

# **LIVED EXPERIENCE OF TEACHERS ENGAGED IN EARLY CHILDHOOD CARE AND EDUCATION POLICY IMPLEMENTATION IN PREPRIMARY SCHOOLS IN HADIYA ZONE, CENTRAL ETHIOPIA REGIONAL STATE**

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## **ABSTRACT**

The purpose of this study was to explore the lived experience of teachers who experienced the Early Childhood Care and Education (ECCE) policy implementation in preprimary schools of Hadiya Zone, Central Ethiopia Regional State. The research was employed by qualitative approach 'with phenomenological design. Six preprimary teachers were involved in the study. Both participants and study area were selected by using purposefully sampling technique. Well performed and rewarded primary schools and preprimary teachers were selected from each district/town administration. The qualitative data obtained through semi-structured interview were analyzed by transcribing and then, by developing to interpretive meanings and developed in to themes. Finally, the result was compared 'with the ECCE policy guideline to ascertain whether the policy is implemented accordingly. The results revealed that there is a big disparity between what is stipulated in the policy document and what is being practiced in the ground. Findings also showed that preprimary lacks facilities, poor teaching methodologies, insignificant participation of parents and community and improper assessment techniques. Lastly, Hadiya zone department of education, health and women's and social affairs should work in collaboration to fulfill learning inputs including human, financial and materials.

**Keywords:** Analysis; ECCE; Implementation; Policy; Pre-primary

## **INTRODUCTION**

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. It can be takes place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts. Education is commonly divided formally into such stages as pre-school, primary school, secondary school, college, and university. Pre-school education is very important for the development of young children before they enter formal school which helps them in cognitive development of children at the early grades of primary education and it has strong bearing on attendance and participation of children, once they enter primary school. The lack in school readiness makes it difficult for children to adapt themselves to school and show a tendency to drop out.

The purpose of ECCE program is to provide appropriate education and care service for young children as it has a long lasting positive consequences in the later development (MoE, 2007). The same documents states that this program helps to shape children at early age to make them socially responsible citizen and promotes economic rate by reducing mortality rate, childhood illness, school repetition and dropout.

International organizations such as UNICEF and UNESCO are emphasizing the importance of providing quality pre-school education to children, not only for those from less-advantaged backgrounds but for all children. Their arguments are based on the increasing research evidence that has shown long-term benefits of offering young children quality care and education in the early years (Curtis, Maureen, & O'Hagan, 2003, as cited in Gebre Egziabher, 2014). As indicated above early childhood period is a bridge between a formal primary school and preschool which lays a base for future development of children.

Around the world, it is increasingly understood that the first 2000 days (from conception to age 6) are critical for lifelong cognitive, psychological, and emotional development. Programs that provide pre-school education and other services are viewed as important ways to improve the life chances of the poorest children and to ensure that they are ready to learn when they enter formal schooling at age 6 or 7 (Robert, 2011). As it can be mentioned above early childhood age is an ideal developmental period for providing appropriate education and care service for young children as it has long lasting positive consequences in the later growth and progress of the children.

It is widely recognized that ECCE is an integral part of basic education and represents the first and essential step in achieving the goals of Education for All in particular and the foundation for human development in general. To achieve this goal, all children have to engage in preschool at an early age and be exposed to an improved learning environment that could help them and inspire their creativity and ability. In relation to this, Africa Fit for Children May (2001) stated; "Today's investment in children is tomorrow's peace, stability, security, democracy, and sustainable development."

Additionally, with regard to the right to education, UN convention on the right of children states on article 28 and 29 that every child has the right to an education with the goal of developing its personality and abilities. On the other hand, World Conference on Education for All (EFA) that took place in Jomtien, Thailand, in March 1990, conveys the significance of early life as the base for the latter life of individuals. As pointed out by African Charter on the rights and welfare of the child (1990) on article 11, child education shall be directed to the promotion and development of its personality, mental and physical abilities. Besides this, the Government of Ethiopia in 1991 accepted that children have the right to education (MoE, MoH and MoWA, 2010). This shows that any child has the right to get quality preschool educations that strengthen its mental and physical ability. To achieve the nationally formulated policy goal; since 2010, ECCE has been receiving due attention and some changes have been observed. To mention some, ESDP IV has emphasized ECCE (Tsegai, 2015). The Ethiopian government, with the support of UNICEF, has drafted a strategic operational plan and guidelines for ECCE (MoE, MoH and MoWA, 2010a), and a national policy framework for ECCE (MoE, MoH and MoWA, 2010b) to inform the implementation of ECCE. More importantly, ECCE has become one of the priority areas in Education in ESDP V (MoE, 2016). The policy and strategy changes lead to considerable access to ECE at the national level.

In the first year of ESDP IV, Ethiopian government established a Strategic Operational Plan and Guidelines for ECCE. The strategy encourages private investors, faith-based organizations, and Non-Governmental Organizations (NGOs) into the delivery of ECCE. These efforts have allowed the gross enrolment rate for pre-primary to reach 34% in 2013/14, of which around a quarter is in three-year kindergarten and the remainder is in one-year O-Class and Child-to-Child instruction. This is above the ESDP IV preordained target for ECCE which was 20% from a baseline of 6.9% at the start of the plan (MoE, 2015).

By persistent efforts, in 2015 in Ethiopia, to attain still higher achievements and to fill the gap of implementation observed during ESDP IV regarding ECCE, the MoE had set ambitious targets for the five years beginning from 2015/16 up to 2019/20, which was elaborated in its fifth Education Sector Development Programme (MoE, 2015). ESDP V has been leading national planning and implementation in the education sector and highlights pre-primary education as a priority, with the goal: "to provide all children with access to pre-primary education for school preparedness" (MoE, 2015).

Moreover, having examined and looked at some studies about the advantage and nature of ECCE programs, there were some studies conducted in Ethiopia. For instance, Fedlu (2018) conducted research on the implementation and challenges of the policy set for ECCE in Addis Ababa; and found out that; ECCE policy emphasized only on access. In the majority of the center's facilities were not adequate and teaching process didn't centralize children with special needs, student textbook was unavailable, majority of teachers were below diploma level, how PTA organized varies from KG to KG, Health and Nutrition of children were not given attention, the annual school program terminates in two terms. The gap here is that the researcher drew the conclusion from Addis Ababa which represents only urban areas and he didn't consider the policy implementation of rural areas regarding ECCE.

Fekede (2021) conducted the study with title “The Implementation of ECCE Policy in Eastern Wellega Zone, Oromia Regional State.” The finding of the study revealed that the level of pre-school education policy implementation was low or not in line with the standard set by the (MOE). The major problems identified in this study were inadequacy of indoor and outdoor materials and equipment, lack of trained teachers, inadequate facility and lack of monitoring, lack of participation from parents, community, officers and politicians.

Misahun (2020). Conducted the research with topic “Early Childhood Care Education Policy Implementation Analysis: The case of Abichu Gnea Woreda, Oromia region. The finding of the study showed that the ECCE policy was only on the document. In the majority of the pre-primary schools, basic facilities, in-and out-door learning environment, learning, and play materials were inadequate. Besides this, majority of teachers were below certificate level that highly impeded proper implementation of ECCE.

Mamo and Kenea (2014) conducted the study on the current situation of pre-primary education; found out that the implementation of pre-primary education program was weak since it was not aligned with the pre-primary education standard as intended. Because: teachers /personnel were both limited in number and not qualified for the required level; inadequate provisions and lack of financial support; too little parent-schools partnership, and insubstantial roles of administration bodies.

In general, most of the causes of the problems with regard to the implementation of ECCE have been studied. However, the reason why it needs further study on the Hadiya zone preprimary schools are the previous SNNPRS Education Bureau 2021/2021 E.C. annual abstract indicated that in the study area the performance of ECCE program was categorized under least performed zones and special districts. In addition to this, researcher was thought in primary schools of different districts of the study area. This motivated the researcher to conduct the study in title of lived experience of teachers engaged in ECCE policy implementation in preprimary schools of Hadiya Zone, Central Ethiopia Regional State. In addition to this, in the study area no same research title was conducted in preprimary attached with government primary schools. Hence, to that end, this study attempted to answer the following basic question.

## **BASIC RESEARCH QUESTION**

To meet the purpose of this study, the following research question was raised:

What are the Lived Experiences of Teachers Engaged in Early Childhood Care and Education Policy Implementation in Preprimary Schools in Hadiya Zone, Central Ethiopia Regional State?

## **RESEARCH METHODOLOGY**

### **Research Design**

To capture the essence of the lived experiences of preprimary teachers a qualitative phenomenological research design was selected for this study. In this phenomenological study, the researcher will seek to describe the meaning of participant's shared lived experiences regarding the phenomenon (Creswell, 2007). This research design allows the participants to share their lived experience of teacher in regarding to the implementation of ECCE. In this regard, for this research undertaking, a qualitative approach with phenomenological design was employed. Phenomenological research requires a researcher to focus on people's experiences of a phenomenon to obtain comprehensive details that provide a basis for reflective structural analysis that ultimately reveals the essence of the experience (Linda A. Bliss, 2016).

### **SAMPLING TECHNIQUE**

A standard sampling method within phenomenological research is purposive sampling, which is often used when the characteristics of a specific group of individuals match the characteristics of the phenomenon being researched (McMillan and Schumacher, 2006). Purposive sampling guarantees data-rich responses from a knowledgeable audience (Higginbottom, 2004). In Hadiya zone, there are sixteen government structures (12 rural districts and 4 town administrations). By using a purposive sampling technique the researcher took six preprimary teachers from each well performed and rewarded six districts/town administration and primary schools; such as Danama, Bonosha, Shone number 1, Alemu W/hana, Ansho, and Sokokta primary schools from West Badawacho, Shashogo, Shone town, Hossana town, Duna and Amaka were sampled respectively. The reason for the using of this sampling is both participants and sampled study area was got reward from Hadiya zone education department in performance of ECCE in 2012/2022 academic year.(Hadiya zone education department, 2022 annual report).

### **Data Collection Instrument**

The most fitting data collection approach for a phenomenological research is interview with open or semi-structured questions to explore things in detailed manner. These two types of interviews allow the researcher to address the phenomenon deeply, as long as a high space of opportunity for the informants to articulate their

experiences in detail, approaching authenticity as faithfully as possible. The detailed descriptions or interpretations brought by the participants in the profound phenomenological interview should be as representative of experienced reality as possible (Padilla-Diaz, 2015, p. 104). Semi-structured interview guide was developed by the researcher after comprehensive review of related literature on ECCE policy implementation manner. The developed tools trustworthiness was checked by two preprimary teachers who are out of the study area.

### DATA COLLECTION PROCEDURES

In a phenomenological study, data collections techniques have the flexibility to allow participants to provide detailed accounts of their own experiences (Smith, 2004). Phenomenological research methods use a systematic method to analyze shared experiences' and gain meaning from them (Watson, Mazur, & Vincent, 2015).

The following procedures were used while collecting data; obtained letter of permission from Haramaya University department of Special needs and Inclusive Education and was given to the head of Hadiya zone education department and then Hadiya zone education department wrote a letter of permission to sampled districts and town administration. Then, sampled districts and town administration wrote a letter of permission to sampled primary schools. The field work was conducted from 12 March of 2023 to 04 April 2023.

### METHODS OF DATA ANALYSIS

Data analysis in a phenomenology attempts to analytically present the lived experiences of those who are participating in the study (Moustakas, 1994). The data analysis process heavily relies on the participant's dialogue to process and understand what is unique to the specific individual, their shared experiences, and the participant's views (Creswell, 2007).

Data collection, management and analysis were carried out concurrently. After the interview, audio recordings were transcribed verbatim into texts by researcher within 12 hours. After transcription of the audio recordings into text, the text was interpreted with field notes containing non-verbal clues of participants to assist data analysis. Inductive thematic analysis was adopted to obtain the data-driven result.

### ETHICAL CONSIDERATIONS

Before the data were collected, the participants were informed and agreed to participate in the study. It was also confirmed that any data would not be disclosed without their consent and keep its confidentiality.

### RESULT AND DISCUSSION

#### Theme-1: preprimary school facilities

Regarding this theme, the ECCE policy guideline stated that preprimary schools should be physically safe and free from garbage sites; should have adequate latrine service; should have adequate water supply; should have adequate space in the classroom; and adequate size of the school compound (MoE, MoH and MoWA, 2010). As well, SNNPRS Education Bureau (2012), states learning by playing needs to be the main medium of instruction in preprimary and suggests an adequate and safe area to enhance the development of all children.

Concerning this, experienced PPT were interviewed whether the fundamental facilities are available or not in PPS. A participant from school 2 reflected that,

*"...As a teacher of PP, I know that the outdoor and indoor space is inadequate for the children's learning by playing, and for free movement. Initially the school was not built for the purpose of PP, and there were no enough spaces to cover with fence entirely. Besides this, no facilities like enough water, clear latrine, feeding and rest room and very narrow and non-ventilated classroom." (PPT, 2)*

On the other hand, when the experienced teachers were asked about the adequacy of out-door and indoor space environments, teachers from school 3 replied in rolling their eyes by explained that,

*"...As you see in your eye nothing is adequate and well prepared for children's to learn. We really have a lot of problems. In our school case the learning rooms are not smart and out-door environment is full of garbage. All the design and building were deliberately accomplished for primary school. In our school the farm part is rented for farmers to fulfill stationary materials. For PPE children there is no water and adequate latrine service." (PPT, 3).*

The findings revealed the PPT's experiences about PPS facilities like school physical environments (in-door and out-door), learning materials and equipment are very poor and it needs cooperation and commitment of school stakeholders. PPT from school 2 indicated the challenges faced him during classroom teaching is narrow classroom, unsafe gateways, not suitable desks, lack of text books and teacher guides. PPT's 2 reported:

*As I reported various times to district education office, it is clearly known that in our school case the learning rooms are not smart and out-door environment is full of garbage. All the school preparation and design and annual budget were planned to the implementation of primary*

*schools activities. No any preparation and plan was designed to practice the program of PPE purposely (PPT, 2).*

**In addition to this, the PPT from school 6 reported:**

*"When I was employed as a teacher in this school, for a single day I am not happy in my work. Always I fill sad due to a problem of unsafe school internal and external physical conditions. Most of the time, I informed to school principal to modify the gateways, playing places, toilet, desk and the like. But still now I didn't see any change. " (PPT, 6)*

2 out of 6 teachers also reported that their school classroom door, window, sitting desks and passage ways are not comfortable for children. In addition to this, one teacher from school 1 informed that, I teach my students in classroom as well as out of classroom without any preparation and facility only by talking orally. Teachers 5 revealed:

*Starting from the very beginning I had been told to school management bodies my misery and unsuitable condition to adjust the classroom and out of classroom situation that to make attractive for children. But no any attempts were made to improve the work of preprimary program progress and development. (PPT,5)*

As it was clearly explained by respondent above, the preprimary physical as well as classroom learning environment, teaching learning materials and equipment are not attractive and conducive for children education, health and free movement.

Besides, Tovey (2007) revealed that the outdoor and indoor space and playgrounds can provide many play possibilities for PPS. Children need space where they can play with others but also smaller, quiet spaces for their own solitary activity, providing opportunities for autonomy and independence but also a secure base to which they can return or retreat, as and when necessary. Therefore, it would be possible to generalize that the EECE policy implementation has resulted in creating spaces free from garbage sites. However, it has a very low implementation in almost all of the studied area regarding providing enough indoor and outdoor space, adequate latrine service, and enough water supplies. Besides, its safety conditions were found to be very inadequate that would limit children's possibilities for play and expose them to hazard as well as fright.

**Theme-2 Teaching Methodologies**

It was stated in the ECCE policy guideline that teaching-learning methods should be child-centered approach; should facilitating a group setting to help children share experience; should supporting and encouraging children effort in the process of learning; should be mainly play-based teaching approach; and utilization of different teaching aids in the classroom (MoE, MoH and MoWA, 2010). In order to check out and analyze the policy implementation regarding these matters, a researcher led interviews with experienced PPT's. Regarding the above issue, participant- from school 3 explicated,

*As a teacher of this level, I know the teaching method which fits for the level in a good manner. But always I teach children in lecture method; to form a group discussion in the classroom the class is very narrow and not safe. Besides this, no appropriate playing fields and materials. Therefore, always I worried about the unsuccessfulness of the program in our school. (PPT,3)*

**In addition to this, the PPT from school 4 explains,**

*"I used a teacher centered or lecture methods in indoor and out-door teaching environment. This is because of the unmanageable class size, narrowness of classroom, lack of teaching materials and no playing area in the school. Always children asked me to play ball, sport, and cultural games. However, I didn't allow them to learn in play. But still the school compound is covered by grass and the other part is farm land." (PPT, 4).*

The interview response indicated that the main challenge hindered PPT to apply the ECCE guideline in regarding to teaching methodology is lack of facilities in the school. Concerning this idea, participant from school 1 elucidated that,

*I have sufficient awareness and training in PPE teaching-learning methodology. But the school nature is not encouraging me to practice the right teaching methodology. As teacher of this level I see and precede the PP program like a primary education teaching methods. Still I didn't attempt to apply child-centered teaching approach. This is because in this PPS no suitable and safe condition. (TTP 1)*

Several studies, for example, Paciorek and Munro (1999) have shown that in implementing the PPS curriculum, methods underlining child-directed activities are more effective than that teacher-directed instruction. Education in PPE is not about imparting facts rather it is about listening, guiding, and helping each child to make sense of the real world.



Generally, actual information does not confirm the kind of experiences needed for young children in a world of continuous change. Children need to have a foundation on how to understand concepts, apply skills, solve problems, work cooperatively, and take responsibility for their learning. Thus, based on the information obtained, it would be imaginable to settle that the more dependence on the teacher-centered methods has an effect on the proper implementation of the curriculum as stated in the PPS that have an unnecessary effect on the overall development of the child.

### **Theme 3- The Relationship between Teacher and Parents**

It was indicated in the ECCE policy guideline that teacher and parents should regularly share information on the child's learning in regular Parent Teacher Association (PTA) meetings should be held within the year; information about the home environment of children should be made available to the teacher; and there should be collaboration among community-school (MoE, MoH and MoWA, 2010). In order to find out the situation of the parent-PPTs' relationship to assist children's learning; PPS teachers were asked to respond to the existence of parent-PPTs' partnerships to contribute children's learning in the studied zone. Concerning communication between teachers and parents to discuss in the progress of children, the majority of respondents were answered that, it was not appropriate and ample to understand about the learning fashion of their children.

Concerning this issue, teacher from school 4 described,

*"As PPT, I know the learners behavior and activity only in school environment. But I didn't see the learners any activity and behavior out of school environment. So, the parents should communicate with me to introduce about home environment and to know his/her children learning manner. But in reality, when I called parents various times only few similar faces (three or four) parents are coming to school repeatedly. In my opinion parents send their children to school like to get rest from their disturbance and crying." (PPT, 4)*

Parents have an undeniable role and responsibilities in following routine activities of children, motivating children to education and correcting the children wrong actions through series follow-up and advising. Besides this, in schools the children daily academic progress and failure greatly determined by active participation of parents in school. In this concern the respondents from school 5 indicated:

*"....continuously orally and by writing letter I am calling parents to communicate their child's learning issues. However, still except a few parents, majority of parents were didn't have a willingness to come school and they have no care about their children learning problems and who teaches their children. Because of this I didn't expect parents for any kind of learning challenges as well as decisions." (PPT 5)*

According to MoE (2010) roles and responsibilities in bringing upon children, and on improving practical nurturing skills of parents and caregivers, due to the fact that most parents are not fully aware of their crucial role in their children's development and/or lack basic parental competencies, parental education will cover all aspects of child-rearing and development as well as the role of parents in fostering the realization of children's full potential.

Parents are the first caregivers of their children. This shows that all other caregivers and teachers need to work closely with them. Therefore, parents need to be involved actively in deciding what activities and services should be delivered in the pre-school. They can support preschool centers by sending their children to the centers, assisting in the provision of learning materials, coordinating and supervising the teaching learning process in the preschool centers, raising funds for the running of the school etc. (MoE, 2016)

Therefore, based on the interview results, it could be rational to accomplish that the practice of working closely with parents and the community was founded to be very low. Accordingly, the ECCE policy had been poorly implemented in working with collaboration of parents and other community members.

### **Theme 4- Assessment of Children in the PPS;**

It was described in the ECCE policy guideline that assessment in PPS should be continuous using appropriate methods; it should not be used as a basis for promotion and encouragement; and the result should be communicated to parents (MoE, MoH and MoWA, 2010). In order to identify and analyze the major assessment techniques used, teachers in assessment process in the classrooms and out of classroom were interviewed.

Regarding the assessment of preprimary children's learning, one of PPT from school 3, responded that,

*"As I know in PPS the right assessment is continuously evaluating the children's every activity not only in the classroom interaction. But in case of this school the assessment manner is taken place only in classwork, homework, and in written test. However, only classroom assessment is not measures the children's innovation skill and promotes self-*

*efforts to create new ideas by the means of playing cultural and academic types of games, drawing, and singing.” (PPT, 3)*

In PPS's the assessment manner should be continuous and more it should be measures the children's activities, innovation skills and mainly taken place in out-door environment. But in reality the assessment technique is similar with that of primary grade learners. In the other hand, for the same question item, participant from school 4 described,

*“As I know in PPS the right assessment is continuously evaluating the children's every activity not only in the classroom interaction. But in case of this school the assessment manner is taken place only in classwork, homework, and in written test. However, only classroom assessment is not measures the children's innovation skill and promotes self-efforts to create new ideas by the means of playing cultural and academic types of games, drawing, and singing.” (PPT, 3)*

Besides this, the PPT from school 4 illustrated,

*“No continuously assessing experience in this school. I assess my students only in classroom test, class work, homework and in final examination. For out-door assessment in this school there is no facilities like, no appropriate playing place and playing materials. But the appropriate assessment for the level is outdoor leaning by showing in action, in speech, in playing and by counting and writing things.” (PPT 4)*

According to Mooney (2000) assessment is about recording how participants move through understanding rather than simply mapping the end product or outcome. Further, a multi-source and a multi-measure assessment will provide a more valid and comprehensive picture of the child. It also provides continuous feedback between teachers, children, and parents. Hence, based on the above result, it could be said that appropriate assessment techniques that provide a complete picture of children both in the in-out door environments were not used in most of the studied PPSs. Therefore, based on the results it could be rational to determine that the policy implementation regarding the assessment of children in PPS were very poor and it needs a further improvement by considering the local context of the preprimary school.

## DISCUSSION

The results of this study was not converging with MoE ECCE policy framework and strategic operational plan for ECCE and various studies conducted Ethiopian researchers like Gebre Egziabher, 2014, Fekede 2021, Misahun 2020, Mamo and kenea 2014 all studies almost all indicated that early childhood period is a bridge between a formal primary school and preschool which lays a base for future development of children, it helps to provide appropriate education and care service for young children as it has a long lasting positive consequences in the later development and this program helps to shape children at early age to make them socially responsible citizen and promotes economic rate by reducing mortality rate, childhood illness, school repetition and dropout. Besides this, the above mentioned studies indicated that the major problems identified in all study were inadequacy of indoor and outdoor materials and equipment, lack of trained teachers, inadequate facility and lack of monitoring, lack of participation from parents, community, officers and politicians. Besides this, the implementation of pre-primary education program was weak since it was not aligned with the pre-primary education standard as intended. Because: teachers /personnel were both limited in number and not qualified for the required level; inadequate provisions and lack of financial support; too little parent-schools partnership, and insubstantial roles of administration bodies. Therefore, as it was described in previous various studies preschool teachers were suffered due to lack of relevant educational materials, unsuitable school facilities, teachers training problem, school budgetary problem, lack of independent school management, poor parental and community involvement system, very poor preschool teachers and parents relation, narrow classroom nature, poor assessment system are the major problem that hinders the preschool teachers performance in early grade level. Hence, to realize the implementation of early childhood care and education the concerned government and non-government structures should facilitate the school environment with safe conditions, should fulfill educational materials, trained sufficient number teachers for the level, adjust the appropriate assessment technique for the level, encourage the parents to participate in their children's education system, facilitate water supply service and latrine service system, and teaching methodologies to implement the early childhood education system in the studied area.

## MAJOR FINDINGS

The finding show that government preschools lacks attention from government, parents, community representatives, school principals, school management bodies, and non-governmental organizations. As various studies confirmed that today's preschools faced huge hindering factors in the implementation process. The major once are: inappropriate school facilities (the nature of classrooms, outdoor school environment, water supply service, latrine service and school pedagogical centers), preschool shortage of school budget for the program, lack of educational materials for the students and classroom teacher's irrelevant assessment techniques and system. Besides this, learning materials were other necessary item in implementing policy set. Concerning learning

materials were developmental play equipment, text book and teaching learning materials were inadequate in all studied area.

Another necessary thing to implement policy was participation of the active parents and preschool teacher's relation. From this point of views in the analysis the participation and teachers parents' relationship not sufficient and did not share information regularly on child progress.

## CONCLUSION

The current study provided a comprehensive understanding of experienced PPTs in the policy implementation of ECCE in preprimary of Hadiya zone through in-depth interview using a phenomenological design. The researcher found that the experienced PPTs are still in continuous problems that hinder the appropriate implementation of the program. Though the policy contained the useful approaches to make service available to all children, but there is high gap among rural and urban areas regarding access to the program and it fails to address the quality part. Regarding the school facilities, in all studied area PPS are not administered exclusively (independently); all of them encountered a high shortage of educational inputs, (teaching materials and equipment) inadequate curriculum materials, unsafe indoor and out-door environment, irrelevant teaching methodology and assessment, inactive parent-teacher relationship in all studied PPSs hindered the implementation of ECCE policy.

## RECOMMENDATIONS

Since the problem for PPE program is lack of facilities such as improper in-door and out-door learning environment, inappropriate curriculum materials, and irrelevant teaching methodology, problem of assessment technique, insignificant parent participation. Therefore, to solve the problems and the achieve the nationally intended goal in regarding to ECCE policy implementation, Hadiya zone education department by working in cooperation with upper and lower government and non-government responsible stakeholders. In addition to this, parents and community representatives should give a special emphasis to implement the ECCE policy in the studied area.

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