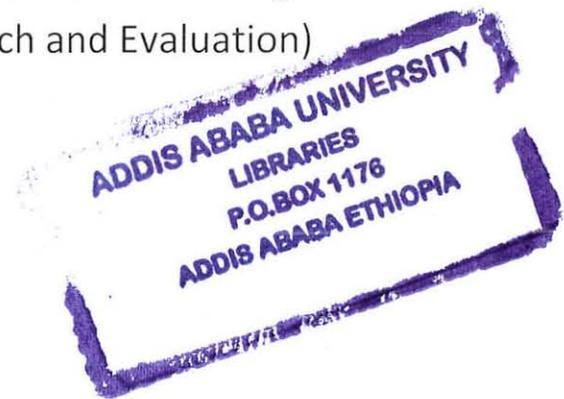


The Practices and Challenges of Pre-Schooling in Dawuro Zone

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This is to certify that the thesis prepared by Tanga Babulo entitled: Practices and challenges of pre schooling in Dawuro zone and submitted in fulfillment of the requirements for the degree of Master of Arts (Educational Research and Evaluation) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The paper examined the practices and challenges of pre schooling in Dawuro zone. Qualitative case study for specific contextual survey was utilized. Interview, observation and FGD were employed to get intensive data from particular schools' teachers, parents and Woreda and Zonal education experts in the zone. Document analysis was also employed from regional education Bureau, zonal education department and the studied five schools. Thus, the whole data were categorized thematically and analyzed and the findings were drawn. According to the findings show that pre schools were not led by proper professionals, budget, and time and instruction materials. The physical environments and contexts were not adequate to pre schooling. Therefore, the study recommended that the stake holders have to recognize the existing problems of the kindergartens and stretch their hands to the various private and governmental organizations to tackle the problems.

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Abbreviations and acronyms

CSPP-Community school partnership program

ECD - Early Childhood Development

KETB - Kebele Education and Training Board

Kg - Kindergarten

LKg - Lower Kindergarten

NGO –Non-Governmental Organization

PTA - Parent’s-Teacher-Association

SNNPREB-South Nations Nationalities Peoples Regional Education Bureau

SNNPRS – South Nations Nationalities Peoples Regional States

UKg - Upper Kindergarten

UNESCO – United Nations Education Science and Culture Organization

UNICEF –United Nations Children Fund

USAID –United States Aid International Development

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Chapter -1

1. Introduction

This chapter deals with back ground of the study, the statement of problem, significance of the study, delimitation of the study, limitation of the study and operational definitions of key terms.

1.1 Background of the study

Early childhood is crucial in the life span of human beings needing care and proper influence. It is a stage at which rapid physical and mental development take place. Children are said to achieve half adult stature and greatest development during this stage (Mialarete, 1976:33). There is also much development in the intellectual growth in the first four or five years of life as in the next three years. One third of children school attainment potential has been determined by the time he/she enters preschool (Bloom,1964:14).His studies also supports that first four or five years is the period of greatest sensitivity to environmental influences .Extreme environments can have far greater effects in either improving or retarding the child's intellectual capacity. When children are moved from a deprived environment to richer one, it was possible for many of them to increase their IQ as twenty points. "Ibid P.15"

In relation to this, (Boren and pickett,1954:12) cited that many of the failures in adult life, many of the poor adjustments made by individuals to their environments are accepted as being originated party from "faulty training" or lack of opportunity for "self expressions" and self development" in the early years.

Preschool program is thus, believed to be important to create an appropriate environment and experiences for desirable physical, social, emotional and intellectual development of children (Mialarate:30-34 Decker and Decker ,1984:4-8).

Moreover, according to Boren and Pickett (1954:8) preschool seeks to cultivate proper habit of living to develop social cooperation and individual responsibility to stimulate initiative and resourcefulness and to develop the ability to solve the daily problems of group life.

Dockender and Close (1990:30) state students in kindergarten programs will develop positive attitudes towards learning and the ability to function independent. Moreover, they will develop

abilities to listen and understand others, give meaning to what they observe, feel, think, hear, taste, smell and participate in activities which encourage self expression. Children's interactions with other persons affect their cognitive, social and emotional competence (Ainsworth 1978). The theory also underscores the importance of adult's sensitivity to the developing preschools, increasing coordination, affecting cognition and behavior i.e. structuring experience while allowing the child autonomy, and leading him/her to social and cognitive success.

According to Shewakena (1997) children are dependent on the teacher in the class room situation; everything the teacher does influence the attitude of children. The teacher of young children serve as a model for children, their personality, the way they treat their speech, the way they talk, the way they react, gesture ,response, attitudes and feelings have a decisive influence in children's development.

Weikart's findings in Erick (1991) revealed that as young adults, children who attended kindergarten programmes competently made greater gain in education, employment and social responsibility than similar young adults, who were not competent in the kindergarten attendance.

However, many early childhood teachers enter the field with little education beyond high school and minimal specialized education in child development or early child education .In relation to the quality of teachers to pre schooling (Phillips, land and Goldberg: 1990) wondered Whether the general levels of education specialized training in early childhood development and education, or both are related to the quality of teacher instruction with young children.

According to Miller and McDowell (1993:73) it is also suggested that from economic perspectives preschool education can reduce overall costs to schools and society .It can reduce retention in grades, dropping out of schools, placement in special education, delinquency rates, an expenditure on welfare and social service.

Currently ,due to increasing public demands for preschools education and involvement of private sectors, communities and NGOs, the number of kindergarten which was 1497 with 153 schools, 780 enrolled number of children in 2004/5 MOE(2005:5) rose to 3418 kindergarten and 382,742 children in 2006/7 (MOE 2006:20).

Similarly, in SNNPR in Dawuro zone the numbers of kindergarten schools have been greatly increasing but, the situations, inputs, services and facilities and stakeholders' participation are not adequate. These are the drawbacks that need to be indentified in this research.

According to Heron (197:82) in Africa usually most of the education budget is spent on the provision of secondary and higher education. As a result ,the majority of kindergarten age children do not get the privileges of the program .This made the provision of preschools education to the privileges of very few children of the influencing classes and the new "elites" of the continents .In addition due to influence of inherited colonial models in which the Africans attempt to adjust the few existing western type kindergarten programs to the local resources and needs made to the opportunity so costly that only few privileged population are being benefited.

1.2 Statement of the problem

The quality of experiences in the early years will impact on the quality of later life. The initial life experiences may enhance or retard future development (IDRC, 1983:83). By providing a wider range of educational experiences to young children, pre school education builds background experiences that will promote the later attainment of academic, social and life skills .It can enhance personality, development, and positive attitudes towards learning. Hence, preschool education aims at all round development of children and intends at preparing for ahead (Butler, 2001:1553).

To ensure these opportunities kindergartens need to have a clean, pleasant and well designed building, properly organized materials and facilities for indoor and outdoor activities and competent teacher who can create conducive environment curriculum (Chowdhury and Chowdhury, 2000: 139, Tallack1997:13). Meanwhile the learning findings made by (Bizunesh, 1983:50-54) indicated that the learning environment (the physical set up of kindergartens in general and the classroom in particular was not conducive for implementation curriculum basic facilities and equipments were considerably lacking and teachers no training to teach in kindergarten.

Similarly, in Dawuro zone the learners in kindergarten are not given equivalent experience and skills in the same grade levels and ages. Thus, in different schools different teaching materials are taught. Besides, those who haven't even entered kindergartens are given the opportunity to

attend school, though the children donot have pre-school education. Based on the above drawbacks, the study attempts to point out those factors that hinder the enhancement of quality education and to examine the roles and reactions of administrative bodies and other stakeholders in promoting preschool education in relation to their responsibilities.

Based on the above drawbacks the study tried to answer the following basic questions:

1. To what extent the stake holders were involved in the kindergarten schools?
2. To what extent the kindergartens were provided with teaching learning materials?
3. What contextual factor affected the kindergarten schools?
4. To what extent teachers were adequate and had the required professional competence in the kingdergarten?
5. How far class rooms and outdoors spaces, materials and equipment as well its organisation were aquate in the kindergarten?

1.3 Significance of the study

This paper tries to identify the challenges and practices of preschools in Dawuro zone and suggests solution to the concerning stake holders, the stakeholders are the students, preschool teachers, the parents, the community, ministry of education, NGOs, policy makers, the directors and so on. Above all, it is hoped that the Dawuro zone education department appreciates the prevailing problems of the kindergartens and use the findings for facilitating quality of education.

More specifically the study tried to:

1. improve the quality of services offered to children attending in the kindergarten
2. increase the awareness of sponsoring agencies to equip kindergartens with essential human and materials resources required to effectively run kindergarten education
3. strengthen the collaborative and interactive efforts and responsibilities of teachers, parents and the community to assist children's learning

4. enhance the awareness of different levels of Zonal education department and woreda education office to ensure the minimum levels the program quality maintenance
5. show the status of the quality of the kindergarten education in the zone
6. Identify the problems that lowered the quality of preschool in the zone.

1.4 Delimitation of the study

The student researcher delimited the study area in the Dawuro zone in 2 woreda and city administration of 5 schools. There in the five schools the study only included the teachers, the parents, and the woreda experts.

1.5 Limitation of the Study

To get thick and descriptive qualitative data the researcher has to employ much time in the field and subsidize the whole process of the finance. Hence, the limited time of the university schedule and their spotted budget has caused some retranslation in the study. Funds for conducting research in the university are relatively scarce. However the researcher managed all drawbacks and accomplished the study.

1.6 Operational Definitions of Important Terms

Children- refer to young, boys or girls under the age of seven who are enrolled in the kindergarten program.

Community – the peoples/society subsidized by the administrative body in an area.

Content – the learning experiences and materials in the given grade.

Context – the situation where the teaching learning process is held.

Early Childhood – refers to the age between three to six years.

Early Childhood Education – refers to educational program provided for children between three six years prior to their entry to primary school (Hunt, 1985: 1477)

Indoor space – the place in school reserved for dressing and showing different activities.

Kindergarten – a school or an institution for young children between the age of four and six before primary school of first grade (Good, 1973:324)

Lower Kindergarten– the kindergarten program between the age of four to five children/students.

Learning Environment – the milieu in which the teaching learning transaction takes place including teachers, equipment, materials, supplies, etc.

Mala – the honored or indigenous ethnic groups in Dawuro community in SNNPR.

Mana- the race/ethnic groups in Dawuro zone (SNNPR) who relies up on making pots and the like from soil.

Manja – the ethnic groups in Dawuro zone who depend up on gathering charcoals and woods and live near forests.

Missionary – Christian converters/transformers who build schools to their followers.

Nursery school (Nursery) – the schools for three to four years children.

Outdoor – the outside space where the children play and rest.

Preprimary school – the structure or the level of educational program including the students/children between age three to six.

Preschool Education – the educational experience of the child from birth to entrance in to the first grade. The term early child education preschool education and preprimary education are interchangeably in this work.

Stakeholders – the whole bodies that are responsible in educational programs.

Upper Kindergarten– the preschool program belongs to the students/children of five to six ages.

Zero grades – the educational program which is currently designed to six years age students under the primary/elementary schools.

Chapter-2

2. Theoretical Frame work and Review of Related Literature

This chapter deals about the theoretical framework and review of related literature.

2.1 Theoretical Frame work

Rural communities face significant in providing access to the high quality pre primary programs and need to help mitigate these problems. In addition to limited local tax revenues many rural areas experience high rates of poverty and a scarcity of qualified teachers. Given these and other challenges, federal investments may be necessary in order for children in rural areas to benefit from research proven, lifelong gains offered by high quality pre- primary education.

Rural communities also face serious obstacles in providing adequate facilities for public pre primary school students in generally. More students from rural communities attend classes in aging buildings than in urban and suburban areas. Many rural districts cannot afford costly improvements, and studies have found that state governments tend to give priority to primary schools and children with Disabilities Education Act. (Www .preknow. org).

According CDA of Namibia (2007), the development of pre- primary education poses numerous problems which can be grounded in diverse forms. Some of these problems are presented here under these headings: 1) concept and aims 2) policy and planning

3) Financial and Administrative responsibility 4) structure, organization and operation 5) content, methodology and staffing 6) plant, materials and other physical facilities 7) coordination.

Smedley (1996;154) has identified several indicators for quality that impinge up on child's development, among which is a well organized and stimulating physical environment .The potential exists, then, for the physical setting to have a positive impact up on the children in it. By implication the converse is also possible that physical features of the places in which young children are expected to live and learn can lead to poorer quality for them. Both the physical and emotional elements of the environment influence learning. There a vast difference between a child and living in a warm welcoming environment and simply "going to school".

By the same vein different authors have tried to explain quality for example, Salis (1993; 11) defined quality as “well all know quality when we experience it, but describing and explaining it is a more differently task” According to (MOE, 2005), quality it is a more difficult task”. According to MOE, 2005) , quality education is a complex matter and it has varies features. One of these is its relationship with the society’s cultural economic and political realities and activities. These quality indicates that the student learns in mother tongue and enriches his language equitable distribution of education is its close dependence on the resources the country and society. This implies that quality education is a function of the country’s level of economic development subject to improvement and change with time.

Therefore, based on the above challenge which are proposed by different authors and proponents ,I deduced the challenges of preschool in the context of the Dawuro zone ,as the specific challenges which are related to lack of stake holders participation, challenges which are related to instruction points of view and the challenges that are rooted by physical environments. Because each challenges have distinctive characteristics and have to be seen from their interrelated divisions. Never the less, their theoretical divisions might not give too distinctive features.

Therefore, challenges which rooted from disregard of stakeholders are the most serious one. If stakeholders neglect the issue of pre education, the result will be like a fish without water. Ever though the stake holders may vary in different countries, in our context the most ones in education issues are the parents, the teachers, and the students and the relation among them is focused. Therefore in, my study, I tried to discuss the relation and participation of the state holders as existing problem. Hence according to (Smedley, 1966, 64), parental involvement in school may enhance teachers’ knowledge, skill and confidence, and parental involvement in school can be an effective way of building support for teachers and the school. By the same vein (Decker and Dicker, 1998; 133) strengthens parental relation provide parents with information cognitive activities and materials to use with their children. In addition to this the parents’ involvements help to keep parents informed about day -to –day practices and give information about program procedures .It also develops mutual understanding between the teacher the school ,the children and the schools.

The second challenge the experiences or the instructional materials are the discussing issues in the preschoolers. Because, according to John Dewey (1960) explained that child's development is the sum total of his reaction to the environment in which he/she lives. To enable the child to make full adjustment in his life the kindergarten experiences should be based on the child's environments to become members of the society, and the school for children becomes a community. Contents that are selected directly from children's environment most likely have more relevance to the life of children, as they are concrete and real for them. Deighton (1971) also strengthens, teachers of young children must have education that influences early childhood experiences in all aspects of human development .The experience should include, understanding of philosophical, and sociological foundation of early child hood education, human growth and development with major emphasis on the early years of life, health and safety the nature of teaching and learning ,curriculum and methods , and heading of interpersonal and inter group relations with children ,parents, specialist and colleagues.

Regarding the language of teachers training, the education and training policy (TGE, 1994), states "The language of teachers training for kindergarten and primary education will be the nationality language used in the area.

Smedley (1996, 109), also strengthens teachers sense of identify and their understanding of their cultural backgrounds (shaped by gender class and race are important if teachers are going to be able to work with children constructively and sympathetically. This needs working at critical appraisal of one's own cultural positioning ,recognizing that beliefs ,ways of life ,priorities, perspectives are socially and culturally constructed continuously through our lives –it is part of the lifelong –learning process about ourselves .The reflection must include on gender, class race and special needs.

The final challenges, the physical environments, are integrated, hence according to Smedley (1991) has identified several indicators of quality that impinge up on children's development, among which is potential exists in the physical setting have a positive impact possible that physical features of the places in which young children are expected to live and learn can lead to poorer quality for them. He also says, the space both indoor and outdoor should be review as a whole providing sensory and physical experiences and opportunities for children to represent their experiences.

Bruce (1977; 57), also suggests equipment and materials make the bones of preschool educational program. It gives children first hand experiences. Hence to promote children's social, emotional, intellectual and physical development .It's necessary to provide appropriate equipment and materials for a variety of activities .It should be wide ranging with natural and manufactured objects.

Therefore, in light of this view, the the researcher has sandwiched the physical environments and materials and equipments related to as third challenges in theoretical frame work.

2.2 Historical perspectives of pre school education

Plato (422-347 B.C) a Greek, argued that children under age 6 have to be taken from home and education in properly organized environment under the guidance of trained teacher in the care and education on young children.

John Amos Comenius (1592-1670) a Czech, also stressed the fact that systematic education of children should begin early, and school should be established for the first six years of life .He was the first to emphasize the value of play and firsthand experience in educating children (Butter,2001 :555). Jean Jacques (1712-1778), French ,claimed that children should be educated at an early age for the fact that early experience serve as a basis of later education .He advocated direct experience ,practical activity and learning by doing (Alkin,1992-352, widmer,1970-52)

Then, kindergarten education has its root in the historical epoch of Froebel (1822-1889) .The adding concept of kindergarten had been originated from the German word meaning ,”the children's garden .” That means a place where young human plants are cultivated by using the teachers, principles, methods and techniques as garden while the child is considered as plants.

(Aggarwal 1996-209-220) The teachers are expected to systematically and skillfully handle children as the garden is expected to preserve and protect the sustainable growth of plant to bear satisfactory fruit. In this the children can grow appropriately both mentally and physically. In 1816 a small kindergarten in Gresham for children whose age range from 3-7 years opened. The school had got international acceptance for its novel approach targeted as preschool children. Later on the school has transferred to Blankenberg where the school termed as “kindergarten “as the foundation of present day school (Ornstein and Levene 1981-141).

Concerning kindergarten education, Froebel had the motto of his famous saying "come let us live for children" in which he propounded love and sympathy for children which should be granted by parents and teachers of children. He developed learning strategies for his kindergarten school children, under the leading slogan known as "learning by doing" which involved sense training, of shapes, forms, colors, size and numbers (Aggarwal 1996, 209-220). The other education, Montessori (1817-1952) took the initiative in the preschool education that stressed on children age range from 3 to 7 years whose parents were unemployed. In 1907, Montessori opened a school called "children's House" which adopted the methods employed by Froebel teacher of kindergarten school in the new method (Mitze, 1982-491).

According to Heron (1979-82) in Africa usually most of the education budget is spent on the provision of secondary and higher education. As a result the majority of kindergarten age children do not benefit from the program. This made the provision of preschool education the privileges of every few children of the influencing classes and the "new elites" of the continent.

In addition due to adjust the few existing western type kindergarten programs to the local resources and needs has made the opportunity so costly that only few privileged population are being benefited. Since the African government couldn't satisfy the demands of their children in the provision of kindergarten education the responsibility of running the kindergarten school program have become more of the duties of voluntary organizations such as the national council of women's societies in Nigeria, the Zambian preschool Association and the community based center for stimulation children of Benin (UNESCO, 1991:46-47).

In Ethiopia, the first modern kindergarten was established in Dire Dawa in 1908 by the embassy of France and was addressed to the children French.

The second kindergarten was built in 1923 in Asmara by catholic missionaries. Kindergarten establishment in Addis Ababa began around 1950 by a welfare organization and international community (Bizunesh, 1983:5). Since then a number of kindergarten school have established and in 1995 the number increased to 70,255 and the average number of children had risen to 10362 per kindergarten (MOE, 1994/95).

Kindergarten teachers training began with the training of 20 young ladies in 1971 at the Ras Desta community center in Addis Ababa for 6 month. This training center moved to Debrezeit in

August 1972 and began training teachers extending the course to one year (Bizuness,1983;5). Besides in 1978 the ministry of education in collaboration with UNICEF established kindergarten teachers training institute in Addis Ababa Yekatit 12 comprehensive secondary school (MOE,1984;54) The courses organized in this institute last three months. Similarity, kindergarten teachers training program has been introduced in Dessie Teacher's Training institution by May 1994 with the training duration of three months.

2.3 kindergarten enrollment and ratio

In 200E.C (Educational statistics Annual Abstract MOE 2007- 2008) states out of the estimated 6.76 million children of the appropriate age group (Age4-6) only about 263,464 children have been reported to have access to preprimary education in 2,740 kindergartens all over the country.

According to SNNPR Education Bureau Data collection- Dissemination support processes,(2009;13) the number of kindergarten have been increasing every year in the last five years period except that in dropped in 2002E.C during when kindergarten institutions decreased by 38 compared to the previous year number. According to the last five years data collected on the number of kindergartens/1998-2002 E.C/,the centers showed an average growth of about 11% annually .The problem ,however ,in that virtually all kindergarten centers are located at urban areas signaling that rural children have low access to pre-primary education .The current initiative from the government side that children should get pre-primary schooling before coming to formal program is an encouraging direction even through program is not undertaken at its full capacity and at all places. The number of kindergartens at the region 463 in 2002 E.C of students is 56308; teachers 2734, pupil's section ratio 37, and qualified teachers are 33.9 percent.

As the data indicates the number of total kindergarten students by the same year in the Dawuro zone is 798.The statistics also shows that the number of nursery students are 520, late kindergarten students 150 and upper kindergarten students are 128.The number of schools 11, pupils section ratio 44 and pupils teachers 24 by the zone under study.

2.4 The need of pre education

Various research evidences have shown that preschool education has a very positive impact on the social, physical, emotional and intellectual development of young children that lasts well in

to adult hood. It gives emotional strength, provides health self concepts, increase intellectual achievement and physical wellbeing of children (Andreski and Nichollas, 1997; 10)

Our school need to education young people not only intellectually, but also in understanding the nature structure of conflict which resides in the process of thinking. We need to examine the limitation of knowledge, and the difference between technological (or scientific) thinking aimed at bringing about change in behavior. Education for the 21st century has as its challenges the bringing about of enquiry in to the roots of our disorder, understanding the place of the intellectual Kathy, etal (1989).

Thus, early childhood is a crucial stage in the life span of human beings needing care and proper influence .It is the stage at which rapid physical and mental development take place. Children are said to achieve half adult stature and greatest development during this stage (Mialarate, 1976:33) .There is also much development in the intellectual growth in the first four or five years of life as in the next three years. One third or children school attainment potential has been determined by the time he/she enters preschool (Bloom, 1994:14) .His studies also supports that first four or five years is the period of greatest effects sensitivity to environmental influences .

Extreme environments can have far greater effects in either improving or retarding the child's intellectual capacity. ” when children are moved from a deprived environment to a richer one it was possible for many of them to increase their IQ as twenty points, (Ibid 15).

In the area intellectual development, the evidence showed the children who attended kindergarten benefited more thus, attendance advanced language development than those who didn't attend the kindergarten program. Moreover, it has also been pointed out that children ranging from five to seven years of age who had attended kindergarten were seen by their classmates as having more confident and more independent of adults (Allen & Masling 1957 cited in Gore and Koury ,1964:3).

In Brazil, an evaluation of early childhood education program show that 73.5 percent of the program children passed first and second grade compared with 59.5 percent of the nonparticipants (Halpern & Mayers, 1985 cited in omitted, 1989:30). In another evaluation report it has also been indicated that the academic performances of children with two years

exposure to the program was consistently better than that of the nonparticipant groups Ibid, 1989:30.

Widmer (1970:71) summarizes the value of preschool education for the child in terms of future success as follows;1)The team work between home and school encouraged to make the child's beginning of school experience an either one.2)General adjustment to school is facilitated by the gradual transitions between home and school stressed in the activities and focus of the kindergarten.3)The formation of favorable attitudes toward the education program & school is encouraged.4)Personality development and social adjustment furthered by experiences and guidance in group living and learning and,5)The encouragement of the child's total development physical, intellectual, social and emotional is an aid to his further growth & development.

Scientific findings from a variety of field have also demonstrated that support of early development yields rich benefits not only in immediate ways for the child and its parents, but also over time in terms of the child's ability to contribute to the community.

Intervention in the early years of childhood offers an extraordinary opportunity to avoid or moderate learning problems, and to bring lasting benefits to individuals and society. As summarized, by Myers (1993) the benefits of early child hood interventions includes increased economic productivity, cost saving reductions in social and economic inequalities reduction in gender inequalities ,strengthened values ,social mobilization, community and family benefits.

As cited in Brosterman (1957:32), Froebel compiled a short list of "natural needs of early childhood" that would be satisfied with the kindergarten method are,1)The need of physical movement, through gymnastic games that develop the limbs 2)A child's need to occupy oneself in a plastic fashion, through exercises that produce manual dexterity and develop the senses.3)A Child's need to through small tasks that develop one's artistic facilities. " that would be satisfied the develop ,4)A Child's need to know or natural curiosity, engaging in observing, examine, comparing which is how intellectually development is brought about.5)A Child's tendencies to cultivate and care for, through gardening and carrying out small tasks, which result in the development of the heart and conscience.6)The need to live society, through games and songs which produce the development of feeling, through and aesthetic taste.7)The need to live society,

through life in the kindergarten community this made of existence procedures and social virtues ,and 8)The deepest need of the soul, to find the reason behind things, to find God.

Likewise the national childhood policy framework Nambia (1996:26) strives to; speak directly to the issue of young child development and to make the public more aware of the situation of young children and the importance of early child hood provision (The assumption is made that children will benefit from general improvements in agriculture, health ,employment ,education ,etc),classify the role of government in the provision and support for early child hood for the maximum benefit of all children, particularly those in rural area and those living in difficult circumstances ,classify the roles, responsibilities and relationship between government, NGOS, churches, the private sectors, communalities and families for the betterment of children's lives,mobilize and allocate resources for early child hood programs within the government & from others and provide guidelines and standards for those wishing to development quality early child hood programs.

The aim of preschool education in Ethiopian is also not an exception to the world .Hence ,the education and training policy (1994) sets forth the aim of preschool education in the country as all around (social, emotional, intellectual and physical) development of the child in preparation for formal schooling . Based on this aim the general objectives of preschool education SNNPRS (in MOE, 1987) frame states the following: to provide on information education geared forwards, developing the child's mental capabilities and physical growth, to make it possible for the child to enjoy living and learning through play, to enable the child to build good habits for effective living as an individual and a member of group, to enable the child to appreciate his cultural backgrounds and customs,to development the child's imagination, self reliance and thinking skills and to enrich the child's experience so as to enable him/her to cope better with primary school life.

In general, the aim of pre education is to foster social, emotional, intellectual and physical development of preschool children. Above, all it lays a firm foundation for children who are the future citizen of the country to benefit themselves, their parents, and the society at large.

2.5 Planning

What kinds of experiences, then is it appropriate to plan for young children? HMI (1989) cited in (Smedley 1996:156), suggests the appropriateness of nine areas of learning and experience, linguistic, aesthetic and creative, human and social, mathematical, moral, physical, scientific, technological and spiritual.

The New Zealand Draft Guidelines for developmentally appropriate programmes in early childhood serves, that is from birth to school age .Ministry of education New Zealand, 1993 set out five aims, which are there to inform planning & activities.1)Well being health and well being of the child is protected and nurtured.2)Belonging children and their families feel and sense of belonging.3) Contribution –opportunities for learning are equitable and each child’s contribution is valued.4)Communication- The languages and symbols of their own and other culture are promoted and protected.5)Exploration – The child reasons through active exploration of the environment.

Early aim is elaborated through a series of goals all of which are prefaced by the need to ensure that children will experience an environment in which they can be met. The close relationship clearly demonstrates the way in which aims and provision must function together in early childhood services (Smedley 1996:156)

2.5.1 Why and how we plan?

Work is a social phenomenon and it calls for systematized and organized ways of doing it. Thus we plan because; the future is unknown, first, we need to identify list to activities to accomplish, then we need to put the activities in a sequential manual and decide on alternatives as to how to implement them in that order decide and resource at hand should wisely allocate (man power, material, finance time) etc (USAID, 2008:6)

For any class room teacher to attempt to teach a class without the assistance of a daily lesson plan is analogous to an air plane pilots taking off to a new destination without a chart. To all intents and purposes the why of a lesson plan can be considered from three stand points from the administration, teachers and students points of view?

2.5.2 The important of lesson planning

If learning is to occur, careful organization of class activities based on clearly stated objectives, content, and conclusion are essential. It is only through thoughtful planning that student and teachers can work together towards clearly understanding purposes. As one begins to teach, it becomes obvious that well-planned lessons provide the teacher and the students with a sense of confidence and assurance. Teachers must plan the scope and sequence of courses, the course content, the schemes of work to be taught, the activities to be used and the tests to be given. It is true that method specialists themselves differ quite markedly when it feels that scheme-of-work planning renders lesson planning almost unnecessary, others stress the importance of work. While the planning needs of teachers will vary considerably, there seems to be justification for both scheme and daily lesson planning, (Smedley 1996).

2.6 Observation and Recording

Once we have trained ourselves to become keen observers, we can turn our attention to becoming shrewd interpreters of what we observe, what we see, will naturally raise questions as to what actions we might take, identifying, recording, hypothesizing, questioning, theorizing, changing these are all of the cycle of discovery for every observer. Irwin and Bushnell (1980) cited in Smedley (1996:75).

Observations can help teachers and other adults working with children to develop their knowledge of the child and of their developing competences, schemas and personal interests. (Smedley 1996:66) there are four key purposes for observations. These are: 1) Gaining knowledge of children's strengths and areas for development, 2) Reviewing provision, 3) Forward planning and, 4) For summative reporting.

Keeping a record of the areas in which a child has been observed should raise questions for the professionals involved.

A question such as why a child does not go to some areas is worth asking. It will be useful to look closely at that provision.

Is it not interesting to others as well? Is it that the child has not had access to that kind of experience and thus may need the support of an adult to initially explore its potential? What are

the particular interests of that child? From these records it will be possible to see the balance of observations one has all of the children and build in to planning the less evidence (Smedley, 1996:84)

Similar principles underpin observation records ,now used increasingly across all early years settings, as a mechanism for sharing insights and facilitating appropriate provision .Parent observation sheets and staff observations come together to hold assess children's current progress ,and to identify possible future needs (Bartholomew and Bruce(1993) cited in Smedley (1996:70).They added that school are obliged to provide an annual written report on a child to his or her observations made and insights gathered throughout the year, by both parents and professionals. The primary learning record, discussion and child coerces

2.7 Assessment

Assessment can be defined as the process of gathering information for the purpose of decision making,(Miller, 1993).

As mentioned in (Woodill 1996:355) no formal assessment takes place at this level but kindergarten assistants are asked to evaluate children's work using the following question:

Can children express themselves creatively through language movement and music?

Do children want to learn about the environment by exploring listening discussing, touching tasting and smelling?

Do children like to think, try to make generalizations and solve problem?

Do children work happily with adults and other children? And,

Do children try to extend or broader their knowledge about their word?

In light of this assessment in preschool education is a continuous process through which progress toward goal in whole some knowledge, attitudes, interests ,ways of behaving ,habits of work and play are measured in terms of desired changes in the behavior of the children (Miller and Mc Dowclle,1993:122)

Hespe (2000) as cited in Temesgen Yadeta (2006:17) also cited that assessment of young children should be an ongoing process which includes identifying, collecting, describing, interpreting and applying indoor and outdoor based evidence of early learning in order to make informed worthwhile decisions. This evidence may include records of children's conversations, drawings and constructions, peer relations participations and anecdotal notes describing their behavior. Thus careful assessment can increase teacher's understanding of children's progress, assist in identifying the needs of the children and enhance teacher's ability to reflect in education program.

In general, the purpose of preschool students assessment could be seen from following perspectives; monitoring progress guiding, supporting learning, help students to learn from their mistakes, certification, promotion, placement decisions etc.

2.8 The Role of stakeholder's in pre schooling

2.8.1 Parents Awareness

The child in school is in many ways a different person from the child at home, his attitude and behavior towards his parents are markedly different from those towards his teachers. The two environments however interact and what happens in the one will influence behavior in the other. Many parents for example are ignorant of the way in which from heavy a demand on the help of a girl or boy with family chores may prevent satisfactory program in school. Many teachers are unaware that the tasks they set for home work may rouse antagonism in the parents or studies.

Wall (1975:118) supports sometimes given by teaching methods or educational aims are not understood by parents, a subtle or overt opposition to the school begins at home and quickly puts the pupil in a conflict of loyalties (ibid).

In Britain parental education has mushroomed informally. Early groups aimed at helping parents suffered from a dearth of good resource materials, covering childhood from birth to adolescence in courses. The courses aim to foster the "process approach" of helping people to review their own experiences, values and attitudes forward child reassign and to make and implement

decisions .The accompanying video programs have been instrumental in encouraging viewers to reflect on their own experiences (Smedley 1996:244)

Over the last three 15 years in Britain these has been a steady growth in the development of home based programs in which parents have participated in multidisciplinary teams to help in assessment and teaching of their children probably the most comprehensive early learning program is the portage scheme, first introduced into great Britain in 1976.It was originally device as a home visiting service in which ,with weekly guidance from trained workers, parents helped their children to learn new and specific skill (Ibid).

2.8.2 Parent Teacher Associations (PTA)

In some countries associations of parents or parent teacher societies are established by law in others, legislation or official policy encourages co-operation and even goes so far as to suggest appropriate forms for it, in yet others ,responsibility for action is lest entirely to the initiative of teachers or parents themselves wall (1975:120) . Hardly any wherein Europe do the school new function in complete isolation from the facilities of their pupils, through contacts may range from the most rise and casual consultation to highly organized and effective collaboration one increasing phenomena seems to be deplorable the hostile development of parents associations which act almost as hostile trades unions or as pressure groups against the particular school and its staff or against the providing authority .Not surprisingly where these exist there is also a corresponding tendency for pupils to band themselves together in a group hostile to the staff of their school (Ibid)

Thus, parents have ” parental responsibility” forward their own children ,with regard to their care and upbringing ,and therefore should have some rights over how this is effected in school parents can have also positive influence on their children’s attainment and progress in school ,by the attitudes they themselves display ,and the support they give. And parental involvement in school may help to avoid conflicting behavior b/n home and school, and minimize confusion for the children, the more each knows about the other, the less potential there may be for confusion and misunderstanding, on all sides .Moreover, parental involvement in school may enhance teacher’s knowledge, skill and confidence and parental involvement in school can be an effective way of building support for teachers and the school (Smedley, 1996; 64).

So, the parent teachers or the school relation is strengthened by designing strategies to aid induction and transition and initiatives and ideas for when the children are part of the kindergarten school, jointly owned by both professionals and parents ,and always often to scrutiny and reappraisal(Ibid 66).

School ,including nursery school (day care center), are important social resources for parental education .They provide parents with many opportunities to study about education through the daily activities of the schools. Parents can attend teacher parent conferences, lectures on education, and various programs also offer programming for parents. There are both informative individual question (Woodill ,1992 :324) Besides ,parental help in the class room many center around cooking or painting ,or 'hearing' children read ,but it may also be about much more, and in ways which draw up on parents (and other family members) own interests ,skills & knowledge The way in which professionals seek this help and the status they accord it, will some measure condition help they get (Ibid ,71)

2.8.3 The teacher

Wiley , et.al (1996:11) states the new behavioral science concepts lead to new views of the child, and these create new assessments of the task of the teacher .In place of emphasis on the child to the exclusion of the "subject matter" or emphasis on "disciplines " to be the exclusion of the child ,the teachers focus must be on the point of intersection b/n the learner and what the school expects him to learn .Only as a teacher comes to understand the transaction nature of learning, and learners to use practical tools in the class room for assessment of its multidimensional composition ,can come closer to dealing adequately with his class room.

However, teachers who are not aware of the importance of learner's understandings and feelings about the nature and significance of learning lack of agreement between their student's conceptions (Francis 1993) cited in David (1991:15).

Some believe that, the idea of teacher as being in loco parents and the tremendous responsibility on teachers can be seen in this broader historical context of teacher as public servant, married to the job. On the one hand, this sense of responsibility is something to take pride in but equally it

can have fingers of being tied, as one there and however you feel you can't go and have a coffee, you've got to be enthusiastic and ready for the children (Smedley, 1992).

2.8.4 The children

Children are disposed to try to make sense out of their environments. A happy consequence of this tendency often have a genuine interest in achieving explanations of various phenomena. They are motivated to deliver beneath the surface in order to learn about the causal underpinnings of things we suggest that this natural tendency might be exploited that instead of relying on external rewards to motivate children, we might instead try to provide them with the sort of information that would maximize their "intrinsic" interest in learning. In short, we suggest enfacing children rather than forcing them to learn (Mary, 1984:254)

Nelson (1986) cited in Smedley (1996:36) suggested, that children remember their experiences in terms of events they have been involved in particularly regular events like a birth day or wedding. Each events has set sail particular to it, including its own script. Who says what to whom, which order children use scripts from familiar events in trying to make sense of unfamiliar ones,

However, according to Campbell (1992) as cited in Kathy, et al (1989) over the past several years a number of studies have shown arise in behavior problems among preschoolers. Investigators say that these problems include "prolonged tantrums physical and verbal aggression, disruptive vocal and motor behavior, property destruction self injury, non compliance and withdrawal. When there is a good relationship b/n parent and child, the child will really take it in if the knows you're upset by his behavior. He has a lot to lose by upsetting you. The key issues in parenting a challenging child are to not lose confidence in yourself as a parent is persistent in creating structure and managing your attention, and finding the positive aspects of your child & focusing as much attention on that as possible (Ibid)

2.8.5 The Government

As mentioned by kindergarten text SNNP (2003:1) kindergarten of education has been included as first level for education sector as indicated by Federal minister of Education .In light of this as another level of education the government has adopted proper curriculum which considers the existing context of our norms and patterns and dispatched the, kindergarten text book to rural and urban children since September 2004 E.C. The text book has been produced recognizing the three levels of kindergarten education. These levels are nursery (3-4) year's age, lower KG (4-5) year's age children, and upper kindergarten which considers (5-6) years age children's.

The text book has five themes which in turn comprises five chapters. The five themes and chapters have identical schedules for each levels .The program are divided 30 weeks for a year's 5 days for a week 25 periods for a week and 30 minute for a period (Ibid2)

However according to (MOE 2009: VIII) the time allotted for each levels are different with respect to their perspective ages. Thus nursery (3-4) year's age should take 15-20 minute, the let kindergarten (4-5) years should take 20-25 minute, and upper kindergartens (5-6) year's age should take 25-30 minute.

The appropriate pre primary education school age is 4-6 .In the region nongovernmental organization, community, private organization; religions institutions, etc run kindergartens. The government is involvement in developing curriculum, training teachers and providing supervisory support .The number of kindergarten is increasing every year, particularly in urban areas .In 2000 E.C the number kindergartens increased by 79 from the previous year and became 420 ,the section increased by 46 and became 1279 ,and total enrolment increased by 5708 and became 44703,which small when compared to the appropriate age groups (SNNP Education Burea2000E. C).

Similarly according to,(SNNPR Education Bureau Data collection support process 2002E.C) , the government has to fully functionalize the pre primary program under implementation while creating awareness to teachers, school leaders ,and parents of the same time . The nongovernmental organizations and the community should also involve themselves in provision of preprimary schooling center to children with special focus to rural areas

2.9 The Notion of Quality Pre education

The most common way to address the issue of quality is to focus on the adequacy of the physical environment (availability of water, toilets, space, ventilation, etc). These are the static dimension of quality. And while these are important dimensions of an early child development programmed, the standard set are often unrealistic so people are development programmers do not have access to the training and support that will be provided through together resource centers and the work of community liaison officers. Thus as noted above, standards shall be set that are realistic within the prevailing context (Namibia NECDP 1996:62).

Similarly Adams 1998 cited in champand2002:2 the precise meaning of education quality and the path to improvement of quality are often left unexplained and are controversial. Hower, examined with context, education quality apparently may refer to quality input (numbers of qualified teachers, number of text books, and its content relevance's), quality process (amount of direct institutional time accompanied by active learning, quality output (test scores, graduation rate), and quality out comes (employment, ability of creating new jobs and its overall performance in their subsequent activities). Additional quality education may imply of specified targets and objectives more compressive views are also found, and interpretation of quality may be based on an institution's or programs reputation's, the extent to which schooling has influenced changes in students knowledge, attitude and behavior (Ibid,).

According to MOE (2007:7) quality education is complex matter and it has varied features. one of these is its relationship with the society's cultural, economic and political realities and activities. Thus, quality indicates that the student learns in his mother though and enriches his language, equable distribution of educational service. The other aspect of quality education of education is its close dependence on the resources of the country and society. This implies quality of education is a function of the country's level of economic development subject to improvement and change with time. The ministry of education set the minimum criteria and a requirement of quality education as follows: The existence of professional competent and ethically minded teachers in the system. The existence of an efficient management of education. A student centered and equitable curriculum which has a high standard relevant to the society and, the supply of necessary educational materials and equipment.

Thus the provision of acceptable quality dependence on two determining factors i.e. adequate system of school management and a reliable information system enable the operation of the education system at the local level to be monitored (World Bank 1999:9)

2.9.1 Curriculum

All programs emphasized responsive, individual child care given relationship with in a developmentally appropriate and stimulating environment. Programs usually had some articulated conceptual orientation and guidelines within which daily activities were planned and carried out "Activities" included both a high level of adult –child verbal interactions and the availability of a range of interesting developmentally appropriate play materials (Murray 1984:110)

Therefore, the activities should be planned in a curriculum framework. And the curriculum shall take into consideration children's needs in health, nutrition, environment, education and psychosocial development and prepare children both for school and their families in the form of curriculum guidelines, for early child workers while a more theoretical set of curriculum guidelines has been developed for those providing training (UNICEF, 1995).

In relation to this, Smedley (1996:143) states in the United Kingdom early childhood education is a relatively recent form of words used to refer collectively to three traditionally separate groupings concerned with organized education and care birth to three years, three to five years and five to eight years. Like the Children Act of 1989, it recognizes the inseparability of education and care for children from birth to eight years. This is expressed in terms of concern for the 'whole child'

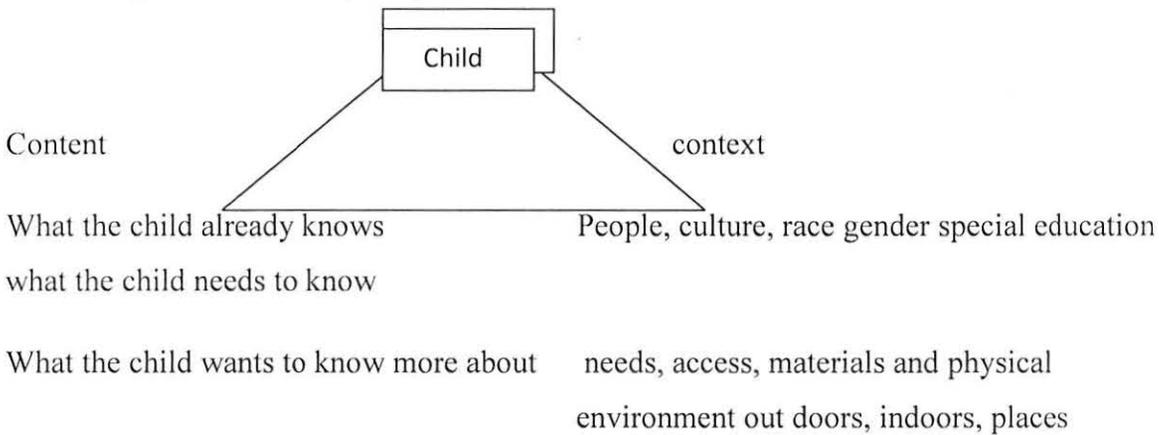
Therefore, according to Miller and McDowell (1993,95) quality curriculum in preschool education demonstrates the following. It is organized around control themes and integrated areas of development, designed to accommodate a broad range of abilities and personalities, employs sound and consistent assessment and documentation procedures, integrates objectives, methods, materials as well as implemented by teachers who have formal training experiences.

In light of this, the preschool experiences should be organized around certain areas of learning like aesthetic and creative, languages, mathematics, social and natural science, and physical

education. While ample opportunities are provided for the development of a diversity of minor areas of interest (Neaum and Tallack, 1997:4)

In generally, the content of preschool curriculum is expected to be relevant ,broad and balanced to provide opportunities that can address the social, emotional ,physical ,intellectual needs of preschool children so that they can better be prepared for the life and learning ahead

According to Tina Bruce (1991) the three CS of the early childhood curriculums as follows



The different stands of the early child hood curriculum –the child, the context the content are useful analytical tools to help us achieve a holistic curriculum .Over concentration on any one element (normally the content will lead to narrowness and lack of balance .Western Europe is not comfortable with holistic approaches ,which are common elsewhere (Ibid 89)

2.9.2 Medium of instruction

Brue (1997:12) states school using different language other than home language effect the implementation of curriculum, because presenting information in a new language is to impose a burden that results in slow cognitive development of the child. Gutierrez /1993/ cited in Bruce also supports education children in their second language other than mother tongue restricts students opportunities to develop emergent understanding of more comprehensive view of literacy.

MOE (2002:36) suggests learning in mother tongue enables the students to understand lesson easily and avoids problems associated with language bases reinforce, identity and enables its user quality of education and increases student's classroom participations.

However ,according to (Smedly 1996:149) the power of children's of often concealed by a restricted adult view of language and literacy .The liberation of children's minds so that they can participate fully in the making personal and social meaning involves the right to be understanding what refers to as the hundred language of children .This is a reference to the infinitely varied ways in which children search for ,secure and express meaning in the early years, exploration and investigation of the word as it is and it might be through play; dreaming talking ,listening ,drawing, writing ,painting three dimensional modeling ,collecting ,patterning ,music making moving dancing and singing creating ,inventing ,designing ,numbering and counting ;wondering and contemplating .language and crying loving and hating ,caring and --- on hand .The languages of early child hood contain the seeds of the more culturally determined languages which will in the years to follow structure their development in the areas of experience and learning such as linguistic, aesthetic and classier ;human and social ;mathematical ,moral, physical, scientific ,technological and spiritual(Ibid 1996).

Similarly, Smedley (1996:22) language the word is a direct expression of the historical nature of human consciousness, He is drawing our attention to the historical and cultural back ground and context to language .Words are not Smedley words; they mean more than they say because of their historical and the connotation they already carry .These meaning themselves will be different for different people and in deferent contexts. Language charges, and individuals and groups can shape the discourse and change the dominant metaphors. The professional voices is not static .But change requires earless to be away of their history as professional to be reflective & to be bold.

Therefore language is never neutral it shapes thinking and perceptions and is shaped by the language and inequality are closely connected although language is not responsible for use of linguistics resources to oppress others should not be ignored ;but must acknowledge the limitation of theories of oppression that do not go beyond the linguistic (Smedley 1996:23)

2.9.3 Training of kindergarten Teachers

When deciding the content of kindergarten teachers training experts consider two factors

First higher education qualifications must be guaranteed so. Those young kindergarten teachers can acquire the education necessary for an intellectual cause of life, general social and science knowledge, the ability to communicate in the mother tongue and foreign languages, and skills in physical education.

Second, they must be given professional education in the development and education of young children (Smedley, 1996:270).

Therefore ,the duration of teacher training for the preschool and primary levels changed from two to three years and the cause of study is being revised .The goals of this curriculum revision is to elevate the level of teacher training , to rein force the scientific basis of pedagogy and to develop professionalism for teachers (Woodill 1992:109). Similarly, the training last for ten months in Ethiopia .at certificate level (MOE, 1998 .To this end, the success of any program depends on its training program. During training, the teachers the expected to model and demonstrate the methodologies the trances are expected to perform on completing the training causes. If a participatory approach is to be used by the teachers the trains we expected to demonstrate to the trainees .Furthermore ,the trainees should be trained not only in teaching preschoolers must be qualified trainees of teachers (woodill 1992:115)

Similarly, Millen and MCDowelle/1993:12) further explained ,the need for basic knowledge in the area of health and nutrition, pedagogy, curriculum development, handling of inter personal and intergroup relations with children, parents, specialists colleagues. On the same vein Woodill(2009:98), stressed the fact that preschool teachers need to have knowledge and understanding of:All aspects of child development including theories and approaches to learning,

How to combine and apply pedagogic knowledge and understanding,

Multi sensory learning and teaching approaches for young children & Safety issues and application in practice.

Thus, training occurs at many levels .There is the training of the individual who actually works with children and/or parents.

It's also necessary to provide training to the parent committee that has responsibility for overseeing the operation of the early child development program. In relation to this ,there is a need to train the community activators and community liaison officers in have to provide support to early child development program in the communities .Those operating at the regional level, the chief community liaison officer and the early child development officers, need training, and those with in the national structure who take on the role of early child development coordinator with in their respective organization need appropriate training (National childhood development policy of Namibia 1996:59)

The methods of preschool education, and teaching in particular disciplines', such as, language, mathematics, nature study also receive teaching practices in kindergartens and primary school .Teachers of kindergarten and primary school were trained in pedagogical secondary school ,with courses of four duration, following completion of the eight years of compulsory general education in Albania (Woodill 1992:29).

In light of this (Isenbeig and Jaliongo 1993) cited in Temesgen (2006:15) Teaching methods used in preschool education should enable children: how to learn, who to cope with change who to build and evaluate a body of knowledge that will evolve throughout their life and how to adapt to a changing work of environment.

Since 1983, preschool teachers have received three years of training at either a teacher training college (university or a preschool teacher institute (vocational school) Both options require a high school diploma for admission social pedagogue training consist of four years of professional training child nurse are trained at intermediate level confutation ,which have one year's programs for its with a high school diploma and two to five programs for those completing junior high school in Finland, woodill (1992:196).

The majority of preschool teachers take the examinations of the pres schooling and the broad of examination leading to a diploma in kindergarten .This is a two years course open to its over 16, although most are 17 or 15 two years course open to its over age 16, although most are 17 or over and study in colleges or continuing education .The board does not prescribe entry

qualifications or conditions to start the course of study, although many colleges have their own entrance requirements (Smedly, 1996:242).

2.9.4 Special Needs Education

Children Act 1989 cited in David (1996:120) (there is a fine balance between giving the child with a disability or educational needs) a voice and encouraging them to make informed decisions –and over –burdening them with decision making procedures where they have insufficient experience and knowledge to make well informed choice and to make same mistakes should be part of every child's experience. Children and young people should be given the chance to exercise choice and their views should be taken seriously --- plans should be explained, discussed and if necessary reassessed in the light of the children's views.

Special educational provision will be most effective when those responsible take into account the ascertainable wishes of the child concerned considered in the light of his or her age and understanding (Ibid).

As Woodill (1992) stated as of 1990, there are several projects under way relating to children with special needs, curricula are being prepared for children who are mentally retarded, have severe affective and psychological problems, and age deaf and blind. In addition, a handbook for teachers who work in special education is soon to be published. Research to establish the number of children with special needs nationwide is being conducted. The pedagogical academy of Cyprus offers classes in special education, as well as for teachers who work in ordinary primary school. There is also a biannual educational journal on special education.

When we talk about special needs education, we should not only consider the pupil with impairments but also discuss about the gifted. Those children whom we call gifted not only have the advantage of exceptional heredity, but also are fortunate in their family relations and cultural opportunities. There would be more adults with high IQ if all have more favorable environmental conditions from birth. Those cultural factors begin to operate long before the first intelligence tests are given. Early experiences may determine whether or not certain children develop of the abilities they need for superior performance in certain lines of socially useful endeavor. The lack of appropriate early experiences may cause a child to neglect opportunities for preparation that

are offered to him later .To capacity must be added opportunity for both general and specialized development (Brow---et al 1958:337).

2.9.5 School Finance in pre education

Preschool have been supported by a combination of local levees governmental subsidies and fees changed to the parents of children attending .Recurrent expenditures for kg education are shaped b/n the ministry of education and the ministry of local government and lands .Responsibility for most capital expenses has remained with local authorities (councils) but governmental subsidies have increased over the past few years (Woodill 1992:124).

Thus, in Malaysia governmental funding for per school loan from \$500 to \$4,000 is provided either on yearly basis or as a start up grant. Often Government school receives equipment, such as store, cassette, tape recorders and teaching materials, instead of all its preschool centers. The state Religious allocations to preschool donation do not constitute a major source of income for preschool (woodil1992:349)

Similarly, the Hong Kong government provides a fee assistance scheme which partially refunds preschool fees of low –income parents of preschool children. If preschool fees are greater than allowance, parents pay the difference .Thus if net house hold income (per month 4person) HK\$1,500=HK\$-2,500.Afamily of four with a monthly income of less than HK\$2, 500, /which is very low by present standards) would receive only HK\$ in fees assistance (woodill1992:257).

2.9.6 Social Class

One of the ways children can be discriminated against and prevented from realizing their potential in school is through the assumptions that are made about them relation to their social class. Member ship of a social, class is usually defined for research purposes by the occupation of the parents. In the class room teacher may be defining children's social class through observations of appearance of speech, and perhaps going on to make assumptions about academic ability .The important of knowing children well is generally accepted, but it is interesting to stop and what extent it is based on relevant evidence –is it just assumptions and crude categorizing. Social class, gender and race can all provide the basis for discrimination an inequality (Smedlley 1996, 109)

Teachers sense of identify and their understanding of their cultural back grounds (shaped by gender, class and race) are important if teachers are going to be able to work with children constructively and sympathetically .This is not idle reflection or one's own cultural positions ,recognizing that beliefs ,ways of life ,priorities, perspectives are socially and culturally constructed and constructed continually through our lives –it is part of the life-long-learning process about ourselves .That recognition must include reflection on gender class and race (Ibid 120)

2.10 Determinants in the pre schools setting

2.10.1 The context

According to Bruce (1991:12) it is through the context of the education setting, and the peoples the child meets, that access to the curriculum is gained .Thus, the context includes peoples, culture, race, gender, special education needs, materials and physical environment indoor and outdoor settings, places, and events. He adds all these are crucial in enabling or constraining access to both learning and development, and so to education. The child with a visual impairment, the child brought up in a silch community, the child in a house with no books, the child who is regularly taken to borrow library books, the child who is abused, the only child, the child whose home has a swimming pool, the child who has no breakfast, the child who is bilingual-all these factors, have an impact and an influence on the child's access to education, and to play in particular.

2.10.2. Class room management

Class room management refuse to systematically organizing every aspect of classroom for children's learning .The principles of class room management in preschool education is derived from evidence that classroom colony in affect a child behavior. A well arranged class room tends to increase the probability that appropriate behaviors will occur. Hence, effective class room arrangement strategies are those, which result in positive changes in behavioral, communicative, cognitive, social and emotional aspects of preschool children (Zirpoli, 1995:1).

It would appear that promoting effective class room situations demands practice, the willingness to research and explore, and personal space and support. There are competences and practices

which a professional can employ to create effective interaction in the class room (Smedley, 1996:89).

Therefore teachers are encouraged to develop an interactive, rather than a didactic teaching style. Naturally children come together for class teaching at story time, and during music and movement lessons for school assembly. When children work together, there are occasions when the teacher decides on the composition of the group (Smedley, 1996:239).

Similarly, (Smedley 1996:98) states, teachers have been described as facilitators, chair persons, enablers and people who can give evidence, guidance and encouragement . What we, as teacher trainers, try to inculcate in students is the ability to adopt a teaching style which encourages the children to take proactive part in their learning ,for at heart of such practices, classroom interactions, gives to children more autonomy for choosing issues, exploring problems and questions and offers responsibility for sharing and thinking on ideas.

Thus, classroom time is often divided between two types of learning activities: 1) Class lectures, and 2) Individualized tasks or activities for smaller group. The children over often asked to formulate their own individual or group projects as a way of involving them directly in their learning process. These group activities provide an opportunity to learn both cooperation and social responsibility .In these types of activities, the teacher acts more as a resource consultant than as the source of all knowledge and authority Woodill (1992:107).

Whether children are vertically or chronologically grouped ,and typical school day in an early years class rooms finds children engaged in small –group activities ,painting ,classing out assonants re related to the core curriculum, and playing in the home corner .For the youngest children in the groups ,most teaches behave eve that there should be opportunities for ,play especially imaginative play with in the class room setting .Both boys and girls used building blocks and construction toys,(Woodill 1992:239).

In general class room management involves the management of contents, materials, time, materials, and equipment, space, student's behavior, and social relations in the actual teaching learning process. It involves creating positive attitudes and motivation of students, providing them with purposeful tasks, keeping them at ease in the classroom and communicating the objectives of the session clearly.

2.10.3. The Physical Environment

If a school environment of preschool is well organized and management a child can find what he needs to work with beauty, a child can learn to care for and value beautiful things. If supplies are learning available, the child learns to choose and share, if a variety of materials are available, the child learns something about making intelligent choices. If adults show respect for and trust in the child, he will learn to experiment without fear of failure. Both the physical and emotional elements of the environment influence learning. There is a vast difference between a child and living in a warm, welcoming environment and simply "going to school (Hertzberg and Stone 1971).

In relation to this Clarke Stewart (1991) cited in Smedley (1996:154) has identified several indicators of quality that impinge upon children's development, among which is a well organized and stimulating physical environment. The potential exists, then, for the physical setting to have a positive impact upon the children in it, by implication the converse is also possible: that physical features of can lead to poorer quality for them.

2.10.4. Indoor and outdoor spaces

Our arrangements of time and space send messages to children about the valuing of self and others. The inner & outer contexts of learning are not alternatives. They interweave of learning are not alter penetrate & together make up the human experience of learning, (Smedley 1996:149)

Indoor and outdoor spaces are considered separately in recognition. Indeed, the space, both indoor and outdoor spaces can be viewed as a whole, and all as a learning environment. Because they can be coupled with reminder about providing sensory and physical experiences and opportunities for children to represent their experiences. (Smedley 1996:165)

2.10.4.1. Indoor Space

Furniture and its placing is the chief means of creating defined areas indoors, but also, at the same time, acts to condition children's access to these areas. Chairs, tables and storage facilities all need to be at child height if children are to be able to operate independently. Just as importantly, the amount of furniture needs very careful consideration (Smedley 1996:166).

Similarly, indoor area needs to be resourced, organized, managed and aesthetically arranged, so that what it offers for free-flow play is developmentally appropriate (Bruce, 1991:22).

To this end, it is worth mentioning that pre-school classrooms have adequate space. Although

There is no ideal size agreement for the room space to be used for indoor activities, it must be a suitable size and arranged so as to permit good program planning activities and supervision. The indoor playroom must have clean and sufficient floor area available for play occupied only by children's play materials and equipment (Todd and Hefferman, 1964:104).

In general, indoor equipment and materials make the bones of preschool education. As a result, it is essential that these are readily available for pre-school children in a great variety and quality in relation to the age and number of children to meet their diverse needs and support their overall development.

2.10.4.2; Outdoor Space,

By the time children are six or seven years old, outdoor play at school has variably become a way of 'letting off steam' rather than an opportunity for learning and development. In the early years, at least, the indoor and outdoor environments can, and should, both be seen as central to children's use, with no firm distinction between indoor and outdoor (McLean, 1991) cited in Smedley (1996:168). Principles in organizing outdoor space are similar to those guiding the provision made indoors. Children need opportunities to experience a wide range of activities, to play alone and with others, to be private, to be active, to make choices and decisions for themselves. (Ibid).

Bruce (1991:21) supported, if children are denied opportunities to move physically in their free-flow play their education is constrained. In many inner-city areas, the community is joining with school to create exciting and enabling outdoor play areas. Children need to climb, run, jump, and bash balls against high walls. They need trees, although climbing frames help. They need flowers, gardens, areas for bikes and trucks areas for dens, and hoses to spray.

2.10.5. Equipment and materials

Equipment and materials make the bones of preschool educational program. It gives children firsthand experiences hence to promote children's social, emotional intellectual and physical development.

It is necessary to provide appropriate equipment and materials for variety of activities. It should be wide ranging with natural and manufactured objectives (Bruce 1995:58).

Among the major categories of material of create significance for preschool children include skill and concept material (simple and games, books of varies types and puzzles),gross, motor material (balls, pulls toys ,riding toys ,etc);materials (building sets, arks pencils ,scissors, etc) constriction materials (blocks building sets ,and wood working materials); self expressive materials (dolls, dress -up clothes housekeeping toys ,musical instrument ,and puppets) and natural material (sticks, leaves, rocks, sand, mud ,water, etc) (Isenbeng and Jalong 1993:127).

Thus, good quality ,well maintained ,appropriate equipment allows children to satisfactory undertake and complete task .there can be few things more prostrating then training to cut with blunt scissors, particularly when you are a relative novice at cutting to begin with |similarly it is disappointing for anyone to put the effort required in to completing a puzzle ,only to founds that the last piece is missing or for a group of children to have difficulty enough to go found (Ibid167).Planning activities and provision with children gives them the opportunity to contribute ideas and materials ,bringing in things from home and elsewhere ,and in sharing that they see the activity as theirs from the very beginning. The alternative that of presenting a finished package of an idea to the children effectively put them in the position of straining an activity half way through (Ibid 214).

2.10.6. Play

Barbara (1984:191) state, are can say play serves two different growth needs in the early years, live about the world by planning about it (realizing reality),and finding an out let for complex and often conflicting emotions (when in reality and logic are secondary).we adults need to understand this process more deeply than we do and to continue to improve our techniques for

providing experiences through play by means of which the child can freely express feelings and creatively master reality .

Mellor (1950 cited in Bruce, 199:37) summarizes the irresistible urge in young children to be active, investigate and discover to imitate and pretend to plan and construct founds its out let in what we call play. Play means those activities which are not connected with our work. (1) and which should perhaps be termed recreation .Some of the children's actions are in this category, for example, when he 'let's off steam'. (2) and abandons himself to the sheer ,delight of movement offer a period of concentration , (3) but if we watch children at play we shall see that much of their activity is of a very serious nature ,requiring their attention, through and experiment ,and should more truly be termed work, even though it may have no economic value .It is during this so called play that children learn to work to concentrate and to persevere until achievement is reached ,(4) to discover the nature of their surroundings and of the people in their community, to acquire skill of body and mind ,and to express their thoughts and feelings in a great variety of ways .

Similarly play activities as indoors or outdoors children's games or activities guided and supervised in a place or area designed for this purpose. It is the primary recommended activity for children in all forms of child care .There are three types of play activity –play clubs ,play groups and toy libraries which can exist separately or in any combination ;play activity can be either public or private in Finland,(Woodill ,1992:197).

Increasingly, our knowledge makes us more careful with our terminology. If we are serious about showing why we value free-flow with parents, colleagues and the public, we must be careful to signal what is and is not 'play, in the strictest sense. We shall need to 'do' and 'take part 'in games rather than 'play 'them. Sometimes we shall play with clay; sometimes we shall represent and keep hold of experiences by liking models. Margaret, Clark (1988) stresses those outside early years education often do not understand the importance of play. Terminology is therefore of crucial importance in sharing what we know with colleagues ,parents and beyond .The word 'play' as Gardner (1982) in Tina (1991:80) suggests ,is too broad and all pervasive .We need to narrow it down ,or it will not be used .

The essence of these is formulated in the equation- free flow =wallow +competence.

Free flow play = Wallowing in ideas, feelings and +Using the competence and technical
Relationships prowess that has been develop (Ibid:
82)

We need to give children throughout the world their right to play. It is in the interest of adults, as well as of children to do so. The older we become, the more difficult is it learn how to free flow play, especially if it is not part of our child hood memories (J.and D.singer, 1990) cited in Bruce (1996:165). We can get the most out of child hood ,and take its benefits with us in to adult life ,or we can waste it, by filling it in appropriately, and dismissing free-flow play as something ‘childish ,to be left behind as quickly as possible. We need to remember we have only one child hood (Ibid 165).

With regards to this (Temesgen 2006:18) summarizes play has many benefits for children’s learning in addition to the exercise it affords. It gives children a sense of self realization, selves as emotional release, further cognitive development and an important socializing force. Hence, play promotes the physical, emotional, social and intellectual development of preschool children.

Furthermore, studies by psychologists of many schools have repeatedly shown, what the records of work with difficulty or disturbed children confirm, that play as well as being an intellectual exercise, is a language of the emotional life and one of the principal means by which children bring fantasies into steadily closer relationships with causal reality and the objective world (Wall 1975:149) .

Chapter-3

3. The Research Methodology

This section presents the methods used to generate data for the study. It describes the data sources, study sites, sampling techniques, instruments' of data gathering , procedures of data collection, and the methods of data analysis and validity of data achievements.

3.1 Methods of the study

According to Creswell (1998) qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social; or human problem. The researcher builds complex holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting. Creswell (1998:16) also argues that qualitative research shares good company with the most rigorous quantitative research, and that it should not be viewed as an easy substitute for a “statistical” or quantitative study. He suggested that qualitative researchers must do the following; Commit to extensive time in the field. Engage in the complex, time consuming process of data analysis the ambitious task of sorting through large amounts of data and reducing them to a few themes or categories. Write long passages, because the evidence must substantiate claims; the writer needs to show multiple perspectives. Participate in a form of social and human science researches that does not have firm guidelines or specific procedures and is evolving and changing constantly. Miles and Huberman (1994:1) stated; qualitative data are sexy and added that;

They are a source of well grounded rich descriptions and explanations of processes in identifiable local contexts. With qualitative data one can preserve chronological flow, see precisely which events lead to which consequences and derive fruitful explanations. Then, too, good quantitative data are more likely to lead to serendipitous findings and to new integrations. Finally, the findings from qualitative studies have a quality of undeniability. Words, specially organized in to incidents or stories have a concrete, vivid, meaningful flavor that often prove far more

conveying to a reader-another researcher, a policy maker, a practitioner than pages of summarized numbers.

Bongdan and Biklen (1992:62) stated using the natural setting of human as the direct source of data, which is primarily characteristics of qualitative research, is recommended in educational research. Therefore, the student researcher employed qualitative method to explore the extensive data in the physical setting of preschools in Dawuro zone.

3.2 Design of the Study

Using design traditions, Creswell (1998) has distinguished five types of qualitative research. These are biography, phenomenology, grounded theory, ethnography and case study. Although not fully mutually exclusive, the five types of qualitative studies have differences in purpose and focus. The focus of biography is on the life on an individual, and the focus of a phenomenology is on understanding a concept of phenomenon. In grounded theory, one develops a theory grounded on data. The case study examines a specific case. A culture group is portrayed in ethnography (Creswell, 1998:38). These all are not mutually exclusive but each has its own concern and focus.

Therefore, the study employed case study design to explore the specific cases of the challenges of kindergartens in Dawuro zone. Thus, according to Merriam (1988) also stated that case study is employed to get an intensive and holistic description of a single instance, phenomena or social institutions.

3.3. Tools and procedures of Data collection

Educators have advocated the use of multiple methods of data collection. Because by selecting complementary methods, a researcher can improve the weakness of one method with the strength of another. It is also recommended that good qualitative case study will often include multiple methods of data collection. As a result, documentation, in depth interview, observations, and FGD, has been stated as key ways of collecting qualitative case study data. In line with this, Hunt (1989) and Patton (1987) cited in Teshome (1998:46) stated that the use of single data collection techniques has both strengths and weakness. The use of more than one data collection technique in a single study helps the researcher to substantiate the strengths and to correct the

defects of any one source of data. Based on this idea the student researcher employed unstructured interview, observation, FGD and document review as a data gathering tools. The student researcher started analyzing documents from top SNNPREB to down studied schools. Then the interview,FGD and observation techniques held with participants from remotest to nearest.

3.4. Data sources

The study used primary and secondary data sources .The primary data were collected through field survey and observation kindergarten schools while the secondary data were obtained from recent annual education statistical reports published by the federal ministry of education and the Southern National Nationalities Peoples' Region State (SNNPRS) Education Bureau and the documents of Dawuro zone education departments and from the studied woredas concerning the kindergartens.

3.5. Study sites and sampling

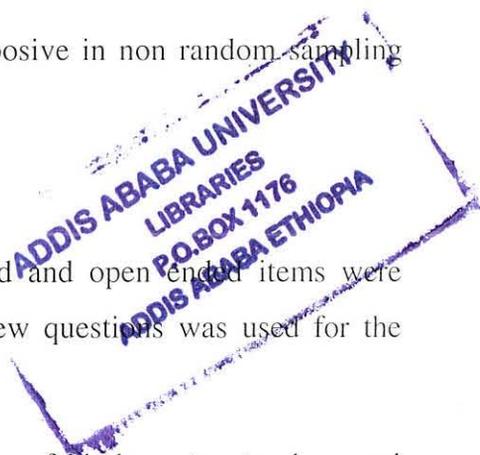
Primary data were gathered in five schools from ten teachers, five experts, & ten parents. The schools were kechi &Tocha (from Tocha woreda) Waka and Mari (from Mareka woreda), and Tercha kindergarten school in Tercha town administration. The sites were so selected for their proximity and urban characteristics for better information.

From the five kindergarten schools the data were selected purposive in non random sampling considering the qualitative case study.

3.6. Instrumentation

An 8- page case study interview protocol consisting of closed and open ended items were prepared as a part of a bigger study. A portion of the interview questions was used for the purpose of intensive present paper.

The questions include the items designed to assess the bio- data of kindergarten teachers and stake holders in the study, the stake holders' participation, the experience of the kindergarten content, and the physical setting of the study area. In addition, the case study observation protocol has also included a check list designed to assess the nature of physical environments of



outdoor and indoor spaces of the studied kindergartens. The interview protocol was finally translated in Amharic and Dawurigna languages which are both the official and the speaking language for the researcher and the interviewees.

Document analysis and focused group discussion protocol interview questions were also prepared, Because documentation, in depth interview, observations and focused group discussions have been stated as key ways of collecting qualitative case study data (Merriam, 1988; 86) .In addition the use of more than one data collection technique in a single study helps the researcher to substantiate the strengths and to correct the defects of any one of source of data (patton 1987).

3.7. Interview

A semi-structured interview schedule was developed for assessing the specific case of kindergartens in five schools in studied woredas for ten teacher's six experts and thirty focus group discussants. The items sought qualitative explanations of the reasons for challenges in kindergarten schools. Because according to Robson (1993:228) the importance of using interviews appears to be a quite straight forward and non- problematic way of finding the finding things out .The situation that provides to the interview the opportunity to describe his/her ideas and to give more emphasis on what he/she things important, Patton (1987:11) also states an interview guide is a list of questions or issues that are to be used in the course of an interview, and it provides topic or subject areas about which the interviewer is free to explore, probe and ask questions that will elucidate and reflect that particular subject.

Thus the indepth interview was held with the zone and Woreda education experts, kindergarten teachers, focus group discussion to collect sufficient information. This was done using guided inetview questions. The interview guides were prepared separately for each of the study participants.

The interview guides were supported by tape recorders and later the interview guides were transcribed in similar themes vertically and horizontally across the cases (issues) by the student researcher. Then the data become saturated and the validity was captured and adminstrated.

3.8. Observation

Observations were used to obtain supplementary data for the study. Direct observation was conducted both in the class rooms and outdoors. The aim was to draw pertinent data from classrooms and outdoors play areas that supplement the interview and could assist with triangulation of the data. Accordingly in the classrooms the use of teaching methods, materials, assessment procedures and interactions were observed. For this purpose, one class room was observed in each kindergarten randomly selected for one period. In addition, organization of class rooms and activity centers, supply of materials, and equipment, and their arrangements were the main focus of observation in all class' room of each kindergarten. In the out door, play ground, suppley and arrangements of play materials and equipment as well as safety aspects were observed in all sampled kindergarten. For the purposes of observations, check lists were prepared and employed.

3.9. The focus group discussion

According to Wamahu and karugu (1995:122) focus group discussion are best suited for obtaining data on group attitudes and perceptions by initiating members for active discussion. In light of this, the researcher applied FGD to obtain stronger well- discussed and versatile information from more than a single individual. So the planned in participating six to eight children parents from each kindergarten school, with the total of 30 parents in five groups. Ten of the focus group discussants were females in the hope that would validate 33.3% of the gender participation.

3.10. Document Review

It is believed that reviewing the document will give relevant data about the case study. Best and khan (1993:191) stated that document source could serve a useful purpose in yielding information that is important in explaining social or education practices. As a result the Regional Educational Abstracts, the Dawuro zone Education Department kindergarten Reports, Tercha Town Administration Education Documents and the Tocha& Mareka woreda kindergarten Manuals and Guidelines were reviewed .Besides, the five schools attendances and records were reviewed.

3.11 Methods of Data Analysis

As mentioned earlier, it employed qualitative research approach. Merriam (1988) stated that qualitative data analysis is a complex process that involves back and forth between concrete bits of data and abstract concepts, and between description and interpretation. Borgdan and Biklen (1992) have shown that data analysis in qualitative study basically involves in word argumentation than numerical explanation. To analyze the data I employed thematic data analysis technique.

Therefore, the data drawn from interviews, observation, FGD and document sources were presented, discussed and interpreted qualitatively by categorizing in themes.

3.12 Methods of achieving validity

As stated earlier the researcher used triangulation methods for comparing multiple data sources in search of common themes to support the validity of the findings. Therefore, the researcher used extensive time in the field to get thick descriptive data.

Chapter 4

4. Presentation Analysis and Discussion of Data

This chapter deals with the presentation and analysis of data obtained by interview, observation, focus group discussion and document review from woreda education experts, zonal education experts, Regional Education Bureau Abstracts, teachers, and parents. To analysis and present the data the researcher employed triangulation of themes in identical cases. Then, the cases were coded and discussed in their coherent and logical senses in order to assure the validity and accuracy of the data.

4.1. The contents and activities in the kindergarten

4.1.1. Issues Related to the training & recruitment of kindergarten

Trained Teachers			Un trained Teachers		
M	F	T	M	F	T
1	5	6	3	1	4

Table.1 Data of teachers' professional training in the studied schools (2004 E.C).

The above data shows that concerning the training of kindergarten teachers 60% of the teachers have certificate in teaching kindergarten schools. Among the trained teachers the majority 60% are females .However the majority of males 75% are not trained .They have completed grade 10 and 12.Thus 60% of the teachers are trained.

Experience (2004 E.C)	1	2	5	8	9
M	1	-	-	-	3
F	1	5	-	-	-

Table.2. Experiences of the teachers

The data above shows that there are only 2 males and females who have 1 year experience .The other five females and three males have two and nine years experience respectively. This shows that majority of the teachers have sufficient experiences.

Nevertheless majority of the teachers have got their training certificate, concerning their effective implementation, the woreda expert says;

Some of the trainers were trained Amharic as media others were trained in wolaytigna some others trained in Afan Oromo, therefore we don't guarantee concerning their effective implementation (TEO3)

By the same vein the data that have been obtained from FGD of 04 supports;

Sending children in to the community Kindergarten is not better than keeping at home as the result of their teachers creating problem .They might be not well enough to teach them. They themselves do not write Dawuro inscription so we better check on children progress in kindergarten school [FGD04].

In case of the training of teachers the interviewees and the focus group discussion revealed that even though half of the teachers have got one year training course their efficiency is under question and hence the observation data depicts that the teachers do not allow students in group works, pair works and do not provide opportunities for children to acquire initiative and independence. They also do not use a variety of teaching mechanism except using hard lecturing method (which doesn't consider the heterogeneity of the class as well as the level of the grade.)

However, Smedley (1996) supports, the duration of teacher training .for the preschool and primary levels changed from two to three years and the course of the study is being revised The goals of curriculum to elevate the level of teacher training, to reinforce the scientific basis pedagogy and to develop professionalism for teachers.

The teachers haven't had any seminar, workshop and the like since they joined school. One of the teacher claims;

I have joined here for nine years but I haven't participated in any workshop and training. I teach using simple lecturing and let play a lot even the woreda experts and supervision

have not supported me in teaching methods they usually complain to improve our teaching method “How can I get such skill? ---ye----“[TT02]

Other teacher also complained that;

We are from strange parts of the world nobody knows about our training and teaching we are almost forgotten I taught here for nine years long I did not even participate in school workshop and training [MT02].

Concerning recruitment of teachers nobody has started recruiting teachers because we don't have government institution to train the kindergarten teachers we select teachers who have any kindergarten certificate or we assume those who have completed grade 10 however majority of our teachers are not trained (MEO5).

In general , the data show that the training of the teachers is not adequate to teach the newly seedlings hence the teachers themselves had not acquired effective in service and preserves training .Regarding this Woodill (2004:98) states that preschool teachers must have the knowledge and understanding of all aspects of child development including theories and approaches to learning ,how to combine and apply pedagogical knowledge and understanding ,multisensory learning and teaching approaches for young children and safety issues and application in practice.

4.1.2.The levels of kindergarten children and the time management

As the SNNRP education Bureau data collection Dissemination processes (2002:13) shows that number of nursery students are 520, lower kindergarten 150 and the upper kindergartens are 128 in Dawuro zone .However, the student records show that students have not been identified by levels and grades rather they are spontaneously divided to two section in all schools and with the student teacher ratio 1:76. Besides a teacher respondent said;

We backed home the four and three year's children; we have no awareness about the levels of the kindergartens. We could teach those students who are matured enough to join the primary school {TT01}.

Moreover the woreda education experts do not clearly understand about the levels of the kindergartens. As they responded

I couldn't differentiate the kindergarten structures and the currently introduced. "zero Grade". I think both of them are preparing the students to grade one. They both might include 6 years aged students (TE03)

The FGD participants;

Different aged students are staffed in one section and when they will be reached to primary schools they will be selected to join elementary. Otherwise we don't worry about the grade levels and the ages (MEO3).

The SNNRP data collection and dissemination processor report (2002:1) stresses the text books for kindergartens have been produced recognizing the three levels kindergarten grades. These are nursery (3-4) year's age, lower kindergarten (4-5) year's age, the upper kindergarten (5-6) year's age children.

However, the expert from zonal education department responded that kindergarten students have one book for all levels and that he added I don't have any information about the books and extra time that they could learn according to the levels (ZE06).

However, the (MOE2009: VIII) curriculum frame work states the time allotted for each levels are different with respect to their perspective ages. These, nursery (3-4) years' agers should be learned for about 15-20 minutes, the lower kindergarten (4-5) should learn for about 20-25 minute and the upper kindergarten (5-6) have to learn for 25-30 minutes. But concerning the time frame work as I observed the school starts at 8:30 AM and children go back home at 11:30 PM in the morning and in the afternoon the whole school begins at 12:00 AM and back home at 3:00 PM. In connection to this a teacher told;

We usually get to school at 8:30 AM and come back at 11:30 Am in the morning and the afternoon we begin at 12:00 AM and end at 3:00 PM. We have told no information to teach students with different time frame works in their various levels [CT02].

From the above excerpt one can understand that all levels of students are learned within the same time and the time allowed used in the kindergarten schools are alike as well. Thus I too observed that all teachers use 40/30 minutes for each subject and take for rest 15 minutes. The students are learned four periods for 40 minutes in one school and 30 minutes for five period's subjects in other schools. But the curriculum also states,

The kindergarten programmes are divided 30 weeks for a year, five days for a week (25periods for a week) and 30 minutes for a period for subject (MOE,2009:VIII).

The zonal education expert claimed that:

The kindergarten schools teach by their own time considering 3 hours with in a day because we don't want to identify the times due to the different weather conditions within a zone and the levels of the grades should not be considered here in remote zone [ZE06].

4.1.3The curriculum & medium of instruction

The interview data transcription of teachers, FGD and experts, and the observation check lists of the schools about the curriculum, guide lines and text books could be analyzed as follows.

The zonal education department expert noted that:

The kindergarten schools have been taught by the different kinds of textbooks from grade one textbooks. Still we haven't given due attention to the curriculums and learning materials of the kindergarten .It seems to be that the schools use English and Dawuro tongue as medium of instruction based on grade one text books. But now the Regional Education Bureau has adopted a curriculum for kindergarten for different levels considering the levels of the kindergarten grades. Though we took the curriculum at the beginning of this year, we were highly engaged in different tasks and did not give orientation to the experts and supervisors to translate it in to the local language and did not get any fund to run it. Therefore the woredas have to take responsibility in utilizing the curriculum material in accordance with our reality (ZE06).

Similarly, responded the expert from Tocha woredas education office:

We have been very busy this year because the regional education Bureau has extended the “zero grade” for all schools and sent a curriculum for the grade. We are confused of the exact meaning of “zero grade” and kindergarten schools, are they alike or different? If so, the kindergarten should be supported by the kebeles, our matter is to full fill teachers and text books to the formal O grades. Otherwise it is the supervision and the kebeles duty to worry about the curriculum, text books and the like. Finally I think they learn three subjects i.e Amharic, English and Dawurigna from grade one text books (TE04).

Despite the fact that Miller and MC Dowelle (1993:95) illustrates quality curriculum in preschool education demonstrates the following.

It is organized around control themes and integrated areas of development; designed to accommodate a broad range of abilities and personalities, employs sound and consistent assessment and documentation procedure, integrates objectives, methods, materials as well as implemented by teachers who have formal training and experiences.

In light of this, the preschool experiences have organized around certain areas of learning like aesthetic and creative, language, mathematics, social and natural science, and physical education.

While ample opportunities are provided,for the development of a diversify of minor areas of interests (Neaum and Tallack ,1994:4).

Likewise, the curriculum the medium of instruction has been another concerning issue in the kindergarten schools hence the teacher and the FGD replied;

It has been long time that kindergarten students started learning by their mother tongue but in our context we used to teach in different languages. Because here no one is trained at Dawurthuwa as a medium of language .Those who were trained in kindergarten certification they had trained in different media .Some were trained in Afan Oromo, others were trained in Amharic. However,Gojeb teacher’s

training college trained in Dawurigna in 2003 E.C and they are not yet employed as teachers due to the scarcity of budget and absence of teaching license. The college itself has stopped training kindergarten teachers due to its own limitation and so on. Therefore, as I tried to seek for medium of instruction in kindergarten education, in Dawuro zone all the teachers use Amharic, English and Dawurigna, (Dawurigna mathematics and aesthetics). Our supervisors told us to continue these subjects in three media (English, Amharic and Dawuuragna) [KT03].

As can be seen from the teacher data excerpt the medium of instruction has been practiced by different languages i.e. by Amharic, English and Dawurigna. As the data excerpt indicates the teachers teach aesthetic (sport, music and drawing mathematics in Dawuro language). But the other transcription shows, other teachers teach only Amharic, English and Dawurigna. This shows that the medium of instruction as well as the contents of teaching activities /subjects/ are different from school to school in kindergartens in the zone under the study. As a result, students who join grade one would have different experience and understandings in the zone and this in turn might influence the quality of education in general and the kindergarten schools in particular.

By the same vein the teacher interviewee mentioned that

It has been our question since we emerged to the kindergarten school 8 years .I think the issues of the textbooks and guidelines must be beyond the government and the ministry of education. We always complain the supervisors and they in turn condemn us. A number of supervisors have been shifted in this school and in this site and we have been asking them the right text books and directives of the kindergartens but they could not give cross-cut answer that prepares the text books and the like .They themselves blame the zonal education department about the issues. For your surprise I got this lonely book from neighboring kechi primary school. And the supervisor usually advises us to use grade one old and new book in right way.

He doesn't worry about the medium of instruction and the teaching activities as well as the no of subjects that we are teaching about. He sometimes runs away when he gets accidentally for our usual complaints. In way I teach my students in three languages

namely Amharic, English and Dawurogna from different texts. Currently the woreda sent us a book which is prepared in Amharic for three levels of kindergarten grades. It seems to be directive we don't have the knowledge and skills to translate it in to different languages and subjects so we put it in the shelf as it is. Even though the kindergarten education has got forwarded a century nothing is transformed in this zone (kT02).

4.1.4.Financing and Administration

The interview made by teachers, woreda education experts, town administration and zonal experts shows that there have been no proper financing and administrating bodies to kindergarten schools in Dawuro zone rather than the woreda education office pays salaries to the teachers. Thus, the expert from (TC05) replied that

We told that the finance for kindergarten schools should be subsidized by the kebeles and other administrative bodies, we don't have any plan to support the kindergarten besides, and the block grant budget that has been subdued to each primary and secondary student doesn't include the kindergartens. So we don't have enough budgets to support them even we are tired of sending teachers to them.

Besides the data the teacher explained that:

No body takes the responsibility of the kindergarten. Ever body refused our questions about the budget, administration and proper physical existence. All the concerned bodies complain each other about the issue of kindergarten .We don't have manuals and directives that deal about kindergarten structure and finance .So we wanted our silence unless they refuse our contractual salaries (TT01).

The other teacher respondent assured

The kindergarten school is said to be led by kebeles but you know that our kebele administrative bodies do not dare to budget and administrate the schools. They even hesitate to send their students to school. But once the woreda women's association office gave our school one packet of papers, pens and 12 small balls otherwise no body supported us. Within this little 500 contractual budget I and my colleagues budgeted to buy teaching aids and chinks [MT02].

The FGD excerpt shows that

It is not our kebeles' responsibility to run a budget to our kindergarten, is not it the duty of the government or the education office? If it is our business why the responsible bodies have to show us the mandate that confirms us? We heard that the kindergarten education structure since September 2003 E.C. Therefore it is the activity of the education office to identify the share of education starting from kindergarten [wP05].

Based on the woreda experts, teacher and FGD discussants responses I tried to substantiate the issues of kindergarten finances and administration system. However, I could not find any clear cut directives that give due attention to the financing rather the curriculum frame work (MOE 2009) which states the kindergarten structures must be embraced in the primary education system. It doesn't further illustrate about budget and right sponsoring personnel.

However, the directive of education quality assurance shows that the right personnel and structure of the kindergarten school (MOE, 2009). And yet this business process reengineering manual doesn't clearly specify who budgets for kindergarten education. But Woodill (1992:124) stresses preschools have been supported by a combination of local levees governmental subsidies, and fees charged to the parents of children attending. Recurrent expenditures for education are shared between the ministry of responsibility for most capital expenses has remained with local authorities (councils), but governmental subsidies have increased out the past few years in Malaysia.

Therefore, from the above documentation reviews interviews and FGDs, one can infer that there has not been responsible financing bodies to kindergarten education. Ever though the ministry of education has indicated that the kindergarten education program should be included in the primary education structure it still doesn't launch the right budget and the right responsible body to the program implementation.

4.1.5 Special education and social classes

As the interview observation & FGD excerpt indicated that there are no integration of the different social classes and special need education. Even though there are a lot of students that need special need education around the schools they never come to school. Besides, there are the

minority groups (the manja and the mana) near to the school, I haven't seen them in the inclusive kindergarten education concerning this FGD participants mentioned:

The special education students and the minorities' education have been the problem that always complains our woreda and our school but it is not mandatory for them to learn in kindergarten school rather than in the formal government schools. Because, the mana clans are evil eyed and they may attack our children therefore still our children identify themselves our students should learn alone. Besides, we suggest learning the special education needs inclusively but there are no facilities and trained teachers in special education. Even the normal students have been turning back due to the lack of classes and teachers [TP15].

The above focused group discussion data shows that special need education and minority groups are not accessed to learn in Tocha woreda .Likewise ,as I observed no special need students and minorities learn in public kindergarten education in Dawuro zone .

However (David 1996) states special educational provision will be most effective when those responsible take in to account the ascertainable wishes to the child concerned, considered in the light of his or her age and understanding. But, (Smedley 1996:106) suggests that social class, gender and race can all provide the basis for discrimination and inequality.

Similarly, the MOE (2009) and the SNNPR (2010) education statistics report shows that to implement the kindergarten education successfully the special education needs and the social classes are not provided that people are still hesitating to include the minority due to stereotypic nature and under looking the special education needs under the study area.

4.1.6. The need for planning in Kindergartens

According to the interview, focused group discussion and observation excerpt the whole stake holder do not plan for kindergarten programs. Thus, in all kindergarten schools the programmes are accomplished haphazardly. The following excerpt of one kindergarten teacher could be a good example:

Even though the supervisor complains at me to prepare a lesson plan, I never plan because there aren't text books and annual plans. So I don't know where to begin and how to begin planning [KT 02].

The Tocha woreda education expert also agrees on the issue of planning:

We have been worrying about the planning and preparing of activities on kindergarten schools but we could not find right text books and directives so we put aside their issues till the proper curriculum emerges. Now, the curriculum frame work has come and it's time to think about it (TE05).

In light of these professionals warn that for any class room teacher to attempt to teach a class without the assistance of a daily lesson plan is analogous to an air plane pilot's taking off to a new destination without a chart. To all intents and purposes the why of planning is from administration, teachers and students points of view (USAID, 2008).

However, similarly, the Mareka woreda education expert supports;

In general we have plans to supervise and monitor kindergarten program but they don't have right text books that have adopted from the existing realities of the zone. So we have been complaining in order to adopt the texts within our localities (ME 05).

The zonal education expert also concludes, on the issue of planning & controlling the kindergartens

Different schools have different text books and different knowledge, and skills on the issues of kindergarten so it has been our question to make the materials the same now, the ministry of education has sent the curriculum frame of the kindergarten's .So we had better modify it in our situation and have a plan (ZE07).

As one can see from the interview excerpts of the different stake holders, there has not been definite plan in the kindergarten schools from top to bottom. As a result, the schools have been running with different media, text books and number of teaching activities, moreover; the kindergarten teachers are not forced to do plans and other related issues properly. Above all, the

students are not able to get desired outcomes in the kindergarten schools and failed to assess their relative understanding within the schools and along the schools.

4.2. Issue Related to physical setting of preschool

This section presents the data that is obtained by observation.

4.2.1. Issues Related to the context

According to Bruce (1991:14) it is through the context of the education setting and the people the child meets, that access to the curriculum. Thus the context includes people, culture, race, gender, special education needs, materials and physical environment, indoor and outdoor settings, places and events. However, the context as far as I have observed and the FGD participant responded is not actually favorable for the young siblings in the preschools under the study. Because it seems to be no positive relation between the pupils to implement the desired curriculum. By the same token in the kechi kindergarten schools the manjas children themselves hesitate to join the nonmanjas or mala community because they had been living in the shores of forests. Even though the young and old manjas tried to communicate with the malas by the help of Christian transformers yet they haven't fully forgotten their norms and refused not to interact and intermarry with the malas. Conversely the males perceive the manjas as castes who feed on dead bodies and carcass so that they never want to be contaminated with them. Therefore those manjas who entered formal education dare not to sit beside the malas. They either sit with their clans or should be converted to Christianity. Having this in mind the manja children do not dare to learn with the malas kindergarten school and they learn at the catholic mission opened kindergarten school to them and they learn at their vicinity. In the school the malas at first tried to learn but gradually they left the manjas missionary's school fearing the case of the manjas [minorities]. In connection to this the teacher informant strengthened:

This is the community school not the government's the manjas children have to go there and learn at their right ages. Or else the manjas have their own schools made by the missionary. Besides; the manjas gradually even leave their schools for seeking of fire woods, charcoals and pig [kT02]

Therefore the data excerpt and the observation result show that in kechi kindergarten the relation between different communities is not promising to the proper implementation of kindergarten curriculum.

Similarly as TEO5 informant:

The Tercha kindergarten school the mana children are threatened by the malas because they manas are believed to be evil eyed for fear they attack the mala children. So the manas children have to go to the formal education when they will have right ages. Here the younger siblings should not be threatened by the manas in the schools. In the formal education there are a lot of elderly malas that frustrate the manas if they dare to attack or miracle the malas. By the same token, the manas are intimidated and treated illegal even by the teachers in the formal schools as well. Hence it needs further research to remedy this psychological arena.

In general in the context of preschool setting with regard to the positive relation between the different races and norms is not promising to proper curriculum implementation however the other interaction seems to be worthwhile.

4.2.2. The class room management and observation

This part presents the teaching learning activities in the actual class room, the relation between the teacher and the students and to what extent the desired aim is practically done.

In relation to this Smedley (1996:98) states teachers have been described as facilitators, chair persons, enablers and peoples who can give evidence, guidance and encouragement. What we as teacher trainers, try to inculcate in students is the ability to adopt a teaching style which encourages the children to take a practices, classroom interaction gives, to children heart of such practices ,class room interaction gives to children more autonomy for choosing issues, exploring problems, and questions and offers responsibility for sharing and thinking on ideas. In view of this, teachers have partially managed in controlling the class room. For instance, they call children by names, visit every individual and teach groups positively and sympathetically, encourage children to take and encourage children for their sole exercise books, appreciate children to ask question and answer it, use variety of teaching methods in storytelling, read

books and assess their progression in all the schools under study. But the children do not ask questions, play and work with materials and do not play with others. Thus, the observation data shows that these activities need attention. Consecatively, the teachers do not provide opportunities for children to acquire initiative and independence. No books on shelves and no places for other indoor activities are kept. There are no variety of teaching materials as a result the teacher do not allow to play, tell story, motivate the curiosity of the child, help the child to learn, through experiences, discuss, rhythm music and movement, dramatize, allow field trips/excursion allow to participate in lessons activity. And the teachers could not manage the class properly due to lack of methodological training and their unsupported in-service training and the large size of the class.

As he supported by interview;

I have joined here for nine years but I haven't participated in any training & workshops. I teach using simple lecturing and allow playing students a lot. Even though I haven't received any teaching training, the woreda experts and supervisors have not supported me in teaching methods as well rather than complaining to improve my profession [TT02].

As revealed above due to the large size of the class the teachers do not give group works in all schools and do not allow to use a variety of teaching methods (Thus, the teachers do not allow children to learn by dramatization, discussion, field trips and the like). Moreover, the teachers do not use active and learners centered approach rather than they use traditional lecturing and teacher-center-method,

As a result the students are disturbing ,shouting ,sleeping and day dreaming by their own world. They never actively participate and inspired by the lessons in class activities or participations.

4.2.3.The assessment and recording

As the observation data shows that the assessments and recording system in the preschools are not formal. Because to assess first there would be a proper desired plan to record and control events and activities. There should also fulfill responsible personnels. Here the teachers teach

without predetermined objectives and the two teachers in all the schools are everything else. They do as recorder, principal, teacher, guardian, babysitter, and official. In relation to this one of the teacher informally interviewed mentioned no one told us to document the evaluation results of the children I teach. When their ages become seven year, the children enter grade one by their evaluation result [Mareka teacher].

Therefore, observation and informal teacher interviewee uniformly indicate that the teachers entirely use question and answer as a methods of evaluation. Moreover the teachers also seem to have no knowledge of the importance of evaluating and assessing preschool children. Regarding this Hespe (2000.9) states that the assessment of young children should be an ongoing process which includes indentifying, collecting describing, interpreting, and applying indoor and outdoor based evidence of early learning in order to make informed worth-while decision. This evidence may include records of children's conversation, drawing and construction, peer relations, participations and anecdotal notes describing their behavior. Assessment must be done carefully so as to increase teachers understanding of children's progress assist in identifying the needs of the children and enhance teacher's understanding to reflect in education progress. Evidences also show that assessment of young children should be based on continuous observation both in the class room and outdoor environments. It should be an ongoing process rather than a single paper-and-pencil test. It should look at children's activities attitudes and efforts than mere presence in the class room (Isengberg and Jalongo, 1993:319). A multisource and a multi- measure assessment will provide a more valid and comprehensive picture of the child. It also provides continuous feedback between teachers, children and parents. particularly, observation with a clear, focus and purpose is more rewarding to identify particular needs ,strengths and weakness of children (Neaum and Tallack, (1997:71) .

It's also known that appropriate record keeping has an important part to play in maintaining the continuity of children's educational experiences. It serves as reference to the pace of individual progress, evidence of the child's strengths and weakness, and help teachers to assess teaching effectiveness. It also provides parents with a basis for discussion with a teacher about their child performance and progress in the kindergarten (Hespe, 200:11). Hence, the use of anecdotal records with brief descriptions of children's performance both indoor and outdoor, continuously recorded, from year to year provide valid information about the child.

On the contrary, the studied kindergarten were not accustomed to keep appropriate records of children's progress in order to have information ready to transfer with child from year to year .An individual profile, which includes pertinent information about the child's performance in the curriculum areas, estimates of social and emotional adjustments, family background and examples of his or her work were not available.

The observation list shows only the daily attendance which shows a child's demographic characteristics is available. I couldn't get any organized record keeping and portfolio in the studied schools.

Therefore, based on the responses obtained by interviews and observation, it would be possible to infer that appropriate records containing reliable, accurate, and well organized information were not kept in the studied kindergarten .The lack of which might make difficult to provide academic guidance, to share concern with parents, and to achieve continuity in the children's educational progress, which are the vital concern of preschool curriculum implementation.

4.2.4. Adequacy of indoor and outdoor spaces, materials and equipment as well as its organization

In order to indentify the adequacy of class room and outdoor spaces, materials and equipment, as well as its organization in the kindergartens the observation list rated as "Cleary evident', ' Needs attention' and' Not available".

The research findings show that class room space, suggests that in crowded class room children always feel discomfort and lack freedom of choice for every activity. It hinders free movement, effective use for young children should provide access to, and direction for learning centers and materials that foster creating, and experimenting and working with friends. An adequate space, facilities social interaction among peers and the teacher, provides more learning opportunities; reduce tensions and social aggressions (Garrick, 2004:65). However, in the observation data show that the space for clothing, storing and personal possessions and small group works is not available. The rooms are even not painted and students can see everything than act in the outside ground. Even the class room is built for the purpose of kindergarten in all schools play grounds and water is not available. In all the schools there are toilets which made from woods but, it's difficult to sit on the woods so that they have holes that can drop a child in to it. The children go

away from it and urinate inside the bushes and bamboo's trees. In the kechi, they urinate besides the river bank.

In all the kindergartens, there is also no equipment and teaching material, which even is made from locally available materials. The play equipments, playrooms lavatories, washrooms, kitchen rooms, restrooms, dining-room, clear floors are unthinkable. The seats are also large stems (poles) which are stretched to six or eight students. There are no tables and benches in all the kindergartens. In all the kindergartens the class looks like local tent which is stretched for the purpose of temporary weeping.

Therefore, in class size space required per a child is not adequate and not pleasant to process the teaching due to the large number of students and untidy rooms.

But the annual education statistics of the Regional shows that the class size and pupils teachers ratio is 44 and 24 respectively. However the observation data that pupils section and pupils teachers ratio is 76 and 71 respectively. As the real observation shows that pupils the regional and zonal reports are unreal and too exaggerated. Furthermore, the three years of annual abstracts show that students have been learning in their level of stages .But the teachers response and the actual observation show that there have not been teaching the stages separately rather the whole ages of the students are staffed and learn together.

What's interesting in outdoor class observation is that, in all the kindergartens the average play ground per child (2.1 square meter per child), readily accessible play groups, the location of the rooms always free from crowded areas and free from water leftwing for future expansion and free from noisy and air pollution. But the facilities that are needed out class-rooms do not match with the vast surfaces. This means there are no wheel toys, branching balls and fenced rooms.

From the above observation excerpt, we can infer that the classroom space, the outdoor grounds and the play grounds needs special attention in the studied kindergartens.

4.3. Stakeholder's Involvement in pres schooling

4.3.1 Involvement of parents and teachers

In order to promote mutual involvement accountability and mutual gains teachers and parents need to make strong relationship with each other's trust and respect are essential to build collaborative and interactive partnership between teachers and the parent. This participation and partnerships promote the sharing of ideas and learning from each other to benefit children both today and in the future (Beaty,1988:23).

Various research evidences have shown that parent school partnership in early years is immense important for children's overall development .The kindergarten working in isolation from parent is impotent .Cooperation between both parties will benefit the kindergarten and fosters parent positive attitudes toward the school so that they can support the understanding of the purposes and methods of kindergarten and working constructively to the teachers .They can also have a chance to gain more realistic pictures of their child's strengths and weakness. Children are also benefited from joint work of institutions for their welfare .It can foster confidence independence and increase the chance for greater achievement and stimulate whole some attitudes toward the teachers and the program (Dicker and Dicker, 1988:132; Heffernan, 1960; 357). But as the interview data excerpt of the teacher assured;

The parent involvement with the school is unseen. Though we have been complaining them to involve with the kindergarten school issues, they hesitate to come and participate as a result we prefer our silence [TT01].

In relation to this (TP 05) strengthened;

It has been great difficult to have positive involvement of parent with the matter of kindergarten. So if the issues belong to us, it is the time to discuss about it .He added even we didn't talk with the programs of the kindergarten each other, we thought that the program belonged to the government.

As can be seen from the data presentation of the parents involvement toward the kindergarten are challenging in the studied schools. It depicts that the parent's involvement in the schools as whole and relationship among them is negative. Mean while the relationship between parents and the teachers is very weak .The parents also don't have close relation with their children other than buying a single sheet of paper .They believe that a single 16 sheets of exercise book would be enough to proceed the whole course. As the researcher observed students themselves are not

well dressed and ready for learning in all aspects. They never wash their faces, hairs, legs and skins properly and don't wear shoes in all the schools except some Tercha town administration kindergarten students. This resulted from the poor relationship between the parent and the teachers and parent with their children.

4.3.2 The involvement of government and non government

Regarding this issue, the zone and woreda education office expert and kindergarten teachers as well as parents were interviewed.

As explained by Regional or zonal adopted strategies and manuals that specified the program to the government. Therefore, the program has been supported by the community at whole and by the government partially.

The Zonal education department expert told that:

We had been worrying and influencing the woreda and the community for not getting the proper direction of the kindergarten programs .As a result, we imposed the woreda and the kebeles for its fullest responsibility but know we had got the curriculum frame work from the region to act accordingly [ZE05].

Besides the zone education department expert the woreda education office expert has responded as follows:

Thinking about the block grant- budget and the like is rather shame from the woreda to the issue of the kindergartens. We are only responsible for sending teachers otherwise kindergarten schools should be subsidized by the kebele and NGOs. Even we haven't got enough certified teachers to send for them. Therefore it is better you to ask the responsible bodies [TE05].

Moreover, there wouldn't be any nongovernmental organization in the zone that has been concerned with the issues of kindergarten. Therefore, the zone has not got any support NGOS to kindergarten schooling.

Those few NGOs who support the kindergarten schools they have come with their objectives of expanding church and missionary doctrine. Example, the catholic missionary has only

supporting the students and the minorities with their priority designed objectives. As the teacher informant responded, we have been asking the neighboring catholic missionary delegates to support with kindergarten education, but they responded that we don't have any extra budget that we planned to help the kindergarten [MT05].

In addition I interviewed the USAID director and delegate who work in the area of primary education in Dawuro zone he mentioned as follows:

Our aim is to work with quality of primary education in the region. We don't have any plan to support the kindergarten schools (Regional USAID Director).

Therefore, the supports and provisions given by government and non government organization to pre schooling are not seen. And also the zone, the woreda and the communities are not aware of the budgets of the kindergartens. Yet, the curriculum frame of the regional manual doesn't identify the exact budget to the kindergarten students as it indicates the primary students grant Fees. This shows that still preschool education has not received due attention from all stake holders.

4.4. Discussion

The findings show that the learning experiences and activities involvements of stakeholders and the physical environments of preschooling are the most serious challenges that deterime the provision of kindergarten education in Dawuro Zone. As indicated by the interview excerpt of zonal and woreda education department experts, the kindergarten schools have been taught by different:-teaching texts, experiences, methods, objectives, professionals, levels, time schedules and plans of budgets. Concerning the professional or trained teachers the finding shows that the teachers are not given effective preservice and inservice trainings so that they couldn't impart desired knowledge and experience to the students. Moreover, those partially trained teachers don't have common understanding about the teaching –learning process due to the absence of training institution in the zone. Hence forth, some were trained by Amharic, others were trained by Afan Oromo and some others were trained by Wolayitigna language. Furthermore though some teachers served for many years (averagely 5 years), they were not given workshops, seminars and any kind of trainings. However, Woodfield (2004:98) states that preschool teachers must have the knowledge and understanding of all aspects of child development including

theories and approaches to learning, how to combine and apply pedagogical knowledge and understanding, multisensory learning and teaching approaches for young children and safety issues and application in practice.

The data reveals that different aged students are learned in the same kindergarten grade with identical time frame. But the curriculum frame work of (MOE, 2009: VIII), the kindergarten programmes will be led by different levels and ages considering their respective time allocation. This shows that there have been discrepancy between the curriculum frame, and the actual implementation of the kindergarten programme with regards to time, plan, level, age, and budget utilization in the zone.

The present study also reveals that the kindergartens are being taught by different kind of text books as the schools get nearby. However, according to Miller and McDowelle (1993) the curriculum in Preschool education should demonstrate central themes, and integrated areas of development; designed to accommodate a broad range of abilities and personalities; employs sound and consistent and documentation procedure; integrates objectives, methods, materials as well as implemented by teachers who have formal training and experiences.

The data shows that the contexts of the physical environments, where the teaching- learning activities take place are not participatory and promising to the newly seedlings. Hence, as the data presentation result showed that the manja and mana ethnic groups are not included in the kindergarten schools in the sense that preschooling is not mandatory to them or the programme is not essentially important to everyone else. The class room management and the assessing techniques are ineffective and poor due to lack of knowledge and understandings of teachers to the methods, and strategies. But, Neaum and Tallack, (1997:71) stresses a multimeasure assessment will provide a more valid and comprehensive picture of the child. It also provides continuous feedback between teachers, children and parents. Particularly, observation with a clear focus and purpose is more rewarding to identify particular needs; strengths and weakness of children. Miller and McDowelle (1993:85) also supports that effective management of class room and proper arrangement of materials in it can provide organization structure which will maximize learning opportunities for children in the classroom. Well arranged classroom encourages children's independence and self help which is a fundamental goal of preschool education. It provides easy choices and self serving.

The data also depicted that the indoor and outdoor space, the learning materials and equipment and the play ground in the preschools are inadequate and not available. As the observation data reveals that the space for clothing, storing and personal possessions and small group works are not available. The rooms are even not fenced by proper walls so that students can see everything around the campus. The play equipments, play rooms, laboratories, washrooms, kitchenrooms, restrooms, diningrooms, and clearfloors are not available at all. However, (Christine and Jill 1999) underlines that adequate and properly selected materials and equipment provide more opportunities for children's group and individual play. Play is an important contributory to the all round development of children in the kindergarten. Hence, children should be provided with adequate and properly selected play materials and equipments. Similarly, the standard adopted in the region (MOE, 1987 E.C), points out that play, work and other child directed methods as the main medium of education for all round development of children in the kindergartens.

The interview data presents that the involvement of different stakeholders in preschool education is not adequate. This poor participation resulted from the poor relationship among the parents, the teachers and the students. The attitudes and awareness of stakeholders in participating the kindergarten program have also influenced negatively. In relation to this Choudhury (2002) reveals that the relation the teacher has with the parents, enable the teacher to create a healthy, secure and favourable environment for the child in the preschool. Homeschool relations are promoted through different ways such as home visits, parent's interview or individual meetings, parents and teachers meetings, parents' participation in school programmes, material for parents and parents counseling by preschool teachers, parents participation in school programs with their children. Such participation can be set by having the organization of children's festivals on which samples of children's work can be exhibited in a short programme of half an hour duration by the children and games for parents which can entertain both the parents and children. In addition participation in school programmes can be done through the invitation of parents on picnics and outdoor trips prepared by the preschools. In these conditions many interested parents may lend a helping hand to staff in arranging the transportation or fulfilling any other requirements (Ibid).

Similarly, Sadck (1996) stresses that parents should be recognized and respected as children's first and continuing educator and consulted as partner in any decision making process related to their children's education.

As indicated earlier the extent of parent school relationships to assist children learning is low. In many of the kindergartens working with parents had never been prioritized. Most parents, lack clear awareness about the objectives and activities of kindergarten education. Teachers also lack professional initiatives, commitments, and responsibilities to form and strengthen partnerships overcoming mainly knowledge barriers. Further, the use of effective mechanisms to work with parents, were not a well established features of most kindergartes. As a result, the kindergartens fail to promote effective partnerships with parents as recommended in the policy.

Besides, government and NGOs focused supportive services and special attentions given as part of formal education were insufficient in relation to the policy demands. Because, the findings disclosed that the great majority of kindergartens lack essential support from the government particularly from zonal education department and woreda education office. Supportive services interms of teachers' training (preservice and inservice), preschool monitoring, supervisions, controlling standards, and provision relevant to text materials, policy and curriculum materials and budget were very minimal. The NGOs also didn't give even a little attention to kindergarten schooling eventhough they were striding, to bring quality education in the zone. However, (Seigel, 2004:4) suggests that one of the recent trends, in preschool education is that various agencies such as providing bodies, non govenmetal organizations, and the community undertake kindergarten education. Where as, the role of government is visible in policy and curriculum development, ensuring standards and controlling, training of teachers, administrators and supervisions.

Likewise, in Ethiopia, the program action plan of ESDPII (2002:9) outlines the private sector non-governmental organizations and the community as major supporters of education. The government plays crucial role; in policy and curriculum development, standard setting, provision of supervision, training of teachers and encouraging investment in preschool programs. These have been adopted and functional in SNNPR education bureau but the actual implementation in the kindergarten school is not practiced.

CHAPTER -5

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter discusses about the summary of findings, conclusion and recommendation of the study.

5.1. SUMMARY

Different researchers have seen the issue, of kindergarten /preprimary/ pre schooling from different perspectives, for example, Yemane Gama (2006) has seen the problems of kindergarten schooling from the perspectives of quality, TemesgenYadeta (2007) has seen the issues from policy perspectives, Buzunesh W (1983) summarized it from evaluation of curriculum implementation and Tirussew Tefera (1979) sees education of preschool children. All the above researchers have seen from divergent perspectives and tried to put their findings as accordingly.

However, in this study I have tried to see the challenges of pre schooling from stakeholders' points of view potential challenges in the physical contexts, teaching learnig materials, availability of professionals and the outdoor and indoor spaces.

According to the study structure, the stake holder's participation has been seen as the most contending issues in the pre schooling, Hence improper participation of stakeholders, would lead to loss in the kindergarten schools. As a result, education could not be processed without the proper guidance and directions of its stake holders. Secondly, as indicated by the study, if the physical contexts and the teaching activities are inadequate and disorganized, the whole outcome of the kindergarten program would be lame and bent that need great effort to be rehabilitated .Therefore, here, the study has revealed the process of teaching and the physical environment as the biggest issues.

Based on the above specific challenges that seem to be realized in the Dawuro context, the researcher used qualitative study to explore the case in the existing selected schools. Since the study employed multiple instrumentations methods in order to explore the case of preschool case study in the broadest sense. The instrumentations are interviewing, focused group discussion observation and document analysis. The interview, focus group discussion and observation were practiced in the Dawuro zone in two woreda schools. They were Kechi, Waka, Mari, Tocha and

Tarcha. Whereas the document analysis technique was employed in Southern National Nationalities Regions Education Bureau and Dawuro Zone Education Department and in the studied five schools in checking and recording the essential documents and educational abstracts.

The schools are kechi and Tocha (Tocha woreda) and Waka and Mari (from the Mareka) and Tercha kindergarten (from Tercha City Administration). Thus the schools are so selected for their proximity and betterment of others.

In light of these appropriate instruments were prepared for ten kindergarten teachers, six experts and thirty focus group discussants in the studied woreda schools and records and directives were also observed. The data then were presented and analyzed. Therefore, in light of the presentation and discussion the following findings have obtained:

5.1.1. The content and activities in the kindergarten schools

These issues are the biggest concerns in the educational system to utilize the proper communication between the learner and the learning and the teacher. As indicated by the study, these activities are training and recruiting of teachers, the grades and time allocation, the curriculum and medium, the administration & budgeting, the inclusive education, and programmed instruction. As the discussion shows that these activities which are the system of education is insufficient.

For instance 60% of the kindergarten teachers in the studied woredas are untrained though taught averagely for about 5 years. Moreover, the teachers have not taken any training and workshops & seminars. The government also does not recruit the kindergarten for training but hires untrained ones or gets the trained from the market without considering the medium of instruction they already trained. The zone also doesn't have any teachers training institution.

The data presentation also show all students are learned in identical classes; classes are not divided by their kindergarten levels considering the ages of the students. Consequently, the whole students i.e. nursery, late kindergarten and upper kindergarten are being learned three hours a day but the curriculum frame work differs their allocated time in their stages. The subjects and the length of periods used also differ from school to school.

The contents of teaching activities and the medium of instruction in the studied schools are also different. Thus, some schools use the old kindergarten books and grade one text books others use their own teaching materials other schools use commercial teaching materials and texts .The schools also use different teaching media with different time frame work for different subject, excluding aesthetics- This subject is not learned as subject but taken as rest time to play outside without teacher. Mother tongue (Dawurogna language) is not considered due important in the schools as well.

The kindergartens are also not led by proper administrative bodies and budgets. Thus no proper budget and administrative personals are assigned to run the kindergarten system .Even the schools are led by teachers as directors and no directors and administrative personals are seen in the compounds .Yet, the newly designed curriculum manual shows no block grant budgets in its lines.

To achieve millennium goal no inclusive and special needs education are seen in any studied kindergartens .Marginalized minorities are also not seen in the studied schools .There is no special needs education teachers as well.

The discussion shows that there would not be any plan in the schools hence the whole systems are led unintentionally and haphazardly. As a result no annual plan, weekly plan, daily plan and administrative plan are activated in the studied kindergartens.

5.1.2. The physical environment of pre schooling

As indicated by the presentation section, the specific issues categorized under this sub topic are contextual or situational analysis, the class room management, assessment and recording and the outdoor and indoor activities. The presentation of data shows that these schools factors are inappropriate, insufficient and not conducive .As a result; the context does not include different peoples and races. The manjas and manas minorities are not inclusively taught in the public or community schools rather they are learned in their segregated boundaries with few neighboring malas.

The class room instruction seems to be disorganized and unskilled .Thus; the teachers do not use the various teaching methods and strategies. There would not be active and student- centered

teaching methods because the teachers preliminary do not know the versatile teaching approaches. Moreover, the teacher is the only important person in the class room he no worries about students participation.

The teachers also use question and answer, and paper and pencil test to assess and evaluate students progression .They do not see the cons and rods of the students activities from divergent views. All the students are judged by stereo type teacher's experiences. No assessing techniques were used in the school. Besides, except the single student's daily attendance, no records are seen in the schools.

The outdoor and indoor activities are insufficient and inappropriate. All the outdoor activities, do not full fill the standards that are indicated by quality assurances .To mention some the toilets, the play equipments, the locally available teaching materials, fosters, kitchen rooms, rest rooms are not available. Nevertheless, the whole outdoor play grounds in all schools are adequate to the proportion of the students. The indoor spaces of the schools by far are unreachable. Thus, the regional abstracts report reveals the teacher-pupil and the teacher section ratio of 2000 – 2002 E.C is 44 and 24 respectively in the zone. However, the observation list shows it 76 and 71 respectively. Thus, the class and the students are staffed and crowded in the studied schools.

5.1.3. The involvement of stake holders in the preschools

According to the discussion results, the students' parents, the teacher, the government participation and involvement is not promising in the kindergarten schools. This shows that there wouldn't be any organized parents teacher association (PTA) and kebele education training board (KETB) in the schools. As a result, the relationship between the teacher and the student, and the students and their parents is poor. By implication the students are also not equipped and dressed. The government (the Dawuro zone & woreda education experts) also blames that the kindergarten programs seem to be laid on vacant. They bombard on the kebeles to take the full responsibilities without creating awareness to the kebeles. The kebeles also hesitate to take its responsibility without proper guidelines and directives. The non-governmental organization (NGOs) like USAID/CSPP are also unaware of the program despite they are striding to bring the quality of primary education in the zone. Moreover, the government, the NGOs and educational experts are unaware of the currently launched "zero grade" in primary schools and their

relationships and functions with kindergartens. However, the due attention is given by the government for “zero graded” six ages and the corresponding six aged public kindergartens are neglected.

5.2. Conclusion

Based on the findings that were resulted in the challenges and practices of pre schooling in Dawuro zone, the following conclusions were drawn in relation to the basic issues. The basic issues (questions are the contents and curriculum activities which are interlocked to didactic principles, the physical environments and the stakeholders’ involvements in the pre schooling). As indicated by the findings the points which were risen in relation to the contents and curricular activities seem to be disorganized, mismanaged and unplanned. Thus, the curriculum (Contents, the medium, the trained man power, the program, the management and financing, and inclusive education were not seen as significant factors in preprimary education in the believes or attitudes that the preschools are unimportant and under seen by the government and the community. As a result, the whole activities mentioned above are accomplished in the schools haphazardly and unsystematically. No these systems are understood and planned ahead of the time, the process and the personals. No directives and manuals are flown since the beginning of the programs in the zone. The physical environments where the actual teaching learning activities are going to be taken place are vacant. Hence, the settings, the outdoor and indoor activities are not conducive and attractive for the young sibilings. The whole schools physical atmosphere is threatening and jeopardizing in this 21st C. Furthermore, the relationship between different stakeholders is null. No right personnel’s and stakeholders appeared in the studied schools except the teachers and the students. The preschools are marginalized from the society and responsible bodies but the corresponding aged primary schools are given due attention in all aspects of their needs.

5.3. Recommendations

The findings show that the challenges and practices of pre schooling in Dawuro zone are multifaceted and interlocked from different perspectives. However, the researcher tried to explore it from three mutually interrelated and exclusive situational factors and managed to categorize under the contents (curriculum process, physical settings and stakeholders’ points of view). Therefore in light of the conclusion the following recommendations are posed.

1. Teaching- learning is held between two or more than two channels of communication. In order to make the communication effective and prudent the teaching and learning experiences and materials should be designed with appropriate directives and medium of education. These activities and experiences are sprayed to their pupils by the trained teachers in scheduled time frame work. Still to run the programmed activities the essence of administrative bodies or experts are mandatory. The administrative bodies have to identify the needs of the learners and the learners themselves ahead of time. Theses the whole teaching learning activities and systematic processes need one core goal- the budget in every education institution. Therefore, kindergarten schools should be granted by the budget, taught by trained teachers, led by skilled personnel's, learned with uniform experiences, instructed by standard medium, led by planned time, included the whole learners and considered the levels of the program in Dawuro zone. To run the above drawbacks the government, the NGOs, the policy makers, the regional education Bureau (SNNPR) the Dawuro community should recheck these existing problems in the zone and call for the solution. Because the drawbacks have been the major problems for the quality of education in the zone.
2. The physical environment of the preschools must be conducive and attractive for newly siblings to play and appreciate, and to visualize the future tendencies of learning. Hence the schools have to avail all the standards that are mentioned by the standards of quality education in kindergarten. If not the children/kindergartens continue to being jeopardized and stagnant. All the indoor and outdoor spaces and the locally and nationally designed materials are not available and unseen. As the findings show the student's exercise books are tattered and torn out. Therefore, the national the regional and international education aids should stride to rehabilitate the kindergarten schooling in the zone. UNESCO, UNCEF and USAID other international organizations should collaborate to remedy the students from jeopordise which might be caused by deprived and vacuum physical environment in the zone. This is because of the saying "The tree which is bent at very growth, must not be labeled in its final edge." Otherwise the zonal the woreda and regional bureau should call for help to deal the problems at their very hatch. Moreover, they should report the existing realities of the kindergartens including the ratios and the standards accordingly

3. The zonal education department and the woreda education offices should create awareness in launching workshops, seminars and symposiums which capacitate the duties and responsibilities regarding the relationship between different stakeholders. The government, the NGOs and the professionals have to work with the experts, supervisor, teachers and communities to identify the improper relationship with the stake holders. Proper manuals and directives, and strategies and policies should be designed reviewing the existing programs of the kindergartens. To respect the right of education and to achieve millennium development goal, the international human right delegates should recognize the problems in the zone. This to happen, the Dawuro society and the zone have to appreciate the seriousness of the problems mentioned in general.

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APPENDIX –A

ADDIS ABABA UNIVERSITY

Institute of Educational Research

Department Educational Research and Evaluation

Interview guidelines presented for community kindergarten Teachers /principals

1. Do you think one- year kindergarten teacher training is adequate to effectively implement the kindergarten education?
2. What methods are mostly used by the trainers during the training of kindergarten teachers?
3. What levels of kindergarten programs are being taught here? Can you mention them?
4. Do the levels ages/levels have different books?
5. Do you have curriculums, guidelines and text books for kindergartens?
6. How long do they stay daily in school?
7. Do the parents' teachers have fixed plan and activities?
8. Do parents, government, religious organization, NGOS and private organization give much attention to the development of your kindergarten?
9. What are the contributions of woreda education office to your kindergarten?
10. Who finance and administer your kindergarten?
11. What are problems that hindered the quality of your kindergarten education?

APPENDIX –B

ADDIS ABABA UNIVERSITY

Institute of Educational Research

Department Educational Research and Evaluation

Interview guide presented for the zone education, department /woreda education/town administration office experts

1. Do you think the one year kindergarten teacher training is adequate to effectively implement the kindergarten education?
2. What are the attempts made to improve the profession of community kindergarten teachers through on job training, workshop, seminars and the like?
3. Do your kindergarten schools have teaching materials and books?
4. Who prepares kindergarten curriculum and books?
5. What are the levels of kindergarten schools? Which level is mostly practiced here?
6. What are the contributions of zone/woreda /town education experts to the development of community kindergarten?
7. How do kindergartens teachers selected for training? What are the selection criteria of these teachers?
8. Do parents, government religious organization, NGOS and private organizations give much attention to the development of community kindergarten education in your zone/woreda?
9. How long do they stay daily in the kindergarten schools?
10. Do you have fixed plan in visiting the kindergarten?
11. Are there the practices of assessing the performance of community kindergarten in each level and grade?
12. What are the problems that hindered the qualities of community kindergarten education in zone /woreda?

APPENDIX –C

ADDIS ABABA UNIVERSITY

Institute of Educational Research

Department Educational Research and Evaluation

Guiding questions prepared for focus group discussions held with community kindergartens' parents.

1. Are there relationships between parents and the kindergarten teachers?
2. If your answer for question number 1 is “yes” in what aspects of kindergarten activities the relation is going on?
3. Do parents support their children’s learning kindergarten?
4. How do parents perceive their children’s play both at home and kindergarten?
5. What stages/levels of kindergarten schools being taught in your area?
6. Do parents, government; religious organization; NGOs and private organizations give much attention to the development of kindergarten education in your woreda?
7. Do you have fixed schedules in visiting kindergartens?
8. What are the problems that hindered the development of community kindergarten education?

APPENDIX –D

ADDIS ABABA UNIVERSITY

Institute of Educational Research

Department Educational Research and Evaluation

Observation Checklist

I. General Information:

1. Name of the kindergarten _____
2. Woreda _____
- 2.

II. The Teacher:

1. Sex _____
2. Qualification _____
3. Experience as a kindergarten _____
4. Experience as an elementary teacher _____

III. Lesson plan

1. Is it timely _____
2. Is it checked by principal? _____
3. Is it in active learning form? _____

IV. Classroom Observation

1. Details of instruction in a class room

No	Observation items	Clearly evident	Needs attention	Not available
1.1	Teacher			
1.1.1.	Calls children by name			
1.1.2.	Visits/contacts/ every individual and each group in a class to support their learning.			
1.1.3.	Encourages children to talk			
1.1.4.	Provide opportunities for children to acquire initiative and independence			
1.1.5.	Encourages children to take care of books on shelves, use them appropriately and plan them carefully on shelves after use			
1.1.6.	Forms groups and encourages children to discuss			
1.1.7.	Appreciates children when they ask questions and participate in group discussion.			
1.1.8.	Use a variety of teaching <ol style="list-style-type: none"> 0. Play 1. Story telling 2. Motivating the curiosity of the child 3. Helping the child to learn through experiences 4. Discussion 5. Rhythm, music and movement 6. Dramatization 7. Field trips/Excursion 			
1.1.9.	Asking questions and assessing children's progress			
1.1.10.	Reading books to children			
1.1.11.	Lecturing /telling/ children throughout period.			

1.2.	The children			
1.2.1.	Ask questions			
1.2.2.	Play and work with materials			
1.2.3.	Play with other children			
1.2.4.	Learn numbers and alphabets in the context of their everyday experiences.			

2. Appropriateness of the class room

No	Observation items	Clearly evident	Needs attention	Not available
2.1.	Neat and decorated with different colors			
2.2.	Decorated with different posters and children's original work and writing.			
2.3.	Well lit and ventilated enough			
2.4.	Has access to play ground, water and toilet.			
2.5.	Has adequate space for storing ,clothing ,personal Possessions and small group works. (1.5sqmeter per child).			
2.6.	Has attractive books suitable for kindergarten children like poetry, fiction, non fiction			
2.7.	Size and flammability nature of the equipments			
2.8.	Presence of indigenous and low cost materials			
2.9.	Presence of toys that is easy to understand and manipulate.			
2.10.	Proportionality of play equipment and number of children			
2.11.	Suitability of play equipment to the children.			
2.13.	Cemented, dry and clean floors			

2.14.	Non shiny walls			
2.15.	Low enough windows to the size of the children			
2.16.	Windows facilities for easy operation by the children such as low level hinges, that enable to use whenever required.			
2.17.	All the doors are within the easy reach of the children.			
2.18.	Has enough water facilities			
2.19	Has toilet fit to the size of the children			
2.20.	Open and closed shelves and cupboards			
2.21	The rooms are constructed for the purpose of kindergarten			
2.22	The rooms are constructed for the purpose housing or other purpose.			