



**College of Education and Behavioral Studies
Department of Pedagogical Science**

**To Assess the Current Practice and Challenges of Pre- Primary Education In Oromia
Special Zone Surrounding Finfinnee of Welmera Woreda.**

*A Research Submitted To the Department of Pedagogical Science For the Partial Fulfillments
of the Requirements of Bachelor Degree Pedagogical Science*

By :Fenet Tufa .. SSHR 170/09

Advisor: Mr.: - Ethiopia.E

December, 2020

Wolkite University, Ethiopia

Acknowledgments

First of all, I would like to say great and special thanks to almighty God that has been helping me all the way through my life. I also would like to express my deepest gratitude to my **advisor Mr. Ethiopia Ergogo** for his continuous and restless advice, comments and offering useful hints and support to accomplish this research paper. Also, I would like to express my deepest great full thanks and loves to **my family** who supported me both financially and morally to accomplish this study. Finally, I would like to extends my thanks to relatives and friends who in one way or another contributed to successful completion of this study and as the last I thanks Ethiopia Ergogo for his precisely write this research paper

ABSTRACT

Pre-primary school Education is an area which needs special attention due to it is a place where to build foundation for the children's successful life-long learning. Consequently the sub sector has a profound impact on the consecutive educational achievements of the children's long-life. Hence this study is conducted to assess the practical situations and challenges of the sub sector in Oromia special zone surrounding Finfine of Welmera Woreda. The Practices are assessed through main determinant factors which includes: the physical and learning environment that encompass the materials used for children holistic development, curriculum guideline, scheduling and structuring, teachers know how, teaching learning methodology, assessment used to engage and follow up, Health and Nutrition, the relationships with parents and community, administrative issue. The study was distributed to two pre-primary school selected as a sample for directors, teachers and assistance teachers from the distributed questionnaires 16 were returned questionnaires. Interview was conducted with Welmera Woreda education bureaus and directors in preprimary education professionals. To analyzed the data; Frequency, percentage, and mean value have been used to investigate the research objectives and basic questions. The overall results of the survey shows positive connotation i.e. the principals and teachers rate the determinant factors of the pre primary education sector as good. The study was also identifies challenges like, Shortage of trained man power and employee turnover, parent's limited support to children's development, government insufficient support, unavailability of text books, Shortage of input materials, and lack of decision making body like board of director for managing kindergartens are some of the threat that could be dimmed the good start. Generally emphasis should be given to the sub sector since it is a foundation for competent future citizens.

II

LIST OF ACRONYMS

MOE: Ministry of Education

USAID: United State of America International Development

UNESCO: United Nation of Educational, Scientific and Cultural Organization

UNICEF: United Nation of International Children Educational Funds

ECCE: Early Child Care Education

NAEFC: National Association for the Education of Young Children

ESDP IV: Educational Sector Development Program IV

ISCED: International Standard Classification of Education

CRC: Children Right Convention

Contents

Acknowledgments.....	I
ABSTRACT.....	II
LIST OF ACRONYMS	III
Tabl.....	Error! Bookmark not defined.
CHAPTER ONE	1
1. INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Statement of the Problem	3
1.3. Objectives.....	4
1.3.1. The General objective	4
1.3.2. The specific objectives	4
1.4. Significance of the study	4
1.5. Organization of the study	5
1.6. Operational Definitions.....	5
CHAPTER TWO	6
2. LITERATURE REVIEW	6
2.1 Pre-Primary School Education Theories.....	6
2.2. Pre primary education environment	8
2.2.1. Physical Environment.....	8
2.2.2. Learning Environment.....	8
2.2.4. Teaching and Learning Methodology	9
The Role of Teacher: According to Montessori approach the role of the teacher is changing and organizing the environment in convenient way to the children’s need and their development. The materials should be ordered from simple to complex by the teacher as well. Montessori teacher is called guide/router. The teacher gives the child a chance to use his/her potential. (Linard, 1972) The teacher has to set an example with the outlook, appearance and personality for the children; the teacher has to give a sense of respect. Teacher is required to be flexible, humanist, affectionate, patient and understanding (Temel, 1994).....	11
2.2.5. Curriculum in pre-primary education.....	11
2.2.6. Health and Nutrition	12

2.2.7. Collaborative partnerships with parents and communities	12
2.2.8. Assessment In pre-primary Education	13
2.2.9. Pre- School Education Administration	13
2.3. Some Interesting Practices of Preschool education	14
2.4. An Overview of pre primary school education in Ethiopia	14
CHAPTER THREE	16
3. METHODOLOGY OF THE STUDY	16
3.1. Research Design	16
3.2. Data Sources	16
3.3. Sampling and Sampling Technique	16
3.4. Data Gathering Instruments	16
3.5. Method of Data Analysis.....	17
CHAPTER FOUR	18
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION	18
4.1. Response Rate and Respondent Characteristics.....	18
Table 1.Respondents demographic information	18
4.2. Determinant Factors in Pre-primary School	20
4.2.1. Physical Environment of pre-primary school.....	20
Table 2.The mean values of environment physical aspects	21
4.2.2. Learning Environment of Pre-primary School.....	22
Table 3.The mean values of environment physical aspects	22
4.2.3. Outdoor Play Equipment for Pre-primary School	23
Table 4. The mean value of outdoor play equipment’s aspect	23
4.2.4. Curriculum in Pre-primary School.....	24
Table 5. The mean values of curriculum aspects	24
4.2.5. Scheduling and Structure of Pre-primary Schools	25
Table 6. The mean value of scheduling and structure aspect	25
4.2.6. Teachers and Assistant Teachers in Pre-primary School	26
Table 7. The mean value teacher & assistant teachers’ aspects.	27
4.2.7. Teaching Learning Methodology in Pre-primary Education	28
Table 8. The mean value of teaching learning methodology aspects	28
4.2.8. Health and Nutrition	29

Table 9. The mean value of health and nutrition aspect	29
4.2.9. Relation with Parents and Community	30
Table 10. The mean value of relation with parents& community aspect	30
4.2.10. Assessment in pre-primary school Education	31
Table 11. The mean values in assessment aspect.....	32
Table 12. The mean value in management aspect.	33
4.3. Practical Challenges of pre-primary school	33
Table 13. Respondents’ responses in kindergartens challenges	34
4.3.3. Materials and facility problem.....	36
4.3.4. Relationship and Support Problem	36
4.3.5. Administrative problems.....	37
CHAPTER FIVE	38
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	38
5.1. Summary	38
5.2. Conclusion.....	40
5.3. Recommendations	42
REFERENCE.....	44
APENDEX	46

CHAPTER ONE

1. INTRODUCTION

This part of the study deals with the background of the study which is about the overall theoretical concepts of education and the essence of preschool education. The second content is the Problem of the study that is what the researcher intends to do and what basic questions had to answer in the study. Additionally this chapter includes the general objective, the specific objectives, and the significance of the study and organizational structure of the study.

1.1 Background of the study

The current advancement in economic growth and world's sophisticated technology is the result of educational researches. Therefore, education is an ignition for every sector to start the right way of development.

As indicated by USAID, (2011) education is essential for human development and critical to lay basic ground for economic growth for every nation. It is difficult to achieve a sustainable economic growth or to be a developed nation without first investing in expanding access to quality education. Further, education has vital role for developing an informed and active citizen, required for healthy democratic practice and implementing good governors for enabling individuals to make smarter choices affecting health and household welfare. Education remains the key for solving the individual's intellectual and creative potential through increasing individual income, improving health outcomes and reasonable resource allocation. Moreover, education is considered as a tool for processing the transition of experiences, new findings, and values accumulated through time, in human struggle for survival and development, from generation to generation. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. In line with this four major aims are set for Ethiopian education

First education is aimed to develop the physical and mental potential and enhance problem solving capacity by providing basic education for all, secondly education is expected to bring up citizens and enabling them proper resources utilization by raising the private and social benefits of education, thirdly education has produced citizens who respect human rights, stand for the

well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline, Fourthly bring up citizen who differentiate harmful practices from useful ones, and the fifth is to cultivate the cognitive, creative, productive and appreciative potential of citizens by properly relating education to environment and societal needs (MOE,1994).

Early childhood education is a sensitive period marked by rapid changes in physical, cognitive, language, social and emotional development. It represents a window of opportunity for a lifetime development of a person (UNESCO, 2010).

According to Barnett, (2008) a well-designed preschool education has long term and progressive effects in school success, including higher achievement test scores, lower rates of grade repetition and special education, and higher educational attainment. In addition, it is also associated with reducing delinquency and crime in childhood and adulthood. New approach of early childhood learning was started since 18 century in Europe. The first infant school was opened in German by Prince Pauline in 1802 (Rusk, 1993) as cited by (Adane, 2008).

The crossing of early childhood education from Europe to the rest of the world periodically spread and resulted in the opening of kindergartens to different countries in the following years. In the earlier period Pre-primary school education in Ethiopia was basically given by elder brother/sisters and faith based institutions namely Orthodox Church“Abinat“school, Mosque /mederessa/ missionaries... for the sake of maintaining the moral values and serving the religious purpose. According to Aregash, (2005) in Ethiopia the first modern kindergarten was established by French railway workers in 1908 at Dire Dawa. International communities and foreigners are main contributors to introduce kindergarten in Ethiopia. In 1963 the community service based kindergartens were established by the government in different parts of the country namely, Ras Desta sefer (A.A),Debrezeit,Debrebirhan, Hawasa and Asmara (UNICEF, 2007) as cited by (Adane, 2008).

Recently Early Childhood Care and Education has become one of the priorities for the education sector. Pre-primary education is one of the potential inputs to the overall improvement of quality of education and reduction of drop out and repetition rates in later stages of formal schooling. Moreover, participating in Early Child Care Education (ECCE) is the right of the child and it is a

foundation of Education for All. It also has significant contribution in economic return (MOE, 2010).

In order to achieve the above benefit The Education Sector Development Program (ESDP IV) designed four main strategies for Early Childhood Education. The strategies cover four main areas. The first strategy is to mainstream Early Child Care Education (ECCE) by clarifying the mandate and role of the various stakeholders and establishing a national steering committee, regional councils and woreda technical committees. The second strategy is to enforce the monitoring and regulating the quality of ECCE delivery while the third strategy is to give direct support to quality improvement. Finally, this intention is to give more attention to early child care education teacher training and development. For implementing the above strategies, MOE develop standards for Per-primary school education since 2010 by considering educational structure, educational work guidelines and educational organization to improve the quality of education. The curriculum for pre-primary education was developed on major themes of children's developmental activities, namely proper care for appropriate development and physical strength, enabling to create reasonable relationship with others through proper use of language, using mathematical and conceptual ideas in children's day to day activities for studying and testing environmental interaction (MOE, 2010).

According to MOE, (2018/19) the current total population of Ethiopian children of the appropriate age group (4-6) is estimated to 9.41 million. Out of this, only about 4.01 million children got access to pre-primary education all over the country. This means the majority of the children didn't get access to preprimary education, implying the need to give more emphasis to this sub sector of education. Hence this study will try to assess the practice and challenges of preprimary education in Welmera Woreda.

1.2 Statement of the Problem

Pre-primary school Education is an area which needs special attention for various reasons. First children are vulnerable to different hazards. Secondly, the pre-primary school education is a place where to build essential foundation for the children's successful lifelong learning. Thirdly, it has multi socio economic benefits. In spite of this benefit of pre-primary education, UNESCO, (2005) in most developing countries large share of children start education late in their ages and directly join primary schools skipping the nursery and kindergarten. As a result of this practice, it is very common to see that low quality, high grade repetition and dropout rates are the main characteristics of the sector. On the other hand the Government of Ethiopia has prepared policy framework for strategic operational plan and guidelines for early childhood care and education since 2010.

It is offered in accelerating realization of Education for All and the Millennium Development Goals. The framework encompasses different policies for early childhood care and education services and programs for children from prenatal to seven years. It provides a frame of reference for key sectors involved in the provision of services for infants and young children. It provides standards and guidelines for ensuring provision of quality services for all children in their earliest years of life (MOE, 2010).

Even though, this start is a good input for developing children and setting their future destination, the government limited its duties on regulatory areas such as: developing curriculum, training teachers, and providing supervisory support. On top of this, unlike primary education for which clear targets were set, there is no specific target plan in Growth and Transformation Plan for kindergarten education, though its importance is understood. Since the sub sector has a profound impact on the consecutive educational achievements of the children's long-life, this study will be intends to assess the practical challenges of this crucial sub sector of education. Besides, uneducated elder person who lived in the researcher's early village said "The children and the seedling are the asset of the nation so that everyone has a responsibility to care them." Consequently, pre-primary school education is a crucial educational sub sector that needs more effort and appropriate attention from all stakeholders.

Hence, this study was attempted to investigate the practical and major challenges of pre-primary education in Oromia special Zone surrounding Finfine of Welmera Woreda. The following main questions will be raises for deep investigation.

1. How are the administratives and children's caring practices in Welmera Woreda?
2. To what extent qualified teachers are available for preprimary school in Welmera Woreda?
3. What are the major challenges that affect preschool program implementation in Welmera Woreda of education sector?
4. How are the availabilities of material resources and facilities in pre primary schools of Welmera Woreda?

1.3. Objectives

Pre- School Education is an area which needs special attention. To address this essential area the researcher set out the following general and specific objectives of the study.

1.3.1. The General objective

The main objective of this study was to assess the current practice and challenges of pre- primary education in Oromia special Zone surrounding Finfine of Welmera Woreda.

1.3.2. The specific objectives

1. To examine the administrative and children's caring practice of preprimary education in Welmera Woreda of Education sector.
2. To examine the availability of qualified teachers to teach of preprimary school in Welmera Woreda
3. To identify the major challenges faced in pre-primary education in Welmera Woreda of Education sector.
4. To explore the availability of material resource and facilities in pre primary schools of Welmera Woreda.

1.4. Significance of the study

The study is important to provide inputs to the policy makers for further and progressive improvement to be done in the area. Secondly, the result of the study may initiate and encourage social workers who give voluntary service to reinforce their support to the sub sector. Thirdly, the findings of the study may help to give possible recommendation to overcome the problems faced in kindergarten. Fourthly, other researcher may be used as a reference document and to make further study in the area. Generally, the practice and challenges of this study is very

common to see that low quality, high grade repetition and dropout rates are the main characteristics of preprimary education Welmera Woreda.

1.5. Organization of the study

This study was organized into five chapters. The first chapter is the introductory part which consists of background of the study, a statement of the problem, objectives of the study, and the significance of the study. The second chapter consists of review of related literatures that covers theories and different factors of preschool, some practice and the overview of Ethiopian pre-primary school education. The third chapter elaborates the methodology of the study which includes research method, sampling technique, data collection instrument and method of data analysis used in conducting the study. Under the fourth chapter, findings from the survey results are discussed. The final chapter of the study incorporates summery, conclusions and recommendations based on the findings of study.

1.6. Operational Definitions

Pre-schools; the process where the educational environments are set based on the needs of the children's ages in terms of building, tools and equipment, location, teacher, education system and education programs.

Pre-primary school ;Education is an area which needs special attention due to it is a place where to build foundation for the children's successful life-long learning

Kindergarten; is an institute where children of age 3-7 to develop and learn. Kindertartens & pre-primary schools are interchangeably used in this study. It is a place where children learn basic life skills such as hand-washing and good eating habits.

Challenges: factors that hinder the function of preprimary schools.

Practice: -An action rather than ideas the actual framework of preprimary schools.

CHAPTER TWO

2. LITERATURE REVIEW

The chapter of this study deals with review of related literature. It incorporates the per-primary school education theories, the preprimary education environment which includes physical environment, learning environment, teaching- learning materials and methodology, the principles of the Montessori approach of education and the role of teachers, the curriculum, health and nutrition in preprimary education. Additionally the chapter includes about collaborative partnership with parents and communities, the assessment, administrative aspect and the practices of preprimary education. An overview of preprimary school education of Ethiopia and operational definitions of the terms are also presented in the chapter.

2.1 Pre-Primary School Education Theories

Preschool is an important phase where the children prepared for primary school and helped to develop their senses and learning. Pre-schools education includes the process where the educational environments are set based on the needs of the children's ages in terms of building, tools and equipment, location, teacher, education system and education programs.

According the International Standard Classification of Education (ISCED) leveling strategy early childhood education is leveled at 0. This stage is designed with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organized instruction outside of the family context. Early childhood education program has an aim to develop socio-emotional skills necessary for participation in school and society and also develop some of the skills needed for academic readiness and prepare children for entry into primary education. This stage is not necessarily highly structured but is designed to provide an organized and purposeful set of learning activities in a safe physical environment.

This allows children to learn through interaction with other children under the guidance of staff/educators, typically through creative and play-based activities. The program may refer in many ways, for example early childhood education and development, Kindergarten, play school, reception, pre-primary, pre-school (ISCED, 2011).

Children should have opportunities each day to enjoy physical activities indoors and outside. A consistent, flexible schedule offers plenty of time for learning and making choices. It also creates a minimal number of transitions, and limits time in whole groups or seat work. Learning should take place throughout the day in large and small groups and in one to one interactions between the child and the teacher. This helps teachers understand the emerging skills of each child and to plan experiences that accommodate each child's own style of teach (E. Davy, 2007).

Montessori principles pay great attention to the respect shown for the child. As every child is single, the education has to be individualized for each child. Children's lives should be kept apart from adults' and should be dealt differently. Individual has to be educated by himself and not by someone else. Adults use their minds to learn; and children use their senses to absorb and learn friendly manner. During this absorbent mind process, there are unconscious and conscious steps. Unconscious absorbent mind is usually between the ages 2-5 and it is enabled through tasting, smelling and touching. Between the ages 3-6, the child separates his affectionate observations from the environment and develops conscious absorbent mind senses. The child learns differentiating and matching (Morrison, 1988).

2.2. Pre primary education environment

2.2.1. Physical Environment

Children must have time to experiment with measuring, counting, pouring, and making predictions using sand and water areas. Paper, scissors, markers, puzzles, and other hands-on materials that foster children's thinking and problem solving skills should be readily available. Books, printed words and samples of children's writing should be in every area of the room (NAEYC, 1997).

2.2.2. Learning Environment

It is a learning center where children to play, experiment and create their pace. This environment helps children to develop problem solving skills by trying different ways of doing things. They expand and refine their language as they talk with and listen to other children. Learning environment is also a place where children learn about their peers as they try out different roles and adjust to work together. Learning environment enhance children's willingness to take risk and make decision confidently. This encourages children to create a suitable, Healthy and respected environment and also to build appropriate social behavior & correct use of language and to facilitate Positive interaction between children and teachers. When the learning environment is convenient to children they can talk through conflicts and express their feeling. They can use the guidance to foster children's self regulation appropriate social interaction & social competence (HKSAR, 2006).

2.2.3. Teaching Learning Materials

Montessori defends the idea that children should be enabled to learn on their own in a set environment where they choose their own materials. The learning environment is set by the teacher in organizing the materials from simple to complex. Teachers should be good observers and only intervene when the child requires guidance.

Children to understand the order, harmony and beauty of the nature and they should be please with it. The rules of the nature form the basis of science and art fields. That is why; learning the rules of the nature is the foundation of science (Montessori, 1966).

In this approach, it is crucial that the child makes mistakes by searching and trying and then, realized his own mistake and corrects it himself. If the children are not able to realize their mistake, this shows that they are not developed enough. When the time comes, the child realized their mistake and corrects it (Temel, 1994).

Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources have to be suitable for the purpose. Premises, furniture and equipment need to be safe, clean and well maintained. To make environment is complete, encourages competence, independent exploration and learning through play. Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both built and natural environments. Resources, materials and equipment are sufficient in number and organized in ways that ensure appropriate and effective implementation of the program.

Children have to chose and use their materials properly. They practiced different tasks with the materials. At the end of time, the child puts the materials back into their places. This behavior becomes habitual after repeating it constantly. Some materials are worked with on a special carpet. According (Calvert, 1986) the materials in the classroom have to be natural and reliable. Hence children will complete the task with the materials they have chosen; without interference of adult; after completion of tasks the materials will be put back into their places according to class order. This will develop responsibility and personal discipline.

2.2.4. Teaching and Learning Methodology

Learning and teaching strategies in early childhood education has to be Child centre. Hence children's active participation is pivotal to the effectiveness of learning. In this strategy teachers have no dominant role in the learning activities, but engage in various roles such as that of facilitator, information provider, learning assessor, etc.

No matter which learning and teaching strategy is adopted, play is an indispensable and important tool for facilitating children's learning. It helps children know their surroundings and experience the joy of co-operating and sharing with others. Through play, children can develop their physical,

intellectual, social, creative and thinking abilities. Play is also considered to be the best activity for promoting children's physical and mental development. Suitable play not only enables children to express their emotions and gain pleasurable experience, but also promotes their learning and growth. Therefore, play and children's development are interrelated. Teachers have to make good use of play as a major element for constructing the curriculum (HKSAR, 2006).

Principles of the Montessori Approach

There are three main factors in Montessori education: These are: environment, child and teacher (Malloy, 1989). Montessori Education principles show that the movement and cognition are closely related and increases thinking and learning. Learning and well-being are improved when people have a sense of control over their lives. People learn better when they are interested in what they are leaning. Tying extrinsic rewards to an activity, like money for reading or high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn. Collaborative arrangements can be very conducive to learning when learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts. Particular forms of adult interaction are associated with more optimal child outcomes Order in the environment is beneficial to children (Wilbrandt, 2011).

Montessori Approach mainly serves motor education, affective education and language education, Literacy and Calculation.

Motor Education: This education starts with daily practical skills like dressing, bathing, carrying stuff, sweeping outside, taking care of plants or pets. Montessori states that flawless movements should be repeatedly observed; that the child should be taught what to do not verbally but only by demonstration. Gymnastics and rhythmic exercises are important as well as physical coordination and balance development in motor education. Montessori believes that activities required for motor education provide self-discipline, attention and good working habits. It emphasizes that these are important to develop senses

and movement skills of the child for future academic learning.

Affective Education: Montessori prepared the learning toy materials for the development of senses. Doing coordinated exercises with these materials enables the child to make comparisons between materials. This enables learning through questions the similarities-differences between materials in terms on unquantifiable concepts like; shapes, colors, opposites, softness; length. The child becomes the observer. This eventually enables the child to make comparisons, make judgments and finally make a decision.

Language Education: Montessori emphasizes that the child has to realize all kinds of sounds around him and question the meanings of the sounds and thus learn the relationship between the different sounds. It is stated that this prepared the child to produce the correct sounds in the language. It is crucial that the teacher speaks clearly. It requires teaching the most commonly used tools by children.

Literacy and Calculation: It states that after the age of 4, children start to work on developing motor and sensual skills and prepare for academic life. Activities appropriate for literacy should also be included in this process. Arithmetic education should be prepared to help children learn about compare-contrast and numbers.

The Role of Teacher: According to Montessori approach the role of the teacher is changing and organizing the environment in convenient way to the children's need and their development. The materials should be ordered from simple to complex by the teacher as well. Montessori teacher is called guide/router. The teacher gives the child a chance to use his/her potential. (Linard, 1972) The teacher has to set an example with the outlook, appearance and personality for the children; the teacher has to give a sense of respect. Teacher is required to be flexible, humanist, affectionate, patient and understanding (Temel, 1994).

2.2.5. Curriculum in pre-primary education

“Curriculum is defined as all planned and unplanned interactions, experience, transitions and routines that occur within an environment designed to foster children's holistic development” (MOE; 2012:11 Singapore)

Curriculum comprises the update framework, an educator's guide, and teaching and learning resource to support the teachers in nurturing and developing children's knowledge, skills and disposition .NAEYC defines curriculum as "...the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved" (NAEYC, 2003). A high quality early education program recognizes and understands how children's goals for learning are framed within the context of learning standards and aligns planning of activities and design of environment to stimulate children's learning across content areas (social-emotional, language and literacy, mathematics, science, social studies, physical development and health and fine arts).

2.2.6. Health and Nutrition

A child's overall wellness, including adequate nutrition, social emotional wellbeing, and physical activity are all parts of a comprehensive early education program and directly affect social, emotional and cognitive development. Some activities that enhance children's health include addressing individual health issues, modeling healthy food choices and eating patterns, promoting physical activity and increasing the families' knowledge of and children's access to preventive health care. The goal of the early education program is to help staff, children, and families understand how nutrition, physical activity and health impact a child's readiness to learn. Ideally, healthy habits are established in early childhood and carried through later in life.

2.2.7. Collaborative partnerships with parents and communities

According to children's right convention (CRC) both parents have the main responsibility to bring up their child and should always consider what is best for children, while the Government is expected to help parents care for their children properly. Beside to this Schools should help children develop their skills and personalities fully, teach them about their own and other people's rights, and prepare them for adult life. Personal and social development programs in schools as well as drama, music and art help raise awareness of the message to respect other cultures and to respect each other. (Art.18 &29.)

Collaborative exploration of the total environment of the child builds in local situation analysis and leads into group problem-solving, skill building and the formulation of partnerships to meet needs. Community participation helps to formulate a dual agenda which brings traditional cultural and religious values together with secular, modern learning and theories of child development to strengthen children's readiness for primary school. In establishing Community participation agreement, acceptance of an ECD intervention and commitment are important to support as a contingency and as partnership in constructing the program activities. Community participation is also incorporate local knowledge as a resource in curriculum development. Therefore, the use of community resources to formulate program content applies to the field of continue Community-based activities can provide a sustainable foundation (Barnett, S. (1997).

2.2.8. Assessment In pre-primary Education

Assessment is the process of collecting and documenting information on individual student learning. The purpose of assessment is to inform teaching and improve learning. Hence, assessment of learning and assessment for learning are integral parts of the teaching and learning process in the kindergarten classroom. Learning is active in the kindergarten classroom. Therefore, assessing the process of learning is critical and it should occur while the learning is happening rather than assessing the final product. Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities.

2.2.9. Pre- School Education Administration

The administering style of every institution determines the current situation and future end of the organization. Effective administration style in preschool education contributes to sustained quality relationships and environments practices that facilitate children's learning and development. Reasonable steps should be taken to ensure the fitness and politeness of educators, coordinators, staff and any frequent visitors while children are in care. Challenges and complaints have to be addressed and managed effectively. All challenges and complaints are, investigated fairly and documented in a timely manner. Administering standard should be notified about complaints which allege a breach of legislation or a serious incident. (Australian Governments, 2009)

2.3. Some Interesting Practices of Preschool education

Now days the developed countries are worry about the improvement of their education system quality and effectiveness. According to European commission the Europe's future will be based on Smart, sustainable and inclusive growth. They believe that, Early Childhood Education and Care (ECEC) is the essential foundation for successful lifelong learning, social integration, personal development and later employability. Supplementing the central role of the family, ECEC has a profound and long lasting impact which measures taken at a later stage cannot achieve. Children's earliest experiences form the basis for all subsequent learning. If solid foundations are laid in the early years, later leanings more effective and is more likely to continue life-long, lessening the risk of early school leaving, increasing the equity of educational outcomes and reducing the costs for society in terms of lost talent and of public spending on social, health and even justice systems. The benefits of high-quality ECEC are wide-ranging: social, economic and educational. It has crucial role to play in laying the foundations for improved competences of future citizens, and enabling them to meet the medium- and long-term challenge to create a more skilled workforce capable of contributing and adjusting to technological change. Quality ECEC enables parents better to reconcile family and work responsibilities, so boosting employability. ECEC supports children, not only in their future education but also in their integration into society, generating well-being, and contributing to their employability when they become adults and also enabling and empowering all children to realize their potential(European Commission, 2011).

The ministry of Singapore design quality kindergartens' curriculum for the holistic development of children in pre-school education. To achieve this holistic development of children the identified learning areas are: Aesthetics and Creative Expression, Discovery of the World, Language and Literacy, Motor Skills Development, Numeracy and Social and Emotional Development (MOE Singapore, 2012).

2.4. An Overview of pre primary school education in Ethiopia

Pre-primary school education in Ethiopia demanded a comprehensive approach to Early Childhood Care and Education to ensure all children reach their full potential. Strategies build on existing policies, structures and resources to form the foundation for ECCE. This calls for efforts and smooth cooperation among sector ministries. Government policy frame work offer short-

term to long-term roadmap to all stakeholders to joint and well-coordinated action. With this framework of Ethiopia expects to give all the country's children the best start and early stimulation in life; enhance the quality, accessibility and equitable distribution of services for children through more efficient partnerships and capacity-building programmers. These increase access to pre- primary schools or alternative forms of early stimulation

CHAPTER THREE

3. METHODOLOGY OF THE STUDY

This chapter deals with the research methodology of the study which includes research design, data source, sample and sampling techniques, data gathering instruments and method of data analysis.

3.1. Research Design

The main purpose of this study was to assess the practice and challenges of the pre- primary education in Welmera Woreda. To investigate the practices and challenges faced in pre-primary education both quantitative and qualitative research method used in this survey research design.

3.2. Data Sources

Primary and Secondary data were used in conducting this study. The primary data was collected from pre-primary education directors ‘and teachers in Welmera Woreda and education bureaus through a questionnaire and interviews. Secondary data were collected from the report, related research papers and etc.

3.3. Sampling and Sampling Technique

The total populations of this study were seven pre-primary schools found in Welmera Woreda. The researcher used a sample to undertake the research. Because of financial and time constraints the study did not consider all the pre-primary education as target for data collection. Therefore, two pre-primary educations were selected as a sample of the study. In these selected sample preprimary school, altogether the total number of directors, teachers and assistants was 16. Accordingly from this total number of the questionnaires was distributing to sample respondents (2 directors, 12 teachers and 2 assistants).

3.4. Data Gathering Instruments

In this study, the data gathering instruments was used close-ended and open-ended questionnaire and interview. The questionnaire was designed on the basis of policy guidelines of pre-primary education. It focused on the main factors which have direct implication on preprimary education operations. Major theme included are environment and physical, learning environment, outdoor play equipment, curriculum, scheduling and structure aspect, teachers’ and assistance teachers’ perspective, teaching and learning methodology, health and nutrition, relationship with patents

and communities, assessment and management aspects of kindergartens. The questionnaires; used to obtain the data from kindergartens in Welmera Woreda was organized in three parts. The first part incorporates personal information of the respondents which include sex, age, marital status, educational level, and the ownership of kindergarten, job position and working experience. The second part of the questionnaire was employed with typical form of fixed response rating by using liker scale that requires the respondents to indicate their degree of agreement or disagreement with set of statements dealing with the aforementioned issues. The items in the questionnaire were designed to be rated on a five point liker scale type (strongly agree, agree, undecided, disagree and strongly disagree). Respondents were asked to make tick (√) mark on the space to show their level of agreement with each statement. The third part of questionnaire was formulated as an open ended form so as to capture respondents' views and opinion on the practice and the challenges faced in preprimary education and their suggestions. Interview is conducted with Welmera Woreda education bureaus and teachers as well as principal's in pre-primary education office in parts to gather information about strategic policy issue.

3.5. Method of Data Analysis

Descriptive data methods were applied to analyze the demographic characteristics i.e. sex, age distribution, educational level, marital status, occupation, work experience of the participants and ownership of kindergartens. To assess the practice and the challenges of pre-primary education, the ratings given by respondents were analyzed. Consequently the data were interpreted using the theoretical framework of the study to arrive at meaningful conclusions. The study specifically used mean value to investigate the major factors that have direct impact on kindergartens teaching learning process in practical situations of pre- primary schools in Welmera Woreda.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data. It consists of respondent characteristics, analysis of the major factors that have direct impact on teaching learning practices and challenges of pre-primary education of Oromia special Zone surrounding Finfine of Welmera Woreda.

4.1. Response Rate and Respondent Characteristics

Table 1. Respondents demographic information

Respondents	Frequency	Percent
SEX		
Male	6	38
Female	10	62
Total	16	100
Age		
Below 20years	2	12
21 to 25years	8	50
Above 26 years	6	38
Total	16	100
Educational levels		
Less than grade 12	8	50
Certificate	1	6
Diploma	6	38
First degree	1	6
Total	16	100
Marital Status		
Single	4	25

Married	<i>12</i>	<i>75</i>
Total	<i>16</i>	<i>100</i>
Ownership of KG		
Government	3	19
Private	13	81
Total	16	100
Position		
Directors	2	12
Teachers	12	76
Assistants	2	12
Total	16	100
Experience		
Less than 2 years	2	12
2 to 5 years	10	63
More than 5 years	4	25
Total	16	100

Source: Survey data of 2020

The table reveals the demographic information of the respondents. The first demographic variable is sex of the respondents. Accordingly majority (62%) of the respondents were female, representing a large part of the sample size. This shows that the proportion is in line with the standard of pre primary education which shows that, teachers, assistance teachers and guardians are preferable to be female. Regarding age of respondents the above table shows that 12%, 50%, and 38% were in the age category of below 20years, 21-25years, and 26years and above respectively. This implies that majority of the respondents were young and in their productive age. The third demographic variable is the level of education. As presented in the table most of the principals and teachers (6%), (38%),

(6%) have certificate, diploma and first degree respectively, while only (50%) were below 12 grade. This means the educational level of the participants is above the minimum standard of MOE which states that the minimum standard of pre-school teacher's education level is 10 grades complete. Hence from perspectives of educational level of teachers, the pre-school education system has qualified teachers. The other demographic variable is marital status of the respondent. Accordingly 4 (25%) are single and 12 (75%) are married. The other variable that the respondents are asked was the ownership of kindergartens. Of the total KGs there were 13(81%) Private owned, and 3(19%) Government owned kindergartens. This shows, the research includes all kinds of kindergartens (KGS owned by government, and private sector). The position of the respondents as presented in the table were Teachers, Directors, and Assistant teachers 12(76%), 2(12%), 2 (12%) respectively. The respondents work experience shown in the table were more than 5 years 4 (25%), ranges between 2 to 5 years 10(63%) and the remaining 2(12%) experienced less than 2 years. This shows even if the teachers are young, yet they have good experience to deliver the required child nurturing and development. From the data of the respondents the researcher observes that the sample is diverse and representative.

4.2. Determinant Factors in Pre-primary School

4.2.1. Physical Environment of pre-primary school

To enhance children's learning and development, physical environment of preprimary school should be conducive in every aspect. It should be safe, suitable, appropriately designed and basic facilities like sanitation facilities; Pipe water well ventilated classrooms should be available(source) ISCED,2011.

Table 2. The mean values of environment physical aspects

no	Item	Rating					Mean
		1	2	3	4	5	
1	Easily Identifiable area	0	1	1	6	9	4.42
2	Physically safe area	1	0	0	4	8	4.27
3	Free space for movement	0	2	0	6	9	4.28
4	Free from pollution	0	1	0	7	8	4.43
5	Available basic Sanitation Facility	0	0	1	8	6	4.38
6	Pipe water available	0	0	3	4	8	4.46
7	Well Ventilated Classroom	2	4	0	1	8	4.24
Aggregate mean							4.35

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree`

Source: survey data

Tables.2 show detailed elements of physical environment necessary in preprimary school. Accordingly all the items (easily identifiable area, physically safe area, free space for movement, area free from pollution, availability of basic sanitation facilities, pipe water and well ventilated classroom) were rated ‘good’ with an aggregate mean value of 4.35. This indicates that the kindergartens are located in easily identifiable area, safe place and in area that allows free movement for children and adults. Moreover the area of kindergarten is also free from pollution with having basic sanitation facilities like water for hand washing & other consumptions and the class rooms are well ventilated. The environment organized in such a way is creating a relaxed and pleasant atmosphere. It also promotes effective learning development for children and has positive implication for delivering quality education for child.

4.2.2. Learning Environment of Pre-primary School

The second factor which is used to assess the situation of pre- primary education of children is a learning environment. The environment in this sense refers to a center where children play, experiment and create a suitable, healthy and respectful communication. Children are engaged in this environment to build appropriate social behavior and correct use of language to facilitate positive interaction between their peers and teachers. Learning environment has to be friendly to encourage children to develop problem solving skills by trying different ways of doing things. It should help them expand and refine their language as they talk with and listen to other children. In the learning environment they should be allowed to try out different roles and adjust to work together. When the learning environment is convenient to children they can talk through conflicts and express their feeling confidently to reach an agreement. Therefore, learning environment is a determinant factor for effective kindergartens' practice.

Table 3.The mean values of environment physical aspects

No	Item	Rating					Mean
		1	2	3	4	5	
1	Adequate materials	2	0	1	5	8	4.24
2	Used Visual materials	1	1	0	6	6	3.94
3	Environment is friendly	2	0	0	7	6	4.49
Aggregate mean							4.22

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree Source:

Survey data

Table3. Shows responses on issues related to the learning environment was rated with aggregate mean value of 4.22 for availability of adequate materials, usage of visual materials and the environment is friendly. From the response of respondents it was observable that usage of visual materials in the kindergartens had a minimum mean value of (3.94) which implies some respondents had reservation about the usage of visual materials in kindergartens. Generally the study shows that the kindergartens learning environment was encouraging i.e. the respondents' agreement is strong and they confirm that the kindergartens use visually appealing materials to

enhance children learning and creativity. The learning environment of kindergartens’ was also running in friendly manner.

4.2.3. Outdoor Play Equipment for Pre-primary School

To make pre-primarily education environment complete for encouraging children’s competence and independent exploration of their learning through purposeful play, outdoor and indoor equipment have to be designed and organized to engage every child in quality experiences. When playing materials and equipment are sufficient in number and organized appropriately, the kindergartens’ program implementation has to be enhanced and be effective. Teachers can make the materials meaningful to the children through exploring the shape and usage of the materials by ordering from simple to complex. Materials motivate children and educators to examine their own attitudes and behavior to comprehend their duties, responsibilities, rights and privileges in society. Therefore, materials have to be appropriate to children’s age, emotional, intellectual, social and cultural development and be relevant to preschool’s curriculum policy and program based on the standards and recreational needs of children.

Table 4. The mean value of outdoor play equipment’s aspect

No	Item	Rating					mean
		1	2	3	4	5	
1	Developmentally appropriate	1	0	0	4	9	4.66
2	Opportunity to creativity	0	0	0	12	2	3.90
3	Accident free arrangements	0	3	0	8	3	4.14
Aggregate mean							4.07

1=strongly agree 2=disagree 3=undecided 4=agree 5=strongly agree

Source: Survey data Table 4. Survey result shows the rating responses of the details about outdoor play equipment in kindergartens. The mean values for (developmentally appropriate, opportunity to creativity and accident free arrangements) were 4.18, 3.90 & 4.14 respectively. The mean value for “opportunity for creativity of children” is relatively small as compared to others which imply that some respondents have limitation on using materials to enhance opportunity for creativity of children. The aggregate mean value 4.07 indicates that majority of

the respondents assure that outdoor equipments were available and developmentally appropriate for children and their arrangement and organization allows accident-free play.

4.2.4. Curriculum in Pre-primary School

Curriculum is a goal targeted for acquiring knowledge and skills to children and it is also a plan for learning experiences through which knowledge and skills will be achieved. It is also a guide for early education program to lead by understanding how children’s goals for learning are framed within the context of learning standards and make parallel planning of activities and design of environment to stimulate children’s learning across content areas of all aspects in holistic development of children.

Table 5. The mean values of curriculum aspects

No	Item	Rating					Mean
		1	2	3	4	5	
1	Curriculum is adapted to local context	0	3	4	5	4	4.25
2	Incorporates all developmental activities	1	1	1	7	6	4.39
3	Give emphasis to all aspects	0	0	3	6	8	4.31
4	Opportunity to practice skills	1	1	0	6	6	4.30
5	Consistent With approved curriculum	2	0	1	7	6	4.31
	Aggregate mean						4.31

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree

Source: Survey data

Table 5. shows the response of teachers regarding curriculum related issues in the kindergartens. The teachers response point out the variables used to evaluate the curriculum are the adaptability with local context, the completeness and having of it all developmental activities, the emphasis it give to the whole aspects of learning, the opportunity it gives to practice skills and its Consistency. The replies of the respondents were 4.25, 4.39, 4.31, 4.30, and 4.31 respectively. This implies most of the respondents have strong agreement about the practice in kindergartens’ curriculum i.e. the respondents confirm curriculum used in kindergarten is adapted to the local context and it was a guide which incorporates all developmental activities of children’s mental,

physical & social the curriculum gives emphasis to all aspects of children’s development. This show the teacher perceive the curriculum as adaptable, complete, give attention to the whole developmental activities, opportunity for practicing skills and it is consistence. Hence to make the curriculum well designed it has to be formulated according to the basic values of children’s development and learning. In designing the curriculum it is advisable to use the fundamental concepts and principles as well as Learning and teaching of the curriculum planning. In addition pre-primary schools have to take into account their background, characteristics and mission, as well as children’s abilities and developmental needs to make the curriculum well designed and nurturing the child.

4.2.5. Scheduling and Structure of Pre-primary Schools

The bench mark of the pre primary school scheduling and structure has to be curriculum guide. Even if where there is no curriculum, teachers develop a structured weekly and day-to-day program. Scheduling and structure is one of the factors which can affect KG activities, hence it is advisable to see the KG practice from this aspect also

Table 6. The mean value of scheduling and structure aspect

No	Item	Rating					Mean
		1	2	3	4	5	
1	Child Need accommodation	0	1	0	7	6	4.65
2	Full day service for family convenience	0	2	0	7	5	4.14
3	No need tutorial program arrangement	2	2	2	4	4	4.18
4	Includes variety of learning activities	1	1	0	4	8	4.21
5	Program compatible with age group	0	0	2	7	6	4.31
6	Adequate time for play	0	1	2	5	6	4.47
7	Prepared & displayed in Classroom	1	0	1	9	4	4.50
Aggregate mean							4.31

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree

Source: Survey data

Table 6. survey result shows that the kindergartens practice of Scheduling and structure of kindergartens. Accordingly all the detailed items with this aspect were rated with an aggregated mean value of 4.31. These imply that the practice of scheduling and structuring in kindergartens was in a good situation. The respondents assuring that the scheduling program accommodate the need of children and family, since tutorial program is not advisable in KG the respondent also perceive the program should not be given, they have positive attitude in accommodation of varies learning activities and time also given for play, discovery and rest. The program should be compatible with the age group.

4.2.6. Teachers and Assistant Teachers in Pre-primary School

Teacher's profession is one of an important determinant of pre –primary school education quality, since they have great impact on how children learn and they are also the first responsible person for the pre-school program. In view of the fact that the role of teacher are changing and organizing the environment in convenient way to the children's need and their development, they are required to be flexible, humanist, friendly, and patient. The Teachers must also engage in reflective practice and continual professional learning to equip themselves with the knowledge and skills to change children's learning and development. Consequently teachers can reflect by analyzing events and evidence from multiple sources, such as their observations, research articles, families and other professionals. Teachers also plan and provide learning experience to nurture the holistic development of children's in collaboration with families and the community. In the mine time they can also tie together the know-how of families to enrich the teaching learning in and outside the classroom.

Table 7. The mean value teacher & assistant teachers' aspects.

No	Item	Rating					Mean
		1	2	3	4	5	
1	KG Related Knowledge and Skill	0	2	0	5	6	4.33
2	Necessary Know how to work with children	1	0	1	8	6	4.55
3	commitment to development children	0	0	1	8	7	4.55
4	Love &respect to children	1	0	0	7	8	4.67
5	Advocate of right	0	0	1	7	7	4.56
6	Qualified to teach	1	0	0	7	8	4.47
7	Know how about health care	0	0	1	7	6	4.31
8	Certified in child development	0	1	0	8	6	4.17
Aggregate mean							4.48

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree

Source: Survey data

Table 7. Survey results show the practice of kindergartens teachers and assistant teachers' abilities in relation to their profession. With this aspect the respondents reply with respective mean value are listed as follows: the knowledge and skill they have (4.48), the necessary know how to work with children (4.55), commitment to develop children (4.55), giving love and respect to children (4.67), activist for child right (4.56), their qualification to teach (4.47) know how they have about health care (4.31), and their certification in child development (4.17). These shows teachers have knowledge and skills related to holistic child development and necessary know how to work well with children, parents and others in the pre-school setting. Teachers are committed to enhance the development of children with providing necessary love and respect to all children regardless of their culture, ethnicity, family beliefs and practices or any other difference. They are also advocates of the children's' rights to protect them from different hazards and Teachers are qualified to teach in kindergarten.

4.2.7. Teaching Learning Methodology in Pre-primary Education

In pre-primary school education, the teaching learning methodology has to be child-centered. Hence, children's active participation is pivotal to the effectiveness of learning. Here the roles of teachers are facilitating, providing information, assessing learning assessor, and so on.

Table 8. The mean value of teaching learning methodology aspects

No	Item	Rating					Mean
		1	2	3	4	5	
1	Child-center	1	0	0	6	6	4.34
2	Appropriate materials	1	0	0	6	6	4.33
3	Opportunity to explore& use materials	0	1	0	5	7	4.08
4	Freedom to choose	0	0	1	7	4	4.12
5	Use mother tongue	1	1	0	6	7	4.39
6	Need adult support	0	0	2	5	8	4.29
7	Social interaction	0	1	0	8	6	4.36
8	Sharing experience	1	1	0	8	5	4.22
	Aggregate mean						4.27

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree

Source: Survey data Table 8. Survey result shows kindergartens practice of teaching learning methodology in providing preprimary education. The rating responses of the detailed items about teaching learning methodology were scored an aggregate mean value of 4.27. This implies in teaching-learning process appropriate materials used, opportunities are given to explore, manipulate, combine and transform the materials. Children can choose what to do freely. Hence Teaching learning was child-centered. Children use their mother tongue to describe what he or she is doing. Social interaction with peers is employed to develop children's communication skill via sharing experiences in a communal setting to develop group problem-solving skills. It is believed that Children need adult support to reasoning, creativity and problem-solving. In preprimary school teaching learning process play is an indispensable and important tool for facilitating children's learning. It helps children know their surroundings and experience the joy

of co-operating and sharing with others. Through play, children can develop their physical, intellectual, social, creative and thinking abilities. Consequently Play also considered being the best activity for promoting children’s physical and mental development. Therefore, play and children’s development are interrelated. Hence, teachers have to make good use of play as a major element for constructing the curriculum. Since teaching learning methodology is a core factor to education.

4.2.8. Health and Nutrition

Health and nutrition is a profound for children’s overall wellness. Adequate nutrition, social emotional well-being, and physical activities are all parts of a comprehensive in early education program. They have direct impact to social, emotional and cognitive development. Therefore, health and nutrition have a major contribution in children’s learning and development in all aspects.

Table 9. The mean value of health and nutrition aspect

No	Item	Rating					Mean
		1	2	3	4	5	
1	Regular health check-up is given	1	0	0	6	5	3.80
2	Growth monitoring chart used	0	1	0	6	6	3.80
3	First aid kit is employed	0	2	0	6	7	4.31
4	Free from contagious disease	1	0	0	7	8	4.38
5	Parents Pack nutritious meals	0	0	1	7	5	4.10
6	Feeding in hygienic area	1	1	0	6	7	4.40
	Aggregate mean						4.13

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree

Source: Survey data. Table 9. survey result shows the kindergartens health and nutrition. The researcher tries to see this aspect from the following variables: Regular health check up, monitoring chart, first aid, contagious disease, nutritious meals, and hygienic area. The respondents rate the variables as follows: about regular checkup and the use of growth monitoring chart the respondents give their rate as (3.80) and (3.78) respectively. On the other hand feeding in hygienic area, using first aid kit, free from contagious disease, parents pack

nutritious meals have the mean values of 4.31, 4.38, 4.10, and 4.40 respectively. This show the previous two variables have less value as compared with the other variables. This Implies respondent' kindly agrees about the proper implementation of the first two variables. Since health and nutrition have direct impact on children learning and development it has to be researched periodically, so the overall survey result demonstrate the respondent have positive perception about the practice of kindergartens operations like the availability of regular health check-up by health workers, using growth monitoring charts and providing first aid kit properly through teachers. The respondents assure that people who work with the children has to be free from any contagious disease, child feeding is done in a hygienic and clean environment. Parents are also encouraged to pack nutritious and balanced meals.

4.2.9. Relation with Parents and Community

In pre- primary school education Parents' co-operation and support are very important for institutional improvements and their children development. The collaboration between teachers and families create better understanding of children's need and enhance their healthy development. The interaction between Community and pre-school society provides meaningful learning that draws on the children's experience to enhance educational out comes. Hence family, school and society are the mainly influencer of education.

Table 10. The mean value of relation with parents& community aspect

No	Item	Rating					Mean
		1	2	3	4	5	
1	The relation Creates good opportunity	1	0	1	6	8	4.00
2	Regularly share information	0	2	1	5	7	4.52
3	Regular PTA meeting held	0	1	1	6	6	4.37
4	Parents get comprehensive information	1	0	0	7	7	4.33
5	Participate in community	1	2	0	6	4	4.06
6	Collaboration with community	0	1	0	5	8	4.24
.	Aggregate mean						4.36

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree Source: survey data Table 10. Survey result shows the relationship of kindergartens with parents and community. The aggregate rating responses of the detailed items in the relationship of kindergartens with

parents and community were scored the mean value of 4.36. These show the kindergartens create good relationship with parents and community through making different Participation in community and strengthen parent's relations with regular PTA meetings with in the academic year to share information on the child's progress. All parents get clear and comprehensive information about the kindergartens. The implications show that Interaction and communication between the parents and the teachers create good opportunity for the kindergarten. The challenge in front for early childhood education is how to proactively meet the required talent in the future society .Hence proper nurturing children is fundamental assignment of every community. To do this assignment working in collaboration with society, family and school is not an option rather than strong obligation. Bright future for children can be reached through integrative work of the responsible bodies.

4.2.10. Assessment in pre-primary school Education

Since learning is active in the kindergarten the assessing process is critical and it should occur while the learning is happening rather than assessing the final product. Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities. The frequent, well planned, and well organized assessment provides important information to the teachers to assist each child in progressing towards meeting the kindergarten curriculum outcomes. Assessment information is also help to follow changes in the characteristics of children over time and to provide data that can be used to evaluate programs.

Table 11. The mean values in assessment aspect

No	Item	Rating					Mean
		1	2	3	4	5	
1	Assessment focus on all aspects development	0	1	0	7	4	4.21
2	Assessment is a Continuous process	0	4	2	6	6	4.41
3	Assessment is can't be as a basis for scale up	1	0	1	7	5	3.75
4	Strength & weakness indicator	0	1	1	9	9	4.34
	Aggregate mean						4.18

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree

Source: Survey data

Table 11. Survey result shows the assessment practice of kindergartens from the following point of view; the area it give attention, its continuity, its use, and as indicator of strength and weakness. As we have seen from the above table the respondent rate the items with the following mean values it focus on all aspects of children development, It is a Continuous process, It can't be used as a basis for scale up, it indicates strength and weakness were 4.21, 4.41, 3.75 and 4.34 respectively. This implies that assessment of children is focusing on all aspects of their development, it is continuous process, and achievement tests are not used as a basis for promotion, retention or selection rather to indicate the child's strengths and weaknesses.

4.2.11. Management of Pre-primary School Education

Managing the kindergartens means making the current situation suitable for children learning and development that might lead them to the bright future. Effective managing system in preschool education contributes to sustaining quality relationships and creates convenient environment practices that facilitate children's learning and development. Kindergarten education management is engaged in promoting positive organizational culture and builds a professional learning community, establishing clear goal and expectations of curriculum for teaching and learning process may help for the success and the continuity of education

Table 12. The mean value in management aspect.

No.	Item	Rating					Mean
		1	2	3	4	5	
1	Prepare strategic plan	0	1	1	5	6	4.41
2	Follow up implementation	1	0	1	6	8	4.49
3	Role model	1	0	1	4	6	4.44
4	Protects children's right	1	0	0	8	6	4.54
5	good creates relationship	0	1	2	7	5	4.48
6	Works towards development	2	1	0	5	5	4.47
Aggregate mean							4.47

1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree Source: Survey data Table 12. survey results show the kindergartens management practice. The researcher sees this aspect from preparation of strategic plan, follow up, protection of right, creating relationship, work towards development. The respondents' rating on the issues were presented with their respective mean values: prepare strategic plan (4.41), follow up implementation(4.49), act as role model (4.44), protects children's right (4.54), creates good relationship(4.48) and Works towards development(4.47).This implies that kindergarten administration prepare strategic plan and creates a good relationship with internal and external bodies. They administer follow up every activities and implementation. They also work as a role model to create friendly environment and to assure the developments of children in all aspect.

4.3. Practical Challenges of pre-primary school

Even though the quantitative survey result is positive about the practice situation of kindergartens in Oromia Special zone surrounding Finfine of Welmera Woreda. The qualitative data point out some challenges which can be an obstacle for the good start of preprimary school educations. These challenges are presented by categorizing in to the following major aspects.

Table 13. Respondents' responses in kindergartens challenges

Descriptions	No.of respondents	Frequency	Percentage
1.Kindergartenshuman resource			
Shortage of trained man power	11	3	28
Employee turn over	11	1	9
2.Material resource			
Text books not available for KG	11	10	90
Shortage of teaching aid materials	11	9	81
Inadequate playing space	11	5	45
Inadequate playing equipment	11	6	54
3.Behavioral aspects			
Teachers' lack of interest to demonstrate the materials	11	7	63
Problem of handling children's behavior	11	4	36
Problem of teachers' conduct	11	3	27
Parents pressure to use foreign language as medium of instruction.	11	9	81
4.Location			
Inconvenience of school location	75	8	10.6
5.Relationship and Support			
KG has no positive relationship with their stakeholders.	75	4	5.3
Parents didn't know their obligation to assist children which limits the relationship	75	42	56
Inappropriate perception of community to the kindergarten	11	5	45
Inadequate support of government to	11	8	73

kindergarten			
Parents compliant about unfairness of tuition fee	11	5	45
Parents' complaint about inappropriate child care & support	11	9	81

Source: survey data

Table13. Represent the summery of respondents reply on the challenges faced the kindergartens. NB: a single respondent has more than one chance to indicate challenges faced by kindergarten. From 16 respondents 11 of them select at least one challenge from the predetermined challenge lists.

4.3.1. Human Resource problem

Human resource of kindergarten is a key resource, that facilitate and implement every activities performed in the preschool. They can be KG administrators, coordinators, Teachers, Assistant teachers, guardians etc. The respondents' give their feeling about the KG that teachers are dissatisfied; due to their less payment, lack of training opportunity to improve their profession, be short of opportunity to be upgrade (no carrier structure for their future expectation), even they can't get summer training course Teachers have inappropriate perception about their profession (the profession of KG teachers is seen as simple task).

4.3.2. Problem of Behavioral aspects

The behavioral aspects of teachers and parents also have influence on kindergarten practical situations. The respondent also point out some problems; these are teachers' lack of interest to demonstrate properly the teaching learning materials to children, the way of handling children's behavior, and teachers' misconduct these are some of teachers behavioral aspects which makes negative impact on kindergartens day to day operations. On the other hand the Parents push the KG to use foreign language as medium of instruction; it has also its own impact on children teaching learning process.

4.3.3. Materials and facility problem.

The other fact we have seen from Table 16. is that; the kindergartens faced lack of Text books availability, Shortage of teaching aid materials, Inadequate playing space and playing equipment. Moreover Text books are not provided with expected quantity and quality and lack of toilet and water supply. Moreover, some private kindergartens' institutional capacity is very limited. Additionally, the researcher observes that most of the private kindergartens do not have their own compound hence they are forced to rent private compound; this make them to face two problems. Firstly they incurred unnecessary cost, Secondly getting appropriate compound to kindergarten teaching and learning is too difficult due to this some kindergartens are renting two or three private compounds in the same area this may due additional cost.

4.3.4. Relationship and Support Problem

Establishing a good partnership and commitment with stakeholder are important to support and constructing the kindergartens activities. Regarding to the relationship of kindergartens, respondents point out that some kindergartens do not build positive relationship with their stakeholders. Parents didn't know their obligation to assist their children which limits the relationship between school and parents contributions. On the other hand the respondents list out different relationship problems. Parents didn't give attention to their children due to different reasons. i.e. economic factor family's income background determines where their children to learn and how they behave to care their child properly, illiteracy (which includes lack of knowledge about child care, limited know how about KG benefit and their obligation, less participation in such community work), Parents assume that their obligation is only pay tuition fee, sent their children before age three, Parents are complaining about unfairness of tuition fee and inappropriate child care and support. The other problem raised by the respondents is lack of government support for preprimary education. They are conforming that attention is not given to preprimary education. In addition to this the respondents show that sufficient budget is not allocated for kindergartens especially in government kindergartens.

4.3.5. Administrative problems

The other core issue raised by the respondent is about kindergarten administration are; kindergartens Administrators do not guided by proper plan, Separate administration practice is not seen in some kindergartens especially in government KG, Some principals and teachers also specify that private and faith base Kindergartens are faced administrative and coordination problems since they do not have strong decision making body like a board of directors for administering kindergartens , illiteracy of kindergarten's owner also one of the obstacle in some kindergartens regular operation; since the owners make decision on teaching learning process that may hurt the children learning and development.

The researcher also observing that the pre-primary education framework guideline of ECCE prepared by MOE 2011 didn't include about administrators' detail such as responsibilities, experience and educational background. Additionally, interview was also conducted to assess the role of government, and to seek what opportunities are available in preprimary education. The interview was conducted with pre–primary education professionals of Oromia special Zone surrounding Finfine of Welmera Woreda.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with summary of the findings of the study, the conclusion and the recommended statements based on the findings

5.1. Summary

Kindergartens administrators are strategic leader which creates a good relationship with internal and external bodies in every activities implementation. They work as a role model to create friendly environment and to assure children holistic development.

The finding shows that, the situations in kindergartens are almost positive in all determinant factors. They have convenient physical and learning environment which have different indoor and outdoor playing equipment to enhance opportunity for the creativity of children learning in friendly manner as reflected by the mean value of greater than four.

The curriculum guides incorporated all developmental activities of children's mental, physical and social development to accommodate the needs of children. Moreover, the children teacher ratio is 32:1 which is above minimum standard. Additionally, teachers and assistant teachers use their potentials to enhance the development of children with providing necessary support and Continuous assessment practice focus on all aspects of children's development.

The methodology used in the teaching learning is child-centered involving purposeful play as a major element. It focus on the appropriate care for reasonable physical strength, creating acceptable communication with others via using appropriate language, developing arithmetic skills and concepts in day to day activities to examine and taste the activities created by environmental interaction. Furthermore, the relationships with others through Interaction and communication between the parents and the teachers create good opportunity for the kindergarten. On the other hand,

in this study Health and nutrition are also considered as major contributor to children's learning and development.

From the study the researcher identified challenges which may hinder Kindergartens' education like Shortages of trained man power and employee turnover, Lack of teachers' training opportunity and low level of salary, parent's limited responsibility to care and develop their child, some teachers' inappropriate conduct and their un willingness to provided appropriate support in children nurturing. Moreover, the government insufficient support made negative impact on KGs education. The education office has no sufficient budget and manpower to support all kindergartens education. This enforced the office to give emphasis only to government owned KGs.

5.2. Conclusion

The main objective of this study was to assess the practice and challenges of preprimary school education in Oromia special Zone surrounding Finfine of Welmera Woreda. In so doing the focus was given to teaching- learning process in pre-primary education. The practical situations in kindergartens are almost positive in all determinant factors. The finding shows that the kindergartens have convenient physical and learning environment which have different indoor and outdoor playing equipment to enhance opportunity for creative children learning. They are administered to creating a good relationship with internal and external bodies in every activities implementation to enhance friendly environment and to assure holistic children development.

The kindergarten follow the curriculum guides which incorporated all developmental activities of children's mental, physical and social development that accommodate the needs of children. On the hand Teachers and assistant teachers identified to use their potentials to enhance the development of children with providing necessary support and Continuous assessment practice focus on all aspects of children's development. The kindergarten used child-centered methodology which focuses on the appropriate care for reasonable physical strength, creating acceptable communication with others by using appropriate language, developing arithmetic skills and concepts in day to day activities. Furthermore positive relationships have been created through smooth communication and Interaction between parents and teachers to build good environment for children and kindergarten.

On the other hand, in this study Health and nutrition are also considered as major contributor to children's learning and development which were in line to MOE pre primary education guidelines. Pre-primary educations of the country have faced many problems the typical problems are: administrative and coordination problems, consequently they do not have strong decision making body like a board of directors to administering kindergartens, the government also not able to implement the detailed policy guideline for pre-primary school administrators' roles, Shortages of trained man power and employee turnover, Lack of teachers' training opportunity and low level of salary, parent's limited responsibility, teachers' inappropriate conduct,

insufficient support from the government. The Kindergartens' are also have materials and facility problem which includes unavailability of text and supplementary (story) books for KG, Shortage of input materials like teaching aid materials, inadequate playing space and playing equipment. On the other way some private owned kindergartens are setting high tuition fee which makes burden to the community. At the same time they do not follow the guidelines and the standards set by the government.

The government plays its role in establishing rules and regulation which includes setting standards, guidelines, procedures, and providing supervisory support and follows up, ensuring accessibility, and promoting early education for all children, providing support to stakeholders through encouraging their participation and licensing them to work in the area it also engaged in preprimary education direct operation to render charge free service to the community.

5.3. Recommendations

The overall strategic objective of Ethiopian pre-primary education is to promote early stimulation and the best start in life for all children with the main purpose of enhancing the quality, accessibility and equitable distribution of services for children through more efficient partnerships for the holistic development of children. This approach is also used in many civilized countries in their early education curriculum to facilitate and provides opportunities for children to acquire the necessary knowledge, skill and disposition of the children holistic development. Hence, the approach is acceptable and leads to success for nation and children. The practical situation of kindergartens of Oromia special Zone surrounding Finfine of Welmera Woreda has positive indication in providing appropriate care for reasonable physical strength, creating acceptable communication with others by using appropriate language, developing arithmetic skills and concepts in day to day activities and provide opportunities for children to acquire the necessary knowledge, skill and disposition in the way of appropriate approach of facilitating holistic development

To overcome the challenges faced regarding shortage of trained manpower the government has to give more attention to kindergartens teachers training. The kindergartens' teachers have to be motivated via regular and continuous training to improve their profession and carrier structure and also to improve their payments. The training and development programs should be designed in collaboration with those who work on children's care and every pre-primary institution. The program should consider the needs of children and parents, which is home-school co-operation activities, the good use of community resources by inviting professionals; such as preprimary education specialists, social workers and psychologists, to conduct parental education seminars; persuade and give support to teachers to take relevant training courses. Introducing relevant information about collaborative use of community resources and stimulate parents interest in joining a related issues of their children education progress and eventually benefit to the institutions. The parental education program/strategy/ should be strengthen via involving all concerned

bodies for awareness-raising and empowering the parents to be effective in their roles and responsibilities for bringing up children. Public Medias also should do more to enhance the participation of pre-primary schools, parents, and the community as a whole to create a good group effort for constructing competent future citizens.

To solve KGs' text book and supportive teaching materials the Government, NGOs (who work on education sector) and other concerned bodies like school leaders, educators, and KG professionals, should be collaboratively apply their efforts to prepare, publish and distribution. On the other hand to overcome the challenges of input materials of preprimary education like indoor and outdoor equipment Mechanisms should be designed to solving the problem by means using locally of available resources.

The Kindergartens administrators should be empowered through encouraging and focusing on preparing effective planning and evaluation process, developing statement of principles to guide all aspects of the preschools' operations, making committed personnel via appropriate communication channels and reasonable training that may initiate the ongoing improvement of preprimary education. These will be achieved through developing a system for preprimary education leadership styles i.e. the kindergartens administrator's operational manual details which includes the responsibilities, accountabilities, expected educational background and experience should be clearly identified and Preparing guidelines for establishing decision making bodies like executive management and board of directors. These may also help the kindergartens for institutional capacity building and enforce the educational institutes have to be governed by educated leaders.

REFERENCE

- *Adane Kitessa, (2008). Practice of Early Child Education*
- *Aregash Amare, (2005.) Status of Childhood Care, Development and Education in Ethiopia*
- *Unpublished discussion paper. Baltimore, Maryland , (2007).*
- *The Impact of Leadership Development on Early Childhood Education.*
- *California Department of Education, (2011.) Kindergarten in California Public Schools and The Common Core State Standards.*
- *Council of Australian Governments, (2009.) National Quality Standard for Early Childhood Education and Care and School Age Care*
- *Education Bureau HKSAR, (2006). Guide to the Pre-primary Curriculum Hong Kong the curriculum development council Education City Parents' Corner European Commission, (2011).*
- *Communication from the Commission: Early Childhood Education and Care providing all our children with the best start for the world of tomorrow Brussels UN, Federal Democratic Republic of Ethiopia, (2010) Growth and Transformation Plan (GTP) 2010/112014/15 Addis Ababa Ministry of Finance and Economic Development (MoFED)*
- *(Gay, L.R. & Diehl, P.L. (1992). Research Methods for Business and Management. New York:Macmillan.*
- *MOE (2012) Education Statistics Annual Abstract 2004 E.C (2011/2018) SNNPE,EMIS, Planning and Resource Mobilization Directorate Montessori, M. (1966) The Montessori Method Introduction by J. Mc. V Hunt. Seventh Printing. New York.*
- *Schocken Books Ministry of Education and UNICEF, (2012) Study on Situation of Out of School Children (OOSC) in SNNP Ethiopia Country Office.*
- *The World Conference on Early Childhood Care and Education (ECCE): Building the Wealth of Nations 2010/ED/BAS/ECCE/ME/IREV.2 UNESCO (2008 Morrison, G. S. (1988) Early Childhood Education Today, Melbourne: Merril Publishing Company, UNESCO (2006) "EFA Global Monitoring Report 2007: Strong foundations – Early childhood Care and education." Oxford and Paris, Oxford University Press and UNESCO.*

- *USAID, (2011) Education Opportunity Through learning: Education Strategy 2011-2015 Washington D.C*
- *W. Steven Barnett, PhDs, (2008) Preschool Education and Its Lasting Effects: Research and Policy Implications National Institute for Early Education Research Rutgers, The State University of New Jersey Wood hill A. (1992) International hand Book of early Childhood education Garland publishing New York.*

APENDEX

COLLEGE OF EDUCATIONAL AND BEHAVIORIAL STUDIES

DEPARTEMENT OF PEDAGOGICAL SCIENCE

Subject: questionnaire

Dear respondent:

The main purpose of this questionnaire is to prepare the research paper on the topic of “the practice and challenges of preprimary education in Welmera Woreda Therefore, you are highly requested that to fill each question truly and sensitively to give acceptability for this paper since your response’s quality determine the accuracy of the paper.

NB: filling more than one impossible.

Specifying is more important

For choice part mark ‘circle’”

Demographic information

- 1). Gender : A) Male B) Female
- 2). Age : A) below 20 yrs B) 21-25yrs C) 26-30yrs D) above 31 yrs
- 3). Marital status: A)Single B)Married
- 4). Education level A) Less than grade 12 B) Certificate C) Diploma
D) BA degree
- 5). Ownership of preprimary schools: A) Government B) Privates C) NGO
- 6) Experience: A) Less than 2yrs B) 2 to 5 yrs C) Above5yrs
- B) Questionnaires related to basic questions
- 8). How are the administrative management and children’s caring practices?
A) To guide the children’s right B) Prepare strategic plan C) Protects children's right D)
good creates relationship
- 9) According to the question no 8 how your support the practices of children’s in preprimary education?.....
- 10) To what extent qualified teachers are available for preprimary schools?
A) To teach B) To support C) To safe D) To encourage

To identify.....

11) What are the major challenges that affect preschool program implementation of education sector?

A) Shortage of manpower B) the problem of teachers conducts C) problem of handling children behavior D) shortage of textbook in preprimary education

12) How are the availabilities of material resources and facilities in preprimary schools?

A) Lack of Books B) shortages of toilet C) Lack of teachers D) Inadequate space

13) As above question no12 how to available material resources in preprimary schools?

Specify.....

14) Is learning an environment of children caring in preprimary education is appropriate?

Specify.....

15) What are teaching learning methodology in preprimary education)?

A) Child-center B) Appropriate materials C) Use mother tongue D) Social interaction

16) Is the teacher's and assistant of teachers quality are aspects?A) Love &respect to children

B) Advocate of right C) Qualified to teach D) Know how about health care

17) Is the collaboration between teachers and families create better understanding of children's need and enhance their healthy development?

A The relation Creates good opportunity B) Regularly share information

C) Participate in community D) Collaboration with community

18) According to the question no 17 how your support better understanding of children's need in preprimary education?

Specify.....