches, it is mixed research approach. According to Creswell (2009) mixed research approach is an approach to inquiry that combines or associate both qualitative and quantitative form. Mixed research as Creswell stated has six forms. Among those, concurrent embedded has been employed. Concurrent embedded is in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator collects both forms of data at the same time and then integrates the information in the interpretation of the overall results. Also, in this design, the researcher may embed one smaller form of data within another larger data collection in order to analyze different types of questions (the qualitative addresses the process while the quantitative outcomes are addressed). The reasons behind the researcher decided to use concurrent embedded method was that the researcher can gain broader perspectives as a result of using different methods. The researcher utilized different methods to study different groups or levels and the researcher collected two types of data simultaneously during single data collection, so less time consuming. The researcher used quantitative as primary data base and qualitative data as secondary data base or it provides supportive role; this is because most of the data bases required for this study were quantitative.

3.2. Participants and Sampling Techniques

The participants of the study were parents (from who have sent their children to preschools), children attending preschools, teachers of preschools, care givers, directors of preschools, regional, zonal and administrative town's curriculum experts.

Based on the representativeness and the resourcefulness of the sample and the type of participants appropriate sample sizes had been taken. Since it was not possible to include more towns, Nekemte town was selected as the town is the biggest town in Wollega zones. Hence, it was believed that the town hosted greater number of preschools which were sufficient to be researched upon.

Nekemte town had 26 preschools which consisted 12 private preschools, 5 faith based and 9 governmental preschools. There were 108 teachers of the preschools. Concerning the selection of the sample, teachers were selected using comprehensive sampling since all of them could be managed for the study.

Furthermore, for interview, three directors, three parents, three care givers, and one regional, one zonal and one town education bureau curriculum experts were selected by purposive sampling technique. Those informants who were more knowledgeable and active participant in the area of inquiry were purposively included in the sample. Attributes such as sex, welcoming of children with special needs and willingness to participate in the study could be used as criteria in selecting the informants.

At last, for observation guide, three classrooms' lessons (one from private, one from faith based and one from government) were selected purposively. Structured observation was applied in all 26 preschools of the town.

In general sample sizes were presented in the table 1.

Table 1

Sample size

Types Of ECE	NO	For Questionnaire			For Interview			Observation	Structured
		M	F	T	M	F	T	Guide	Observation
									All
									Preschools
Private	12	3	75	78	1D,1P,1C		3	1CL	Were
Faith Based	5	3	18	21	1D	1P,1C	3	1CL	Observed
Governmental	9	4	5	9	1D,1P,1R,1Z,1T	1C	6	1CL	
Total	26	10	98	108	9	3	12	3	

Note: D= Director P = Parent T-Town expert Z=zone expert R= regional expert C= care giver
CL=Class

3.3. Data Sources

Both primary and secondary sources of data were used in this study. Primary data sources were parents, children, teachers, directors of the preschools, caregivers, regional, zonal and Administrative Town curriculum experts had been taken as key informants. The secondary sources of information were documents, curriculum, manuals and teaching materials.

3.4. Data Gathering Tools

In order to gather data' both quantitative and qualitative data gathering tools were used. It was assumed that the use of both methods would help to get reliable and adequate information to

investigate the problem. Therefore, close ended questionnaire, semi-structured interview and observation were employed.

3.4.1. Questionnaire

Questionnaire was utilized to collect data from teachers because questionnaire are helpful to secure factual information about opinions and views and also appropriate instrument to obtain a variety of opinions with in a relatively short period of time (Best & Khan, 2003). Therefore, questionnaire was applied in this research. The areas measured in this instrument were teachers' related issue, nature of the curriculum, teaching methods, assessment techniques, parental involvement, roles of government, accessibility of ECE, the challenges of ECE and the opportunity of ECE. The questionnaire adaption was made from previous researches conducted in different parts of Ethiopia as well as relevant literature review. The questionnaire had two parts. The first part was demographic characteristics of the respondents. The second part was a five point likert-scale type with response category ranging from strongly agree to strongly disagree/or very high to very low/or very frequently to not at all. For these rating scales, there were numbers that represent the level of agreement as follows.

5=strongly agree/very high/very frequently,

4=agree/high/frequently,

3=undecided/medium/sometimes,

2=disagree/low/rarely and

1=strongly disagree/very low/not at all.

To interpret the results, the following rates have been used to show the level of agreement. Greater than or equal to 4.5 strongly agree/ very high/very frequently, 3.5-4.49 =

agree/high/frequently, 2.5-3.49= undecided/medium/sometimes, 1.5-2.49= disagree/low/rarely and less than 1.5= strongly disagree/very low/not at all.

The questionnaire was firstly prepared in English and to make the items clear for the ECE teachers it was translated into Afan Oromo language. The English and Afan Oromo version was evaluated by language experts.

3.4.2. Interview

Interview is found to be important instrument to understand people's perception, awareness and feeling (Best & Khan, 2003). Therefore, in this study, semi-structured interview was conducted with directors, caregivers of the preschools, parents, regional, zonal and administrative town curriculum experts to know knowledge and awareness of these participants towards the ECE. There were three types of interview questions done for children's parents, caregivers and for educational professionals. The interviews were conducted in Afan Oromo based on the interest of interviewees and it was at the convenient possible time for the interviewee. The interviews were tape recorded and transcribed immediately. The interviews were completed, on the average, within thirty to forty minutes.

3.4.3. Observation

The gathering of data was made by investigator's own direct observation of relevant people, actions and situations. According to Creswell (2009), observations are those in which the researcher takes field notes on the behavior and activity of individuals at the research site. In these field notes, the researcher recorded the activities at the research site in unstructured or structured way. In this case structured as well as unstructured observation guide were used. Structured observation guide was used in identifying presence and absence of materials in the activity center; outdoor play equipment and materials, sanitary facilities, the appropriateness of

physical environment of the preschools and policy materials of the education sector and preschools have been observed by the researcher. In doing so, the tool was prepared and organized for each preschool and the researcher ticked in the provided alternatives. According to Amos (2007), in observation the researcher can provide guiding points what he/she wants to observe. In addition to structured one, semi-structured guide observation was employed to observe the methods of teaching and pedagogy in the classroom. The observation guide used in this study was adapted with some modification from research studied in other setting (Tessama 2012). The observation was conducted for one day in each preschool during the period from the first week of February to the last week of March.

3.5. Validity and Reliability

The tool for data collection was initially adopted based on basic research questions and review literature. Then the questionnaire was given to the advisor of the researcher and to other two persons to check the validity of the instruments. Based on the comments obtained from the advisor and other experts certain modifications were made. Then, the items were pilot tested at Nekemte administrative town to check internal consistency of the reliability. Nineteen teachers were participated but three individuals did not return the questionnaire. The pilot responses obtained through the questionnaire were analyzed statistically to see the reliability of items. Cronbach (coefficient) alpha was used to judge the internal consistency of the items and 0.71 alpha values was obtained. This showed that the internal consistency of the reliability was acceptable.

3.6. Procedures of Data Collection

First, the letter of the recommendation from the Administrative Town education office which explained about the researcher and the investigation was presented to the directors of the schools where the research was conducted. Once permission was secured, the researcher explained the purpose of the research to the directors. Next, the researcher with the principal of the ECE arranged the time and place to get the participants and to have name list of teachers. The administration was carried out with the help of one assistant from each preschool. Adequate orientation was provided to the assistant's to secure reliable data. The questionnaire was distributed to the teachers after explaining the purpose of the study. A total of 108 questionnaires were distributed to the teachers in twenty six ECE centers. Of them 97 were returned. Hence, the return rate was 89.8%. Therefore, finally 97 questionnaires were used for the analysis. Accordingly, the undertaking of interview, the distribution of questionnaire and the document review was tasks on which agreement could be made to carried out step by step. The researcher then was carried out the interviews with purposively selected three care givers, three directors, three parents, one administrative and one zonal and one regional curriculum experts. Structured observation also made for each preschools and observation guide was done for three selective classrooms by the investigator. This data collection process took a total of two months.

3.7. Data Analysis

After collection of questionnaires and getting back the adequate number of responses, the raw data were structured and tabulated under the respective categories so as to make it manageable, readable and understandable. The items were classified in to different tables according to similarities of issues in the questionnaire. Having classified them, they were analyzed and interpreted accordingly. As the study used both quantitative and qualitative type of

data, the data analysis method also utilized the quantitative and qualitative types. For the purpose of analysis of quantitative data, percentage, overall mean of computed scores, standard deviation one sample t-test and one way ANOVA were used. Percentage was used to describe background of the respondents and provision of materials, equipment and facilities. Overall mean and standard deviation were used to analyze teachers related issue, nature of the curriculum, teaching method, assessment technique, parental involvement, government support, accessibility, challenge and opportunity of preschools ; one sample t-test was used to analyze over all practices of preschools and lastly one way ANOVA was used to see significant differences between/among private, governmental and faith based preschools' practices.

To analyze the qualitative data, thematic analysis technique was employed. In doing so, the following tasks were carried out step- by-step. Initially the researcher organized and prepared the data for analysis. It involved transcribing interviews, typing observation notes, information gathered from documents was sorted by arranging the data in to different types depending on the nature of the information. The next task was reading through all the data so as to obtain the general sense of information. The third step was inserting to data's acquired by quantitative instrument (Creswell, 2009). Then the acquired information were narrated and finally interpreted and the findings were compared with the information obtained from the theories literatures.

3.8. Ethical Consideration

This study was conducted confidentially. The participants in all the ECE were informed that their response would be kept confidential and could not be used in ways that would harm them and their response would not be used for other purpose than this study. To guarantee confidentiality and anonymity, the participants were not asked to write anything that indicates their identity because confidentiality and anonymity are among the ethical considerations of

conducting research. All information received from them could be treated with the greatest confidentiality. In addition it considers inappropriate the writing about personal identity of the children, such as the photograph of the children

CHAPTER FOUR

RESULTS

This part of the study deals with the results of data gathered from different sources through questionnaires, interviews and observation to answer the basic research questions.

This chapter has been divided into eleven parts. The first part discussed the general characteristics of respondents; the second part deals with teachers related issue; the third part coped with nature of curriculum; the fourth part presented method of teaching, the fifth part showed assessment technique; sixth part coped with the site and physical environment, Indoor and outdoor facilities and materials and equipment in the preschools; the seventh part presented involvement of the parents, the eighth part is deals with involvement of government, the ninth part was about accessibility of ECE; the tenth one deals with challenges and last one was about opportunity of ECE.

4.1. General Characteristics of Respondents and Preschool

Here under, there are tables that depicted the general characteristics of respondents (sex, age, educational qualification).

Table 2

Preschools, Age and Sex of Respondents (Teachers)

			Sex of Respondents		Total
			female	male	
Types of Early Childhood	Private	Count	67	3	70
		%	77.0%	30.0%	72.2%
	Faith based	Count	17	3	20
		%	19.5%	30.0%	20.6%
	Government	Count	3	4	7
		%	3.4%	40.0%	7.2%
Total		Count	87	10	97
		%	100.0%	100.0%	100.0%
Age of Respondents in years	25 and below	Count	13	2	15
		%	14.9%	20.0%	15.5%
	26-35	Count	42	6	48
		%	48.3%	60.0%	49.5%
	36 and above	Count	32	2	34
		%	36.7%	20.0%	35.1%
		Count	87	10	97
		%	100.0%	100.0%	100.0%

Table 2 illustrated the characteristics of respondents by sex of respondents, age of respondents and types of early childhood education. Accordingly, the number of females was 67(77%), 17(19.5%) and 3(3.4%) in private, faith based and governmental preschools respectively. Regarding the male counterpart, 3(30%) in private, 3(30%) in faith based and 4(40%) in government preschools were male respondents. The number of females was larger than males in each preschool. The age preschool children is begin to see themselves as boys and girls with role differences so the number of females and males should be equal. When the general representation of respondents was considered, 70(72%) of respondents were in private, 20(20%) were in faith based and 7(7%) were in government preschools which showed the number of teachers was largest in private and least in government preschools.

As indicated in Table 2 majority of the respondents were between the age range of 26-35 which implied they were in the young adult hood or in the productive age groups who could effectively carry out their teaching. The next age level that contained larger group was at the age category of between 36 and above. The rest age group which was below 25 age contained small number of respondents. Generally, majority of the teachers were in the productive age who could address their responsibilities successfully.

Table 3

Educational Level and Years of Services of Respondents (Teachers)

Categories			Educational Levels		Total
			Trained in	Not trained in	
			ECE	ECE	
Years of	0-5	Count	67	4	71
Service of		%	72.8%	80 %	73.2%
Respondents	6 and above	Count	25	1	26
		%	27.2%	20%	26.8%
Total		Count	92	5	97
		%	95 %	5 %	100 %

In Table 3, educational levels and years of services of respondents were depicted. In order to make the description manageable, year of services of respondents were classified in to three groups. The levels were 0-5 and 6 and above year. In addition, levels of training were considered. As indicated in the table 2 majority 71(73.2%) of respondents are in the year category of 0-5. The service years of 6 and above were 26(26.8%) which is relatively few in number. This indicated that teachers had less experience in ECE. Regarding the training levels, 5(5%) of the respondents had no training while the remaining 92 (95%) were trained. Majority 67 (72.8%) of the trained teacher have served up to five (0-5) years and the rest 25(27.2%) were in the rate of 6 and above respectively. That was due to the fact that most schools were relatively new and the preschools opened recently. In case of non-trained respondents, majority 4(80%) of them had experience of less than 5 years and there was only 1(20%) with no training for the

range of 6 and above years of services. In general, most of respondents did not have long term experience but majority of the respondents had taken training.

4.2. Teachers Related Issue

In order to assess the teachers related issue of teachers who were teaching in preschools, questionnaires were distributed for respondents. It was designed to gather data on the aspects of teachers training, teacher's treatment of children and teachers' preparation of teaching materials and commitment of teachers. The following table summarizes the issues.

Table 4

Teacher Related Issues

Variables		N	Mean	SD	Min	Max
1. Quality of Teachers Training	Private	70	2.99	.40	1.50	4.00
	Faith based	20	2.98	.34	2.50	3.50
	Governmental	7	2.43	.27	2.00	2.75
	Total	97	2.95	.40	1.50	4.00
2. Teacher Student Relation	Private	70	3.74	.23	3.00	4.25
	Faith based	20	3.89	.20	3.63	4.38
	Governmental	7	2.21	.21	2.00	2.50
	Total	97	3.66	.46	2.00	4.38
3. Teachers Preparation of Teaching Materials	Private	70	4.85	.47	1.50	4.00
	Faith based	20	3.15	.46	3.50	5.00
	Governmental	7	3.29	.39	4.00	5.00
	Total	97	3.22	.76	1.50	5.00
4. Commitment of Teachers to children	Private	70	3.93	.40	3.00	4.75
	Faith based	20	3.78	.43	2.50	4.25
	Governmental	7	2.04	.22	1.75	2.50
	Total	97	3.76	.63	1.75	4.75

Table 4 showed the computed means and standard deviations of teachers training, student teachers relation, teachers' commitment and preparation of teaching materials. There were 18 questions prepared to gather data about teachers' related issues. For analysis, the questions were categorized into four main areas by computing their means.

The means (with standard deviation parenthesis) of respondents regarding teachers training (for the three preschools) were 2.99 (0.40), 2.98(0.34) and 2.43(0.27) for private, faith based and governmental preschools, respectively. The result of the means indicated that teachers had moderate training for private and faith based preschools. However, in case of governmental preschools, as indicated by the mean, the teachers stated that they had low level of training. The data disclosed that teachers training in the governmental preschools were left behind of those private and faith based preschools. For zero-classes (governmental preschools) they had four teachers especially trained to it; others were assigned to teach children just because they were available in the school. As Oromia regional state there are two (Asella and Jimma) colleges which train ECE educators for preschools.

To assess teachers-children relations, questions that indicated their relation with the children were provided to teachers. Accordingly, the means (with standard deviation parenthesis) of preschools were 3.74(0.23), 3.89(0.20) and 2.21(0.21) for private, faith based and governmental preschools respectively. As indicated, private and faith based preschool teachers agreed that they had good relationship with their children. But, for governmental preschools, the computed mean showed that there was no respectable relationship between teachers and children.

Regarding teaching materials preparation, the computed means (with standard deviation parenthesis) for private, faith based and governmental preschools were 4.85(0.47), 3.15(0.46)

and 3.29(0.39), respectively. The result of the means indicated that teachers in the private preschools strongly agreed that they were preparing teaching materials whereas faith based and governmental preschools teachers were not in good status of preparing the materials. Preparing local teaching material is, however, advisable mechanisms of addressing the needs of children.

The computed means (with standard deviation parenthesis) for the commitment of teachers were 3.93 (0.40), 3.78 (0.43) and 2.04 (0.22) for private, faith based and governmental preschools, respectively. Accordingly, private and faith based preschools showed high degree of teachers' commitment but for governmental preschools the mean showed that the teachers had low commitment. The data from observation also revealed that the teachers cared for children and showed respect and cooperation. Caregivers also facilitates child learning in the classroom as well as out of classroom, for instance helping in the time of teaching, playing, eating, and toileting and napping. However, most of care givers were below 25 years old and they had no training in child care, learning and development. The care givers stated that they had diploma in teaching, and they were attending degree program. Since the monthly payment payed to them did not match with their responsibilities, they want to leave the job.

Table 5

One-Sample t-test Result of Teachers Related Issue in Early Childhood Education

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Teachers Training	71.148	96	.000	2.94845	2.8662	3.0307
2. Teaching Material Preparation	41.681	96	.000	3.21649	3.0633	3.3697
3. Teacher Student Relation	76.843	96	.000	3.66366	3.5690	3.7583
4. Commitment of Teachers	58.680	96	.000	3.76031	3.6331	3.8875

In addition, the t- test result in Table 5 indicated significant mean difference between the different groups of respondents based on their type of preschools they working in at 0.05 alpha for all items. This implied that all groups of respondents rated each item slightly different but the average mean ratings for different items were above the average. This implies that the three groups of respondents agreed on teacher's quality in aver all achieving their responsibility. A critical look at the item in the first category means teachers training was 2.94; teacher's preparation of teaching materials was 3.21; teacher student relation was 3.66 and commitment of teachers was 3.76. However the respondents rated above the average (2.5), still all the average means were below 4.0, this indicated teachers were needed more improvements.

Table 6

One way ANOVA Result of for Teachers Realated Isssues in preschools

Variables		Sum of	df	Mean	F	Sig.
		Squares		Square		
1.Teachers Training	Between Groups	2.039	2	1.020	6.869	.002
	Within Groups	13.953	94	.148		
	Total	15.992	96			
2.Teacher Student Relation	Between Groups	16.203	2	8.101	153.34	.000
	Within Groups	4.965	94	.053		
	Total	21.168	96			
3.Teaching Material Preparation	Between Groups	35.204	2	17.602	81.707	.000
	Within Groups	20.250	94	.215		
	Total	55.454	96			
4.Commitment of Teachers	Between Groups	22.806	2	11.403	69.449	.000
	Within Groups	15.434	94	.164		
	Total	38.240	96			

Table 6 depicted that the F ratio was significant for teachers training at $F(2, 94) = 6.869$, $P = .002$ implying that there was significant difference of training among the three preschools. Regarding the teacher student relation the computed F ratio was significant at $F(2, 94) = 153.384$, $P = .000$ which implied the relation of teachers with students significantly differed among the preschools. For the teaching material preparation, the F ratio was significant at $F(2, 94) = 81.707$, $P = .000$ showing among the three preschools in preparation of the materials there was significant difference. In case of commitment of teachers the F ratio was significant at $F(2, 94) = 69.449$, $P = .000$ indicating that the commitment of teachers differ among the three

preschools. Further analysis was conducted to verify which pair of means was significantly differed by using Tukey methods of test.

Table 7

Multiple Comparisons for Teachers' Related Issues in Preschools

Dependent Variable	Types of ECE		Mean	Sig.
			Difference	
1. Teachers Training	Private	Faith based	.00179	1.000
		Governmental	.56071*	.001
	Faith based	Private	-.00179	1.000
		Governmental	.55893*	.004
	Governmental	Private	-.56071*	.001
		Faith based	-.55893*	.004
2. Teacher Student Relation	Private	Faith based	-.15089*	.030
		Governmental	1.52857*	.000
	Faith based	Private	.15089*	.030
		Governmental	1.67946*	.000
	Governmental	Private	-1.52857*	.000
		Faith based	-1.67946*	.000
3. Teaching Material Preparation	Private	Faith based	-1.30714*	.000
		Governmental	-1.44286*	.000
	Faith based	Private	1.30714*	.000
		Governmental	-.13571	.784
	Governmental	Private	1.44286*	.000
		Faith based	.13571	.784
4. Commitment of Teachers	Private	Faith based	.15357	.298
		Governmental	1.89286*	.000
	Faith based	Private	-.15357	.298
		Governmental	1.73929*	.000
	Government	Private	-1.89286*	.000
		Faith based	-1.73929*	.000

* The mean difference is significant at .05 levels

The Table 7 indicates that the mean differences. Accordingly, except between private and faith based preschools in the rest possible pair there is no significance difference regarding teachers training. In case of teacher student relation in all possible pairs there were significant differences between preschools. For preparation of teaching materials except between government and faith based preschools, in the rest possible pairs there were significant difference. The comparison also depicted that for the commitment of the teacher, there was significant difference in the possible pairs except between private and faith based preschools

4.3. Nature of the Curriculum

Another area that was focused in the study was the nature of curriculum designed and provided for children. In order to assess the curriculum, there were 11 questions prepared. For analysis, the questions were categorized into four main areas by computing their means. They were themed in to the following: relevance of curriculum, contextualizing curriculum, addressing diversity and usage of mother tongue (language). The following table summarized the issues.

Table 8

Nature of the Curriculum

Variables	Types of ECE		Mean	SD	Min	Max
1. Relevance of Curriculum	Private	70	2.36	.47	1.50	3.50
	Faith based	20	2.75	.31	2.25	3.25
	Governmental	7	2.60	.31	2.00	3.00
	Total	97	2.46	.46	1.50	3.50
2. Contextualizeing of the Curriculum	Private	70	1.98	.50	1.00	3.00
	Faith based	20	2.62	.66	1.00	3.67
	Governmental	7	2.81	.50	2.00	3.33
	Total	97	2.17	.61	1.00	3.67
3. Addressing Diversity	Private	70	2.11	.61	1.00	4.00
	Faith based	20	1.90	.38	1.50	2.50
	Governmental	7	1.93	.34	1.50	2.50
	Total	97	2.06	.56	1.00	4.00
4. Valuing Socio Cultural	Private	70	1.85	.66	1.00	3.50
	Faith based	20	2.32	.67	1.50	3.50
	Governmental	7	3.86	.24	3.50	4.00
	Total	97	2.09	.83	1.00	4.00

Table 8 depicted that in all categories of preschools the curriculum had unrealistic relevance for children's social development, intellectual development and physical development in faith based and governmental preschool. That was indicated by the computed means (with standard deviation parenthesis) which were 2.36(0.47), 2.75(0.31) and 2.60(0.31) for private,

faith based and governmental preschools, respectively. There was no well-defined curriculum to promote holistic child learning and development. Oromia educational bureau had some guide lines for teachers but in case of curriculum, they are still preparing standardized one. Since the objective of early childhood education is to prepare children for formal primary school, the governmental preschools, were to make children achieve numeracy and literacy skills before entering primary school. In Oromia, there are three means of addressing ECE. One is preprimary school which is run by private sectors, especially in town. The second one is Zero-class which is for students' 5-6 years old in the rural area. The last one is child to child program. This showed that the curriculum was run differently even at regional level.

Regarding the contextualization of the curriculum, the result was observed in which the computed means (with standard deviation parenthesis) 1.98(0.50), 2.62(0.66) and 2.81(0.50) were for private, faith based and governmental preschools, respectively. Which indicated the contextualization of the curriculum was low in private preschools. In faith based and governmental preschools, however, it was medium in contextualizing.

The computed means (with standard deviation parenthesis) for inclusiveness of diversity were 2.11(0.61), 1.9(0.38) and 1.93(0.34) for private, faith based and governmental preschools, respectively that indicated respondents from the three preschools rated low for inclusion of diversity.

The last row of Table 8 depicted the level or degree to which the socio-culture was considered while developing curriculum of preschool. The mean of private preschools of socio-cultural consideration were 1.85 with standard deviation 0.66 which was low and in faith based preschool also 2.32 with standard deviation 0.67 which was low, too. However, in governmental

preschool the calculated mean was 3.86 with standard deviation 0.24 which showed valuing socio-culture was high.

It was stated that most curriculum of preschool was borrowed from foreign countries which was prepared in English. Some private preschools were totally using foreigner curriculum. Even there were preschools where the directors were foreigners who did not properly know socio-cultural background of the child and the community. When they were asked the reason of selecting foreigner, they stated that they had no well- trained directors and materials that were proper to promote child learning.

Table 9

One Sample t-test Result of the Nature of Curriculum

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Relevant of Curriculum	52.616	96	.000	2.45876	2.3660	2.5515
2. Contextualize Curriculum	34.704	96	.000	2.17182	2.0476	2.2960
3. Addressing Diversity	35.974	96	.000	2.05670	1.9432	2.1702
4. Valuing Socio Cultural	24.734	96	.000	2.09278	1.9248	2.2607

The t- test result in Table 9 indicated significant mean difference between the different groups of respondents based on their type of preschools they working in at 0.05 alpha for all

items. This implied that all groups of respondents rated each item slightly different but the average mean ratings for different items were below the average. This implies that the three groups of respondents disagreed on the inappropriateness of curriculum. A critical look at the item for addressing diversity was poorly rated (2.05) followed by valuing socio cultural 2.09; contextualizing the curriculum was 2.17 and relevance of curriculum for holistic child learning and development was 2.45. As one can infer from these ratings all of the computed means were below average, which implies that the nature curriculum of preschools were not relevant, contextualized, addressing diversity and valuing socio cultural.

Table 10

One Way ANOVA Result of Respondents' on the Nature of Curriculum

Variables			Sum of		Mean	F	Sig.
			Squares	df	Square		
1. Relevant of Curriculum		Between	2.523	2	1.262	6.659	.002
		Groups					
		Within Groups	17.812	94	.189		
		Total	20.335	96			
2. Contextualize Curriculum		Between Groups	9.355	2	4.677	16.215	.000
		Within Groups	27.115	94	.288		
		Total	36.470	96			
3. Addressing Diversity		Between Groups	.838	2	.419	1.331	.269
		Within Groups	29.600	94	.315		
		Total	30.438	96			
4. Valuing Socio Cultural		Between Groups	26.995	2	13.498	31.984	.000
		Within Groups	39.670	94	.422		
		Total	66.665	96			

The Table 10 depicted F results for ANOVA. Accordingly, the F ratio was significant at $F(2, 94) = 6.659$, $P=0.002$ showing that there were difference among preschools on the relevance of curriculum. For the contextualization of the curriculum, the F ration was significant at $F(2, 94) = 16.215$, $P= 0.000$ implying that the nature of curriculum was different in the preschools. Regarding addressing diversity, however, the F ratio was not significantly different at $F(2, 94) = 1.331$, $P=0.269$ implying that the way the preschools addressed diversity was not significantly different. The computed F ratio was significantly different at $F(2, 94) = 31.904$, $P=0.000$. The result showed that the way the three preschools value the culture not significantly different. Further analysis was conducted to vary which pair of means significantly different by using Tukey method to test. It was depicted in the following table of comparison

Table 11

Multiple Comparisons on Nature of the Curriculum

Dependent Variable	Types of ECE		Mean	
			Difference	Sig.
1. Relevant of Curriculum	Private	Faith based	-.38929*	.002
		Governmental	-.24643	.331
	Faith based	Private	.38929*	.002
		Governmental	.14286	.736
	Governmental	Private	.24643	.331
		Faith based	-.14286	.736
2. Contextualizing the Curriculum	Private	Faith based	-.63571*	.000
		Government	-.82857*	.001
	Faith based	Private	.63571*	.000
		Governmental	-.19286	.693
	Governmental	Private	.82857*	.001
		Faith based	.19286	.693
3. Valuing Socio Cultural	Private	Faith based	-.47500*	.013
		Governmental	-2.00714*	.000
	Faith based	Private	.47500*	.013
		Governmental	-1.53214*	.000
	Governmental	Private	2.00714*	.000
		Faith based	1.53214*	.000

* The mean difference is significant at .05 levels

As Table 11 showed there was significant difference between private and faith based on the relevance of the curriculum. In case of contextualizing of the curriculum, except in the pair of faith based and governmental preschools there was significant difference. For the valuing socio-cultural there was significant difference in all pairs of preschools.

4.4. Method of Teaching

In order to assess the frequency of applying various teaching methods in the preschools, questionnaires that contained list of teaching methods with different level of frequency were used. The following table depicted the computed result.

Table 12

Method of Teaching

Variables		N	Mean	SD	Min	Max
1. Play based instruction	Private	70	2.44	.71	1	4
	Faith based	20	2.50	.60	1	3
	Governmental	7	1.57	.53	1	2
	Total	97	2.39	.71	1	4
2. Categorizing	Private	70	3.79	.86	2	5
	Faith based	20	3.75	1.02	1	5
	Governmental	7	2.00	.81	1	3
	Total	97	3.65	1.00	1	5
3. Learning through experience	Private	70	3.17	.63	2	4
	Faith based	20	3.10	.64	2	4
	Governmental	7	3.57	.53	3	4

	Total	97	3.19	.63	2	4
4. Dramatization	Private	70	3.10	1.07	1	5
	Faith based	20	2.85	.74	2	4
	Governmental	7	2.29	.75	1	3
	Total	97	2.99	1.01	1	5
5. Field trips	Private	70	2.66	.74	1	4
	Faith based	20	2.20	.61	1	3
	Governmental	7	1.29	.48	1	2
	Total	97	2.46	.79	1	4
6. Explanation	Private	70	3.81	.88	2	5
	Faith based	20	3.95	.82	2	5
	Governmental	7	3.00	.81	2	4
	Total	97	3.78	.89	2	5
7. Role playing	Private	70	2.63	.74	1	4
	Faith based	20	2.35	.67	1	4
	Governmental	7	2.57	.53	2	3
	Total	97	2.57	.72	1	4
8. Games	Private	70	2.61	.72	1	4
	Faith based	20	2.30	.57	1	3
	Governmental	7	2.71	.75	2	4
	Total	97	2.56	.70	1	4

As Table 12 showed the mean of explanation was 3.78 with standard deviation 0.89, categorization 3.65 with standard deviation 1.0 and learning through experience 3.19 with

standard deviation 0.63. These were the most frequently used method of teaching in general. The mean of Field trips was 2.46 with standard deviation 0.79 and play based instruction was 2.39 with standard deviation 0.71. These were the rarely used method and the rest methods of teaching were used sometimes.

Private preschools frequently used explanation; the mean was 3.81 with standard deviation 0.88 and categorization the mean was 3.79 with standard deviation 0.86 whereas play based instruction mean was 2.44 with standard deviation 0.71; rarely used. And the mean of game 2.61 with standard deviation 0.72, role play 2.63 with standard deviation 0.74, field trip 2.66 with standard deviation 0.74 and dramatization 3.10 with standard deviation 1.07 were used sometimes.

Faith based preschools also used frequently explanation with the mean 3.95 with standard deviation 0.82 and categorization 3.75 with standard deviation 1.02 and play based instruction 2.50 with standard deviation 0.60, learning through experience 3.10 with standard deviation 0.64, and dramatization 2.85 with standard deviation 0.74 were applied sometimes however mean of fieldtrip 2.20 with standard deviation 0.61, role play 2.35 with standard deviation 0.67 and game 2.30 with standard deviation 0.57 were rarely used.

In case of governmental preschool, mean of categorization 3.75 with standard deviation 0.81 and explanation 3.00 with standard deviation 0.81 are frequently used, role play 2.57 with standard deviation 0.53 and game 2.71 with standard deviation 0.75 were sometimes used and the mean of field trip 1.29 with standard deviation 0.48, dramatization 2.29 with standard deviation 0.75, categorization 2.00 with standard deviation 0.81 and play based instruction 1.57 with standard deviation 0.53 teaching methods were rarely used.

Table 13

One Sample t-test Result of Teaching Methods

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Play based instruction	32.933	96	.000	2.392	2.25	2.54
2. Categorizing	35.928	96	.000	3.649	3.45	3.85
3. Learning through experience	49.440	96	.000	3.186	3.06	3.31
4. Dramatization	28.997	96	.000	2.990	2.79	3.19
5. Field trips	30.664	96	.000	2.464	2.30	2.62
6. Explanation	41.756	96	.000	3.784	3.60	3.96
7. Role playing	35.097	96	.000	2.567	2.42	2.71
8. Games	35.634	96	.000	2.557	2.41	2.70

Similarly the ratings of teachers for explanation, categorization, learning through experience, dramatization, role play and games were all rated on average 3.78, 3.64, 3.18, 2.99, 2.56 and 2.55, respectively. In a similar vein teachers rated below an average for the remaining frequency of teaching methods like field trip and play based instruction with an average mean 2.46 and 2.39 respectively. In addition, the t- test result in Table 13 indicated significant mean difference between the different groups of respondents based on their type of preschools they working in at 0.05 alpha for all items. This implied that all groups of respondents rated each item slightly different but some of the average mean ratings for different items were above the average and

some are below the average. This implies that there was difference in the frequency of teaching methods among the respondents.

Table 14

One Way ANOVA Result on Methods of Teaching

Variables		Sum of	df	Mean	F	Sig.
		Squares		Square		
1. Play based instruction	Between Groups	5.128	2	2.564	5.479	.006
	Within Groups	43.986	94	.468		
	Total	49.113	96			
2. Categorizing	Between Groups	20.547	2	10.273	12.785	.000
	Within Groups	75.536	94	.804		
	Total	96.082	96			
3. Learning through experience	Between Groups	1.203	2	.601	1.509	.226
	Within Groups	37.457	94	.398		
	Total	38.660	96			
4. Dramatization	Between Groups	4.711	2	2.356	2.349	.101
	Within Groups	94.279	94	1.003		
	Total	98.990	96			
5. Field trips	Between Groups	13.724	2	6.862	13.901	.000
	Within Groups	46.400	94	.494		
	Total	60.124	96			
6. Explanation	Between Groups	4.918	2	2.459	3.231	.044
	Within Groups	71.536	94	.761		

	Total	76.454	96			
7. Role playing	Between Groups	1.207	2	.604	1.167	.316
	Within Groups	48.607	94	.517		
	Total	49.814	96			
8. Games	Between Groups	1.724	2	.862	1.753	.179
	Within Groups	46.214	94	.492		
	Total	47.938	96			

The Table 14 depicts the result of F ratio for private, faith based and governmental preschools. The F ratio for play based instruction was significantly different at $F(2, 94) = 5.479$, $P = 0.006$ which implied play based instruction was significantly different for preschools. For categorization as method of teaching, the F ratio was significantly different at $F(2, 94) = 12.785$, $P = 0.000$. However, for learning through experience, the F ratio was not significantly different at $F(2, 94) = 1.509$, $p = 0.226$. Like that of learning through experience, for dramatization the F ratio was not significantly different at $F(2, 94) = 2.349$, $P = 0.101$. In case of field trips, the F ratio was significantly different at $F(2, 94) = 13.901$, $P = 0.000$ implied there was difference in using field trip as method of teaching. The F ratio also significantly different for usage of explanation at $F(2, 94) = 3.231$, $P = 0.044$ implied that the application of explanation was different. Nevertheless, for role playing and games, the F ratio was not significantly different at $F(2, 94) = 1.167$, $P = 0.316$ and $F(2, 94) = 1.753$, $P = 0.179$ respectively which implied role playing and games as methods of teaching were similar. Further analysis was conducted to verify which pair of means significantly different by Tukey method of test.

Table 15

Multiple Comparisons on Method of Teaching

Dependent Variables	Types of ECE		Mean	Sig.
			Difference	
1. Play based instruction	Private	Faith based	-.057	.942
		Governmental	.871*	.005
	Faith based	Private	.057	.942
		Governmental	.929*	.007
	Governmental	Private	-.871*	.005
		Faith based	-.929*	.007
2. Categorizing	Private	Faith based	.036	.986
		Governmental	1.786*	.000
	Faith based	Private	-.036	.986
		Governmental	1.750*	.000
	Governmental	Private	-1.786*	.000
		Faith based	-1.750*	.000
3. Field trips	Private	Faith based	.457*	.032
		Government	1.371*	.000
	Faith based	Private	-.457*	.032
		Government	.914*	.011
	Governmental	Private	-1.371*	.000
		Faith based	-.914*	.011
4. Explanation	Private	Faith based	-.136	.813

	Governmental	.814	.053
Faith based	Private	.136	.813
	Governmental	.950*	.039
Governmental	Private	-.814	.053
	Faith based	-.950*	.039

* The mean difference is significant at .05 levels

As can be seen in Table 15 there was significant difference between private and governmental preschools and also between faith based and governmental preschools. But there was no significant difference private and faith based preschools on the usage of play based instruction method of teaching. In case of categorization except between private and faith based, there was significant difference in using categorizing teaching method. For the field trip, there was significance difference between all the possible pairs which implied the usage of field trip as teaching method was different. The result of Tukey test also indicated that there was no significant difference between the possible pairs except between faith based and governmental preschools.

4.5. Assessment Technique

In order to evaluate the assessment techniques used in preprimary school, questionnaires which did have lists of questions were distributed to respondents. The following are the depicted results.

Table 16

Assessment Technique

Variables	Types ECE	N	Mean	SD	Min	Max
1. Project	Private	70	2.33	.47	2	3
	Faith based	20	2.35	.48	2	3
	Governmental	7	2.29	.75	2	4
	Total	97	2.33	.49	2	4
2. Class work	private	70	3.29	.56	2	4
	Faith based	20	3.30	.65	2	4
	Governmental	7	3.29	.75	2	4
	Total	97	3.29	.59	2	4
3. Homework	Private	70	1.36	.48	1	2
	Faith based	20	1.25	.44	1	2
	Governmental	7	1.57	1.13	1	4
	Total	97	1.35	.54	1	4
4. Test /Exam	Private	70	4.21	.56	3	5
	Faith based	20	3.15	.48	2	4
	Governmental	7	4.00	.81	3	5
	Total	97	3.98	.70	2	5
5. Daily attendance	Private	70	4.21	.56	3	5
	Faith based	20	4.20	.41	4	5
	Governmental	7	3.43	1.51	1	5
	Total	97	4.15	.66	1	5
6. Participation	Private	70	4.06	.88	1	5
	Faith based	20	2.00	.64	1	4

	Governmental	7	4.14	.69	3	5
	Total	97	3.64	1.17	1	5
7. Portfolios	Private	70	4.27	.53	3	5
	Faith based	20	4.35	.58	3	5
	Governmental	7	3.43	1.39	1	5
	Total	97	4.23	.66	1	5
8. Checklist	Private	70	1.59	.49	1	2
	Faith based	20	1.55	.51	1	2
	Governmental	7	2.57	1.71	1	5
	Total	97	1.65	.69	1	5
9. Children's	Private	70	4.29	.54	3	5
writing and	Faith based	20	4.20	.41	4	5
drawing	Governmental	7	3.57	1.13	2	5
	Total	97	4.22	.59	2	5

Table 16 showed general as well as specific description about assessment techniques used in the preschools. Mean and standard deviation were used to describe. Test with the mean 3.98 and standard deviation 0.70, daily attendance with the mean 4.15 and standard deviation 0.66, portfolio with the mean 4.23 and standard deviation 0.66 and children's drawing with the mean 4.22 and standard deviation 0.59 were the frequently used of assessment techniques in general. On the contrary, Project with the mean 2.23 and standard deviation 0.49, homework with the mean 1.35 and standard deviation 0.54 and check list with the mean 1.65 and standard deviation 0.69 were the rarely used to assess children's learning.

To depict specific descriptions for each category of preschools, means and standard deviations were used. In case of private test with the mean 4.21 and standard deviation 0.56, daily attendance with the mean 4.21 and standard deviation 0.56, participation with the mean 4.06 and standard deviation 0.88 and child writing and drawing with the mean 4.29 and standard deviation 0.54 were used frequently where as classwork with the mean 3.29 and standard deviation was used sometimes. The mean of project was 2.33 with standard deviation 0.47; it was used rarely the rest home work with the mean 1.36 and standard deviation 0.48 did not used at all.

In case of faith based, the mean of daily attendance 4.20 with standard deviation 0.41 and writing and drawing 4.20 with standard deviation 0.41; they were used frequently where as the mean of classwork 3.30 with standard deviation 0.65 and test 3.15 with standard deviation 0.48; they were used sometimes. The mean of Project 2.33 with standard deviation 0.48, participation 2.00 with standard deviation 0.64 and checklist 1.55 with standard deviation 0.52 were used rarely and the mean of homework 1.25 with standard deviation 0.44 was used not at all.

In case of governmental preschool the mean of test 4.00 with standard deviation 0.81, participation 4.14 with standard deviation 0.69 and child writing and drawing 3.57 with standard deviation 1.13 were used frequently where as the mean of classwork 3.29 with standard deviation 0.75, daily attendance 3.43 with standard deviation 1.51 were used sometimes. The the mean of project 2.29 with standard deviation 0.75, and homework 1.57 with standard deviation 1.13 were used rarely.

Table 17

One Samle t-test Result of Assessment Technique

	t	df	Sig. (2-tailed)	Test Value = 0		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Project	28.741	96	.000	3.289	3.06	3.52
2. Class work	54.491	96	.000	3.289	3.17	3.41
3. Homework	24.593	96	.000	1.351	1.24	1.46
4. Test /Exam	55.450	96	.000	3.979	3.84	4.12
5. Daily attendance	40.963	96	.000	3.773	3.59	3.96
6. Participation	30.523	96	.000	3.639	3.40	3.88
7. Portfolios	62.194	96	.000	4.227	4.09	4.36
8. Checklist	23.448	96	.000	1.649	1.51	1.79
9. Children's writing and drawing	69.320	96	.000	4.216	4.10	4.34

The ratings of teachers for assessment techniques Portfolios, Children's writing and drawing, Test /Exam, Daily attendance, Participation, project and classwork were all rated on average 4.22, 4.21, 3.97, 3.77, 3.63; 3.28 and 3.28, respectively. In a similar manner teachers rated below an average (2.5) for the remaining frequency of assessment techniques checklist and home work with an average 1.64 and 1.24, respectively. In addition, the t- test result in Table 17 indicated significant mean difference between the diffirent groups of respondents based on their type of preschools they working in at 0.05 alpha for all items. This implied that all groups of respondents rated each item slightly diffirent but some of the average mean ratings for diffirent

items were above the average and some are below the average. This implies that there was difference in the frequency of teaching methods among the respondents.

Table18

One Way ANOVA Result on Assessment Techniques

Variables		Sum of		Mean	F	Sig.
		Squares	df	Square		
1. Project	Between Groups	83.368	2	41.684	101.641	.000
	Within Groups	38.550	94	.410		
	Total	121.918	96			
2. Class work	Between Groups	.003	2	.002	.004	.996
	Within Groups	33.914	94	.361		
	Total	33.918	96			
3. Homework	Between Groups	.547	2	.273	.933	.397
	Within Groups	27.536	94	.293		
	Total	28.082	96			
4. Test /Exam	Between Groups	17.623	2	8.812	27.304	.000
	Within Groups	30.336	94	.323		
	Total	47.959	96			
5. Daily attendance	Between Groups	52.675	2	26.337	94.006	.000
	Within Groups	26.336	94	.280		
	Total	79.010	96			
6. Participation	Between Groups	67.743	2	33.871	49.265	.000
	Within Groups	64.629	94	.688		

	Total	132.371	96			
7. Portfolios	Between Groups	4.903	2	2.452	6.047	.003
	Within Groups	38.107	94	.405		
	Total	43.010	96			
8. Checklist	Between Groups	6.432	2	3.216	7.625	.001
	Within Groups	39.650	94	.422		
	Total	46.082	96			
9. Children's	Between Groups	3.254	2	1.627	4.901	.009
writing and	Within Groups	31.200	94	.332		
drawing	Total	34.454	96			

The Table 18 indicated the computed ANOVA result for assessment technique used in preschools. Accordingly, the F ratio indicates that there was significant difference on the project at $F(2, 94) = 101.1641$, $P = 0.000$ implied that there was difference in usage of project as assessment technique in the preschools. However, for class work, there was no significant difference, the F ratio was not significantly different at $F(2, 94) = 0.004$, $P = 0.996$ implying no difference on using class work as assessment technique. Furthermore, the F ratio was not significantly different at $F(2, 94) = 0.933$, $P = 0.397$ for usage of homework as assessment technique. However, the F ratio were significantly different at $F(2, 94) = 27.304$, $P = 0.000$, $F(2, 94) = 94.006$, $P = 0.000$, $F(2, 94) = 49.265$, $P = 0.000$, $F(2, 94) = 6.047$, $P = 0.003$, $F(2, 94) = 7.625$, $P = 0.001$, $F(2, 94) = 4.901$, $P = 0.009$ for test, daily attendance, participation, portfolios, check list and children's writing and drawing respectively. It implied that those assessment techniques were without significant difference was used in the private, faith based and government preschools.

Table 19

Multiple Comparisons on Assessment Techniques

Dependent Variable	Types of ECE	Types of ECE	Mean Difference	Sig.
1. Project	Private	Faith based.	2.207*	.000
		Governmental	1.571*	.000
	Faith based	Private	-2.207*	.000
		Governmental	-.636	.067
	Governmental	Private	-1.571*	.000
		Faith based.	.636	.067
2. Test /Exam	Private	Faith based.	1.064*	.000
		Governmental	.214	.609
	Faith based	Private	-1.064*	.000
		Governmental	-.850*	.003
	Governmental	Private	-.214	.609
		Faith based.	.850*	.003
3. Daily attendance	Private	Faith based.	1.364*	.000
		Governmental	2.214*	.000
	Faith based	Private	-1.364*	.000
		Governmental	.850*	.001
	Governmental	Private	-2.214*	.000
		Faith based.	-.850*	.001
4. Participation	Private	Faith based.	2.057*	.000
		Governmental	-.086	.963
	Faith based	Private	-2.057*	.000

		Governmental	-2.143*	.000
	Governmental	Private	.086	.963
		Faith based.	2.143*	.000
5. Portfolios	Private	Faith based.	-.079	.878
		Governmental	.843*	.003
	Faith based.	Private	.079	.878
		Governmental	.921*	.004
	Governmental	Private	-.843*	.003
		Faith based.	-.921*	.004
6. Checklist	Private	Faith based.	.036	.974
		Governmental	-.986*	.001
	Faith based	Private	-.036	.974
		Governmental	-1.021*	.002
	Governmental	Private	.986*	.001
		Faith based.	1.021*	.002
7. Children's writing and drawing	Private	Faith based.	.086	.828
		Governmental	.714*	.007
	Faith based	Private	-.086	.828
		Governmental	.629*	.039
	Governmental	Private	-.714*	.007
		Faith based.	-.629*	.039

* The mean difference is significant at .05 levels

The F ratio indicated that there was significant difference among different assessment techniques. Thus, in order to identify which pair preschools significantly different, Tukey test

was used. Accordingly, for the usage of project as assessment technique except between governmental and faith based preschools in the rest possible pairs there was significant difference in the application of project as assessment technique. But in case of test, there was significant difference between possible pairs except between private and governmental preschools. For the usage of daily attendance, there was significant difference in all possible pairs which implied three preschools applied daily attendance with difference. In case of participation, except between private and faith based preschools, in the rest possible pairs there were significant difference in the usage of participation as assessment techniques. But in case of portfolio, check list and children's writing and drawing except private and faith based, there were significant difference among the rest possible pairs.

4.6. Site and Physical Environment, Indoor and Outdoor Facilities,

Materials and Equipment of the Preschools

Site and Physical Environment of the Preschools

In order to assess physical environment of ECE, the centers were observed by the researcher based on structured observation checklists. The results of observation were depicted in the Table 20.

Table 20

A Checklist Observation on the Physical Environment of Early Childhood Education

Observation items	Response	Private		Faith based		Governmental	
		N/F	%	N/F	%	N/F	%
1.Cass rooms are well defined	Yes	7	58	2	40	3	34
	No	5	42	3	60	6	67

2.Equipment are accessible	Yes	6	50	2	40	3	33
	No	6	50	3	60	6	67
3.Materials are child Sized	Yes	11	92	4	80	1	11
	No	1	8	1	20	8	89
4.The classroom is stimulating	Yes	8	67	4	80	3	33
	No	4	33	1	20	6	67
5.The windows, doors and walls	Yes	4	33	4	80	3	33
decorations are suitable	No	8	67	1	20	6	67
6.Outdoor space is adequate safe	Yes	4	33	3	60	5	56
and secure	No	8	67	2	40	4	44
7. Materials and equipment provides	Yes	4	33	3	60	3	33
opportunities for play	No	8	67	2	40	6	67
8 Materials and equipment suit	Yes	10	83	4	80	3	33
children's developmental level	No	2	17	1	20	6	67
9. Materials and equipment enhance	Yes	5	42	3	60	3	33
children's individual and	No	7	58	2	40	6	67
cooperative play activities							
10.The pre-school is away from	Yes	9	75	4	80	7	78
traffic areas	No	3	25	1	20	2	22
11.The vicinity is good for future	Yes	8	67	4	80	4	44
expansion	No	4	34	1	20	5	56
12.The compound is fancied	Yes	6	50	4	80	5	56
	No	6	50	1	20	4	44
13.Preschool site have natural	Yes	7	58	4	80	7	78
drainage free from water logging	No	5	42	1	20	2	22

14. The center is well equipped with	Yes	8	67	3	60	3	33
necessarily materials and	No	4	33	2	40	6	67
equipment according to specific							
purpose.							

As depicted in Table 20 all 26 preschools were observed. According to the results 7(58%), 2(40%) and 3(33%) from private, faith based and governmental preschools classroom spaces were provided with an orderly arrangement of well-defined work areas respectively.

In case of accessibility of materials and equipment, easiness to use and invitation of self-serving approach 6(50%) of private, 2(40%) of faith based and 3(33%) of governmental preschools were appropriate. In case of tables, chairs, benches and shelves, 11(92 %) of private, 4(80%) faith based and 1(11 %) governmental preschools had child sized and comfortable. As observed most classrooms in private and faith based preschools 8(67 %) and 4(80%) respectively were clean, pleasant and stimulating. But, in faith based preschools stimulation and decoration were more of religion based by citing Bible and Kuran; While 3(33 %) governmental preschools were clean and pleasant.

The window, doors, walls and decorations were not suitable. Only 4(33 %) private preschools, 4(80%) faith based preschools and 3(33 %) government preschools were suitable. The rest preschools windows and doors did not allow enough light and had large spaces. The floor was also filled with dust. As observed, only 4(33 %) of private, 3(60%) faith based and 5(56 %) governmental preschool had adequate, safe and secure outdoor space.

Regarding supply of play materials and equipment 4(33%) of private, 3(60%) of faith based and 3(33%) of governmental preschools have opportunities for play. From available and

supplied play materials and equipment 10(83%) of private, 4(80%) faith based and 3(33%) governmental preschools play materials were suitable for children's developmental task.

In case of arrangement of play materials, 5(42 %) of private, 3(60%) of faith based and 3(33 %) governmental preschools were enhancing children's individual and cooperative play activities. Different preschools had spaces without materials. Others had both spaces and some play materials but they did not focus on child play.

Regarding the locations of the preschools, 9(75%) of private, 4(80%) of faith based and 7(78 %) of governmental preschools were away from the traffic areas. The preschools vicinity also good for future expansion, this was seen from 8(67 %) of private, 4(80%) of faith based and 4(44 %) government preschools. Since governmental preschools were in the compound of primary schools, the observation result of preschools indicated that it lacked vicinity.

When it came to the compound of preschools 6(50%) of private, 4(80%) faith based and 5(56 %) governmental preschools compounds were pictured, decorated and free from splintering materials. There were preschools even difficult to recognize as preschool. In case of preschool site 7(58%) of private, 4(80%) of faith based and 7(78 %) of governmental preschools were developed areas with full of green gardens and had natural drainage. Around two preschools there were beautiful animals like columbus monkey, ape and different birds; but the teachers did not used them as real teaching material or for child recreation.

In case of equipment, the result indicated that 8(66 %) of private, 3(60%) faith based and 3(33 %) governmental preschools had equipment. The preschools centers were somewhat equipped with necessary materials and equipment according to specific purposes for private and faith based preschools. Some preschools had adequate materials, computer to play games, to listen musical sounds and to develop listing and writing skill. In addition some preschools had

libraries separated for only preschool children. It contained pleasant pictures, colors to stimulate the children, but those colors and pictures did not culturally appropriate. In few preschools even though they had materials, they did not allocate enough time to do with it.

Provision of Policy Materials

Table 21

Document Review for the Presence and Absence of policy Materials in ECE

Observation items	Response	Private		Faith based		Governmental	
		N/F	%	N/F	%	N/F	%
1. Education and Training policy	Present	3	25	1	20	2	22
	Absent	9	75	4	80	7	78
2. Early childhood education standards	Present	-	-	-	-	-	-
	Absent	12	100	5	100	9	100
3. Guideline for pre-school education	Present	-	-	-	-	-	-
	Absent	12	100	5	100	9	100
4. Guideline for children with special needs	Present	-	-	-	-	3	33
	Absent	12	100	5	100	6	67
5. United Nations convention on the right of the child	Present	-	-	-	-	-	-
	Absent	12	100	5	100	9	100
6. Syllabus	Present	1	8	2	40	7	78
	Absent	11	92	3	60	2	22
7. Teacher's guide	Present	8	67	4	80	4	44
	Absent	4	33	1	20	5	56
8. Textbooks	Present	9	75	2	40	-	-
	Absent	3	25	3	60	9	100

As the Table 21 illustrates, 3(25%) of private, 1(20%) of faith based and 2(22%) of governmental preschool had education and training policy in their preschools. Regarding the presence of early childhood education standards in the preschools, however, nothing was observed in all three preschools. Similarly, there was no guide line for preschool education totally in three of preschool. In case of guide line for children with special needs only governmental preschools had which were even few in number 3(33 %). In the rest preschools (private and faith based), the guide line was totally absent.

They had not children with special needs in their school so that they were not concerned about them. They also stated that they did not encourage children with special needs to learn in their school as they did not have equipment for them. Furthermore, they stated that no children with special needs request them to learn in their school. That showed the administrative town experts failed in trying to create awareness to include children with special needs and to fulfill the materials which concerned them. Regarding the United Nations Convention on the Right of the Child, in all three preschools, it was not found. In case of syllabus in the preschools the table shown 1(8 %) private, 2(20%) in faith based and 7(78 %) in governmental preschools. Regarding teachers guide, 8(67 %) of private, 4(80%) of faith based and 4(44 %) of governmental preschools had teachers guide. Lastly text books were present 9(75%) in private, 2(40%) in faith based. Nevertheless, they did not totally present in governmental preschool.

Existence of Materials in Activity Centers

Table 22

A Checklist Observation on the Presence and Absence of Materials in the Activity Centers

No	Observation Items	Response	Private		Faith based		Governmental	
			N/F	%	N/F	%	N/F	%
1	Literary materials (various books)	Present	9	75	4	80	2	23
		Absent	3	25	1	20	7	78
2	Construction materials (blocks, building sets etc.)	Present	-	-	-	-	-	-
		Absent	12	100	5	100	9	100
3	Self-expressive materials (toys, musical instruments, dress up clothes, dolls etc.)	Present	7	58	3	60	5	56
		Absent	5	42	2	40	4	44
4	Exploratory materials (puzzles, matching games, playing cards etc.)	Present	7	58	4	80	1	12
		Absent	5	42	1	20	8	89
5	Manipulative materials (markers, pencils, etc.)	Present	12	100	5	100	2	23
		Absent	-	-	-	-	7	78
6	Natural materials (leave, sand, rock, water, etc.)	Present	-	-	-	-	-	-
		Absent	12	100	5	100	9	100

As indicated in Table 22 the presence and absence of materials in the activity centers were observed and displayed by percentage. Accordingly, literacy materials 9(75%) of private, 4(80%) of faith based and 2(22%) of governmental were found to had literacy materials in their activity. For construction materials, all the preschools lacked them in their activities. For self-

expressive materials in all the three preschools, it was found to be above average in which 7(58%) of private, 3(60%) of faith based and 5(55%) of governmental included self-expressive materials in their activities. There were exploratory materials in the schools with the difference of existence. Accordingly, there were 5(58%) in private, 4(80%) in faith based and 1(115) in governmental during the activities. Unlike the rest, manipulative materials were completely existed in all three preschools. On the contrary natural materials like leaves, sand, rock, water were totally absent in the activities centers of each preschool.

Outdoor Play Equipment and Materials

Table 23

A Checklist for Observation on the Presence and Absence of Outdoor Play Equipment and Materials

No	Observation items	Response	Private		Faith based		Governmental	
			N/F	%	N/F	%	N/F	%
1	Balance	Present	11	92	4	80	1	12
		Absent	1	8	1	20	8	89
2	Merry-go-round	Present	12	100	4	80	-	-
		Absent	-	-	1	20	9	100
3	Swinging	Present	3	25	-	-	-	-
		Absent	9	75	5	100	9	100
4	Slide	Present	12	100	4	80	2	22
		Absent	-	-	1	20	7	78
5	Climbing frame	Present	-	-	-	-	-	-
		Absent	12	100	5	100	9	100

6	Crawling funnels	Present	-	-	-	-	-	-
		Absent	12	100	5	100	9	100
7	Tricycle	Present	2	17	-	-	-	-
		Absent	10	83	5	100	9	100
8	Footballs, giant balls etc	Present	6	50	3	60	2	22
		Absent	6	50	2	40	7	78
9	Skipping ropes	Present	-	-	-	-	-	-
		Absent	12	100	5	100	9	100
10	Gymnastic mat, multipurpose mat	Present	-	-	-	-	-	-
		Absent	12	100	5	100	9	100
11	Large and mobile toys	Present	3	25	-	-	1	11
		Absent	9	75	5	100	8	89
12	Small car tires	Present	3	25	-	-	1	11
		Absent	9	75	5	100	8	89

Another issue was to assess the presence or absence of outdoor play equipment and materials. The result showed that in all categories of preschools the presences of playing materials were low. That was indicated by the present shown in the Table 23. Balance, slide, footballs and giant balls playing materials were normally good for students. It was found that 11(92 %) private, 4(80%) faith based and 1(11%) governmental preschools had balance. Merry-go-round was also present in 12(100%) private 4(80%) faith based but not in governmental preschools. Swinging was only present in 3(25%) private preschools. 12(100%) private, 4(80%) faith based and 2(22 %) governmental preschools had slide.

Climbing frame, crawling funnels, skipping ropes and gymnastic mat and multi-purpose mat were not present in all preschools. Tricycle was present only in 2(17 %) private preschools. Footballs were present in 6(50%) private, 3(60%) faith based and 2(22 %) in governmental

preschools. For both large and mobile toys and small cars tire were present 3(25%) of private and 1(11 %) in government preschools respectively.

The Administrative Town curriculum experts, assess whether playing materials and others were present or not in the time of registration. So the preschools must have had satisfactory materials before starting the school. After that, they failed in observing continuously. Some materials were broken and other justified that they lacked budget especially in governmental preschools.

Sanitary Facilities and Toilets

Table 24

A checklist Observation on for the Sanitary Facilities

No	Observation items	Response	Private		Faith based		Governmental	
			N/F	%	N/F	%	N/F	%
1	Presence of child sized toilets.	Present	1	-	1	20	-	-
		Absent	11	92	4	80	9	100
2	The toilet floor is conducive for children with special needs	Present	-	-	-	-	-	-
		Absent	12	100	5	100	9	100
3	Provision of water	Present	12	100	5	100	6	67
		Absent	-	-	-	-	3	33
4	Toilet and washing facilities are easily accessible for children from both indoors and outdoors	Present	6	50	3	60	2	22
		Absent	6	50	2	40	7	78
5	The toilet floor is washable and not slippery	Present	-	-	-	-	-	-
		Absent	12	100	5	100	9	100

As indicated in Table 24 the sanitary facilities of early childhood centers were assessed by the structured observations that conducted to all preschools. The observations indicated that preschools lacked to prepare child sized toilets for children. Only 1(8 %) private and 1(20%) faith based preschools had separate child sized toilet from adults. In the rest preschools, toilets were only adult sized and commonly ignores the size and ages of the children. The toilets also did not consider children with special needs at all. Water was available in all private and faith based preschools but in governmental preschools only 6(67 %) of them had access of water for their children.

In case of accessibility of toilets and washing facilities in 6(50%) private, 3(60%) faith based and only in 2(22 %) governmental preschools the toilets and washing facilities were easily accessible. In the rest preschools, the toilets were far and not easily accessible for the children. Moreover it is dirty and with large sized holes that made it dangerous for the children safety. The toilet floor was also partially wet and slippery. However, the caregivers help the children's in the time of toileting.

4.7. Information on Parental Involvement in the Early Childhood Education

Involvement of parents was another issue that was considered to be assessed. To get data, questionnaire that had five scales were distributed. There were 19 questions that were included as it was assumed to cover large area. However, for the sake of analysis the questions were themed into three parts, parents' involvement in children learning, parent involvement in supporting school and parent –teacher relation. Thus, means of each question were computed to get over all mean as indicated in the following table.

Table 25

Involvement of Parents

Variables	Type of ECE	N	Mean	SD	Min	Max
1. Parent Involvement in Child Learning	Private	70	4.25	.34	3	5
	Faith based	20	2.16	.80	2	5
	Governmental	7	1.97	.24	2	2
	Total	97	3.66	1.07	2	5
2. Parent Involvement in Supporting School	Private	70	3.25	.38	3	4
	Faith based	20	2.98	.28	2	3
	Governmental	7	1.91	.43	2	3
	Total	97	3.09	.50	2	4
3. Parent-Teacher Relation	Private	70	3.44	.44	2	5
	Faith based	20	1.69	.22	1	2
	Governmental	7	1.57	.12	2	2
	Total	97	2.95	.89	1	5

In private preschools, assistance of parents for their children's learning was high as the computed mean (with standard deviation parenthesis) indicated 4.25(0.34). Furthermore, private preschool had good relation between parent and teachers with the mean (with standard deviation parenthesis) 3.44(0.44).

The faith based preschools had poor involvement of parents in the learning of their children as the computed mean showed 2.16 with standard deviation 0.80. The parent –teacher

relation was also poor 1.69 with standard deviation 0.28, in addition parents' involvement in supporting school was poor as computed mean 2.98 with standard deviation 0.28 showed.

The governmental preschools the parents' involvement in all aspects was poor. The calculated mean for parent's involvement in children learning was 1.97 with standard deviation 0.24 which implied it was poor. In governmental preschool, the participation of parents to support the school was also poor as the mean calculated 1.91 with standard deviation 0.43 shown. Furthermore, the parent-teacher relation was also poor as the mean 1.57 with standard deviation 0.12 indicated.

There was lack of relation between parents and preschool to promote child learning. The Town expert of curriculum gave training and created awareness about child learning and development only during summer time. Parents communicated with preschool personnel only when there was a problem, school ceremony and when the child progress was low. In case of private preschool, parent and the school sometimes communicated with letter and phone which might not have provided well interaction.

Table 26

One Sample t-test Result of Respondents on Parental Involvement

	t	df	Sig. (2-tailed)	Test Value = 0			
				Mean Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
1. Parent involvement in child learning	33.581	96	.000	3.658	3.44	3.87	
2. Parent involvement in school	60.550	96	.000	3.095	2.99	3.20	
3. Parent teacher relation	32.390	96	.000	2.946	2.77	3.13	

In addition, the t- test result in Table 26 indicated significant mean difference between the different groups of respondents based on their type of preschools they working in at 0.05 alpha for all items. This implied that all groups of respondents rated each item slightly different but the average mean ratings for different items were above the average (2.5). This implies that the three groups of respondents agreed on parents' involvement in preschools. A critical look at the item in the first category parent involvement in child learning was 3.65, parent involvement in school was 3.09 and parent teacher relation was 2.94. However the respondents rated above the average, still all the average means were below 4.0, this indicated parents were needed more involvement in preschools.

Table 27

One Way ANOVA Result on Involvement of Parents ECE

Variables			Sum of	df	Mean	F	Sig.
			Squares		Square		
1. Parent involvement in child learning	Between Groups		89.681	2	44.840	202.683	.000
	Within Groups		20.796	94	.221		
	Total		110.477	96			
2. Parent involvement in school	Between Groups		11.613	2	5.807	42.929	.000
	Within Groups		12.714	94	.135		
	Total		24.327	96			
3. Parent teacher relation	Between Groups		62.183	2	31.092	196.874	.000
	Within Groups		14.845	94	.158		
	Total		77.028	96			

Table 27 depicted the F ratio for the involvement of parents in early childhood education. Accordingly, the F ratios were significantly different for parent involvement for child learning, parent involvement in supporting the preschools and parent teacher relation at $F(2, 94) = 2002.683, P=0.000$, $F(2, 94) = 42.929, P=0.00$ and $F(2, 94) = 196.874, P=0.000$ respectively. These implied the involvement of parents were different. Further analysis was conducted to verify which pair of means significantly differ by Tukey test.

Table 28

Multiple Comparisons on Parent Involvement on ECE

Dependent Variable	Types of ECE	Types of ECE	Mean Difference	Sig.
1. Parent involvement in child learning	Private	Faith based.	2.094*	.000
		Governmental	2.283*	.000
	Faith based	Private	-2.094*	.000
		Governmental	.189	.634
	Governmental	Private	-2.283*	.000
		Faith based.	-.189	.634
2. Parent involvement in school	Private	Faith based.	.266*	.015
		Governmental	1.331*	.000
	Faith based	Private	-.266*	.015
		Governmental	1.066*	.000
	Governmental	Private	-1.331*	.000
		Faith based.	-1.066*	.000
3. Parent teacher relation	Private	Faith based.	1.755*	.000
		Governmental	1.871*	.000
	Faith based	Private	-1.755*	.000
		Governmental	.116	.784
	Governmental	Private	-1.871*	.000
		Faith based.	-.116	.784

* The mean difference is significant at .05 levels

Table 28 Indicated that there was no significant difference in the involvement of parents between faith based and governmental preschools but, in the rest possible pairs there were significant different. In case of the involvement of parents to support the preschools, there was significant difference between all possible pairs. That implied parent involved to support the preschools with significance difference. For the parent teacher relation, except between faith based and governmental preschools there were significant difference. These implied that between private and faith based preschools and private and governmental preschools there were no significance difference.

4.8. Local Government Role to Enhance Early Childhood Education

The involvement of local government in enhancing the progress of early childhood education was other aspects on which the questionnaires were distributed to gather data. Accordingly, 10 questions were presented but for the sake of analysis they were themed into three main areas: provision of training, supervising and giving support. The following table indicated the result of the computed mean.

Table 29

Involvement of Government

Variables	Type of ECE	N	Mean	SD	Min	Max
1. Government provision of training	Private	70	1.77	.25	1	2
	Faith based	20	1.77	.24	1	2
	Governmental	7	1.71	.35	1	2
	Total	97	1.76	.25	1	2
2. Government supervision	Private	70	4.25	.40	3	5
	Faith based	20	4.28	.30	4	5
	Governmental	7	4.29	.39	4	5
	Total	97	4.26	.38	3	5
3. Government support	Private	70	1.66	.28	1	2
	Faith based	20	1.80	.40	1	3
	Governmental	7	3.54	.22	3	4
	Total	97	1.82	.57	1	4

As indicated in Table 29 the involvement of the government was shown by computed means and standard deviations. Both general involvement on each issue and specific involvement on each issue for each preschool were depicted. The computed mean for first issue (provision of training) showed that for private preschool was low as the mean 1.77 with standard deviation 0.25 indicated disagreements of respondents. Like that of training, the support of the local government to private preschool was also low as the computed mean 1.66 with standard deviation 0.28 shown also disagreement. In case of supervision, however, the respondents agreed

that the local government supervises the performance and early childhood education's progress in the school.

Like that of in private preschool, in faith based preschool the respondents disagreed on the provision of training as calculated mean 1.77 with standard deviation 0.24 shown. However, the respondents agreed that the local government supervise their preschool as the computed mean 4.28 with standard deviation 0.30 revealed. The calculated mean 1.8 with standard deviation 0.1 for the support of local government indicated that the respondents disagreed.

In general, the table summarizes that the respondents from each preschool disagreed on the idea that local government provide training for their preschool. However, for supervision, respondents from each preschool agree that local government supervise their school. In case of support from local government, the respondents from private and faith based express disagreement yet the respondents from governmental preschool agreed that the local government provided support for their preschool.

Stakeholders were appreciated private sectors to invest to quality early childhood education. They were doing with different sectors like child, youth and women affairs, health sectors, and different non-governmental organizations. But their responsibility is not only this. In case of giving training, there were different nongovernmental organizations which gave training and materials for preschools. They contributed on facilitating the training. They are doing by focusing on zero classes and child-to-child initiative.

Table 30

One Samle t-test Result of Involvement on Government in Preschool

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Government provision of training	67.060	96	.000	1.763	1.71	1.82
2. Government supervision	110.410	96	.000	4.260	4.18	4.34
3. Government support	31.457	96	.000	1.822	1.71	1.94

In addition, the t- test result in Table 30 indicated significant mean difference between the diffirent groups of respondents based on their type of preschools they working in at 0.05 alpha for all items. This implied that all groups of respondents rated each item slightly diffirent but the average mean ratings for diffirent items were both above the average (2.5)and below the average. This implies that the three groups of respondents indicated agreement as well as dis agreement government involvement in the preschools. This shown that by the average mean of government provision of training 1.76 and government support 1.82. As one can infer from these government involvement in preschools was poor, except the presence of suppervion with the above average mean 4.26.

Table 31

One Way ANOVA Result on Involvement of Government

Variables			Sum of	df	Mean	F	Sig.
			Squares		Square		
1. Government provision of training	Between Groups		.018	2	.009	.131	.878
	Within Groups		6.417	94	.068		
	Total		6.435	96			
2. Government super vision	Between Groups		.012	2	.006	.041	.960
	Within Groups		13.853	94	.147		
	Total		13.865	96			
3. Government support	Between Groups		22.470	2	11.235	120.351	.000
	Within Groups		8.775	94	.093		
	Total		31.245	96			

Table 31 showed that the F ratio were not significantly different for provision of training and supervision at $F(2, 94) = 0.131$, $P = 0.878$ and $F(2, 94) = 0.041$, $P = 0.960$ respectively. However in the case of government support, the F ratio was significantly different at $F(2, 94) = 120.351$, $P = 0.000$ implied that there were support of government for the preschools. Further analysis was conducted to verify which pair of means significantly differed by using Tukey method of test.

Table 32

Multiple Comparisons on Involvement of Government

Dependent Variable	Types of early ECE	Types of early ECE	Mean Difference	Sig.
1. Government support	Private	Faith based.	-.143	.161
		Governmental	-1.879*	.000
	Faith based.	Private	.143	.161
		Governmental	-1.736*	.000
	Governmental	Private	1.879*	.000
		Faith based.	1.736*	.000

* The mean difference is significant at .05 levels

Table 32 depicted that there were significant difference among pairs of preschools. Accordingly, the support of government was significantly different between private and faith based preschools. Furthermore, faith based and governmental preschools also were significantly different in the getting of support from government. There was no significant difference between private and faith based.

4.9. Accessibility to Early Childhood Education

Questionnaire that contained questions on the accessibility of early childhood education were distributed to respondents and the following table depicted the result of computed mean for each preschool for four issues.

Table 33

Accessibility of ECE

Variables	Types ECE	N	Mean	SD	Min	Max
1. Government Creates	Private	70	1.66	.700	1	3
Awareness for Inclusion	Faith based	20	1.55	.68	1	3
	Governmental	7	1.57	.78	1	3
	Total	97	1.63	.69	1	3
2. Children with Special	Private	70	1.80	.73	1	3
Needs Supported to get	Faith based	20	1.95	.75	1	3
Access	Governmental	7	1.71	.75	1	3
	Total	97	1.82	.73	1	3
3. Children with Special	Private	70	1.61	.74	1	3
Needs get Help Per one	Faith based	20	1.65	.87	1	3
	Governmental	7	2.00	.81	1	3
	Total	97	1.76	.77	1	3
4. Children of Age 3-6	Private	70	1.73	.74	1	3
Accessible to Early	Faith based	20	1.85	.87	1	3
childhood Education	Governmental	7	1.86	.90	1	3
	Total	97	1.76	.77	1	3

The computed means (with standard deviations in parentheses) for creation of awareness for inclusion of children with special need by government for private, faith based and governmental were 1.66(0.70), 1.55(0.68) and 1.57(0.78), respectively. Thus, the result of the

mean revealed that the respondents from all preschools disagreed on the idea that said government created awareness.

Regarding the inclusion of children with special needs to be included in early childhood education, the computed means (with standard deviations in parentheses) for private, faith based and governmental preschools were 1.80(0.73), 1.95(0.75) and 1.71(0.75), respectively which implied the respondents disagreed. Still for the question, how much each individual of children with special needs get help accordingly in their school, all the respondents in each preschool reflected disagreement as the calculated means (with standard deviations in parentheses) for private, faith based and governmental preschools were disagreed 1.61(0.74), 1.65(0.87) and 2.00(0.81), respectively. For the idea, children of age 3-6 are fully accessed to early childhood education; the computed means (with standard deviations in parentheses) were 1.73(0.74), 1.85(0.87) and 1.86(0.90) for private, faith based and governmental preschools, respectively which implied the respondents disagree toward the accessibility of ECE from each preschool.

As Oromia regional state there are three means of addressing ECE. One is preprimary school which is run by private sectors, especially in town. The second one is Zero-class which is for students' 5-6 years old in the rural area. In this case, the child stays at the school for one year which was from Monday to Friday for two hours; this program was accessed at least for 70% of rural part of the Oromia regional state. The last one is child to child program-this program is run by the United Nations Children's Emergency Fund (UNICEF), this child to child program is going on all of the woredas in which UNICEF is present. Until 2005, 35,000 children were accessed to child to child program. Here the problem is those children who were accessed these three programs were only children with out special needs. Eastern wollega zone also following this curriculum in rural part but they authorize town ECE for private sectors.

Table 34

One Sample t-test Result of Accessibility of ECE

	t	df	Sig. (2-tailed)	Test Value = 0		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Government creates awareness for inclusion	23.016	96	.000	1.629	1.49	1.77
2. Children with special needs supported to get access	24.414	96	.000	1.825	1.68	1.97
3. Children with special needs get help per one	20.886	96	.000	1.649	1.49	1.81
4. Children of age 3-6 accessible to early education	22.425	96	.000	1.763	1.61	1.92

The t- test result in Table 34 indicated significant mean difference between the different groups of respondents based on their type of preschools they working in at 0.05 alpha for all items. This implied that all groups of respondents rated each item slightly different but the average mean ratings for different items were below the average (2.5). This implies that the three groups of respondents disagreed on the accessibility of preschools for children 3-6 aged. The ratings of teachers for the items government creates awareness for inclusion, Children with

special needs supported to get access, Children with special needs get help per one and Children of age 3-6 accessible to early education were all rated on average 1.62, 1.82, 1.64 and 1.76, respectively.

Table 35

One Way ANOVA Result on Accessibility to ECE

Variables			Sum of	df	Mean	F	Sig.
			Squares		Square		
1.	Government Creates	Between Groups	.203	2	.102	.206	.814
	Awareness for	Within Groups	46.436	94	.494		
	Inclusion	Total	46.639	96			
2.	Children with	Between Groups	.442	2	.221	.403	.670
	Special Needs	Within Groups	51.579	94	.549		
	Supported to get	Total	52.021	96			
	Access						
3.	Children with	Between Groups	.947	2	.473	.779	.462
	Special Needs get	Within Groups	57.136	94	.608		
	Help Per one	Total	58.082	96			
4.	Children of Age	Between Groups	.296	2	.148	.243	.785
	3-6 Accessible to	Within Groups	57.250	94	.609		
	Early Education	Total	57.546	96			

Table 35 depicted that the F ratio was not significantly different for the creation of awareness to include children with special needs in the governmental preschools at F (2, 94)

=0.206, P=0.814. The provision of access for children with special needs was computed. The F ratio was not significantly different at $F(2, 94) = 0.403$, $P = 0.670$. For the case of getting help per one accordingly and accessibility of children at age of 3-6 to early childhood education, the F ratio were not significantly different at $F(2, 94) = 0.779$, $P = 0.462$ and $F(2, 94) = 0.243$, $P = 0.785$ respectively. Therefore, the F ratio showed that there was no accessibility of preschools for children with special needs; Furthermore, no significant difference between preschools was observed.

4.10. Challenges that Hinder Early Childhood Education

One of the basic research questions was about the challenges that hindered early childhood education. In order to answer the basic research question, questionnaire were distributed to respondents and the next table shows the computed means for three categories of preschool.

Table 36

Challenges of Early Childhood Education

Challenges	Types ECE	N	Mean	SD	Min	Max
1. Lack of regular supervision	Private	70	4.20	.40	4	5
	Faith based	20	4.25	.44	4	5
	Governmental	7	4.14	.37	4	5
	Total	97	4.21	.40	4	5
2. Lack of well-developed curriculum	Private	70	4.17	.38	4	5
	Faith based	20	4.15	.36	4	5
	Governmental	7	4.14	.37	4	5
	Total	97	4.16	.37	4	5
3. Absence of	Private	70	1.94	.61	1	3
	Faith based	20	2.10	.55	1	3

	recognition	Governmental	7	1.57	.53	1	2
		Total	97	1.95	.60	1	3
4.	Absence of training	Private	70	3.04	.82	2	5
		Faith based	20	3.05	.88	2	5
		Governmental	7	3.14	.90	2	4
		Total	97	3.05	.83	2	5
5.	Absence of facilities	Private	70	4.37	.76	1	5
	special needs	Faith based	20	3.55	.82	3	5
		Governmental	7	3.71	.48	3	4
		Total	97	4.15	.83	1	5
6.	Lack of adequate	Private	70	3.93	1.06	1	5
	resources	Faith based	20	3.75	.851	2	5
		Governmental	7	4.71	.48	4	5
		Total	97	3.95	1.01	1	5
7.	Lack of awareness	Private	70	3.93	1.06	1	5
	stake holders	Faith based	20	3.75	.85	2	5
		Governmental	7	4.71	.48	4	5
		Total	97	3.95	1.01	1	5
8.	Lack of awareness	Private	70	3.94	1.00	1	5
	parents	Faith based	20	3.40	.75	2	5
		Governmental	7	4.43	.78	3	5
		Total	97	3.87	.97	1	5
9.	Lack of interests	Private	70	2.71	1.28	1	5
	profession	Faith based	20	2.90	1.25	1	5
		Governmental	7	3.86	.69	3	5
		Total	97	2.84	1.27	1	5
10.	Lack of qualified	Private	70	4.00	1.08	1	5
	professionals	Faith based	20	4.20	.88	2	5
		Governmental	7	4.71	.37	2	3
		Total	97	4.09	1.06	1	5

Table 36 showed the computed means and standard deviations of statements that indicated challenges. As indicated in the Table, lack of regular supervision for private, faith based and governmental preschools presented by the means (with standard deviations in parentheses) 4.20(0.49), 4.25(0.44) and 4.14(0.37), respectively. The result of the mean indicated that respondents agreed that lack of continuous supervision was one of the challenges.

Furthermore, computed means (with standard deviations in parentheses) for the lack of well-developed curriculum were 4.17(0.38), 4.15(0.36) and 4.14(0.36) for private, faith based and governmental preschools, respectively. This also showed the respondents agreed with idea that stated there was lack of well-organized curriculum. Unlike that of supervision and curriculum, the recognition of preschools was stated differently. As the computed means (with standard deviations in parentheses) indicated which were 1.94(0.61), 2.10(0.55) and 1.57(0.53) for private, faith based and governmental preschools, respectively implied that the respondents disagree. That means absence of recognitions was not a challenge.

The absence of training for preschool personnel was also depicted in the Table 36. The results of means (with standard deviations in parentheses) indicated 3.04(0.82), 3.05(0.88) and 3.14(0.90) for private, faith based and governmental preschools, respectively. Absence of facilities for especial needs education was also the other part that was considered to be seen whether its challenge was high or low. For private the mean was 4.37 with standard deviation 0.76 which mean it was high for governmental preschools the mean was 3.55 with standard deviation 0.48 which implied high and for faith based also 3.71 with standard deviation 0.82 which showed the lack of facilities highly affected the applications of early childhood education for children with disabilities.

Lack of resources, the means (with standard deviations in parentheses) computed for private, faith based and governmental preschools were 3.93(1.06), 3.75(0.85) and 4.71(0.48), respectively. Thus, lack of resource for each preschool was high which could have hindered the practices of early childhood education. When each mean was considered for private and faith based the problem was high, but for governmental preschools the problem of resource was rated very high as the mean indicated. Lack of awareness of stake holders was found to be also challenges. The mean for private was 3.93 with standard deviation 1.06 which implied that the problem was high, for faith based the mean were 3.75 with standard deviation 0.85 which also implied the problem was high, and for governmental lack of awareness was rated as 4.71 with standard deviation 0.48 which implied the problem was very high.

Similarly, the means (with standard deviations in parentheses) of lacks of awareness of parents were 3.94(1.00), 3.40(0.75) and 4.43 (0.78) for private, faith based and governmental preschools, respectively. It indicated that the problem was high in private and faith based preschool, but it was very high in government preschool. Lack of interest of teachers towards their profession was another issue that was considered to check if it was a challenge or not. Accordingly the problem was medium for private and faith based as the means (with standard deviations in parentheses) 2.71(1.28) and 2.90(1.25) respectively revealed but for the governmental preschools the problem was very high as the computed mean showed that was 3.86 with standard deviation 0.69. Lack of qualified professional was also computed. The means (with standard deviations in parentheses) for private, faith based and governmental were 4.00(1.08), 4.20(0.88) and 4.71(0.7), respectively. The result showed that in private and faith based the problem was high; in government the problem was very high.

Table 37

One Sample t-test Result of Challenges of Preschools

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Test Value = 0	
					Lower	Upper
1. Lack of regular supervision	101.867	96	.000	4.206	4.12	4.29
2. Lack of developed curriculum	109.955	96	.000	4.165	4.09	4.24
3. Absence of recognition	31.899	96	.000	1.948	1.83	2.07
4. Absence of training	36.045	96	.000	3.052	2.88	3.22
5. Absence of facilitiesl special needs	49.097	96	.000	4.155	3.99	4.32
6. Lack of adequate resources	38.344	96	.000	3.948	3.74	4.15
7. Lack of awareness stake holders	38.344	96	.000	3.948	3.74	4.15
8. Lack of awareness parents	39.052	96	.000	3.866	3.67	4.06
9. Lack of interests profession	21.949	96	.000	2.835	2.58	3.09
10. Lack of qualified professionals	54.683	96	.000	4.093	3.94	4.24

The t- test result in Table 37 indicated significant mean difference between the different groups of respondents based on their type of preschools they working in at 0.05 alpha for all items. This implied that all groups of respondents rated each item slightly different but most of the average mean ratings for different items were above the average and only one was below the average. The ratings of teachers for the challenges lack of developed curriculum, lack of regular supervision, absence of facilities special needs, lack of qualified professionals, lack of adequate resources, lack of awareness stake holders, lack of awareness parents, absence of training and lack of interests professionals were all rated on average 4.16, 4.20, 4.15, 4.09, 3.94, 3.86, 3.05 and 2.83, respectively. In other case only one item was rated below the average. Absence of recognition was rated with an average 1.94. This implies except absence of recognition all items rated by respondents were challenges of the preschools.

Table 38

One Way ANOVA Result for Challenges of Early Childhood Education

Variables			Sum of	df	Mean	F	Sig.
			Squares		Square		
1. Lack of regular supervision	Between Groups		.069	2	.035	.206	.815
	Within Groups		15.807	94	.168		
	Total		15.876	96			
2. Lack of developed curriculum	Between Groups		.011	2	.005	.038	.963
	Within Groups		13.350	94	.142		
	Total		13.361	96			
3. Absence of	Between Groups		1.457	2	.728	2.057	.134
	Within Groups		33.286	94	.354		

	recognition	Total	34.742	96			
4.	Absence of	Between Groups	.064	2	.032	.045	.956
	training	Within Groups	66.679	94	.709		
		Total	66.742	96			
5.	Absence of	Between Groups	11.959	2	5.979	10.272	.000
	facilities for	Within Groups	54.721	94	.582		
	children with	Total	66.680	96			
	special needs						
6.	Lack of	Between Groups	4.921	2	2.460	2.465	.090
	adequate	Within Groups	93.821	94	.998		
	resources	Total	98.742	96			
7.	Lack of	Between Groups	4.921	2	2.460	2.465	.090
	awareness stake	Within Groups	93.821	94	.998		
	holders	Total	98.742	96			
8.	Lack of	Between Groups	6.972	2	3.486	3.888	.024
	awareness	Within Groups	84.286	94	.897		
	parents	Total	91.258	96			
9.	Lack of	Between Groups	8.418	2	4.209	2.693	.073
	interests	Within Groups	146.943	94	1.563		
	profession	Total	155.361	96			
10.	Lack of	Between Groups	3.536	2	1.768	3.418	.037
	qualified	Within Groups	48.629	94	.517		
	professionals	Total	52.165	96			

Table 38 depicted that the F ratio was not significantly different for lack of continues supervision at $F(2, 94) = 0.206$, $P = 0.815$ for the three preschools. In case of lack of developed curriculum the F ratio was also not significantly different at $F(2, 94) = 0.038$, $P = 0.963$ implied that the challenge was similar. For absence of recognition of preschool the F ratio was not significantly different at $F(2, 94) = 2.057$, $P = 0.134$. In case of absence of training, the F ratio was also not significantly different at $F(2, 94) = 0.045$, $P = 0.956$ implied here was no difference for three preschools. On the other hand the F ratio was significantly different for absence of resources for children's with special needs at $F(2, 94) = 10.272$, $P = 0.000$ for the preschools. But, in case of absence of adequate resources and lack of awareness of stakeholders the F ratio was not significantly different at $F(2, 94) = 2.465$, $P = 0.090$. But, the F ratio for lack of awareness of parents was significantly different at $F(2, 94) = 3.888$, $P = 0.024$ implied that there was difference in level of awareness between parents of preschools. For the lack of interest of profession, the F ratio was not significantly different at $F(2, 94) = 2.693$, $P = 0.073$. Lastly in case of lack of qualified professionals the F ratio was not significantly different at $F(2, 94) = 3.418$, $P = 0.037$ implied that there was different state in case of qualified professionals. Further analysis was conducted to see the difference between pairs of preschools by Tukey's test.

Table 39

Multiple comparisons for Challenges of Early Childhood Education

Dependent Variable	Types of ECE	Types of ECE	Mean Difference	Sig.
1. Absence of facilities special needs	Private	Faith based	.821*	.000
		Governmental	.657	.081
	Faith based	Private	-.821*	.000
		Governmental	-.164	.876
	Governmental	Private	-.657	.081
		Faith based	.164	.876
2. Lack of awareness parents	Private	Faith based	.543	.066
		Governmental	-.486	.402
	Faith based	Private	-.543	.066
		Governmental	-1.029*	.040
	Governmental	Private	.486	.402
		Faith based	1.029*	.040
3. Lack of qualified professionals	private	Faith based	-.200	.518
		Governmental	-.714*	.037
	Faith based	Private	.200	.518
		Governmental	-.514	.239
	Governmental	Private	.714*	.037
		Faith based	.514	.239

* The mean difference is significant at .05 levels

As Table 39 revealed, there was significant difference between private and faith based preschools on the absence of facilities for children with special needs; but in the rest possible pairs there was no significant difference. For the lack of awareness of parents the result indicated that there was significant different between faith based and governmental preschools but in the rest pairs (private and faith based and faith based and private) there was no significant difference. In case of lack of qualified professionals, the test result showed that there was significant difference between private and governmental preschools. But, in the rest possible pairs there was no significant difference.

4.11. Opportunities of Early Childhood Education

Table 40

Opportunities of Early Childhood Education

Opportunities	Type of ECE	N	Mean	SD	Min	Max
1. Strategic plan	Private	70	1.56	.67	1	3
in your	Faith based	20	1.55	.68	1	3
preschool	Governmental	7	1.43	.53	1	2
	Total	97	1.55	.66	1	3
2. Policy frame	Private	70	1.50	.63	1	3
work in your	Faith based	20	1.55	.68	1	3
preschool	Governmental	7	1.29	.48	1	2
	Total	97	1.49	.63	1	3
3. Facilities can	Private	70	1.47	.63	1	3
locally be	Faith based	20	1.85	.81	1	4
prepared	Governmental	7	4.14	.69	3	5
	Total	97	1.74	.96	1	5
4. Local child play	Private	70	4.11	.69	3	5
to promote	Faith based	20	4.20	.69	3	5
learning	Governmental	7	3.86	.90	3	5
	Total	97	4.11	.70	3	5
5. Community	Private	70	3.96	.69	3	5
promote child	Faith based	20	4.05	.68	3	5
learning	Governmental	7	3.86	.69	3	5
	Total	97	3.97	.68	3	5

Table 40 was shown the result of computed mean with standard deviation for the opportunities of early childhood education of Nekemte Administrative Town. For the question raised whether there was the strategic plan in the preschool or not, the computed means (with standard deviations in parentheses) for private, faith based and government preschools were 1.56(0.67), 1.55(0.68) and 1.43(0.53), respectively. This implies that the respondents disagreed on the issue that says there was strategic plan existing in the school. Similarly, there was no policy frame work in all preschools as the computed means (with standard deviations in parentheses) 1.50(0.63), 1.55(0.68) and 1.29(0.48) for private, faith based and governmental preschools, respectively revealed which implied all the respondents from each preschools disagreed on the issue. Regarding preparation of facility locally, except in the governmental preschools in the rest two (private and faith based) facilities were not locally prepared because the respondents means (with standard deviations in parentheses) for private, faith based and governmental were 1.47(0.63), 1.85(0.81) and 4.14(0.69), respectively. For the idea stated whether there was local child play to promote learning, the computed means revealed that respondents from private, faith based and governmental preschools agreed for the existence of local child play, the computed means (with standard deviations in parentheses) 4.11(0.69), 4.20(0.69) and 3.86(0.90), respectively. Promotion of child learning was another issue to be computed by the means to check whether it existed or not. The means (with standard deviations in parentheses) were 3.96(0.69), 4.05(0.68) and 3.86(0.69) for private, faith based and governmental preschools, respectively which implied in all of the preschools the respondents agreed that the community promoted child learning. In the community there was child play, history, different games to promote child learning.

Table 41

One Sample t-test Result of Opportunity of Early Childhood Education

	t	df	Sig. (2-tailed)	Test Value = 0		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Strategic plan in your preschool	23.015	96	.000	1.546	1.41	1.68
2. Policy frame work in your preschool	23.325	96	.000	1.495	1.37	1.62
3. Facilities can locally be prepared	17.866	96	.000	1.742	1.55	1.94
4. Local child play to promote learning	57.441	96	.000	4.113	3.97	4.26
5. Community promote child learning	57.155	96	.000	3.969	3.83	4.11

The ratings of respondents for using the opportunities like Strategic plan in their preschool, policy frame work in their preschool and preparation of facilities locally be were all rated on below average 1.54, 1.49 and 1.74 respectively, this implies the preschools were not using these opportunities. For the remaining opportunities of the existence of local child play and promotion of community child learning were above average with the average mean 4.11 and 3.96, respectively. This means there is local

child play and the community promote child learning. In addition, the t- test result in Table 41 indicated significant mean difference between the different groups of respondents based on their type of preschools they working in at 0.05 alpha for all items. This implied that all groups of respondents rated each item slightly different but some of the average mean ratings for different items were above the average and some are below the average. This implies that there was difference in the frequency of teaching methods among the respondents.

Table 42

One Way ANOVA Result for Opportunities of Early Childhood Education

Variables			Sum of	df	Mean	F	Sig.
			Squares		Square		
1. Strategic plan in your preschool	Between Groups		.106	2	.053	.118	.889
	Within Groups		41.936	94	.446		
	Total		42.041	96			
2. Policy frame work in your preschool	Between Groups		.369	2	.184	.458	.634
	Within Groups		37.879	94	.403		
	Total		38.247	96			
3. Facilities can locally be prepared	Between Groups		45.707	2	22.853	50.133	.000
	Within Groups		42.850	94	.456		
	Total		88.557	96			
4. Local child play to promote child learning	Between Groups		.610	2	.305	.608	.547
	Within Groups		47.143	94	.502		
	Total		47.753	96			
5. Community promote child learning	Between Groups		.229	2	.114	.241	.787
	Within Groups		44.679	94	.475		
	Total		44.907	96			

Table 42 depicted that the F ratio was not significantly different for the existence of strategic plan in the preschool at $F(2, 94) = 0.118, P = 0.889$. In case of policy frame work, the F ratio was also not significantly different at $F(2, 94) = 0.458, P = 0.634$. Nevertheless, the preparation of facilities by using local materials had different result. That means the F ratio was significantly different at $F(2, 94) = 50.133, P = 0.000$. For existence of local child play to promote child learning and promotion of child learning by community the F ratio was not significantly different at $F(2, 94) = 0.608, P = 0.547$ and $F(2, 94) = 0.241, P = 0.787$ respectively. Further analysis was conducted to verify which pairs of means significantly differed using Tukey method of testing.

Table 43

Multiple Comparison Opportunities of Early Childhood Education

Dependent Variable	Types of ECE	Types of early ECE	Mean Difference	Std. Error	Sig.
1. Facilities can be locally prepared	Private	Faith based	-.379	.171	.074
		Governmental	-2.671*	.268	.000
	Faith based	Private	.379	.171	.074
		Governmental	-2.293*	.297	.000
	Governmental	Private	2.671*	.268	.000
		Faith based.	2.293*	.297	.000

As Table 43 showed there was significant difference between all pairs of preschools except in the pairs of private and faith based preschools in the opportunity of preparation of facilities locally. That means there was different practice between governmental and private preschool. And also the difference of practices was observed between governmental and faith based preschool.

CHAPTER FIVE

DISCUSSION

5.1. Teacher Related Issues

It is highly suggested that preschool teachers need training which can help them handle children properly. MoE (2010) has stated that teachers should attend training courses for 10 months or have attended two months course to upgrade their skills and knowledge in active learning of young children. Teachers are the key, as Hyson (2003) who goes on to say that it is the high quality early childhood professional that has the greatest effect on children's learning and development. In Nekemte administrative town the problem was not attending or missing the courses but achieving the knowledge and skill of child learning and development skills. Some teachers also graduated without any pre service practice. The study showed that the training had been inadequate for teachers to achieve all round tasks' to perform for the holistic development of children effectively and efficiently in all preschools. Private and faith based preschool teachers were statistically better than governmental preschools in training.

Teachers-student relation was found to be good in private and faith based, yet in governmental preschool the relation was found to be poor. Celia (1988) stated that preschool children want concern, enjoying physical and social world; like games, songs, stories and even humor from their teachers. These are achieved if the relation is positive. The good relationship and intimacy of teachers to children in preschool matters much in child's later development, as preschool is the foundation for the development of children.

To constructively enter in to support with individual children or with small groups through providing descriptive feed-back, reinforcing, coaching, prompting, and giving suggestion, asking

questions, and modeling, in rich, well organized, or unhurried classroom settings are needed (Seefeldt, 1992). In government preschools, there was low teacher child relation. That was because of large class size and absence of being aware of it. Furthermore, the training they had taken also could not equip them well as it was not all-rounder.

It is said that preparing local teaching material is good mechanisms of addressing the needs of children. As finding of the research revealed the, faith based and governmental preschool was statistically in a good position in preparing local teaching materials where as in private they were medium. According to literature, children learn well if they use local materials. Bruce (2011) stated that interest table and displays, themes, topics and projects, the development of mastery and skills, places events and culture, people, and the contexts of child learning are the central parts of child learning and development. In addition, MoE et al. (2010) stated that locally available materials and local environment should be available for children learning. Thus, teachers have the responsibility to prepare teaching materials by considering local context of the child. By doing so, the children can achieve knowledge and skill in the context of their places, events and culture. Accordingly, preschool teachers prepared local and cultural materials, like cultural measurement, cultural calendar, letters, numbers, animals, and colors in flash cards. There were also household materials like pot, kettle and jar prepared from mud by the teachers and they also prepared animal and letters from threes.

From qualities of teachers one is be interested with the responsibility of supporting the learning and development of preschool children, teachers will therefore need to use their creativity to foster the holistic development of all children (MoE et al., 2010). As finding of the study revealed, the teacher in private and faith based preschools were committed to facilitate child learning, but in government preschools they lacked the commitment as the number of

children was high. In addition, they lacked sound training on the method of treating children. In both cases, the faith based preschool record higher in difference which implies they are committed in approaching their children and preparing local materials for teaching.

As the computed result indicated regarding training of teachers the governmental preschools differed from the rest. The teachers were simply assigned to teach in government preschool that could hinder learning of students. In case of teacher student relation, in private and faith based it was better than government preschool which implies the teachers did not follow the principle of teaching. Preparation of teaching materials were exercised differently in each preschools in which private preschool prepare highly but faith based not as private though better than government. Teachers in private and faith based were statistically committed but teachers of government were not committed. However, teachers should be committed if teaching leaning process expected to be effective in case of government. Generally, Peschool teachers in Nekemte administrative town were good in aver all satisfying preschool teachers' responsibility.

5.2. Curriculum Related Issues

Curriculum is a powerful association in forming the image of child's complete integration of intellectual (cognitive), emotional, social and physical capabilities' learning (Seefeldt, 1992). As MoE et al. (2010); Berk (2009) and Seefeldt (1992) preschool curriculum should be designed to meet holistic needs of different age groups. Dispite the literature, finding of the study revealed that the curriculum misses addressing holistic child learning and development. The relevance of curriculum development of the children's cognitive, emotional, physical and social development were assessed together to express the curriculum relevance. There was no curriculum in preschools in Nekemte Administrative Town that considers holistic needs and different groups of

the child. Accordingly, the finding showed that it was found to be better in faith based preschools than private and government.

According to Bruce (2011) the content of the curriculum should focus on what the child already knows, what the child need to know and what the child want to know in the context of child's culture, people, race, gender, disability, complex needs, special educational needs, poverty access, material and physical environments, outdoors, indoors, places, events, principles included of diversity and inclusion. The finding of the study, however, revealed that needs of children with special needs and holistic treatment of children was uniformly violated, the right of children which was declared in UNCRC, 1989 at Nekemte Administrative Town.

In Nekemte preschools, the curriculum did not consider the state of the children. In contextualizing the curriculum governmental preschools were statistically better than private and faith based preschools. Particularly, in private preschools, it was adopted from other country's cultures which were different from their local area; however, MoE et al. (2010) strictly stated that the government approved curriculum should be adapted to local context. Some private preschools were totally using foreign curriculum which had been prepared in English language. Since there were no well- trained directors and adequate and appropriate materials that was enough to promote child learning, there were the preschools their directors were foreigners who did not properly know socio-cultural background of the child and the community. Nevertheless, literature strongly state that in child learning and development the language they use is influential. As Anning et al. (2009) stated cognitive development and stimulation is greater in the children when they use their language. The language that children speak and communicate influences the effectiveness of the methods in forming foundational cognitive schemata (Demeke 2009). In addressing, diversity private, faith based and governmental preschools of Nekemte

Administrative Town were statistically the same; they did not addressing diversity which showed socio-culture and disability was marginalized.

Nevertheless, children learn with family and cultural context which preschool of Nekemte missed. Learning and development are inseparable from the concerns of families and interpersonal and community process. Cultural identity, therefore, is seen as significant area of concern with in quality of early childhood education and for curriculum development (Angela, 2009). It is also related to an understanding of the way individual histories, families of origin, and ethnic family cultures make us similar to and yet different from others. There may be lack of materials, songs and child plays designed to teach and promote young children's development, through such insights, teachers should be able to respond positively to the individual child's unique expressions of growth, change, learning styles, culture, language, problem-solving skills, feelings, and communication styles (Hyun, 1998 cited in Godon & Browne, 2011). In the socio cultural context children, it can be promoted child's learning and development. Even before century, the Oromo community could design for child's development and future life (Garee Qorattoota Seenaa, 2004). So, rather than seeking specialized foreigner teaching material, developing them in real socio cultural context is the most beneficial for children and their development.

5.3. Method of Teaching

Literature state that play, storytelling, motivating the curiosity of the child, helping the child to learn through experience, discussion, rhythm, music and movement, dramatization and field trips and excursion type of learning are good for children to have good foundation (Chowdhur & Choudhury, 2002). The MoE (2010) also notes that the keystone in early childhood care and education is its child-centered approach. Through child-centered active

learning, young children construct knowledge that helps them make sense of their world. Especially, different scholars agreed that play is the most critical in development and learning of young children's. In play language can be developed and learned; social-emotion can be developed and learned and the child can physically develop and mentally enriched (Celia, 1988; Bruce, 2011; Seetfeldt 1992).

As the finding of the study revealed, explanation, categorization, learning through experience was most frequently used method of teaching in private, faith based and government preschools. They did not give much attention for teaching methods like play based instruction, field trips, role playing, games and dramatization. Field trips and play based instruction were the rarely used method and the rest methods of teaching were used sometimes. Play based instruction, field trips and categorization were most used teaching methods in private and faith based preschools than governmental preschools. In games, role play, dramatization and learning through experience there is no statistically different among three preschools.

However, teaching methods which were encouraged by literature like categorization and learning through experience also used in all preschools, explanation which was teachers dominate the overall activities in the classrooms whereas children were passively attending the teachers' instruction the most used teaching method in all preschools particularly, practiced in faith based and private preschools than governmental preschools. The problem was due to large class size, shortage of textbook, lack of developmentally and culturally appropriate children story books, lack of well-designed child play, inadequate pre-service training and absence of in-service training for the teachers and the mere emphasis on academic than play oriented approach were the main factors which influenced their teaching methods.

5.4. Assessment Technique

As stated in MoE (2010) assessment of children should be holistic, focusing on all the aspects of their development. It was not based on informal evaluation techniques like observations, structured interviews, analysis of children's work and play way techniques like group, games and quiz. It should be continuous by using appropriate methods. So, the process of assessment is an integral part of teaching since it provides continuous feedback between educators and learners. Thus, assessment is a meaningful part of a child's learning activities.

The assessment techniques and which were acceptable in literatures like daily attendance, portfolio and children's drawing and writing were the frequently used method of assessment in private, faith based and government preschools. Test was highly practiced in private and governmental preschools than faith based preschools. The three preschools had different practices on daily attendance assessment techniques. Accordingly, private preschools had best practice, faith based was good and governmental preschools were the list in using daily attendance as assessment technique. In case of using participation as assessment technique, private and governmental preschools were better than faith based preschools in using portfolio. Children's writing and drawing were practiced as assessment technique more private and faith based preschools than governmental preschools. The assessment techniques like project, homework and checklist were not focused to be used as assessment techniques in the preschools. Project as assessment technique was practiced in faith based preschools than private and governmental preschools, whereas checklist was practiced in governmental preschools than in the private and faith based preschools. In most preschools, children's materials like exercise books, pens and pencils were shelved in the preschools which indicated giving different

homework and practicing of children. In the preschools the dominant assessing technique was test which could be attributed to large class size and absence of staff training.

5.5. Site and Physical Environment, Indoor and Outdoor Facilities, Materials and Equipment in Preschool

Site and Physical Environment of the Preschools

Children cannot learn without real, direct and first-hand experience such as tree, animals and objects. Physical environment need to be wide ranging both indoor and outdoor, with natural and manufactured objects. The environment in which children develop and learn involves the people with whom the child interacts, the objects or material provision they encounter and the places and events experienced (Bruce, 2011). The site of ECE includes proper location, soil, the aspect and elevation. The ideal location of preschool as far as possible should be in the neighborhood of the children served (Chowdhury & Choudhury, 2002). Outdoor play in greened play scapes has a positive effect on children's social development, motor skill development, attention and activity level. It also can provide children with experiences in naturalistic landscapes which could impact their morals, values and actions (Parsons, 2011).

Dispite the literature as observed, majority of private preschools were not built for the purpose of preschool. So, it was not properly addressing the learning of children. However, the site of faith based and government preschools were relatively more appropriate for the practice of early childhood education because the government school was built primarily for the purpose of primary education and the faith based preschool was built for the purpose of schools. It was also observed that in private preschools and faith based, there were child sized washing rooms,

child sized chairs and tables and relatively more facilitated playground than government despite the compound.

In early childhood, classroom should be arranged into ‘interest centers’ such as the block corner, library, art area, family or socio- dramatic play corner, and sand/water areas (Seefeldt, 1992). The area of the room also was stocked with a range of manipulable materials used to promote social interactions, skill/concept development or combination of the two. Hence, clean and pleasant indoor and outdoor environment should have a great impact on children’s all-round development. The majority of the private and faith based preschools observed had relatively clean and pleasant classrooms, child sized chairs and tables whereas in government preschools, there were not clean and pleasant rooms, chairs and tables in the class. It was rigid and not child sized and the classrooms were full of dusty particles and pieces of papers. Furthermore, the majority of the governmental preschool classrooms were full by large number of children.

The preschools centers were somewhat equipped with necessary materials and equipment according to specific purposes for private and faith based preschools. Some preschools had materials. In addition, some preschools had libraries, separated for only preschool children. It contained pleasant pictures, colors to stimulate the children, but those colors and pictures were not culturally appropriate. In general, despite the existence of some materials, the environment of the preschools was not fully appropriate.

Outdoor Play Materials and Equipment

Outdoor play equipment must be well maintained, clean and developmentally appropriate. It should provide enough opportunity for creativity and development of different skills (MoE et al., 2010).

However, the outdoor playground in most private, and some faith based was equipped relatively with better facilities like merry-go-round, slide, and balance and swinging. These materials and equipment were relatively not proportional to the number of children. On the contrary, there was no government preschools facility in the playground to promote for children's holistic development despite the existence of enough space in the outdoor playground.

Sanitary Facilities and Toilet

Basic sanitation facilities need to be available including a latrine and water for hand washing (MoE et al., 2010). But, the preschools were challenged in providing child sized toilet rooms. The rooms were not separated for children and adults. In addition, the rooms were not clean and neat. Except some government preschools, the provision of water was good in all preschools. The toilet and washing facilities were not simple to be easily accessible for children from both the indoors and outdoors. The toilet floor could not be washable and conducive for children with disability. The size of the toilet was not suited to the age of children who could be using them. Since the toilets were far and dangerous for the children in its dirtiness and large size of the hall, care givers help the children's in the time of toileting.

Materials of Activity Centers

The central aim of material provisions is to give children direct experience, to allow them initiatives and extend them to support intrinsic motivation broadly and in depth, to facilitate the development of dispositions and attitude that are helpful to learning (Bruce, 2011). As the observation result indicates, private and faith based preschools had literacy materials, self-expressive materials, like toys, musical instruments locally called "dibbee", "ulullee" and "kirara" and also exploratory materials like puzzles matching game and manipulative materials like marker, pencil. In government preschools only self-expressive materials were satisfactory in

presence. Materials like construction materials and natural materials like leaves, sands and water were totally absent in the activity centers of all preschools. Here what observed was teacher fail to provide even simple things like leaves and sands in the activity center. It was as the result of absence of quality pre service and in service training for the teachers.

The provision of Policy Materials in Preschools

Policy materials are so much important to guide the preschool in over all activities. Materials like education and training policy, syllabus teacher guide and texts books were present in some preschools. But, most recent and important materials for preschools were not present. In addition, policy materials like early childhood education standard, guideline for preschool education, guide line for children with disabilities and United Nation Convention on the right of the child should be available to all teachers in the preschool (MoE et al., 2010). There were no preschool which had the materials to be guided by it. Even directors of the preschools had no information about the importance of the documents. This shows the Administrative Town experts failed in trying to create awareness for the preschools.

5.6. Parental Involvement

In early childhood setting working with parents and communities is so much essential. Specially, focusing on the needs of children and parents/caregivers is essential in child learning and holistic development. The involvement of parenting in ECE education is also considered as crucial in (MoE, 2010). During the period and in the next stage of the ECE, there should be collaboration between teachers/caregivers and parents of the children to discuss and decide on matters related to child's progress and the type of support the child needs in the family (Tirussew et al., 2007). Likewise of the literature, in private preschools parents' involvement in the learning of the children was high unlike that of government and faith based preschools. In case of

supporting the school, it did not seem satisfactory which implied the respondents were not certain about their support. Regarding parent-teacher relation the communication between them was not satisfactory when described from holistic observation.

Parents of private preschools were statistically showed better involvement in child's learning than governmental and faith based preschools parents. In private preschool, parents assist their children's learning. Furthermore, private preschools had good relation between parent and teachers. Private preschools encourage parents to involve in the school activities and parent themselves were more aware of the importance of their participation. In early childhood setting working with parents and communities was so much essential. Faith based preschools parents were involved to support the school than governmental preschools parents. Parents and teacher should regularly share information on the child's progress. Regular parent teacher association (PTA) meetings should be held within the year (MoE et al., 2010). Although involvement of parents in preschools is supported by a number of literatures, the faith based and government preschool showed poor involvement of parents in the learning of their children. It was believed that the cause of absence of parent involvement in faith based and government preschool was the community representative and parents did not get the opportunity in preschools, parent did not trust on the education and care giving of the preschool, parents lacked awareness on the importance of their participation and some parents lacked the time to give for preschools and for their children.

5.7. Local Government Role to Enhance Early Childhood Education

According to MoE (2010) the government's role will be mainly one of promoting, coordinating, and supporting and reinforce its role in regulating and monitoring the quality of ECE delivery. This will take place through the development of a curriculum and setting

standards for play and learning materials which promote child-centered teaching and the child's holistic development.

The result summarizes that there was no provision of training for each preschool by local government. The preschools had the same practice in provision of training. However, for supervision, respondents from each preschool approve that local government supervise their school. There was also statistically the same. In case of support from local government, the result from private and faith based preschools statistically significant different; governmental preschools got support from local government than private and faith based preschools.

At regional level by considering absence of sending the child with food and napping place and focusing on numeracy and literacy was good. The child-to-child initiative was also better to prepare young children for primary school. It was considered an effective low cost way of improving school readiness. This approach would make use of students of grades 5 and 6 trained and guided by their teachers whereby teachers would be involved as trainers and supervisor, and parents would take turns and observe (MoE et al., 2010). However the focus on zero- classes and child-to-child initiative of Oromia regional state was good for rural children, they should consider followup and support the ECE centers of the town.

5.8. Accessibility of Preschool to Children age 3-6 Years

Steps need to be taken to provide equal access to education to every category of persons with disability as an integral part of the education system (UNESCO, 1990). Because, all children have unique characteristics, interests, abilities and learning needs. Thus, education systems should be designed and educational programs would be implemented to take into account the wide diversity of these characteristics and needs ensure that the services address the provision of special needs education in inclusive schools (Celia, 1988).

Despite the literature, the result of the study indicated that local government awareness on the issue of inclusion of children with special need in all private, faith based and government preschool was low. In addition, preschool education system was not accessible for all children with disabilities in each preschool. The preschools had the same practice in accessibility of early childhood education. Children with special needs were not attending the preschools. The preschools did not have materials, facilities and professional which could respond to the needs of children with disability. This exclusion of children with disability means exclusion of children with physical disabilities, children with learning difficulty, children with visual impairment, children with hearing impairment, children with intellectual disability, children with behavioral disorder, children with speech disorder, street children and working children, children from remote or nomadic population, children from linguistic, or cultural minorities and children from other disadvantaged or marginalized area or groups. So, all of those diversified children were not getting service from these preschools. Parents had intention to make their child's latter life better. The problem was with stake holders. Many things about inclusion and right of the children were at paper level.

5.9. Challenges of Early Childhood Education

As indicated in MoE (2010) the main challenges of early childhood education are average qualifications of teachers, left down the role of the government and stakeholders in quality assurance of ECE which needs further clarification and strengthening and feeling woredas and regions that they did not receive sufficient guidance and support from the ministry. Likewise, the challenges of early childhood education of Nekemte Administrative Town were lack of well clarified curriculum. This influences the practices of ECE by making preschools run differently in time duration, in the content of education and in the salary paid for professionals which in turn

affect commitments of teachers. In addition, the contents of curriculum were not adapted for both children without and children with special needs in the schools. The other challenge was lack of quality pre service and in service training for professionals to enrich their knowledge. This made the preschools challenged in absence of qualified professionals; in this issue governmental preschools were statistically more challenged than private preschools. Lack of adequate resources and budgetary system, and absence of materials and facilities were also the other challenge that hinders early childhood education in Nekemte Administrative Town. Private preschools were challenged in absence of facilities for children with special needs than faith based preschools. Lack of awareness of parents also challenge in all preschools private preschools were statistically less challenged than governmental preschools.

Although the stake holders should play great role in promoting the practices of early childhood education, they themselves lacked awareness about importance of ECE. The great challenge of preschool education was lack of awareness of stake holders. They focused on other issues by marginalizing ECE which was the corner stone of all educational foundation. That was resulted from the lack of knowledge and skills of professionals in child learning and development. It also indicated that lack of awareness of parents and lack of interest of professionals were another challenge that affected application of ECE in the Nekemte Administrative Town. Private, faith based and governmental preschools were the statistically the same challenges in absence of regular supervision, well developed curriculum, quality training, adequate resources, awareness among stakeholders and interest of professionals.

5.10. Opportunities of Early Childhood Education

The government of the Ethiopia made a commitment to support the well-being of young children. A comprehensive main policy framework that encompasses sector policies for early

childhood care and education has been developed (MoE, 2010). Useful documents like early childhood education standard, guideline for preschool education, guide line for children with disabilities has been developed for parents, communities, all professionals responsible for ECE implementation, woredas, regional governments, ministries, multi-lateral and bilateral partners, universities and the private sector. But early childhood education centers of Nekemte Administrative Town and town educational bureau couldn't use these opportunities. There was also the opportunity to prepare material from local available materials. But, in private and faith based preschools they were not using this opportunity.

However, local child play, story and games were not prepared and designed formally to match child developmental level, there were a number of child play and histories which were essential to enhance child learning. So it is needed to be focused and identified to early childhood educations. If the opportunity is given to the community, the community also can promote the child learning whether at home, neighborhood and at school level. In general, if preschools use the opportunities to advance ECE, they are available starting from the top (policies) to the bottom local teaching materials. All preschools (private, faith based and governmental) had the same practice in using opportunities like strategic plan and policy frame work of early childhood education, local child play and community to promote child learning. But, in preparing and using local facilities, the governmental preschools were significantly best than private and faith based preschools.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Summary

The objective of this study was to assess and describe the current practices of early childhood education at Nekemte Administrative Town. Based on this, the following basic research questions were raised.

1. What are current statuses of early childhood education of Nekemte administrative town?
 - 1.1. To what extent teachers are qualified to the practice of early childhood education?
 1. 2. Is the curriculum relevant to the holistic child learning and development?
 - 1.3. Are the environment, materials and equipments well organized and
adequate to meet the children's needs?
 - 1.4. What methods of teaching and assessment techniques are used in ECE centers?
 - 1.5. How far ECE is accesssable to children aged 3-6?
 - 1.6. How far parents and government are involved in enhancing ECE?
2. What are the major challenges that are hindering the implementation of early childhood education of Nekemte Administrative Town?
3. What are the opportunities of early childhood education in Nekemte Administrative Town?
4. Is there significance diffirence between early childhood education centers (private, faith based and governmental) of Nekemte Administrative Town in practicing ECE?

In order to address the above basic research question, concurrent embedded mixed method was employed. To collect data from teachers, questionnaire was used with teachers of preschools at Nekemte Administrative Town. In addition, structured observation was employed for the quantitative data. A total of twelve purposively selected informants who were assumed to know well about the program interviewed for the sake of study. Furthermore, Semi-structured observation guide line and document review were also used in order to gather data.

Depending on the data collected both quantitative and qualitative methods of data analysis were employed. Data collected through quantitative instrument were classified according to their characteristics by bringing together similar ideas changed to scores and presented in table and analyzed. The data collected through questionnaire were analyzed by descriptive statistics (percentage, mean and standard deviation) and inferential statistics (One sample t-test and one way ANOVA). Background of respondents and structured observation was analyzed by percentage. Descriptive statistics (percentage, mean and standard deviations) and one sample t-test were used to depict practices of the preschools and to check the presence of significance differences among preschools (private, faith based and government) one way ANOVA was employed. The data obtained through semi-structure interview and observation guide were presented and analyzed through qualitative methods, which was thematic analysis. Based on the findings obtained, conclusions were reached and recommendations were drawn. The results of the study presented as follow:

The results specified that teachers had training and positive approach toward early childhood education though it was not sufficient particularly in government preschools to implement the program successfully. There was no curriculum designed to meet holistic needs of

all children, the contents of curriculum was not related to the objective reality of the children's environment particularly in private preschool as they borrowed from others.

As teaching method categorization, learning through experience and explanation were practiced highly in the preschools. Play based, field trip and game were used rarely as method of teaching particularly in governmental preschools. For assessing learning of children test, daily attendance, portfolios, children's drawing and participation were the mostly used assessment techniques in the preschools and they were highly used in private and faith based preschools. However, homework, project and checklist were rarely used.

Regarding physical environment of preschools, the sites of the preschools were located away from traffic areas, dry and had natural drainage but the outdoor spaces of private preschools were inadequate, not safe and secure. It was found that classroom was well defined in private but not in faith based and government preschools. Equipment was not accessible in all preschools. Materials were child sized in private and faith based but not in government. The classroom was not stimulating for governmental preschools. Windows and doors of the preschools were not appropriate for private and government preschools. The play materials were not ample in the preschools. But materials which were present were suit children developmental level.

In all preschools there were absence of educational training policy, early childhood education standards, guide lines for preschools, guidelines for children with special needs and United Nation on the Right of the Children were absent from all the preschools although they were designed by government. The findings also revealed that there was no standardized syllabus. Teachers guide was present in private and faith based preschools. Text books were

totally absent in governmental preschools but present in private and poorly present in faith based preschools.

At the activity centers, literacy materials were present in private and faith based preschools. Construction materials were totally absent from all preschools. Self-expressive materials like toys, musical instruments were present and also exploratory materials and manipulative materials were present in private and faith based preschools. Natural materials were absent from activity center of all preschools.

In case of outdoor play equipment and materials, only balance, merry-go-round, slide and foot balls were present in private and faith based preschools. Swinging, climbing frame, crawling funnels, tricycles, gymnastic mat, large and mobile toys and small car tires were absent. From overall observation in presence of outdoor play equipment and materials governmental preschools were poorer than private and faith based preschools. Moreover, most of toilet rooms lacked sanitary facilities, not child sized and not different from adults ones; the program lacked support from the education sector and lacked financial support. Parent involvement was minor especially in faith based and government preschools. Children with special needs still were out of preschools.

Challenges that were affecting application of preschool education at Nekemte Administrative Town were lack of continues supervision, absence of well clarified curriculum, lack of quality pre service and in service training for professionals, lack of awareness among stakeholders, lack of adequate resources and budgetary system and absence of materials and facilities. The result also indicated that lack of awareness of parents particularly; in government preschools and lack of interest of professionals were other challenges that were hindering preschool education of Nekemte Administrative Town.

At Nekemte Administrative Town, there were opportunities for using materials like early childhood education standard, guideline for preschool education, guide line for children with disabilities and to be guided by it. But, they were not using the opportunities. There were also locally available opportunities like materials, songs, plays, riddles and histories. But, the preschools were not using those opportunities properly particularly in private and faith based preschools.

6.2. Conclusion

All of teachers were certified in preschool education (except some government preschool teachers) despite of qualities. The problem was on lack of quality in pre-service and absence of in service training. Teachers of private and faith based preschool had good relations with their students unlike governments. Teachers of the preschools prepare teaching materials in spite of its locality and also they were committed, but governmental preschools were not fully committed. In addition to teachers there were care givers in the preschools and most of them were young and also without training in child learning and development.

The curriculum was not holistic. The relevance of curriculum was not in the objective reality of children's environment especially in private preschool. Furthermore, the curriculum did not address the needs of diversity. Socio cultures of the children were not valued by the curriculum. Still, the curriculum did not address the needs of children with special needs. The teaching methods approaches were not abundantly child-centered or active learning; the assessment technique was not continuous and appropriate methods.

The site and location of private preschool were inappropriate for practice of preschool education but faith based and government preschools site and location was relatively appropriate. The classroom environment in private and faith based preschool was found to be better than the

government schools in cleanness and attractiveness. In government preschools, classrooms were not favorable for children learning. The site of private preschools was inappropriate for children's learning and development. In materials and equipments private preschools had better facilities. The materials and equipment were relatively not proportional to the number of children. The outdoor playground size was not proportional, too. So, it was difficult to be effective in learning. There were no training policy materials, education standard materials, guidelines for children with special needs in the preschools. Private and faith based preschools had literacy materials, manipulative materials and exploratory materials in their activity center, but not in the activity center of government preschool. Natural materials and construction materials were not found in the activity center of preschool.

As there was no child size, separate and clean toilet rooms, the condition was not appropriate for learning. Water facilities were available for pre-schools except few government preschools. Parents from private preschools were somewhat involved in preschools than faith based and government.

Lack of well develop curriculum, absence of facilities for children with special needs ,lack of adequate resources, lack of awareness from parents and stake holders and lack of qualified professionals were the major challenges hindering the early child hood education.

The preschools had local opportunities which could promote child learning and development. However, there were not selected and organized things in the way of developmentally appropriate. In addition, guide lines like early childhood education standard, guideline for preschool education, guide line for children with disabilities were not used by preschools.

6.3. Recommendations

- Awareness of the stakeholders needs to be created by professionals since they are the cornerstone to promote, facilitate, and improve the practice of early childhood education.
- A professional who is knowledgeable in the theory of child learning and development needs to be installed at Zonal and Administrative Town level.
- There needs to be awareness raising activities on the benefits of preschool education at the level of the family, and the community at large.
- Government also needs to expand pre-service institutional training in college and university level and organize workshops, seminars and summer in-service for teachers professional quality
- Government needed to encourage the owner of the college to employ qualified trainer of trainee for quality of trainers.
- The owner of the preschools needs to be familiar with the theory of child learning and development through continues training.
- There are a number of child plays and histories which are essential to enhance child learning, however, the local child play, story and games are not prepared and designed formally to match child developmental level. So, it needs to be identified and established for the early childhood educations.
- Since play and history is critical in child learning, development and future wellbeing, researchers should focus on assessing these issues from particular ethnic sociocultural background and preparing for preschools.

- The opportunity should be given to the community to be involved and promote the child learning whether at home, neighborhood and at school level.
- Screening and assessment of children with special needs is needed and preparing materials and training professional which match them is also necessary.
- It is critical to make environment conducive for children' with disabilities and work for inclusiveness of the school and the community

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Appendices

Appendix A

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Questionnaire filled by preschool teachers

Dear participant:

This questionnaire is designed to assess the current practices of early childhood education at Nekemte administrative town. Your responses will be kept confidential and used for this research purpose only. The success of this study to a great extent relies on your genuine responses. Hence, you are kindly requested to be honest in your responses to all items provided in this questionnaire.

Thank you in advance!

Direction

1. Don't write your name
2. After reading the questionnaire, put a '√' mark in the appropriate box that corresponds to your choice.

Part One: Background Information

- 1.1. Age A. 25 and below B. 26-35 ☐ C. 36-45 ☐ D. 46- and above ☐
- 1.2. Sex A. Male ☐ B. Female ☐
- 1.3. Level of your education A. trained in ECE ☐ B. Not trained in ECE ☐
- 1.4. Years of service in Early Childhood Education or pre-primary school Professional experience
A. 0-5 years ☐ B. 6-10 years ☐ C. 11-and above ☐
- 1.5. Type of Early Childhood Education you are currently working in
A. Private ☐ B. Government ☐ C. Faith based based ☐
D. Others specify _____

Part Two: Status of the Teachers’, Curriculum, Method of Teaching, Assessment Technique, Parental Involvement, Government Role, Accessibility, Challenges and Opportunities of the Preschool.

A. Teacher Related Issues

Direction: The following rating scale is about Teacher. Please, read each statement carefully and decide your level of agreement or disagreement by putting a checkmark (‘√’) under the alternative that indicate your response. The alternatives are represented as “SA”, “A”, “UD”, “DA”, or “SD”. Note: SA= Strongly Agree, A= Agree, UD= Undecided, D= Disagree, and SD = Strongly Disagree.

No	Items	SA	A	UD	DA	SD
	Teachers Related Questions					
1	I have adequate training in early childhood education					
2	To be trained in early childhood education was my wish.					
3	The course of training included issues about children with special needs (children with physical disability, intellectual disability, learning difficulty and etc.).					
4	I have got enough chance to practice during my training					
5	I am responsibility to support the learning and development of preschool children					
6	I can fully implement what I have trained					
7	I am updating myself by continuously reading ECE materials					
8	I have the ability to work with children’s parents in the preschool settings					
9	I am addressing diversified (culture, economic, ethnic etc.) needs of children in my school.					
10	I advocate the rights and the protection of the children					
11	I can prepare cultural indicators materials					
12	I can locally prepare teaching materials					
13	I make dialogue with each child individually					
14	I provide descriptive feedback for each child.					
15	I frequently reinforce the children to learn depending on their needs.					
16	I have the habit of coaching children.					
17	I am model for my students in the school.					
18	My dressing style and my jewelry expresses my profession					

B. Content of Curriculum and its Implementation

Direction: The following statements describe the content of curriculum and its implementation in preschool. Please, read each statement carefully and decide the level of its content and implementation. Then, put checkmark (✓) under the alternatives that represent your level of response.

No	Items	Very high	High	Medium	Low	Very low
	Nature of Curriculum					
1	The degree to which the preschool develop and use its own curriculum					
2	The degree to which the preschool adopt government approved curriculum in to local context					
3	The degree to which the preschool adopt the other countries curriculum in local context					
4	Relevance of content of curriculum for children's social development (to overcome shyness, to become more friendly, to be sharing and cooperatively etc)					
5	Relevance of the content of the curriculum for children's intellectual development(to count, to recite numbers, to identify colors, to draw with different colors, to identify their surroundings and etc)					
6	Relevance of content of curriculum for children's physical development(to play, about their health, about their diet)					
7	Relevance of content of curriculum for children's emotional development(to control their feeling, to express their feelings appropriately and etc)					
8	The degree to which the content of the curriculum is related to the objective realities of the children's environment(promote learning starting from their surroundings, learning in Nekemte context)					
9	The degree to which the content of curriculum invites the application of different methods of teaching					

	(kinesthetic, auditory, visual and etc.)					
10	The degree to which the curriculum uses Afan Oromo (local language) as medium of instruction.					
11	The relevance of the content of the curriculum to address the special needs of the children.(to achieve the needs of children's with special needs, with different disorders, with learning difficulty children from different backgrounds etc)					

C. Method of Teaching

Direction: The following statements show the frequency of the most commonly used methods of teaching in your Early Childhood Education. Please, read each statement carefully and decide your level of responses. Then, put checkmark (✓) under the alternatives that represent your level of response.

No	Method of teaching	Very frequently	Frequently	Sometimes	Rarely	Not at all
1	Play based instruction					
2	Categorizing					
3	Learning through experience					
4	Dramatization					
5	Field trips					
6	Explanation					
7	Role playing					
8	Games					

D. Assessment Techniques

Direction: The following statements show the frequency of the assessment techniques used in Early Childhood Education in your preschool. Please, read each statement carefully and decide your level of responses. Then, put checkmark (✓) under the alternatives that represent your level of response.

No	Assessment techniques	Very frequently	Frequently	Sometimes	Rarely	Not at all
1	Project					
2	Class work					
3	Homework					
4	Test /Exam					
5	Daily attendance					
6	Participation					
7	Portfolios					
8	Checklist					
9	Children's writing and drawing					

E. Information on Parental Involvement in the Early Childhood Education

Direction: The following rating scale describes the nature parental involvement. Please, read each statement carefully and decide your level of agreement or disagreement by putting a checkmark (✓) under the alternative that indicate your response. The alternatives are represented as “SA”, “A”, “UD”, “DA”, or “SD”. Note: SA= Strongly Agree, A= Agree, UD= Undecided, D= Disagree, and SD = Strongly Disagree.

No	Items	SA	A	UD	DA	SD
	Involvement of Parents					
1	Parents have cooperation with preschool to assist child learning					
2	Adequate opportunity is provided throughout the year for interaction and communication between the parents and the teachers					
3	There are parents who are the member of teachers-parent association contributing in your preschool					
4	Regular parent teacher association (PTA) meetings have been held satisfactorily					

5	Parents concern call from preschool					
6	Parents give positive response to preschool					
7	Parents are participating in activities of preschool					
8	Parents providing books for preschool					
9	Parents tell stories to their children					
10	Parents initiate children to do their homework					
11	Parents are follow up their children's learning					
12	Clear and comprehensive information about the pre-school is made available to all parents					
13	Parents and teacher regularly share information on the child's progress					
14	Information about the home environment is made available to the teacher					
15	The information about home environment is kept in strict confidence					
16	Community representatives are given the opportunity to provide input for running the pre-school					
17	Parents discuss on the problems with teachers and directors and seeking appropriate solution					
18	There is parents/caregivers education or training program on the child holistic development to play their role					
19	Preschools have programs aimed at increasing parental involvement					

F. Government Role to Enhance Early Childhood Education

Direction: The following rating scale describes the nature government role. Please, read each statement carefully and decide your level of agreement or disagreement by putting a checkmark (✓) under the alternative that indicate your response. The alternatives are represented as “SA”, “A”, “UD”, “DA”, or “SD”. Note: SA= Strongly Agree, A= Agree, UD= Undecided, D= Disagree, and SD = Strongly Disagree.

No	Items	SA	A	UD	DA	SD
	The local government:					
1	Provide support for ECE					
2	Assist in developing curriculum					
3	Provide pre-service training					
4	Give us the opportunity to expand the Pre School					
5	Provide in-service training					
6	Provide instructional materials					
7	Provide supervision services					
8	Provide seminars, workshop, orientation etc. on the implementation of early childhood education					
9	Monitor ECE based on the standards					
10	At the time of supervision they encourage us by giving different feedbacks					

G. Accessibility to ECE.

Direction: The following statements describe the accessibility of early childhood Education for all children age 3-6. Please, read each statement carefully and decide your level of responses. Then, put checkmark (✓) under the alternatives that represent your level of response.

No	Items	SA	A	UD	DU	SD
1	Awareness for the inclusion of children with special needs to early childhood education is created.					
2	Supports are given for children with special needs (vulnerable, children with disability, children at risk and children from poor families) to get access to early childhood education					
3	Each individual child with disability in the school get support as needed for children with special needs					
4	Children of age 3-6 in your locality are fully accessible to early childhood education.					

H. Challenges of ECE.

Direction: The following statements describe the challenges of early childhood Education. Please, read each statement carefully and decide your level of responses. Then, put checkmark (X) under the alternatives that represent your level of response.

No	Issues	Very high	high	medium	Low	Very low
1	Lack of regular supervision in your school by experts					
2	Absence of carefully developed curriculum materials in your school					
3	Absences of accreditation by public authorities on time your locality.					
4	Absence of appropriate training for teachers' in your pre-schools					
5	Absence of accessibility of facility for children's with special needs					
6	Lack of adequate resources (budget)					
7	Lack of awareness among stake holders					
8.	Lack of awareness among parents					
9	Teachers are not interested in the profession					
10	Lack of qualified professionals in this profession					

I. Opportunity of Early Childhood Education

Direction: The following statements describe the opportunity of early childhood Education. Please, read each statement carefully and decide your level of responses. Then, put checkmark (X) under the alternatives that represent your level of response.

1.	There is strategic plan for preschool to guide your activity					
2	There is policy frame work for preschool					
3	Teaching materials can be locally prepared in my school to promote early childhood education					
4	There is cultural play in your early childhood center to promote child learning					
5	Community motivate to promote child learning					

Appendix B

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs

Interview for ECE directors and administrative town curriculum expert
Direction

The main purpose of this interview is to collect information regarding the current status of early childhood education in Nekemte administrative town. Thus, your direct participation has been found essential and you have been selected for the interview. Your response will be kept confidential. So, you are kindly requested to give information honestly.

Thank you for your cooperation!

Date

Time started.....

Time ended

1. What do you think are the main objectives of early childhood education?
2. How relevant do you think the content of curriculum is to realize the objectives?
3. Do you think that materials and equipment are adequate and appropriate in the /your early childhood education?
4. Are there children with special needs included in the/your early childhood education? If not why?
5. How could you explain the professional quality of teachers in the early childhood education?
6. What is child- teacher and care giver ratio in your school?
7. Are there any cultural indicators in your preschool?
8. What opportunities do you think teachers have to improve their professional quality?
9. How do you explain parent-preschool relationship in your /the early childhood education?
10. How far do you think parents have clear awareness about the objectives of early childhood education?
11. To what extent do you think the parents involve in the management aspect of ECE?

12. What are the opportunities that early childhood education provides to the children?
13. What are the opportunities that promote early childhood education?
14. What are the challenges hindering the early childhood education?
15. Do you have any other comments and suggestion for further improvement of early childhood education?

Appendix C
Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs

Interview for Parents
Direction

The main purpose of this interview is to collect information regarding the current status of early childhood education in Nekemte administrative town. Thus, your direct participation has been found essential and you have been selected for the interview. Your response will be kept confidential. So, you are kindly requested to give information honestly.

Thank you for your cooperation!

Date

Time started.....

Time ended

1. What do you know or understand about ECE?
2. Do you involved in the ECE program? If yes/ how?
3. Is there any meeting with pre-school communities or a visit to pre-school about your children's learning? If no/why?
4. How do you follow your child's/ children's learning?
5. Is there any training program that is given to you about child learning and holistic development?
6. What kind of improvement do you think is needed to strengthen the pre-school parent partnership?
7. Are you read to your children to exercise reading, have books available, and take trips to enhance child learning?
8. Is your child happy going to school? If yes/ No why?
9. Do your children learn in their mother tongue? If not, would you explain the reason?
10. What opportunities do you think the ECE program has in your community?

11. What opportunities do you think the ECE program has?
12. What are the challenges of ECE program?
13. Do you think that children with special needs get the opportunities to attend early childhood education?
14. Do you have any other comments and suggestion for further improvement of early childhood education?

Appendix D
Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs

Interview guide for zonal and regional curriculum experts.

Direction

The main purpose of this interview is to collect information regarding the current situation of early childhood education in Nekemte administrative town. Thus, your direct participation has been found essential and you have been selected for the interview. Your response will be kept confidential. So, you are kindly requested to give information honestly.

Thank you for your cooperation!

Date

Time started.....

Time ended

1. What do you think are the main objectives of early childhood education?
2. How far do you consider the standard of KG while accrediting the license for the provision early childhood education?
3. Do you think that the content of curriculum is relevant to realize the objectives of early childhood education?
4. What are the challenges hindering the implementation of early childhood education?
5. What opportunities do you have to promote early childhood education?
6. Do you think that children with special needs are included in the early childhood education? If not why?
7. How do you think that the right of children with special needs is implemented to accesses early childhood education?
8. Do you provide support to the early childhood education programs implementation? If yes/how?
9. How do you evaluate the existing condition of teachers' quality, materials and equipment in an early childhood education?

10. Do you have any other comments and suggestions for further improvement of an early childhood education?

Appendix E
Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs

Interview guide for care givers of the preschool

Direction

The main purpose of this interview is to collect information regarding the current situation of early childhood education in Nekemte administrative town. Thus, your direct participation has been found essential and you have been selected for the interview. Your response will be kept confidential. So, you are kindly requested to give information honestly.

Thank you for your cooperation!

Date

Time started.....

Time ended

1. What is your responsibility in the preschool?
2. Can you please tell me your age in completed years?
3. What is the highest level of education you have received?
4. Have you received any Training?
5. Did you receive the Training during Induction or by Refresher Course?
6. Can you please tell me the years of experience that you have?
7. Do you get your salary on time?
8. How satisfied are you with the salary

Appendix F
Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs
Observation Guide/Checklist

Name of Pre-school _____

Date of observation _____

Time of start _____

Time of end _____

1. A checklist for observation on the implementation of the curriculum in the classroom

- 1 Teachers are guided by flexible daily and annual lesson plan.
- 2 Teachers are using play method instruction to guide children's learning
- 3 Children are encouraged to ask and participate in different activities and praised for their response
- 4 Teachers use simple teaching materials that are made from locally available materials to teach children
- 5 Teaching-learning activities are organized around central themes
- 6 Individual and cooperative works or activities are emphasized
- 7 All children are included equally in all activities to the best of their interests
- 8 The teacher uses different strategies to guide children's attention
- 9 The teacher lovingly guides children, shows respect, and cooperation
- 10 The classrooms run smoothly with order and clear purpose
- 11 Different kinds of assessment techniques are employed
- 12 Records are kept for each child

Appendix G

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs
Observation Checklist

Types of Pre-school _____

Date of observation _____

Time of start _____

Time of end _____

1. Document Review for the Presence and Absence of Policy Materials in ECE

No	Observation items	Absent	Present
1	Education and Training policy		
2	Early childhood education standards		
3	Guideline for pre-school education		
4	Guideline for children with special needs		
5	United Nations convention on the right of the child		
6	Syllabus		
7	Teacher's guide		
8	Textbooks		

2. A Checklist for Observation on the Physical Environment of Early Childhood Education

No	Observation items	Yes	No
1	The classroom space provides an orderly arrangement of well defined work areas		
2	Materials and equipments are accessible, easy to use and invite self serving approach		
3	Tables, chairs, benches and shelves are all child sized and comfortable to use		
4	The classroom is clean, pleasant and stimulating		
5	The windows, doors, walls and decorations are all suitable		

6	Outdoor space is adequate safe and secure		
7	Materials and equipment provides opportunities for play		
8	Play materials and equipments are selected to suit children's developmental level		
9	The arrangement of play materials and equipments enhance children's individual and cooperative play activities		
10	The pre-school is located away from the crowded/traffic areas		
11	The vicinity is good for future expansion		
12	The compound is fancied and free from splintering materials		
13	The preschool site is a raised area, dry and have natural drainage free from water logging		
14	The center is well equipped with necessarily materials and equipment according to specific purpose.		

3. A Checklist for Observation on the Presence and Absence of Materials in the Activity Centers

No	Observation items	Present	Absent
1	Literary materials (various books)		
2	Construction materials (blocks, building sets etc.)		
3	Self-expressive materials (toys, musical instruments, dress up clothes, dolls etc.)		
4	Exploratory materials (puzzles, matching games, playing cards etc.)		
5	Manipulative materials (markers, pencils, etc.)		
6	Natural materials (leave, sand, rock, water, etc.)		

4 A Checklist for Observation on the Presence and Absence of Outdoor Play Equipment and Materials

No	Observation items	Present	Absent
1	Balance		
2	Merry-go-round		
3	Swinging		
4	Slide		
5	Climbing frame		
6	Crawling funnels		
7	Tricycle		
8	Footballs, giant balls etc		
9	Skipping ropes		
10	Gymnastic mat, multipurpose mat		
11	Large and mobile toys		
12	Small car tires		

5. A checklist observation on for the sanitary facilities

No	Observation items	Present	Absent
1	Separate child sized toilets for children and adults		
2	The toilet floor is conducive for children with special needs		
3	Provision of water		
4	Toilet and washing facilities are easily accessible for children form both indoors and outdoors		
5	The toilet floor is washable and not slippery		

Appendices
Appendix A
Yunivarsiitii Finfinnee
Kolleejjii Barnootaa fi Qo'annoo Amalaa
Muummee Barnoota Fedhii Addaa

Bar-gaaffii Barsiisota Olmaa Daa'immaniin Guutamu

Kaayyoon bar-gaaffii kanaa haala barnoota idileen duraa bulchiinsa magaalaa Naqamtee qorachuuf yoo ta'u, xiyyeffannoon argannoo qorannoo kanaa rakkoolee mul'ataniif furmaata danda'amu eeruudhaaf faayidaa qaba. Kanaafuu hirmaannaan isin gootan barbaachisaa dha. Kana malees, deebiin isin xiyyeeffannaadhaan gaaffiilee kanaaf kennitan bu'aa qorannichaaf faayidaa guddaa qabaachuufi deebii isin kennitan iccitiin kan qabamu ta'uu isaa isiniifan mirkaneessa.

Deeggarsa taasiftaniif durseen isin galateeffadha!

Qajeelfama

1. Maqaa keessan barreessuun hin barbaachisu.
2. Gaafficha erga xiyyeeffannaan dubbistanii booda, deebii filannoo keessanii saanduqa kenname keessatti mallattoo “✓” kana kaa'uun deebisaa.

Kutaa Tokkoffaa: Odeeffannoo waliigalaa

1.1. Umurii Barsiisaa/tuu

A. 25 fi isa gadi ☐ B. 26-35 ☐ C. 36-45 ☐ D. 46 fi isaa ol ☐

1.2. Saala A. Dhiira ☐ B. Dhalaa ☐

1.3. Sadarkaa barnootaa

A. Leenjii oolmaa daa'immanii kan fudhatte/te ☐

B. Leenjii oolmaa daa'immanii kan hin fudhanne ☐

1.4. Tajaajila /oolmaa daa'immanii hagam akka barsiistan (Muuxannoo) kanneen keessaa

filadhaa A. waggaa 1-5 ☐ B. waggaa 6-10 ☐ D. waggaa 11- fi isaa ol ☐

1.5. Akaaku olmaa daa'immanii amma keessa hojjettan

A. kan dhuunfaa ☐ B. kan mootummaa ☐ D. kan Amantii ☐ d. kan biroo yoo jiraate ibsaa _____

Kutaa Lammaffaa: Ga'umsa Barsiisotaa fi Raawwii Sirna Barnootaa Olmaa Daa'immanii

A. Ga'umsa Barsiisotaa

Qajeelfama: Qabxiiee armaan gaditti ka'an irratti hagam akka walii galtan mallattoo "✓" kana kaa'uun mul'isaa. "BW" "W" "HM" "WH" fi "BWH"

Hubadhaa: BW= Baay'een waliigala, W= waliigala, HM= hin murteessu, WH = walii hingalu fi BWH = Baay'ee waliihingalu

No	Yaadolee	BW	W	HM	WH	BWH
	Sadarkaa Barsiisotaa					
1	Barsiisummaa idilee duraaf haala ga'aa ta'een leenji'eera					
2	Barsiisummaa idilee duraan leenji'uun fedhii ko ture					
3	Qabiyyee leenjichaa keessa daa'imman fedhii addaa kan ilaallatu jira ture					
4	Carraa shaakala leenjii irraa (hojii duraa) ga'aa argadheen ture					
5	Itti gaafatamummaa guddinaa fi barnoota daa'immanii nan qaba					
6	Waan leenji'e guutummaatti hojii irra oolchuu nan danda'a					
7	Barruulee fi leenjii barnootaa fi guddina daa'immanii hojii irraa itti fufinsa qabuun beekumsa ko haareffachaaan jira					
8	Dandeettii daa'imman, maatii fi hojjettoota idilee duraa waliin hojjechuu nan qaba					
9	Oolmaa daa'immanii ani jiru keessatti daa'imman garee hawaasa adda addaa keessaa dhufan haala wal qixa ta'een keessumeessaa jirra					
10	Ani mirgaa fi eegumsa daa'immaniif nan dhimmama					
11	Ani meeshaalee adaa daa'immanii waliin eeman nan oomisha					
12	Meeshaalee barnootaa wantota naannotti argaman irraa nan qopheessa					
13	Daa'imman dhuunfaa dhuunfaan nan haasofsiisa					
14	Gatii hojii daa'ima ibsaan deebii kennaaf					

15	Feedhii isaanii irratti hundaa’uun da’imman akka baratan itti fufinsaan nan kakaasa.					
16	Ani amala/dandeettii leenjisuun nan qaba					
17	Ani daa’immaniif fakkeenya gaariidha					
18	Uffanni koofi waantotni ani miidhaginaaf godhu oogummaako kan ibsanidha.					

B. Qabiyyee Sirna barnoota Olmaa Daa’immanii fi Hojii irra Oolmaa isaa

Qajeelfama: Qabxiileen armaan gadii qabiyyee fi hojii irra oolmaa sirna barnootaa kan ilaallatanidha. Isinis qabxiilee ka’an xiyyeffannoon erga dubbistanii booda, sadarkaa qabiyyeefi hojii irra oolmaa sirna barnootaa idileen duraa keessanii murteessuun, filannoo sadarkaa deebii keessanii ibsu jala mallattoo (✓) kaa’uun agarsiisaa!

Lakk.	Akaaku	Baay’ee olaanaa	Giddu galeessa	Gadi aanaa	Baay’ee gadi aanaa
	Haala sirna barnootaa				
1.	Sirna barnootaa ofii qopheeffachuun itti fayyadama oolmaa daa’immanii keessanii				
2	Feedhii sirna barnootaa mootummaan baase fooyyessuun fayyadamuu Oolmaa daa’imani keessanii				
3	Sirna barnootaa biyyoota biroo fooyyessuun itti fayyadamuu				
4	Waliitti dhufeenya hawaasummaa (social) ciimsuuf faayidaa qabiyyeen sirn-barnoota qabu(daa’imni akka odeessu, namaa waliin walii galu fi kkf.)				
5	Dagaagina sammuu(intellectual) cimsuuf faayidaa qabiyyeen sirn-barnoota qabu(lakk. Lakkaa’uu, qubee adda baafachuu, bifa adda addaan fakkiilee kaasuu)				

6	Dagaagina qaamaa cimsuuf faayidaa qabiyyeen sirna barnoota qabu(tapha, nyaata, qulqullummaa fi kkf)					
7	Daggaagina miira (emotion) daa'immanii cimsuuf faayidaa qabiyyeen sirna barnoota qabu(gaddaafi gammachuu ofii seeraan ibsachuu danda'uu daa'ima)					
8	Naannoo daa'immanii wajjin qabiyyeen barnootaa kun hanga walsima(waanta naannoo isanii jiru irraa ka'uun barachuu)					
9	Mala baruu fi barsiisuu adda addaa fayyadamuuf qabiyyeen sirna barnoota kun hagam mijataadha(kan tapha giddu galeessa godhate, oduu durii himuu, rakkoolee ykn gaaffiilee adda addaa dhiyessuun akka furan taasisuu)					
10	Afaan naannoo (Afaan oromoo) akka afaan barnootaatti fayyadamuuf afferruu sirna barnootaa keessanii					
11	Daa'imman fedhii addaa gargaaruuf qabiyyeen sirna barnootaa kun hagam mijataadha. Fkn. Daa'imman hubama qaamaa qabaniif, daa'imman maatii hiyyeyyii keessaa dhufan, barnootaan suuta deemeyyii ta'an)					

C. Mala baruu fi barsiisuu yeroo baay'ee Oolmaa Daa'immanii keessan keessatti itti faayadamtan mallattoo “✓” kana kaa'uun ibsaa

Lakk.	Mala-barsiisuu	Baay'ee irra dedeebi'ee	Irra dedeebi'ee	Darbee darbee	Baay'ee Darbee darbee	Gonkumaa hi fayyadamuu
1	Mala baruu fi barsiisuu tapha irratti hundaa'e					
2	Akka dandeetti fi fedhii isaanii daa'imman qoqoode barsiisuu					
3	Wantoota naannoo isaaniitti argaman irraa kaa'anii (muuxannoo qaban irraa) akka baratan gochuu					
4	Bifa diraamaan akka baratan gochuu					
5	Daawwannaa dirreen akka baratan gochuu					
6	Ibsa kennuu(daa'imman kan hirmaachise)					
7	Gahe taphachuu(Role playing)					
8	Geemii					

D. Oolmaa daa'immanii keessan keessatti mala madaallii yeroo baay'ee itti fayyadamtan mallattoo “✓” kana kaa'uun mul'isaa

Lakk.	Mala-Madaalli	Baay'ee irra dedeebi'ee	Irra dedeebi'ee	Darbee darbee	Baay'ee Darbee	Tasuma hin fayyadamu
1	Projektii					
2	Hojii Daree					
3	Hojii manaa					
4	Qormaata					
5	To'annoo maqaa Guyyaa guyyaa					
6	Hirmaannaa					
7	portifooliyoo					

8	Checlistii					
9	Barreeffamaa fi fakkii kaasuu daa'immanii(writing&drawing)					

E. Hirmaannaa Maatii

Qajeelfama: Odeeffannoon armaan gadii hirmaannaa matiin daa'immanii oolmaa daa'immanii keessan keessatti qaban kan ilaallatudha. Isinis hirmaannaa maatii kana ilaalchisee hangam akka irratti waliigaltan mallattoo “✓” kana kaa'uun mul'isaa. “BW” “W” “HM” “WH” fi “BWH

Hubadhu: BW= Baay'een waliigala, W= waliigala, HM= hin murteessu, WH = walii hingalu fi BWH = Baay'ee waliihingalu

No	Yaadolee	BW	W	HM	WH	BWH
	Hirmaannaa maatii					
1	Barnoota daa'immanii cimsuuf, maatiin oolmaa daa'immanii keenya waliin walitti dhufeenya qabu					
2	Carraan bal'aan maatiifi barsiisota wal qunnamsiisuufi waliin mari'achiisu waggaa keessatti qophaa'ee jira					
3	Matiin miseensa koree mana barumsaa keenyaa ta'an ni jiru					
4	Mariin maatiifi barsiisotaa itti fufinsa qabu ni jira					
5	Maatiin waamicha manni barumsaa taasisutti ni gammadu					
6	Maatiin afeerraa ykn gaaffii mana barumsaaf deebii gaarii kennu					
7	Maatiin sochiilee barnoota idileen duraa irratti si'aayinaan nihirmaatu					
8	Maatiin barnoota idileen duraaf kitaaba ni qopheessu					
9	Maatiin daa'imman isaaniitti oduu durii himu					
10	Maatiin daa'imman hojii manaa akka hojjetan gochuutti si'aawoodha					

11	Matiin daa'imman isaanii ni to'atu/hordofu					
12	Waa'ee oolmaa daa'immanii odeeffannoom qimdaa'eefi ifaa ta'e maatii hundaaf ni kennama					
13	Mattiin fi barsiisota mana barumsichaa waliin cimina daa'imaairratti mariin ni jira					
14	Odeeffannoon maatii/haala mana keessaa barsiisota biratti beekamaadha					
15	Odeeffannoon haala mana keessaa icciitiin eegama					
16	Dura biitotni hawaasaa barnoota idileen duraa ilaalchisee yaada kennuuf carraa argataniiru					
17	Maatiin rakkoolee jiran duran bu'aa olmaa daa'immaniifi barsiisota waliin mari'achuun furmaata ni barbaadu					
18	Shoora isaanii ba'achuu kan dandeessisu, leenjiin/barnootni maatiif ykn kunuunsitootaa guddinaafi barnoota daa'immanii ilaalchisee kennamu ni jira					
19	Oolmaan da'immanii keessan hirmaannaa maatii dabaluuf sagantaa baafate qaba					

G. Deeggarsa mootummaan oolmaa daa'immanii keessaniif taasisu

Qaleelfama: Odeeffannoo armaan gadii mootumman oolmaa daa'immanii keessan keessan shoora ba'achaa jiru kan ilaallatudha. Isinis qabxiilee ka'an xiyyeffannaan erga dubbistanii booda deeggara mootummaan gochaa jiru iaallchiaa hangam akka irratti waliigaltan mallattoo “✓” kana kaa'uun mul'isaa.

Hubadhaa: BW= Baay'een waliigala, W= waliigala, HM= hin murteessu, WH = walii hingalu fi BWH = Baay'ee waliihingalu

No	Yaadolee	BW	W	HM	WHG	BWH
	Ogeeyyiin Barnootaa Godinaa fi Bulchiinsa Magaalaa					
1	Oolmaa daaimmanii keessaniif deeggarsa ni godha					

2	Sirna barnootaa qopheessu					
3	Leenjii hojii duraa laatu					
4	Carraa babal'achuu mana barumsichaaf kennu					
5	Leenjii hojii irraa kennu					
6	Meeshaa barnootaafi deeggarsa barnootaa qopheessu					
7	Tajaajila hordoffii fi to'anna taasisu					
8	Mariilee, workishoppii, ibsai etc.hojii irra oolmaa barnoota daa'immanii mirkameessuuf kennu					
9	Ulaagaa ba'e irratti hundaa'uun oolmaa daa'immanii to'atu					
10	Yeroo daawwannaa dhufan nujajjabeessuun, yaadolee adda adda nuu kennun debi'u					

H. Uwwisa (accessibility) Daa'imman Carraa Olmaa Daa'immanii argachuu.

Mallattoo “X” Kana saanduqa filannoo keessan dura kaa'uun, hangam akka irratti waliigaltan mallattoo “✓” kana kaa'uun mul'isaa.

Hubadhaa: DO= Daraan Olaanaa, O= Olaanaa, GG= Giddu-galeessa, G = Gad-aanaa fi DG =Daraan gadaanaa jechuudha

Lakk.	Dhimoota	DO	O	GG	G	DG
1	Mootumman daa'imman fedhii adda qaban akka carra barnoota olmaa daa'immanii argataniif gargaarsa godhu					
2	Daa'imman miidhama fi hubama qaamaa qaban gargaarsi godhamu					
3	Daa'imman fedhii addaa qabaniif oolmaa daa'immanii keessan keessatti dhuunfaan gargaarsi godhamu					
4	Daa'imman naannoo keessan jiran hundi (kan umuriin 3-6 ta'e) carra barnoota olmaa daa'immanii argachuu					

I. Gufuu Olmaan Daa'immanii qabu mallatto "X" kana saanduqa filannoo keessan dura kaa'uun agarsiisaa

Lakk.	Dhimmoota	DO	O	GG	G	DG
1	Oolmaa daa'immanii keessaniif tajaajila suppervizinii fi to'annoo ogeessa barnoota aanaa fi godinaa taasifamu dhabuu					
2	Sirni-barnootaa of eegannoon bocamee fi meeshaalee barnootaa gahaan oolmaa daa'immanii keessan keessa jiraachuu dhabuu					
3	Naannoo keessan kaka'umsi ummataa fi namoota dhuunfaa mootummaa biratti fudhatamaa fi beekamtii qabaachuu dhabuu					
4	Barsiisotni oolmaa daa'immanii keessan leenjii hojii duraa fi hojii irraa argachuu dhabuu					
5	Hanqina meeshaalee barnootaa daa'imman fedhii addaa					
6	Hanqina baajataa					
7	Hanqina hubannoo qooda fudhattootaa					
8	Hanqina hubannoo maatii					
9	Baarsiisotni mana barumsichaa keessa turuuf fedhii dhabuu					
10	Barsiisotni oogummichaaf fedhii dhabuu					

I.Carralee oolmaan daa'immanii keessanii qabu

1	Tarsiimoo fi karoorri oolmaan daa'immanii ittiin gaggeffamu jiraachuu					
2	Poolisiin oolmaa daa'immanii jiraachuu					
3	Meeshaalee naannoo keessanii irraa meeshaalee barnootaa tolchuu danda'uu					
4	Meeshaaleen aadaa fi oduureen durii, taphni ijoollee jiraachuu					
5	Hahaasni barnoota daa'immanii tumsuuf kaka'umsa qabaachuu					

Appendix B

Yunivarsitii Finfinnee Kolleejjii Barnootaa fi Xiinsammuu Muummee Barnoota Fedhii Addaa

Af-gaaffii dura-bu'aa oolmaa daa'immanii fi hoogganaa barnoota bulchiinsa magaalaa Naqamtee wajjin ta'u

Kaayyoon Af-gaaffii kanaa haala barnootni olmaa daa'immanii bulchiinsa magaalaa Naqamtee amma irraa jiru qorachuuf ragaalee funaanuu dha. Gaaffii dhiyaataniif deebii sirrii ta'an amanamuummaan kennuun qulqullinaa fi milkaa'ina qu'annichaatiif murteessaadha. Kanaafuu hirmaannan keessan barbaachisaadha. Deebiin kennitan iccitiin isaa ni eegama ykn kaayyoo qo'annaa kanaa irraa kan hafe wanta biroof hin oolu

Deeggersa gootaniif durseen isin galateeffadha!

Guyyaa

Yeroo itti eegalame

Yeroo itti xumurame.....

1. Kaayyoon barnoota oolmaa daa'immanii maali?
2. Qabiyyeen sirnabarnoota olmaa dhaa'immanii kun kaayyoo kana galmaan ga'uuf hagam mijataadha jettuu?
3. Barnoota oolmaa daa'immaniif meeshaaleen barnootaa fi taphaa guutamaniiruu?
4. Daa'imman fedhii addaa barnoota olmaa daa'immanii keessaatti hirmaata jiruu? Yoo hin hirmaatanii ta'e maaliif?
5. Mana barumsaa oolmaa daa'immanii keessa barsiisotni jiran ga'uumsaa isaanii akkamitti ibsituu?
6. Raashoon daa'immaniifi barsiisota/kunuunsitootaa akkami?
7. Waanti aadaa hawaasa daa'immanii ibsu oolmaa daa'immanii keessan keessa jiraa?
10. Ga'uumsa barsiisotaa cimsuuf haalli mijate maaltu jiraa?
11. Manni barumsaa oolmaa daa'immanii fi waliittii dhufeenyi maatii maal fakkaataa?
12. Kaayyoo barnoota oolmaa daa'immanii maatiin hubataniiruu?
13. Bulchiinsa mana barumsa olmaa daa'immanii keessaatti ga'een maatii maal fakkaataa?
14. Daa'immaniif oolmaan daa'immanii bu'aa inni buuse maali?

15. Oolmaa daa'immanii babal'isuufi sadarkaa isaa kaneeggate taasisuuf caarraa maal maaltu
16. Barnoota oolmaa daa'immanii raawwiin isaa akka fiixaan hin bane kan gufachiisuu maali?
17. Barnoota oolmaa daa'immanii foyyeessuuf yaada dabalataa yoo qabatanii?

Appendix C

Yunivarsitii Finfinnee
Kolleejjii Barnootaa fi Xiinsammuu
Muummee Barnoota Fedhii Addaa
Af-gaaffii maatii wajjiin ta’u

Guyyaa

Yeroo itti eegalame

Yeroo itti xumurame.....

1. Kaayyoo barnoota olmaa daa'immanii maatiin akkamiitti hubattaniittuu?
2. Manni barumsa olmaa daa'immanii fi maatiin barnoota daa'immanii cimsuuf walittii dhufeenya qabduu?
3. Haala daa'imman keessan itti baratanii akkamiitti hordoftuu?
4. Dhimma barnoota olmaa daa'immanii irraattii marii fi daawwiin ni godhamaa? Yoo hin jiru ta'e maaliif?
5. Walittii dufeenya maatii fi olmaa daa'immanii cimsuuf maaltu godhamuu qaba jettu?
6. Leenjiin guddina daa'immaniifi barnoota isaanii ilaalchisee isiniif kennamee beekaa?
7. Mana keessatti amala daa'imaaf kitaaba dubbisuu, bituu fi daawwannaa adda addaa geessuu ni qabduu?
8. Daa'imman keessan mana barumsa olmaa daa'immanii deemuu isaaniitti gamaadduu?
9. Daa'imman keessaan afaan haadha isaaniin barataa jiruu? Yoo miti ta'e sababni maali?
10. Oolmaan daa'immanii babal'achuuf/sadarkaa isaa kaneege ta'uuf carraa inni qabu jiraa?
11. Manni barnoota olmaa daa'immanii bu'aan inni daa'immanii buusee maali?
12. Rakkoon barnoota olmaa daa'immanii mudate/ mudaataa jiru maali?
13. Daa'imman barnoota fedhii addaa carraa barnoota olmaa daa'immanii argataniiruu?
14. Yaada dabalataa yoo qabaattan?

Appendix D

Yunivarsitii Finfinnee
Kolleejjii Barnootaa fi Xiinsammuu
Muummee Barnoota Fedhii Addaa

Af-gaaffii ogeessa sirna barnootaa godinaa fi biiroo barnoota Oromiyaa waliin taasifame.

Guyyaa

Yeroo itti eegalame

Yeroo itti xumurame.....

1. Kaayyoon barnoota oolmaa daa'immanii maali?
2. Barnoota olmaa daa'immaniif yeroo beekamtii kennitan ulaagaa (standard) bahe hagam xiyyeeffannoo keessaa galchitu?
3. Qabiyyeen sirna barnoota oolmaa daa' immanii kun hagam kaayyoo isaa galmaan ga'uuf mijataadha?
4. Rakkooleen oolmaa daa'immanii mudachaa jiran maali?
5. Carraan oolmaan daa'immanii qabu hoo yeroo aammaa kana akkami?
6. Daa'imman barnoota fedhii addaa carra barnoota oolmaa daa'immanii argataniiru? Yoo hin arganne ta'e maaliif?
7. Mirga daa'imman fedhii addaa carra barnoota oolmaa daa'immanii argachuu qaban akkamitti raawwachaa jirtuu?
8. Barnoota oolmaa daa'immaniif karaa keessaan deggarsa godhamu maali?
9. Mana barnoota oolmaa daa'imman amma jiran keessatti ga'uumsi barsiisotaa fi haalli meeshaalee barnoota maal fakkaataa?
10. Barnoota olmaa daa'immanii foyyeesuuf yaada dabalataa yoo qabatani?

Appendix E

Yunivarsitii Finfinnee Kolleejjii Barnootaa fi Xiinsammuu Muummee Barnoota Fedhii Addaa

Af-gaaffii gargaartota/kunuunsitoota waliin taasifamu

Guyyaa

Yeroo itti eegalame

Yeroo itti xumurame.....

1. Itti gaafatamummaan oolmaa daa'immanii kana keessatti qabdan maali?
2. Umurii keessan natti himuu dandeessuu?
3. Sadarkaan barnoota keessanii isa ol-aanaa natti himaa?
4. Leenjii fudhattan qabduu?
5. Osoo hojii hin eegaliin ykn hojii irratti leenjii argattan qabduu?
6. Tajaajila keessan wggadhaan natti himuu dandeessuu?
7. Miindaa keessan yeroodhaan argattuu?
8. Miindaan keessan hagam garaa isin ga'a?

Declaration

I. The under signed, declare that this thesis is my original work and has not been presented for a degree in any university, and that all sources of the materials used for the thesis have been properly acknowledged.

Name Dinke Aga

Signature _____

Date of submission: June 30, 2014

Place: Addis Ababa University

II. This thesis has been submitted for examination with my approval as a university advisor.

Name of the advisor: Fantahun Admas (PhD)

Signature_____

Date of approval_____