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Center for Early Childhood Care and Education (ECCE)

**Awareness, Attitude, and Use of Indigenous Resources in Preschool Education
in Shambu Town of the Horro Guduru Wollega Zone, Oromia Regional State**

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**This Thesis is submitted to the Center for Early Childhood Care and Education (ECCE) of
Addis Ababa University in partial fulfillment of the requirements for the degree of Master
of Arts in ECCE.**

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Declaration

I hereby declare that this thesis is my original work and has not been presented for a degree in any other university, and all sources of materials used in this work have been duly acknowledged.

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Advisors` Approval Sheet

This is to certify that the thesis entitled “Awareness, attitude, and use of indiginous resources in preschool Education in Shambu Town of the Horro Guduru Wollega Zone, Oromia Regional State” is submitted to the Center of Early Childhood Care and Education, Addis Ababa University, in partial fulfillment of the requirements for the degree of Master of arts by Bedassa Gutu, ID No GSK/1129/09, under my supervision. Therefore, I recommended that the student has fulfilled the requirements and hence hereby can submit the thesis to the Center.

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Acronyms and Abbreviations

ECCE-Early Childhood Care Education

MoE-Ministry of Education

FGD-Focus Group Discussions

USA-United State of America

UNESCO-United Nations Economic Social and Cultural Organization

AU-Africa Union

Abstract

Use of local resources such as local storytelling, plays and games, materials and aids and languages is critical for the success of children's learning in preschool years and even in upper grades. The approach of teaching the children is expected to be indigenized so as to attain a more planned and lasting positive effect on the children's learning. The aim of this paper was to examine the level of use of local resources, attitudes and awareness of preschool teachers as well as to identify the challenges hindering the practice of use of local resources in teaching the preschool children. To achieve these objectives, the mixed method approach was used in the study. Both primary and secondary data were collected through quantitative (questionnaire) and qualitative (interview and FGD) tools from a sample of respondents taken from 3 government preschools and private schools. The findings of the study showed that there was a gap between what was expected and the actual practice of use of local resources in teaching the children in the preschools. Furthermore, the attitude and awareness level of the preschool teachers was below the expected level. The correlation coefficient obtained indicated that the low attitude level of the teachers was strongly and negatively correlated with the use of local resources in the preschool. However, the correlation between the level of awareness and use of local resource of the teachers had moderate positive correlation. The overall finding was that the use of local resources in the preschool was below the expected level and needs urgent improvement. Concerning bodies were recommended to take their respective responsibilities to put in place a strong mechanism to enforce the use of local resources in teaching the preschool children in the study area.

Key words: Attitudes, Awareness, Children, Local, Practice, Preschools, Resource, teachers.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In the world of schooling to a child, pre-school education is a first experience. Preschool effective learning practice encourages and able to provide them with the skills, confidence and a positive attitude. The different skills are (Morni, 2002) important in preparing preschoolers for entering formal schooling and lifelong learning. This obviously tells that pre-school education is a basic education that is essential for the development of thinking, character, personality, morality and behavior of a person. Schroeder (2007), stressed that children's learning experience must be led by the teacher by creating atmosphere that is favorable to their physical, social and mental development. Psychologists and educational scholars give much attention to early education as each input and teaching will be more easily absorbed in the early stages. According to Bandura (1986), children learn through mechanism of imitation from their social environment. In fact, the process of imitation of children from parents, adults and teachers deemed to be an important source for the development of children's cognitive and morality. Rashid (2001), states that aspects of moral and ethical values among pre-school children are the current demands for the virtuous citizen. To this effect, a variety of techniques, strategies and methods employed by parents, guardians and teachers to assist in the development of cognitive, affective and psychomotor of preschoolers.

Then infrastructure facilities and strengthening of the teaching and learning of pre-school education should become the important demands of the preschool institutions (Abdullah, 2004). Education is a major contributor to human resources, and become engine for social and economic development. In line with this, Rahmat (2006) forwarded that the inculcation of storytelling in the minds of children, yet to start from kindergarten is important. The practice of using storybooks or narrative method to inculcate moral values among children has been practiced by all the peoples of the world. Most kids already know the stories and the moral of the story before they go to school which are told to them by adults orally. Deniston-Trochta (2003), point out classroom storytelling and story reading has a ragtag reputation among school teachers. One reason for this reputation is because of a limited research on classroom storytelling and story reading method in the Town. Consequently, in this study, storytelling is be used as an

educative tool to enhance establishment and development of cognitive ability, moral values and ethics among preschool children.

According to Schroeder, (2007), in order for children across the African continent to have equal access to a high quality education, their mother tongue, or indigenous languages, all must be valued and respected, especially by the educational system in each country. In line with this, even educators may unknowingly assist in the academic impairment of children from local language of local communities. This likely happen when children switch abruptly from mother tongue (local language) to other language which they have less frequent exposure to and this is a form of hijacking the mental processing from its natural course. The consequences are that not only do we lose a huge human resource by impeding the mental growth of millions of the world citizens; many of them are also lost to the entire system of formal education. In actual fact, three foundational educational principles are violated as many children begin institutional schooling. The first principle is that cognitive development and development of a child's mother tongue go hand in hand but this is not promoted in most school systems in Africa. Development of a child's mother tongue should "feed" his or her broad-based academic development, because it lays a solid conceptual foundation for all the skills needed for intellectual growth. Recent research shows that support of one's first language facilitates academic success, even with a second language as medium of instruction (Collier and Thomas, 2004).

Use of local games and play in teaching preschool children is vital. Play is a behaviour that is self-motivated, freely chosen, process oriented and enjoyable. According to Montessori (1967), Piaget and Vygotsky regarded play as work of children. As they explained play is essential to development because it contributes to the cognitive, physical, social and emotional well-being of children. However, most of previous studies have not considered well the importance of the local play and games in teaching preschool children especially in the study area.

Indigenous education is usually designed by the indigenes of a particular setting, the resource and materials are drawn from the immediate environment and according to the goals and needs of the people. Furthermore, because indigenous education emphasizes both practical activities and participation, the children are given opportunity through play and games to see and possibly handle some materials used for particular vocations. This reflects that there are numerous

instructional materials in the local environment of the children which they can use for learning the values, norms, morals, knowledge and skills of their people.

The engagement of children's parents and families is very important for effective preschool teaching-learning process. Parent involvement occurs when parents participate in activities and take advantage of opportunities at their child's early care and learning setting. This usually means that parents attend meetings or special events a program offers in the sphere preschool students. Parents' engagement may also include an information exchange about their children's and what happens at home. Professionals may provide advice relevant resources to address challenges that might be faced. In line with this, early childhood professionals and programs typically initiate parent involvement. These activities are important and often beneficial to families.

Therefore, this study aims to investigate the attitudes, awareness and use of indigenous (local) resources for enhancing preschool education in Shambu Town.

1.2 Statement of Problem

It is obvious and evident that preschool education is the most basic level of education for children. The experiences acquired at this level significantly influence the later educational sphere of the children that the preschool stakeholders are expected to play their respective roles so as to enable the children to build their cognitive, social, emotional, and moral values. In line with this, Myers, (2004) proposed that preschool educators are expected to deliver education that fosters children's development in learning world through friendly local resources.

The early years of life have been established to be very important not only because children in their early years are quite vulnerable but more so because what happens during these early periods of life have significant effects on later life. A Kenyan proverb stresses this issues citing children as the foundation of humanity (Lanyasunya and Lesolayia, 2001), which reflects the foundation for variety of development at different hierarchy.

According to UNESCO, (2012) underinvestment in pre-schooling is a key reason for low coverage for early child care education (ECCE). As it was forwarded, this is evidenced by a less than 10 per cent share of the education budget in most countries, and this share tends to be particularly low in poor countries like Ethiopia. The global report provided by UNESCO (2012)

reveals that some of the reasons for under investment by governments can be attributed to insufficient political commitment as well as competing developmental needs of governments in Africa.

The challenge facing Sub-Saharan Africa is not only that of adopting a compulsory pre-primary education policy, but more so that of contextualizing preschool education programs in particular and educational curricula in general within the unambiguous realities and cultural meaning systems of diverse realities of African countries. In spite of the growing interest, ECCE remains one of the under-resourced sectors in African countries. Consequently, the sub-sector suffers from poor quality of relevant infrastructure, indigenous teaching materials, lack of a coordinated and culturally appropriate curriculum, and a scarcity of qualified and locally teachers and child caregivers who are sensitive to the children's cultural realities. Limited state budgets for ECCE programs has resulted in poor access to preschool services benefits. There is, therefore, a dire need for an indigenous preschool framework that is designed to reach the majority of children in Ethiopia.

Among the researches done so far on childhood care and education, the research done by Belay (2018) entitled as "early childhood care and education (ECCE) in Ethiopia: developments, research, and implications" aimed to survey experiences in Ethiopia across historical time beginning from its conception till recent. Clearly speaking, it traced its historical roots and discussed ECCE designs that means policies, programs and curricula, implementations' modalities, statistics, governance, stakeholders' involvement, and monitoring and evaluation as well as, its impacts. Nevertheless, the research did not give attention to assess and evaluate the use of specific local resources specially, storytelling, plays and games, materials and local languages in detail, which this study significantly considered. His research was mostly dealing at policy level while the current study was at preschools activity level. Another study done by Kumar and Teklu (2018) focused on assessing students' experience and attitude towards corporal punishment in the elementary schools of the central zone of Tigray region in Ethiopia. In this study, the emphasis was the level of severity of the punishment and how students behave consequently, however, the study did not address the use of local resources rather efforts were made to describe and explain the students' attitudes towards the punishment in the schools.

Furthermore, study entitled as "Early Childhood Care and Education in Rural Ethiopia: Current Practices, New Initiatives, and Pilot Programs" was conducted by Teka Zewdie and Belay

Tefera (2017) conducted a study that examined the urban and private-based modern practices of early childhood care and education and the traditional priest schools, initiatives of the Ministry of Education launched in a bid to improve access, and the civil societies-initiated preschool programs that are under piloting in rural Ethiopia. In this study, the authors reflected that the existing urban-based Early Childhood Care and Education (ECCE) was arguably presented to be externally introduced and had western orientation in many ways. In this context, it needs to conduct a study to evaluate the use of local resources in the preschools so as to take appropriate policy measures in the study area and even other places. Therefore this study closely investigated the use of local resources such as storytelling, plays and games, materials and aids as well as local languages which were not well addressed by the former studies. In addition, study conducted by Belay Tefera and Belay Hagos (2016) indicated that there was the problem on the process of indigenization of early childhood education (ECCE) in Ethiopia. In this sense this finding reflected that local resources were not well utilized by the preschools. Nevertheless, this study did not well address which resources were used and which were because the intention of the study was the general sphere of use of indigenous resources early childhood education. The present study will address the gap of the former study by specifically evaluating the use of local resources: storytelling, plays and games, materials and aids and languages form attitudes, awareness and the use/practice perspectives.

The other reason triggered this study to be conducted is the issue understudy is understudied and there is less local literature on it. Thus, this study needs to address this scarcity of the literature on the area. In addition, there had not been research conducted on the study area so far. Furthermore, other studies done so far focused on the quality of education, competency of teachers based on knowledge of the subject area and the theoretical level experiences. In this regard, this study needs stud focus on use of storytelling, local teaching aids, use of local play and games as well as teachers' awareness and attitudes towards use of these indigenous resources as input or educational tool in preschool teaching and learning process. Thus, this study came up with an integrated framework or model for effective teaching-learning preschool parallel to assessing the current state of practice.

1.3 Research Questions

The whole research was guided by and intends to answer the following basic research questions.

1. To what extent do preschool teachers use the following local resources in preschool classrooms :
 - a. Local compared to non-local stories?
 - b. Local compared to non-local games and plays?
 - c. Local compared to non-local materials and aids?
 - d. Local language compared to non-local languages?
2. What is the level of awareness of the preschool teachers about the importance of using local resources in the preschool education setting beyond the political sense of using local languages
3. What is the attitude of preschool teachers towards the importance of using local resources in the preschool education setting
4. What other factors affect the use of local resources in the preschool setting

1.4 Objectives of the study

The general and the specific objectives of the study was dealt with as the following.

1.4.1 General objective

The general objective of the study was to investigate and analyze to what extent local resources used in preschools in Shambu Town.

1.4.2 Specific objectives

1. To determine to what extent do preschool teachers use the following local resources in preschool classrooms :
 - a. Local compared to non-local stories;
 - b. Local compared to non-local games and plays;
 - c. Local compared to non-local materials and aids;
 - d. Local language compared to non-local languages.

2. To examine the level of awareness of the preschool teachers about the importance of using local resources in the preschool education setting beyond the political sense of using local languages
3. To examine the attitude of preschool teachers towards the importance of using local resources in the preschool education setting?
4. To identify other factors affect the use of local resources in the preschool setting

1.5 Scope of the study

The study was delimited geographically, and conceptually so as to attain the objectives of the study with consideration of resource constraints. Accordingly, it has been delimited to Shambu Town geographically. Conceptually, it was delimited to use of indigenous resources in preschool teaching, especially storytelling, local plays and games, local languages and participation of local community will be focused.

1.6. Significance of the study

The study was important in various ways and for different entities. The result of the study helps preschool teachers to align their model of teaching with use of indigenous resources. It also helps the preschool children to develop their capacity through with what they are already familiar and easily fit with their scheme cognitive maturity. In addition, it provides the educational policy makers to inculcate the issue of preschool teaching in relation to use of indigenous resources by using the result of the study as input.

Chapter Two: Review of Related Literature

This chapter deals with review of different relevant literature from different sources. This helps a research to be founded in the body of the existing body of knowledge so that the contribution of the present study can easily be recognized specially in filling the gap that should be addressed.

2.1 Definitions and Concepts

So as to clarify concepts and come up with acceptable level of understanding, the researcher is obliged to review related literature that provide good insights and flash lights on the perspective of the study. To do so the researcher starts with the definition and concepts of use of local resources in preschool and other related terms and concepts. Specifically, it deals with points related to each objective of the study.

Indigenous education is defined as the body of context-evolved cultural knowledge, skills, attitudes, practices, and cultural values and aspirations transmitted from one generation to the other. It is all embracing and the curriculum, though not written but tacitly followed by the indigenes. This indigenous education is a means to an end; one of its central elements is social responsibility, aspects of which include imbibing moral and spiritual values, participation in ceremonies, rites, imitation, recitation and demonstration (Zulu, 2006).

Strategies for the acquisition of the body of knowledge and skills in indigenous can be poetry, reasoning, riddles, praises, songs, story-telling, proverbs, folktales, games, dance, music, tongue-twisters, and more (Majasan, 1974). Most of these context-based pedagogic strategies used to occur within the family, and peer group activities but could be adapted and integrated into the school curriculum and policy framework. Thus, preschool education can be aligned with use of indigenous local resources that are available with less cost but vital for teaching learning in the preschool.

2.2 The practice of Indigenous Childhood Care and Education in Africa

Indigenous early childhood care and education includes a wide range of integrated programmes planned and delivered to enhance the cognitive, social, moral, nutritional and physical development of children prior to the time they begin primary school. Good quality preschool educational programmes contribute to effective children's development, and this in turn is that ensures a strong foundation for lifelong development and learning. Various types of preschool

education programmes demonstrate the value of providing and monitoring the stimulation and education of young children through various relevant mechanisms. In this regard, experiences show that most African homes, for example, traditionally train their children regarding different cultural and religious values that help a child throughout life, but this model of early child care education has seldom been considered (Akinbote, 2006). An effective early child care education programme should ensure a strong connection between home and school in matters that affect the education of preschool children.

Preschool education should be aligned with what children could already acquire and efforts should be exerted so as to enhance their energy to connect their newly developing experience with it (AU, 2011). In line with this, children are taught simple manners of behaviors in different circumstances. This may include daily routine activities such as what should be done before, during and after eating, when attending public occasions, the manner of speaking to the elderly, comportment between people of the opposite sex and other key socio-cultural ways of behaving in certain circumstances (Akinbote, 2006).

The early years of life have been established to be very important not only because children in their early years are quite vulnerable but more so because what happens during these early periods of life have significant effects on later life. In fact, a Kenyan proverb refers to children as the ‘foundation of humanity’ (Lanyasunya and Lesolayia, 2001), which implies the foundation for national development.

Literatures show that at least 76 per cent of countries in Africa are engaged in early child care education policy planning or implementation. The challenge facing Sub-Saharan Africa is not only that of adopting a compulsory preschool education policy, but more so that of contextualizing in early child care education programmes in particular and educational curricula in general within the stark realities and cultural meaning systems of diverse realities of African countries. In spite of the growing interest, in early child care education remains one of the under-resourced sectors in African countries (Akinbote, et al, 2001)

Consequently, the sub-sector suffers from poor quality of infrastructure, teaching materials, lack of a coordinated and culturally appropriate curriculum, and a scarcity of qualified teachers and child caregivers who are sensitive to the children’s cultural realities. Limited state budgets for in

early child care education programmes has resulted in poor access to in early child care education services benefits Aliyu, et al 2012. There is therefore a dire need for an indigenous in early child care education model that is designed to reach the majority of children in Africa that ongoing in early child care education programmes designed on imported models have left behind.

2.2.1. Principles of the indigenous approach

Although there has been an expansion of ECCE in many countries around the world and in Africa as a whole, the importance of developing a strong teaching and caregiver-staff as well as relevant curriculum framework and modules for Africa cannot be overemphasized.

Although there are several home-language-based bilingual ECCE programmes the world over, they are still far from being commonly available and accessible in all communities, especially enclaved rural areas. In addition, research on their effectiveness is still very limited. For instance, a local child whose ancestral language is neither spoken in the home or community faces a lot of challenges unless fluent native speakers are available to deliver the ECCE programmes to them. Some useful indigenous programmes that have influenced work in this area include the Hawaiian and Navajo in United States of America, the Mi'kmaq in Canada, and the Maori in Aotearoa, New Zealand (Heymann and Cassola, 2012).

The proposed ECCE model gives attention to helping children learn in their local context from birth to age eight. It promotes a smooth transition from ECCE to primary education and beyond such that cultural values and practices that are capable of adding values to the lives of the children to make them functional members of their society are ensured (Akinbote, et al, 2001; Aliyu and Garba, 2012)

2.2.2. Early Child Care Education (ECCE) Framework

The users of the ECCE framework is guided by some relevant principles that distinct the approach from others in a manner that shows the value added to ECCE programmes by its widespread adoption for use and applicability in cultural contexts.

- ❖ The ECCE service should be delivered in the best interest of the child in appropriate context. This consideration should be given to the usefulness of learning and care being

provided for the child's environment, first and foremost, and gradual transition into the world beyond the home environment.

- ❖ The ECCE programme should be accessible to all children, without discrimination of any kind and as long as the child and their parents value the cultural underpinnings of the programme.
- ❖ The program should portray good cultural values from local environment that can give a sense of pride and identity to the child without the feeling of inferiority.

2.3 Indigenous Resources in Preschool Education

The use of indigenous resources in preschool educational institutions is critical as it is the first experience in children's world of education. Psychologists such as Sigmund Freud give emphasis for early childhood experiences which lays grounds for later life in human development. According to different scholars' use of storytelling, local plays and games, local languages, local materials and educational aids and involvement of parents in preschool teaching learning process is vital (Akinbote, et al, 2001, Aliyu, and Garba, 2012).

2.3.1 Story telling as Educational tool

In this section, a number of studies related to storytelling and story reading on the effects of developing moral values and ethics are explored. The educational value of storytelling and story reading is widely accepted. Reading exiting stories to children might further get children excited about learning to read books for themselves. However, storytelling and story reading has been demonstrated to be beneficial to children in a number others ways as well (Gallets, 2005). A number of studies by Morrow (1996) found that children in the treatment groups produce higher scores in the areas of vocabulary, story comprehension and decoding compare to the children in the control groups who are not involve in storytelling and story reading. In line with this, Snow proposed (1983), reading story books, help children develop language skills, language abilities and intervention goals. According to him, in addition, to helping children learn to decode meaning and use language, storytelling and story reading is believed to have many other benefits. Storytelling is also believed to have social benefits. According to Winston (1998), story reading encourages children to investigate and explore their thoughts and feelings from different reality perspectives. As the authors explain, reading stories can also help children learn to respect for

the idea of others and encourage the children to reflect on different points of view. Later on, Goldberg (2005), found a positive relationship between storytelling, story reading and overall school achievement. Children can benefit from listening to storytelling and it provides opportunity for building a social skills. Therefore, both storytelling and story reading increasingly recognized as having important theoretical and practical implications; and may also help children to become more understanding citizens in different context (Gallets, 2005). Baker and Greene (1977), mentioned storytelling as not the presentation of a memorized script but rather as an interaction between teller and listener. Storytelling is a best mutual creation of events, facts, conditions and state of occurrences. This description seems to be consistent with Roney (1996), proposed that storytelling can be valuable in the classroom because it is co-creative and interactive. Listening to storytelling requires more imagination and understanding based up on cues mentioned in the storytelling. Alna (1999), said that storytelling naturally promotes the engagement of the individual imagination and also the active involvement of the listeners as partners in the creation of the story.

According to Ellis (1997) by using storytelling in the classroom teachers may fulfill many requirements at once. As he added, storytelling can help students develop consistent expressions, facial and body expressions in communication and daily interaction including in classroom. This may make perfect sense because passing on cultural heritage and traditions has always occurred through the telling of stories. Erickson (1995), proposed that it could be possible to use storytelling to get students excited about art and the history of art. Hamilton and Weiss (1993), mentioned that storytelling helps children develop confidence, poise and love of language, attitude of appreciation and respect. Roney (1996), said that humans beings usually need to tell their personal stories in order to make sense of their own lives. All the people do this by telling stories about their own experiences, and defining their personal beliefs or group membership.

In similar manner, stories and narratives are often used to establish shared understandings to convey culturally significant messages (Nelson, 1996) and moral values (Noddings and Witherell, 1991). Other educators such as Egan, (1986) see storytelling as a possible strategy for meaningful learning that help students understand different perspectives and complexities involved in problem-solving and social relationship. According to Zander, (2007) narrative opportunities in art include the stories that students have about their own art and interpretations

of the art work itself. Kellman (1995), supported the idea by explaining that, for young children art making and its narrative description of the here and now allows children to share the day-to-day details of their lives with others. When children draw, they are using images to tell about themselves, their interests, their perspectives on the world as well as to confront or re-interpret events which may have left them feeling out of control. The act of drawing and sharing that drawing with an adult helped him separate fantasy from reality and put them back in control. A preschool teacher may underscore the power of stories inherent in works of art when they (teacher) act as a guide and mentor to help students understand their work from a new perspective (Zander, 2007). Tappan and Brown (1989), mentioned and argued stories as an approach to develop and form moral sensitivity among children has been slowly dying in our modern education system. Bruner (1986) agrees that story-telling and use of stories is an effective way to transform moral experiences to moral knowledge. In connection with this, Berkowitz and Oser, (1985) argued that when students are actively engaged in listening the story and involved in a story telling, then a values and virtues is most likely to occur.

2.3.2 Local Languages

When acquiring a language, children need contextual and linguistic supports (scaffolding structures), which have been shown to be crucial to facilitate children's development (García, 2009). The concept of scaffolding was first set out by Bruner (1986), who was a follower of Vygotsky (1978). Within the context of second language acquisition children's language development is scaffold by the teacher, to cater for their individual needs. Scaffolding can include different mediation strategies such as the use of body language, contextualization, verbalization of actions, and repetition of words and routines (Palviainen *et al.*, 2016). Children will acquire language through mediation with adults and also with their peers (Vygotsky, 1978). Young children benefit from structured and internationally modified input and output practices that support the co-construction of knowledge. The following themes are areas to be considered when assessing.

Beliefs about language and early language education; beliefs about emergent literacy; the role of parents in promoting language and literacy development in young children; the school language policy; parental expectations; the teacher's expectations for language development of her learners; teacher's beliefs about her practices in class with regard to language use (Palviainen *et*

al., 2016). Therefore, children learn most if they work and play with effective material that is adapted to the state of a child's current linguistic knowledge and builds upon and supports their existing linguistic knowledge and skills.

2.3.3 Local materials, plays and games

As indigenous education is a type of education designed by the indigenes of a particular setting, the resource and materials are drawn from the immediate environment and according to the goals and needs of the people (Akinbote, et al, 2001). Furthermore, indigenous education focuses on practical activities and participation, the children are given opportunity through play and games to see and possibly handle some materials used for particular vocations. For instance, a child from agricultural environment can start using wooden hoes and machetes at a tender age while that of a fishing environment would start experimenting with abandoned nets to learn how to mend broken nets and fish with basic fishing tools. Parents, knowledgeable adults or older siblings are always at hand to provide guided support and supervision with the use of these local materials. The plays and games of children usually reflect real life experiences such as being chased by animals, enclosing a big fish or guarding imaginary cows against raiders, driving, building houses (Aliyu, and Garba, 2012). This implies that there are ample instructional materials in the immediate environment of the child which he or she uses for learning the values, norms, morals, knowledge and skills of his or her people.

2.3.4. Parent involvement

Children are establishing patterns of behavior that affect both their current and future education. Young people are at risk for engaging in tobacco, alcohol, or other drug use, participating in violence or gang activities, and initiating sex at an early age. However, a growing body of study shows that enhancing protective factors in the lives of children can help them avoid behaviors that place them at risk for adverse health and educational outcomes (Zulu, 2006). These protective factors include personal characteristics such as educational or career goals; life conditions such as frequent parental presence in the home at key times (e.g., after school, at dinner time); and behaviors such as involvement in pro-social activities (e.g. Parental participation in discussion of education matters such as absents, doing assignments and monitoring the children's progress, school or community sports). Engaging parents in their children's school life is a promising protective factor. Study and experiences show that parent

engagement in schools is closely linked to better preschool student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children avoid unhealthy behaviors that may adversely affect their lives (Aliyu, and Garba, 2012).

Parent is expected to engage and identifies specific strategies and actions that schools can take to increase parent engagement in schools' health promotion activities. The school administrators, teachers, support staff, parents, and others interested in promoting parent engagement are stakeholders in conducting parent involvement. Each of these stakeholders has different but important roles and responsibilities related to garnering support for, and implementing, these strategies and actions (Schroeder, 2007).

The strategies and actions recommended in this publication are based on a synthesis of parent engagement and involvement research and guidance from the fields of education, health, psychology, and sociology. Establishing a relationship with parents and making them feel welcomed; schools should offer a variety of opportunities to engage parents in school health activities. Many researchers have identified six types of involvement that schools can use to engage parents in the matters that affect the education of preschool children (Zulu, 2006; UNESCO, 2012).

- i. Providing parenting support.
- ii. Communicating with parents.
- iii. Providing a variety of volunteer opportunities.
- iv. Supporting learning at home.
- v. Encouraging parents to be part of decision making in schools.
- vi. Collaborating with the community.

Experiences demonstrates that school staff can build parents' leadership, decision-making, and parenting skills to support the development of positive health attitudes and behaviors among students and help build healthy home and school environments. School staff can enlist parents to lead and organize these educational opportunities; other parents are more likely to be receptive

and willing to participate. In addition, schools that provide these opportunities and services to parents might get them engaged in other school health activities (Akinbote, 2006, Aliyu, and Garba, 2012).

Examples of ways school staff can encourage healthy parenting support includes offering or collaborate with community organizations to provide parent education classes on the following: understanding child and adolescent development, praising and rewarding desirable health behaviors, setting expectations for appropriate healthy behavior and academic performance, talking with children about health-related risks and behaviors., monitoring children's daily activities (e.g., knowing their children's whereabouts and friends), modeling healthy behaviors (e.g., taking medicine as directed, getting regular physical activity, and eating foods that align with dietary guidelines), strengthening leadership and advocacy skills, provide parents with seminars, workshops, and information on health topics that relate directly to lessons taught in health\ education and physical education classes.

When parents are unable to attend school health meetings or activities because of schedule conflicts like with work, family, religious, and community activities (Aliyu, and Garba, 2012).

. The following are points to address the challenges:

- ❖ Schedule meetings and activities to match varying parent schedules.
 - Survey parents to see which times/days are best for them.
 - Schedule more than one meeting and activity opportunity.
 - Schedule meetings and activities on a Saturday (offering teachers incentives for attendance).
 - Host meetings and activities during the day for parents who work or are unable to attend at night.
 - Host meetings and activities after rush hours.
 - Host school meetings off school campus, such as in community centers or places of worship.
 - Avoid scheduling meetings and activities that conflict with other school activities, major community events, and religious holidays.

- Offer a variety of opportunities and flexible times for parents to volunteer.
- ❖ Provide incentives to encourage parents to attend at-school meetings and events. In this case, it could be examined from the following measurements (Palviainen *et al.*, 2016):
 - Provide child care.
 - Provide food or refreshments.
 - Award door prizes provided by community sponsors. For example, schools can ask healthy food companies to provide gift cards to be used as raffle prizes.
 - Make meetings fun with engaging activities and games.
- ❖ Provide alternative ways for parents to access information and communicate with school staff, aside from attending meetings and activities on school grounds. This is examined from the following point of views (Weber, 2014).
 - Establish an e-mail for teachers and parents.
 - Create a phone number with 24-hour voicemail service for parents to voice concerns outside of regular school hours

2.4. Research on ECCE in Ethiopia and gaps

With intention to understand and show the current level of researches done so far and their findings regarding Ethiopian case was scientific. In line with this, the research gap was reflected. It has been provided hereunder.

There are researches done so far on the issues of early childhood care and education. However, the specific objectives of the researches were relatively unique. For instance, a research done by Belay (2018) entitled as “early childhood care and education (ecce) in Ethiopia: developments, research, and implications” aimed to survey experiences in Ethiopia across historical time beginning from its conception till recent. Clearly speaking, it traced its historical roots and discussed ECCE designs that means policies, programs and curricula, implementations’ modalities, statistics, governance, stakeholders’ involvement, and monitoring and evaluation), and impacts (quality, access, equity, and relevance) over the years. Nevertheless, the research by Belay (2018) did not give attention to assess use of specific local resources which this study significantly considered.

Another important study was titled as “students’ experience and attitude towards corporal punishment in the elementary schools of the central zone of Tigray region in Ethiopia” by Kumar and Teklu (2018). In this study, the emphasis was the level of severity of the punishment and how students behave consequently. The study did not address the use of local resources rather efforts were made to describe and explain the students attitudes towards the punishment exerted up on the children.

Furthermore, study entitled as “Early Childhood Care and Education in Rural Ethiopia: Current Practices, New Initiatives, and Pilot Programs” was conducted by Teka Zewdie and Belay Tefera (2017). The study examined the urban and private-based modern practices of early childhood care and education and the traditional priest schools, initiatives of the Ministry of Education launched in a bid to improve access, and the civil societies-initiated preschool programs that are under piloting in rural Ethiopia. In this study, the authors reflected that the existing urban-based Early Childhood Care and Education (ECCE) was arguably presented to be externally introduced and had western orientation in many ways. In this view, the authors spoke that the preschools in Ethiopia were largely adopting non-local resources and culture of teaching rather the imported one which was not integrated into local communities’ psychology. However, the study did not consider specific local resources from the perspectives of practice, use, attitudes and awareness which this study mainly emphasized. A study conducted by Belay Tefera and Belay Hagos entitled as “Indigenization of Early Childhood Education (ECCE) in Ethiopia: “A goiter on mumps” in ECCE provisions” was one of the studies addressing the issues of early childhood education. The study indicated that the educational policy of Ethiopia did not encourage indigenization of early childhood education such as preschools. Therefore, the present research aimed to evaluate if the preschools in the study area did not implement the use of local resources focusing on the above mentioned specific local resources.

2.5. Summary of Literature and Implications for this Study

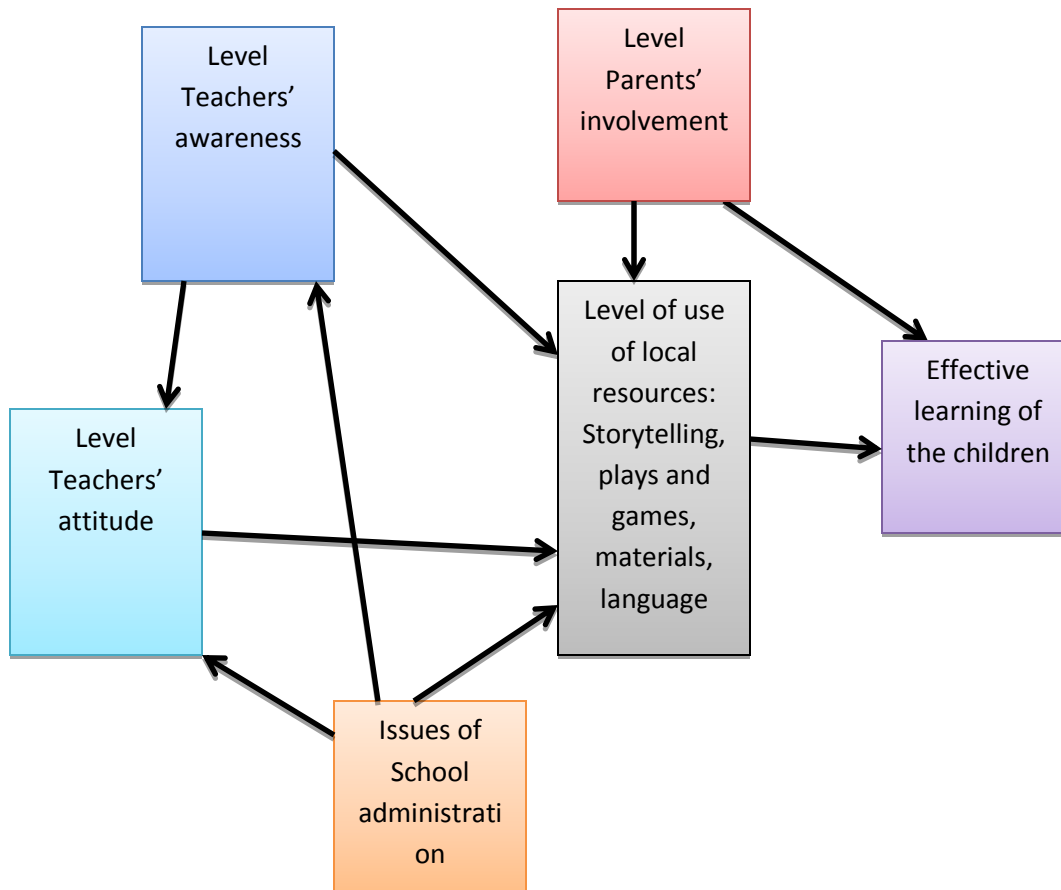
It is scientific and logical to infer some implications for this study based up on the reviewed literature. Indigenous education is usually designed by the indigenes of a particular setting, the resource and materials are drawn from the immediate environment and according to the goals and needs of the people. Furthermore, because indigenous education emphasizes both practical activities and participation, the children are given opportunity through play and games to see and

possibly handle some materials used for particular vocations. This reflects that there are numerous instructional materials in the local environment of the children which they can use for learning the values, norms, morals, knowledge and skills of their people.

It is expected that parents of the students can assist their children if the education resources are integrated with local context so that the children can easily be supervised by their respective families. The engagement of children's parents and families is very important for effective preschool teaching-learning process. Parent involvement occurs when parents participate in activities and take advantage of opportunities at their child's early care and learning setting. This usually means that parents attend meetings or special events a program offers in the sphere of preschool students. Parents' engagement may also include an information exchange about their children's and what happens at home in the reflection of their children's learning. Therefore, this study aims to investigate the attitudes, awareness and use of indigenous (local) resources for enhancing preschool education in Shambu Town.

Framework of the study

The researcher developed the following framework of the study so as to put the variables of the study in a more vivid way so that the study was guided by it.



Source: Developed by the researcher from reviewed literature

Chapter Three: Research Design and Methodology

3.1. Introduction

This study needs both qualitative and quantitative approach to assess awareness, attitudes and the use of indigenous resources in preschool: the case of Shambu Town. This combination of methods can be used to offset biases and compliments to strength the two different methods. These methods are useful in understanding complex phenomenon, allowing for greater plurality of viewpoints and interests, and generating deeper and greater insights.

In recognition that all methods have limitations as well as strengths, the mixed research method has a fundamental principle that, methods should be mixed in a way that has complementary strengths and non-overlapping weaknesses (Johnson and Turner, 2003). Thus, this study employed mixed research method.

Both quantitative and qualitative data were gathered through structured questionnaire, interviews and group discussion as a primary source of data for the study. The data obtained from primary sources has been supported by secondary data.

3.2. Study Design

The study employed a mixed approach in which both quantitative and qualitative methods were used concurrently.

Both primary and secondary data sources were employed in this study. Data from the primary source was collected using key informant observations during class times, interview, Focus group Discussion and questionnaire. Moreover, the secondary data studies on awareness, attitudes and the use of indigenous resources in preschool were reviewed and synthesized with the finding of the study.

Data gained from primary and secondary sources was triangulated. In this study, method triangulation, data triangulation and theory triangulation was employed. The primary and secondary data have been analyzed mainly using both qualitative and quantitative methods. Using the combination of primary and secondary data sources, the design can address the purpose of the study by ensuring the limitations of one type of data utilization. This study employed cross sectional design since data was collected at a time.

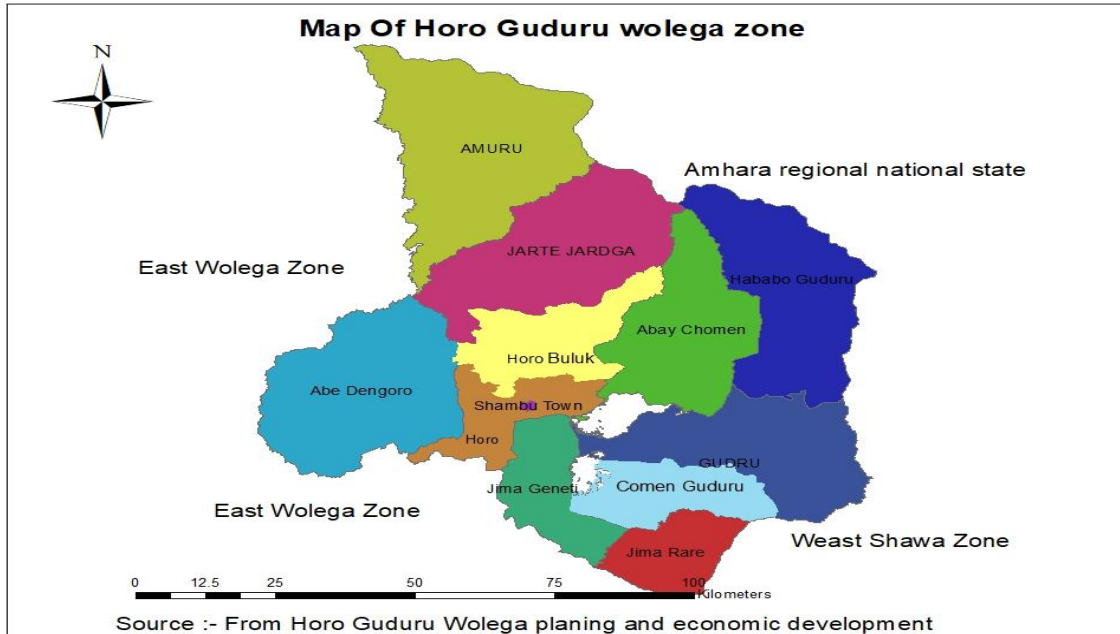
Therefore, this study employed both qualitative and quantitative approach. Thus, mixed approach has been employed in this study.

3.3 Description of Study Area

The study was conducted in selected preschools of Shambu town in Horro Guduru Wollega Zone. Horro Guduru Wollega zone is one of the zones of the Oromia region in Ethiopia. The capital of Zone is Shambu town which is found at distance of 315 km from Addis Ababa, the capital city of Oromia region and the country. Shambu town is also a seat for Horro District and Shambu Town Administration in addition to the zonal service. Based on the 2007 census conducted by the central Statistics Agency of Ethiopia (CSA), this zone has a total population of 570,040 of whom 285,515 are men and 284,525 are women and 64,739 or 11.36% of the population are urban inhabitants whereas 505,301 or 88.64% are rural inhabitants.

Horro Guduru Wollega zone is bounded by Amhara National Regional state in the North, West showa zone in the East, East Wollega zone in the West, and West Showa and East Wollega zone in the South. Administratively now a days it is divided into 11 districts and 1 town administration (Shambu Town).

Generally, the zone has twelve (12) districts. Among these districts Shambu town is selected from the center of the zone. In a similar manner from the town preschools were selected purposively.



3.4 Data Type and Source

In this study, both primary and secondary data sources were used. Primary data was the major source of data for this research. The primary data was collected from education office, preschool teachers, some students, school administrators, student family and other education related stakeholders. Secondary data had also its own contribution as it was helpful to address the research problem directly; thus, the secondary data was collected by reviewing documents, implementations evaluations, published and unpublished research works, journal articles and reports, other related sources.

3.5 Sampling Technique

The main objective of this study was to assess the level of awareness, attitudes and the use of indigenous resources practice in Shambu Town preschools. To achieve the objectives of the study, probabilistic and non-probabilistic sampling methods was used. Because, the respondents of the study had relatively different level of proximity to the issues study (preschool teachers, preschool children, preschool administrators, and administrative education office and student parents). In order to take samples for the study these categories may have different perception demanding that use of different techniques so as to make the number of participants manageable

for the study. Accordingly, in the 12 preschool (5governmental and 7private preschools) of the Shambu Town, there are about 50 preschool teachers. Since this number is relatively larger and not manageable representative schools was considered using random sampling techniques for private preschools and purposively all governmental ones. In addition, student parents, school administrators, and student themselves were interviewed on list of questions related to each objectives of the study. Observation during class time was conducted by researcher and data collectors so as to assess observe the physical setting and situation of teaching learning process. This was conducted specifically, to observe the language usage, teaching materials, use of storytelling, local plays and games and the extent of student family participation. In doing so, the researcher reached the individual respondent who provides the relevant information for the study.

Respondents were selected from family of students randomly as the family might have similar perception on the school for they are given same service. Thus, the number of respondents was decided and limited with consideration of time and financial constraints. It was taken proportionally. The Town education office experts who were responsible for the supervision of the preschool education in the Town were purposively selected as they were more familiar with the matters of the preschool teaching and learning situation.

3.6. Sample Size Determination

Table: 3.1. Selection of Respondents per Town and School

Categories	No. of questionnaire	No. of Interviews participants	FGD members
Preschool teachers	42(21 from gov. and 21 from priv. preschool)	6(Directors)(3from priv. and 3 from gov.	10(5from priv. and 5from gov.)
Parents	No	6 respondents	6
Office experts	No	4	
Children (student between age of 5-6)	No	No	6(3from priv. and 3from gov.)
Total	42	16	2groups each having 11 members

3.7. Data Collection Tools

To assess the level of awareness, attitudes and the use of indigenous resources practice in Shambu Town preschools, both primary and secondary data sources were collected. Data obtained through primary source was triangulated with the secondary data that were acquired through document analysis.

I. Questionnaire

Structured questionnaire with Likert type scale having five points rating was developed to collect data from government and private preschools on the level of awareness, attitudes and the use of indigenous resources practice in Shambu Town preschools. The questionnaire also had open-ended items at the end. The prepared questionnaire was developed in English version and the researcher translated into vernacular language to allow the respondents understand better the content and the meaning of the items. The questionnaire contained 36 closed ended questions and two more broad open ended questions. In addition to these questions, in the first part of the questionnaires, it had background information of the respondents. The use of this questionnaire helps to gather quantitative and even more objective qualitative data in the form of list and brief explanations. The questionnaires contained questions (items) on each objective of the study that was on the practice, attitudes and awareness dimensions regarding the four local resources considered in this study.

Before administration of the questionnaires to respondents, the researcher made some pilot testing. In this regard, ten questionnaires were delivered to ten teachers five from government and five from private preschools. The objective was to test the reliability and validly test of the instruments using Cronbach alpha. To this effect those items obtained Cronbach alpha value of 0.7 and greater values were considered and the others were revised so that they could reconsider for the next steps. The following table shows the Alpha values for all items on average.

Reliability Statistics	
Cronbach's Alpha	N of Items
.813	36

Therefore, the items were legible to be used in the process of data collection.

The questionnaires were administered to respondent by data collectors with close supervision of the researcher. To collect the data through this tool, on average, it took about a month since teachers' time was serious and with strict schedule.

II. Key Informant Interviews

These instruments were conducted with key informants (directors, student parents, some selected student, and education office experts) whom the researcher selected purposefully. Therefore, 16 respondents participated in interviews from each selected category of the respondents. The interviews were conducted in the vernacular language and translated later on by the researcher to English. Then the interview responses were transcribed thematically in line with the objectives of the study. This helps to gather qualitative data that cannot be obtained unless it is used. Thus, the researcher used together detail information with clear explanations from relevant bodies. Accordingly, 6 directors, 3 from private and 3 from government preschools were selected. In similar sense, 6 respondents from children's' family as well as 4 office experts were interviewed. Totally, 16 interviewees were selected to participate.

III. Focus Group Discussion (Together with teachers and student)

Focus Group Discussion is a means to extract more intimate information about the level of awareness, attitudes and the use of indigenous resources practice in Shambu Town's preschools. FGDs were conducted with purposefully selected teachers, students and parents with consideration of government and private institutions. Accordingly, 2 FGDs were conducted with consideration of quality of composition. This tool helps to gather a more comprehensive data and brief.

IV: Direct Observation

Through this data collection instrument, the researcher and data collectors physically observed what material and teaching aids, language, methods, plays and games the teachers are using in teaching. In doing so, the researcher recorded issues related to areas of study thematically within six sessions, three for private and three for government preschool classes. For each session 20 minutes were used to measure the issues understudy; particularly, the practice and utilization of local materials and aids, local plays and games, local stories as well as local languages. This was conducted during normal classes just after the teacher entered the class 5minutes after.

3.8. Data analysis

In this study, both qualitative and quantitative data analysis techniques will be used. Accordingly, the analysis of the data collected was done in line with the data type. That means, data obtained through the close-ended questionnaire was analyzed quantitatively while those obtained through open-ended questionnaire, interviews, FGDs and document analysis was analyzed qualitatively and then triangulated with quantitative results. After collecting data through questionnaire, the data was entered into SPSS version 25 and the qualitative data was transcribed based on thematic areas.

In the quantitative analysis descriptive statistics was employed. In the descriptive statistics, statistical tools such as frequency, mean, and standard deviation was used to address the objectives. In addition, relationship between variables was dealt with through correlation.

In the qualitative analysis the data obtained through interview, observation and FGD was analyzed using narration, descriptions, explanations, interpretation etc. The qualitative data was first transcribed and summarized according the objectives of the study based on thematic areas. Therefore, the qualitative data obtained was described qualitatively in sentence form.

Finally, the results have been summarized into tables and descriptions so that the analysis and meaningful interpretation of results have been made to draw conclusions and recommendations.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter deals with the findings, interpretations of each finding with respect to the specific objective of the study. Accordingly, the researcher presented the results under respective subtopics the way it answers the basic research questions. Thus, it enables a reader to comprehensively understand the finding of the study in view to the purpose of the study.

4.2 Respondents' Information

Table 4.1 Respondents' Background Information

Characteristics	Categories	Frequencies	Percentages (%)
Sex	Male	31	73.8
	Female	11	26.2
	Total	42	100.0
Age	Less than 22 years	8	19.07
	22-25 years	15	35.7
	Greater than 25 years	19	45.23
	Total	42	100.0
Educational status	Certificate	19	45.2
	Diploma	23	54.8
	Total	42	100.0
Area of Training	Related and relevant to child care	23	54.8
	Not related and relevant to child care	19	45.2
	Total	42	100.0
Training in ECC	Yes	23	54.8
	No	19	45.2
	Total	42	100.0
Experience in ECC	Not trained in ECC	19	45.23
	Less than 5 years	10	23.80
	Greater than 5 years	13	30.95
	Total	42	100.0
Position	Director	7	16.7
	Teacher	31	73.8
	Supervisor	4	9.5
	Total	42	100.0
Type of Preschool	Government	15	35.7
	Private	27	64.3
	Total	42	100.0

It is important to present the respondents' information as it helps to have adequate understanding of characteristics of the respondents. Accordingly, the above table depicts the different backgrounds of the respondents. The Table shows that both sexes (male and female) had participated in the study. In addition, the Table reveals that the participants had slightly different age level but with insignificant variation except few, on average. According to the Table, respondents accounted for about 80.3% had age that is greater than 22 years.

The same Table indicates that respondents having certificate educational level were 19 /42 (45.2%) while diploma holders were 23/42 (54.8%) in numbers. In relation to this data, those who had certificate level plus two more diploma holders had child care related field of study and training while others had the usual academic fields. Thus, the table tells that teachers who had been trained in child care related and relevant fields are 23(%54.8) while the rest 19 /42 (45.2%) had no training related and relevant to child care.

The result in the Table shows that the respondents had enough experience to tell about the teaching in preschool. Accordingly, about 23/42 (54.8%) had experience in child care more than two years plus training in child care related while the rest 19/42(45.2%) respondents had no training in child related care but had experience in preschool.

Furthermore, the Table tells that the respondents of different position and status had participated. Accordingly, the majority of the respondents were teachers. The rest were directors and supervisors. As the result reveals the respondents were selected and participated from both governmental and private schools proportionally.

Therefore, the result regarding the background of the study reveals that the respondents had adequate level of demographic information.

4.3 Descriptive Results on Practice of use of local Resources

Under this subsection, the researcher has presented the practice of local resources in the preschool in relation to use of local story telling, plays and games, material and teaching aids and local languages.

4.3.1 Use of Local Storytelling

Table 4.2 displays the status of practice of local storytelling in the preschool of the study area.

Table 4.2 Use of Local Storytelling

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
1. I use local than non-local stories as a tool of teaching	42	1.00	5.00	3.33	1.02
2. Use of local stories is encouraged in my preschool	42	1.00	5.00	3.23	1.18
3. Local riddles and puzzles are usually used to enable children develop analytic capacity in preschools	42	1.00	5.00	3.17	.93
PRACTICE STORY TOTAL	42	1.00	5.00	3.24	.63
Valid N (list-wise)	42				

The above Table shows that the composite scale on practice of local storytelling in the preschool was on medium status. This is understood from the mean score earned which is 3.24. As this mean score indicates the practice of storytelling in the preschools was not to the extent expected having further reflection that it needs great improvement.

Moreover, this implication can be captured from the fact that almost all items designated to examine this dimension of practice earned the mean score near to the medium possible mean score that is mean=3.00 with standard deviation of almost significantly less than one unit. This implies that the participants has almost similar views/ or had less variation in their response on the items asked/used to assess the practice of storytelling in the preschools.

Closely looking at the findings of the study, it shows that the preschool teachers in the study area, especially those who had participated in the study, inadequately use local storytelling than non-local stories as a tool of teaching. From this point of view one may infer that the preschool teachers did not use or practice more of local storytelling in teaching the children that might have adversely affected the children's potential to succeed in learning. Furthermore, the preschool children were not encouraged by their preschool teachers to practice use of their locally acquired story in learning process. The reflection of inadequate use of the local riddles and puzzles might

have adversely affected the children's potential to develop analytic capacity in their learning and study process as well as their cognitive development.

The interview response obtained from directors of both private and government schools indicates that the use of local storytelling was moderate but was not to the expected level. In addition, the children's parents replied that the children were not able to use local story in their learning process at home. They also added, most of the time, that the story they used in their home and when they played was not reflecting the local reality. On average, the directors replied that even though not to the expected level the teachers used local resources. In similar manner, response from FGD of children's parents indicates that the story their children frequently used in their home after school was not reflecting the local speech and styles of life and reality. They replied, instead, they mostly used the jargon words and which are non-local in their nature. The response from children reflected that they were not satisfied with story they used in that they could not relate it to the local reality which is their immediate learning environment.

Therefore, this result reminds one to give attention to narrow down the gap of using the local storytelling as studies done so far indicate that it is a useful technique to help children concretely understand their environment. Furthermore, it helps children to learn and practice abstract ideas and parables. This equips children with how to deal with philosophical issues, starting from the most internalized one.

4.3.2 Use of Local Plays and Games

The researcher also assessed the status of the use of local plays and games in teaching the preschool children. In this case, the response of the teachers of the preschool has been critically considered.

The following table 4.3 depicts the status of practice of local plays and games in teaching preschoolers.

Table 4.3 Descriptive Results on the Use of Local Plays and Games

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
4. Plays and games in I use in teaching the children are known to local people	42	1.00	5.00	3.76	1.01
5. Use of local plays and games is encouraged by the preschool	42	1.00	5.00	3.76	1.00
6. Local plays and games are usually used frequently than foreign ones	42	1.00	5.00	3.78	.98
PRACTICE PLAYS and GAMES TOTAL	42	1.00	5.00	3.77	.58
Valid N (list-wise)	42				

The analysis on the practice or use of local plays and game reveals, on the average, that it was medium level which is far below the highest expected mean score which is mean value of =5.00, as per designed in this study.

Accordingly, the result in the above Table shows that the mean score earned on the dimension of use of local plays and games by the preschool teachers in teaching the children was 3.77 with standard deviation of 0.58. This finding indicates that the use of local plays and games in the preschool was below the maximum expected mean score having further meaning that the practice was not adequate in relation to the upper limit as per designed in this study. In addition, the standard deviation indicates that there was insignificant variation among the participants' responses/views regarding this level of mean score or practice. That is medium level but still there is significant gap compare to the maximum expected mean value which is =5.00.

Therefore, the result implies that the preschool teachers in the study area inadequately used local plays and games in teaching the children as well as local plays and games were less encouraged by the preschool teachers. This infrequent use of local plays and games might have adversely influenced the potential of the children's learning competency and results. Many studies indicate that local plays and games significantly assist children to grasp their local nature and further develop their creativity as well as starting comprehensive understanding of the facts and realities in the wider world. Thus, use of local plays and games helps children to easily get accessibility

of those local resources and frequently practice in their daily life. This helps them build sense of creativity and confidence in their deeper heart for learning.

To verify the response from quantitative part, the researcher conducted interview and FGD from directors, parents, supervisors and children too. The response has been narrated hereunder. The interview response obtained from parents of children in both private and government schools indicates that the use of local plays and games was low and infrequent rather non-local plays and games are dominant. As they further strengthened their position of evaluation even those plays and games did not seem integrated to enhance the learning of students. Slightly unlike the response of parents, interview response from directors and supervisors as well as administrative staff indicates that local plays and games were used to teach the children in both government and private schools. They added that private preschools used more of non-local games than governmental preschools. In addition, the children's parents added replying that the children were not able to use local games and plays in their learning process at home. In similar manner, response from FGD of children's parents indicates that the games and plays their children frequently used in their home after school was not reflecting the context and styles local people and their culture. As Parents added more response the children most of the time play what simply makes them laugh but meaningless to the parents. The response from children reflected that they were not able to identify between the benefit of using local plays and games as they were not well familiarized with it.

Apart from this, frequent use of external (non-local) plays and games in teaching the children may adversely affect the self-esteem and sense of identity of students and they may ignore locally available resources as a means of learning rather craving only for others' identity.

4.3.3 Use of Local Material and Teaching Aids

In addition to the above issues, the researcher tried to examine the status of practice of local material and aids in teaching the preschool children.

The following Table 4.4 depicts use of local material and teaching aids. Thus, it has been displayed as the following after which interpretation of the finding has been provided.

Table 4.4 Descriptive Results on the Use of Local Materials and aids

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
7. I mostly use local materials as teaching aids	42	1.00	5.00	3.09	1.05
8. Use of local materials are encouraged by school	42	1.00	5.00	3.19	1.08
9. Local plays and games are usually used to enable children develop analytic and descriptive capacity in the preschools	42	1.00	5.00	3.23	1.10
PRACTICE MATERIALS TOTAL	42	1.00	5.00	3.11	.84
Valid N (list-wise)	42				

The effort made to assess whether or not the preschool teachers were using the local material and aids earned the mean score 3.09 with standard deviation of 1.05. This indicates that the respondents had relatively similar response on the practice of using local materials and aids. In this case, the practice shows that it was medium level having further reflection that there was gap in implementation. This could be understood from the fact (the result of the study) that the mean score gained on this item was far below the highest expected mean score (i.e. mean=5). In similar way, an effort made to assess if use of local plays and games were encouraged in the preschools of the study area indicated mean score of 3.19 with standard deviation of 1.08. as this result indicates, this value reflects that the community of the preschools encouraged the use of local materials and aids on medium level. In addition, the above Table indicates that the researcher’s intention to examine analytic and descriptive capacity of the preschool children earned mean value of 3.23 with standard deviation of 1.10.

In order to reach at a more comprehensive and understandable point, the researcher formed a composite variable for all items considered to measure the use of local materials and aids. In relation to this, the Table above indicates that the mean value earned was 3.11 with standard deviation of 0.84. This implies that the respondents view to this dimension was, on average, showed insignificant variation. Moreover, the result (mean value=3.11) composite variable has implication that the practice of the local resource and aids in the preschools was on medium level.

The researcher also used interview and FGD as tools of collecting relevant data and in parallel to robust the response obtained from quantitative inquiry that was from directors, administrative experts, parents, supervisors and children. The interview response obtained from parents of children in both private and government schools indicates that the use of local materials and aids was low and not to the expected level rather non-local materials and aids are frequently used in the preschools of the private and government. The parents obtained this information from their children and saw what was seen the areas of the school. Similar to other responses on other local resources, lightly unlike the response of parents, interview response from directors and supervisors as well as administrative experts reveals that local materials and aids were used to teach the children in both government and private schools. They added that private preschools used more of non-local materials and aids than government preschools. The response from children reflected that they were not able to know and identify the materials and aids the teachers used as they were not locally familiar with those materials and aids. This implies that the materials and aids were not locally oriented ones.

Therefore, the findings of the study show that the local materials and aids were not adequately used in the preschools both at government and private type. This requires stablishing strong policy that maintains the implementation of the educational policy pertaining to use of local resources in the preschool teachings.

4.3.4 Use of Local Language

In order to answer the specific question of the study the researcher analyzed relevant data collected on the use of local language.

The following Table 4.5 depicts the results of use of local language as per the objective of the study.

Table 4.5 Descriptive Results on the Use of Local Languages

Descriptive Statistics

	N	Min	Max	Mean	Std. Dev
10. I use local language (mother tongue) in my daily preschool teaching	42	1.00	5.00	2.72	1.19
11. I encourage preschool students to express their opinion in their mother tongue; which is not necessarily Afan Oromo	42	1.00	5.00	2.40	1.12
12.The preschool encourages use of local languages in teaching the preschool children	42	1.00	5.00	2.76	1.14
PRACTICE LANGUAGE TOTAL	42	1.00	5.00	2.65	.88
Valid N (list-wise)	42				

The results in the above Table show that the mean score earned on practice or use of local languages in the preschool was below the least expected mean value(mean score=3.0) and far less than the highest expected mean score, which mean that mean value of 5. The standard deviation (0.88) indicates that the respondents' view was with variation less than one standard deviation.

The low level of the practice was evidenced by the low mean score earned on each item considered to measure the level of practice of use of local languages in the preschool when teaching the children. This result indicates that the preschool teachers were not having the behavior of using local languages as well as they did not allow the children to express their opinion, feelings and ask and answer in local languages.

To verify the response from quantitative aspect, the researcher also conducted interview and FGD with directors, administrative expert, parents, supervisors and children on this dimension. The interview response obtained from parents of children in private schools indicates that the use of local language was low and infrequent rather non-local languages were used almost all the time; that is English language. As they tried to explain, the teachers seem considered the foreign languages as a more useful and make the children more confident. However, interview response

from directors and supervisors as well as administrative staff indicates that local languages were used to teach the children in both government and private schools as per its importance. Administrative staff replied that teachers in government schools frequently used local languages relative to the private preschool teachers. They added that private preschools used more of non-local languages than governmental preschools. The response from directors of government preschool indicates that the students were frequently taught in local languages except in rare case. In addition, the children's parents of private preschool added replying that the children mostly try to use non-local/foreign languages in their learning process at home. In similar manner, response from FGD of children's parents indicates that the games and plays their children frequently used in their home after school was not reflecting the context and languages of the local community rather the foreign one. The parents of students from private schools replied that they could not help their children in doing their homework as the students learnt in foreign languages. The response from children from private schools reflected that they were practicing foreign languages at school and even after school as they were oriented so by their respective teachers.

As one can understand from the response of both qualitative and quantitative aspects, this might have affected their opportunity to develop their competency to the expected level, because, studies indicate that use of local languages in preschool empowers children to develop their capacity in multi-dimensions.

4.4 Descriptive Results on Attitudes of Preschool Teachers towards Use of Local Resources in Teaching the Children

4.4.1 Teachers' Attitudes towards Use of Storytelling

The following result depicts the response on teachers' attitudes towards use of storytelling.

Table 4.6 Descriptive Results on the Use of Local Plays and Games

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
13. Storytelling for Preschool children has educational value	42	1.00	5.00	2.90	1.08
14. I am happy to use local storytelling than external ones to teach the children	42	1.00	5.00	3.21	1.02
15. I accept advice given to me to use local story telling in teaching the children	42	1.00	5.00	3.17	1.34
ATTITUDE STORY TOTAL	42	1.00	5.00	3.09	.86
Valid N (list-wise)	42				

In order to examine the nature of attitudes of the preschool teachers toward use of local storytelling, the researcher developed some relevant items and asked the teachers as well as children’s parents. In this analysis, the result from questionnaires (data that was obtained from teachers through close-ended questionnaires) has been presented first followed by interview response from both relevant preschool teachers and children’s parents as seen below.

The result of the study shows that the preschool teachers had low positive attitude (held attitude that did not fully allow them) to use local storytelling in teaching the preschool children. The pre-school teachers’ response on this dimension earned mean score of 3.09 which is far below the maximum expected mean score 5.00. In addition, the standard deviation on this dimension indicates that the respondents had low variation in their attitudes towards use of the local storytelling. This result indicates that the teachers did not hold an attitude that enables them to use storytelling to the level expected other things remain constant. This implies that certain measures should be taken to bring about improvements.

Closely looking at the result, the detail items employed to asses this dimension indicate that the preschool teachers in the study area did not adequately believe in the fact that storytelling for preschool children has educational value (mean score=2.90). In relation to this, the children may not benefit from this aspect due to this shallow view of teachers’ attitudes. Understanding the reverse, the teachers were holding attitude that use of non-local storytelling in teaching the children would improve the learning process of the children.

The interview response obtained from directors of both private and government schools indicate that the teachers' attitude toward use of the local storytelling was moderate but was not to the expected level. In addition, the children's parents replied that the teachers did not seem to hold an attitude that encourages use of local storytelling in their learning process at home. As they spoke of this issue, they raised instances that the story the children used in their home and when they played was not reflecting the local reality. Apart from other respondents, the directors replied that even though not to the expected level the teachers held attitude that enables them to use local storytelling in teaching the children. In similar manner, response from FGD of children's parents indicate the same trend to their response in the interview sessions

They replied, instead, they mostly used the jargon words and which are non-local in their nature. The response from children reflected that they were not satisfied with story they used in that they could not relate it to the local reality which is their immediate learning environment.

The result indicates that there is a need to improve the trend through relevant techniques and mechanisms.

4.4.2 Teachers' Attitudes towards use of Local Plays/Games

The following Table depicts the preschool teachers' attitudes towards use of local plays and games.

Table 4.7 Descriptive Results on the Teachers' Attitudes towards use of Local Plays/Games

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
16. Children's play and games have educational value	42	1.00	5.00	2.95	1.32
17. I am happy to use local plays and games to teach the children than using other external stories	42	1.00	5.00	2.83	1.14
18. I accept advice given to me to use local plays and games in teaching the children	42	1.00	5.00	2.81	1.04
ATTITUDE PLAYS TOTAL	42	1.00	5.00	2.86	.82
Valid N (list-wise)	42				

In the effort to examine the preschool teachers' attitudes towards use of local plays and games, the researcher developed some relevant questions and asked the teachers. According to the result on this dimension, the preschool teachers' attitude towards use of local plays and games was not positive enough to enable them frequently use the local plays and games in teaching the children. This could be understood from the mean score 2.86, which is far less than the maximum expected mean of 5.00 and also even less than the minimum expected mean which is 3.00. This tells that the preschool teachers' attitudes towards the use of local resource, specially, local plays and games were not to the extent expected demanding rethinking.

The examination of the details of response items employed to assess this dimension was all almost below the minimum expected mean which is actually 3.00. The standard deviations obtained indicate that the respondents had similar views on the dimension. This implies that the attitudes of the preschool teachers was not sound enough (not optimistic enough) to encourage the use of local plays and games in teaching the children.

The specific replies of the indicators in this dimension indicates that the teachers' attitudes did not give expected level of attention to children's local plays and games have educational value rather higher attention was paid to use of externally induced ones. As the same response indicates the school management gave less attention to follow the practice. This might have adversely influenced the potential to use local plays and games.

The response from students' parent indicates that the teachers' attitudes from both private and government did not encourage use of local resources such as local plays and games that may potentially help the children to internalize what they learn and exercise self-learning at school and after school time. In similar sense, response from FGD supported the same meaning in this context. On contrary, response from directors indicates that the teachers' attitudes towards use of local plays and games were relatively better.

Therefore, the result of the study here indicates that the teachers' attitudes level did not adequately motivate the teachers' to implement the educational policy pertinent to use of local plays and games. This further demand the school management of the town to revise their plan of supervision, planning, follow up, motivation and other important measure that should be considered in an effort to improve.

4.4.3 Teachers' Attitudes towards Use of Local Materials and Aids

The following Table indicates Teachers' Attitudes towards use of Local materials and aids.

Table 4.8 Descriptive Results on the Teachers' Attitudes towards use of Local Materials

	N	Min	Max	Mean	Std. Dev
19. Use of local materials and aids is beneficial for educating young children	42	1.00	5.00	2.52	1.15
20. I am happy to use local materials and aids to teach the children	42	1.00	5.00	2.90	1.12
21. I accept advice given to me to use local materials and aids in teaching the children in preschool	42	1.00	5.00	2.88	1.17
ATTITUDE MATERIAL TOTAL	42	1.00	5.00	2.77	.85
Valid N (list-wise)	42				

In order to examine the nature of attitudes of the preschool teachers toward use of local material and aids, the researcher developed some relevant items and asked the teachers as well as children's parents. In this analysis, the result from questionnaires (data that was obtained from teachers through close-ended questionnaires) has been presented first followed by interview response from both relevant preschool teachers and children's parents as seen below.

The result of the study shows that the preschool teachers had low positive attitude to use local materials and aids in teaching the preschool children. The preschool teachers' response on this dimension earned mean score of 2.77 which is far below the maximum expected mean score 5.00. In addition, the standard deviation on this dimension indicates that the respondents had low variation in their attitudes towards use of the local material and aids. This result indicates that the teachers did not hold an attitude that enables them to use local material and aids to the level expected. This implies that certain measures should be taken to bring about improvements in this realm.

When we assess the result obtained in this dimensions, the detail items employed to asses this dimension indicate that the preschool teachers in the study area did not adequately believe in the

fact that local material and aids for preschool children has educational value (mean score=2.50). In relation to this, the children may not benefit from this aspect due to the nature of the teachers' attitudes. Thinking in other direction, the teachers held attitude that use of non-local materials and aids in teaching the children would improve the learning process of the children. This has the implication that rethinking the way it brings a significant change in the attitudes of the teachers in every possible way.

The researcher also used interview and FGD as tools of collecting relevant data and in parallel to robust the response obtained from quantitative inquiry that was from directors, administrative experts, parents, supervisors and children. The interview response obtained from parents of children in both private and government schools indicates that the teachers' attitude towards use of local resources was not to the level expected in that it did not reflect the local realities and did not integrate the concrete locally available facts to the standard of the children. Unlike to response from parents and students, interview response from directors and supervisors as well as administrative experts reveals that the teachers had level of attitude that enabled them to use local materials and aids adequately in both government and private schools. They also replied that private preschools held attitude that encourages the use of more of non-local materials and aids than government preschools.

Therefore, the findings on this dimension shows that the teachers' attitudes should be aligned more to implement the provision of educational policy pertaining to the under study. Regarding this issue, more attention should be given to private schools sector that seems more deviant relatively in using the local resources in teaching preschool children.

4.4.4 Teachers' Attitudes towards Use of Local Languages (Mother Tongue)

The following Table depicts the Preschool teachers' attitudes towards use of local languages.

Table 4.9 Descriptive Results on the Teachers’ Attitudes towards use of Local languages.

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
22. Teachers in the preschool prefer to use local languages to teach the children than foreign languages	42	1.00	5.00	3.00	1.03
23. I am happy to use local language frequently to teach the preschool children proactively	42	1.00	5.00	2.73	1.23
24. I accept advice given to me to use local languages in teaching the children beyond sense of political interest	42	1.00	5.00	2.61	0.98
ATTITUDE LANGUAGE TOTAL	42	1.00	5.00	2.78	0.71
Valid N (list-wise)	42				

In the effort to examine the preschool teachers’ attitudes towards use of local language, the researcher developed some relevant questions and asked the teachers similar to other dimensions. According to the result on this dimension, the preschool teachers’ attitude towards use of local languages was not positive enough to enable them frequently use the local plays and games in teaching the children. This could be understood from the mean score 2.78, which is far less than the maximum expected mean of 5.00 and also even less than the minimum expected mean which is 3.00. This indicates that the preschool teachers’ attitudes towards the use of local languages were not to the extent expected demanding rethinking.

The assessment of the details of response items employed to assess this dimension was all almost below the minimum expected mean which is actually 3.00. The standard deviations obtained indicate that the respondents had similar views on the dimension. This implies that the attitudes of the preschool teachers were not motivating enough to encourage the use of local languages (mother tongues) in teaching the children.

The specific replies of the indicators in this dimension indicates that the teachers’ attitudes did not give expected level of attention to children’s local languages have educational value rather higher attention was paid to use of foreign languages and other non-local languages. As the same

response indicates, the school management gave less attention to follow the trend which might have paved the way for such limitation. This might have adversely influenced the potential to use local plays and games.

With the aim to robust the finding, from quantitative aspect, the researcher also conducted interview and FGD with directors, administrative experts, parents, supervisors and children on this dimension. The interview response obtained from parents of children in private schools indicates that the teachers' attitudes was not encouraging the use of local language that resulted in low and infrequent use of local languages rather non-local languages were used almost all the time. As they tried to explain, the teachers especially those from private school developed attitude that considered the foreign languages as a more useful and make the children more confident and intelligent. However, interview response from directors and supervisors as well as administrative staff indicates that local languages were used to teach the children in both government and private schools as per its importance except slight difference. Administrative staff replied that teachers' attitudes in government schools encourage the frequent use of local languages relative to the private preschool teachers. They added that private preschools used more of non-local languages than governmental preschools having the reflection that government school teachers had attitude of using local language. The response from directors of government preschool indicates that the students were frequently taught in local languages except in rare case.

Putting in a more understandable way, qualitative data from all sorts of participants indicates that the attitudes of private school teachers encouraged more of foreign/non-local languages than teachers of governmental preschools.

Consequently, the result of the study here indicates that the teachers' attitudes' level did not adequately motivate the teachers to implement the educational policy pertinent to use of local languages. This further demand the school management of the town to revise their follow up plans of supervision and other important measure that should be considered in an effort to improve the trend.

4.5. Descriptive Results on the Teachers' Awareness about Use of Local Resources

4.5.1 Response on Teachers' Awareness on Use of Storytelling in the Preschools

The following tabulated result displays the preschool teachers' awareness about use of local resources.

Table 4.10 Descriptive Results on the Teachers' Awareness of use of Local storytelling
Descriptive Statistics

	N	Min	Max	Mean	Std. Dev
25. I know how to use local stories in teaching children	42	1.00	5.00	2.52	.94
26. I know when to use local storytelling in teaching the children	42	1.00	5.00	2.92	.89
27. Local story helps students well understand what they learn	42	1.00	5.00	2.76	1.10
AWARENESS STORY TOTAL	42	1.00	5.00	2.73	.66
Valid N (list-wise)	42				

The above Table shows that the composite scale on the preschool teachers' awareness of use of local storytelling in the preschool teaching was below the possible mean score. This is understood from the mean score earned which is 2.73. As this mean score indicates the teachers' awareness of storytelling in the preschools was not to the extent expected having further reflection that it needs much improvement.

Moreover, this implication can be referred from the fact that almost all items designated to examine this dimension of earned the mean score below the minimum possible expected value which is mean=3.00 with standard deviation of almost significantly less than one unit. This implies that the participants has almost similar views/ or had less variation in their response on the items asked/used to assess the teachers' awareness of storytelling in the preschools.

Looking closely at the findings of the study, it reflects that the preschool teachers in the study area, especially those who had participated in the study, had inadequate awareness to use local storytelling than non-local stories as a tool of teaching. From this point of view, one may deduce

that the preschool teachers did not have adequate awareness in using local storytelling while teaching the children that might have adversely affected the children’s potential to succeed in learning. Furthermore, the preschool teachers were not adequately aware to encourage the children to use local storytelling in enhancing their learning. The reflection of low awareness of the teachers’ use of the local riddles and puzzles in teaching the students might have adversely affected the children’s potential to develop analytic capacity in their learning and study process as well as their cognitive development. This is the critical issue that should be considered. Therefore, this result reminds one to give attention to reduce the awareness problem failure to use the local storytelling.

The response from both interview and FGD of parents shows that the teachers in the preschool did not adequately aware the use of local resources such as local storytelling. They reflected that had the teacher had adequate level of awareness they could have encouraged the students to use local storytelling and other local resources that robust the children’s’ learning. The response from directors, supervisors and office experts indicate that the awareness level of the teachers was adequate.

4.5.2 Response on Teachers’ Awareness on Use of Local Plays/Games in the Preschools

The following Table displays the teachers’ awareness on use of local plays and games.

Table 4.11 Descriptive Results on the Teachers’ Awareness of use of Local Plays/Games

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
28. I know how to use local plays and games in teaching preschool students	42	1.00	5.00	2.59	1.06
29. I know when to use local plays and games in teaching the children	42	1.00	5.00	2.76	.96
30. I know that local plays and games help students well understand what they learn	42	1.00	5.00	2.76	.93
AWARENESS PLAYS TOTAL	42	1.33	4.33	2.70	.73
Valid N (list-wise)	42				

The analysis on the awareness of local plays and game reveals, on the average, that the preschool teachers level which is far below the highest expected mean score which is mean value of =5.00, as per designed in the present study.

Accordingly, the result in the above Table shows that the mean score earned on the dimension of awareness to use local plays and games by the preschool teachers in teaching the children was 2.70 with standard deviation of 0.73. This finding indicates that the use of local plays and games in the preschool was below the maximum expected mean score having further meaning that the awareness was not adequate in relation to the upper limit as per designed in this study. In addition, the standard deviation indicates that there was insignificant variation among the participants' responses/views regarding this level of mean score of awareness. That was low level and still there was significant gap compare to the maximum expected mean value which is =5.00.

Therefore, the result implies that the preschool teachers in the study area inadequately used local plays and games in teaching the children as well as local plays and games were less encouraged by the preschool teachers because of their low awareness. This infrequent use of local plays and games might have adversely influenced the potential of the children's learning competency and results. This low awareness of teachers significantly adversely affects children's opportunity to enhance their learning.

The response from both interview and FGD of parents shows that the teachers in the preschool did not adequately aware the use of local plays and games. They reflected that had the teacher had adequate level of awareness they could have encouraged the students to use local plays and games and other local resources that robust the children's' learning. The response from directors, supervisors and office experts indicate that the awareness level of the teachers was adequate

Apart from this, frequent use of non-local plays and games in teaching the children may adversely affect the self-esteem and sense of identity of students and they may ignore locally available resources as a means of learning rather craving only for others' identity. This requires collaborative effort of various stakeholders' actions to change the trend along the preschool related educational policy of the country.

4.5.3 Response on Teachers' Awareness on Use of Local Materials and Aids in the Preschools

The following Table depicts the level of teachers' awareness on use of local materials and aids.

Table 4.12 Descriptive Results on the Teachers' Awareness of use of Local Materials and Aids

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
31. I know how to use local materials and aids in teaching preschool students	42	1.00	5.00	2.81	1.11
32. I know when to use local materials and aids in teaching the children	42	1.00	5.00	2.71	1.11
33. I know that local materials and aids help preschool students well understand what they learn	42	1.00	5.00	2.76	.98
AWARENESS MATERIAL TOTAL	42	1.33	4.33	2.76	.80
Valid N (list-wise)	42				

The researcher made an effort to assess whether the preschool teachers used the local material and aids obtained the composite scale mean score 2.76 with standard deviation of 0.80. This indicates that the research's participant had relatively similar response on the practice of using local materials and aids. In this case, the level of awareness shows that it was far less than the upper most expected mean score (mean value=5.00) level having further crucial that there was gap in the implementation. In similar way, an effort made to assess the level of awareness to use local resources and aids indicate that the earned mean score was below the minimum expected mean value which actually was 2.81. As this result indicates, this value reflects that the teachers of the preschools had low awareness to use local materials and aids and inadequately encouraged the use of local materials and aids.

Furthermore, the response from both interview and FGD of parents shows that the teachers in the preschool did not adequately aware the use of local resources such as local materials and aids in teaching the preschools, both in private and government. In their response, there was a bit difference favoring the private schools to use more of non-local materials and aids. They

reflected that had the teacher had adequate level of awareness they could have encouraged the students to use local materials and other local resources that robust the children’s’ learning. The response from directors, supervisors and office experts indicate that the awareness level of the teachers was adequate.

The result of the study specifically tells that the teachers of the preschools were not well aware of use of local materials and aids in teaching preschool children. In addition, the result indicates that the teachers of the preschool did not well know when to use local materials and aids in teaching the children. Here, it implies that the teachers did not know the context of using the local materials and aids.

4.5.4 Response on Teachers’ Awareness on Use of Local Languages in the Preschools

The below depicted Table shows the teachers’ awareness on use of local languages in the preschools.

Table 4.13 Descriptive Results on the Teachers’ Awareness of use of Local Languages

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
34. I am aware of how to use local languages in teaching preschoolers	42	1.00	5.00	2.64	1.03
35. I know when to use local languages in teaching the children	42	1.00	5.00	2.73	.91
36. I know that local language help preschool students well understand what they learn	42	1.00	5.00	2.66	.95
AWARENESS LANGUAGE TOTAL	42	1.00	5.00	2.68	.71
Valid N (list-wise)	42				

The results in the above Table show that the mean score earned on teachers’ awareness to use local languages in the preschool teaching was below the least expected mean value (mean score=3.00) and far less than the highest expected mean score(=5.00). The actual obtained mean

score on the composite scale was with mean of 2.68. The standard deviation (0.71) indicates that the respondents' view was with variation less than one standard deviation.

The low level of the awareness was evidenced by the low mean score earned on each item considered to measure the level of practice of use of local languages in the preschool when teaching the children. This result indicates that the preschool teachers were not having adequate awareness or the behavior of using local languages in teaching the preschool children as well as they did not give attention to the value of awareness of using local languages for children to express their feelings and ask and answer in local languages.

In order to cross-check the data obtained from quantitative aspects, the researcher used qualitative data obtained through interviews and FGD. Accordingly, the response from both interview and FGD of parents shows that the teachers in the preschool did not adequately aware the use of local languages. They reflected that had the teacher had adequate level of awareness they could have encouraged the students to use local languages as a tool to enhance the learning process and competency of the children. The response from directors, supervisors and office experts indicate that the awareness level of the teachers was adequate to enhance learning of the children.

To sum up, the overall examination of teachers' use of local resources in teaching the preschool children was not adequate level indicating that there was great gap in implementing the educational policy that provides provisions related to use of local resources.

4.6 Comparison of Means of Demographic Variables of Respondents on Total Mean values

Comparison of means helps to understand on which dimension relatively better performance was manifested and on which dimension less performance was manifested.

Table 4.14 Comparison of aggregate mean values based on respondents' background

Variables	Category	Practice (mean)	Attitude (mean)	Awareness(mean)
Sex	Male	3.29	2.92	2.76
	Female	3.29	2.75	2.61
	Total	3.29	2.87	2.72
Age	Less than 22	3.30	2.69	2.55
	22-25	3.32	2.85	2.76
	Greater than 22	3.23	2.87	2.86
	Total	3.35	2.80	2.72
Education status	Certificate	3.18	2.83	2.65
	Diploma	3.39	2.91	2.77
	Total	3.29	2.87	2.72
Relevancy of training area to ECCE	Related to ECCE	3.37	2.97	2.79
	Not Related to ECCE	3.12	2.76	2.63
	Total	3.49	2.87	2.72
Experience in ECCE	Not trained but had experience in teaching children	3.32	2.76	2.63
	Less than 5	3.14	3.01	2.60
	Greater than 5years	3.25	3.00	3.03
	Total	3.23	2.92	2.75
Type of schools	Government	3.08	2.76	2.81
	Private	3.25	2.94	2.67
	Total	3.29	2.80	2.72

In parallel, the variation based on the background information, for instance, based on sex, educational status, type of training, type of preschool and etc. was analyzed.

The Table above shows that there was similar status of use of local resources between male and female indicating there was no variation regarding the practice. However, there was insignificant variation in mean values of attitudes towards use of local resources based on sex. Accordingly, group male earned mean value of 2.92 while female group earned value of 2.75. Thus, male group seems reflect a relatively better performance. In addition, there was also a little variation between male and female based on level of awareness of use of local resources. In this case, male group earned 2.76 while female earned 2.61 indicating little variation favoring male group also. Even though there was, little variation based on sex, probably, it was not significant because of different reasons such as variation in experience or support.

Based on age category used in this study, there was no much variation. Accordingly, respondents having less than 22 years earned mean value of 3.30, those who aged between 22years and 25 years earned mean value of 3.32 while respondents aging greater than25 years earned mean value of 3.23. This indicates that people having less than 22 years had relatively less mean value of use of local resources in the preschools.

In addition, there was also little variation on attitudes towards use of local resources in the preschools. Accordingly, respondents less than22 years obtained mean value of 2.69 while those who aged between 22years and 25 years earned mean value of 2.85 and respondent aging greater than 25 years earned mean value of 2.87. From the result, one can understand that people greater than 22 years were relatively held better attitudes towards use of local resources in preschool.

The comparison based on educational status shows that there was little variation. In line with this, regarding use of local resources, the certificate holders earned mean value of 3.18 while diploma holders earned 3.39 mean values. In this dimension, diploma holders used relatively better level use of local resources in the preschools. On the other hand, certificate holders earned mean values of 2.83 on the attitudes towards use of local resources while diploma holders earned mean values of 2.91 even though not significant there was little variation based on educational status. On the other hand, certificate holders earned mean values of 2.65 while diploma holder earned mean values of 2.77. In this aspect male group showed slight better variation than their counter sex.

The comparison based on relevancy of the training and training of ECCE of the teachers showed that there was slight variation among those who had relevant training and who had no the

training related to ECCE. Accordingly, those who had the relevant training in ECCE obtained slight better practice, attitude and awareness. In addition, the study showed that there was only very little variation based on the experiences in ECCE and training. Furthermore, the study showed that even those who had no relevant training in ECCE had almost similar mean value in usage, attitudes and awareness. However, among those who took ECCE related training, the longer the experience, the better use of local resources, better attitudes and awareness level of use of local resources.

The comparison based on the type of preschool (rated as governmental and private) showed that there was no significant variation regarding practice, attitudes and level of awareness. However, the overall mean value showed that private preschools had relatively better use of local resources than the government. Here, however, there might have been variation based on specific local resources such as language on which the government preschools were better.

Therefore, the overall understanding of comparison of usage, attitudes and awareness level of local resources based on background information of the respondents indicated slight variation.

4.7 The correlation between Among Practice, attitudes and Awareness level of the Preschool Teachers

The following table shows the correlation among the level of the practice of use of local resources in teaching the children.

Table 4.15 correlation between Among Practice, attitudes and Awareness level of the Preschool Teachers

			Correlations		
			Practice total	Attitude total	Awareness total
Spearman's rho	Practice total	Correlation Coefficient	1.000		
		Correlation Coefficient	-.76	1.000	
		Sig. (2-tailed)	.972	.	
		N	42	42	
	Awareness total	Correlation Coefficient	.643**	.50	1.000
		Sig. (2-tailed)	.004	.753	.
		N	42	42	42

** . Correlation is significant at the 0.01 level (2-tailed).

The above correlation Table shows that the negative attitude of the preschool teachers in using local resources negatively and strongly related to use/practice of local resource in the preschools. The Table also shows that this result (correlation coefficient) was statistically significant. In addition to this, the correlation between level of awareness of teachers and use/practice of local resources was almost moderate and positively related (coefficient=.643, Sig=.004, 2tailed). This indicates that it is not significant in that there could be other possibilities. Furthermore, the correlation coefficient of awareness level of the preschool teachers and attitude level is moderate and significant having coefficient of .50, Sig=.753 at 2tailed.

Therefore, this correlation result indicates that the schools' are expected to give attention to change trend regarding the level of attitudes. This implies that the negative attitudes should be substituted by the positive one through employment of different techniques such as training, seminars and other workshop programs.

4.8. Factors Affecting the Use of Local Resources

It is helpful to identify the major challenges affecting the implementation of educational policy pertinent to use of local resources in teaching preschool children.

In order to answer the basic question of the study relevant to this challenges section, the researcher used open ended questions that gave the respondents opportunity to mention as many as possible challenges or factors. In addition, the researcher used interviews as and FGD as tools to collect data on the same objective.

The first question was "In your opinion, what do you think are the major factors influencing the use of local (indigenous) resources in the preschool?"

The majority of the respondents reflected issues related to accountability problem, attitudes and awareness as well as level of training.

As the respondents responded strong mechanism that ensures the implementation of the use of local resources was not in place and was not enforced. In relation to this others said that even though there were rules and regulations in a manual form it was left only on shelf being given no attention. They added that teachers were not well led by the leaders of the schools to refer to the written instructions.

Furthermore, attitude was the crucial problem that hinders the use of local resources in the schools. In this regard, as the respondents replied, the preschool, specially, those teaching in private preschools had no attitude level that enables them to use local resources. They expressed it for instance raising issues such as –the teachers encouraged students to try non-local resource oriented resources (languages, plays and games, stories, riddles and puzzles).

Therefore, one may understand, here, that the teachers in the preschool had especially those in private schools had tendency to undermine the importance of local resources in teaching the children. As interview response and FGD response from children’s parents indicates for those teachers who encourage non-local resources, it seems that they were encouraging the children to develop sense of confidence and cleverness at the expense of looking in the opposite direction.

The other big challenge (affecting factor) considered by the respondents of different sorts was the low level of teachers’ awareness. The respondents reflected that the preschool teachers did not have adequate level of awareness to use local resources such as local riddles, puzzles, plays, dramas, music, teaching aids and so forth. In their explanation the respondents stressed that those teachers from private preschool had low awareness or commitment to use or to encourage the use of local resources in relation to the government preschools.

The other problem reflected in relation to the challenges was the children’s parents’ poor participation in the school matters specially in teaching learning processes. As the directors a, supervisors and office experts indicated, the parents did not have appearance of making follow up in the children’s learning.

In relation to the awareness level of the teachers, the response from interviews with the school directors indicated that it was not the level of awareness but the techniques the teachers used might be misinterpreted by parents of the children. The directors added that as English is the future academic language of the students it should be encourage from the very childhood to minimize the future challenges that might be encountered when more philosophical learning is expected.

From the analysis, it is possible to understand that the problem was not the use of non-local resources rather the scale of practice and the perspective the teachers held matters more than anything else.

2. What do you think should be done to ensure use of local resources in preschools?

In order to use the opportunity of extracting potential experiences the respondents had on how to solve the problems, the researcher asked the respondents what should be done to deal with problems/ challenges adversely affecting the practice/use of local resources in teaching the preschool children.

They recommended the following points:

- Establishment of strong accountability that maintains the implementation of the use of local resources in all preschool. For the effectiveness of the implementation there should be appropriate rewards. Furthermore, they proposed that private should be given attention to correct their current trend of use of local resources.
- The other point they proposed is that there should be awareness raising programs, attitudinal changing training, monitoring and evaluation as well as rewards.

4.2 Discussions

Different studies indicate that the use of local resources in preschool teaching is crucial as it plays great role in building strong base in children's learning. Regardless of this ground, the result of the study shows that the teachers in the preschool did not practice or use the local resources such as local storytelling materials and aids, plays and games and languages. Akinbote, et al (2001); Aliyu and Garba, (2012) spoke of this issue arguing an inadequate use of local resource adversely affect the learning potential of children hence it affects their future. In addition, Palviainen *et al.* (2016) said that without use of local resources in preschool teaching, it is unthinkable to attain the intended level of children's learning and knowledge gaining.

It is basically believed that use of local plays and games enhance the children's configuration of new information gained into their existing world's view (Morrow (1996). Nevertheless, the study result indicates that the teachers in the preschools did not develop strong culture and adequate practice of local plays and games. This infrequent use of local plays and games might have adversely influenced the potential of the children's learning competency and results (Palviainen *et al.*, 2016).

Scholars such as Kumar and Teklu (2018) argue that preschool teachers need to avoid use of language jargons and barriers so as to allow children allow to understand the concept of the learning subject and to let them make effective communication on matters of their learning. The result of the study reveals that the preschool teachers mostly used foreign language such as English and other neighboring languages. The low level of the practice was evidenced by the low mean score earned on each item considered to measure the level of practice of use of local languages in the preschool when teaching the children.

The result of the study shows that the preschool teachers had low positive attitude (held attitude that did not fully allow them) to use local storytelling in teaching the preschool children. According to Schroeder (2007) and (Collier and Thomas, 2004) attitudes of teachers may enhance or hinders the use of local resources such as storytelling, plays and games, languages and material aids. In addition, the standard deviation on this dimension indicates that the respondents had low variation in their attitudes towards use of the local storytelling. This result indicates that the teachers did not hold an attitude that enables them to use storytelling to the level expected other things remain constant.

Many scholars tell that level of awareness of preschool teachers; administrative bodies and parents influence the level of practice of use of local resources in teaching the children (Collier and Thomas, 2004). . The result of the study obtained on this composite dimension indicates that there was inadequate level of awareness among the teachers of the preschools and as well as the management of the schools in using the local resources in teaching the preschool children. This finding is seen from the fact that almost all items designated to examine this dimension of earned the mean score below the minimum possible expected value which is mean=3.00 with standard deviation of almost significantly less than one unit. This implies that the participants had almost similar views/ or had less variation in their response on the items asked/used to assess the teachers' awareness of storytelling in the preschools.

As the result of the study shows the teachers of the preschool had no adequate level of awareness to use local storytelling, plays and games, material and aids, and local languages. Therefore, this study finding has the reflection of existence of gap between the expected level and actual practice.

From the overall understanding of the finding one can deduce that the teachers of the preschool were not endowed with a positive enough attitudes having further implication that it obstructed the implementation of educational policy that encourages the use of local resources. In similar way, the study reflects that the teachers' low level of awareness regarding use of local resources in teaching the preschool children.

From the analysis, it is possible to understand that the problem was not the use of non-local resources rather the scale of practice and the perspective the teachers held matters more than anything else. Schroeder, (2007) says that the negatively significant deviation from the maximum expectation of the practice of non-local resource is significantly affected by weak accountability, negative attitude towards use of local resources, low awareness of teachers' use of local resources and poor commitment.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter consists the summary the findings, conclusion and recommendations of the study. In this case, the researcher summarized major findings of the study in a clear way in line with the objective of the study. In addition, the researcher concluded the finding of the stud and lastly, but not the least, recommended different concerning bodies based on the finding of the study.

5.2. Summary of the Findings

A. Use/Practice of Local Resources

The result of the study shows that the teachers in the preschool did not practice or use the local resources such as local storytelling materials and aids, plays and games and languages. Therefore, the overall result of the study tells that the practice was low level and not to the maximum expected level indicating gap between the expected and the actual practice.

In addition, the study result indicates that the teachers in the preschools did not develop strong culture and adequate practice of local plays and games. Therefore, the result implies that the preschool teachers in the study area inadequately used local plays and games in teaching the children as well as local plays and games were less encouraged by the preschool teachers. This infrequent use of local plays and games might have adversely influenced the potential of the children's learning competency and results. Similar to this dimension, the local materials and aids were not practiced to the level expected as could be understood from all mean score earned that is far below the highest expected mean score, i.e. Mean of 5.00.

Furthermore, the result of the study reveals that the preschool teachers mostly used foreign language such as English and other neighboring languages. The low level of the practice was evidenced by the low mean score earned on each item considered to measure the level of practice of use of local languages in the preschool when teaching the children. This result indicates that the preschool teachers were not having the behavior of using local languages as well as they did not allow the children to express their opinion, feelings and ask and answer in local languages.

B. Attitude Dimension of Using Local Resources

The result of the study shows that the preschool teachers had low positive attitude (held attitude that did not fully allow them) to use local storytelling in teaching the preschool children. The pre-school teachers' response on this dimension earned mean score of 3.09 out of mean value of 5.00, which is far below the maximum expected mean score. In addition, the standard deviation on this dimension indicates that the respondents had low variation in their attitudes towards use of the local storytelling. This result indicates that the teachers did not hold an attitude that enables them to use storytelling to the level expected other things remain constant.

Similar to the local storytelling, the teachers in the preschool did not have high positively connoted attitude that hindered the implementation of use of local resources such as local plays and games, materials and aids as well as local language. In this case, the result indicates that the attitudes of the preschools in the study area had a gap of understanding on the use of local resources to teach the children. This result could be referred from the low mean score earned with implication of below the minimum possible mean.

C. Awareness of Using Local Resources

The result of the study obtained on this composite dimension indicates that there was inadequate level of awareness among the teachers of the preschools and as well as the management of the schools in using the local resources in teaching the preschool children. This finding is seen from the fact that almost all items designated to examine this dimension of earned the mean score below the minimum possible expected value which is mean=3.00 with standard deviation of almost significantly less than one unit. This implies that the participants had almost similar views/ or had less variation in their response on the items asked/used to assess the teachers' awareness of storytelling in the preschools.

As the result of the study shows the teachers of the preschool had no adequate level of awareness to use local storytelling, plays and games, material and aids, and local languages. Therefore, this study finding has the reflection of existence of gap.

5.3. Conclusions of the Findings

The researcher concluded that the practice of/use of local resource in teaching preschool children was low level and not even to the maximum expected level indicating gap between the expected and the actual practice.

The result of the study implies that the teachers of the preschool were not endowed with a positive enough attitude having further implication that it obstructed the implementation of educational policy that encourages the use of local resources. In similar way, the study reflects that the teachers' low level of awareness regarding use of local resources in teaching the preschool children.

5.4. Recommendations for concerning bodies

Based on the findings of the study the researcher recommended some relevant possible solution for school administrative bodies, preschool teachers, Shambu town administration, education bureau, other civil societies and NGOs in the study area. At the end recommendations for future researchers have been provided.

5.4.1. Recommendations for Preschool Administrators

The following points have been recommended for the administrators of the schools..

The preschool administrators are recommended to maintain the positive aspects of the available practice of use of local resources in the preschools. In this study, the practice of using local resources in teaching the children was on medium level indicating that still there was gap in implementation. It is recommended that the preschool administrators conduct a timely follow up, research and supervision activities so as to support and create conducive environment. In addition, the management is expected to provide important facilities and enhances the process of getting local resources in a coordinated manner. The school administrators are also recommended to establish strong accountability mechanism and encourage the children's parents' participation in enhancing the practice of use of local resources in the preschool.

The school administrators are also recommended to align the performance appraisal mechanism and rewarding system at school level that is designed to encourage and maintains the use of local resources in preschool teachings.

In case the teachers are reluctant to follow the rules and regulations appropriate measures should be taken within reasonable time frame.

The administrators are expected to increase the commitment of the preschool teachers the way it motivates them to enhance their creativity within the context of using the local resources. In this case, the administrators are expected to stablish a system that encourages teamwork and experience sharing on the use of use of local resources

The administrators are also recommended to conduct training need assessment at their respective level that may improves the skills of the preschool teachers' to use local resources as tools to teach the children

Developing ethical approach in all dimensions of school management is crucial.

5.4.2. Recommendations for Preschool Teachers

The preschool teachers are recommended to feel responsible for the development of the citizen and the development of the children that can be attained through the use of local resources in teachings and visualizing the educational values of the local resources.

The teachers are also recommended to develop positive attitudes that encourage the culture of using locally available resources which are effective and efficient in teaching learning process. In relation to this perspective, the teachers are recommended to shape the children's schema that use of local resources is the sign of a civilized community.

Teachers of the preschools are recommended to identify the challenges that adversely hinder the use of local resources and act up on them to change the trend as time goes.

The preschool teachers are recommended to develop their skills of using local resources by increasing their commitment which can be attained through involvement in skill providing activities in a planned way.

The preschool teachers are recommended to provide policy input that comprise locally specific realities and implement them accordingly.

Above all, the teachers are recommended to respect educational policy provisions that are pertinent to the use of local resources in a preschool education.

The teachers are recommended also to encourage parents participation by providing home take assignments that enforces parents to contribute in their children's learning.

5.4.3. Recommendations for Shambu Town Administration Education Bureau

The following points have been recommended for the Town administration:

The role of an education bureau is significant in implementation of educational policies that support teaching learning process as well as in creating flexible and productive environment. Accordingly, the use of local resources in preschool teaching is related to policy provision that requires the intervention of the education bureau.

In addition, the management of the education bureau is expected to provide important facilities and enhances the process of getting local resources in a coordinated manner with other relevant stakeholders. The bureau is also recommended to establish strong accountability mechanism and encourage the children's parents' participation in enhancing the practice of use of local resources in the preschool.

The bureau is recommended to align the performance appraisal mechanism and rewarding system that is designed to encourage and maintains the use of local resources in preschool teachings.

In case the preschool administrators and teachers are reluctant to follow the rules and regulations, appropriate measures should be taken within reasonable time frame before it reaches catastrophic level.

The education bureau's administrators are expected to increase the commitment of the preschool directors and supervisors and other staffs including teachers the way it enforces them to enhance their creativity within the context of using the local resources. In this case, it is expected to establish a system that encourages teamwork and experience sharing on the use of use of local resources on periodic basis

The bureau is also recommended to conduct training need assessment that may improve the skills of the preschool teachers' to use local resources as tools to teach the children

It is also recommended that the education bureau and administrators recruit the preschool teachers based on merit and relevancy of field of the study.

5.4.4. Recommendations for Future Research

Based on the scope and limitations of the study, the researcher recommended the following points to be considered for future researchers who are interested to conduct a study.

- Future research is recommended to consider other factors and dimensions such as political influence and interventions in implementing locally oriented resources.
- The future researchers are recommended to analyze educational policy strengths and weakness with intention to policy revision in case it fails to enhance use of local resources.
- The researchers are recommended to determine the factors that influenced the variations between government and private preschools.
- The significance test should be carried out to see which factor is highly influencing the use of local resource in preschool environment.

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Appendices

English Version

Addis Ababa University
College of Education and Behavioral Studies
Center for Early Childhood Care and education
Questionnaire for Preschool Teachers

Dear respondents,

This questionnaire is prepared for collecting data on “**Assessment of Awareness, Attitudes and the Use of Indigenous Resources in preschool: preschool in Shambu Town**”. The information you provide regarding this study, by any means, does not affect your personal life; and it will solely be used for this research and will be kept confidential. Thus, your genuine information is invaluable for the success of the study. Please also note that participation as a respondent is entirely based on your consent. Therefore, we would like to request your oral consent to participate in the study before you proceed to filling in the questionnaire.

NB: No need of writing your name and other personal identification.

Thank you!

Part I: Background Information

1. Sex: 1.Male 2.Female

2. Age in years -----

2. Educational status: 1.Certificate 2.Diploma 3.First Degree BA/BSC 4.MA/MSc & Above

3. Area of training/ major field studied? _____

4. Do you any training in ECCE? _____

If yes for how long?-----year-----month

3. Job position: 1. Director 2.Vice Director 3.Teacher 4.supervisor

4. Type of preschool: 1.Governmental 2. Private

5. Work experience in Preschool in years _____years

II. Awareness, attitudes and the use (practice) of Indigenous (Local) Resources

For the questions presented in the table below, you are required to put a tick (✓) mark under the scale point which you think can indicate your opinion about the level of practice or use of resources in your preschool classrooms.

The values of scales are: *strongly agree* = 5, *Agree* = 4, *Neutral* = 3, *Disagree* = 2 and *strongly disagree* = 1

No.	Questions	Scale				
		<i>strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>strongly disagree</i>
A	Use/Practice	5	4	3	2	1
storytelling	1. I use local than non-local stories as a tool of teaching					
	2. Use of local stories is encouraged in my preschool					
	3. Local riddles and puzzles are usually used to enable children develop analytic capacity in preschools					
Plays and games	4. Plays and games in I use in teaching the children are known to local people					
	5. Use of local plays and games is encouraged by the preschool					
	6. Local plays and games are usually used frequently than foreign ones					
Materials & aids	7. I mostly use local materials as teaching aids					
	8. Use of local materials are encouraged by school					
	9. Local plays and games are usually used to enable children develop analytic and descriptive capacity in the preschools					
Languages	10. I use local language (mother tongue) in my daily preschool teaching					
	11. I encourage preschool students to express their opinion in their mother tongue; which is not necessarily Afan Oromo					
	12. The preschool encourages use of local languages in teaching the					

	preschool children					
B	Attitudes					
Storytelling	13. Storytelling for Preschool children has educational value					
	14. I am happy to use local storytelling than external ones to teach the children					
	15. I accept advice given to me to use local story telling in teaching the children					
Plays & games	16. Children's play and games have educational value					
	17. I am happy to use local plays and games to teach the children than using other external stories					
	18. I accept advice given to me to use local plays and games in teaching the children					
Materials & aids	19. Use of local materials and aids is beneficial for educating young children					
	20. I am happy to use local materials and aids to teach the children					
	21. I accept advice given to me to use local materials and aids in teaching the children in preschool					
Language	22. Teachers in the preschool prefer to use local languages to teach the children than foreign languages					
	23. I am happy to use local language frequently to teach the preschool children proactively					
	24. I accept advice given to me to use local languages in teaching the children beyond sense of political interest					
C	Awareness					
storytelling	25. I know how to use local stories in teaching children					
	26. I know when to use local storytelling in teaching the children					
	27. Local story helps students well					

	understand what they learn					
Plays & games	28. I know how to use local plays and games in teaching preschool students					
	29. I know when to use local plays and games in teaching the children					
	30. I know that local plays and games help students well understand what they learn					
Materials & aids	31. I know how to use local materials and aids in teaching preschool students					
	32. I know when to use local materials and aids in teaching the children					
	33. I know that local materials and aids help preschool students well understand what they learn					
Languages	34. I am aware of how to use local languages in teaching preschoolers					
	35. I know when to use local languages in teaching the children					
	36. I know that local language help preschool students well understand what they learn					

Part III: Factors & Challenges

1. In your opinion, what do you think are the major factors influencing the use of local (indigenous) resources in the preschool?
2. What do you think should be done to ensure use of local resources in preschools?

Addis Ababa University
College of Education and Behavioral Studies
Center for Early Childhood Care and education

Interview Guide for Teachers, Directors, Supervisors, and Education Officers

I am planning to conduct a study on the use of local resources in preschools found in Shambu Town. To this end, your experience is sought crucial. Therefore, I am requesting your cooperation for half an hour interview regarding this topic. I would like to express gratitude to you for spending your precious time to sharing your experiences.

I. Background information

1. Name of preschool/ office_____
2. Gender (to be filled by Interviewer)-----
3. Responsibility/ position of the interviewee_____
4. Year of service in the current position-----
5. If any training in ECCE, please specify-----

II. Interview Items

1. How do you understand the teachers' use of storytelling in preschool as a teaching tool? What is the level of awareness of teachers and their attitudes towards using storytelling?
2. How do you understand the teachers' use of local plays and games in preschool as a teaching tool? What is the level of awareness of teachers and their attitudes towards using storytelling?
3. How do you understand the teachers' use of local languages in preschool as a teaching tool? What is the level of awareness of teachers and their attitudes towards using storytelling?
4. How do you understand the teachers' use of local materials and aids in preschool as a teaching tool? What is the level of awareness of teachers and their attitudes towards using storytelling?
5. How do you evaluate the parents' involvement in the school's decision-making, their contribution, and roles?

Addis Ababa University
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Interview Guide for Parents with Preschool Children

Remark: Composition will be considered (language and ethnicity)

I am planning to conduct a study on the use of local resources in preschools found in Shambu Town. To this end, your experience is sought crucial. Therefore, I am requesting your cooperation for half an hour interview regarding this topic. I would like to express gratitude to you for spending your precious time to sharing your experiences.

III. Background information

6. Name of preschool your child attends_____
7. Gender (to be filled by Interviewer)-----
8. Your age in years-----
9. Responsibility/ position of the interviewee in the preschool (e.g. are you a preschool teacher, PTA....)_____
10. Your educational level-----
11. If any training in ECCE, please specify)-----

IV. Interview Items

12. Think of the stories that your child brings home from school. Have you ever heard of these stories in your life, i.e. do you think that they are familiar? Do you think they have educational value? Do you think they reflect your culture? Do you think they reflect the local reality?
13. Think of the plays and games that your child brings home from school. Have you ever seen these plays and games in your area, i.e. do you think that they are familiar? Do you think they have educational value? Do you think they reflect your culture? Do you think they reflect the local reality?
14. Do you think the preschool uses your child's mother tongue in the preschool? Do you think that your child is supported and encouraged to use his/her mother tongue even if it is different from the medium of instruction? Why/ why not?

Afaan Oromo Version

Universiitiy Addis Ababaa

Kooleejjii Qorannoowwaan Barnootaafi Amalaa

Giddugala Kunuunsa Da'immummaa fi Barnootaa

Gaffannoo Barsiisoota Idileen Duraatiif

Kabajamtoota Hirmaattotaa,

Gafannoon kun odeeffannoo Qorannoo matadureen isaa “Assessment of Awareness, Attitudes and the Use of Indigenous Resources in preschool: preschool in Shambu Town” jedhu geggeessuuf kan qopha'eedha. Odeeffaannoon isiin kana ilaalchiftanii keennitaan dhimma barnootaa duwwaaf kan oolu waan ta'eef milka'ina qorannichafis qulqullinni odeeffannoo keessanii murteessaaa waan ta'eef yeroo keessaan irraa muruun akka naaf guuttaan jechaan kabajaan isiin gaafadha. **Hub:** Maqaa barreessuun hin barbaachisu.

Galatoomaa!

Kutaa I: Wa'ee Hirmaataa

1. Saala: 1 Dhiira Dubara
2. Umurii:-----
3. Sadarkaa barnootaa: Sertifikeetii Dipiloomaa Digirii jalqabaa Digerii lammaffaa fi ol
4. Gosa barnootaa-----
5. Leenjii Kunuunsaa fi barnoota da'immanii fi idilleen duraa fudhattee bektaa? Eeyyee Miti . Yoo eyyee jette yeroo ammamiif? Waggaa----ji'a-----
6. Caasaa/sadarkaa ramaddii: Dura bu'aa I/A/D/Bua'aa Barsiisaa Supervayizara
7. Gosa mana barnoota olmaa da'immanii: Motummaa Dhunfaa
8. Muxannoo hojii M/B/Olmaa da'immanii keessaa-----

Kutaa II: Hubannoo, Ilaalcha fi hojiira olmaa lecalloowwaan(kan aadaa) nannooti argamanii

Gaffiiwwaan gabatee armaan gadii keessati argamaniif mallattoo (√) yaadakee ibsi.

Ulfaatinni kenname: Bay'een itti waliigala=5, Ittiin waliigala=4, gidduti ykn hin murteessuu=3, Itti walii hin galu=2 fi bay'ee itti walii hin galu=1

Lakk.	Gaaffii	Ulfaatina				
		Bay'een itti waliigala	Ittiin waliigala	gidduti ykn hin murteessuu	Itti walii hin galu	bay'ee itti walii hin galu
A	Itti fayadama	5	4	3	2	1
Oduu durii fi fakkeenyoota ilaalchisee	1. Kan nannootan kan biraa caala fayadama yeroon barsiisug					
	2. Oduuwanii fi mammaaksota nannooti akkaan fayadamu manni barumsichaa ni jajjabeessa					
	3. Bacoowwaani fi hibboowwaan nannoo yeroo bay'ee da'imman dandheetii xinxaluuu isaani akka guddifataniif M/sichaa keessaati ni fayadamu					
Taphoota nannoo/aadaa	4. Taphoonni nuti ittin barsiifnu uummata nannichaa birati beekamaadha					
	5. Itti fayadamni taphoota nannichati beekamoon manicha barumsaati ni jajjabeefama					
	6. Taphooni aadaa yeroo hedduu kan biraa caalla itti fayadamama barsiisuuf					
Meeshalee aadaa	7. Yeroo hedduu ani meeshaalee nanno/adaa fayadameen barsiisa					
	8. Manni barumsichaa meeshalee aadaa akka fayadamamuuf ni jajjabeessa					
	9. Meeshaaleen aadaa nannichaa da'immaan dandheetii xinsammuu fi waa ibsuu isaani akka guddifataniif yaadamee itti fayadamama					
Afaan	10. Yeroon barsiisu Afaan dhalootaan(kan da'imani) fayadama					
	11. Yeroon barsiisu da'immaan afaan dhaloota isaanii fayadamanii yadoota isanii akka ibsataan nan jajjabeessa					
	12. Manni barumsichaa da'mmaan affan dhaloota isaani akka fayadamaan ni jajjabeessa					
B	Ilaalchaa					
	13. Oduu durii fi mammaksoota					

Oduu durii fi fakkeenyoota ilaalchisee	fayadamanii barsiisuun fayida barnoota ni argamsiisa					
	14. Ani yeroon barsiisu kanneen biro caalaa oduu durii nannoo sanaan irra fayadama					
	15. Gorsaa fi qajeelfamoota oduu durii nannoo Sanaa akka fayadamuuf naaf kenaman nan kabaja					
Taphoota aadaa	16. Taphootni da'immanii fayidaa barnoota ni qaba					
	17. Yeroon taphoota nannooti fayadamee barsiisu bay'ee nati tola					
	18. Gorsootaaf qajelfamoota kennaman ofitti fudhee taphoota nannooti fayadamuun naan barsiisa					
Meeshaalee aadaa	19. Meeshaalee nannoo fayadamanii barsiisuun fayidaa barnoota da'immaanif qabna					
	20. Meeshaalee nannoo fayadamanii barsiisuuti ofitti fudhaadhee itti fayadamuun natti tola					
	21. Gorsootaaf qajelfamoota kennaman ofitti fudhee meeshaalee nannooti fayadamuun naan barsiisa					
Afaan dhalootaa	22. Barsiisonni M/B/O/da'immanii aafaan dhalootaa fayadamanii barsiisuu filatu kan biro caalaa					
	23. Afaan dhaloota fayadamuun yeroo heduu barsiisuun natti tola					
	24. Gorsootaaf qajelfamoota naaf kennaman fayadamuun aafaan dhaloota da'immanii fayadamee barsiisuun natti tola					
C	Awareness					
Oduu durii fi mammaksoota	25. Oduu duriiti fayadamee akkatan itti barsiisu naan beeka					
	26. Yeroo akkamiiti oduuwwaan durii fi maaksoota nannichaa fayadamee itti da'immaan barsiisu naan beeka					
	27. Itti fayadamni oduu durii fi mammaksoota da'immaan caalaatti akka hubataan gargaara					
Taphoota aadaa	28. Taphoota aadaati fayadamee akkatan itti barsiisu naan beeka					
	29. Yeroo akkamiiti taphoota aadaa nannichaa fayadamee itti da'immaan					

	barsiisu naan beeka					
	30. Itti fayadamni taphoota aadaa da'immaan caaalaatti akka hubataan gargaara					
Meeshaalee aadaa fi naannoo	31. Meeshaalee aadaa fi naannoo fayadamuun akkatan itti barsiisu naan beeka					
	32. Yeroo akkamiiti meeshaalee aadaa fi nannichaa fayadamee itti da'immaan barsiisu naan beeka					
	33. Itti fayadamni meeshaalee aadaa fi naanichaa da'immaan caaalaatti akka hubataan gargaara					
Afaan dhalootaa	34. Afaan dhalootaa da'immanii fayadamuun akkatan itti barsiisu naan beeka					
	35. Yeroo akkamiiti afaan dhaloota da'immanii fayadamamee itti da'immaan barsiisu naan beeka					
	36. Itti fayadamni afaan dhalootaa da'immaan caaalaatti akka hubataan gargaara					