

**PRACTICES AND CHALLENGES OF PREPRIMARY EDUCATION IN
JIMMA ZONE, OROMIA REGIONAL STATE**



**JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

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NOVEMEBER 2023

JIMMA, ETHIOPIA

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JIMMA ZONE, OROMIA REGIONAL STATE**

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT, COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCE, JIMMA UNIVERSITY IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR A MASTER OF ARTS
DEGREE IN EDUCATIONAL LEADERSHIP**

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Declaration

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

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ACKNOWLEDGEMENTS

First and foremost, I would like to praise almighty god for all that he has bestowed on me throughout the journey of my life. In the course of writing this thesis, I have been provided help and assistance by many individuals. My deepest and heartfelt gratitude goes to my advisor, Mr Dereje Daksa and my co-advisor, and Desaleng Beyene (PhD), who generously devoted his time and knowledge to keep me on the right track through his genuine guidance, constructive comments, useful suggestions and support, also appreciate his patience and attentiveness in correcting towards the accomplishment of my thesis.

Moreover, my heartfelt gratitude and appreciation goes to my wife w/ro. Fetiha AbbaZinab, she was through her strong initiation, encouragement and support that my postgraduate study has become a reality. In addition, my deepest gratitude goes to all respondents of sampled pre-primary educations, and Woreda officials, for their willingness to contribute to the study by being the source of necessary information. I also thank the Jimma Zone education department for providing me with some of the letters of cooperation and statistical data which are appropriate for the study.

Finally, I thank all those who in one way or another have contributed to the success of the study because they form the backbone and origin of my happiness and their love and support without any complain or regret has enabled me to complete this thesis.

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ACRONYMS AND ABBREVIATIONS

C-to-C:	Child-to-child
CRC:	Cluster resource center
CTE:	College of Teachers Education
EBHs:	Education Bureau heads
ECCE:	Early Child Care and Education
ECD:	Early Childhood Development
ECE:	Early Child Education
EFA:	Education for All
ESDP:	Education Sector Development Program
ETP:	Education and training policy
GEQIP:	General Education Quality Improvement Program
ILO:	International Labor Organization
MDG:	Millennium Development Goal
MOE:	Ministry of education
MOH:	Ministry of health
MOWA:	Ministry of Women Affair
NGO:	Non-governmental organizations
OEB:	Oromia Education Bureau
OECD:	Organization for Economic Co-operation and Development
O-Class:	Zero Grades in Ethiopia
PPE:	Pre-primary education
PTSA:	Parent Teacher students Association Members
SIP:	School Improvement Program
UNICEF:	United Nations Child Education Frame World
UNESCO:	United Nations Educational scientific and cultural organizations

ABSTRACT

The general objective of this study was to assess the practices and challenges of preprimary education in Jimma Zone, Oromia Regional State. To address this purpose, the study employed that mixed research design and Convergent approach encompassing twenty-five(25) randomly selected pre-primary education. The total population of the study was: teachers (N=98), School leaders (N=75) and others Education Bureau heads (EBHs), (N=5), supervisors N=5), which was summed to 183. Accordingly, from the total population of 183, the sample respondents taken were: teachers (n=50) who were selected randomly; and school leaders (n=75) selected through availability sampling method, because of their manageability, and others (EBHs, supervisors,.., n=10) the rest participants were chosen by expert sampling. Both primary and secondary data were used for this study. Data for this study were collected through questionnaires, interviews, observation, and document analysis. The data collected through questionnaires from the teachers and school leaders were presented in tables for each case and analysed using descriptive (frequency, percentages, mean, and standard deviations) statistics was used to analyse data. Qualitative data obtained through observations, document review and interviews were analyzed through narrative way. Accordingly, the finding of the study revealed that current practices, fulfillment of educational facilities and the factors influencing the program were low, on the other hand, participation of Parents and communities was moderately practiced, in the provision of pre-primary education programs, the data were analysed through qualitative or interview, observation and the document analysis were made also shows that: there were humble practical inference were unconstructively affected the effective implementation of the pre-primary education (o-Class) program in the study area. Thus, based on the findings and conclusion, the above revealed gaps were recommended to be implementing through the standard sated in the MoE, for effective implementation of the program.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, Limitation of the study operational definitions of Key terms and organization of the study.

1.1 Background of the Study

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits or behaviour. It can be takes place in formal or informal settings and any involvement that has a formative effect on the way one thinks, consistencies, or performances. Education is commonly divided formally into such stages as pre-school or kindergarten, primary school, secondary school, college, and university.

Pre-primary education is an education which is given to four to six years old children before they enter formal schools. It is important since it introduces children to basic learning skills that are needed in primary schools and enhances their chances of success in the education system. It has been proved that educating children at an early age is more critical than at a later age. It is believed that the incidence of repetition and dropout in lower grades of primary school would decline if children were better prepared for school. This in turn would improve the internal efficiency of primary education,(MOE, 2015).

The Jomtien Thailand, in March 1990 World Declaration on Education for All (EFA) asserted that learning begins at birth (UNESCO, 2000). Early childhood experts have the opinion that attending pre-education programs helps to promote children's social and emotional development and prepares them for primary education. Manning et al., (2017) calls for early childhood care and education that is provided through the involvement of families, communities, or institutional programs. The first five years of life are highly significant, what children learn and feel during this time, particularly about themselves was foundational to the rest of their life. At this stage, a child develops good relationships with people around him.

The main purpose of pre-school education is to make situations read for formal schools which can be termed as school readiness. Asserted that early literacy to be achieved through pre-primary education is linked to academic achievement, reduced grade retention, higher

graduation rates, and enhanced productivity in adult life. That was also why participation in ECCE has become the norm (Lim, 2018), and several countries, have stipulated policies on the expansion of pre-primary education. In addition, it was to promote school readiness concerning learning and grade progression of children, and to reach those from the most marginalized communities (MoE, 2010), likewise, the government of Ethiopia accepted that childrens` have the right to education. It shows that any child has the right to get quality pre-primary education that strengthens their mental and physical ability.

Ethiopia has a similarity with different country in that pre-primary education and it's important in the socialization of children to school, academic improvement and develop self-confidence. According to Aregash, (2005) as cited in (Y. Haile & Hussien, 2017), in Ethiopia, the first modern preschool education was established in the country. According to UNICEF, as cited in Tolossa Bahiru, (2019) International communities and foreigners are the main contributors to introducing pre-primary schools in Ethiopia. In 1963 community service-based pre-primary schools were established by the government in different parts of the country namely, Ras desta sefer (A.A), Debrezeit, Debrebirhan, Hawassa, and Asmara. Recently pre-primary schools have become one of the priorities for the education sector.

Moreover, in Ethiopia the early childhood education was introduced since the initiation of Christianity, in the form of pastor schools. Zara Ya'aqob was one of the activists in promoting traditional church education in the 16th century. The first modern pre-primary education was built in Diredewa in 1900 to teach children of the Ethio-French rail way line workers. Later on, stacks of pre- primary schools were attached to formal educational institutions like the German school, the British school, and Lycee Geberemariam. (Demeke, 2007, as cited in (G/Egziabher, 2014). In light of this, early child care education (ECCE) is exercised and implemented by using different modalities like child-to-child, kindergarten, and pre-primary schools. For this, the education policy of Ethiopia encompasses overall and specific objectives, and implementation strategies, including formal and non-formal education, from pre-primary schools to higher education and special education (MoE, 1994).

It states that pre-primary schools focus on the all-round development of the child in preparation for formal schooling, though not in an integrated manner; thus generally recognize the importance of early life experience. In the first year of ESDP IV (MoE, 2010), the government established a strategic operational plan and guidelines for pre-primary education. The strategy

encourages private investors, faith-based organizations, and non-governmental organizations (NGOs) to the delivery of pre-primary education.

The government of Ethiopia adopted a new national policy framework for pre-primary education in 2010 to promote young children's access to pre-primary education programs with increased government involvement. In the last years of ESDP IV, pre-primary education has been prioritized by the government, with the establishment of a national steering committee, regional councils, and woredas technical committees and rapid expansion of access to pre-primary education as a reception year before grade one. Accordingly, these structures function in collaboration with other relevant ministries, intending to coordinate, support, and monitor the involvement of stakeholders in pre-primary education. They have provided a foundation from which rapid expansion of pre-primary education is possible. (ESDP-V) (MOE, 2015).

As indicated in (ESDP-V), children who had three years of kindergarten experience were better prepared to start regular school than children who had received one year of “pre-primary education” (O-class) or child-to-child programs. As stated in ESDP-V on the pattern of ECCE expansion was alarming that children from all lifestyles was not benefit equally from the three approaches stated above. An extreme explanation in it recites that if the expansion of program continues to follow the same pattern across regions and kindergartens remain accessible almost exclusively to those in urban areas, it may only increase educational advantages for children from urban areas whose families can send them to kindergarten. (ESDP-V) (MOE, 2015).

In Oromia National Regional state remarkable improvements have been registered in the areas of the two education performance indicators namely access and equity. The improvement of the other two indicators, quality and internal efficiency, have not been showing significant change. Hence giving due attention and emphases for the effective implementation of programs like pre-primary education or “O-class” was important for their patent contribution for the education system as a whole.

In the case of the Oromia regional state, the national policy for early childhood development has been put into practice and the program has been implemented since 2002 to benefit vulnerable and disadvantaged children of age 6 by invading public/government/ primary schools in rural areas for one year, for thus who do not have access to kindergarten. As cited by (Mengistu Leta, 2018), all government primary schools of the region located in rural areas were expected to open “pre-primary education” to teach/ take care of all children of age 6 in the surrounding

villages. Pre-primary education is to prepare children physically, emotionally, socially and mentally for formal schooling and to prevent poor performances and early dropouts. It is expected that this regional standard was adopted and practiced in all areas of the region.

However, the regional education bureau, zone education bureau, including, five selected woredas have problems delivering the “pre-primary education” program effectively to meet its purpose due to a lack of practicing the program as standard state by the MoE, low participation of parent and communities, a lack of educational facilities, the several factors influencing on behalf of practice the program. To this effect, the researcher was prompted to conduct this study, and intended to assess the practices and challenges encountered while implementing the “pre-primary education” program in the study area.

Therefore, the main concern of this study was to assess the practices and challenges of pre-primary education in the Jimma zone, Oromia regional state of Ethiopia.

1.2 Statement of the problem

The pre-primary education program in Ethiopia was to date too limited to meet the demands of the growing numbers of pre-primary education-age children and provides only for well-to-do families in the country (Teshome, 1979) and they stated that the government is unable to moderate the demand of pre-primary education age children even in the capital. Pre-primary education is a place to build an essential foundation for children's successful lifelong learning; it has socio-economic benefits. Despite the benefit of pre-primary education (UNESCO, 2005), Pre-school education is one of the most important levels of education where children are expected to developmentally (cognitive development), socially and emotionally square critical foundation. It also allows the child to develop communication skills. This suggests that proper implementation of the program supports the overall improvement of children`s who was the future bests of the country.

Ethiopia developed the pre-primary education policy and strategic framework that focuses on enhancing the quality, accessibility and equitable distribution of services in 2010. (MoE, 2010b). Concerning this point, there seems a gap between what ought to be and what exists in reality to bring in the intended outcomes of pre-primary education which could be because of different problems. Factors of disadvantaged practicing and challenges to the program can be investigated in terms of unpredictable, which is the appropriate implementation of pre-primary education. One of the most obvious aspects that influence pre-primary education was the

shortened practicing of the program. Despite all the efforts made the question of whether low practice can impact pre-primary education (O- class) was still not figured out.

pre-primary education face diverse problems in implementing the program such as, lack of pre-primary educational facilities like (Indoor, outdoor, teaching materials, curriculum) etc, teaching-learning process, social environment problem, lack of administrative support and problems related to parental and community involvement (Kari A. Dietz, 2002, cited in (Sisay, 2016). In Ethiopia, the major challenges confronting current practice of pre-primary education are high fees, lack of a standard curriculum, guidelines, and culturally relevant story books, lack of access to early childhood education for almost all children and especially children from low socio- economic backgrounds, lack of awareness about the value and type of care and education and misconception about children's learning. (Sisay, 2016).

Furthermore, some studies claim that pre-primary education was challenged besides its inaccessibility and quality for children from rural areas has been facing challenges like lack of appropriate practices, participation of parents and communities, extent of educational facilities, and factors that hinder the provision of pre-primary education. According to Kenea, (2020), several studies identified that pre-primary education attendance plays a critical role in the later development of the child. So, pre-primary education implementation or practice has been associated with less grade repetition, higher rates of school graduation, and improved social behaviour. However, since the focus given by different bodies was low and the pre-primary education implementation was actual shortened.

Similarly, the researcher had an opportunity to have a look at some research made on the related topic with the feeble provision of pre-primary education program by the following conclusions. G/Egziabher, (2014), explored that the practices and challenges of early childhood care and education in Addis Ababa, with the specific case of Arada sub-city government kindergartens'. His study found out that kindergartens are not that conducive for all children because there were narrow classes, a great number of children in a single classes, low participation of parents, and stakeholders, lack of training principals, teachers, experts and parents/guardians which are great barriers to implement the program, absences of experience sharing of kindergartens, a limited support system of supervision and collaboration of stakeholders.

The study conducted by Girma, (2014), in his study titled "early childhood education practices: the case of Akaki Kaliti", sorts out the major challenges encountered in the process and best

practices in preschools. The study found that the achievement of holistic development of children in the schools was based on teachers' understanding of how to implement the curriculum and the schools' orientation to satisfy the 'owners'. Grima's study clearly showed a problem in understanding the content of the program as well as the low commitment of the government to promote preschool education.

The study conducted by Sosina, (2013), "challenges of implementing kindergarten curriculum in Addis Ababa", the study stressed the extent of curriculum implementation was low; classrooms and outdoor spaces, materials and equipment, were limited; teachers were lack of professional skills to teach young children, parents knowledge about the objective of preprimary education was low, and government supporting services were very minimal and limited in government kindergarten.

In addition the other studies in A. A. Bezawit Balegeta, (2019) has focused on the practices and challenges of kindergarten education in schools at woredas of bole sub-city of A. A city administration study on the problems faced by teachers concerning their educational level, usage of indoor and outdoor materials, functionality of kindergarten curriculum, the quality and fulfillment of human resources, the role of government administrative, parent and community participation and conduciveness of the physical environment.

The research gap here was that more previous studies focused on kindergartens (children of age 4-6) which were organized for three years before entering primary school and focused on, city administration and town, but not conducted on "pre-primary education programs (children of age 6) which is attended for one year before primary education in rural areas.

In Oromia, some studies have been carried out, For example: (Hailu Sebsibe, 2019) on the challenges and opportunities of O-class in Burayu town: The results, that O-class program suffered from a lack of budget, lack of water and child-sized toilets, inaccessibility of the schools for students with disabilities and lack of administration though, it has opportunities like the commitment of the government to expand the program and lack of increased parents' demand for the program.

Similarly, Mengistu, (2018) on the practices and challenges of "O-Class" program in public primary schools: The case of East shoa zone, the study found that, Unavailability of curriculum and guideline, lack of professionally qualified and trained teachers, unfavorable learning

environment and lack of necessary learning aids were found among the challenges encountering the effective implementation of the program.

On the other hand, the previous research focused on opportunities of the program and challenges that impede the practice not separated types of the programs (private, government and public) in urban areas. These all shows that there was a content, location, aswell as methodologes gap in previous studies. However, the current research has focused on the practical context, and challenges that hinder practices in terms of parents' and community participation, the extent of educational facilities, current practices, and factors that affect the provision of pre-primary education.

Accordingly, the indicated gap the researcher sought and carried out this study to tie with the practicing and their influence on pre-primary education that enables concerned bodies to work seriously on existing gaps. Therefore, the purpose of this study, examine whether a detailed investigation of relevant information about the gap and whether the practice and challenges can significantly influence pre-primary education in study area.

Furthermore, from the personal experience of the researcher serving as a teacher, school principal and Woreda education bureau experts, Woreda education bureau head for nineteen years and from different trainings and workshops at the regional, zonal as well as Woreda level, there are complaints regarding the issue was observed.

Finally, the researcher has been motivated to conduct this study crucial issue of the performing of pre-primary education and children's successful lifelong learning and to come up with some recommendations that might solve the problems that might come across by assessing the practice and challenges of pre-primary education in Jimma zone by raising the following basic questions would be dealt with:

1. What is the current practice of pre-primary education in Jimma zone?
2. To what extent are parents and communities participating in pre-primary education in Jimma zone?
3. To what extent are educational facilities fulfilled for children of pre-primary education in Jimma zone?
4. What factors influencing the provision of pre-primary education in Jimma zone?

1.3 Objectives

1.3.1 General objective

The general objective of the research was to assess the practice and challenges of pre-primary education in the Jimma zone.

1.3.2 Specific objectives

The study had the following specific objectives:-

- To assess the current practice of pre-primary education in Jimma zone.
- To examine the extent of parents and communities participated in pre-primary education in Jimma zone.
- To find the extent of educational facilities were fulfilled for children of pre-primary education in Jimma zone.
- To assess the major factors influencing the provision of pre-primary education in Jimma zone.

1.4 Significance of the study

The result of this study might hope to have significance to different bodies including researchers, and stakeholders as briefly discussed below. In Ethiopia, although the development of modern pre-school education began in 1900 (Education Statistics Annual Abstract, 2007), there was a shortage of research conducted in the field. Particularly, studies carried out on the practices and challenges of pre-primary education (in rural area) were found in a disparate position. Therefore, the study was believed to serve in giving some information on the practices and challenges of pre-primary education in the Jimma zone.

Besides, the study might increase the awareness, insights, and enthusiasm of other researchers to conduct studies on pre-primary education in the Jimma zone and elsewhere in the woredas. I hope that the result of this study might provide valuable insights to other researchers interested in the practices and challenges of pre-primary education or related areas. In specific terms, the study might initiate stakeholders to avert the worries of the sector in general and the situation in particular especially, current practices, the extent of educational facilities, participation of parents and communities, and factors that impede the provision of pre-primary education .

This study could improve the current practices in pre-primary education involvement, primarily, the first clients were improved their pre-primary education feature. It also might be drawn out of

the presence of effective implementation of pre-primary education and among all events that have been involved in the pre-primary education program.

Besides, in the due course, the possibly observed current practices, the extent of educational facilities, participation of parents and communities, and factors that impede the provision of pre-primary education gaps might catch the eyes of woredas, zone, region, and other officials, so that covers the way for further development opportunities (training or and education) to the pre-primary education centers. Finally, due to the contribution of this study, all school principals, teachers, parents, and communities who are involved in the program might profit from the study.

1.5 Scope of the study

The study included issues of the pre-primary education program. Mainly due to the purpose of this study and matters related to manageability, the pre-primary education was focused on the existing practices and challenges of the sector. This was because I believe that among other things, current practice, the extent of parents and community participation, how educational facilities are provided and factors affecting the program. The practices of pre-primary education and operational challenges have been considered. These were because in the process of implementing pre-primary education centers the aforementioned issues were assumed to play an indispensable role in simplifying or complicating the realization of its mission. With this understanding in mind, the present study was delimited to the practice and challenges of pre-primary education. The reasons were that compared to the standard sated by MoE, the pre-primary education centers were the basic unit where the actual care and education were going on. Moreover, the study was believed to contribute to the improvement of the practical situation of the sector.

In terms of the geographic boundary, the study was confined to the Jimma zone Oromia regional state, Sekoru, Omonada, Nedigibe, Kersa, and Omobeyam; woredas of pre-primary education were selected based on the following parameters. Also it delimited the problems of the low practice of pre-primary education, limited participation of parents and community low accessibility of educational facilities and the challenge that hinder the program were considered in delimiting the sites.

1.6 Limitations of the study

This study did not come to an end without drawbacks. To this end, some limitations were also observed in this study. The major problem that faced the researcher in this study was the

shortage of empirical study references in the Ethiopian context. The researcher feels that had been possible to access this literature, it would have been possible to substantiate more and come up with better work. Furthermore, a small number of respondents were busy answering the questions. However, the researcher had to go to these subjects repeatedly and make maximum effort to get relevant data. Accordingly, the researcher solved these problems by proper planning, giving attention and priority to the work devoted with patience.

1.7 Definition of key terms

Actual (current) practices:- In this study, the pre-primary education activities about the current practices, extent of educational facilities, participation of parents and communities, and factors impede the provision of pre-primary education (O-class) program.

Challenge:- It refers to factors and obstacles that hinder the effective implementation of pre-primary education (O-class) from different angles.

Parent teacher students association members (PTSA):- An organization of parents, teachers and students members of pupils that works for the improvement of the school and the benefit of pupils.

Pre-primary education (O-class) program: - An innovative program that intends to one year program benefits vulnerable and disadvantaged children, who do not have access to kindergarten by invading government primary schools.

1.8 Organization of the study

The research paper had five chapters. Chapter one presents the nature of the problem and its approach comprising the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study, definition of key terms and organization of the study. Chapter two discusses the key theoretical bases or concepts that were used in the paper to place the problem in a broader perspective review of related literature. Chapter three concentrates on the research design and methodology. Chapter four focuses on the results and discussion of the study. Finally, chapter five of this study involves the summary which deals with the major findings, the conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Under this chapter, literatures on overview of ECCE, historical development of Early Childhood Care and Education, Concept of pre-primary education, Objective of the pre-primary education, Practices of pre-primary education in Ethiopia, Participation of parents and communities, Pre-primary education Facilities, Challenges in the practice of pre-primary education and other related issues shall be briefly reviewed.

2.1 The historical development of Early Childhood Care and Education

There is no clear international agreement on the nature and scope of ECCE as a discipline because of its holistic approach in recent day. Depending on the emphasis given to different aspects of the concept, different agencies and countries have given different terms. UNICEF, UNESCO, the Consultative Group on ECCD, OECD and the World Bank are among agencies those gave their descriptions to the discipline. In the Ethiopian context, Early Childhood Education and Care (ECCE) refers to a universal and broad approach to policies and programs for children from prenatal to seven years of age, their parents and caregivers, (MoE, 2010, as cited in(Mengistu Leta, 2018).

Plato of Greek (427-347b.c) as cited in Belay Tefera and Belay Hagos, 2017), the aspiration for organized education of young children outside the home has a long tradition. The time in which recognition of its importance and activity of advocating towards educating young children traced as far back as 400 BC. He was a supporter of the importance of childhood education for children aged below 6 under the guidance of a trained teacher. Amos, (1592-1670), stressed that systematic education for children should begin early. Schools should be established for children for the first six years. He was the first to underline the value of play and first-hand experience in educating children, (Amos, 1670).

The German educator Friedrich Froebel started the first Kindergarten in 1837 in Blankenburg, Prussia. Froebel choose the German term Kindergarten which was literally to mean children's garden because he intended the children in his school to grow as freely as flowers in a garden. Froebel's idea was influenced mainly by the work of Johan Amos Comenius, who in the 17th century introduced the idea that school should teach infants. Another influence was made by the French philosopher Jean Jacques Rousseau, who wrote Emile (1762), a dissertation on child's education in nature. In addition, the Swiss education reformer Johan H. Pestalozzi, who founded a

school for infants in the late 18th and early 19th century also influenced Froebel (Curtis, 1998 as cited in Hailu Sebsibe, 2019). The fundamental ideas behind Froebel's concept of the Kindergarten were giving happiness to children by providing them with necessary environment for growth. He designed special play materials and introduced the idea of associating actions with singing songs (Seinfeld, 1989 as cited in Sisay, 2023). Froebel not only influenced the European pre-school education system but he also brought the concept of the Kindergarten to America when the German immigrant Margareta Meyer Schurz opened the first Kindergarten in Watertown, Wisconsin in 1856. The Kindergarten is now an established part of American education, and many of Froebel's ideas of childhood experience and methods of play have been incorporated into current theories of early childhood education and progressive schooling. Bruce (1991), as cited in Hailu Sebsibe, (2019) described that Froebel's emphasis on learning through play is strongly supported music, stories and games have continued to be significant component of Kindergarten programming

Jean Piaget's (1827), as cited in G/Egziabher, (2014) French, said that since early experience serves as a base for later life, should be educated at an earlier age. He also supported practical activity and learning by doing, John Pestalozzi (1746-1827) recognized the vital contribution of early years' education for later education at earlier times. Moreover, early childhood education as a distinct discipline had its beginning with as the (19) ninetieth century began. Therefore, one can understand that though early childhood education is a relatively new field it has developed out of a long historical tradition. The base for many of the significant aspects and practices found in today's programs was set by philosophers, writers, and teachers of the past. Friedrich Wilhelm Froebel a German philosopher, like Pestalozzi and so many others before him, was deeply concerned with the education of children three through six ages by opening the first pre-primary education (children's garden) in 1837. (Pestalozzi, 1827, as cited in G/Egziabher, 2014).

2.2 Concept of pre-primary education

Different countries and scholars give definitions for the term ECCE in different ways. The common agreement about the term is its content or approach which means all acknowledge that ECCE refers to a holistic and integrated approach to health, nutrition, protection, and education services (UNESCO.BREDA, 2023, as cited in Tuli, 2020). Au Education Outlook Report, (AU, 2014) shows that childhood care and education (ECCE) support children's survival, development and learning from conception to the time of entry into primary school. It is also stated as a strategy to improve the development of children with difficulties and to maximize

and expand health, nutrition and education services for children (UNICEF, 2005, as cited in Ayana, 2021).

Early childhood care and education refers to a comprehensive approach to policies and programs for children from prenatal to seven years of age, their parents and caregivers. This period requires due attention and a great deal of investment. Failing to provide children at this stage of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society's growth. (MoE, MOH, MOWA, 2010).

On the other hand, UNESCO and UNICEF (2012) describe that ECCE or early childhood care and education is a range of processes and mechanisms that sustain and support development during the early years of life. It encompasses education, physical, social and emotional care, intellectual stimulation, health care and nutrition. It also includes the support of families and communities needed to promote children's healthy development. This would cover developmental priorities for each sub-stage within the continuum, i.e. Care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate preschool education for 3 to 6-year-olds with a more structured and planned school readiness component for 5 to 6-year-olds.

According to the national ECCE policy of Indian (2012), early childhood care and education (ECCE) refers to programs and provisions for children from prenatal to six years and child care is ensuring and promoting children's existence, protection, growth and development in good health with proper nutrition in a safe environment. Because of the different nature of the services given to young children, it often goes by several different names in different countries as well as between different stakeholders. Educators use different terms to mention early childhood care and education. Some of the expressions used are early childhood development, early childhood care and education, pre-primary school, preschool education, kindergarten, O-class, pre-primary education etc. But in this study, pre-primary education represents "O-class".

According to an education international report, partners use different terms, for example, UNESCO refers to early education as early childhood care and education (ECCE), the organization of early childhood development (OECD) calls it early childhood education and care (ECEC), the world bank calls it early child development (ECD), while UNICEF calls it early childhood development or ECD. Early childhood is the most effective and cost-efficient

time to ensure that all children develop their full potential, by preventing negative impacts of lacks during the most formative life-phase as well as by positively strengthening young children's capacities. (Ki-moon & Bokova, 2010). The returns on investment in ECCE are substantial (Engle et al. 2011).

High-quality ECCE programs usually improve children's cognitive functioning, readiness for school and school performance. Improvements are seen in academic achievement, in reducing grade repetition and drop-out, and with growing evidence of life-transforming outcomes emerging in studies with longitudinal evidence (Anderson, et al 2003). In general, the concept and definition of ECCE is all about the services that should be provided for young children to facilitate their physical, mental, emotional and spiritual development. From the above explanations, it's possible to generalize that, however, kinds of literature define ECCE differently the content and approaches of the idea are almost the same. (Rossiter, 2016).

2.3 Objective of the pre-primary education

Education has played a definite role in human history as a means of transmission of knowledge, skills, ideas and values from generation to generation. That is why all societies that were found in different stages of development have established systematic methods of teaching to their young children. These methods of teaching were imperative for children to understand their society, and its traditions, and to equip them for survival. (Anjelo, 2020). According to the, United the following are some of the objectives of pre-primary education in Ethiopia are: to develop in the children a feeling of self-dependence and self-reliance; to develop and encourage positive attitudes towards work; to build children with enjoyable behaviour necessary for life; to make children aware of their rights and personalities; to prepare children for social life; to teach about nature, their environment, and to make them innovative and creative; to develop in the children a sense of deference, and love of their society and country.

Pre-primary education is a right of every child which is strengthened by SDG (Sustainable Development Goal) and EFA (Education for All) goals. It is also one of the priorities in the ESDP V. This program plays a significant role to the overall improvement of the quality of education and may lead to the reduction of drop out and repetition rates in primary grades. It also contributes for increment of Enrollment in primary education.

Accordingly Pre-Primary Education covers age range from 3 to 6. It is also designed for the acquisition of basic skills (pre-reading, pre-writing, counting and arithmetic) in preparation for the child's formal schooling. The pre-school can also be a place where children develop

reading, writing and arithmetic skills and learn basic life skills (such as hand-washing and table manner). In Addis Ababa it is delivered in two modalities i.e. Kindergarten and „O“ class.(MoE, 2018)

As stated by MoE, (2002), the main aim of ECCE is the all-rounded development of children to prepare them for formal schooling. On the other hand, pointed out that the aim of the program can be achieved through meeting the following goals by participating in the pre-primary program: children was develop confidence in themselves and their ability to learn, demonstrate curiosity and the ability to focus their attention, acquire a level of communicative competence that is personally satisfying, acquire social skills and abilities which enable them to relate other children and to adults and remains true to their natures, being free to develop to their potentials.

Similarly After completing their pre-primary education children are expected to have the following behaviour: children have to be developed physically and mentally to be able to appreciate beauty and express their feelings freely, they have to be disciplined and self-confident and love creativity and research work. At this stage children know how to write different alphabets and numbers, listen to others' ideas and respond properly they are also conscious of social life and ready for formal education, Improvements are seen in academic achievement, in reducing grade repetition and drop-out, and with growing evidence of life-transforming outcomes emerging in studies with longitudinal evidence. (Awareness et al., 2015). In addition it has already been observed in Ethiopia with children who had enrolled in kindergarten programs, at age 8, scoring 32% higher in cognitive tests than those who had not and with a higher probability of grade completion. The central idea of this writing is that different countries or educators are using different terms to represent early childhood care and education objectives. (MoE, 2018).

2.4 Practices of pre-primary education in Ethiopia

Though there is doubt that ECCE started for the first time in the traditional form in the Ethiopian Orthodox Church (Pankhurst, 1955), as cited in Belay Tefera and Belay Hagos, 2017), it is still difficult to be sure about its exact time of beginning in the country. However, it was documented in the work of Ethiopian philosopher Zara Yaaqob and his follower Walda Hayat which shows that there was a practice of ECCE in the 17th century. (MoE,2007, as cited in Ayana, 2021).

Generally, Kassaye Woube, (2005) the historical root of early education in Ethiopia is classified into traditional and Western systems. The Ethiopian Orthodox Church is believed to be one of

the bases for the traditional education system through churches and monasteries. Education provided in these centers was theology, philosophy, computation, history, poetry and music. (Kenaw, 2005). During the feudal period, the curriculum of formal education attended by children around age four was practicing the alphabet and reading religious texts. Modern early education began in the early twentieth century when the first modern kindergarten was established in Dire Dawa town in 1900. It was opened to serve children of foreigners who were participating in the building of railroad the following this establishment other preschools were opened in the country to serve children of foreigners and well-to-do families, these schools were English and German.

However, preschool for community service began in the country in 1963 in Addis Ababa around Ras Desta Sefer, Debrezeiyt, Debrebirhan, Awasa and Asmara (MoE, 2007). In the socialist revolution of 1974, the increased involvement of women in economic activity led to the need for centers for child care and education and following this department responsible for this activity opened in the ministry of education. Another study shows that after the socialist revolution, pre-school education became part of the education system of the country and the curriculum developed for the first time, in the country (Negash, 1996). Following this establishment other preschools were opened in the country to serve children of foreigners and well-to-do families, these schools were English and German. However, preschool for community service began in the country in 1963 in Addis Ababa around Ras Desta Sefer, Debrezeiyt, Debrebirhan, Awasa and Asmara. In the socialist revolution of 1974, the increased involvement of women in economic activity led to the need for runs for child care and education and following this department responsible for this activity opened in the ministry of education. Another study shows that after the socialist revolution pre-school education became part of the education system of the country and the curriculum developed for the first time (Mengistu Leta, 2018). After the down fall of socialism, the government established a new education and training policy in 1994 which emphasizes the importance of the ECCE program. Up to 2010, the role of the government was only to support the program indirectly. However, in 2010 government started to play a direct role in the expansion of ECCE service by establishing an ECCE policy to reach all children including vulnerable and children with special needs (MoE, MOH and MOWA, 2010).

In the beginning, the Ethiopian education policy did not give attention to preschool up to ESDP V and left this program to the private sector for a long period; which made a great difference in

equating education between rural and urban, pure and rich. It can be seen that the enrolment in pre-primary education was much more in urban /town than in rural .participation in pre-primary education is 84% in town and 20% in rural areas since 2011.

In reality comprehensive way of planning to provide pre-primary education policy has 431/according to the Jimma zone education office report (2012) especially in Jimma zone education pre-primary education gross participation was 36.8% which was unanticipated. In this zone class repetition and drop out at grade one was high 12% and 18% respectively. From this point of view, the actual practice of pre-primary education has both negative and positive impacts on the quality of education.

2.5 The role of school principals

A primary school director are an educator who was tasked with the responsibility of managing a pre-primary education. A primary school director builds on the well-respected character and reputation of the primary school through collaboration with teachers, parents, principals, PTSA, and the board of directors. The role of the principal is to provide leadership, direction and coordination within the primary school. The principal's main focus should be to develop and maintain effective educational programs within his/her programs and to promote the improvement of teaching and learning with his/her programs.

The principal is part of a divisional administrative team whose function is to support and assist the programs in meeting the overall objectives of the division and the needs of individual students. The role of the principal is to provide leadership, direction and coordination within the school. The principal's main focus should be to develop and maintain effective pre-primary education programs within his/her primary school and to promote the improvement of teaching and learning with his/her pre-primary education. The principal should strive to create an organization and or climate which foster student and teacher growth. In fulfilling this role, the principal shall work under the supervision of the superintendent of schools and within the provisions of the public schools act, the department of education and training regulations, and board policy. (Abebe, 2012).

2.6 The Role of pre-primary education teachers

As cited in ILO/UNESCO, (2003). The publication that most completely focused on naming the teacher is the ILO/UNESCO "recommendations concerning the status of teachers"(UNESCO, 2016), which determined and defined the rights and responsibilities of teachers, international

standards for their initial preparation and further education, recruitment, employment and as advocated for safe teaching and learning conditions. Although it is a dated document, it is cited on the UNESCO website and in several more recently produced documents, including a report that examines the progress made in implementing the recommendations: the report from the committee of experts on the application of recommendations concerning teaching personnel.

The recommendations from the “status of teachers” document aimed to elevate the status of teachers and establish international guidelines for the work of teachers to insure that regardless of where they teach, teachers are trained professionals, and acknowledged as such. Unfortunately, there has not been significant progress on many of the recommendations suggested, but these documents and many others serve to set a standard for the profession: “teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge” (UNESCO recommendations for teachers also ILO/UNESCO report from the committee of experts on the application of recommendations concerning teaching personnel, 2003). The details concerning the teaching practices of the cosmopolitan teacher are well-articulated in the joint UNESCO/ UNICEF documents discussed below.

Teachers are recognized in the UNESCO documents as having the most direct impact on the day-to-day educational experiences of children because it is “their task to translate national policies into practical action in each school. Yet, despite the centrality of the teacher to realizing UNESCO goals expressed through national initiatives, she is clearly absent from many locales for reasons ranging from safety issues for female teachers, to lack of teacher education, to conflict and displacement. This shortage of teachers and the shortage of trained professional teachers in particular, is a severe limit to the advancement of education locally and globally: the most serious issue facing the teaching profession today is the acute or impending shortages of qualified teachers. The growing demand for teachers caused by education for all, combined with an ageing teacher population in developed countries, was create shortages of at least 15 million teachers in the next decade (ILO/UNESCO, 2003.P. V)

Teaching characteristically is a moral enterprise. The teacher, whether he/she admits it or not, is out to make the world a better place and its inhabitants better people. Teaching practices for

young children include opportunities for choice, hands-on learning, promotion of collaboration between children, use of a variety of teaching strategies, individualization, and self-regulation (Brede Kamp and Copple, 1997).

Teachers as important stakeholders in promoting pre-primary school education, as mentioned in (Bamezor et al., 2021) argue that teachers who have received the required training and are personally interested in childcare are essential in the delivery of quality early childhood education further assert that teachers (caregivers) are responsible for preparing young children for further academic and social development. Consequently, any attempts at improving the quality of pre- primary education must include teachers as active stakeholders considering the role teachers play in molding children to become contributing members of the global community.

While the importance of a teacher in delivering quality pre-primary education is not uncertainty, it must be emphasized that, for teachers in pre-primary education to be effective in this regard, they must possess both intellectual and behavioral characteristics that was enhance the quality of their interaction with children. As a teacher, is very important to use a wide range of learning and teaching resources, from books or other printed materials so, that students are encouraged to explore issues of interest show more content engage different learning styles, and provide hands-on opportunities for use of specialist tools or equipment, reinforcing learning, supporting and motivating individual learning, fostering independent learning through extended learning. (Brede Kamp and Copple, 1997).

2.7 Participation of parents and communities

Many parent involvement models agree that parent involvement occurs both at home and at schools. However, Epstein's model creates a more supportive conceptual framework for educators and schools to know which activities they can develop based on their particular goals in order to collaborate with parents. (Ekinci-vural & Doğan, 2021)

According to whitebread et al., (2030), to ensure the best quality ECE, families and teachers must work together in many aspects of promoting child development, socialization, and education. Through this cooperation, the child experiences continuity both at home and in the ECE settings. By encouraging parents to become involved early on, greater parental involvement in later primary and secondary school is also likely. By establishing strong relationships with parents, teachers can better understand the child, involve parents in the learning process, and provide them with information/ referrals to other services. Parents can

also provide their views and insights on the education of the child and, together with the teacher, design the best possible curriculum for the individual child's needs (Doğan, et al. 2021), Quality involvement of parents can lead to home support of children's learning, such as reading with their children, capitalizing on natural opportunities for learning, and making learning materials available at home, too. Parental engagement, especially in ensuring high-quality children's learning at home and communicating with ECE staff, is strongly associated with children's later academic success, high school completion, socio-emotional development, and adaptation in society

According to the children's rights convention, 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. Besides 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 pre-primary education as well as drama, music and art help raise awareness of the message to respect other cultures and to respect each other.

Pre-primary education must observe the social environment to help children develop their potential and prepare for future learning. Children are the leaders of tomorrow. The challenge ahead for early childhood education is how to proactively meet the demand for talent in our future society. In a cooperative and harmonious environment, society, family and pre-primary education can work together to build a bright future for children. Collaborative relationships with families are fundamental to achieving quality outcomes for children.

Community participation that focuses on active communication, consultation and collaboration in every activity of the program also contributes to children's learning and well-being. Parents and teachers are jointly responsible for ensuring that children are successful in pre-primary education, thus communication cooperation between the two is essential. Information should be exchanged with families regularly. It has to be about the service and documentation of their children's learning, development and participation in the program. In pre-primary education, parents' cooperation and support are very important for institutional improvements and their children's development. Pre-primary education encourages parents to work closely with them to support the healthy and happy development of children at this critical stage of their growth.

The service collaborates with other organizations and service providers to enhance children's learning and well-being. Links with relevant community and parent support agencies are

established and maintained. Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. Local culture can be a source of curricular topics in offering options and solutions for the implementation and extension of pre-primary education support. It is also a tool for information sharing and behavioural change. Moreover, incorporating local culture into a pre-primary education program can also provide cross-cultural exposure from the earliest years. Nurturing children is a fundamentally local challenge in every community. To tackle this challenge policymakers and program implementers has to use the internal source and locally developed programs and pass policy that complement local child encouragement efforts. (Doğan, et al. 2021).

A collaborative exploration of the total environment of the child builds in local situation analysis and leads to group problem-solving, skill building and the formulation of participation 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 pre-primary education. In establishing a community participation agreement, acceptance of intervention and commitment are important to support as a contingency and as participation in constructing the program activities. Community participation also incorporates local knowledge as a resource in curriculum development. Therefore, the use of community resources to formulate program content applies to the field of continued community-based activities and can provide a sustainable foundation (Woodhead, 2014).

Pre-primary institutions may choose the appropriate approaches according to their needs in communicating with parents. Effective communication is the foundation for all types of cooperation. The most important factor in establishing effective communication is honesty. If the parents feel that their views are being understood, accepted and considered seriously, a trusting relationship was be built. Parents have different expectations of their children, varied beliefs about pre-primary education, and different expectations towards the programs. Parents' working hours and educational background was directly affect their involvement in the activities of the programs. To introduce parental and community involvement for the development of home-school collaboration, pre-primary programs should engage parents and the community by planning various types of activities to meet their needs. The relationship between parents and children is life-long and intimate. However, the relationship between teachers and children is a temporary one, and surely not as intimate as the former. As pre-

primary education professionals, teachers should understand children's developmental needs and learn through daily contact and observation. They should then formulate reasonable requirements and expectations towards the children. Concerning the guidance given to children, teachers should have sufficient knowledge of parents' preferences and expectations. They should also explain patiently to parents the program's educational policy and the children's needs, to enhance parents' understanding and recognition of the program's mission and approach. Parents and pre-primary programs need to communicate adequately, to eliminate any conflicting views on preprimary education and create ahead for a harmonious and co-operative relationship. (Woodhead, 2014).

Every pre-primary education has its educational mission, environmental resources, and level of teacher training and development. When planning home-school co-operation activities, pre-primary education should consider not only the needs of children and parents, but also their conditions, and should make good use of community resources to improve on the less satisfactory areas. For example, they may invite professionals, such as pre-primary education specialists, social workers and psychologists, to conduct parental education seminars; encourage and render support to teachers to take relevant training courses offered by professional organizations or the community; and introduce relevant information on community resources to parents to arouse their interest in joining a related project of their own choice and ultimately benefit to the institutions through the collaborative use of resources (Woodhead, 2014)

2.8 Pre-primary education Facilities

Pre-primary education services refer to the bodily spaces, resources, and equipment that are made handy for younger teenagers to examine and increase earlier than they begin formal schooling. These services commonly consist of open space classroom (indoor), Outdoor playing area(outdoor), academic toys (creative area), getting to know materials(curriculum), Library, and educated instructors or caregivers.

Quality is also constrained by infrastructure. Classroom space, library collections and computer labs are far behind enrollment expansion of students. The government is making sincere efforts to develop new facilities and infrastructure. However, these efforts was take time (Kasa & Pandian, 2020)

2.8.1 Pre-primary education Environment

The physical environment of Pre-primary education needs to be safe, suitable and provides a rich and diverse range of experiences for promoting children's learning and development. Appropriate designing and locating the premises for the operation of a service is necessary. A well designed and richly decorated learning environment not only creates a relaxed and pleasurable atmosphere, but also promotes effective learning for the children.

According to Pairman and Terreni (2001) as cited in Hailu Sebsibe, (2019), the early childhood environment can be seen as an additional teacher since it gives signs and messages for learners to act on. The environment "speaks" to the learners and tells them what to do, how they can do it, where they can do it and how they can work together with other learners. The objects/equipment in a room and how it is arranged can have an effect on the behavior of learners and give them prompts or messages to act on. The quality of the environment at the Pre-primary education plays a substantial role in the quality of stimulation and teaching

In order to give learners adequate stimulation, the learning environment needs to be developmentally appropriate with a variety of apparatus. Additionally, teachers should have the necessary skills and trainings to be able to facilitate learning within a quality learning environment that will help to holistically develop the learner (Vaughan, 2007 as cited in (Labuschagne, 2015)). A safe, nurturing and stimulating environment that provide for differences in learners' ages, abilities and developmental levels is crucial for maximum stimulation. Both the indoor and outdoor environments play an important role in stimulation of the learners per their developmental needs (Marotz, 2009 as cited in (Labuschagne, 2015)).

The first area to be considered is the physical environment of the child. This refers to the location, accessibility, safety, building, indoor and outdoor spaces, play and teaching materials, equipment, and so on. The physical environment of pre-primary education needs to be safe, and suitable and provide a rich and diverse range of experiences for promoting children's learning and development. Appropriate designing and locating the premises for the operation of a service is necessary. A well-designed and richly decorated learning environment not only creates a relaxed and pleasurable atmosphere but also promotes effective learning for children. Teachers should pay attention to properly setting up the classroom with the help of a comprehensive and detailed plan of how the classroom can best be arranged. These arrangements aim to provide an environment with adequate space for free movement and easy access to toys and learning materials and serve the purpose of stimulating children to learn.

The pre-primary classroom should be organized into interest areas or centers filled with a variety of materials and equipment including blocks, dramatic play supplies, science activities, books, art supplies and more. 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, 2003).

2.8.2 Indoor Environment

Labuschagne (2015) as cited in Megersa et al., (2018) stated that teachers should pay attention to properly setting up the classroom with the help of a comprehensive and detailed plan of how the classroom can best be arranged. These arrangements aim at providing an environment with adequate space for free movement and easy access to toys and learning materials, and serve the purpose of stimulating children to learn. Similarly, the strategic guidelines of the MoE (2010) stated learning environments in preschools should have wide varieties of stimulating play and learning materials that promote not only simple but also higher thought processes like puzzles, riddle and guessing games, stories and fairy tales, visually rich in color, etc. The indoor environment should also be friendly, providing adequate opportunity for interactions among children as well as between children and adults. The Pre-primary education classroom should be organized into interest areas or centers filled with a variety of materials and equipment including blocks, dramatic play supplies, science activities, books, art supplies and more. Children must have time to experiment with measuring, counting, pouring, and making predictions using available indoor materials. 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 classroom.

As stated by Dosen (1994) as cited in (Hailu Sebsibe, 2019) Pre-primary education need to consider providing activities indoor for the children, in the program by taking into consideration to provide appropriate equipment's and the individual needs of the children. According to Jennie (2003, as cited in (S. Haile, 2020), class room walls and floors must be decorated by different charts that summarize alphabets, numbers, words, pictures and others. The indoor class room environment should enable the students to move their chair from place to place to form

groups and participate in a group discussion that will improve the communication skills of the students.

2.8.3 Outdoor Environment

The selection of outdoor equipment and materials emphasizes safety, stability, and age appropriateness for all children. The outdoor space should contribute to physical, intellectual, creative, emotional, and social development and offer a variety of stimulation for play and exploration. MoE (2010) also stated in the strategic document that outdoor play equipment must be well maintained, clean and developmentally appropriate that can provide ample opportunity for creativity and development of different skills. Play equipment should also be arranged in an organized manner to allow for accident-free play. Play equipment for outdoor as suggested by Jackman (2001) as cited in Erden, (2010) include: permanent and take-apart climbers, sturdy wooden crates and barrels, railroad ties surrounding sand box, tire swings with holes punched in several places for drainage, slides, inner tubes, balance beam, tricycles, wagons, other wheeled toys, plastic hoops, chimneys, rubber balls of various sizes, mounted steering wheel, sturdy cardboard boxes, etc can be used in preschool setting. The teacher should think creatively of new ways to bring the indoor activities outside, and the outdoor activities inside, while at the same time keeping in mind the skills to be developed. In outdoor play safety is the first priority. At least two adults should be supervising the playground at all times. Jackman (2001) as cited in Erden, (2010) advises, “Outdoor time requires adults who are playful, have sharp senses and quick reactions, and who will closely observe children. Children need safety and enough space where they can play, jump, run, rest, observe natural and manmade objects, create things themselves and the like. In early childhood physical exercise helps build strong bones, muscle strength and lung capacity. It may also increase cognitive function, improve academic achievement and accelerate neuro-cognitive processing.

2.8.4 Learning environment

Accordingly as cited in Talegeta, (2019), a learning center where children play, experiment and create at 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. A learning environment is also a place where children learn about their peers as they try out different roles and adjust to work together. The learning environment is a center where children interact through emotional and social aspects. This environment helps children to engage intellectually and socially build positive relationships with others and also

develop friendships & regulate their behaviour. Learning environments enhance children's willingness to take risks and make decisions confidently. This encourages children to create a suitable, healthy and respected environment and also to build appropriate social behaviour & correct use of language and facilitate positive interaction between children and teachers. When the learning environment is convenient for children they can talk through conflicts and express their feelings. They can use the guidance to foster children's self-regulation appropriate social interaction & social competences (HKSAR, 2007)

2.8.5 Teaching learning Materials and Books

The most appropriate materials to be included in a classroom are open-ended materials that may be used for multiple purposes. Manipulative materials that may be put together in many different ways and incorporated into other activities are a good example of an open-ended, multiple-use material (Miller, 1996, as cited in (G/Egziabher, 2014). Books should be available to be "read" by children individually, in pairs, and in small groups. Books should be available for teachers to read to children too. In addition to regular books, stories on tape, filmstrips, and movies provide alternative modes for children who do not attend to regular books. Shelf in a preprimary education classroom should be filled with the latest and best materials in a way that is developmentally appropriate. The manner in which the materials are presented to the children, their accessibility, and the open-ended way in which the children are encouraged to explore and play with the materials are the indicators of appropriate maximum use of materials. Montessori defends the idea that children should be enabled to learn on their own in a set environment where they choose their 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 nature and they should be pleased with it. The rules of nature form the basis of science and art fields. That is why; learning the rules of 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 mistakes, this shows that they are not developed enough. When the time comes, the child realizes their mistake and corrects it. Accordingly (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 the

environment 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. Therefore, teaching and learning materials should be a convenience to children in variance aspects such as they have to be relevant to the preschool's curriculum policy and program based on the standards and recreational needs of children, materials encourage understanding of children, they have important contributions to multi-cultural societies of diverse cultural, linguistic groups and people with disabilities and minority groups and help to create respectful relations with others. Materials motivate children and educators to examine their attitudes and behaviour to comprehend their duties, responsibilities, rights and privileges in society and they have to be appropriate to children's age, emotional, intellectual, social and cultural development. Hence children have opportunities to find use evaluate and present information to develop critical capacities and make discerning choices, hence, they are prepared to exercise their freedom of access, without discrimination, as informed and skilled adults. The material's representativeness has to be range in views of all issues. Children have to choose 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 behaviour becomes habitual after repeating it constantly. Some materials are worked with on a special carpet. It is the child's responsibility to carry these materials to the carpet and back to their shelves after the activity. The child is guided towards that behaviour. The child actively learns as he uses these materials. Prepared information is not permanent and efficient in a child's mind. Materials are meaningful for the child in different aspect: the challenge or the mistake the child experience through exploring should be a part of the material, the shape and usage of the materials should be ordered from simple to complex, and materials should prepare the child for the next learning; materials provide not the concrete shape of an idea but its abstract form and they are prepared for the child's learning.

According to (Calvert, 1992.), the materials in the classroom have to be natural and reliable. Hence children was complete the task with the materials they have chosen; without interference from adults; after completion of tasks the materials was be put back into their places according to class order. This was developing responsibility and personal discipline.

2.8.6 Curriculum

Asserts that it is important for educators to be guided by a curriculum framework that is based on child development theory. Not doing so could lead to inappropriate practices in children classrooms as well as decisions that could be harmful to children. (Dodge 1995, as cited in (Sosina Bezu, 2013). A well-planned and coordinated curriculum is crucial. It ensures that important learning areas are covered and can act as a tool to shape staff behavior to ensure continuous child development based on their age category. Therefore, it helps to promote quality service across age groups of students, support professional staff in their practice, facilitate communication between staff and parents and ensure pedagogical continuity between preschool and pri-primary education(Sosina Bezu, 2013).

According to Woodhead, et al. (2012), the national ECCE curriculum and national grade 1 curriculum do not align with each other. The national ECCE curriculum envisions play-based, mother tongue ECCE instruction. In contrast, the National grade 1 curriculum currently anticipates that children will learn basic numeracy and literacy in pre-school. Probably this may be a reason for most private schools to focus on literacy & numeracy learning than on overall development of the enrolled child.

2.9 Challenges in the practice of pre-primary education

More than half of the world's children are still excluded from preprimary education. From this, some of them are more vulnerable than others, and this shows more service is still needed to ensure their development. Regarding this need, the Ethiopian government established national policy instruments in 2010 to regulate the existing private sector provision, and to provide low-cost ECCE programmers through community-based canters and primary schools including non-formal pre-primary education programs. However, there are several challenges. Fund from government and donors is very limited, the majority of the burden to expand the program is placed on the already overstretched primary education system, an intense focus on primary education has resulted in relatively little attention to ECCE and a strong rural-urban division in ECCE provision. In rural areas, the private and non-governmental sectors provide very little preschool service. (MoE, 2023)

The coverage and quality of the provision are low and finally, the majority of ECCE service providers are located in urban areas. However, the ECCE provisions of 2010 mark significant progress and offer the promise of ambitious increases in access to the service is unclear as to

how this would be resourced (young lives, 2016) As the Ethiopian education development (Roadmap, 2018) states early childhood education is still tied by challenges and problems that span from problems related to governance, curriculum, teachers' qualifications, location, facilities and budget.

According to the basic education act, education shall be provided according to the pupils' age and capabilities and to promote their healthy growth and development. Those providing education shall co-operate with pupils' home and pupils participating in education are entitled to a safe learning environment (Anagaw, 2020), despite the actual and potential advantages of pre-primary education, some problems remain to be overcome before its promises can be fully realized.

Regarding challenges of implementing pre-primary school education (the United Nations Children's Fund (UNICEF), 2020), mentioned child-based, parent-based, community and school-based problems. Child-based: includes age of children's severe cognitive deficiencies, hearing impairment, early language impairment, and attention deficits, parent based: includes parent history of education, home literacy environment, community and school-based: includes the practice for factors such as the family lives, the cultural and economic community of which the family is a part, and the school the child attends, teacher qualification, curriculum, and center facilities, time factor, availability of equipment's, pedagogical factors etc.

In general, these different research results show that the "pre-primary education" (o-class) program was distressed by many challenges besides its unreachability and quality for children from disadvantaged families of rural part in general. As a result, it has been facing challenges like lack of appropriate practices, indoor and outdoor materials, instructional resources, first aid services, lack of parents and community participation, lack of awareness of stakeholders, lack of appropriate toilets, buildings, chairs, textbooks(S. Haile, 2020). Therefore preprimary education is provided for vulnerable children thus the majority of them live in rural areas which had no chance of kindergarten.

The importance of early childhood care and education (ECCE) is now widely accepted in international research and development policy. More than half of the world's children are still excluded from pre-primary education, with high income children more likely than low-income children to attend in many countries. Some groups of children are more vulnerable than others, and therefore more services may be needed to ensure their development.

The government of Ethiopia has designed a national framework for ECCE(2010). Within this framework, the state would regulate existing private sector provision. It would also begin to provide low-cost ECCE programs through extending existing government primary schools to provide a reception year. Where this is not possible, some older primary school pupils would be trained as Child-to-Child facilitators in a program of play designed to improve the readiness of younger children to start school. But there is extremely limited government and donor funding available for the plans in the framework. The implementation of ECCE risks placing a significant burden on an already overstretched primary education system. (Young Lives in Ethiopia, 2012), Ethiopia offers a case study of the opportunities and challenges in developing early care and education (ECCE) services in low-resource settings. But there are significant challenges in improving the quality of education provision, and an intense focus on primary education has resulted in relatively little attention to ECCE (Young Lives in Ethiopia, 2012), There is a strong rural-urban division in ECCE provision. In urban areas, there is a diversity of non-governmental providers. Wealthier parents tend to use private preschools, while many poorer parents use faith-based facilities. In rural areas, the private and non-governmental sectors provide very few pre-schools. The coverage and quality of rural ECCE provision is low because government primary school systems are still being consolidated and lack the resources to offer pre-schooling. Although overall levels of ECCE provision in Ethiopia are low, there are diverse providers. Most are located in urban areas, giving urban families different choices and opportunities for accessing ECCE (Young Lives in Ethiopia, 2012).

2.10 Chapter Summary

Regarding “Why” early childhood is a crucial period for brain development is high in the first three years, the potential for ensuring optimal development is very high up to age eight, children who have participated in high quality ECCE demonstrate considerable gains in social, educational, health and intellectual spheres, distinctively different from those who have not participated in the programs.²⁵ Benefits of the service include early identification of vulnerable children, good economic returns, cost savings for both the families and the nation, reduction of poverty, improved chances for the girl child, improved family welfare, increased opportunities for parental and community mobilization and empowerment. Regarding historical development of early childhood care and education, though it is a new field it has developed out of a long historical tradition. Moreover, the base for many of the significant aspects and practices found in today’s kindergarten programs were laid by philosophers, writers, and teachers of the past.

Regarding pre-primary education, though the classification is not recognized by authorities in the field, the Ministry of Education delivers the service by categorizing it into four classifications: Kindergarten, O-class, and Child to Child approach and accelerated School Readiness. On the other hand, regarding scheduling of pre-school activities it was mentioned that, it should be organized to include indoor and outdoor playtimes, time for singing, for stories, for discussion in between other activities.

The curriculum should focus not only on what young children should learn but also what is the most effective way to teach children. Regarding school environment, it must be both physically and psychologically safe and secure, the learning methodology should take account of the age of the child, and his/her individuality, learning style and family background.

Regarding target children, the program should provide the greatest help to marginalized groups and to families living in difficult circumstances. Concerning the starting age for preschool education, it depends on the economic status and other conditions of countries.

Finally, regarding management of ECCE program, ways that would have a contribution to the program are suggested and they are: working with coordinated policy frameworks, using a lead ministry and adopting a collaborative and participatory approach.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter the study area, research design, research method, sources of data, the study population, the sample size and sampling technique, the procedures of data collection, the data gathering tools and the methods of data analysis, validity and reliability checks and ethical considerations are contented.

3.1 Description of the Study Area

The Oromia regional state was comprised of 21 zones. Jimma Zone was one of the 21 zones, which has 21 woredas, where the present study was conducted. The zone consists of 953 pre-primary educations which are dispersedly located. Jimma City, located 355 Km southwest of Addis Ababa is the administrative and political capital city of the region.

3.2 The Research Design

The research design applied in this study was mixed research design. A mixed methods research design was a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem. To utilize this Philosophical approaches effectively, you must understand both quantitative and qualitative research. This Philosophical approaches is the path used by researchers to collect and analyze data using one of the three methods i.e. quantitative, qualitative or mixed methods (Creswell, 2012). The purpose of this study was to assess the practices and challenges of preprimary education in the Jimma zone, Oromia Regional State. To achieve the purpose, the study required gathering data from teachers, school leaders, (principals, Vice-principals), supervisors (CRC), and the education heads buerau (EHBs), using tools such as: questionnaire, interview, observation, document analysis and other tools. This was the reason why mixed research approach was applied.

3.3 The Research Method

The reason for focusing on the mixed methods to provide a better understanding of your research problem than either type by itself, if one type of research (qualitative or quantitative) is not enough to address the research problem or answer the research questions.

As mentioned above, it was also to assess the practices and challenges of preprimary education. Hence, for this purpose of the study the methodology applied was concurrent type of mixed approach which was used to get dependable data from school leaders, (principals, V/principals), and teachers. Convergent design was a type of mixed methodology that gives weight quantitative data sources and data are collected concurrently (Gay, 2005). The qualitative method was incorporated into the study to validate and triangulate the quantitative data or to explain the findings of quantitative analysis. So, the researcher used mixed methodology by further concentrating on the quantitative approach.

3.4 Sources of Data

Data for this research were collected from both primary and secondary sources, to obtain adequate and correct evidence about the study. In this study, primary sources of data were mainly used.

3.4.1 The primary sources data

The primary data for this study were collected from preprimary education teachers, school leaders, (principals, Vice-principals), supervisors (CRC), and the education heads buerau (EHBs). School leaders, (principals, Vice-principals),and teachers, respondents were responded to the same questionnaire. The second team, the Woredas education heads, and supervisors (CRC), contributed to structured and semi-structured interviews. As well as observation of selected preprimary education by the researcher was employed.

3.4.2 The secondary data

The secondary data was taken from different published and non- published materials like books, articles, journals, document analysis etc.

3.5 Study population, sample size, and sampling techniques

3.5.1 The study population

A study population was the entire group of people to which a researcher intends the results of a study to apply. These were the ones a researcher wished to generalize the results of the research study(Borg and Gall, 1989). There are 21 woredas 953 preprimary education and 2382 teachers in Jimma Zone. According to the 2021 Jimma zone final report.

3.5.2 Sample size and Sampling Technique

On the way to become these sampled sizes different sampling techniques were used. The main one was multistage sampling. According to John W. Creswell (2012), when the researchers cannot easily identify the population or the population was extremely large the researchers can choose multistage sampling techniques. So in this research, a multistage random sampling technique was applied, since it was difficult to identify the sample pre- Primary education directly from all pre-primary education in Jimma zone.

Table 3.1: Multistage Cluster sampling

No.WC	S. C.Ws	No.W	No. CRC	SSCRCs (35%)	TNo Sc SCRCs	TNo.S S SCs(30%)
Limu Cluster	L.Kosa, L.seka, L.genet N.Benja, Ch.botor,L.genet	Sekoru	13	4	20	5
Agaro Cluster	Manna, Mancho, Dedo, Seka, Shabe	N-Gibe	12	4	19	5
Jimma Cluster	Manna, Mancho, Seka, Shabe, Dedo	O-Nada	12	4	18	5
Asandab Cluster	Sokoru, O.Nada, Karsa O.Beyam,N.Gibe,	O-Beym Kersa	12 12	4 4	19 19	5 5
		Sokoru, O.Nada, Karsa O.Beyam, and N.Gibe,				
Total			57	18	85	25

Source: *Field survey data, 2023*

No.C = numbers of werads in clusters, S.C.Ws = Selected cluster werads No.W= Number of Woredas, No.CRCs = Number of cluster resource centers, SS CRCs = selected sample of cluster resource centers, T No.Sc.SC.RCs= Total number of schools in sampled cluster resource centers, T No.SSSCsEWs=Total number of selected sample school in each woredas, T No.RESScs= Total No of respondent in each selected schools.

Accordingly, in the first stage, 21 woredas clustered in to Limu, Agaro, Jimma, and Asandabo, among these Clusters, Asandabo Cluster (namely, Sekoru, Nadigibe, Omo nada, Omo beyam, and Kersa) was selected through simple random sampling., since the practice of pre-primary education in all woredas in the same manner. In the second stage, to sample the school the researcher used CRCs since the schools are highly detached and difficult to get the sampled pre-primary education easily with time limitations. In this sampled woredas there are 57 CRCs

which are already established by the woredas, of these 35% of them or 18 CRCs were selected by giving equal chances for all sampled Woredas by simple random sampling techniques. For this study, the researcher selected five 5(24%) woredas namely, Sekoru, Omo nada, Nadi gibe, Omo Beyam, and Kersa included them in the study by assuming they were representative of twenty-one woredas from the Jimma zone. The sample woredas were selected by using simple random sampling techniques of lottery method after cluster selection. This was because in simple random sampling, every member of a population has an equal and independent chance of being selected as a sample and it is also appropriate to mixed research methods. Hence, the selection of one would not affect the selection of the other during the application of a simple random sampling technique to give an equal chance to be represented. The target population of this study was 183 including teachers, school leaders, (principals, Vice-principals), supervisors (CRC), and the education heads buerau (EHBs). from pre-primary education.

These five woredas have 105 pre-primary educations from which the researcher selected 25(twenty-five) (24%) by using simple random sampling techniques to get a good representative sample and to get who delivered the pre-primary education (O-class) program.

Accordingly, Sekoru, Deneba, Kumbi, Gengeleta, Baso, Harogibe, Burka, Nada, Sedacha, Bisogombo, Dimtu, Xiyo, Igo, Koticha, Kajelo, Serbo, Bulbul, Gibe, Morowa, Dogoso, Gona, Dalota, Medabore, Odabuli, and Kersa pre-primary educations, were selected.

A study population was the entire group of people to which a researcher intends the results of a study to apply. Regarding the sample size of respondent's researcher selected depends on the idea of (Creswell, 20012.), which says a general rule of thumb was to select as large a sample as possible from the population. So that in this study because the total number of school leaders 75, the researcher selected all school leaders 75(100%), by purposive sampling, and teachers was 50 out of 98(52%) by simple random sampling and using the idea of (Yamane's (1967:886) formula, principles by using available sampling techniques due to their small number and manageability to summarized in the following table.

The following table reveals the total number of teachers in the sampled schools and the sample size of teachers who were involved in the study from each school.

$$n = \frac{N}{1 + N(e^2)}$$

Where: n = required the sample size n=the study population

E = the level of precision (0.05)

l = designates the probability of the event occurring

$$\text{Therefore: } n = \frac{183}{1+183(0.05)^2} = 125$$

After determining the sample size and the proportional sample size from each stratum was calculated by using the following formula:

$$N_i = (n \times n_i) / n$$

where: n_i = sample size for respondents

N = the total number of selected for each pre-primary education

The total sample size for each selected pre-primary education

n = the total number of pre-primary educations

Therefore, the distribution of the sampling technique and sample size about their respective population for each of the 25 Sample pre-primary educations was precisely summarized in table.

Table 3.2: sample and sample size to be taken from each selected school.

Sample Woredas	Sample preprimary educations	Samples	Target Popu.	Sample Size		Sampling Techniques
			N	$\frac{n_i \times n}{N}$	%	
1. Sekoru	Sekoru	S/Leaders	3	3	100	Availability
		Teachers	4	2	50	Ra.sampling
	Baso	EBHs	1	1	100	Availability
		CRC Sup.	1	1	100	Availability
Deneba	Deneba	S/Leaders	3	3	100	Availability
		Teachers	5	2	40	Ra.sampling
Gengeleta	Gengeleta	S/Leaders	3	3	100	Availability

		Teachers	4	2	50	Ra.sampling
	Kumbi	S/Leaders	3	3	100	Availability
		Teachers	4	2	40	Ra.sampling
	Harogibe	S/Leaders	3	3	100	Availability
2. O.monada		Teachers	4	2	64	Ra.sampling
		EBHs	1	1	100	Availability
		CRC Sup.	1	1	100	Availability
	Burqa	S/Leaders	3	3	100	Availability
		Teachers	4	2	50	Ra.sampling
	Nada	S/Leaders	3	3	100	Availability
		Teachers	4	2	50	Ra.sampling
	Sedacha	S/Leaders	3	3	100	Availability
		Teachers	4	2	50	Ra.sampling
	Bisogombo	S/Leaders	3	3	100	Availability
		Teachers	5	2	40	Ra.sampling
	Dimtu	S/Leaders	3	3	100	Availability
3. Nadigibe		Teachers	3	2	50	Ra.sampling
		EBHs	1	1	100	Availability
		CRC Sup.	1	1	100	Availability
	Xiyo	S/Leaders	3	3	100	Availability
		Teachers	5	2	40	Ra.sampling
	Igo	S/Leaders	3	3	100	Availability
		Teachers	3	2	67	Ra.sampling
	Koticha	S/Leaders	3	3	100	Availability
		Teachers	3	2	50	Ra.sampling
	Kajelo	S/Leaders	3	3	100	Availability
		Teachers	4	2	50	Ra.sampling
	Serbo	S/Leaders	3	3	100	Availability
		Teachers	5	2	40	Ra.sampling
4. Kersa		EBHs	1	1	100	Availability

		CRC Sup.	1	1	100	Availability
	Bulbul	S/Leaders	3	3	100	Availability
		Teachers	3	2	50	Ra.sampling
	Gibe	S/Leaders	3	3	100	Availability
		Teachers	5	2	64	Ra.sampling
	Morowa	S/Leaders	3	3	100	Availability
		Teachers	3	2	64	Ra.sampling
	Dogoso	S/Leaders	3	3	100	Availability
		Teachers	5	2	40	Ra.sampling
	Gona	S/Leaders	3	3	100	Availability
5.OmoBeyam		Teachers	4	2	50	Ra.sampling
		EBHs	1	1	100	Availability
		CRC Sup.	1	1	100	Availability
	Dalota	S/Leaders	3	3	100	Availability
		Teachers	3	2	50	Ra.sampling
	Medabore	S/Leaders	3	3	100	Availability
		Teachers	3	2	67	Ra.sampling
	Odabuli	S/Leaders	3	3	100	Availability
		Teachers	3	2	50	Ra.sampling
	Kersa	S/Leaders	3	2	100	Availability
		Teachers	4	2	50	Ra.sampling

Total	S/Leaders	75	75	100	Availability
	Teachers	98	50	48	Ra.sampling
	EBHs	5	5	100	Availability
	CRC Sup.	5	10	30	Ra.sampling
		183	125	%	

Source: Jimma zone education Department EMIS / 2021

Key word: Ra.sampling = Random sampling, EBHs= Education bureau, CRC Sup.=Cluster resource center , S/Leaders= school meaders.

3.6 Instruments of data collection

In this section, instruments and procedures of data collection including pilot testing are presented and discussed. Accordingly, questionnaires, interview guides, observation checklists and document analysis were means of generating the required information. According to (J. W. Creswell, 2003), employing multiple data collection instruments helps researchers combine, strengthen and amend some of the inadequacies of the data and for triangulation.

3.5.1 Questionnaire

A questionnaire (composed of both close and open-ended items) was the major tool for data collection. Opinions of the teachers vice principals, and principals about the practices and challenges of pre-primary education in Jimma zone were surveyed through a self-administered questionnaire which consisted of (41) forty-one Likert scale-type items. The rate of return of the questionnaire was 97.6%. Accordingly, agree-disagree and high-low five- point rating scale measurements were used with strongly agree (very high) (5), agree (high) (4), medium (moderate) (3), disagree (low) (2), and strongly disagree (very low) designations.

The values of the scales (according to (Rosemary, 2003) are given below for both the rating scales. If the computed mean score (m) = (1.00-1.49), it strongly disagrees/very low; if m = (1.50-2.49), it disagrees/ low; if m = (2.50-3.49), it is medium/moderate, if m = (3.50-4.49), it is agreed / high, and if m = (4.50-5.00], it is strongly agreed/ very high.

In addition, open-ended items were used to allow respondents to write any comments and suggestions they felt regarding pre-primary education.

3.5.2 Interview Guides

Semi-structured interviews was also be used to acquire qualitative data from Education bureau heads, supervisors, PTSA, and caregivers about the practice of pre-primary education. The interview questions were prepared in the English language so the participants could understand the English language and I was translate when I asked them (appendix - II). semi-structured interview was preferred because it has the advantage of flexibility in which new questions can be forwarded during the interview based on the responses of the interviewee.

This was help to get relevant information concerning the issue under study (Koul, 2008). A total of 9 individuals (education heads bureau (EBHs), supervisors (CRC) were interviewed for about 30-45 minutes (each) at the convenient time and place they preferred. They were asked a total of 27 questions.

3.5.3 Observation

Observation is the process of gathering first-hand information at a research site by taking information as it occurs in a setting (John W. Creswell, 2012). Hence, a check list was prepared to gather relevant data in the class rooms and in the compound to observe game materials and facilities and different documents as well. The total duration of one session observation was about one hour. The observation was conducted based on the observation checklist. The content of the observation checklist covered inside and out side classroom settings (classroom size, classroom per child, light, and ventilation of classroom, etc.) And outside classroom settings (playing ground, latrines, availability of playing materials, water, etc.). They were asked a total of 6 questions.

3.5.4 Documents review

To secure facts and figures along with new policies, directives and strategies, different documents like education abstracts, reports, annual and strategic plans were consulted as Secondary source to supplement or triangulate the data or information collected through Various means as mentioned above.

3.6 procedures of data collection

For this study, the researcher used primary and secondary data. The primary data was collected by using a questionnaire and semi-structured interviews. According to SAGE(2020), researchers use questionnaires to obtain information about the values, beliefs, perceptions, personalities, assumed, feelings, attitudes, and behavioral intensification of research participants. Therefore, the primary data was collected through questionnaires including open and close-ended questions, and semi-structured interview methods. The questionnaire contains two sections. The first section was the descriptive questions to identify respondents' personal information and in the second section, the five-point interval scales (Likert scale) were developed for all the basic questions individually. Accordingly, for the first basic question 10, for the second basic question 10, for the third basic question 13, and the fourth basic question 8 total of 41 items were prepared and the open-ended questions were provided at the end of each table of the basic questions.

On the other hand, according to Akinlua (2019), questionnaires are usually affected by the respondent's temperament in answering the survey questions. Consequently, to get in-depth information semi-structured interviews were provided. For this, 8 interview guide questions for

woredas heads, 8 interview guide questions for cluster supervisors, were prepared. The researcher used face-to-face interviews by the one-to-one procedure.

Both the questionnaires and semi-structured interviews were prepared in English and translated into Afanoromo to be easily implemented by the respondents and elaborate on the current practice objective of an interview. Accordingly, the questionnaire in Afanoromo was distributed to the respondents. In addition to the above two primary data collection methods, additional information from different secondary data was assessed. This secondary data was used to see the current practice of pre-primary education in the Jimma zone. Next to recognizing the participants of the study, the instruments of data collection were developed based on the research questions identified; the instruments were pre-tested to establish the validity and reliability of the tools; and the instruments were reviewed by taking into validation the helpful comments specified.

The relevant data for the research study were collected through both quantitative and qualitative methods. The researcher had face-to-face contact with the respondents. The questionnaires were prepared by the researcher in English and translated to Afanoromo to get detailed information achieved by the respondents. The investigator distributed the questionnaires to the respondents and collected them. Finally, the interview was implemented by the researcher simultaneously with the administration of the questionnaire. Before conducting the interview, and distributing the questionnaires, necessary understanding was established with respondents by creating a facilitative way and explaining the purpose of the study.

3.7 Methods of data analysis

The analysis of the data was based on the responses collected through questionnaires, interviews, observation and document analysis. Data collected through close-ended questionnaires was analysed quantitatively using frequency, percentages, mean, and standard deviations. Before analyzing the data codebook was prepared and a unique code was given for each questionnaire and distributed as well as collected. After scoring data the researcher elaborated a computer program available as a software program (John W. Creswell, 2012.), Therefore, the researcher used the arithmetical program for social science SPSS version 20 to compute and analyse the quantitative data and a coding scheme was used to analyse the quantitative data. According to (Cohen, et al. 2007), one method of organizing the analysis of mixed research was, leading the numerical data collected for each research question and followed by the qualitative data. Therefore, the quantitative data generated were analysed using

descriptive statistics (frequency, percentages, mean, and standard deviations) and the qualitative data were analysed following the quantitative data, which were analysed qualitatively in a summarized and narrative way, quantitative analyses of related questionnaire items were conducted.

To analyse the general characteristics of respondents' descriptive statistics (data frequency and percentage) were used. To analyse the response for all 41 items under four basic questions (current practice, participation of parents and community, educational facilities, and the factors that affect the practice of pre-primary education) average mean was used to compare respondents' mean difference. The researcher used five-point Likert scale measurements based on the following mean score results: mean value ≤ 1.49 = strongly disagree, 1.50-2.49= disagree, 2.50-3.49= undecided/moderate/, 3.50-4.49 = agree ≥ 4.50 = strongly very agree and. Within the five-point ranges, were used to make the analysis clear. The qualitative responses from interviews and open-ended questionnaires were transcribed and the data was into a computer file for analysis. The conducted interviews were used to triangulate and validate the quantitative result concurrently under each item.

3.8 Validity and reliability test

A pilot test was conducted to examine the internal consistency of the questionnaire items. The pilot test was carried out on 23 samples, for 3 school leaders, and 5 teachers of Natiry pre-primary education in sekoru woredas. To make sure that the items show consistency, the reliability of the items was calculated by SPSS software version 20. Cronbach alpha was employed. Therefore, according to (Nun (1978), Cronbach alpha ranked between 0.70–0.91 above was reliable. Thus, the actual scores were calculated and ranged between 0.79 and 0.91 the researcher self-developed items used in the study were reliable. Cronbach alpha coefficient for this item was good to dispatch the questionnaire. To check the validity of the items, the researcher collected comments from experts. Finally, the instruments were sufficient to measure administered to 5 teachers and 3 s/leaders and as scheduled on-face base.

Table 3.3: Reliability coefficient for questionnaires

Dimension	No of items	No of items
Current practice	10	0.79
Extent of educational facilities	5	0.84
Parent & community participation	3	0.90
Factors influencing	5	0.85
Total	23	0.85

The resulting Cronbach alpha values indicated in the above table ranged between 0.79 and 0.91, and it was reliable.

3.9 Ethical consideration of the research

To make the research process professional, ethical considerations were critical to the completion of any type of research and should ensure the discretion, care, condition, social feelings, and well-being of participants. Particularly, societal investigators need to obtain the consent and cooperation of subjects who are to assist in surveys of important institutions providing the research facility (Louis Cohen, 2005). Accordingly, this research required large amounts of permission to collect data from different groups, since the participants of the study were from pre-primary education and selected through availability and random sampling. Therefore, the researcher had a letter of authorization from Jimma University. In the research area, the letter was taken from the Jimma zone education office for the selected five woredas. For the selected schools also the researcher took letters from the woredas education office to get permission. For data collection, the researcher directly departed to 25(twenty-five) sampled pre-primary education.

Consequently, the researcher started gathering data after the informed consent and interest of the respondents. At the beginning, contact was made with the principals of each school by orienting the purpose of the study. Also, the study was purely academic; it was introduced in the introduction part of the questionnaires and interview guide to the respondents: and confirmed that subjects' confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research was not personalized for any of the respondent's responses during the data presented analysed and interpreted. Furthermore, all the materials used for this research were acknowledged.

CHAPTER FOUR

PRESENTATION, AND DISCUSSION OF THE DATA

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaires, interviews, observation and document analysis from the sample population of the study.

Similar questionnaires were distributed to, teacher principals and v/ principals, as well as interviews for the woredas education head, and PTSA and supervisors for further information observation for preprimary education. One hundred and twenty-five (125) questionnaires were distributed to respondents and interestingly 122 were properly filled in and returned. To validate the data questionnaires were conducted with principals, vice principals, and teachers. Documents were also reviewed as a supplementary data-collecting tool. The data gathered through questionnaires were tallied, tabulated and quantified.

4.1 Characteristics of the respondents

This section provides some basic background information about the sample population that helps to know the overall information of the respondents. The characteristics of the study groups were examined in terms of sex, age, academic qualification of study and years of service. Thus, helps us to know the temperament of respondents who participated in the implementation of pre-primary education.

As shown in (table 3) item 1, 22 (88%) of principals' 34 (71%) vice principals' or 56(76.7%) and 49 (100%) teachers were male respondents whereas, 3 (12%) of principals' 14 (29%) of vice principals' or 17(23.3%) and 49 (100%) teachers were female respondents. This shows that the majority of the respondents were males. This implies that the participation of female leadership in primary school involvement was much less than males.

Regarding the age of respondents (table 3) item 2 shows, 2(4.1%) of teacher respondents were between the age of 20-25 years, 14(56.0%) principals, 17(35.4%) vice principals, 36(73.5%) of teacher respondents were between the age of 31-35 years. In addition, 10(40.0%) principals, 20(41.6%) vice principals, and 5(10.0%) of teacher respondents were between the age of 36-40 years. And the remaining 1 (4.1%) principals, 11(23.0%) vice principals, and 6(12.2%) of teacher respondents were between the age of 41-45 years.

As far as educational qualification was concerned, 21(84.0%) of principals, 29(60.0%) vice principals, and 9(18.4%) teachers had a first degree. Whereas about 4(16.0%) of principals, 16(24.0%) vice principals, and 19(38.8%) teachers were diploma holders which is below the standard set for primary schools. The next 3(16.0%) vice principals, and 20(40.8%) teachers had certificate. The last and the list 1(2.00%) teachers had the below certificate. From this, one can easily understand that most of the respondents of the questionnaires that principals and vice principals were degree and diploma graduates; even though a blueprint of the moe (2007) has stated that the academic qualification required for the primary school principals and vice principals is first degree. Also, some respondents of teachers are certified under the standards of pre-primary education teachers.

Regarding the work experience of respondents, 6(12.5%) vice principals, and 11(22.4%) teacher respondents had served below 5 years. While 6(24.0%) school principals, 9(18.6%) vice principals, and 12(24.5%) teacher respondents had served 6-10 years. The other 7(28.0%) school principals, 12(25.0%) vice principals, and 11(22.4%) teacher respondents had served 11-15 years. While 7(28.0%) school principals, 8(16.6%) vice principals, and 9(18.4%) teacher respondents had served 16-20 years. Whereas 3(12.0%) school principals, 11(22.9%) vice principals, and 4(8.20%) teacher respondents had served 21-25 years. And the last 2(8.00%) school principals, 2(4.40%) vice principals, and 2(10%) teacher respondents had served 26 and above years. The work experience angles indicate that most respondents were young and only a few were seniors. This implies that the majority of teacher respondents were youngsters which helps them to actively participate in pre-primary education.

Table 4:1 Respondents' Socio-demographic Characteristics.

Variable	Categories	Respondents			
		School Leaders		Teachers	
		F	%	F	%
Sex	Male	56	76.7%	0	0%
	Female	17	23.3%	49	100%
Age	Age20-25	.00	.00%	2.0	4.1%
	Age 31-35 years	31	42.5%	36	73.5%
	Age 36-40 years	30	41.06%	5.0	10.2%
	Age 41-45 years	12	16.4%	6.0	12.2%
Education	Below certificate	.00	.00%	1.0	2.0%
	Certificate	3	4.10%	20	40.8%
	Diploma	20	27.49%	19	38.8%
	First degree & above	50	68.39%	9.0	18.4%
Work	Below 5 years	6.0	24.0%	11	22.4%
	6-10 years	15	20.55%	12	24.5%
	11-15 years	19	16%	11	22.4%
	16-20 years	15	20.55%	9.0	18.4%
	21-25years	14	19.26%	4.0	8.2%
	26 and above years	4.0	5.57.00%	2.0	4.1%
Total		73	100%	49	97.6%

Source: Field survey data, 2023

F= frequency, scl= school leaders, T= teachers

4.2 Results and discussion of the data

This part deals with the presentation and discussion of data gathered from respondents on the understanding of *the issue* about current practice of pre-primary education, parents and communities participated in pre-primary education, educational facilities were fulfilled for children of pre-primary education, and major factors influencing the provision of pre-primary education. Accordingly, the response of the school principals, vice principals, teachers, woredas head, supervisors, caregivers, and parent-student teachers associates as well as the issues observed were summarized in the following table and discussed below.

4.2.1 The current practices of pre-primary education

This part emphasized the presentation and discussion of data gathered from respondents on the current practices of pre-primary education. Thus, respondents were asked to rate the level of their agreement on the five-point Likert scale item questionnaires range from strongly agree(5) agree (4), undecided (medium)(3), disagree(2), strongly disagree(1)

Table 4:2 The current practice of pre-primary education in the Jimma zone

No	Items	Respo.	N	M	SD	Sig
1.	Teachers are trained in the preprimary education (o-class) teaching profession.	T/chrs	49	1.96	.790	.892
		Sc/Ldrs	73	1.94	.598	
2.	There are assistant teachers/caregivers.	T/chrs	49	1.44	.757	.552
		Sc/ldrs	73	1.34	.617	
3.	The ratio of teachers and children is appropriate.	T/chrs	49	2.28	.792	.649
		Sc/ldrs	73	2.38	.866	
4.	The primary school principal has trained in preprimary education (o-class) leading.	T/chrs	49	1.40	.866	.859
		Sc/ldrs	73	1.44	.848	
5.	O-class services are provided through inter-sectorial cooperation between the way and the educ. Office.	T/chrs	49	2.44	.870	.834
		Sc/ldrs	73	2.40	.844	
6.	Basic wash facilities in preprimary education (o-class) settings are provided	T/chrs	49	2.64	.907	.191
		Sc/ldrs	73	2.38	.761	
7.	The governments allocate an adequate budget for preprimary education classes.	T/chrs	49	3.16	.987	.297
		Sc/ldrs	73	2.90	1.036	
8.	There is regular monitoring and supervision from the responsible body.	T/chrs	49	2.44	.961	.864
		Sc/ldrs	73	2.48	.899	
9.	There is an operational plan for implementing PPE(o-class) work	T/chrs	49	2.48	1.046	.521
		Sc/ldrs	73	2.65	1.041	
10.	Is there short-term training organized for PPE implementers	T/chrs	49	2.12	.726	.869
		Sc/ldrs	73	2.15	.583	
Grand mean		T/chrs	49	2.356	0.5730	0.804
		Sc/ldrs	73	2.323	0.519	

Source: research data, 2023

Key: PPE= preprimary education, MA= mean average, Mean value ≥ 4.50 = strongly very agree, 3.50-4.49 = agree, 2.50-3.49= undecided, 1.50-2.49= disagree and ≤ 1.49 = strongly disagree. SC/ leaders=

School leaders and T=Teachers, No= numbers, AM =Mean average, SD=standarddvation.

As can be seen from item 1 of Table 4, respondents were asked to rate the level of their agreement regarding, teachers being trained in the Pre-primary education teaching Profession. Accordingly, teachers with a mean value (M=1.96, SD= 0.79), and school leaders with a mean value (M=1.94, SD=0.59) indicate that the practices of teachers' training in Preprimary education were used to a low extent. This implies that the practice of preprimary education was low practiced in the study area. In addition, related to this idea, the interview conducted with woredas heads and cluster supervisors, also revealed that respond requests regarding, teachers were trained in the Pre-primary education teaching Profession also performing the item. "some supervisors said that pre-primary children thought by grade ten and twelve completed students a small number of O-class was certificate and diploma of other fields they were not now the approach to teach them".

As can be seen from item 2 of Table 4, respondents were asked to rate the level of their agreement regarding there being assistant teachers/caregivers in Pre-primary education. Therefore, teachers with a mean value (M=1.44, SD=0.757) and school leaders with a mean value (M=1.34, SD=0.617) indicating that the assistant teachers/caregivers in the Pre-primary education were used to a very low or strong degree in the study area. In addition, related to this idea, the interview conducted with woredas heads and cluster supervisors also revealed that there was not found in any PPE assistant teachers and care giver was that assigned officially for them. One of the Woredas heads said: "The kindergarten program should have several caregivers and supporter teachers based on their children's ratio according to the guide stated in MoE, however in our school I was never seen preprimary education supporter teachers and caregivers". Moreover, the researcher's observation proved that there are no caregivers in the schools.

As can be seen from item 3 of Table 4, respondents were asked to rate the level of their agreement regarding, the ratio of teachers and children are appropriate in Pre-primary education. Therefore, teachers with a mean value (M=2.28, SD=0.792) and school leaders with a mean value (M=2.38, SD=0.866) indicating that the ratio of teachers and children is appropriate in Pre-primary education was used to a low degree. In case of this suggests that the care givers of the pre-primary education were low involved in the study area. Related to this idea, the interview conducted with woredas heads and cluster supervisors also revealed that there was no appropriate ratio of teachers and children for preprimary education assigned to

them. This implies that the appropriate practicing of preprimary education was a very low ratio of teachers and children in providing the programs.

As can be seen from item 4 of Table 4, respondents were asked to rate the level of their agreement regarding, the primary school principal who has trained in pre-primary education leading in the Pre-primary education. Consequently, teachers with a mean value ($M=1.40$ $SD=0.866$) and school leaders with a mean value ($M=1.44$, $SD=0.848$) indicating that the ratio of trained primary school principals in the Pre-primary education was used to a very low degree. In case of this suggests that the primary school principal has trained in pre-primary education leading the Pre-primary education was very a low involved in the study area.

Regarding the interview that was held with the Woredas head, and school supervisor have confirmed or evaluated the presence of a stated problem. “Some words education said or tells us there were not given serious attention for training pre-primary education, school principals to solve the current situation”.

As can be seen from item 5 of Table 4, respondents were asked to rate the level of their agreement regarding, pre-primary education services provided through inter-sectorial cooperation between the health women Childs and affirmative youth and the education office. Consequently, teachers with a mean value ($M=2.44$ $SD=0.870$) and school leaders with a mean value (of $M=2.40$, $SD=0.844$) indicate that the inter-sectorial cooperation between the three sectors is far apart according to the policy set in (MOE, MOH and MOWA, 2010), regarding these the mean value was indicates very low status. In case of this suggests that the inter-sectorial cooperation between them was very low in the study area. This item the interviewed also shows that the pre-primary education services are not provided through the cooperation of different sectors. Woredas head office tells us “they were not given serious attention for the development of pre-primary education, he says not only our office it needs attention from all concerned bodies”.

As it can be seen from item 6 of Table 4, respondents were asked to rate the level of their agreement regarding, Basic WASH facilities in preprimary education settings provided. Consequently, teachers with a mean value ($M=2.64$ $SD=0.907$) and school leaders with a mean value ($M=2.38$, $SD=0.761$) indicating that the Basic WASH facilities in preprimary education settings were far apart according to the policy set in (MOE, MOH and MOWA, 2010), regarding these the mean value was indicates moderate and low prestige involved in the study

area.

As it can be seen from item 7 of Table 4, respondents were asked to rate the level of their arrangement regarding, the government allocating adequate budget for preprimary education O-class. Consequently, teachers with a mean value ($M=2.16$ $SD=0.987$) and school leaders with a mean value ($M=1.90$, $SD=0.761$) indicating that the government allocate adequate budget for preprimary education O-class are far apart according to the challenge in the preprimary education, regarding these the mean value indicated very low status. In case of this suggests that the government allocation of adequate budget for preprimary education was very low in the study area. Regarding the interview that was held with the Cluster supervisors (CRC) says “Not only have the sample schools all confirmed the presence of stated problem”. They told me about the lack of educational resources for pre-primary education.

As can be seen from item 8 of Table 4, respondents were asked to rate the level of their arrangement regarding, there was regular monitoring and supervision from the responsible body. Accordingly, teachers with a mean value ($M=2.44$ $SD=0.961$) and school leaders with a mean value ($M=2.48$, $SD=0.899$) indicating that there was regular monitoring and supervision from the responsible body are low according to the challenge in the implementation of preprimary education. About this item the interviewed, Woredas head offices tell how they support, “also show that there was no serious concentration given for monitoring and instructional supervision of pre-primary education to support & maintain their progress regularly”.

As can be seen from item 9 of Table 4, respondents were asked to rate the level of their settlement regarding, there was an operational plan for implementing Pre-primary education work. Therefore, teachers with a mean value ($M=2.48$, $SD=1.046$) and school leaders with a mean value ($M=2.65$, $SD=1.041$) indicating t, the operational plan in implementing Pre-primary education work was used to low practicing in the study area. Regarding the interview that was held with the Cluster supervisors (CRC) says “We don’t have its plan separately but it includes the primary school as one activity”.

As can be seen from item 10 of Table 4, respondents were asked to rate the level of their settlement regarding, whether is there short-term training organized for Pre-primary education implementers. Therefore, teachers with a mean value ($M=2.12$, $SD=0.726$) and school leaders with a mean value ($M=2.15$, $SD=0.583$) indicated that Pre-primary education was used to a low

degree. In case of this suggests that Pre-primary education was low practicing in the study area.

Overall, respondents were asked to express the degree of their agreement to what extent the practices of pre-primary education were exercised. In this regard, the aggregated mean scores of teachers (M=2.3560, SD=0.57306) and school leaders (M=2.323, SD= 0.51992) suggest that the practices of Pre-primary education were practiced to a low extent. This implies that respondents agreed with the idea that pre-primary education was a low practice.

Generally, data analysis regarding, interviews, and document analysis indicated that there was a problem with practicing the pre-primary program. Because the current practice of pre-primary education was assessed as disagreeing with the item.

4.2.2 Participation of Parents and communities in pre-primary education

This part emphasized the presentation and discussion of data gathered from respondents on the Participation of Parents and communities in pre-primary education. Thus, respondents were asked to rate the level of their agreement on the five-point Likert scale item questionnaires range from strongly agree(very high)(5) agree(high)(4), undecided (Moderate) (3), disagree(Low)(2), Strongly disagree(Very Low)(1).

Table 4: 3 The Participation of Parents and communities in PPE in Jimma zone

NO	Items	Resp	N	M	SD	Sig.
1.	Parents and teachers discuss regularly the child's progress or performance.	Teachers	48	2.56	.917	.727
		Sc/ldrs	73	2.48	.945	
2.	There is a regular PTSA meeting and support in the PPE education (o-class).	Teachers	48	2.96	.935	.813
		Sc/ldrs	73	2.90	1.171	
3.	Are they all parents monitoring student attendance?	Teachers	48	2.40	1.190	.230
		Sc/ldrs	73	2.08	.986	
4.	Are all parents are attending their child's in this program or preprimary education (o-class)	Teachers	48	2.36	.952	.680
		Sc/ldrs	73	2.46	.967	
5.	Constructing the o-class in their primary school (supported by parent and community development and resources)	Teachers	48	3.20	1.000	.481
		Sc/ldrs	73	3.38	1.003	
6.	The pre-primary education (o-class) works with the community.	Teachers	48	2.44	.917	.529
		Sc/ldrs	73	2.58	.919	
7.	How cash, labor and material contribution for PPE (o-class)	Teachers	48	3.64	.638	.001
		Sc/ldrs	73	2.83	1.018	
8.	How do they respond to requests for meetings of pre-primary education (o-class)	Teachers	48	3.36	.757	.000
		Sc/ldrs	73	2.50	.923	
9.	Are they elect members of the PTSA for PPE (o-class)	Teachers	48	3.00	1.080	.044
		Sc/ldrs	73	2.52	.875	
10.	They manage income for pre-primary education (o-class)	Teachers	48	2.32	.802	.285
		Sc/ldrs	73	2.56	.965	
Grand mean		Teacher	48	2.824	0.917	0.379
		Sc/ldrs	73	2.629	0.819	

Source: research data, 2023

Key: PPE= preprimary education, MA= mean average, Mean value ≥ 4.50 = strongly very agree, 3.50-4.49 = agree, 2.50-3.49= undecided, 1.50-2.49= disagree and ≤ 1.49 = strongly disagree. SC/ leaders= School leaders and T=Teachers, No= numbers, AM =Mean average, SD=standarddvation.

As it can be described in item 1 of Table 5 respondents were asked to rate their agreement levels regarding, the Parents and teachers discuss regularly on the child's progress or performance. As a result, the majority of the teachers (with the $M=2.36$, $SD=.917$ and school leaders (with the $M=2.48$, $SD=.945$) indicated their agreement were rated as low performance with mean value about the issue raised. Additionally, the significance value ($p=.727>0.05$) result showed that there was no statistically significant difference between the opinions of the teachers and school leaders about the item. This shows that the Parents and teachers are limited in discussing with each other at regular times. As shown in item 2 of Table 5, respondents were asked to rate their agreement levels regarding, there was regular parent-teacher association meetings and Support in pre-primary education. As a result, the majority of the teachers (with the $M=2.56$, $SD=.935$ and school leaders (with the $M=2.50$, $SD=.0871$) indicated their agreement were rated as low performance about the issue raised. This evidence tells us in most preprimary education there were no regular parent-teacher association meetings and Support in the preprimary education.

As it can be described in item 3 of Table 5 respondents were asked to rate their agreement levels regarding, all parents monitoring student attendance. Accordingly, the respondents were rated as disagreeing with the mean value ($M=2.40$, $SD=1.190$ and school leaders ($M=2.08$, $SD=.986$), indicated their agreement was rated as low performance about the issue raised.

As can be described in item 4 of Table 5 respondents were asked to rate their agreement levels regarding, are they all parents are attending their children in this program or Preprimary Education. Accordingly, the respondents were rated as disagreeing with the mean value ($M=2.36$, $SD=.952$ and school leaders ($M=2.46$, $SD=.967$), indicated their agreement was rated as low enactment about the point. The interview conducted with supervisors(CRC) also revealed that "there was no monitoring practice of parents in student attendance, they sayed even if they are not brought to school they send them with their brothers and sisters, some of them are not ask their today lessen and home works".

As it can be described in item 5 of Table 5 respondents were asked to rate their contract levels about, constructing the pre-primary education in their primary school (supported by parent and community development and resources). Accordingly, the respondents were rated as agreeing with the mean value ($M=3.20$, $SD=1.000$ and school leaders ($M=3.38$, $SD= 1.003$) their revealed in constructing the preprimary education in their primary school (supported by parent

and community development and resources) is rated moderately performance. In addition, related to this idea, the interview conducted with EBHs, “also revealed that was somewhat it respectable in constricting and supported by parent and community”.

As it can be described in item 6 of Table 5 respondents were asked to rate their agreement levels regarding, the preprimary education works with the community. Accordingly, the respondents were rated as disagreeing with the mean value ($M=2.44$, $SD=.917$ and school leaders ($M=2.48$, $SD=.919$) indicated their agreement was in low rating about the issue raised. In addition, related to this idea, the interview conducted with EBHs, “also said that preprimary education does not work with their community as stated in the guideline of the MoE”.

As can be described in item 7 of Table 5 respondents were asked to rate their agreement levels regarding Cash, Labor and material contribution for preprimary education. Accordingly, the respondents were rated as disagreeing with the mean value ($M=2.64$, $SD=.638$ and school leaders ($M=2.83$, $SD= 1.018$) indicated their agreement was moderately performing in Cash, Labor and Material contribution for preprimary education.

As can be described in item 8 of Table 5 respondents were asked to rate their agreement levels regarding, how they respond to requests for meetings of preprimary Education. Accordingly, the respondents were rated as affected with the mean value ($M=2.63$, $SD=.757$ and school leaders ($M=2.50$, $SD=.923$) indicated their agreement about the issue was moderately performing. In addition, related to this idea, the interview conducted with supervisors(CRC)” also said that preprimary education was moderately performing in meetings of preprimary education”.

As can be described in item 9 of Table 5 respondents were asked to rate their expectations regarding, their elected members of the PTSA for pre-primary education. Accordingly, the respondents were rated as affected with the mean value ($M=3.00$, $SD= 1.080$ and school leaders ($M=2.62$, $SD=.875$) indicated their agreement about the issue raised. Thus, it was possible to conclude that they elect members of the PTSA for preprimary education in their respective schools. Therefore the preprimary education moderately performed in how they elect members of the PTSA of preprimary Education.

As can be described in item 10 of Table 5 respondents were asked to rate their agreement levels regarding, how they manage income for pre-primary education. Accordingly, the respondents were rated as agreed with the mean ($M=3.00$, $SD=1.080$ and school leaders ($M=2.62$, $SD=$

.875), indicated their agreement about the issue raised.

Overall, respondents were asked to express the degree of their agreement to what extent Parents' and communities' participation in pre-primary education in the Jimma zone was exercised. In this regard, the aggregated mean scores of teachers ($M=2.824$, $SD=1.018$) and school leaders ($M=2.629$, $SD= .638$), indicated their agreement about the issue raised. This implies that the extent of Parents' and communities' participation in the program was average exercised.

In supporting this, further analysis, indicates that there was no statistical mean difference between the two groups of respondents. Therefore preprimary education was moderately performing, to the extent of Parents' and communities' participation in pre-primary education.

Generally, data analysis regarding, interviews, and document analysis indicated that there was a problem with practicing the pre-primary program Because the current practice of pre-primary education was assessed as disagreeing a low with the item.

4.2.3 The extent of educational facilities are fulfilled for children

This part emphasized the presentation and discussion of data gathered from respondents on the Extent of educational facilities fulfilled for children of pre-primary education. Thus, respondents were asked to rate the level of their agreement on the five-point Likert scale item questionnaires range from strongly agree(very high)(5) agree(high)(4), undecided (Moderate) (3), disagree(Low)(2), Strongly disagree(Very Low)(1).

Table 4:4 The Extent of educational facilities provided for children

No.	Resp	Respo.	N	M	SD	Sig.
1	The PPE (O-class) is physically safe from different accidents and free from garbage.	T/chrs	25	2.24	1.234	.372
		S/Ldrs	48	2.02	.838	
2	Adequate water & latrine service is available.	T/chrs	25	1.76	.831	.478
		S/Ldrs	48	1.63	.733	
3	The space in the class room is adequate for free movement (as standard set by MoE).	T/chrs	25	1.96	1.020	.252
		S/Ldrs	48	2.23	.905	
4	Size of the school compound is adequate and have fence (as standard set by MoE).	T/chrs	25	1.56	.961	.016
		S/Ldrs	48	2.13	.914	
5	The class room is cemented and clean.	T/chrs	25	1.92	1.038	.034
		S/Ldrs	48	2.42	.871	
6	The class room has enough light and free air.	T/chrs	25	1.68	1.030	.013
		S/Ldrs	48	2.35	1.101	
7	The preprimary education (O-class) has child rest room.	T/chrs	25	1.96	1.060	.300
		S/Ldrs	48	2.25	1.158	
8	The preprimary education (O-class) has child feeding room.	T/chrs	25	1.72	.792	.860
		S/Ldrs	48	1.69	.719	
9	The preprimary education (O-class) has first aid room.	T/chrs	25	1.84	.746	.788
		S/Ldrs	48	1.79	.713	
10	Adequate learning materials (puzzles, riddle and Guessing games, stories and fairy tales, etc.) are available.	T/chrs	25	1.92	.862	.930
		S/Ldrs	48	1.94	.783	
11	The class rooms and their walls are equipped with learning materials and visuals rich in colour.	T/chrs	25	2.16	.987	.126
		S/Ldrs	48	2.58	1.164	
12	Developmentally appropriate play equipment's (balance, swinging, slid, ladder etc.) are adequately available.	T/chrs	25	2.08	.954	.388
		S/Ldrs	48	1.88	.959	
13		T/chrs	25	1.92	.909	.866
		Sc.Ldrs	48	1.96	.922	
Grand Mean		T/chrs	48	1.907	0.584	0.217
		S/Ldrs	74	2.066	0.508	

Source: research data, 2023

Key: PPE= preprimary education, MA= mean average, Mean value ≥ 4.50 = strongly very agree, 3.50-4.49 = agree, 2.50-3.49= undecided, 1.50-2.49= disagree and ≤ 1.49 = strongly disagree. SC/ leaders= School leaders and T=Teachers, No= numbers, AM =Mean average, SD=standarddvation.

As shown in item 1 of Table 6, respondents were asked to rate their agreement levels if the pre-primary education was physically safe from different accidents and free from garbage. As a result, the majority of the teachers (with the $M=2.24$, $SD=1.23$) and school leaders (with the $M=2.02$, $SD=.838$) indicated their agreement on the low performance about the issue raised.

Concerning this item also shows that no serious attention was given to pre-primary education was physically safe from different accidents had no proper fence, and rated low performance when computing with the mean set as demarcation in the study area.

As shown in item 2 of Table 6, respondents were asked to rate their agreement levels, adequate water & latrine service was available. As a result, the majority of the teachers ($M=1.76$, $SD=0.831$ and school leaders ($M=1.63$ $SD=.0.733$) indicated their agreement on the low performance about the issue raised. This information tells us in most preprimary schools there was no adequate water & latrine service available.

In Table 6, item 3, there is the rating of the space in the class room is adequate for free movement (as standard set by MOE). Consequently, As a result, the majority of the teachers ($M=1.76$, $SD=0.831$ and school leaders ($M=1.63$ $SD=.0.733$) indicated their agreement on the low performance about the issue raised. This evidence tells us in most preprimary schools space in the class room is adequate for free movement (as standard set by MOE

In Table 6, item 4, there is the rating of the Size of the school compound was adequate and had a fence (as standard set by MOE). Consequently, the respondents disagreed with the mean value Accordingly, the respondents were rated as affected by the mean value ($M=1.56$, $SD= .961$ and school leaders ($M=2.13$, $SD=.914$), which indicated that in most of the schools, the compound was not having a fence and adequate size (as the standard set by MOE). It indicated that most of the school compound did not have a fence and adequate size (as standard set by MOE).

In Table 6, item 5, there is the rating which is concerned with the classroom being cemented and clean. Consequently, the respondents were rated as disagreeing with the mean value ($M= 2.5$, $SD= 1.080$ and school leaders ($M=2.42$, $SD= .875$), indicated their agreement on the low performance about the issue raised. Therefore the preprimary education moderately performed how the classroom was cemented. In addition, related to this idea, the interview conducted with supervisors (CRC) also revealed that preprimary education was moderately performing in the classroom cemented. "one of the school caregivers said that the classroom

cleanness was suitable in light with our school the community tray to fulfill but still the class has no cemented some classes.”

In Table 6, item 6, there is the rating which is concerned with, the classroom having enough light and free air. Consequently, As a result, the majority of the teachers (with $M= 2.68$, $SD=0.831$ and school leaders ($M= 2.55$, $SD=.0.733$) indicated their agreement on moderately performing about the issue raised.

In Table 6, item 7, there is the rating which is concerned with the preprimary education (O-class) has child rest room. Consequently, as a result, the majority of the teachers (with $M= 1.68$, $SD=0.831$ and school leaders (with $M= 1.85$, $SD=.0.733$), this information also Show that there was inappropriate preprimary education restroom agreed on the low performance of the issue raised. In addition, concerning this item the interviewed caregivers explained that “there is a lack of restroom of preprimary education”.

In Table 6, item 8, there is the rating which concerns the preprimary education (O-class has a child feeding room, consequently, as a result, the majority of the teachers (with $M= 1.68$, $SD=0.831$ and school leaders (with the $M= 1.85$, $SD=.0.733$), showed that the majority of them agreed about the issue. Therefore, based on the responses reflected by the majority of the respondents, it can be concluded that in pre-primary education no child feeding room. This information tells us in most preprimary schools, the classroom has no child feeding room In addition, concerning this item the interviewed caregiver, the expert explained that there is inadequacy of a child feeding room for preprimary education.

In Table 6, item 9, there is the rating which is concerned with the preprimary education (O-class) has a first aid room. Consequently, as a result, the majority of the teachers ($M= 1.68$, $SD=0.831$) and school leaders ($M= 1.79$, $SD=.0.733$), showed that the majority of them agreed about the issue, this information also shows that there was no first aid room. Concerning this item the interviewed caregiver also supported this idea which was very low performance in the available first aid room.

In Table 6, item 10, there is the rating which is concerned with the pre-primary education (O-class) adequate learning materials. Consequently, as a result, the majority of the teachers ($M= 1.92$, $SD= .862$) and school leaders ($M= 1.94$, $SD=.783$), this information also show that there were no adequate learning materials in preprimary education. This information tells us in most

preprimary education, the classroom has no adequate learning materials.

As it is indicated in item 11 Table 6, the preprimary classrooms and their walls are equipped with learning materials and visuals rich in color. Consequently, as a result, the majority of the teachers (with $M= 2.16$, $SD= .987$) and school leaders (with $M= 2.58$, $SD= 1.164$), this information also Show that they agreed on the low performance on the issue raised.

This information tells us in most preprimary schools, the classroom has adequate learning materials. Concerning this item the interviewed, school supervisor, and Woredas head, also supported this idea which was to a low performance in the available classrooms and their walls are equipped with learning materials and visuals rich in color.

As indicated in item 12, *the* table is concerned with preprimary education and developmentally appropriate play equipment. Consequently, as a result, the majority of the teachers (with $M= 1.48$, $SD= .954$) and school leaders (with $M= 1.88$, $SD= .959$), this information also Show that they agreed on the very low performance on the issue raised. Furthermore, About this item, the interviewed, school supervisor also said that “there were no developmentally appropriate play equipment”.

In Table 6, item 13, there is the rating which is concerned with the preprimary education, textbook, and Teacher guide book available in all subjects. Consequently, as a result, the majority of the teachers (with $M= 1.48$, $SD= .954$) and school leaders (with $M= 1.38$, $SD= .959$), this information also Show that they agreed on the very low performance about the issue raised. This information tells us in most preprimary education, textbooks, the Teacher guidebook was not available in all subjects. In addition, Concerning this item the interviewed, school supervisor also supported this idea textbook, but the Teacher guidebook was not available.

Table 4 :5 Educational facilities to be observed for the implementation of PPE

No	Items	No of the schools Observed	No of the schools Fulfil the criteria	%
1	The existence of playing materials those prepared from locally available materials like balls, puzzles, riddle and guessing games, stories and fairy tales	25	4	16
2	The suitability of environmental conditions; site, building and overall physical setting	25	3	12
3	The existence of a separated, safe and secured compound for the children with basic sanitation facilities like water and toilet	25	4	16
4	The classroom condition is well designed and decorated having desks, chairs, tables, cupboards etc.	25	4	16

Source: *Field survey data, 2023*

According to the data and information obtained and summarized in Table 7, among 25 schools where observations have taken place it was found that 4 (14%) schools were in a position to fulfil teaching materials prepared from locally available materials and plays like balls, puzzles, riddle and guessing games, stories and fairy tales. Seeing children playing with locally made balls is common in most schools. The data and information obtained through the observations in sample schools reveal that, among the Sample

observed schools only 3 (12%) schools have relatively suitable environmental conditions; site, building and overall physical setting to deliver education for the children of the stage. In other schools, the overall physical settings are found as they are not suitable for the children of the

stage. It was observed that chairs, desks and tables that fit the age of these children were available in only 4 (16 %) schools.

Overall, respondents were asked to express the degree of their agreement to what extent Parents' and communities' participation in pre-primary education was exercised. In this regard, the aggregated mean scores of teachers (M=1.9075, SD=0.584) and school leaders (M=2.066, SD= 0.508), implies that the extent of educational facilities is fulfilled for pre-primary education was under average as stated in MOE guideline exercised.

Mostly the finding of the study shows that there was a critical shortage of teaching and learning facilities in most of the pre-primary education regarding the respondent's criticism.

4.2.4 Factors influencing the provision of pre-primary education

This part emphasized the presentation and discussion of data gathered from respondents on the factors influencing the provision of pre-primary. Thus, respondents were asked to rate the level of their agreement on the five-point Likert scale item questionnaires ranging from strongly agree(5) agree(4), undecided medium (3), disagree(2), strongly disagree(1)

Table 4: 6 Factors influencing the provision of pre-primary

No	Items	Respo.	N	AM	SD	Sig.
	The management of the preprimary education (O-class) under primary school is suitable for the work of teachers.	Teachers	48	2.40	1.041	.668
		Sc/Leaders	73	2.29	1.010	
2	Job Training is organized for teachers.	Teachers	48	2.20	.645	.601
		Sc/Leaders	73	2.08	1.007	
3	There is no a shortage of budget to implement the program.	Teachers	48	2.12	.666	.805
		Sc/Leaders	73	2.17	.808	
4	Four, five and six-year-old children are no grouped in a single classroom.	Teachers	48	2.24	.779	.692
		Sc/Leaders	73	2.31	.719	
5	There is adequate support from NGOs, the community, and the government in the teaching-learning process.	Teachers	48	2.00	1.155	.029
		Sc/Leaders	73	2.52	.825	
6	Is there adequate educational facilities in the pre-primary education.	Teachers	48	2.56	.870	.284
		Sc/Leaders	73	2.29	1.071	
7	There is no lack of parents and community awareness.	Teachers	48	3.12	1.013	.001
		Sc/Leaders	73	2.35	.887	
8	Is there a child who came to grade one without completing O-class?	Teachers	48	2.28	.678	.727
		Sc/Leaders	73	2.21	.898	
Grand Mean		Teachers	48	2.365	0.856	0.4760
		Sc/Leader	73	2.278	0.903	0.367

Source: research data, 2023

Key: PPE= preprimary education, MA= mean average, Mean value ≥ 4.50 = strongly very agree, 3.50-4.49 = agree, 2.50-3.49= undecided, 1.50-2.49= disagree and ≤ 1.49 = strongly disagree. SC/ leaders= School leaders and T=Teachers, No= numbers, AM =Mean average, SD=standardviation.

As can be described in Table 8 of item 1, respondents were asked to rate the degree of their expectation regarding which was concerned with the management of the preprimary education under primary school was suitable for the work of teachers. So, as a result, the majority of the teachers (with $M=2.40$, $SD=1.041$) and school leaders (with $M=2.29$, $SD=1.010$), this evidence also Show that they agreed on the low performance on the issue raised.

As can be described in Table 8 of item 2, respondents were also requested to rate the extent of agreement regarding, on-the-job Training organized for teachers. Consequently, as a result, the majority of the teachers (with $M=2.20$, $SD=.645$) and school leaders (with $M=2.08$, $SD=1.007$), this information also Show that they agreed on the low performance on the issue raised.

As can be described in Table 8 of item 3, respondents were asked to rate the gradation of their expectations regarding which concerned the no a shortage of budget to implement the program. Accordingly, as a result, the majority of the teachers (with $M= 2.12$, $SD= .666$) and school leaders (with $M= 2.17$, $SD= .808$), this information also Show that they agreed on the low performance on the issue raised.

As can be described in Table 8 of item 4, respondents were asked to rate the degree of their expectation regarding which four, five and six-year-old children are no grouped in a single classroom of pre-primary education class. Accordingly, as a result, the majority of the teachers (with $M= 2.24$, $SD=.779$) and school leaders (with $M= 2.31$, $SD=.719$), this information also Show that they agreed on the low implementation of the issue raised. Concerning this item the interviewed school supervisor, and Woredas head, also supported this idea which was low performance different age children were grouped in a single classroom.

As can be described in Table 8 of item 5, respondents were asked to rate the degree of their expectation regarding adequate support from NGOs, community, and government in the teaching-learning process of pre-primary education teaching. Therefore, the respondents were rated with the mean (with $M=2.00$, $SD=1.155$) and school leaders (with $M=2.52$, $SD=.825$), this information also Shows that they agreed on the low support from NGOs, the community, and the government for the program. About this item, the interviewed Woredas head also said that “the O-class services are not provided through the cooperation of different bodies, this worth there was low support from NGOs, community, and government”.

As can be described in Table 7 of item 6, respondents were asked to rate the degree of their expectation regarding; Is there adequate educational facilities in the pre-primary education. Accordingly, as a result, the majority of the teachers (with $M= 2.56$, $SD= .870$) and school

leaders (with $M= 2.69$, $SD= 1.071$), this evidence also Show that they agreed on the moderate performance on the issue.

As can be described in Table 7 of item 7, respondents were asked to rate the degree of their expectation regarding There is no lack of parents and community awareness pre-primary education. As a result, the majority of the teachers (with $M= 3.12$, $SD= 1.013$) and school leaders (with $M= 2.69$, $SD= .887$), this information also Show that they agreed on the moderate performance about the issue. Concerning this item the interviewed, school supervisor, also supported this idea “which was moderate performance concerning parents and communities support to implement the program when we state generally, but it’s different from area to area and the way we mobilizing them and the leader of the school it depends”.

As can be described in Table 8 of item 8, respondents were asked to rate the degree of their expectation regarding Children who came to grade one without completing pre-primary education, Consequently, as a result, the majority of the teachers (with the $M= 2.28$, $SD=.678$) and school leaders (with the $M= 2.21$, $SD=.898$), this information also Show that they agreed on the very low performance about the issue raised. This information tells us in most preprimary education, children come to grade one without completing O-class. Concerning this item the interviewed school supervisor, and Woredas head, also supported this idea which “was low performance; children came to grade one without completing O-class”.

As suggestions and remarks collected through interviews, the cluster school supervisor, also showed that there was “no serious attention given for preprimary education children to pass through the preprimary education before coming to grad one because especially in the rural area most of them was come to grade one direct from home” The result obtained from observation shows that there are big challenges in attending all eligible children’s.

Overall, respondents were asked to express the degree of their agreement on factors influencing the provision of pre-primary education was exercised. In this regard, the aggregated mean scores of teachers ($M=2.365$, $SD=0.856$) and school leaders ($M=2.278$, $SD= 0.903$), imply that the extent of factors influencing the provision of pre-primary education was low exercised.

Generally, data analysis regarding, interviews, observation and document analysis indicated that there was a challenge of practicing the pre-primary education program. Because factors influencing the provision of pre-primary education program was assessed as disagreed or low implemented with the item.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with a summary of all bodyparts and a summary of the major findings, the conclusions reached and the recommendations that were included. The first section was trying to discuss step by step the research questions, the second section is a summary of the major findings made, third, depending on the findings conclusions were drawn. Lastly, recommendations were made based on the findings of the study.

5.1 Summary of major finding

The research paper had five chapters. Chapter one presents the nature of the problem and its approach comprising the background of the study, statement of the problem it tells ..., objectives of the study deals with purpose the thesis at all, significance of the study includes the importance or benefits of research study, scope of the study the geographic and content study that concealment, limitation of the study the challenges that hinder the study of the paper, definition of key terms this berf definition new words for the readers, and finally organization of the study. Chapter two discusses the key theoretical bases or concepts that were used in the paper to place the problem in a broader perspective review of related literature. Chapter three concentrates on the research design and methodology. Chapter four focuses on the results and discussion of the study. Finally, chapter five of this study involves the summary which deals with the major findings, the conclusion and recommendations of the study.

finally

The major purpose of this study was to assess current practice, the extent to of Parents and communities are participating, and educational facilities were fulfilled for children major factors influencing the provision of pre-primary education in Jimma Zone Oromia regional state.

To achieve this purpose, a sample of 125 respondents was selected and their views were assessed through questionnaire, interviews, and observation and the collected information was analysed through quantitative and qualitative approaches. To achieve the purpose of the study, the following basic research questions were set:

1. To assess the current practice of pre-primary education in Jimma Zone.
2. To examine the extent to of Parents and communities are participating in pre-primary education in Jimma Zone.

3. To identify the extent to of educational facilities were fulfilled for children of pre-primary education in Jimma Zone.
4. To assess the major factors influencing the provision of pre-primary education in the Jimma Zone.

Based on the analysis and interpretation of the data, the following major findings about the Studies are summarized.

As to the characteristics of the respondents, the study showed that the number of female teachers was greater than males and the number of male school leaders was greater than their counterparts, i.e., both the teaching-learning process and school leadership positions were chiefly implemented by both genders in the study area. As to the educational level of the respondents, the majority of respondents in the study area were diploma and bachelor degree holders. Furthermore, most of the school leaders were less experienced than that of the teachers. As to the characteristics of the respondents, the study showed that the number of female teachers was greater than males and the number of male school leaders was greater than their counterparts, i.e, both the teaching-learning process and school leadership positions were chiefly implemented by both genders in the study area. As to the educational level of the respondents, the majority of respondents in the study area were diploma and bachelor degree holders. Furthermore, most of the school leaders were less experienced than that of the teachers.

The consequences of the present study were found that the current practice of pre-primary education, majority of the respondents believed that the current practice of pre-primary education is more or less functional, and according to them, most of the teachers and School leaders (with average mean score close to 2,339) indicated that the current practice of the program in terms of the listed 10 items (Table 1) was low and above. For instance, Teachers are not trained in the Preprimary education teaching Profession, there are no assistant teachers/caregivers. This finding was consistent with previous studies, they are not educating short-term training organized for preprimary education implementers that teachers of their level are not professionally qualified and well trained, most of the study area was implemented by students of grades 10 and 12 completed by free serves providing. However, these participants reflected on their feelings and worries about the current practice of pre-primary education, stating that although pre-primary education is vital and run in almost all the preprimary schools in Jimma Zone, it is not implemented to the standard, as a respectively of pre-primary education manual

Concerning the Extent of Parents and communities are participated in pre-primary education in the sampled pre-primary education at Jimma zone, most of the teachers and School leaders (with an average mean score close to 2.845) indicated that the extent to of Parents and communities participated in terms of the listed 10 items (Table 2) was moderate and above. The present study revealed that there was a problem in the Participation of Parents and communities in pre-primary education Parents and teachers have not discussed regularly the child's progress or performance, and they do not manage income for preprimary education.

For the Extent of educational facilities fulfilled for children of pre-primary education, *the* majority of the respondents (with an average mean score greater than 1.986) indicated that the extent to of Parents and communities participated in terms of the listed 13 items (Table 3) was Low and above. These revealed that fulfillment of educational facilities in terms of pre-primary education physical safety, adequate water & latrine service, adequate space in the classroom, adequate Size of the school compound, clean and free air in the classroom, feeding room, availability of teacher guide books in all subjects, first aid room, etc.. are basic for the better implementation of the program. On the other hand, a recent study directed that educational facilities were not fulfilled for children of pre-primary education whereas physically not safe from different accidents and free from garbage, space in the classroom was adequate for free movement (as the standard set by MOE), the classroom was not cemented and clean, and child has no rest room.

Concerning factors that influence the provision of pre-primary education in implementing the policy stated, 8 items were listed (Table 5) and rated by the respondents to see challenges that affected the practice of the program in the sampled pre-primary education. Accordingly, most of the respondents (with an average mean score value greater than 2.325), were indicated Low and above. this shows that lack of adequate support from NGOs, the community, and the government in the teaching-learning process, appropriate age in preprimary education (O-class), parents and communities support, four, five and six years children are grouped in a single classroom, shortage of budget to implement the program, On job Training is organized for teachers, management of the pre-primary education (O-class) under primary school is suitable for the work of teachers, children's came to grade one without completing O-class and others constraining the effective provision of pre-primary education.

5.2 Conclusions

Based on the major finding of the study and with the possible limitation of the study, the following conclusions are drawn that are

- The study showed that the current practices of pre-primary education were low when applying to the program and the overall average mean score obtained from the table was 2.3395 for each role of the current practices and entirely was low.

The main concerns were, for the reason that teachers were not trained in their Profession, did not have assistant teachers/caregivers, basic WASH facilities settings were not provided, no regular monitoring and supervision from the responsible, the government did not allocate an adequate budget and, no short term training organized for preprimary education implementers. This finding indicated that current practices were insufficient for pre-primary education, and it required serious reconsideration of the practice of the preprimary education system. Consequently, it was found that most of the teachers assigned to teach the children of the program remained grade 10 complete students even without having short-term training that helped them to upgrade their skills and knowledge, especially in the field of active learning of young children (Mengistu Leta, 2018).

The finding presented that there was a moderate participation of Parents and communities in pre-primary education.

- The overall average mean score obtained from the table was 2.725 for each role of the participation of Parents and communities and entirely was moderate.

The main concerns were that parents and teachers did not discuss regularly the child's progress or performance, there were no regular parent-teacher association meetings and Support, the Cash, Labor and Material contributions, and most of the time PTSA were not elected as a member of the community. This indicates that Parents' and community's participation in pre-primary education was averagely practiced. This finding was consistent with the findings of Hayile (2019) as cited in Seifu, 2014), that Parents and communities did not work enough to participate in the community, local councils and NGOs to search for budget, solve disciplinary issues, for school improvement programs and student achievements, poor participation in planning both in preparing strategic and annual plans not only in planning as majority of the respondents were not participate in evaluations of how the plans were implemented.

- The results displayed that, educational facilities were not fulfilled for children in pre-primary education, and the overall average mean score obtained from the table was 1.986 for each role of the educational facilities and entirely was low.

The main issues were that in which physically not safe and free from garbage, the space in the classroom was adequate for free movement (as standard set by MOE), the classroom was not cemented and clean, and for child had no rest room indicated from the respondents result was low in actual circumstance. This finding indicated that educational facilities were inadequate or low for pre-primary education in the current status quo, and it requires filling the gap in educational facilities for the program. This result is also consistent with the study of Mengistu & Demissie (2018) indicated that the favorability of the learning environment, compound was not adequate and had no fence and the fulfillment of learning aids have not been addressed due to budget constrain in most of sample schools.

- The results in presented concerning the major factors that influence the provision of pre-primary education, the overall average mean score obtained from the table was 2.325 for each role of the factors that influenced and entirely was low.

The main factors were the management of the preprimary education under primary school was not suitable for the work of teachers, shortage of budget to implement the program; children are not grouped with age together in a single classroom, and it is inadequate support from NGOs, community, and government in the teaching-learning process. This indicates that there was high inspiration for the provision of pre-primary education. The results of the present study were consistent with the results of the previous study by Mengistu & Demaissie (2018); which revealed a lack of trained and qualified teachers, an unfavorable learning environment, the role of government and local community edge in this area is very low, lack of teaching and learning materials and below as well as above the target age of 6 years students enrolled in preprimary education were encountering the program not to be implemented effectively.

Finally, the study revealed that the practices and challenges of preprimary education were very low. overall, in the sampled preprimary education the current practices, the Participation of Parents and communities, and the extent of educational facilities are fulfilled for children, the factors influencing the provision, of the program show the presence of various factors hindering the success of preprimary education.

Furthermore, the interview discussed the above with the education head bureau and School supervisors, PTSA, and caregivers problem in the Participation of Parents, and community,

observation further on the lack of school facilities in pre-primary education. Thus, more attention was necessary to solve the problems to ensure the appropriate implementation of pre-primary education. Moreover, it could be concluded that there was a low practice in the provision of pre-primary education in the Jimma zone.

5.3 Recommendations

Based on the findings, recommendations were made that the current practice of pre-primary education, participation of parents and communities, fulfillment of educational facilities for childrens of the program were in low practicing and as well as the factors influencing the practice was highly affected with different drawback. Furthermore, the subject of the research findings, the study also came up with the following recommendations:

1. For the success of practicing pre-primary education, the inter-sectorial cooperation between the Health, the Women's, Children's and Youth Affairs and the education office. Are advised to do their best in setting a well pre-primary education vision, mission and goals to improve their student's achievement, teachers and concerned stakeholders in pre-primary education.
2. Preprimary education leaders need to clearly communicate the school vision with all concerned school communities by avoiding the perceived negative perceptions and work together to achieve it as a common destination point for the school communities by creating the conducive situation.
3. To encourage the people to establish pre-primary education in primary schools to creating community consciousness (especially for traditional leaders) on the significance of pre-primary education (through meetings, seminars and advertisements).
4. . To invest in pre-primary education, constructing relevant regulations to use against those people who disregard pre-primary education, and motivating teachers through in-service or pre-service training on pre-primary education and beneficial teaching and learning environment.
5. To improve and develop the program it needs fulfillment of facilities in the pre-primary education premises, and involving various stakeholders (such as public, private, and religious organizations).

6. Pre-primary education should be encouraged by the government by providing educational facilities (classrooms, instructional materials, and equipment) needed for the success of the provision of education.
7. The organization of classroom and outdoor spaces, materials and equipment, (classrooms, instructional materials, and equipment) needed for the success of the provision of education as well as, an important part in helping children to acquire the skills and competencies associated with pre-primary education. Therefore, the kindergartens need to provide age appropriate and well organized indoor and outdoor materials to facilitate the children need. Jimma Zone Education Bureau head should keep responsibilities in running pre-primary education. Therefore it should strictly make sure that a minimal level of requirement in program facilities maintained for pre-primary education.

Finally this research may have its own contribution for the quality and appropriate provision of pre-primary education in Jimma Zone, the outcomes of the study were not completed as it was initially anticipated. Therefore, the researcher recommends that those who want to conduct further study on the applicable provision of practicing pre-primary education of the zone.

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Appendix I- A questionnaire to be filled out by School leaders, & Teachers.

Jimma University

College of Education and Behavioral Science,

Department of Educational Planning and Management.

Dear! Respondent,

The purpose of this questionnaire is to collect data that was help to assess the Practices and Challenges in your preprimary education.

The questionnaire is designed to collect data for the master's thesis with the title The Practices and Challenges of Preprimary Education in Jimma Zone. So, you are kindly requested to give a genuine and appropriate response.

The researcher would like to assure you that the information you give was be kept confidential and used only for academic purposes. The researcher was be interested to thank you in advance for your cooperation and kindness.

General Direction:

You are not required to write your name

Instruction one: It is about general background information of participants. Please fill in the name of preprimary education, primary school and woredas in the space provided. Then for the rest general background questions, please respond by putting an "X" mark in the blank space.

1. Name of your woredas: _____

2. Name of the O-class or school _____

3. Sex: Male [M] Female [F]

4. Age: a.20-25 years b.26-30 years c.31-35 years d.36- 40 years e.41-45 years f.46-50 years g.51-55 years h.56 years and above

5. Academic qualification: A. Below Certificate [0], B. Certificate [1], C. Diploma [2], D. First Degree and above [3]

6. Work Experience: A. below 5 years B. 6-10 years C. 11-15 Years D. 16- 20 years E. 21-25 Years F. 26 and above years

Instruction two: - Below are a series of statements which represent Practices and Challenges in your preprimary education.

Read carefully and indicate your opinion about the Practices and challenges in your preprimary education by putting an “X” mark in one of the alternatives, strongly agree very (=5), agree (=4), undecided (=3), disagree (=2), strongly disagree (=1).

Table 5:1 The current practices of pre-primary education

N0.	Rates	Rating scales				
		5	4	3	2	1
1	Current practices of pre-primary education					
1.1	Teachers are trained in the Preprimary education teaching Profession.					
1.2	There are assistant teachers/caregivers.					
1.3	The ratio of teachers and children is appropriate.					
1.4	The primary school principal has trained in preprimary education.					
1.5	Preprimary education services are provided through inter-sectorial cooperation between the Health, Women’s, Children’s and Youth Affairs and the education office.					
1.6	Basic WASH facilities in preprimary education settings are provided					
1.7	The government allocate an adequate budget for pre-primary education.					
1.8	There is regular monitoring and supervision from the responsible body.					
1.9	There is an operational plan for implementing preprimary education work					
1.10	Is there short-term training organized for preprimary education implementers					

Below are two open-ended questions. Give your answer in the blank space.

1. How do you evaluate the practice of preprimary education in your area compared to the standard set? _____

2. Do you have any additional ideas about preprimary education? _____

Table 5:2 Parents and communities have participated in preprimary education

N0	Rates	Rating scales				
		5	4	3	2	1
2	Participation of Parents and communities					
2.1	Parents and teachers Discuss regularly the child's progress or performance.					
2.2	There is a regular parent-teacher association meeting and Support in the preprimary education.					
2.3	Are they all parents Monitoring student attendance?					
2.4	Are they all parents attending their child's in this program or Preprimary Education?					
2.5	Constructing Preprimary Education in their primary school (supported by parent and community development and resources)					
2.6	The pre-primary education works with the community.					
2.7	How Cash, Labor and Material contribution to pre-primary education.					
2.8	How they respond to requests for meetings of pre-primary education.					
2.9	They Elect members of the PTSA for pre-primary education.					
2.10	They Manage income for pre-primary education.					

1. How Parents and communities are involved in the provision of preprimary education?

2. Do you have any additional ideas about the Participation of Parents and communities in pre-primary education?_____

Table 5:3 Educational facilities for children of preprimary education.

No	Rates	Rating scales				
		5	4	3	2	1
3	Extent educational facilities are provided for children					
3.1	The pre-primary education is physically safe from different accidents and free from garbage.					
3.2	Adequate water & latrine service is available.					
3.3	The space in the classroom is adequate for free movement (as standard set by MOE).					
3.4	The size of the school compound is adequate and has a fence					
3.5	The classroom is cemented and clean.					
3.6	The classroom has enough light and free air.					
3.7	The pre-primary education has a child restroom.					
3.8	The pre-primary education has a child feeding room.					
3.9	The pre-primary education is a first aid room.					
3.10	Adequate learning materials (puzzles, riddle and Guessing games, stories and fairy tales, etc.) are available.					
3.11	The classrooms and their walls are equipped with learning materials and visuals rich in colour.					
3.12	Developmentally appropriate play equipment (balance, swinging, sliding, ladder etc.) is adequately available.					
3.13	Textbook, Teacher guide book is available in all subjects.					

Below is one open-ended question. Give your answer in the blank space.

1. How can you fulfil the educational facilities in your Preprimary Education?

2. Do you have any additional ideas about how educational facilities are fulfilled for children in pre-primary education? _____

Table 5:4 Factors influencing the provision of pre-primary.

N0	Rates	Rating scales				
		5	4	3	2	1
1	Challenges of pre-primary education					
1.1	The management of preprimary education in primary school is not suitable for the work of teachers.					
1.2	Job Training is organized for teachers.					
1.3	There is a shortage of budget to implement the program.					
1.4	Four, five and six-year-old children are grouped in a single classroom.					
1.5	There is adequate support from NGOs, the community, and the government in teaching teaching-learning process.					
1.6	Is there adequate educational facilities in the pre-primary education					
1.7	There is no lack of parents and community awareness..					
1.8	Is there a child who came to grade one without completing pre-primary education?					

Below is one open-ended question. Give your answer in the blank space.

1. What do you think of other major challenges of preprimary education programs?

2. Do you have any additional ideas about the Challenges of pre-primary education?

Thank you for your time!

APPENDIXES – II: Interview Guide to Education Bureau Heads

Jimma University

College of Education and Behavioral Science,

Department of Educational Planning and Management

The purpose of this interview is to collect data that will help to assess the practices and Challenges of Preprimary Education in Jimma Zone at the education office level.

The interview is designed to collect data for the master's thesis with the title "The Practices and Challenges of Preprimary Education in Jimma Zone." So, you are kindly requested to give a genuine and appropriate explanation. The researcher would like to assure you that the information you are given will be kept confidential and used only for academic purposes. The researcher is interested to thank you in advance for your cooperation and kindness.

General Background Information:

I. Name of woredas/Zone: -----2. Status/position: -----

II. Sex: -----4. Age: -----5. Academic qualification: -----6. Work Experience: -----

1. Are you aware of the preprimary education policy?
2. How do you coordinate and support the preprimary education program?
3. How do you explain the coordination among the three sectors (education, health and women's affairs)?
4. How does an NGO support the preprimary education program?
5. Do you think that parents and communities are supporting and leading the work of preprimary education?
6. What major activities are planned and implemented in your office to enhance the provision of a preprimary education program? (Educational input, /training, Monitoring and evaluation)
7. Why most parents are not happy in attending their children in this program?
8. What are the Major Challenges in preprimary education encountered in coordinating the program?

Thank you for your time!

APPENDIXES – III: Interview for Primary School supervisors

Jimma University

College of Education and Behavioral Science,

Department of Educational Planning and Management

Direction

This interview is designed to assess the current Practices and Challenges of Preprimary Education in Jimma Zone, Oromia regional state. Your responses was be kept confidential and used for this research purpose only. The success of this study to a great extent relies on your genuine responses. Hence, you are kindly requested to be honest in your responses to all the questions.

Thank you for your cooperation!

Date.....Time started.....Time ended

1. What do you think are the main objectives of preprimary education?
2. Do you think that necessary instructional materials were provided for preprimary education students and teachers?
3. What supports are provided for preprimary education from A) Local community?
B) Parents of students? Do you think that parents have enough awareness about PPE?
4. Do you think that adequate trained human power is assigned for preprimary education? If not why? If yes what is the average ratio of teachers to preprimary education students?
5. Are there adequate playing materials for PPE students? If not, how do they spend their playtime?
6. Does the woredas allocate a budget for the preprimary education?
7. Why do students come to grade one without attending preprimary education?
8. Do you have any additional comments about this?

Thank you for your time!

APPENDIXES -IV: Observation Checklist

Jimma University

College of Education and Behavioral Science,

Department of Educational Planning and Management

Name of the school.....Date of observation.....Time of start..... Time of end.....

Table 5:5 Educational facilities to be observed for the implementation of PPE

No	Items	No of the schools Observed	No of the schools Fulfil the criteria	%
1	The existence of playing materials those prepared from locally available materials like balls, puzzles, riddle and guessing games, stories and fairy tales			
2	The suitability of environmental conditions; site, building and the overall physical setting			
3	The existence of separate, safe and secured compound for the children with basic sanitation facilities like water and toilet			
4	The classroom condition is well designed and decorated having desks, chairs, tables, cupboards etc			

Thank you for your time!

Maxxantuu –V: Gaafannoo Durabua`an, IttiAanaa D/B, fi barsiisotaan.

Yunivarsiitii Jimmaa

Sagantaa Barnoota Digirii Lammaffaa

Muummee Karooraa fi Bulchiinsa Barnoota

Gaafannoo Durabua`an, IttiAanaa D/B, fi barsiisotaan.

Kaayyoon gaaffannoo kanaa odeeffannoo akkataa hojiirra oolmaa Rawwii barnoota idileen duraa fi rakkoo isaa akka mana barumsaa/buufata keessanitti eyyafachuun qorannoo fi qo`annoo gaggeesuf dha. Kanaaf odeeffannoo sirrii ta`e akka deebistan kabajaan isin gaaffachaa, bu`aan odeeffanichatti kan hin gaafatamneef barnoota qofaaf jechaa tumsa keessaniif dursinee isin galateeffana

Kallatii waliigalaa

Maqaa keessan barreesuun hin barbaachisu

Qajeeltoo jalqabaa;- kutaan Kun dhimma duudduubee odeeffannoo ilaala.

Innis maqaa mana barumsaa idileen duraa/O-clasii, Aanaa; kanaaf bakka duwwaa jiru irratti barreesi, odeeffannoo hafe ammo mallattoo “X” bakka duwwaatti barressun odeeffannoo kennaa.

1. Maqaa Aanaa _____
2. Maqaa mana barumsaa(BSTD) _____
3. Saala Dhiira [M] Dubara [F]
4. Umurii a.20-25 Waggaa b.26-30 Waggaa c.31-35 Waggaa d.36- 40 Waggaa e.41-45 Waggaa f.46-50 Waggaa g.51-55 Waggaa h.56 Waggaa and olii
5. Sad. Barnoota A. sertifikeetii gadi [0] B. sertifikeetii [1] C. dipiloomaa [2] D. degirii jalqabaa fi isaa ol [3]
6. Muuxannoo hojii A. Waggaa 5 gadi B. 6-10 Waggaa C. 11-15 Waggaa D. 16- 20 Waggaa E. 21-25 Waggaa F. Waggaa 26 fi isaa olii

Qajeeltoo Lammaffaa; - Himni armaan gaditti tarreeffaman hojiirra oolmaa fi rakkowwan rawwii barnoota sadarka tokkoffaa duraa (BSTD) ibsa.

Kanaaf erga sirritti dubbifteen booda bakka filatte mallattoo “X” ka`i, 5= baay`ee irratti walii gala 4= irratti walii gala 3= murteessuu hin danda`u, 2= irratti walii hin galu 1= baay`ee irratti walii hin galu

Kutaa A 1. Haala rawwii yeroo ammaa Barnoota sad. Tokkoffaa Duraa (BSTD)

TL	Gulantaa	Qoqodam Gulantaa				
		5	4	3	2	1
1	Rawwii yeroo ammaa Barnoota sad. Takkoffaa Duraa (BSTD)	5	4	3	2	1
1.1	Barsiisotni ogummaa barsiisuma BSTDn lenji`aniiru					
1.2	Gargaartoota barsiisotaa/kununsituun da`immanii jiru					
1.3	Hira barataa fi barsiisa mijataa dha.					
1.4	Hoggansi Mana barumsaa sad. dura leenjii geggeessuma BSTDn qaba.					
1.5	Tajaajilli Barnoota sad. Tokkoffaa Duraa (BSTD) qindomina sekteroota Wajjira Fayyaa,dubartootaafi daa`immanii fi Barnootaa waliin kennamaa.					
1.6	Tajaajila WASH mana BSTD keessatti ni kennama					
1.7	Motummaan BSTDf baajeta gahaa ni ramada.					
1.8	Qaama dhimmisaa ilaalu irraa sagantaa dhabbataan deggersiif hordofiin ni taasifama					
1.9	Hojiirra oolmaa barnoota idilee duraaf karoorri waggaa tokkoo jira					
1.10	Lenjiin yeroo gabaabaa rawwattoota barnoota idilee duraaf qopha`ee nikennamaa.					

Gaffiiwwan Qomaa lama. Yaada kan kee bakka duwwaa irratti guti.

- Hojira olmaan mana barnoota idileen duraa (BSTD) naannoo keetti akkataa istandardii MOE kaa`etti maalfakkata? _____
- Yaadini dabalataa Rawwii Barnoota sad.tokkoffaa Duraa (BSTD) irratti qabdan jiraa?_____

Kutaa B 2. Hudhawwan ykn rakkoo kenninsa barnoota barnoota sad. Tokkoffaa Duraa(BSTD)

TL	Gulantaa	Qoqodam Gulantaa				
		5	4	3	2	1
1	Hudhaalee barnoota sad. Tokkoffaa duraa(BSTD)					
1.1	Mana barnoota sad.1ffaa jalatti geggeffamuun BSTD hojii barsiisotaaf mijataa dha.					
1.2	Barsiisotaaf leenjiin qindaa`ee ni kennamaa.					
1.3	Sagantaa BSTD hojiirra olchuuf hanqinni baajeta jira					
1.4	Da`imman umurii adda addaa kutaa tokko keessatti walitti qabamuun baratu.					
1.5	Adeemsa baruu barsiisuu keessatti mit-Mootummaa, hawaasaa fi Mootummaa irraa deggersi gahaan argatu.					
1.6	Daimman Barnoota sda. Tokkoffaa Duraa (BSTD) osoo hinbaratan kutaa tokko galan jiru					
1.7	Rakkoon deggersaa gama matiif hawasaan ni mul`ata.					
1.8	Daa`imman hunduu Barnoota sad. Tokkffaa Duraa (BSTD) baratani gara kutaa 1 ^{ffaa} dhufuu.					

Gaffiiwwan Qomaa lama. Yaada kankee bakka duwwaa irratti guti.

1. Hudhaaleen sagantaa barnoota idileen duraa maalfaa jettee yaada?

2. Dabalataa wa`ee Hudhaaleen sagantaa barnoota sadaeka tokkoffaa duraa qabdaa yoo jiraate?

Kutaa B 3. Qoodafudhannaa Maatiif hawaasa naannoo Barnoota sad. tokkffaa duraa (BSTD) keessatti.

TL	Gulantaa	Qoqodam Gulantaa				
		5	4	3	2	1
2	Hirmannaa Matiifi hawaasaa					
2.1	Maatii fi barsiisotni jijjirama da`imani irratti sagantaa dhabbatan odeeffannoo wal jijjiru.					
2.2	Gamtaa maatii fi barsiisota walga`ii dhaabataan mana Barnoota sad. tokkffaa duraa (BSTD) itti gargaaraan qabuu.					
2.3	Matiin hunduu olmaa daa`imman saanii nihordofuu.					
2.4	Matiin hunduu daimman isaanii Barnoota sad. tokkffaa duraa (BSTD) nibarsiisu.					
2.5	Mana barumsa sad. 1 ^{ffaa} keessatti daree Barnoota sad. tokkffaa duraa (BSTD)deggarsa hawasaan baballataa jiraa.					
2.6	Manni barumsaa Barnoota sad. tokkffaa duraa (BSTD) hawaasa nannoo waliin ni hojjeta.					
2.7	Ijaarsa M/B Barnoota sad. tokkffaa duraa (BSTD)f hawasni Humnaafi meeshaan haala gaariin hirmata.					
2.8	Koreen mana Barnoota sad. tokkffaa duraa (BSTD) Waamicha walgahii tiif ni owwatu.					
2.9	Hawaasni koree mana Barnoota sad. tokkffaa duraa (BSTD) bahee ni flata.					
2.10	Hawaasni galii mana barnoota sad. tokkffaa duraa (BSTD) isaa nihordofa					
2.11	Barsiisaaf matiin wa`ee gahumsaafi adeemsa daimmani irratti dhaabbin nimariatu.					

Gaffiiwwan Qomaa lama. Yaada kan kee bakka duwwaa irratti guti.

1. Maatiif hawaasni hojira olmaa barnoota sadaeka tokkoffaa duraa irratti haala kamiin qoodafudha? _____
2. Yaada dabalataa wa`ee hirmannaa Maatiif hawaasni nannoo barnoota sadaeka tokkoffaa duraa qaban qabdaa? _____

Kutaa B 4. Meshalee Barnootaa daaimmanii Barnoota sad. tokkffaa duraa (BSTD)

TL.	Galatea	Qoqodam				
		Gulantaa				
3	Haala Meshalee Barnootaadaaimmanii	5	4	3	2	1
3.1	Tajaajila mana fincaanii fi Bishaan gahaan qaba.					
3.2	Balini dares keessa socho`uf gahadhaa (haala istandardii MOE).					
3.3	Manni barumsichaa mooraa gahaa fi axira qabaa. (istandardii MOE).					
3.4	Kutaan barnoota liishoo fi qulqulluu dha.					
3.5	Dareen barnoota ifa gahaa fi qilleensa gahaa qaba.					
3.6	Manni barumsaa Barnoota sad. tokkffaa duraa (BSTD) kutaa boqonnaa da`immanii qaba.					
3.7	Manni barumsaa Barnoota sad. tokkffaa duraa (BSTD) kutaa nyaata da`immanii qaba.					
3.8	Manni barumsichaa Barnoota sad. tokkffaa duraa (BSTD) kutaa yaala jalqabaa qaba					
3.9	Meeshaalee barnoota kannen akka puuzeliis, radiilisi, geemii geesii, historii fi feeriyteels fi kkf gahaan qaba.					
3.10	Dadaan kutaa barnoota meshaalee barnootan guutuf akkasumas halluun fayamaa dha					
3.11	Meshaalee taphaa kan akka madaallii, sigigoo, shungululle fi ol ba`uu kan guddina qamaaf ta`u gahaan jira .					
3.12	Qajeelichi barsiisa gosa barnoota hundaan jira,					

Gaffiiwwan Qomaa lama. Yaada kan kee bakka duwwaa irratti guti.

1. Meshalee Barnootaa daaimmanii mana barnoota sad. Tokkooftaa duraa (BSTD) kee haala kamiingutatte/guttatta? _____
2. Yaada dabalataa wa`ee Meshalee Barnootaa daaimmanii mana barnoota idileen duraa) qabdaa? _____

Galatoomaa!

During Data Collection from Principals, Vice Principals and Teachers.

