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**Attitude of Parents' and Teachers' towards Early Childhood
Care and Education Centers in Selected Preschools in West
Wollega Zone, Oromia Regional state**

BY

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ADDIS ABABA UNIVERSITY**

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**Attitude of Parents and Teachers' towards Early Childhood
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**MA Thesis Submitted to the Center for Early Childhood Care and Education
in Partial Fulfillment of the Requirements for the Degree of Master of Arts
in ECCE**

Advisor - Girma Lemma (PHD)

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ADDIS ABABA UNIVERSITY

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Letter of Approval

As members of the Board of Examiners of the Final thesis open defence, we certify that we have read and evaluated the thesis prepared by **Gemechu Teshome Likassa** under the title “**Attitude of parents and teachers’ towards early childhood care and education centers in selected preschools in West Wollega zone, Oromia region**” we recommend that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Arts in ECCE.

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DEDICATION

I hereby certify that all the correction and recommendation suggested by the board of examiners are incorporated into the final thesis entitled “attitude of parents and teachers” towards early childhood care and education centers in selected preschools in West Wollega zone, Oromia region.”

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DECLARATION

I declare that this thesis entitled “attitude of parents and teachers” towards early childhood care and education centers in selected preschools in West Wollega zone, Oromia region”is my work and that all sources of materials used for this thesis have been appropriately acknowledged. This thesis is submitted in partial fulfilment of the requirements for Masters of Education at Addis Ababa University. I seriously declare that this thesis is not submitted to any other institution anywhere for the award of any degree or diploma. The thesis deposited at the University Library to make available to borrowers under rules of the Addis Ababa University Library.

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ACRONYMS

ECCE	Early Childhood Care and Education
EFA	Education for All
KG	Kindergarten
MoE	Ministry of Education
NAEYC	The National Association for the Education of Young Children
NGO	Non-Governmental Organization
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

*ECCE program refers to a comprehensive approach or programmes for children from birth to eight years of age, which needs positive attitude of parents and caregivers towards the program. The main purpose of the study was to investigate parents and teachers' attitude towards early childhood care and education in West Wollega Zone, Oromia Region. To conduct the study, mixed research method with descriptive design was applied. In this study 40 teachers and 30 parents samples from 4 Woredas and 10preschools were participated using simple random and purposive sampling techniques respectively. The data collection tools used for this study were questionnaires, interview and document analysis. The quantitative data were analyzed by using SPSS version 20 and analyzed using both descriptive and inferential statics; whereas qualitative data were used to support the main data through narration in words. The results of the study indicated that: The role and attitudes of parents and teachers to support early childhood care and education in selected preschools awareness of ECCE programme were insufficient. The interview result also revealed that they were not volunteer in communicating with teachers, participating in academic activities at home, and attending school events. Parent whose children are not enrolling into ECCE programme are not encouraged in line with expected purpose in regular education. As interview result confirmed Parent's education level and socioeconomic status has the potential influence on children education. The result also revealed that as the lack of parents' awareness regarding the benefit of education were the major factors at the study area. In order to develop attitudes of parents and teachers in early childhood parents should help of childhood to expand preschool in the study area. Finally, the Pearson correlation coefficient was computed to determine the relationship between parents and teachers attitude and ECCE center at ($\gamma=.580^{**}$, $p=000N=63$) meaning that there is moderate significant difference between them. The teacher should take different roles in the school in order to achieve the objectives of the school. Concerned bodies should provide awareness about the importance of parental attitude in their children's education to parents, teachers, and administrators thereby increasing ECCE program in the zone.*

Key words: Attitude, Parents" and Teachers, Early Childhood Care and Education Centers, Preschools, West Wollega Zone.

CHAPTER ONE: INTRODUCTION

This part covers the background of the problem, statements of the problem, research questions, objectives of the study, scope of the study, significance of the study, definition of key terms, and limitation of the study, delimitation of the study and organization of the study.

1.1 Background of the study

Early childhood care and development is the holistic development of children including physical, cognitive, language, social and emotional development from conception to age eight (UNICEF Report: Early childhood count 2002). Early childhood care and development is critical for the physiological development, the stimulation of intelligence, personality formation and the instillation of positive social behavior in children (UNESCO, 2011). It is a time of remarkable brain development where foundations are laid for subsequent learning.

According to the World Bank (2001), early childhood care and education includes services designed for the physical and intellectual growth of children in their early years and incorporate day care, pre-school, home visits by trained professionals, health and nutrition services, and parental education. From this report we can understand that the primary purpose of child care programs is to provide safe and nurturing care in a developmentally appropriate setting for children.

Also, Early Childhood Care and Education program plays significant role as it helps children in successful completion of Basic Education. It provides the foundation for all round development and enables the child to understand various issues. Children at the early stage of learning need to be encouraged to develop positive attitude through interaction. The early childhood education is designed carefully to provide wholesome growth and development of children. Children that receive quality early childhood education are more likely to succeed in school and in life (Super, 1991).

Children of preschool age are most vulnerable social group to accidents and dangers than any other group of the society. It is for this natural fact that children need special attention from parents or guardians, the larger community and the government in general. As the first eight years of age children's life span is a decisive period of life stage for their future, it requires a typical attention from every responsible citizen.

In 2010 the Ethiopian government developed a national ECCE policy framework recognizing the significance of children's early experiences for their later development. The policy has five key priorities: creating a coherent government structure which will assist in institutionalizing ECCE and in coordinating ECCE services; increasing access to and equity in ECCE service provision; improving quality of ECCE services; enhancing nationwide advocacy on the importance of ECCE; and establishing enhanced child protection mechanisms. In addition, the ECCE policy has four basic pillars for the delivery of early childhood services: parental education; health and early stimulation programme from pre-natal up to 3 years; pre-schools/kindergartens from 4 to 6 years; and community-based non-formal school readiness programmes. The framework acknowledges the need to increase awareness of the importance of a good start in life and a strong foundation for later learning, which are often achieved through pre-school programmes (Mulgeta Tsegay ,2015).

ECCE program needs participation of community to address the aims. The involvement of parents and caregivers for the purpose of protecting children's rights to develop their full cognitive, emotional, social and physical potentials (Universal Basic Education, 2005).

Parents or Family Members are the primary caregivers and the child's first educators of the child in his or her home setting. This shows that all other caregivers and teachers need to work closely with them. Therefore, parents need to be involved actively in deciding what activities and services should be delivered in the pre-school (MoE,2016).

They can support preschool centers by Sending their children to the centers, assisting in the provision of learning materials, coordinating and supervising the teaching learning process in the preschool centers, raising funds for the running of the school etc.(MoE, 2016) .Another educational policy frame work also states that parents have the greatest influence in shaping young children's attitudes, values, behaviors, habits and skills in ECCE centers (UNESCO,2010)

In addition to that, quality in the early-childhood care and education requires adequate training and fair working conditions. In particular, staff who have more formal education and more specialized early-childhood training provide more stimulating, warm and supportive interactions

with children so that the preschools without trained teachers cannot do their job effectively, because teachers play a pivotal role in educational provision and thus significantly affect education quality. The trained teachers have the personal characteristics academic qualifications, pedagogical training, content knowledge, ability and teaching experience (Miller, 1996).

Higher levels of initial training correlate positively with the higher quality of ECEC as well as with better developmental outcomes for children. The importance of teachers' knowledge of the curriculum, as well as their knowledge and understanding of child development is necessary for quality preschool education (MoE, 2015).

In general, there are different factors that affect parents and teachers attitude toward early childhood care and education program. Parent's education level and socioeconomic status has the potential influence on children education. The income of the parents, the educational level of the parents, the preschool climate, parent preschools communication, Preschools teachers' knowledge and skills, their relationship between with children's parents are the major factors. Based on this ground, this study was carried out the assessment o parents and teachersattitude towards Early Childhood Care, and Education programme in selected preschools in West Wollega zone.

1.2 Statement of the Problem

Early Childhood Care, and Education programme is a component of the Universal Basic Education Scheme in the world with the aim of providing early literacy skills, health and nutritional care for all round development of preschool children. So that on getting to primary schools in the later years, such children will perform optimally enhancing the quality of primary education.

Though few studies have been conducted regarding parents' and teachers Attitudes towards ECCE centers in Ethiopia. For instance, Admasu, 2004) conducted a kind of experimental research on fathers Educational Self-Concept and Academic Achievement of Primary School Students. In his study, he stated that as most families seem to be under the conviction that offering their children the best that they can and providing them with things that are beyond their needs and wants are the primary things in life.

Blau, (1999) also conducted a kind of descriptive study on assessment of factors influencing academic achievement of ECCE programme of students. He stated that although lower socioeconomic status parents have fewer economic resources from which to purchase books and other items to improve academic outcomes of their children.

Even though many researches have been done on ECCE programme, the difference between the previous researches and this research is that at study area no-one has done it by integrating the implementation of role and attitudes of parents and teachers in early childhood care and education with teaching. However, this research specifically focuses on to examine the role and attitudes of parents and teachers in early childhood care and education in selected preschools in West Wollega zone.

In view of this, the ECCE programme seem to be a promising package which is expected by Government to receive an overwhelming support from parents must handle effectively by teachers/caregiver. The gap that the researcher saw include: the situation in Preschools in West Wollega zone is far from this expectation. Most of the public and private Early Childhood Care, and Education centers in rural towns are not having full patronage from parents. Equally, children of preschool age that are yet to be enrolled into Early Childhood Education could be seen in large numbers in many homes within rural and urban communities in the zone. The human right act states that everyone has the right to education; similarly, the Universal Basic Education Act declares that every child should be enrolled in schools or ECCE centers. Therefore, refusal by parents of pre-school children to enroll their children into ECCE centers signifies cultivation of negative attitude towards child learning and it also means denial of children's fundamental rights and a violation of both the human rights and the UBE acts. This of course is a problem that requires urgent investigation. Therefore, assessing the attitude of parents and teachers towards Early Child Care and Education in West Wollega zone was needs considered as priority issue.

1.3 Research Questions

In order to achieve the stated objectives the study seeks to answer the following questions:

1. What is the attitude of parents and teachers towards ECCE Centers in West Wollega zone ?
2. Are there difference between parents' and teachers attitudes in ECCE centers in West Wollega zone?
3. To what extent the attitude of parents and teachers affects ECCE Centers in West Wollega zone ?
4. What type of relationship exists between attitudes of parents and teachers in early childhood care and education in selected preschools in West Wollega zone?

1.4 General Objective of the study

The overall objective of this study was to examine the role and attitudes of parents and teachers in early childhood care and education in selected preschools in West Wollega zone. Under the specific objectives the following objectives were included:

1. To find out the attitude of parent and teachers towards ECCE programme in West Wollega zone.
2. To identify the status of parents and teachers support to ECCE programme in West Wollega zone.
3. To investigate factors hindering children's preschool education in West Wollega zone.
4. To determine the relationship between attitudes of parents and teachers in early childhood care and education in selected preschools in West Wollega zone.

1.5 Significance of the study

The finding of this study has the following importance:

- It might increase awareness about the importance of ECCE program by trained parents and teachers in the Zone.
- Parent, teachers and all stock holders in preschool get understanding after they become aware of the program.
- The study recommendations may help parents and teacher's involvement in ECCE program.
- Furthermore, the study may give some clues for further study.

1.6 Delimitation of the Study

West Wollega zone is one of the 18 administrative Zones of Oromia national regional states. Administratively, the zone has 24 districts, of which 21 are rural districts and 3 are urban administrations. 12 governmental and 50 private preschools are found in the zone. It was not feasible to investigate all teachers and parents in all preschools of the zone, because it is so vast to manage. For this reason, the researcher has selected 10 preschools from both government and private preschools out of 60 preschools found in the zones which are thought to be fairly representing the population.

1.7 Operational definition of variables

Attitude: - refers to viewpoints, perspectives, reactions or settled ways of thinking about aspects of parenting roles and responsibility.

Parental attitude- refers to a combination of commitment and active participation on the part of the parent to the school and to the learner.

Teachers' attitude – teachers professional, academic knowledge and skills in preschool educational programme.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter provides a comprehensive review of the related literature on assessing parents and teachers attitudes toward early childhood care and education. It comprises concepts of ECCE program, the attitude of parents and teacher's toward early childhood care and education. Finally the review also emphasizes the socio economic factors that influence parents attitude and affects children's academic achievement included.

2.1 Conceptual Framework of Attitude

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan 2005, p. 150). Attitude is the feeling or mental disposition of an individual which influences the human behavior. Attitude is a vital ingredient for the success or failure of children in their optimum development. Attitudes structure can be described in terms of three components.

- Affective component: this involves a person's feelings / emotions about the attitude object.
- Behavioral component: the way the attitude we have influences how we act or behave.
- Cognitive component: this involves a person's belief / knowledge about an attitude object.

The attitude of parents can have a profound effect on the social and educational integration of children. It makes a great difference to these children whether the attitude and actions of parents reflect considerations for their real needs or are merely prompted by pity or monetary limitations. It is a determinant of behavior. Our behavior depends upon our attitude, which is holding positive and negative belief regarding any concept. Behavior is formed by attitude. All these three components are affects the parental attitude towards their children's education. If all the three components are positive then the individual's action, belief and feeling towards education should be positive. The belief component of attitude affects the action component. If a person perceives something favorable then his/her action must be favorable. In this situation if the parent's belief towards education is favorable then it affects their action component, and it must be positive and favorable. Parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child (Daniel Katz ,1960).

2.2. Concept of Early Childhood Care and Education.

Early Childhood Care and Education program provides appropriate education and care service for young children as it has a long lasting positive consequences in the later development (MoE, 2007). This program helps to shape children at early age to make them socially responsible citizen and promotes economic growth by reducing mortality rate, childhood illness, school repetition and dropout rate.

Pre-school education in particular helps children to acquire basic skills (pre-reading, pre-writing, counting and arithmetic) in preparation for the child's formal schooling (MoE, MoH & MoWA, 2010a). Another literature also underlined that childhood is a period in which, rapid neural connections, brain development and growth takes place. Hence this period is considered as a critical window of opportunity for optimizing children's development through the combined impact of education, care, health, nutrition, protection and stimulation (UNESCO , 2012).

Also the benefit of early childhood care and education stated by different researches in different ways. For instance the project study of High Scope Preschool in Chicago Child-Parent Center Program) states that early child care and education is used to reduce developmental problem, improve school performance, reduce dropout and repetition rate, Improve efficiency of children in primary education, prepare them for schooling with right attitudes and habits and provide child protection from abuse and harmful practices.

Children who received higher-quality child care had higher cognitive tests and academic achievements. Better greater school success, higher graduation rates, decreased need for special education services later, lesser chance to engage in problem behaviors, and lower crime. But the absence of this quality has harmful effects on language, social development, and school performance that are more difficult to ameliorate, especially for children in schools with fewer resources (UNESCO , 2012).

2.3 ECCE program in Ethiopia context.

In 2010 the Ethiopian government developed a national ECCE policy framework recognizing the significance of children's early experiences for their later development. The policy has five key priorities: creating a coherent government structure which will assist in institutionalizing ECCE and in coordinating and streamlining ECCE services; increasing access to and equity in ECCE service provision; improving quality of ECCE services;

enhancing nationwide advocacy on the importance of ECCE; and establishing enhanced child protection mechanisms. In addition, the ECCE policy has four basic pillars for the delivery of early childhood services: parental education; health and early stimulation programme from pre-natal up to 3 years; pre-schools/kindergartens from 4 to 6 years; and community-based non-formal school readiness programmes (MoE,2015).

The framework acknowledges the need to increase awareness of the importance of a good start in life and a strong foundation for later learning, which are often achieved through pre-school programmes. Early childhood education in Ethiopia is still predominantly provided by the private-sector NGOs and religious institutions. Apart from promoting ECCE, and providing technical support and quality monitoring, the government currently plays a limited role in providing pre-school education. (Mulgeta Tsegay ,2015.)

According to MoE educational standard framework, quality of ECCE program to be contains quality of parents attitudes and involvement toward children education, the interactions between the child and the teacher, teachers who crouch to eye level to speak to children; teachers who hold, show affection and speak directly to infants and toddlers, adequate teacher training; and specific training in early childhood education, that promotes the physical, social, emotional and cognitive development of young children.(MoE,2003)

2.4 Parents and Teachers attitudes toward Early childhood care and education

Attitude as a concept is concerned with an individual's way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind of learning experiences. They may also be learned simply by following the example or opinion of parents, teachers or friends. According to Solomon (2002) attitude is a predisposition to respond in a certain way to a person, object, situation, event or idea. The response may come without conscious reflection. A person who shows a certain attitude toward something is reacting to his conception of that thing rather than to its actual state. As Solomon view an attitude is more enduring than a mood when, it produces a consistent response. Solomon warned that attitudes should not be confused or equated with opinions, though they are closely related. The difference is that, person can state his opinions in words but may not be able to express his attitudes in the same way.

The environment in which a child lives has an influence on his/her development and education. In particular the parents and teachers are the primary caregivers and key influencers in the children's skills development.(DeBaryse, 1995; 2005). Children's education and development to be directly influenced by their parents' and teachers' attitudes and beliefs. Parents and teachers have the opportunity to provide children with direction and to support the development their skills and education. However, not all parents perceive their own role as important in developing a child's care and education. Parents' and teachers' positive attitude towards child's education is important in determining school attendance and academic achievement of the child.

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school. Turnbull (1983) has identified four basic parental roles- parents as educational decision makers; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so important, it is essential that the home and school work closely together, especially for children with disabilities. The Warnock Report (1978) also stresses the importance of parents being partners in the education of their children. The role of parents should actively support and enrich the educational processes.

2.4.1 Parents Attitude towards Early Childhood Care and Education in preschool level

Parents attitude and involvement in early childhood education, matters a lot for young children's development. Young children benefit most from their school years if they enter early childhood education ready to succeed. Not all children, however, come to Early Childhood Care, and Education centers equally prepared. So many low-income preschool children lagged behind their economically advantaged peers. Early Childhood Care, and Education programme alone cannot prepare children for future education and social development. Instead the programme need the support and active involvement of parents and communities. To acquire this support, parents need to be encouraged to develop positive attitude that will make to actively get involved in the ECCE programme. Parental positive attitude towards Early Childhood Care, and Education, refers to parents involvement process that include the attitude, values and practices of the parents in raising young children and parental participation in child centered activities that relate to positive learning outcomes in early childhood education (Harvard Family Research Project, 2006).

Parents attitudes at the preschool level has been shown to positively affect the child's development by providing parents with knowledge and practical ideas of ways to enhance their child's development (Das, 1980). Moulin (1988) surveyed parents of preschoolers enrolled in a preschool before and after a program promoting positive attitudes in parents was instituted by teachers at the preschool. Thus increased Parental participation affects the child's educational experience at school and at home. Parents may be involved at various levels of preschool programs. Hess (1974) described the various roles that parents may assume in their child's early education program: supporter, service givers, learner, teachers of their own children volunteers and teacher aids ,policy makers. Das (1980) described how parents have traditionally been involved by preschool officials as supporters, service givers and learners, but have only recently started to take on some of the other roles outlined by Hess. Parents may assume any or all of these roles when participating in children education.

Much of the research on parent attitudes as it relates to children's outcomes, has emphasized the relationship between specific parent involvement behaviors and children's achievement. Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading (Griffith, 1996). Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Griffith, 1996;). Parents who evidenced high levels of school contact (volunteering in the classroom, participating in educational workshops, attending Policy Council meetings) had children who demonstrated greater social competency than children of parents with lower levels of school contact (Parker et al., 1997).

The attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education .With less parental support in school work, low level of motivation and poor self-esteem of children can result. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing. The growing

awareness regarding education makes many families value their children's education and act favorably towards schooling and education of their children. They become a part of the decision making process of school, and decide their children's future regarding higher education.

2.4.2 The role of Parents' Participation in Preschool Education

Parents' participation has typically been defined as parents' engagement in activities such as volunteering at school, communicating with teachers, participating in academic activities at home, and attending school events, meetings, and conferences Hill & Taylor (2000). In the national policy framework for ECCE of Ethiopia MoE (2010), Parents and other care givers are the most important in the life of the child. They play a key role in children's development. Their role is to socialize the children and inculcate life principles and spiritual, cultural, and moral values for his/her character development. Managing and expansion of early child care and education is not a task to be left to single organization or body. Ramsay and Johnson (cited in Zaray, 2011, p.31) particularly emphasized the cooperation work of the school and parents to promote the holistic development of the child. According to them, the two most significant environments for the child are the home and the school. Although, these two environments impact the child separately the experience in one environment also affects the other.

According to Hurry (2001) "having regular and good communication and partnership between teachers and parents is essential for consistent positive experience both at home and in school". Parental involvement in school helps the teacher understand the child more and better and able to work together effectively (Robinson, 1996). Similarly Hurry (2001) further explained that home-school or parent- teacher relationship help to create what the children are like, better understand with regard to preschool education, an opportunity for parents to meet other parents and learn from their experiences. Home and school are the two worlds for preschool children where total development takes place. Thus, school administrators and teachers have to create strong alliance with partners.

The importance of parents' attitudes in preschool is that it influence the academic achievement in next educational grades. Parental attitude in preschool includes not only meeting the children's needs for education, but also supporting children's development (Kocyigita, 2015). Some special benefits of parental involvement at a preschool level are improvement in reading level and students showing improvement in their understanding,

which allows them to move to the next level (Huang, & Mason, 2008). Academic achievement in subsequent school grades is determined during preschool (Kocyigita, 2015).

According to National Children's Resource Centre (2006.p 9) "Parents have a crucial role to play in relation to their children's overall self-esteem and more specifically the image that child parental involvement in their education an important source of continuity from birth through-out preschool years, and even to adult hood." Parent involvement facilitates children's development of pre-literacy skills such as phonological awareness and letter name knowledge Powell et al., (2010). These skills have been shown to be essential for later school success . Over, the transition to preschool marks the beginning of an important relationship of home and school (Powell et al, 2010).

The relationships that you build with parents as a teacher will bring about collaboration between home and school to enhance children's development. Contemporary research suggested that the most effective programs for young children are those which involve their families. Family involvement and attitudes in early childhood program can range from simple talks when only there is a problem to frequent and regular participation (Burn ,2004,). In ideal situation, parents and teachers work closely in a variety of ways.

Wolfendale (1983) Pointed out that parents have been traditionally been viewed as clients and not as parents. She argued that the concept client impulses that parents are dependent upon experts' opinions passive in receipt of services need of redirection preferable to decision making and perceived as inadequate and deficient. In contrast to the clients concept, the parents concept include these characteristics, parents are active and central in decision making and perceived. And its implementation parents are able to contribute to as well as receive services (reciprocally) and parents share responsibility. Thus parents and professionals are mutually accountable (Curtis(1981). Curtis further stated that one way of making closer link between home and school is to organize workshop/meeting for parents in early child learning. Both parents and the school need to share common perception and responsibilities about the child mutual involvements, accountability and cooperation as well as reciprocal communication systems are more vital (Seigel, (2002),(as cited in Girma , 2011).

2.5.Factors that Affect Parents attitudes toward ECCE program

2.5.1 Parent’s Socio-economic Status

Parent’s education level and socioeconomic status has the potential influence on children education. Both in developed and developing countries, children from families with more socio-economic resources are more often enrolled in school. For wealthier families, the direct costs associated with education, such as fees, books and uniforms are less likely to be an obstacle. Opportunity costs of children not being able to help at home, at the family farm or by earning additional income through child labor, are also less important to them.

Children’s labor is demanded by their families. In Ethiopia, children as young as 7 years old are required to perform various tasks related to domestic and farm activities. Girls are wanted in household chores such as fetching water, collecting fire wood, etc. and boys are also forced to be employed in order to generate income to support their parents. This is especially true of rural school children who have to work on farms before and after school and also during weekends. The situation of school girls in particular is worrying because of the double role they assume as helpers in the domestic unit and as sources of labor for the family farm. While working as such may not be harmful for school girls, excessive work both at home and on the farm is detrimental to their physical, emotional and intellectual development. It is from this point of view that excessive work is considered an abuse.

The data obtained from UNFPA Ethiopia Country Office indicates that 11.9% (12.2% urban and 11.9% rural) of children were not able to attend their education and 22.1% (22.1% urban and 22.3% rural) of children were forced to stay out of school because the children are engaged in income-generating activities to support their families (UNFPA, 2010).

2.5.2 Parents’ attitudes toward children’s education in coffee Harvesting area.

Coffee is the major cash crop in West Wollega Zone, particularly in selected research area. The type of coffee here is Arabica. “Coffee Arabica probably originated in Ethiopia, near kaffa, from where it has spread to other parts of Africa and the world” (Turner, 1994:80), Arabica are better quality coffee producing the finer flavor. Most of the coffee that is harvested in Ethiopia is collected from wild trees. This does not means that all the trees have grown naturally. Most of trees are in old plantations which are changed to a partly wild state. A short drier period in an advantage for harvesting and drying the coffee cherries coffee picking needs much more labor force that may involve students, “The main demand for labor

is at harvest time” (Turner, 1994:80), Even though coffee is the back bone economy of the society in West Wollega Zone. It has significant influence on the academic achievement of children’s in preschool.

Because of the socio economic life of the parents on coffee production, the influence of seasonal coffee harvesting on children’s participation in preschool to be discussed are; low motivation in ECCE program, continues absenteeism from preschool, increases in dropout rates are the major points. In general parents economic activities affects both preschool children’s and primary educators. During coffee Harvesting season especially in the zone rural areas parents attitude only focus on collecting coffee. The majority of rural farmers are not send their children’s in preschools during this season.

2.5.2.1 Parents attitude During Coffee Harvesting season and Low Motivation of children’s in ECCE Centers.

“The word motivation comes from Latin word which means „to move“ and its definition is to provide with a motive, to impel, excite” (Kassaambira, 1993:81) .“ A learner may be motivated for an action in particular situation and the other learner may not be motivated in that situation and even the some learner may not be motivated under the same situation on some different occasion” (Chauhan, 1988:230) . This indicates that children’s motivation towards learning is influenced by various condition and seasonal events. Chauhan also suggested that a number of variables operated in the process of motivation in the individuals. The socio- economic conditions, privies experience, age, socio climate of home and class room affect the process of motivation. From this idea socio -economic condition could be related to the women activates that the affect children’s motivation. During coffee harvesting season, parents propagates that income could easily be extracted from wiled coffee pecking. While teaching- learning process is going on, even though they sit in the class, most students may go in a train of thought to the coffee plantation. This situation could adversely affect the children’s motivation towards schooling.

Brea land (cited in Fernald, 2003: 315), identified some of the most important factors that influence learners’ motivation. These are social environment of home, family and cultural influence, parental occupation and level. “Children who are encouraged by their family to use their abilities constrictively and to find out things are more likely to be high in school achievement” (Fernald, 2003: 315). This idea indicates that the social environment of home, family and cultural attributes affect student motivation.

Accordingly, during coffee harvesting season, parents and home conditions of students enforce them to be involved in timely activity, i.e. coffee picking. Parents may strive for exploiting children's labor on coffee harvesting instead of encouraging them to wards learning. This event may make students lose motivation in school "The higher the level of parents' occupation, the greater is the probable achievement and motivation in the child" (Fernald, 2003: 315). This review suggests that if parents are engaged in professional occupation, they may motivate their children to wards learning. On the other hand, low level of parental occupation, for instance, rural oriented agricultural activities, could adversely affect students' motivation in learning. Chauhan (1988:205), stated that environmental factors and incentives play important role in the process of motivation. Thus, students' motivation to wards learning could be lowered most likely due to parental influence and also the incentives (income) that students could secure from coffee picking and/or marketing.

2.5.2.2 Parents' attitude During coffee Harvesting Season and Absenteeism of children's from preschools.

"Absenteeism is the fact or habit of frequently being away from work or from school usually without good reason" (Sinclair et. al, 2001:5), "Students' regularly in their schooling can greatly determine their academic performance" (Bridge, Charles and peter 1979:213)." When students spend more time in school, there is an opportunity to secure a kind of professional support from their teachers and from their class mates through class room instruction" (Bridge, Charles & peter, 1979:213), According to Rumberger (2001) ,students who continually absent from school and who fall in to truant status are more likely be at risk of dropping out . Schwartz (1995) reported that almost one half of students surveyed missed classes at least ten times. "Research has proved that truancy obstructs opportunities for future employment success and is also a major channel in to drug abuse, day time crime and violence "(US department of education, 1996). These review stress on the importance of continuously followings classes and accomplishing school activities by students.

They also try to indicate the negative effect of absenteeism on students. Despite the existence of many factors that cause. Students to be absent from school, involvements in coffee harvesting could be regarded as one reason. This is clearly stated in the idea of Howard Turner. According to turner (1994; 80-83) "Coffee picking is done by farmers and their children.

The practice needs more labor force. The main demand for labor is at harvest time. Harvesting takes place in November, December and January. December is the busiest month-ripe coffee beans should be picked regularly only the cherries that are deep red should be picked, each one should be picked off separately .” It is possible to understand from the idea of Turner that coffee harvesting season overlaps with the critical time when teaching learning process is going on. In addition children of farmers who will help their families in coffee picking of the ripe coffee cherries must be regular within the season. Thus, students might be forced by their families to engage in coffee picking or the students may be pulled by their internal motive to obtain income truancy affects students’ performance in learning in so many ways. To mention some among others, missing classes can disturb the sequence of instruction needed to be covered by the students. It may also contribute to failure of learners in tests as they couldn’t cope up with vast lessons they shouldn’t have missed.

2.5.2.3 Increase in the rate of children’s Drop Out and Seasonal coffee Harvesting

“Dropout rate refers to the number of people who leave a school or college early, or leave a course or other activity before they have finished it” (Sinclair et al. 2001:471). “It is clear that when students are habitually truant from school, they fall so far behind in their class work that dropping out is an easier option than catching up” (Schwartz, 1995). One can understand from this point that regular absenteeism could lead to dropping out. The reason is that due to continuous truancy students may miss many activities which teachers could assign to them. When they lag behind these activities, learners become pessimists and instead of catching up with the activities, they prefer to drop out. This regular absenteeism which lead to dropout may be due to students’ involvement in coffee harvesting practices.

According to Turner (1994:85); “Coffee picking in the forests can be done by Farmers and their family members. The larger forest tree is cut so that more light can reach the coffee. These increase yield but also increase weeds, which in turn increase demands for labor during harvesting.” This idea clearly shows that coffee harvesting begins with clearing undergrowth’s, weeds and some larger trees. These activities are accomplished by farmers and their children who might be students. The activity takes at least three months (November, December and January) so when students join coffee picking, they may continue for days or weeks either forced by their parents or by their free will to earn some income. This may bring about drop out to increase at faster rates. schooling in relation to their experience in school and in terms of their lack of academic success and disciplinary problem.

According to Koul (1988:54) Dropout rates in school education are very high for various reasons and it is not likely to reduce very much in the near future. Therefore any attempt should be made to increase the holding power of school. Besides, non formal education is another possible alternative from the various reasons that cause high rate of student's dropout in schools.

2.5.2.4 Parents' labor income

The income of the parents plays a strong determinant of children education. Regarding father's labor market position, we expect fathers who are in salaried employment to be more aware of the importance of education and hence to invest more in their children's education (Breen & Goldthorpe, 1997). The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children (Treiman & Ganzeboom, 1990;). Hence farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to school may be high, since they are more likely to expect their children to help out tending the land and rearing livestock, especially during peak working times (Bhalotra & Heady 20030).

In relation to this view, Parents' inability to afford education is one of the major reasons why children are out of school, even in countries that have abolished formal school fees (UNESCO, 2010). Even though Ethiopia has made primary education free, due to the indirect costs involved, children are deterred from being enrolled in primary school since their parents cannot afford to cover the indirect costs, which include the cost of purchasing uniforms, stationary, other learning materials, transport cost, etc. Even if the children are enrolled, they were forced to discontinue their education due to the low economic capacity of their parents. children from poor families to be excluded from their education is family size. If there are many children in a family, the parents will not send all their children to school.

2.5.2.5 Parent's educational level

The educational level of the parents is expected to play a role. There is ample evidence that children from better educated parents more often go to school and tend to drop out less (UNESCO, 2010). Parents who have reached a certain educational level might want their children to achieve at least that level (Breen 1997). For educational enrolment of girls,

education of the mother might be especially important. Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits 2006).

2.5.2.6 Lack of parents' Awareness regarding the Benefit of Education

It is apparent that children's school participation depends, to a large extent, on the parental decision making, which is the most influential factor in sustaining preschool participation at upper-preprimary levels. However, many parents, particularly those who live in rural Ethiopia, do not have the proper knowledge regarding the benefit of education due to the fact that they are illiterate. This remains one of the greatest barriers to children's education in Ethiopia. In particular, mothers' illiteracy or low educational level plays a major role in the high children's dropout rate or in the fact that some never join school.

Another issue related to the high risk of children dropping out of preschool is the lack of parental support to their children, i.e., parents do not provide emotional, social and economic support for their children to enroll and stay in preschool. Parental support for schooling is an important factor in ensuring that the necessary environment for preschool participation is sustained. A key enabling factor to preschool participation is the link between parental perception of the benefits and outcomes of schooling and their desire to keep children in school. Parents who do not see the immediate and long-term benefits of sending their children to school because they expect poor quality education and/or because children do not meet the social and economic success marker in the community are unlikely to continue to invest on education. Therefore, a misconception of parents regarding education is amongst the barriers for the enrolment of children in preschools.

2.5.2.7 The preschool Environment and Parents' communication

The preschool climate is also one of the factors that affect parents' participation. Communication knowledge, meeting preference, time, personal affairs, economic problems (Cock Burn, 2004), parents and teachers' attribution are also other constraints. Parents beliefs about what is important, necessary and permissible for them to do with and on behalf of their children; The extent to which parents believe that they can have a positive influence on their children's education; and Parents' perceptions that their children and school want them to be involve.

Parent preschools communication facilitates children's skills and knowledge development. A child's first experiences in school are often parents' first experiences as critical stakeholders in their child's formal schooling. Parent school relationship during preschool may also allow parents to develop skills in working collaboratively with school personnel. Parent involvement may be particularly important for children from low-income families. The preschool years are therefore an optimal time to establish good communication between to familiarize parents of children at-risk for academic difficulties with the skills children need to acquire prior to entering elementary school (File, & Juan, (2010). The social development of a child is influenced by parental. So, effective communication between parents and school is vital on the child's social development as his or her parents directly correlates with the relationships and social behavior the child will have throughout life.

The relationship between parents and their child will also influence different aspects of his or her social development. For example, when a child is very young, the child will look to parents to see how to respond to ambiguous situations as a form of social referencing. In this manner, the child learns proper social behavior from imitating the behavior of the parents specifically; a child will learn how to address conflict from the influence of his or her parents.

Throughout each form of psychosocial development, parents play a vital role in the positive development of their child. Parents who influence the development of their child in a positive manner tend to have particular qualities and characteristics. These parents tend to be responsive, demanding, accepting and emphasize discussion and interaction (Collins., 2000) It is evident that parents greatly influence the development of their child. In the emotional sense, a positive parental influence can help a child establish a healthy personality and reach identity achievement. Parents also aid in the development of their child's moral reasoning and judgment skills through supportive discussions and conversations.

Lastly, a close, secure relationship between the child and his or her parents influences the social behavior of the child in the future. The environmental aspect of development is especially important in the psychosocial development of a child (Collin. 2000). Scholars suggest that parents' involvement in children's education may come through their participation in both home and school activities and that such parental involvement enhances children's educational achievement. It has been suggested that families that have both parents

undertaking the role as disciplinarian and authoritarian and are more involved with the family have children with higher academic achievement (Walker, 2004).

2.6 Teachers Attitudes towards Early Childhood Care and Education Programme

Attitude has been variously defined by many scholars. For instance Okwilagwe (2002) describes attitude as a moderately intense emotion that predisposes an individual to respond consistently in a favorable manner when confronted with a particular object. He further asserted that a positive attitude is likely to engender achievement of a goal or objective than a negative attitude. The possession of positive attitude by a teacher is a crucial in the life of that teacher. Attitude whether conceived as a process or a product of learning has been found by some researchers to significantly influence achievement or performance in various subjects and even workers (teachers) productivity on the job. (Kalu and Ekwueme, 2003). The general contention from these various studies seem to suggest that favorable attitudes are important determinants of achievement in various disciplines.

From the foregoing therefore, it is very important to determine the attitude of teachers of Early Childhood Care, and Education, who are major stakeholders in educational setting and policy implementation with regard to Early Childhood Care, and Education. The fundamental question is how ready are the ECCE teachers to properly and effectively manage the ECCE centers?

According to the World Bank (2002), low education and literacy levels, lack of awareness about the capabilities of technology and the absence of skills to develop and use technological gadgets represents significant obstacles to teachers. These obstacles outlined by World Bank report are also applicable to the cause of negative attitude of ECCE teachers towards ECCE programme.

2.6.1 Role of Teachers Encouraging Parents' attitudes in ECCE Program

The teacher should take different roles in the school in order to achieve the objectives of the school. Among the major roles of the teacher in an early childhood education are facilitation, participant in activities with children, communicator of parents, and encourager of all children .The teacher also needs to “engage in activities with children” rather than presenting how something should or must be done. Teacher as “communicator of parents” is the most important role of teachers in order to get the confidence and the support of parents (Miller, 1996,).

Another important role of the teachers is managing the environment in early childhood setting. Management in early education is a direct result of understanding child development, establishing a philosophy, and determining goals and objectives. Gordon and Williams Browne as cited in Jackman (2001) stated the teacher's role as a supervisor and manager includes being responsible for setting up and maintaining a safe, developmentally appropriate environment, observing and listening to the children, on the-spot training for aides and volunteers, and communicating with parents. The teacher should set clear, consistent, and fair limits for classroom and playground behavior, guide younger children toward appropriate ways to relate to others and to function in a group environment.

2.6.2 Preschool teachers' knowledge, Qualification and attitudes toward ECCE program.

Quality in the early-childhood field requires adequate training and fair working conditions. In particular, staff who have more formal education and more specialized early-childhood training provide more stimulating, warm and supportive interactions with children. So that, the preschools without trained teachers cannot do their job effectively, because teachers play a pivotal role in educational provision and thus significantly affect education quality. The trained teachers have the personal characteristics academic qualifications, pedagogical training, content knowledge, ability and teaching experience.

Higher levels of initial training correlate positively with the higher quality of ECEC as well as with better developmental outcomes for children. The importance of teachers' knowledge of the curriculum, as well as their knowledge and understanding of child development is necessary for quality preschool education. ESDPV(MoE,2015:19). Teacher have a detailed understanding of the nature and characteristics of the appropriate teaching learning methods of skills to be used in conjunction with curricular materials.

Because it is a teacher who is the ultimate implementer of the circular materials also to a certain extent some decisions may be determined for teachers by official syllabi, students text books or teachers guide.

In Ethiopia ,The Strategic Operational Plan and Guidelines for ECCE (2010) clearly puts teachers of preschools should hold a 10-month preschool teacher training course certificate from the Teacher Education Institute, or have attended a 2-month course to upgrade their skills and knowledge, especially in the field of "active learning of young children" (p. 56). Teaching

methodology in these schools necessitates child-centered approach with the children actively involved in the learning process.

2.7. Parent teacher relationship and its importance

Parents are the child's first and most important teachers. Engaging families impacts not only the life paths of the children and families, but also the well-functioning of early childhood centers. Family engagement is usually considered in terms of negotiating conflicts between home and school; frequent two-way communication; parents' participation in program decisions about their own children's care and education; the sensitivity of educators as they respond to parental choices and goals; sharing of information; engaging parents in the planning for their own children; and linking families to services (Ben-Avie, 2010,).

Hence, there should be strong partnership between early childhood practitioners and the parents for the greater benefits of the child (Davis, 2008, p.6). According to Jackman (2001) teachers have responsibility to keep the lines of communication open to families. It is also the family's responsibility to be involved with their child's teacher and school (P.77-78).

However the relationship might not always be positive due to various factors. in Miller (1996) review effective techniques for involving "difficult" parents who exhibit any of the following behaviors: antagonism; "know-it-all" manner; frequent complaints, negative behavior; shy or unresponsive behavior; and illiterate behavior. They pointed out that "developing an authentic relationship with each parent" goes a long way to ease difficulties (p.351). Jackman (2001) provided some suggestions for communicating with parents in an institutional setting. These include providing daily or weekly children report, call for parent meetings, encourage parents to share with you what they know about their children, visit the classroom, conduct parent-teacher conferences that focus on the accomplishments and needs of the individual child, provide multilingual written communications as needed, and provide opportunities for parents volunteer.

CHAPTER THREE : RESEARCH METHODOLOGY

This chapter contains the research design, the population, sample size and sampling techniques, instruments of data collection, the procedures of data collection and the method of data analysis were considered.

3.1. Research Design

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). To realize this purpose, the researcher was employed both quantitative and qualitative methods.

This method involves the gathering of both numeric information as well as qualitative information though the strategies of data inquiry are quite different but the final database represents both quantitative (for objective question) and qualitative (subjective question) data (Creswell, 2003). To accomplish this study, the research methods were both quantitative and qualitative approaches with more emphasis on quantitative approach as the leading methods. Quantitative approach emphasized because assessing the Parents and Teachers' Attitude towards Early Childhood Care and Education can be better understood by collecting large quantitative data's. Furthermore, the qualitative approach employed and incorporated in the study, this helps to validate and triangulate the quantitative data as a supplementary to the study with the information was gained by open-ended questions and semi-structured interview.

3.2. Population, Sample and Sampling Techniques

West wollega zone have 62 preschools which are distributed over 21 Woreda and 3 urban administrations. Among these preschools, ten preschools were selected from four woredas of the zone by simple random sampling method. Thus, the target population of the study was all these preschool teachers and parents which consist of a total of 118 teachers; out of which 32 and 86 are male and females respectively.

It also consists of 6950 children's in preschools which are 3543 male and 3407 females respectively in zonal level. It was impractical and unmanageable to include all these preschools teachers and parents in the study; it is attempted to come up with a representative sample. From Boji chekorsa woreda two preschools, from Boji Dirmaji (two preschools), Nedjo woreda (three preschools), and Gimbi woreda (three preschools) was selected and include in the study by random sampling technique. The reason for using this sampling

technique was to give equal chances for all preschools under the study. From each sample preschools all parents are selected based on their availability by sampling technique.

The numbers of male and female teachers in the sample preschools are not proportional. However, to make the sample population more representative, 9 male and 31 female teachers are from the sample preschools were selected. This is done because of the manageability of the number of the sample. The number of male and female teachers varies from preschool to preschool. Thus, the stratified sampling techniques (proportional sampling) were employed. Finally, male/female teachers are selected from each stratum by random sampling techniques. This technique is useful, because it gives a chance for each male/female participant.

Table 1: Summary of Population and Sampling preschools and Respondents

Woreda	Pre Schools	Category of Respondents											
		Parents						Teachers					
		Population			Sample			Population			Sample		
		M	F	T	M	F	T	M	F	T	M	F	T
B/Chekorsa	Yeroo Waliin	113	7	120	3	1	4	1	3	4	1	3	4
	Jalalle muklemi	73	16	89	1	0	1	1	2	3	1	2	3
B/Dirm	Ebenezer	155	6	161	2	0	2	1	4	5	1	4	5
	Bila EECMY	230	13	243	4	2	6	2	4	6	1	3	4
Nedjo	Beekaa	73	16	89	2	1	3	0	2	2	0	2	2
	Abdisa Aga	186	9	195	3	1	4	1	3	4	1	3	4
	Nedjo EECMY	152	11	163	2	0	2	1	3	4	1	2	3
Gimbi	Adventist	287	42	329	4	0	4	1	6	7	1	6	7
	Abdi dhalota	169	5	174	1	1	2	0	3	3	0	3	3
	Gimbi kg	108	12	120	1	1	2	2	5	7	2	5	7
	Total	1546	137	1683	23	7	30	10	35	45	9	31	40

3.4 Source of data

In order to strengthen the findings of the research, the relevant data for the study was primary data sources. Primary data was employed to obtain reliable information about attitude of parents and teachers“ towards early childhood care and education centers case study of selected preschools in West Wollega Zone, Oromia region. The major sources of primary data were teachers and parents in the selected preschools.

3.5 Instrument of Data Collection

The data gathering instruments to be employed for this study were questionnaire and interview.

3.5.1 Questionnaire

Before developing the questionnaire, relevant and related literature were thoroughly examined. Based on the information obtained from the literature, questions having close ended with limited number of open ended items were prepared. Two types of questionnaire were prepared to be filled out by teachers and parents. The questionnaires were constructed in English and translated in to Afan Oromo.

The questionnaire was set and distributed 30 parents and 40 teachers of respondents“ from the selected school at the study area. One hundred copies of questionnaires were prepared and distributed to teachers and parents in the sample population. The questionnaires for them were open and close ended questions that include degree of agreement.

Close ended items were presented in as Likert or rating scale type because of its suitability for large scale survey as they are quick for respondents to answer, easy to analyze using statistical techniques and could enable comparison to be made across groups. Open ended questions enable to give a free response in a continuous text. Open ended is also more appropriate to elicit sensitive information (Somech and Lewin, 2005). The questionnaire consists of four parts and 30 items:

1. The first part of the questionnaire was designed to collect information on Demographic characteristics of respondents, like sex, age, academic qualification, job, service years and religion. The purpose of these variables is to get some basic background information pertaining to the sample population with the assumption that it might have some kind of relationship with their attitudes on children education in ECCE centers

2. The second part of the questionnaire were meant to elicit the degree of parents' and teachers' attitude and involvement in ECCE centers.
3. The third part of the questionnaire was designed to collect information on areas of parents and teachers attitude toward ECCE centers.
4. Part four has identified the factors affecting parents' and teachers' attitude in ECCE centers. Respondents were asked to indicate their degree of agreement using a five point Likert scale ranging from 1 to 5 (where 1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree). In addition, open-ended questionnaire were used.

3.5.2. Interview

Interview is another data gathering instrument which was used in this study to collect the necessary data. The reason why the researcher chose this tool is that, first, as indicated earlier, the study is descriptive, in which interview can be employed for securing relevant data. Second, it is an effective qualitative method for getting people to talk about their personal feelings, opinion and experiences in face to face contact (Koharti, 2007).

Thus, an interview was used for gathering information. The researcher was planned to use to obtain responses that strengthen what has been done so far and to collect complex information. Therefore, to collect data from the school parent and teachers structured interview was used. The interview was conducted on the assessment of parents and teachers' attitude towards early childhood care and education program case study of selected preschools parents' and teachers were interviewed. The focus of the interview was to obtain information that was related to factors affecting preschool parents' attitude toward ECCE program.

3.6. Method of Data Analysis

Data collected from both primary and secondary sources were analyzed, summarized and presented by using both quantifier and qualifier method of data analysis. Quantitative data which were collected through questionnaires were analyzed and interpreted by descriptive statistics by mean and standard deviation. Furthermore, the researcher also applies the more advanced statistical analysis of computer program (SPSS software) and Microsoft excel 2007 version 20 for quantitative analysis. On the other hand, the data which were collected through Key Informant interview and observation were analyzed and organized qualitatively. The collected data were processed and organized using tables. Finally the findings were discussed with relevant literature and conclusions were made

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter treats the description of the sample population, analysis and interpretation of the data based on the information obtained from the questionnaires, Interviews and document analysis. It consisted of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part dealt with the analysis and interpretation of the main data from questionnaire, interview and document analysis. The purpose of this data was to explore the assessment of parents and teachers' attitude towards early childhood care and education program case study of selected preschools in west wollega zone, Oromia region.

4.1 Demographic Information of the Respondents

4.1.1 Parents Demographic Information of the Respondents

Since parents and teachers' attitude towards early childhood care and education program were highly influenced with different background characteristics of children's family such as education, job, age and sex, in this study the researcher tried to constitute different sample parent with various socio economic and demographic characteristics.

Therefore, the major respondent categories, more male respondents were sampled than their female counterparts. However, this was not purposively done, but it was done due to the convenience sampling procedure that was adopted in this study. For different reasons, male respondents were more accessible and willing to give information as compared to the female who always seemed to be busy doing their own work.

From the identification data, it was also discovered that 23(76.6) of the respondents were actually male respondents, from all categories of respondents, i.e. residents, traders, trade vendors and others. Only 7 respondents (23.3%) of the respondents were female.

On the age of the respondents: The majority of the respondents 12(40%) are between the age category of 36-45 and this makes our respondents and data reliable. The age category 46-55 is also 9(30%) equally matured enough and the data generated by these group respondents is also reliable. Furthermore, the data generated from the age group of 26-35 which is 4 respondents out of 30 shown. In general, very much reliable data was generated from all age categories.

As educational level increases the awareness and knowledge early childhood care and its socio- environmental Implications were increase. Only 2(6.7%) respondents are non-educated. The majority of the respondents 9(30) are degree grades and 8(26.7%) diploma. MA holders are 3(10%) with primary educated. the rest respondents 5(16.7%) secondary learner. The analysis shows that less educated people are less aware of the childhood care and its educational program. Of course, the respondents were capable enough to respond to all the questions forwarded to them. From the identification data of respondents concerning religion; the majority of respondents are protestant followed orthodox 18(60%), orthodox 9(30%) and Muslim 3(10%) respectively. Respondents should be matured enough to analyze and give response to each and every questions forwarded to them.

Table 2: Background Information about the parent Respondents

Sex	Category	No	%
	Male		23
Female		7	23.3
Age	<25	1	3.3
	26-35	4	13.3
	36-45	12	40.0
	46-55	9	30.0
	>55	4	13.3
Education	Illiterate	2	6.7
	Primary	3	10.0
	Secondary	5	16.7
	Diploma	8	26.7
	Degree	9	30.0
	MA	3	10.0
Job	Farmers	7	23.3
	Merchant	5	16.7
	Government	16	53.3
	Private	2	6.7
Religion	Protestant	18	60.0
	Orthodox	9	30.0
	Muslim	3	10.0

4.1.2. Teachers Demographic Information of the Respondents

Regarding to sex teachers as it can be seen from the table; only 9 males were teaching in the sampling area and 31 female teachers. This means only 22.5% was males out of the total teachers in the sample schools implying low involvements of males in teaching preschools at the study area. In terms of age the largest numbers of teachers (20%) were teachers with 26-

35 years aged. Only 2% of the teachers in the sample schools were 46-55 years old. This imply that majority of the preschool teachers were elder and moderate aged teachers.

The data also revealed that the number of degree holders was low (only 10%). The majority of the teachers (55%) are diploma holders. There are also ECCE holders (22.5%) and 10th complete (12.5%) teachers in the sample schools. Concerning experience; most of the teachers respondents or 18(45%) had 1-5 years experiences and the next high populated experienced teachers were 12(30%) was 6-11. The least number of the respondent teacher, 2(5%) was those of 16-20 years work experienced teacher. This implied that the number of more experienced teachers were very low in number.

Table 3: Background Information about the teachers Respondents

Personal variable	Category	Fr	%
Sex	Male	9	22.5
	Female	31	77.5
	Total	40	100.0
Age	<25	7	17.5
	26-35	20	50.0
	36-45	11	27.5
	46-55	2	5.0
	Total	40	100.0
Educational level	10 th complete	5	12.5
	ECCE	9	22.5
	Diploma	22	55.0
	Degree	4	10.0
	Total	40	100.0
Years of work experience	1-5	18	45.0
	6-11	12	30.0
	11-15	4	10.0
	16-20	2	5.0
	>20	4	10.0
	Total	40	100.0

4.2. The extent of preschool parents' attitudes toward ECCE program

Table 4: Parents response on the preschool parents' attitudes toward ECCE program

No	Items	Options										Mean	SD
		Very low		Low		Medium		high		very high			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	Every parent in the preschools is aware of the importance of ECCE programme.	17	56.7	5	16.7	3	10.0	3	10.0	2	6.7	1.93	1.311
2	Parents in the zone always enroll their children in to the ECCE programme	12	40.0	5	16.7	5	16.7	5	16.7	3	10.0	2.40	1.429
3	Parents, whose children are not enroll into ECCE programme are always encouraged by preschool principal to send their children	11	36.7	7	23.3	5	16.7	3	10.0	4	13.3	2.40	1.429
4	Parents' current practice of participation in ECCE program	10	33.3	7	23.3	6	20.0	4	13.3	3	10.0	2.47	1.306
5	Parents' attitude on Preschool education will help their child for his all-round development.	15	50.0	5	16.7	3	10.0	3	10.0	4	13.3	2.20	1.495
6	Parental level of support programme in the zone is very encouraging	10	33.3	7	23.3	6	20.0	4	13.3	3	10.0	2.43	1.357
7	Parental attitude towards ECCE programme in the zone can be described as good work.	11	36.7	6	20.0	8	26.7	3	10.0	2	6.7	2.30	1.264
8	Parents are interested in teaching children at early age	13	43.3	5	16.7	5	16.7	4	13.3	3	10.0	2.30	1.41
9	Parents think that their child learns important life skills at preschool centers.	10	33.3	8	26.7	6	20.0	3	10.0	3	10.0	2.37	1.326
10	Parents send their child to preschool every day and discourage absence even for a day.	12	40.0	7	23.3	6	20.0	4	13.3	1	3.3	2.17	1.206
11	Parents think the importance of preschool Education will help your child for future opportunities and challenges in life.	12	40.0	7	23.3	4	13.3	5	16.7	2	6.7	2.27	1.337
Grand Total											2.29	1.383	

The above table deals with the extent of preschool parents' attitudes toward ECCE program. In order to develop the understanding of preschool parents' attitudes toward ECCE program and to improving early childhood care and education program, in item of the above table, the respondents were asked to give their opinion about every parent in the preschools is aware of the importance of ECCE program. Accordingly, 17(56.7%), 5(16.7%), small number of the 3(10%) of respondents replied that different strategies which was used to ensure students engagement is very low, low and medium respectively. On the other hand, 3(10%), and 2(6.7%) of the respondents responded that the parent in the preschools is aware of the importance of ECCE program is low and very low respectively. The mean score of the item is 1.93, which shows low levels of parent in the preschools is aware of the importance of ECCE program. Thus, one can learn that parent in the preschools awareness of the importance of ECCE program were insufficient in West Wollega Zone. In item 2 of table one above, the respondents were asked to give their suggestion for the parents in the zone always enroll their children in to the ECCE program.

Accordingly, 12(40%), 5(16.7%), small number of them 5(16.7%) of respondents replied that the extent parents in the zone always enroll their children in to the ECCE program is very high, high and medium respectively. On the other hand 5(16.7%) and 3(10%) respondent replied low and very low. The mean of the item is 2.40. This indicates that the extent to which parents in the zone always enroll their children in to the ECCE program is in low level.

In item 3 of the same table, the respondents were asked to rate the extent to which parent, whose children are not enroll into ECCE program are always encouraged by preschool principal to send their children. Accordingly, 11(36.7%), 7 (23.3%) the small number of them 5 (16.7%) is very low, low and medium respectively. On the other hand, 3(10%), 4 (13.3%) of respondents replied high and very high respectively. The mean score of the responses is 2.40 which are in the scope of low level of participation. This implies which parent, whose children are not enroll into ECCE program are always encouraged by preschool principal to send their children were low at the parent level.

In item 4 of the above table respondents were asked to rate current practice of parents' participation in ECCE program. In this respect, few number of respondents 10(33.3%), replied very low and 7(23.3%), 6 (20%) of respondents replied that the extent to which parents' participation in ECCE program were high and very high respectively. The mean score of this response is 2.47, which are in the scope of low level. This implies that the extent to parents' participation in ECCE program is low in parent level.

Regarding item 5 of the table above, respondents were asked to answer the extent to which the Parents' attitude on Preschool education will help their child for his all-round development. Accordingly, almost half number of respondents 15(50%), 5(16.7%), and 3(10%) of respondents answered that the Parents' attitude on Preschool education will help their child for his all-round development was very low, low, and medium respectively. In addition, 3(10%), and 4(13.3%) responded that which Parents' attitude on Preschool education will help their child for his all-round development was high the extent to and very low respectively. In the same way the mean score 2.20 which was low level of the parents' attitude on Preschool education.

Regarding item 6 of the table above, respondents were asked to give their opinion on the parental level of support of the ECCE program in the zone is very encouraging. Accordingly, 10(33.3%), 7(23.3%), and 6(20%) of respondent reacted that the extent of the parental level of support of the ECCE program in the zone was very low, low, and medium respectively. On the other hand, very few respondents 4(13.3%) replied that the extent of the parental level of support of the ECCE program in the zone was low and 3(10%) respondent replied very high. The mean score of the item is 2.43, which are in the scope of low level. From the data results, it could learn that the parental level of support of the ECCE program in the zone was highly affected childhood care.

In the next item of the same table above, the respondents were asked to rate the extent of Parental attitude towards ECCE program in the zone can be described as good work. Accordingly, 11(36.7%), and 6(20%) of respondents rated the extent of Parental attitude towards ECCE program in the zone can be described as good work is very low, and low respectively. On the other hand, the half of them 8(26.7%), 3(10%), replied that the extent of Parental attitude towards ECCE program in the zone can be described as good work affect ECCE program is high and very high respectively. The mean of the item is 2.30 which are in the range of low level. From the data it can be said that the participation of parents on ECCE program is low in West Wollega Zone. The data also indicates that the cumulative mean score on the „parents' attitudes is 2.29 and the standard deviation is 1.38 which the score had moderate value. This implied that parents' attitudes had moderate on process in parents' attitudes. Nevertheless, the parents' attitudes is not satisfactory because the mean score is only slightly moderate value toward ECCE program.

4.3. The extent of preschool teachers attitudes toward ECCE program

Table 5: The extent of preschool Teachers attitudes toward ECCE program

No	Items	Options										Mean	SD
		Very low		Low		Medium		high		very high			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	ECCE teachers/caregivers in the preschool are dedicated to their duties	18	45.0	8	20.0	7	17.5	4	10.0	3	7.5	2.15	1.312
2	ECCE teachers/caregivers in the preschool are punctual to preschool.	21	52.5	6	15.0	7	17.5	4	10.0	2	5.0	2.00	1.261
3	ECCE teachers/caregivers in the preschool are good facilitators of children.	20	50.0	12	30.0			5	12.5	3	7.5	2.28	1.396
4	ECCE teachers/caregivers in the preschool interest in their profession.	20	50.0	3	7.5	13	32.5	3	7.5	1	2.5	2.05	1.176
5	ECCE teachers/caregivers in the preschool are fully committed to the development of the programme.	15	37.5	10	25.0	8	20.0	4	10.0	3	7.5	2.25	1.276
6	Teachers/caregivers attitude towards ECCE programme in the preschool can be described as very encouraging.	16	40.0	4	10.0	10	25.0	6	15.0	4	10.0	2.45	1.413
7	Preschool teacher's skills Concerning Specifying the learning objectives of ECCE program.	20	50.0	3	7.5	9	22.5	4	10.0	4	10.0	2.23	1.423
8	Preschool teacher's skills on the content and teaching methodologies of ECCE program.	16	40.0	13	32.5	6	15.0	2	5.0	2	5.0	2.00	1.124
9	Developing procedures for assessing student achievement	14	35.0	10	25.0	8	20.0	3	7.5	5	12.5	2.38	1.372
10	Preschool teacher's knowledge toward ECCE policy and curriculum design.	18	45.0	9	22.5			7	17.5	6	15.0	2.18	1.412
11	Communication between parents and teachers in preschool.	16	40.0	9	22.5	7	17.5	6	15.0	2	5.0	2.22	1.271
Grand mean											2.55	1.361	

The above table 3 deals with the opinion of respondents on the extent of teachers' skills and knowledge affects classroom management. In item 1 of the above table respondents were asked to rate the extent to which ECCE teachers/caregivers in the preschool are dedicated to their duties.

Accordingly, majority 18(45%) and 8(20%) respondents replied that the effect of ECCE teachers/caregivers in the preschool are dedicated to their duties was very high and high respectively. On the other hand, 7(17.5%) and 4(10%) of them responded that the effect of ECCE teachers/caregivers in the preschool are dedicated to their duties was medium and low respectively. The mean score of these responses is 2.15. This indicates that the effect of ECCE teachers/caregivers in the preschool are dedicated to their duties was in low level at preschool West Wollega Zone.

Regarding item 2 of the same table, the respondents were asked to give their opinion about the extent to what ECCE teachers/caregivers in the preschool are good facilitators of children. Accordingly, half number of them were responded 20(50%) and the 12(30%) respondents replied that ECCE teachers/caregivers in the preschool are good facilitators of children was very low and low respectively which have the same idea with third item.

On the other hand, small number of them 5(12.5%), and 3(7.5%) of the respondents responded that ECCE teachers/caregivers in the preschool are good facilitators of children high and very high respectively. The mean score of the item is 2.28, which show low level of ECCE teachers/caregivers in the preschool are good facilitators of children. Thus, one can understand that ECCE teachers/caregivers in the preschool are good facilitators of children were in low level

In item 4 of table above, the respondents were asked to give their suggestion for the extent to which ECCE teachers/caregivers in the preschool interest in their profession. Accordingly, 20 (50%) and 3(7.5) of respondents replied that the ECCE teachers/caregivers in the preschool interest in their profession was very low and low respectively. On the other hand 13(32.5%) of them doesn't responded on the ECCE teachers/caregivers in the preschool interest in their profession. Furthermore, the mean of the item is 2.05. This indicates that the knowledge of the teachers or caregivers on in the preschool interest in their profession is in low level.

In item 6 of the same table, the respondents were asked to rate the extent to which teachers/caregivers attitude towards ECCE program in the preschool can be described as very encouraging. Accordingly, 16(40%) and 4 (10%) of respondents responded that teachers/caregivers attitude towards ECCE program in the preschool can be described as very encouraging was very low and low respectively. On the other hand, the minority 6(15) and 4(10%) of the respondents replied that teachers/caregivers attitude towards ECCE program in

the preschool can be described as very encouraging high and very high respectively. The mean score of the responses is 2.45 which are in the scope of low level of participation. This implies that the extent to which teachers/caregivers attitude towards ECCE program in the preschool can be described as very encouraging in ECCE was low at the preschools level.

In item 7 which has the same idea with item 8 &10 of the above table respondents were asked to rate the extent to which Preschool teacher's skills concerning Specifying the learning objectives of ECCE program. In this respect, almost half of respondents 20(50%) and 3(7.5%) the extent to which Preschool teacher's skills Concerning Specifying the learning objectives of ECCE program is very low and low respectively. On the other hand, 4 (10%) them gave their ideas high and very high respectively.

The mean score of the respondents idea was 2.23, for item 8 which says Preschool teacher's skills on the content and teaching methodologies of ECCE program 2.00 of the mean value which indicate low expectation from them and item 10 Preschool teacher's knowledge toward ECCE policy and curriculum design mean score was 2.18 which are in the scope of low level of involvement. This implies that the extent to which ECCE program was at low level at the study area. Therefore, teachers must improve their knowledge through experience sharing in addition to up grading. Otherwise, the ECCE program was not appropriately practiced and also delivering quality education cannot be fulfilled. The data also indicates that the cumulative mean score on the „process“ is 3.1 and the standard deviation is 2.55 which the score had moderate value. This implied that parent's attitude had moderate on process in ECCE program. Nevertheless, the performance is not satisfactory because the mean score is only slightly moderate value.

4.4 Factors Affecting preschool parents' attitude toward ECCE program

Table 6: parent responses on factors affecting preschool parents' attitude toward ECCE program

No	Items	Options												Mean	SD
		Strongly disagree		Disagree		Undecided		agree		Strongly disagree					
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
1	Parents low level of academic back ground.	2	6.7	4	13.3	5	16.7	13	43.3	6	20.0	3.57	1.165		
2	Lack of communication between preschools and parents.	2	6.7	2	6.7	7	23.3	13	43.3	6	20.0	3.63	1.098		
3	Because of socio economic problem low motivation by parents in preschool education.	5	16.7	2	6.7	6	20.0	9	30.0	8	26.7	3.43	1.406		
4	Lack of available resource in preschools.	6	20.0	2	6.7	6	20.0	8	26.7	8	26.7	3.33	1.470		
5	Low awareness toward ECCE program in the zone.	4	13.3	22	73.3	---	---	---	---	4	13.3	3.73	1.143		
6	Lack of encouraging parents in preschools education.	4	13.3	19	63.3	---	---	---	---	7	23.3	3.83	1.206		
7	Parents' dropout their children in preschool during coffee harvesting season	4	13.3	18	60.0	---	---	---	-	8	26.7	3.87	1.224		
Grand mean												3.58	1.329		

In the above table 4 of item 1, the respondents were asked to give their opinion that the extent to which Parents low level of academic back ground. Accordingly, 2(6.7%), 4(13.3%), and 5(16.7%) of respondents replied that the extent of Parents academic back ground affects childhood care is very low. On the other hand, half number of the respondents 13(43.3%) replied disagree, and 6(20%) of respondents replied that the Parents low level of academic back ground affects childhood care was high. The mean value of the item is 3.57 which are in the range of high level of low academic background. Thus, it can be said that Parents academic back ground affects childhood care in each Schools of West Wollega zone.

In item 2 of the above table, respondents were asked to give their suggestions that the extent to which Lack of communication between preschools and parents. Accordingly, 2(6.7%) was strongly disagree and disagree respectively while 7(23.3%) of respondents replied undecided. Furthermore, half number of them were replied 13(43.3%) and 6(20) of respondents responded that the extent to which Lack of communication between preschools and parents were agree and strongly agree respectively. The mean value of this item is 3.63 which was found in the range of high. This indicates that the Lack of communication between preschools and parents were not suitable for childhood care in West Wollega zone.

Regarding item 3 of the same table, respondents were asked to rate the extent to which Because of socio economic problem low motivation by parents in preschool education. 5(16.7%), 2(6.7%) and 6(20) of respondents rated on the question Because of socio economic problem low motivation by parents in preschool education strongly disagree, disagree and undecided respectively. On the other hand, the respondents gave their ideas 9(33%), 8(26.7%), replied that on the socio economic problem low motivation by parents in preschool education gave their ideas agree and strongly agree respectively. In the same way, the mean score of the item is 3.43 which are in the scope of high level of supporting because of socio economic problem low motivation by parents in preschool education.

In item 4 of the above table, the respondents were asked to rate their ideas on the question Lack of available resource in preschools.. Accordingly, 6(20%), 2(6.7%) and 6(20%)of respondents replied the Lack of available resource in preschools was very strongly disagree, disagree, and undecided respectively. On the other hand, 8(26.7%) replied that Lack of available resource in preschools agree and strongly agree. The mean value of this item is 3.33 which are in the range of high. This indicates that the Lack of available resource in preschools was insufficient.

Regarding item 5 of the above table respondents were asked Low awareness toward ECCE program in the zone. Accordingly, 4 (13.3) and majority of them 22(72.3%) replied their ideas strongly disagree and disagree respectively. 4(13.3%) of respondents replied strongly agree no one says undecided. The mean value of this item is 3.73 which was in the range of high. This indicates that there is low awareness toward ECCE program in the zone.

In the above table of the item 6 the respondents were asked to give their opinion Lack of encouraging parents in preschools education. Accordingly, 4(13.3%), and 19 (63.3%), of

respondents replied strongly disagree and disagree on the lack of encouraging parents in preschools education respectively. On the other hand, smaller number 7 (23.3%) of respondents replied strongly agree. The mean value of the item is 3.83 which are in the range of moderate level of lack of encouraging parents in preschools education. Thus, it can be said that the knowledge of parents to ensure encouraging parents in preschools education was the range of high level in Zone. The scores of the rest items are nearer to each other's and less than the score values. Just as it can be seen from the table, the cumulative mean score is 3.53. This implied that parents attitude toward had moderate frequency on practicing ECCE program.

4.5 Factors Affecting preschool teachers attitude toward ECCE program

Table 7: Factors affecting preschool teachers' attitude toward ECCE program

No	Items	Options												Mean	SD
		Strongly disagree		Disagree		undecided		agree		Strongly agree					
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
1	Teachers/caregivers low level of willingness	3	7.5	5	12.5	9	22.5	8	20.0	15	37.5	3.68	1.309		
2	Lack of positive relationship between teachers and parents	8	20.0	5	12.5	5	12.5	14	35.0	8	20.0	3.37	1.564		
3	Lack of motivation by parents in preschool education.	7	17.5	7	17.5	5	12.5	7	17.5	14	35.0	3.35	1.545		
4	Lack of adequate salary for preschools' teachers.	11	27.5	9	22.5			6	15.0	14	35.0	3.08	1.716		
5	Lack of available resource in preschools.	7	17.5	8	20.0	6	15.0	5	12.5	14	35.0	3.27	1.552		
6	Lack of adequate training for ECCE program in the zone.	8	20.0	6	15.0	7	17.5	4	10.0	15	37.5	3.30	1.588		
7	Lack of providing support and encouraging preschools teachers.	10	25.0	5	12.5	4	10.0	7	17.5	14	35.0	3.25	1.645		
8	There isn't Parents pressure on their preschool activity.	11	27.5	6	15.0	3	7.5	6	15.0	14	35.0	3.15	1.688		
Grand mean												2.44	1.583		

Table above item was treated with the intention of assessing the factors affecting preschool teachers' attitude toward ECCE program. Regarding item 1 of table above, respondents were asked to give their opinion that the teachers/caregivers low level of willingness.

Accordingly, small number 3(7.5%), 5 (12.5%), and 9 (22.5%) of respondents reacted that the extent of teachers/caregivers low level of willingness was very low, low, and medium respectively. On the other hand, the half number of respondents 8(20%), and 15 (37.5%) replied that the extent of teachers/caregivers low level of willingness was high and very high respectively. The mean score of the item is 3.68, which are in the scope of high level. From the data results, it could show the teachers/caregivers low level of willingness size is highly affects ECCE.

In item 2 of the table above, the respondents were asked to rate the extent to which Lack of positive relationship between teachers and parents. Accordingly, 8(20%), and 5(12.5%) of respondents rated the extent of teacher on lack of positive relationship between teachers and parents was strongly disagree and disagree respectively. On the other hand, the majority of respondents 14(35.0%) and 8(20%) replied that the extent of teachers on lack of positive relationship between teachers and parents is agree and strongly agree respectively. The mean of the item is 3.37 which are in the range of medium level of activities. From the data it can be said that teacher lack of positive relationship between teachers and parents were insufficient at West Wollega Zone which the same idea with the item listed 2-7 above.

The last item of the same table above, the respondents were asked to rate the extent to which there isn't Parents pressure on their preschool activity. Accordingly, 11(27.5%), 6(15%), a respondents responded that the extent to which Parents pressure on their preschool activity was strongly disagree and disagree respectively. On the contrary, the majority 14(35%), 6(15%) and a few number 3(7.5%) of respondents replied that Parents pressure on their preschool activity was strongly agree, agree and medium respectively. The mean score of this item response is 3.15 which are in the scope of medium level. From this result, it can be learned that Parents pressure on their preschool activity was not as expected level for ECCE. The data also indicates that the cumulative mean score on this 2.44 and the standard deviation is 1.58 which the score had low significant differences among the respondents response. This implied that teacher's attitude had low practice on exercising the ECCE program. Nevertheless, the program is not satisfactory because the mean score is only slightly low value at the study area toward teacher's attitude on ECCE program.

4.6 The relationships between attitudes of parents and teachers in early childhood care and education in selected preschools in West Wollega zone

Table 8: The relationships between attitudes of parents and teachers in early childhood care and education

Correlations			
		Av of parents and teachers attitude	Average of ECCE
Av parents and teachers attitude	Pearson Correlation	1	.580**
	Sig. (2-tailed)		.000
	N	63	63
Av of ECCE	Pearson Correlation	.580**	1
	Sig. (2-tailed)	.000	
	N	63	301

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

This study used pearson product moment correlation to investigate the effect of independent variables on the dependents variable.

The strength of the relationship is indicated by the correlation coefficient and the significance of the relationship is expressed in Correlation (e.g., significant at the 0.01 level (2-tailed)).

According to data in the table 6, there are significant relationships between parents and teachers' attitude and ECCE program, since the correlation coefficient is significant at 0.01 significant levels.

As Evans (1996), the strength of correlation can be described using the guide that the absolute value of r: .00-.19 = "very weak," .20-.39 = "weak", .40-.59 = "moderate", .60-.79 = (strong" and .81-1.0 = "very strong". Therefore the relationship between parents and teachers attitude and ECCE program can be interpreted depending on this guide.

Accordingly it is significant at ($\gamma=.580^{**}$, $p=000N=63$) meaning that there is moderate significant difference in the level of parent and teachers attitude and ECCE program. It can be said that there is moderate correlation between parent and teachers' attitude and ECCE program.

Therefore, the result of this study conducted in this dissertation and the mentioning of the previous researchers, obviously indicated that parents and teachers attitude is positively correlated to ECCE program at the study area.

4.7 Interview Result

The data collected from interview result also revealed that as parent's educational level and socioeconomic status has the potential influence on children education. The interview result also revealed that as the lack of parents' awareness regarding the benefit of education were the major factors at the study area. On the other hand, the interview held with school parent and teachers and CRC supervisors confirmed that the extent to which parents' attitudes toward ECCE program is insufficient. This has negative influence on futurity of students learning and achievement. The data collected through the interview revealed that the extents of preschool parents' attitudes toward ECCE program; they were not volunteer communicating with teachers, participating in academic activities at home, and attending preschool events. Although different activities were done by school teachers, there were a number of problems that faced all sample schools according to the result of the data collected through the interview. On the parental/teachers level of support of the ECCE programme in the zone not encouraging in line with expected purpose. Parental attitude towards ECCE programme in the zone can be described low in West Wollega Zone.

There is lack of communication between preschools and parents were not suitable for childhood care in West Wollega zone. There was lack of available resource in preschools was described from the respondents' idea and low awareness toward ECCE program in the zone.

Moreover, the interview held with educational officials on the knowledge of ECCE was shown insufficient. Improving professional development through up-grading and updating is the best opportunities for teachers to improve the knowledge of the ECCE at the study area the same idea with fifth item.

CHAPTER FIVE:DISCUSSION AND MAJOR FINDINGS

The main concern of this study was conducted to investigate the attitudes of parents and teachers in early childhood care and education in selected preschools in West Wollega zone. There have been inconsistent findings in the studies on how attitudes of parent and teachers had in early childhood care and education. Early Childhood Care and Education has a significant role to play in perpetuating desirable changes in society. Preschool is the Child's first step towards organized care and learning in the larger society. It provides a major influence on the development of Child's intellectual capacities, interpersonal skills, social behavior and personality of children. Early childhood education in its wider sense implies not only an acquisition of knowledge but also the development of abilities, skills and quality of character. Moreover, the interview held with educational officials on the knowledge of ECCE was shown insufficient. Improving professional development through up-grading and updating is the best opportunities for teachers to improve the knowledge of the ECCE at the study area. Evidences also suggest that attention in such teacher learning can impact directly upon improvements in preschool learner and future achievement (Day, 1999).

The mean score of the respondents idea was 2.23, for item which says Preschool teacher's skills on the content and teaching methodologies of ECCE program 2.00 of the mean value which indicate low expectation from them and item 10 Preschool teacher's knowledge toward ECCE policy and curriculum design mean score was 2.18 which are in the scope of low level of involvement. This implies that the extent to which ECCE program was at low level at the study area. Generally, scholars have indicated that Ashwith (1998:20) suggests that teachers must have in depth knowledge for their subject area and must keep up to make that teaching and continuous learning in separable. Therefore, teachers must improve their knowledge through experience sharing in addition to up grading. Otherwise, the ECCE program was not appropriately practiced and also delivering quality education cannot be fulfilled which indicate attitudes of parents and teachers in early childhood care education centers in selected preschools were in sufficient. Parent whose children are not enrolling into ECCE centers are not encouraged in line with expected purpose in regular education. As interview result confirmed us most of them are not get train how to inculcate their children life principles, cultural, and moral values the society. The current practices of parents' participation in ECCE program were low at the study area. Parents' attitudes on Preschool education not help their child for their all-round development.

Parent's education level and socioeconomic status has the potential influence on children education. Both in developed and developing countries, children from families with more socio-economic resources are more often enrolled in school. Therefore, the income of the parents plays a strong determinant of children education. The interview result also revealed that as the lack of parents' awareness regarding the benefit of education were the major factors at the study area.

CHAPTER SIX: SUMMARY CONCLUSION AND RECOMMENDATION

6.1. CONCLUSIONS

Based on the analysis results presented the following discussion and major findings were drowned.

The data was collected from a total of 40 teachers' respondents and 30 parents 70 copies of questionnaires were distributed to them. The return rates of the questionnaires were 100% from teachers and parents. All ECCE preschools programme were selected by purposive sampling technique.

Majority of the parent respondents were male (23/76.7 %/). This implied that there is a great difference between the number of male and female parents. Furthermore, the respondent teachers were male 9/ (22.5) and 31(77.5%) were female.

Regarding to sex of teachers as it can be seen from the table; only 9 males were teaching in the sampling area and majority of them 31 male teachers.

On the age of the parent respondents: The majority of the respondents 12(40%) are between the age category of 36-45 and the majority of the respondents 9(30) are degree holders and 8(26.7%) diploma. In terms of age the largest numbers of teachers (00%) were teachers with 26-35 years aged.

As educational level increases the awareness and knowledge early childhood care and its socio- environmental Implications were increase. Only 2(6.7%) respondents are non-educated. MA holders are 3(10%) with primary educated. the rest respondents 5(16.7%) secondary learner. The analysis shows that less educated people are less aware of the childhood care and its educational program. Of course, the respondents were capable enough to respond to all the questions forwarded to them.

The result of the study indicated that: The role and attitudes of parents and teachers in early childhood care education in selected preschools in West Wollega zone and their awareness on the importance of ECCE programme were insufficient. As the data indicated parents in the zone were not enroll their children in to the ECCE programme. Parent and teachers whose children are not enrolling into ECCE programme are not encouraged in line with expected purpose. The current practices of parents' participation in ECCE program were low at the study area.

Regarding Parents' attitude on Preschool education supportive given from them child for his all-round development answered low level of the parents' attitude on Preschool education. On the parental/teachers level of support of the ECCE programme in the zone not encouraging in line with expected purpose. Parental attitude towards ECCE programme in the zone can be described low in West Wollega Zone. There is lack of communication between preschools and parents were not suitable for childhood care in West Wollega zone.

The study showed that, the association between parents and teachers attitude toward ECCE Centers is a big difference between them. Parents' participation in preschool education is less than teachers.

There was lack of available resource in preschools was described from the respondents' idea and low awareness toward ECCE program in the zone.

Furthermore, there was lack of encouraging parents in preschools education. Thus, it can be said that the knowledge of parents to ensure encouraging parents in preschools education was the range of low level in Zone.

6.2. RECOMMENDATIONS

On the basis of the findings of the study and the conclusions drawn, the following recommendations are made:

- Parental positive attitude towards early childhood education is important as it leads to the development of pre literacy skills. According to them, children must first learn early literacy concepts as it could help them to face the later years with more confidence and ease. They therefore advocate that parents should place the process of educating their toddlers above any other priority by developing positive attitude towards preschool education.
- The teacher take different roles in the school in order to achieve the objectives of the school. Among the major roles of the teacher in an early childhood education are facilitation, participant in activities with children, communicator of parents, and encourager of engagement of all children.
- Concerned bodies provide awareness about the importance of parental attitude in their children's education to parents, teachers, and administrators thereby increasing ECCE program in the zone.
- Educational official should facilitate parent involvement and communication among parents, preschools, and other concerned bodies for the purpose of increasing parents and teachers in early childhood care education in selected preschools in West Wollega zone.

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Part II. The extent of preschool parents attitudes toward ECCE program: The following items are some of the perception areas in which preschool parents expected to be participated in ECCE Program. Please indicate your answer by putting a tick (√) mark in the box given across each statement.

No Items 1 2 3 4 5 Key: Very low = 1 Low = 2 Medium = 3 High =4 Very High=5

S/N	Item	1	2	3	4	5
1	Every parent in the preschools is aware of the importance of ECCE programme.					
2	Parents in the zone always enroll their children in to the ECCE programme.					
3	Parents, whose children are not enroll into ECCE programme are always encouraged by preschool principal to send their children . so					
4	Parents' current practice of participation in ECCE program					
5	Parents attitude on Preschool education will help their child for his all-round development.					
6	Parental level of support of the ECCE programme in the zone is very encouraging					
7	Parental attitude towards ECCE programme in the zone can be described as good work.					
8	Parents are interested in teaching children at early age?					
9	Parents think that their child learns important life skills at preschool centers.					
10	Parents send their child to preschool every day and discourage absence even for a day.					
11	parents think the importance of preschool Education will help your child for future opportunities and challenges in life.					

Part III Factors Affecting preschool parents attitude toward ECCE program. The following factors are expected to hinder parents' attitude toward ECCE program in the zone. Indicate your answer by putting a tick (✓) mark in the box given across each statement. Key: Strongly Disagree= 1 Disagree= 2 Undecided= 3 Agree= 4 Strongly Agree= 5

No	Items	1	2	3	4	5
1	Parents low level of academic back ground.					
2	Lack of communication between preschools and parents .					
3	Because of socio economic problem low motivation by parents in preschool education.					
4	Lack of available resource in preschools.					
5	Low awareness toward ECCE program in the zone.					
6	Lack of encouraging parents in preschools education.					
7	Parents' dropout their children in preschool during coffee harvesting season					

9. If there are any other factors that affect parents' attitude toward ECCE program, please, list them _____

Part IV Interview Guidelines (For Preschools parents only)

Name of the preschool _____

1. Do you have any information about ECCE program ?
2. Do you have enrolled your children in preschool education.
3. To what extent do you know to implement the program in preschool.
4. Do you have participated in preschool program.
5. How do you describe the relationship between preschools and parents.
6. What factors do you think that hindered parents' attitudes?

Part II. The extent of preschool Teachers attitudes toward ECCE program: The following items are some of the perception areas in which preschool teachers expected to be participated in ECCE Program. Please indicate your answer by putting a tick (√) mark in the box given across each statement.

No Items 1 2 3 4 5 Key: Very low = 1 Low = 2 Medium = 3 High =4 Very High=5

No	Items	1	2	3	4	5
1	ECCE teachers/caregivers in the preschool are dedicated to their duties.					
2	ECCE teachers/caregivers in the preschool are punctual to preschool.					
3	ECCE teachers/caregivers in the preschool are good facilitators of children.					
4	ECCE teachers/caregivers in the preschool interest in their profession.					
5	ECCE teachers/caregivers in the preschool are fully committed to the development of the programme.					
6	Teachers/caregivers attitude towards ECCE programme in the preschool can be described as very encouraging.					
7	Preschool teacher's skills Concerning Specifying the learning objectives of ECCE program.					
8	Preschool teacher's skills on the content and teaching methodologies of ECCE program.					
9	Developing procedures for assessing student achievement					
10	Preschool teachers knowledge toward ECCE policy and curriculum design .					
11	Communication between parents and teachers in preschool.					

Part III Factors Affecting preschool teachers attitude toward ECCE program. The following factors are expected to hinder teacher's attitude toward ECCE program in the zone. Indicate your answer by putting a tick (✓) mark in the box given across each statement. Key: Strongly Disagree= 1 Disagree= 2 Undecided= 3 Agree= 4 Strongly Agree= 5

No	Items	1	2	3	4	5
1	Teachers/caregivers low level of willingness					
2	Lack of positive relationship between teachers and parents					
3	Lack of motivation by parents in preschool education.					
	Lack of adequate salary for preschools' teachers .					
5	Lack of available resource in preschools.					
6	Lack of adequate training for ECCE program in the zone.					
7	Lack of providing support and encouraging preschools teachers.					
8	There isn't Parents pressure on their preschool activity.					

9. If there are any other factors that affect teacher's attitude toward ECCE program, please, list them on the space provided below _____

Part IV Interview Guidelines (For Preschools teachers only)

Name of the preschool _____

Name of the preschool teacher _____

1. Do you have any training in ECCE program ?
2. For how long ?
3. To what extent do you know to implement the program in preschool.
4. How do you describe the relationship between preschools teachers and parents.
5. What factors do you think that hindered preschools teachers attitudes?

dhihaatan sirritti dubbisuun deebii keessan kan Sirrii jettan saanduqa isa isa fuula dura jiru keessatti mallattoo(√) kaa'i.

Filannoo 1 2 3 4 5 Jechuun Deebiisi . Hiika : Baay'ee Gad aanaa = 1 gad aanaa = 2 giddu galeessa = 3 olaanaa =4 baay'ee olaanaa =5

T/I	Gaaffilee	1	2	3	4	5
1	.Maatiin barattootaa hundi faayidaa sagantaa barnoota idilee duraa fi kununsa daa'imani qabu irratti hubannoon jiru					
2	Godinicha keessatti maatiin barattoota daa'imani isaanii sagantaa barnoota idileen duraa keessatti ni hirmaachiisu.					
3	Maatiin barattootaa, daa'iman isaanii barnoota idileen duraa keessatti akka hirmaachiisaniif qindeessitoota manneen barnoota ni jajjabeeffamu.					
4	Hirmaannan maatiin barattoota yeroo ammaa sagantaa barnoota idileen duraa fi kununsa daa'imani irratti qaban Maal fakkaata.					
5	Hirmannaan maatii barattootaa godinicha keessatti sagantaa barnootaa idileen duraa fi kunuunsa daa'imani deggeruu keessatti qaban baay'ee jajjabeessa dha.					
6	Daa'iman umurii isaanii gad aanaa keessatti barsiifachuuf fedhii jiru maal fakkaata.					
7	Hubannoon maatiin barattoota sagantaa barnoota idileen duraa fi kunuunsa daa'imani irratti qaban yeroo ibsamu					
8	Daa'imni keessan mana barumsaa idileen duraa keessatti guddina waliigalaa ni argatau jettanii yaadani ni beektu.					
9	Daa'imni keessan yeroo maraa akka mana barumsaa irraa hi hancaneef hordoffii ni taasistu.					

Kutaa III: Gafannoo rakkoolee hubannoon Maatiin Barattootaa sagantaa barnoota idileen duraa fi kununsa daa'imanii irratti akka qabatan taasisaniif qophaa'e.

Hudhaalee armaan gadiitti tarreeffaman hubannoo Maatii Daa'imanii barnoota idileen duraa fi kununsa daa'iamnii godinicha keessatti ni miidhuu jedhamanii kan yaadamanii dha. Kanaaf deebii keessan fuula dura gabatee dhiyaate keessatti mallattoo (\surd) kaa'uun mullisi.

Furtuu :baay'ee itti walii hin galu = 1 itti wal hin galu = 2 amma tokko itti walii gala = 3 ittin walii gala = 4 baay'een itti walii gala = 5

T/1	Gaaffilee	1	2	3	4	5
1	Maatiin barattoota sadarkaa barnootaa gad aanaa qabachuu					
2	Hanqinni Walitti dhufeenyaa fi walqunnamtiin maatii barattootaa fi manneen barnootaa idileen duraa jiraachuu					
3	Sababa rakkoo hawaas dinaagdee jireenya maatii barattootaan kaka'umsi isaanii barnoota idileen duraa keessatti qaban.					
4	Sababa rakkoo galii gad aanaa sadarkaa maatiitti jiru irraan kan kaa'e.					
5	Hanqinni leecalloo gahaa ta'ee manneen barnootaa idileen duraa keessaa jiraachuu.					
6	Akka godinichaatti hubannoon barnootaa idilee duraa fi kunuunsa daa'iamaniif jiru gad aanaa ta'uu.					
7	Maatiin barattoota daa'iman isaanii barnoota idileen duraan akka barsiifataniif jajjabeessuun hin jiru					
8	maatiin barattootaa daa'iman isaan waaqti itti oomishi Bunaa funaanamutti daa'iman isaanii mana barumsaa idileen duraatti ni erguu					

9. Yoo rakkooleen biroon hubannoo Maatii Barattoota sagantaa barnoota idilee duraa fi kununsaa daa'imani irratti qaban kan miidhaan yoo jiraatan bakka duwwaa armaan gadii irratti tarressi. _____

Kutaa IV Af gaaffii Maatii Barattoota qajeelchuuf qophaa'ee

Maqaa mana barumsaa idileen duraa _____

Maqaa Maatii Daa'imani _____

1. Odeeffannoo dhimma sagantaa barnoota idileen duraa fi kunuunsa daa'imani irratti qabu ?
2. Daa'imani keessan mana barnoota idileen duraatti ni geessituu ?
3. sagantaan kun mana barnoota keessan keessatti akkamitti hojiirra oolaa jira?
4. Daa'imani keessan akka barnoota idileen duraatti geessitaniif ni jajjabeeffamtuu ?
5. Walitti dhufeenya mana barumsaa fi maatii barattoota gidduu jiru akkamitti ibsitu
6. Rakkooleen hubannoo maatii barattoota miidhuu danda'aan jedhamanii yaadaman ibsi.

Kutaa II :-Gaaffilee armaan gadiitti qophaa’an hubannoo barsiisota barnoota idileen duraa fi kununsa daa’imani irratti qaban sakatta’uuf gaaffilee qophaa’anii dha. Kanaaf Filannoon gaaffiiwwan armaan gadiitti dhihaatan sirritti dubbisuun deebii keessan kan Sirrii jettan saanduqa isa isa fuula dura jiru keessatti mallattoo(√) kaa’i.

Filannoo 1 2 3 4 5 Jechuun Deebiisi Hiika : Baay’ee Gad aanaa = 1 gad aanaa = 2 giddu galeessa = 3 olaanaa =4 baay’ee olaanaa =5

T/L	Gaaffilee	1	2	3	4	5
1	Barsiisotni / haala mijeessitootni BID hojii fi gahee isaanii sirritti beekuu					
2	Barsiisotni / haala mijeessitootni BID kutannoo isaan barnoota idileen duraa irratti qaban.					
3	Barsiisotni / haala mijeessitootni BID manneen barnoota keessatti haala mijeessa daa’imani sirrii dha					
4	Barsiisotni / haala mijeessitootni BID ogummaa isaaniitti gammadoodha					
5	Barsiisotni / haala mijeessitootni BID manneen barnootaa idileen duraa keessatti kutannoo isaanii guddina sagantaa kanaf qaban maal fakkata					
6	Barsiisotni / haala mijeessitootni BID hubannoon isaan sagantaa barnoota idilee duraa keessatti qaban baay’ee jajjabeessa dha					
7	Barsiisotni / haala mijeessitootni BID hubannoon isaanii kayyoo gooree sagantaa barnoota idileen duraa fi kununsaa daa’imani irratti qaban					
8	Barsiisotni / haala mijeessitootni BID hubannoon isaan qabiyyee fi mala barsiisuu sagantaa barnoota idileen duraa fi kununsaa daa’imani irratti qaban					
9	Barsiisotni / haala mijeessitootni BID Mala ittin adeemsa guddina daa’imani ittin sakatta’aan sirritti beekuu					
10	Barsiisotni / haala mijeessitootni BID beekumsi isaan immammataa fi karikulamii barnoota idileen duraa fi kununsaa daa’imani irratti qaban					
11	Wal qunnamtiin maatii daa’imani fi Barsiisota BIDgidduu manneen barnootaa idilee duraa keessatti qaban.					

Kutaa III: Gafannoo rakkoolee hubannoon Barsiisotni BID sagantaa barnoota idileen duraa fi kununsa daa’imani irratti qophaa’an ni miidhu jedhamee qophaa’ee dha.

Hudhaalee armaan gadiitti tarreeffaman hubannoo Barsiisotaa barnoota idileen duraa fi kununsa daa’iannii godinicha keessatti ni miidhuu jedhamanii kan yaadamanii dha. Kanaaf deebii keessan fuula dura gabatee dhiyaate keessatti mallattoo (√) kaa’uun mullisi.

Furtuu : baay’ee itti walii hin galu = 1 itti wal hin galu = 2 amma tokko itti walii gala = 3 ittin walii gala = 4 baay’een itti walii gala = 5

T/I	Gochalee	1	2	3	4	5
1	Barsiisotni / haala mijeessitootni BID fedhii isaan qaban gad aanaa dha					
2	Hanqina walitti dhufeenya gaariin barsiisota fi maatii daa’imani gidduutti dhiibuu					
3	Hanqina kaka’umsaa barnoota idileen duraa irratti maatii daa’imani biratti mul’achuu.					
	Kaffaltiin gahaan barsiisota barnoota idilee duraatiif kaffalamu gad aanaa ta’uu					
5	Hanqina leecalloo fi meeshaaleen deggersa barnoota manneen barnootaa idileen duraa keessatti mul’achuu.					
6	Hanqinni Leenjiin gahaan sagantaa barnoota idileen duraa fi kunuunsa daa’imani irratti godinicha keessatti dhibuu.					
7	Barsiisota barnoota idileen duraa deggersa barbaachisaa ta’ee gochuu fi jajjabeessuu kan hin jirree ta’uu					
8	Dhiibbaan maatii daa’imani irraa hojii barsiisotni manneen barnootaa idileen duraa keessaatti raawwatan irra ni gahaa					

9.Yoo rakkooleen biroon hubannoo barsiisota sagantaa barnoota idilee duraa fi kununsaa daa’imani irratti qaban kan miidhaan yoo jiraatan bakka duwwaa armaan gadii irratti tarressi.

Kutaa IV Af gaaffii barsiisotaa fi haala mijeessitota BID qajeelcha qophaa'ee Maqaa mana barumsaa idileen duraa _____

Maqaa barsiisaa mana barumsaa idileen duraa _____

1. Leenjii barnoota idileen duraa fi kununsa daa'imani irratti qabdu ?
2. Ammamiif leenjii argatan ?
3. Sagantaa barnoota idileen duraa fi kunuunsa daa'imani hojiirra olchuuf maal fakkattu
4. waliitti dhufeenya maatii daa'imani fi barsiisota BID akkamitti ibsitu?
5. hubannoo barsiisotni barnoota idilee duraa fi kunuunsa daa'imani irratti qaban kan ni miidha jettanii yaadan maali dha.